



# Colby·Sawyer College

2018-2019 CATALOG

The *Colby-Sawyer College Catalog* represents the college's academic, social and financial planning at the time the curriculum guide is published. Course and curriculum changes; modifications of tuition, housing, board and other fees; plus unforeseen changes in other aspects of Colby-Sawyer life sometimes occur after the catalog has been printed but before the changes can be incorporated into a later edition of the same publication. For this reason, Colby-Sawyer College does not assume a contractual obligation with any party concerning the contents of this catalog. A copy of audited financial statements is available upon receipt of written request.

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## NOTICE OF NONDISCRIMINATION

Colby-Sawyer College is committed to being an inclusive and diverse campus community, which celebrates multiple perspectives. Under institutional policy, as well as under state and federal law (including Title IX of the Education Amendments of 1972 and the Age Discrimination Act), Colby-Sawyer College does not discriminate in its hiring or employment practices or its admission practices on the basis of gender, race or ethnicity, color, national origin, religion, age, mental or physical disability, family or marital status, sexual orientation, veteran status, genetic information, or gender identity.

In addition, Colby-Sawyer College seeks to provide an environment free from all forms of sex discrimination, and expects all college community members, visitors, vendors and other third parties to uphold this effort. Sexual harassment, sexual assault and sexual violence are forms of sex discrimination.

Colby-Sawyer College has designated multiple individuals to coordinate its nondiscrimination compliance efforts. Individuals who have questions or concerns about issues of discrimination or harassment, including complaints of sex discrimination in violation of Title IX and age discrimination in violation of the Age Discrimination Act, may contact:

- **For Students**
  - **Robin Burroughs Davis**, Vice President of Student Development and Dean of Students  
Room 105, Ware Student Center, 603.526.3752, Lead Title IX Coordinator
  - **Mary McLaughlin**, Director of Residential Education  
Room 106, Ware Student Center, 603.526.3880, Deputy Title IX Coordinator
- **For Faculty**
  - **Laura Sykes**, Academic Vice President and Dean of Faculty  
Room 131, Colgate Hall, 603.526.3760, Deputy Title IX Coordinator
- **For Staff**
  - **Heather Zahn**, Director of Human Resources  
Room 230A, Colgate Hall, 603.526.3584, Deputy Title IX Coordinator

Colby-Sawyer College has adopted grievance procedures to respond to complaints of discrimination or harassment, as follows:

- For Complaints about Students: Code of Community Responsibility: Conduct System.
- For Complaints about Employees: Employee Handbook, Discriminatory and Sexual Harassment Policy.

Faculty at Colby-Sawyer College are bound by the Employee Handbook in addition to the Faculty Handbook. The Employee Handbook can be found on myColby-Sawyer at <https://my.colby-sawyer.edu/myhr>.

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## ACCREDITATION

Colby-Sawyer College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425 7785  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

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In accordance with the charter of the college and subsequent approvals from the N.H. Department of Education, Division of Higher Education - Higher Education Commission, Colby-Sawyer College is approved to offer the following degrees without a terminal date: Associate of Liberal Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts and Master of Science in Nursing. Inquiries regarding this can be directed to:

State of New Hampshire Department of Education  
Higher Education Commission  
101 Pleasant Street  
Concord, NH 03301  
Phone: 603-271-0257; Fax: 603-271-1953

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# COLLEGE MISSION STATEMENT, PHILOSOPHY AND VALUES

## COLBY-SAWYER COLLEGE MISSION STATEMENT

Colby-Sawyer College is a private, independent college offering undergraduate and graduate educational programs based in the liberal arts and sciences and designed to prepare students for their professions and lives of ongoing learning. Faculty, staff and students strive for excellence in the college's engaged teaching and learning community to foster students' academic, intellectual, and personal growth. The college prepares students to thrive in, and make a positive impact upon, a dynamic, diverse, and interdependent world. Colby-Sawyer College was founded as an academy in 1837 and has been engaged in higher education since 1928.

## PHILOSOPHY

Colby-Sawyer College provides a stimulating setting in which close faculty, staff, and student relationships facilitate student learning and growth. The college's educational programs are firmly grounded in the liberal arts and sciences, foster professional preparation, and emphasize connections across disciplines and across the programs of the college. The college is committed to sustaining a dynamic, challenging, supportive, and respectful environment for all campus community members. As members of an academic community, we articulate these commonly held values to provide an educational and aspirational description of the culture of the college.

## VALUES

**Excellence:** We are dedicated to and strive for excellence as individuals and as a learning community. We hold students responsible for their learning and the college responsible for providing an environment to facilitate learning. We continuously assess and improve our educational programs for students and the workplace for college employees.

**Interconnectedness:** We value the interconnected nature of the college's living and learning environment. We foster student learning and growth across the disciplines and across the college's academic and co-curricular programs and offerings, and extending to students' experiences in the community and the workplace environment. We encourage all college community members to be engaged and participate in the college's educational offerings.

**Respect:** We treat all others with consideration and in a fair and just manner, demonstrating mutual respect and a high regard for one another's rights, perspectives, and opinions. We promote and practice open dialogue, collaboration, and civic engagement. We strive to be diverse and inclusive; we value diversity of background, experience and opinion among community members; and we do not tolerate discrimination or harassment. We are committed to developing and

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maintaining a healthy educational, living and working environment and to fully integrating sustainable and environmentally responsible practices.

**Integrity:** We value and practice honesty, openness and transparency, ensuring information sharing and frank discussion. We practice openness of communication and action with simultaneous respect for the views and professional autonomy of others. We provide accurate information to members of the college community, members of the public, and the appropriate regulatory authorities. We strive to ensure the privacy of faculty, staff and students in areas where confidentiality is expected or required. We demonstrate professional integrity by avoiding or disclosing conflicts of interest. Disagreements are amicably discussed and resolved, and the power inherent in positions of authority is not exploited.

**Stewardship:** All members are responsible for the safety, security, and fiscal health of our community. We respect the rights of others, and we demonstrate responsible citizenship by maintaining a high standard of conduct and ethical behavior in our dealings and interactions with others.



## THE UNDERGRADUATE CURRICULUM

### An Overview of the Curriculum

The Colby-Sawyer College curriculum is an expression of the belief that in this rapidly changing and pluralistic world the best undergraduate education is grounded in the liberal arts and sciences.

### THE UNDERGRADUATE LEARNING OUTCOMES

A liberal education is never complete. It is a continuing process of discovering one's talents, developing one's abilities, and adapting to change. A liberal education involves development of knowledge, skills and attitudes. Liberal education takes place through all of the experiences of college life, both in and out of the classroom. Liberally educated persons understand that they are part of a broader community. They appreciate the need to serve in that community and be responsible for themselves, for others, and for the natural environment.

Colby-Sawyer College students will:

- Learn and use a broad body of knowledge with depth in their major fields  
Through their liberal arts education, students will acquire knowledge produced by their experiences and the scholarly disciplines and will develop interdisciplinary understanding. Through their major program of study, students will gain significant depth of disciplinary knowledge, integrating the liberal arts and sciences with career preparation.
- Enrich and deepen their self-knowledge  
Students will explore the elements of their private and public selves and integrate their personal, social and academic experiences. They will explore the roles of intellect, emotion, body and spirit in a person's well-being and strive to lead lives that demonstrate responsibility to themselves, their society, and the earth.
- Think creatively and critically  
Students will analyze, evaluate, understand, and synthesize new information and respond to it in considered and creative ways. They will develop qualitative and quantitative skills and use evidence to support and question opinions, ideas, and beliefs in personal, public, and professional life. They will be able to put ideas together in new ways and to engage in hypothetical reasoning—to imagine that which does not yet exist.
- Communicate and interact effectively  
Students will articulate and understand their experiences through speaking, reading, writing, listening, movement, and the various modes of artistic appreciation and expression. They will develop competence with new and traditional methods of communication. They will apply these skills, demonstrating effective collaboration in their personal, social, and professional lives.
- Act ethically and professionally  
Students will understand the ethical standards of their society and professions,

## **Undergraduate Curriculum**

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make considered choices in their academic, personal, and professional lives, and accept responsibility for those choices. Students will develop effective ways to make moral distinctions, attain the qualities of character required to act on their ethical principles, and behave in a professional manner.

- Understand and employ multiple perspectives  
Students will understand how diversity affects perspective. They will use personal, disciplinary, and interdisciplinary skills to explore the complexity of the past, present and future. Through their understanding of diversity and history, students will develop an active sense of themselves as members of varied local and global communities. They will interact successfully with people whose experiences and world views differ from their own.

### **LIBERAL EDUCATION PROGRAM**

The goals of the liberal education program are to provide students with the skills needed to complete successful college-level work and to obtain exposure to and to appreciate the integration of a variety of disciplinary areas. Students must complete the four components of the Liberal Education Program: Proficiencies (including two Writing Intensive courses and one Applied Quantitative Literacy course), First Year Symposium, Exploration Courses, and an Integrative Studies course. Students earning a B.A., B.S., or B.F.A. must also complete an internship, the senior year Capstone project, and make contributions to their student portfolios.

#### Proficiencies

Purpose: To ensure that students master the skills they will need to perform effectively in the classroom and as members of the college community.

#### *Writing Proficiency*

##### **WRT 101**

Credits: 4

Introduction to Academic Writing (students must earn a minimum grade of C). In this course, students will learn to use writing as a tool for learning and a means of communication. Students will apply critical reading skills to challenging texts and respond to those readings with writing that is clear, cohesive, and logical. Students will learn to read as college writers, mining texts for ideas and techniques to incorporate into their own writing. Through processes that include prewriting, drafting, and rewriting, students will learn to employ the conventions of academic writing, including citation, grammar, and mechanics. This course provides students with foundational writing skills that they will continue to develop throughout their college careers.

#### Learning Outcomes for WRT 101

- Students will identify and evaluate rhetorical situations and write summaries, thesis-driven argumentative essays, and response papers appropriate to an academic audience.
- Students will utilize critical reading, writing, and thinking skills needed to enter scholarly conversations with thinkers from both inside and outside the college community.

- Students will evaluate sources for their legitimacy, relevance, and authority.
- Students will practice writing as a process that involves prewriting, writing, and rewriting.
- Students will formulate, evaluate, and integrate criticism of written work.

In addition, students will complete two Writing Intensive (WI) courses in their major.

### Learning Outcomes for Writing Intensive Courses

- Students will evaluate texts that are representative of the writing and rhetoric valued within their major discipline;
- Students will compose papers that demonstrate the standards of effective writing in their major discipline;
- Students will complete writing assignments based on the conventions of drafting and revising based on feedback.

### *Quantitative Literacy (QL)*

Credits: 4

Any mathematics course numbered MAT 122 or above; BUS 220

The Quantitative Literacy course teaches students the necessary skills to understand and use quantitative information to function effectively in their personal, public, and professional lives. An educated citizen in an increasingly information centered world must efficiently gather information, analyze it, and use it to make well-reasoned decisions on a variety of issues. The ability to assess quantitative information is also an integral part of effective communication skills.

### Learning Outcomes for QL Proficiency

- Students will apply basic arithmetical, algebraic, and geometric tools in everyday settings and distinguish between the appropriate use and misuse of numerical information.
- Students will use inductive and deductive thinking.
- Students will correctly summarize and use quantitative information given in the form of descriptive statistics and graphical displays.
- Students will self-report improved confidence in using quantitative reasoning.

In addition, students will take one Applied Quantitative Literacy course in their major.

### First Year Symposium (FYS)

Credits: 4

Purpose: To introduce students to intellectual curiosity and interdisciplinary thinking. The First Year Symposium at Colby-Sawyer College provides the introductory foundation to college-level learning and is designed to help students make a successful transition into the Colby-Sawyer community. This course demands that students practice skills necessary to become effective critical thinkers and active citizens in a global community. The values of the First Year Symposium at Colby-Sawyer College are informed by the following: engagement, excellence, and empowerment.

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## Learning Outcomes for the First Year Symposium

- Students will employ critical reading and writing skills as evidenced by reading responses and analytical essays;
- Students will analyze and discuss course topics in an interdisciplinary manner as evidenced by written reading responses, class discussions, oral presentations, and reflective essays that integrate multiple disciplinary perspectives;
- Students will practice effective oral communication skills as evidenced by class discussions and oral presentations;
- Students will engage in collaborative group practices as evidenced by group projects with group evaluations and reflective essays;
- Students will recognize connections between the college's learning outcomes and outside the classroom activities as evidenced by a reflective oral presentation and/or reflective essay.

## Exploration Courses

Purpose: To ensure that students develop a breadth of understanding and perspective in the arts and sciences.

Goals of the Exploration Courses are to:

- Foster interdisciplinary thinking;
- Emphasize the connectedness of learning;
- Allow the student to acquire breadth of understanding and perspective;
- Support the free exploration of ideas and perspectives.

Requirements:

- Students are required to take a total of six Exploration courses (24 credits)
- The six courses come from the following Exploration areas: Fine and Performing Arts, one course – 4 credits; History, one course – 4 credits; Humanities, one course – 4 credits; Literature, one course – 4 credits; Science, one course – 4 credits; Social Sciences, one course – 4 credits

### *Exploration Areas*

Fine and Performing Arts:

Credits: 4

Art offers an understanding of culture through the study of art objects, verbal and visual languages, live theater, dance and movement studies, as well as through music, voice, and writing. Many art courses are interdisciplinary in nature and provide an understanding of cultural and historical contexts. The study of the fine and performing arts provides students with a comprehensive view of the ways artists make work within the historical, scholarly, and technical frameworks of the visual and performance arts. Choose one course from the following list of courses: ART 100, 110, 230, 234, 240, 245, 247, 260, 270; COM 101; DAN 110, 120, 130, 240; MUS 103; THE 140, 230; WRT 201

History:

Credits: 4

History is the record and story of life as experienced by individuals and communities in the past. History courses provide the opportunity to understand the development of political, economic, and social institutions, and the evolution of contemporary social issues. The study of history provides unique and essential insight into today's

complex challenges and helps students develop the judgment necessary for thoughtful civic discourse and civil action. Choose one course from the following list of courses: AME 201; ARH 203; BUS 233; COM 220; HIS 103, 104, 209, 218, 233

### Humanities:

Credits: 4

The Humanities foster capacities for intellectual imagination and vision through the study of some of humanity's greatest works; works that explore the nature and meaning of human existence. Humanities courses use such works to inspire and instruct students in the inclusion of ethical, aesthetic, and philosophical considerations into their decision making. In a rapidly changing world, the study of the humanities provides students a crucial means for the realization of their own potential and for educated and effective participation in a democratic society. Choose one course from the following list of courses: COM 204; HIS 212; PHI 100, 210, 213, 215, 216, 221, 305; POL 203; REL 104, 105, 206, 237; WGS 111

### Literature:

Credits: 4

Literature utilizes a variety of textual forms and a variety of critical theories and interpretive methods to question, shape, and order human experience. Literature courses focus on an in-depth body of imaginative literature (arranged for study by chronology, culture, genre, or theme) to challenge students to reflect on their own lives through an encounter with literary texts. The study of literature offers students the opportunity to enrich and deepen their own forms of self-knowledge and expression through textual analysis. Choose one course from the following list of courses: COM 240; ENG 213, 215, 216, 221, 222, 229, 231, 232, 234, 238, 239, 242, 244, 265, 266

### Science:

Credits: 4

Science is a basic and formative part of the 21st-century world, and each citizen must make personal and public choices that require knowledge about the content and method of science. Science courses focus on basic scientific principles and methods. The study of science offers students an introduction to the use of the scientific method to formulate and test hypotheses in a broad, interdisciplinary context applicable to the life of a non-scientist. Choose one course from the following list of courses: BIO 106, 107, 108, 121, 206; CHE 101; ENV 120, 201; PHY 101; SCI 112, 130

### Social Sciences:

Credits: 4

The Social Sciences focus on interactions among people, society and institutions, based primarily in the present. Social Science courses provide an understanding of society and an introduction to multiple methods of inquiry and modes of reasoning that require the use of evidence to test ideas. The study of the social sciences offers students the ability to explore the relationship between personal and social worlds and to develop responsibility not only to themselves but also to the broader society in which they live by integrating a variety of ideas into their own informed perspectives. Choose one course from the following list of courses: ANT 102; BUS 115; CHI 101; ECO 201; EDU 201, 204; HEA 100; HPS 100; POL 101, 204; PSY 101; SOC 101

# Undergraduate Curriculum

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## Integrative Studies

Credits: 4

Purpose: To employ creative and critical thinking strategies, to synthesize curricular and co-curricular experiences with the liberal education outcomes, and to present these through effective written, oral, or visual expression.

Description: The challenges of the 21<sup>st</sup> century underscore the need for connection and integration in student learning. Colby-Sawyer College's liberal education program encourages students to be engaged and mindful in their intellectual development and academic growth so that they can be positive members in an increasingly complex and challenging global community. Students will integrate multiple, differing perspectives about particular subject areas or multidisciplinary themes. Courses that fulfill the Integrative Studies requirement foster students' ability to integrate, synthesize, and apply learning gained "over time, across courses, and between academic, personal, and community life" (The AAC&U and Carnegie Foundation, Integrative Learning Project).

Integrative Studies courses are noted in the catalog and include AME 306; BUS 329; COM 334; ENG 340; ENV 308, 315; ESS 309; HUM 300; ITS 300; PHI 320; PSY 317. A prerequisite of these courses when taken as Integrative Studies courses is the completion of three exploration courses.

An Integrative Studies courses may not be counted toward the major if it is taken as an Integrative Studies course.

### Learning Outcomes for the Integrative Studies Course

- Students will articulate multiple perspectives within a particular discipline;
- Students will analyze and integrate multiple perspectives employed within a single society and/or across societies and cultures;
- Students will analyze course topics in an interdisciplinary manner;
- Students will utilize effective communication skills;
- Students will utilize creative and critical thinking to synthesize the broad body of knowledge gained from their liberal education, major courses, and co-curricular experiences.

### Internship, Capstone and Learning Portfolio

As an opportunity to synthesize and apply learning from their Liberal Education courses and the courses from their majors, all baccalaureate students complete at least one internship and a senior Capstone project.

#### *Learning Portfolio*

The Learning e-portfolio is a compilation of work presented to the college by each student prior to graduation.

Students author, create and select artifacts from their college experiences to demonstrate they have met the six college learning outcomes. The artifacts demonstrate reflections on the students' experiences across the major, and the college's liberal education learning outcomes. Specific artifacts are required within each program.

Purpose:

- To provide students with a tool to demonstrate their cumulative academic success;
- To provide the college with an assessment tool to measure learning progression of its graduates.

### *Internship*

Purpose: To give students an opportunity to apply learning gained through liberal education courses and the academic major as well as to explore possible career options.

### *Capstone*

The Capstone is one of the final courses in the major and is taken in the senior year through Colby-Sawyer College. The Capstone differs from major to major; see Course Descriptions.

Purpose: To ensure that all seniors will demonstrate their accumulated knowledge and the learning outcomes of the major and a liberal arts education, effectively communicating their knowledge in an interdisciplinary setting.

## **BACCALAUREATE DEGREES**

Colby-Sawyer College offers the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees. Each of these degrees requires that students complete the Liberal Education Program (a total of 40 credits) and select a major from among those offered. A minimum grade point average of 2.00 and a minimum of 120 credits for the baccalaureate degree are required. Degrees are awarded following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail in the Undergraduate Programs section of the catalog.

The faculty and staff who serve as advisors and mentors for students take seriously their responsibility to assist students in planning and making decisions about course selection, choice of major, and career opportunities. Each student is responsible for ensuring that decisions are made in a careful and timely manner and that all of the degree requirements are met.

# **Undergraduate Curriculum**

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## **COLBY-SAWYER COLLEGE'S MAJORS**

### Bachelor of Arts Degree (B.A.)

|                                 |                               |
|---------------------------------|-------------------------------|
| Art–Studio Art                  | History and Political Studies |
| Communication Studies           | Psychology                    |
| Creative Writing and Literature | Self-Designed Major           |
| Crime and Legal Studies         | Sociology                     |
| Graphic Design                  |                               |

### Bachelor of Fine Arts Degree (B.F.A.)

- Art–Studio Art
  - Ceramics
  - Drawing
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Graphic Design

### Bachelor of Science Degree (B.S.)

|                         |                  |
|-------------------------|------------------|
| Athletic Training       | Exercise Science |
| Biology                 | Nursing          |
| Business Administration | Public Health    |
| Child Development       | R.N. to B.S.     |
| Environmental Science   | Sport Management |
| Environmental Studies   |                  |

### Master of Nursing Degree (M.S.N.)

## **ASSOCIATE DEGREE IN LIBERAL ARTS (A.L.A.)**

Colby-Sawyer College offers an associate degree in the Liberal Arts. To earn an associate degree, students must earn a minimum 2.00 cumulative grade point average and complete 60 credits of study, including the requirements of the liberal education program which is 40 credits.

## **MINORS**

Students pursuing baccalaureate degrees who wish to have a concentrated area of study in addition to their major may pursue a minor program. Minors require at least 16 but no more than 24 credits in prescribed courses. A minimum of eight credits must be at the 300-400 level. Students may take no more than four credits of independent study to satisfy minor requirements. No more than two courses completed to satisfy the requirements for a minor may be counted toward the requirements for any major or another minor. Students must earn a minimum cumulative GPA of 2.00 in all courses that count for a declared minor with the



exception of programs that have specific or more restrictive requirements. Change of Major or Minor forms are available online by going to [myColby-Sawyer](#) and accessing the [myRegistrar](#) site. The following minors are offered:

|                         |                            |
|-------------------------|----------------------------|
| American Studies        | Health Care Management     |
| Art History             | Health Studies             |
| Studio Art              | History                    |
| Biology                 | International Studies      |
| Business Administration | Legal Studies              |
| Chemistry               | Mathematics                |
| Child Development       | Philosophy                 |
| Communication Studies   | Political Studies          |
| Education               | Psychology                 |
| English                 | Sociology                  |
| Environmental Studies   | Sustainability             |
| Film Studies            | Women's and Gender Studies |
| Graphic Design          | Writing                    |

## **CERTIFICATE PROGRAM**

Coaching

## **DISTANCE EDUCATION**

Colby-Sawyer College offers online and hybrid courses, as well as the R.N. to B.S. program online. Students are able to take 100% online credit courses that apply to their program of study. Online courses allow students flexible access to high quality credit bearing courses. Students in online courses interact with faculty and collaborate with fellow students to meet course outcomes through weekly online discussions and submission of assignments. Online courses are equivalent in rigor/outcomes to traditional courses.

The online program and courses ensure access to high quality and progressive curriculum through Moodle, the college's learning management system. Students online are subject to the same policies and processes as students in traditional course unless specifically stated otherwise.

### **Compliance**

Colby-Sawyer College is a participant in the State Authorization Reciprocity Agreement (SARA). Consumer protection within SARA provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the Interregional Guidelines for the Evaluation of Distance Education in such a way that a student is harmed.

Before submitting an allegation, it is important that students first contact the appropriate official(s) at Colby-Sawyer College, following the grievance procedure

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outlined in this catalog. Grade appeals and conduct complaints are expressly excluded by SARA. To file a complaint against a New Hampshire institution with the NH Department of Education, Division of Higher Education, Higher Education Commission, one must exhaust all avenues with the college for resolution. In accordance with standard practice for SARA states, the Division has established a web page for recording of a complaint against a participating New Hampshire institution: [www.education.nh.gov/highered/compliance-allegation.htm](http://www.education.nh.gov/highered/compliance-allegation.htm).

### Definitions for online students

- Full time online student: must be registered for 12 credits per semester (eligible for federal financial aid).
- Half time online student: must be registered for 6 credits per semester (eligible for federal financial aid).
- Part time online student: must be between 1 and 5 credits in any given semester (not eligible for federal financial aid).

### International students and distance education:

- Students on an F-1 Student Visa may take only one online class of the minimum 12 credit hours needed for a full course of study in each semester. If that threshold is met, they may take additional online classes.
- International students may apply to 100% online degree programs from their home countries. Colby-Sawyer College does not issue I-20 Forms (US Department of Homeland Security Certificates of Eligibility for student visas), and therefore cannot fulfill requests for student visas for international students enrolled in 100% online degree programs.

### **ONLINE BACHELOR PROGRAMS**

The college offers an online R.N. to B.S. program.

The Code of Community Responsibility and Conduct System applies to all students.

## UNDERGRADUATE PROGRAMS

### LIBERAL ARTS ASSOCIATE DEGREE – TRADITIONAL AND ONLINE

#### **Associate of Liberal Arts (A.L.A.)**

Associate degree candidates follow the Liberal Education Program, which introduces students to the liberal arts and sciences, helps them develop competency in writing and mathematics, and permits them to explore other fields. Students in this program work closely with an advisor to choose elective courses that meet their educational, career or exploration goals. As such, students selecting this program may choose to focus on a disciplinary area or theme or explore the broader disciplines in their elective courses. To earn an associate degree, students must earn a minimum 2.00 cumulative grade point average and complete 60 credits of study, including the requirements of the liberal education program. Students who earn the associate degree often continue for two more years to earn a baccalaureate degree. This progress toward a bachelor degree can readily be done at Colby-Sawyer College. Transfer students are welcome to the program. Registration for summer online courses enables faster completion.

#### Program Learning Outcomes:

- Learn and apply a broad body of knowledge
- Enrich and deepen self-knowledge
- Demonstrate the ability to think creatively and critically by analyzing, evaluating, and synthesizing information
- Communicate and interact effectively
- Ability to act ethically and professionally
- Understand and employ multiple perspectives

#### Requirements:

- Proficiencies
  - Writing Proficiency: WRT 101
  - Quantitative Literacy: Any mathematics course numbered MAT 122 or above; BUS 220
- First Year Symposium: FYS 101
- Exploration Courses: Students are required to take a total of six Exploration courses (24 credits)
  - Fine and Performing Arts: ART 100, 110, 230, 234, 240, 245, 247, 260, 270; COM 101; DAN 110, 120, 130, 240; MUS 103; THE 140, 230; WRT 201
  - History: AME 201; ARH 203; BUS 233; COM 220; HIS 103, 104, 209, 218, 233
  - Humanities: COM 204; HIS 212; PHI 100, 210, 213, 214, 215, 221, 305; POL 203; REL 104, 105, 206, 237; WGS 111
  - Literature: COM 240; ENG 213, 215, 216, 221, 222, 229, 231, 232, 234, 238, 239, 242, 244, 265, 266

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- Science: BIO 106, 107, 108, 121, 206, 250; CHE 101; ENV 120, 201; PHY 101; SCI 112, 130
- Social Sciences: ANT 102; BUS 115; CHI 101; ECO 201; EDU 201, 204; HEA 100; HPS 100; POL 101, 204; PSY 101; SOC 101
- Integrative Studies Course: AME 306; BUS 329; COM 334; ENG 340; ENV 308, 315; ESS 309; HUM 300; ITS 300; PHI 320; PSY 317

Suggested Registration Sequence: A.L.A. Associate of Liberal Arts

### **FIRST YEAR**

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| FYS 101       | 4 cr. | First Year Symposium                        |
| WRT 101       | 4 cr. | Introduction to Academic Writing            |
| Lib Ed        | 4 cr. | Humanities Exploration Course               |
| Elective      | 4 cr. | Free Elective Course                        |
| <b>Spring</b> |       |   |
| Lib Ed        | 4 cr. | Fine and Performing Arts Exploration Course |
| MAT           | 4 cr. | Quantitative Literacy Proficiency           |
| Lib Ed        | 4 cr. | Social Sciences Exploration Course          |
| Elective      | 4 cr. | Free Elective Course                        |

### **SECOND YEAR**

| <b>Fall</b>   |       |                               |
|---------------|-------|-------------------------------|
| Lib Ed        | 4 cr. | Science Exploration Course    |
| ITS           | 4 cr. | Integrative Studies Course    |
| Elective      | 4 cr. | Free Elective Course          |
| Elective      | 4 cr. | Free Elective Course          |
| <b>Spring</b> |       |                               |
| Lib Ed        | 4 cr. | History Exploration Course    |
| Lib Ed        | 4 cr. | Literature Exploration Course |
| Elective      | 4 cr. | Free Elective Course          |

## **AMERICAN STUDIES**

### **American Studies Minor**

The minor in American Studies incorporates multiple disciplines and methods to

examine American culture, literature, society and history.

### Requirements

The minor in American studies consists of 16 credits of study:

- A student must complete AME 201 and four credits in American studies at the 300 or 400 level
- The other eight credits of work, four of which must be at the 300 level, may be done in any other courses in American studies, American literature (ENG 215, 221, 222, 229, 324, 333, 339) or American history (HIS 103, 104, 212, 222, 309, 323, 324) or in any of the following: COM 220, 235, 240, 243, 325, 334, 345; POL 101, 202, 204, 301, 307; SOC 101, 203, 304; WGS 111)

### STUDIO ART

The Studio Art Program in the Department of Fine and Performing Arts offers three routes of study: Bachelor of Fine Arts Major (B.F.A.), Bachelor of Arts Major (B.A.), and a Minor. In all three routes of study, students develop the conceptual, formal, and technical skills necessary to create and analyze their work and the work of others. The program seeks to develop students' creative and critical thinking skills, which are paramount in any well-rounded career preparation plan.

In an environment conducive to interdisciplinary exploration of the arts and technology, courses in all media stress the development of creative problem-solving, research, and reflection. The program focuses on cultivating students' sense of curiosity, expressive artistic processes, and understanding of inventive visual art solutions. The department believes that an understanding of historical perspectives, knowledge of contemporary trends, and the employment of interdisciplinary approaches are important mechanisms that move students toward becoming intellectually vibrant individuals and artists. Many Studio Art majors choose to pursue a minor area of study as well (such as Business Administration, Communication Studies, or Education), which prepares them well for a broad range of internship and career opportunities in allied fields.

In addition to Studio Art, the department offers B.F.A. and B.A. degrees in Graphic Design, as well as minors in Art History, Studio Art, and Graphic Design. Our department supports performance and production opportunities in dance, music and theater, which are allied arts and vital components of the larger collegiate environment. (Please reference other specific catalog headings for Graphic Design, Dance, Music, and Theater for more information about these areas of study.)

### Studio Art: Bachelor of Arts (B.A.)

#### Program Description/Mission

The Bachelor of Arts (B.A.) degree in Studio Art provides a substantial course of study for students who intend to develop as visual artists. Through hands-on art-making experiences in a broad range of media, coupled with complementary learning about art history, digital media, and professional practices, this degree enables the development of versatile creative and critical thinking skills that can be

## **Undergraduate Curriculum**

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applied in many professions.

For those students interested in pursuing double majors, the B.A. degree is recommended over the B.F.A. because there are fewer credit hours required in the major. Also, for those students interested in art education, the B.A. in Studio Art is recommended as a viable major to pair with an Education minor and/or the option for continued teacher training with Upper Valley Educators Institute.

Students who would like to pursue depth in one media concentration area (Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture) are advised to pursue the B.F.A. in Studio Art instead.

### **Studio Art B.A. Learning Outcomes**

Students in this major will:

- **Learn and use depth in their major field**  
Studio art students will understand the elements and principles of design, integrating them into the foundations of their work; this understanding will be demonstrated during their analyses of their own work and historical works of art.
- **Enrich and deepen their self-knowledge**  
Studio art students will demonstrate commitment to their artistic practices by taking creative risks and exploring new artistic concepts and modes of expression.
- **Think creatively and critically**  
Studio art students will formulate and apply solutions to unexpected problems and challenges in their work through researching new techniques and materials and employing an iterative design process.
- **Communicate and interact effectively**  
Studio art students will articulate and reflect upon their artistic process and growth and be able to communicate their ideas visually, verbally and in writing.
- **Act ethically and professionally**  
Studio art students will demonstrate an understanding of and respect for the intellectual property of others and always properly credit and use citation of sources where applicable. Students will demonstrate and employ safety procedures and protocols in the studio. Students will exhibit artwork that demonstrates appropriate craftsmanship.
- **Understand and employ multiple perspectives**  
Studio art students will critically analyze their own work and the work of others using the multiple perspectives of design, historical content, conceptual approaches, and contemporary cultural references.

### **Studio Art B.A. Progress to Completion Requirements:**

In order to document and archive progress toward completion of the major and portfolio development, students are expected to post in their e-portfolios at the end of each semester. For each ART and GD studio course required in the major, students are expected to post image(s) of at least one project (ideally the one that is considered the strongest from the body of work produced during the course) and an

accompanying written process narrative which may address factors such as the following:

- summarize your decisions in approaching and defining this project
- explain your formal and technical choices in relation to your concept
- outline how and where in your project you may have applied the concepts of math, calculations, measurement, proportions, and estimation
- reflect on the trajectory of your process and/or what you have learned from it

Advisors will check advisees' e-portfolios periodically to confirm completion and to use as opportunities to discuss creative progress and growth. A minimum cumulative GPA of C (2.00) in major requirements must be attained.

Required courses:

- ART 110, 425, 426, 485
- GD 125
- ARH 203
- Three 200 level Studio Art courses chosen from: ART 210, 230, 234, 240, 245, 247, 260, 270; GD 213; THE 230
- Three 300 level Studio Art courses chosen from: ART 310, 311, 330, 331, 340, 341, 345, 346, 350, 360, 361, 370, 371.; GD 312, 327, 328, 339, 350
- One 300 level Art history course chosen from: ARH 312, 315, 333, 335, 336, 350, 380
- Additional 300 level Studio Art course or 300 level Art History course (chosen from the lists above).

Suggested Registration Sequence: B.A. Studio Art

## FIRST YEAR

| <b>Fall</b>   |       |                                      |
|---------------|-------|--------------------------------------|
| ART 110       | 4 cr. | Drawing Foundations                  |
| GD 125        | 4 cr. | Design and Digital Media Foundations |
| FYS 101       | 4 cr. | First Year Symposium                 |
| WRT 101       | 4 cr. | Introduction to Academic Writing     |
| <b>Spring</b> |       |                                      |
| ART 200 level | 4 cr. | 200 level Studio Course (QL)         |
| ARH 203       | 4 cr. | Art History Survey (WI)              |
| MAT           | 4 cr. | Quantitative Literacy Proficiency    |
| Lib Ed        | 4 cr. | Liberal Education Course             |

# Undergraduate Curriculum

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## SOPHOMORE YEAR

| <b>Fall</b>   |       |                              |
|---------------|-------|------------------------------|
| ART 200 level | 4 cr. | 200 level Studio Course (QL) |
| Lib Ed        | 4 cr. | Liberal Education Course     |
| Lib Ed        | 4 cr. | Liberal Education Course     |
| Elective      | 4 cr. | Free Elective Course         |
| <b>Spring</b> |       |                              |
| ART 200 level | 4 cr. | 200 level Studio Course (QL) |
| Lib Ed        | 4 cr. | Liberal Education Course     |
| Elective      | 4 cr. | Free Elective Course         |
| Elective      | 4 cr. | Free Elective Course         |

## JUNIOR YEAR

| <b>Fall</b>                  |         |   |
|------------------------------|---------|---|
| ART 300 level                | 4 cr.   | 300 level Studio Course                                 |
| ARH 300 level or<br>Elective | 4 cr.   | 300 level Art History Course or<br>Free Elective Course |
| ITS                          | 4 cr.   | Integrative Studies Course                              |
| Elective                     | 4 cr.   | Free Elective Course                                    |
| <b>Spring</b>                |         |   |
| ART 300 level                | 4 cr.   | 300 level Studio Course                                 |
| ART 485                      | 1-4 cr. | Studio Art Internship                                   |
| Elective or<br>ARH 300 level | 4 cr.   | Free Elective Course or<br>300 level Art History Course |
| Elective                     | 4 cr.   | Free Elective Course                                    |

## SENIOR YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| ART 425       | 3 cr. | Professional Practices and Portfolio (WI) |
| ART 300 level | 4 cr. | 300 level Studio Course                   |
| Elective      | 4 cr. | Free Elective Course                      |
| Elective      | 4 cr. | Free Elective Course                      |



| <b>Spring</b> |       |                                    |
|---------------|-------|------------------------------------|
| ART 426       | 1 cr. | Gallery and Portfolio Presentation |
| Elective      | 4 cr. | Free Elective Course               |
| Elective      | 4 cr. | Free Elective Course               |
| Elective      | 4 cr. | Free Elective Course               |

WI: Writing Intensive; QL: Quantitative Literacy

## **Studio Art: Bachelor of Fine Arts (B.F.A.)**

### Program Description/Mission

The Bachelor of Fine Arts (B.F.A.) degree in Studio Art provides the most credit intensive – and therefore most extensive – course of study for students who intend to pursue professional careers, post-graduate training, and/or graduate school in the visual arts. In addition to a comparable breadth of coursework as in the B.A., the B.F.A. program offers students the opportunity to select a single studio area for in-depth concentration: Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture. B.F.A. students thereby develop the conceptual, formal, and technical skills necessary to create and analyze their work and the work of others at a very high level.

For more explanation, please see the description of the Studio Art Program (listed before the B.A.).

### Studio Art B.F.A. Learning Outcomes

Students in this major will:

- Learn and use depth in their major field  
BFA art students will demonstrate a high level of technical and conceptual aptitude while using a variety of artistic methods, materials, and tools. They will demonstrate the ability to view, analyze and create artwork within aesthetic, formal, conceptual, historical, cultural and contemporary contexts.
- Enrich and deepen their self-knowledge  
BFA art students will demonstrate commitment to their artistic practices by focused contemporary art research and continued study in art history, while expanding related allied interest areas that influence their work.
- Think creatively and critically  
B.F.A. art students will demonstrate a high level of technical proficiency in the studio while creating solutions for planned creative challenges in their work and responding to unexpected complications.
- Communicate and interact effectively  
B.F.A. art students will articulate and reflect upon their artistic process and growth, competently communicating their ideas through visual, verbal and written means and through demonstrated leadership in the studio.

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- Act ethically and professionally  
B.F.A. art students will demonstrate an understanding of and respect for the intellectual property of others and always properly credit and use citation of sources where applicable. Students will demonstrate and employ safety procedures and protocols in the studio. Students will exhibit artwork that demonstrates appropriate craftsmanship and work that meets professional exhibition standards.
- Understand and employ multiple perspectives  
B.F.A. art students will competently analyze their work and the work of others using the multiple perspectives of formal design principles, historical content, conceptual approaches, and contemporary cultural references.

### Studio Art B.F.A. Progress to Completion Requirements

In order to document and archive progress toward completion of the major and portfolio development, students are expected to post in their e-portfolios at the end of each semester. For each ART and GD studio course required in the major, students are expected to post image(s) of at least one project (ideally the one that is considered the strongest from the body of work produced during the course) and an accompanying written process narrative which may address factors such as the following:

- summarize your decisions in approaching and defining this project
- explain your formal and technical choices in relation to your concept
- outline how and where in your project you may have applied the concepts of math, calculations, measurement, proportions, and estimation
- reflect on the trajectory of your process and/or what you have learned from it

Advisors will check advisees' e-portfolios periodically to confirm completion and to use as opportunities to discuss creative progress and growth. A minimum GPA of C (2.00) in all major requirements must be attained.

### Required courses:

- ART 110, 425, 426, 485; GD 125; ARH 203
- Four 200 level studio courses chosen from: ART 210, 230, 234, 240, 245, 247, 260, 270; GD 213; THE 230
- Four 300 to 400 level Studio Art courses in one concentration area:
  - Drawing: ART 310, 311, 410, 411
  - Painting: ART 330, 331, 430, 431
  - Printmaking: ART 340, 341, 440, 441
  - Sculpture: ART 345, 346, 445, 446
  - Photography: ART 360, 361, 460, 461
  - Ceramics: ART 370, 371, 470, 471
- Two 300 level Art History course chosen from: ARH 312, 315, 333, 335, 336, 350, 380
- One Exhibition Foundations course (ART 111-118 depending on semester)

# Undergraduate Curriculum

Suggested Registration Sequence: B.F.A. Studio Arts

## FIRST YEAR

| <b>Fall</b>   |       |                                      |
|---------------|-------|--------------------------------------|
| ART 110       | 4 cr. | Drawing Foundations                  |
| GD 125        | 4 cr. | Design and Digital Media Foundations |
| FYS 101       | 4 cr. | First Year Symposium                 |
| WRT 101       | 4 cr. | Introduction to Academic Writing     |
| <b>Spring</b> |       |                                      |
| ARH 203       | 4 cr. | Art History Survey (WI)              |
| ART 200 level | 4 cr. | 200 level Studio Course (QL)         |
| MAT           | 4 cr. | Liberal Education Course             |
| Lib Ed        | 4 cr. | Liberal Education Course             |

## SOPHOMORE YEAR

| <b>Fall</b>               |       |  |
|---------------------------|-------|--|
| ART 200 level             | 4 cr. | 200 level Studio Course (QL)                         |
| ART 200 level             | 4 cr. | 200 level Studio Course (QL)                         |
| Lib Ed                    | 4 cr. | Liberal Education Course                             |
| Lib Ed                    | 4 cr. | Liberal Education Course                             |
| <b>Spring</b>             |       |  |
| ART 200 level             | 4 cr. | 200 level Studio Course (QL)                         |
| ARH 300 level or Elective | 4 cr. | 300 level Art History course or Free Elective Course |
| Lib Ed                    | 4 cr. | Liberal Education Course                             |
| Elective                  | 4 cr. | Free Elective Course                                 |

# Undergraduate Curriculum

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## JUNIOR YEAR

| <b>Fall</b>          |         |  |
|----------------------|---------|--|
| ART 300 level        | 4 cr.   | 300 level Studio Course in Concentration                   |
| ARH 300 level or ITS | 4 cr.   | 300 level Art History Course or Integrative Studies Course |
| Elective             | 4 cr.   | Free Elective Course                                       |
| Elective             | 4 cr.   | Free Elective Course                                       |
| <b>Spring</b>        |         |  |
| ART 300 level        | 4 cr.   | 300 level Studio Course in Concentration                   |
| ARH 300 level or ITS | 4 cr.   | 300 level Art History Course or Integrative Studies Course |
| ART 485              | 1-4 cr. | Studio Art Internship                                      |
| Elective(s)          | 4-7 cr. | Free Elective Course(s)                                    |

## SENIOR YEAR

| <b>Fall</b>               |       |  |
|---------------------------|-------|--|
| ART 425                   | 3 cr. | Professional Practices and Portfolio (WI)            |
| ART 400 level             | 4 cr. | 400 level Studio Course in Concentration             |
| ART 111-118               | 1 cr. | Exhibition Foundations                               |
| ARH 300 level or Elective | 4 cr. | 300 level Art History course or Free Elective Course |
| <b>Spring</b>             |       |  |
| ART 426                   | 1 cr. | Gallery and Portfolio Presentation (Capstone)        |
| ART 400 level             | 4 cr. | 400 level Studio Art Course in Concentration         |
| Elective                  | 4 cr. | Free Elective Course                                 |
| Elective                  | 4 cr. | Free Elective Course                                 |

WI: Writing Intensive; QL: Quantitative Literacy

### Studio Art Minor

The minor in Studio Art provides an introduction to studio art concepts and practices through in-depth study and hands-on experience. The program seeks to develop students' creative problem-solving and critical thinking, thereby complementing the learning in their major areas of study. Creativity is becoming more and more valued across disciplines and throughout society, and so the minor in Studio Art will be a valuable asset coupled with any major.

## Requirements:

- ART 110 or GD 125
- ARH 203
- One 200 level Studio Art course chosen from: ART 210, 230, 234, 240, 245, 247, 260, 270; THE 230
- Two 300 level Studio Art courses (prerequisites need to be met)

## **Art History Minor**

The minor in Art History provides an introduction to art historical concepts, materials and practices through an offering of Art History and Studio Art courses. The program seeks to develop students' critical thinking, knowledge and awareness of art history and of world cultures while developing their technical and professional skills, thereby complementing the learning in their major areas of study. The Art History minor affords a high level of experience in writing communication.

## Requirements:

- ART 110 or one 200 level Studio Art course chosen from the following: ART 230, 234, 240, 245, 247, 260, or 270
- ARH 203
- Two 300 level Art History courses chosen from offerings: ARH 312, 315, 333, 335, 336, 350, 380
- One course from ART 111-118

## **ATHLETIC TRAINING**

*Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.*

### **Athletic Training: Bachelor of Science (B.S.)**

#### Program Description/Mission

The Athletic Training Program (ATP) works within the framework of the Exercise and Sport Sciences Department. It is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and provides preparation in the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. Athletic Training is recognized by the American Medical Association as a health care profession. Completion of athletic training courses and clinical experiences helps prepare students for the Board of Certification (BOC) exam for athletic trainers. This preparation may lead to careers in secondary schools, colleges and universities, professional sports, sports medicine clinics, corporate or industrial settings.

#### Athletic Training Learning Outcomes

Athletic Training students will be able to describe, explain, and apply concepts

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associated with:

- Evidence based practice
- Prevention and health promotion
- Clinical examination and diagnosis
- Acute care of injury and illness
- Therapeutic interventions
- Psychosocial strategies and referral
- Health care administration
- Professional development and responsibility
- And demonstrate clinical reasoning skills in the recognition, analysis, and interpretation of information provided to make decisions regarding patient care.

Athletic Training B.S. Progress to Completion Requirements:

- Competency requirement: American Red Cross Basic Life Support for healthcare providers, CPR for the Professional Rescuer, or American Heart Association CPR/AED for the Health Care Provider. Other certifying organizations must be approved by the ESS department. CPR certification must be kept current.
- Foundation requirements:
  - ESS 100, 116, 487, 488
  - MAT 206 or higher math course
  - BIO 205, 206
- Athletic Training courses: ESS 106, 209, 215, 216, 234, 307, 311, 316, 323, 333, 334, 410, 433, 434, 443, 449
- A minimum grade of B- (2.7) is required for BIO 205, BIO 206 and all athletic training courses. A grade of B- is required in prerequisite courses to enroll in subsequent classes. Students who do not earn the minimum grade of B- in any clinical course (ESS 234, 333, 334, 433, 434) must successfully repeat the course before they can progress in the major. Students will only be allowed to repeat any athletic training course one time.

Students also must:

- Be enrolled in Colby-Sawyer's Athletic Training Major for a minimum of two academic years
- Pass a Board of Certification practice exam with an overall score of 70% for endorsement to take the actual BOC exam
- Demonstrate competence in all athletic training proficiencies within clinical courses.
- Complete a Board of Certification Preparation workshop

Clinical experience requirements:

- A minimum major GPA of 2.70
- Successful completion of ESS 106, ESS 116, and ESS 209
- Current certification in CPR for Professional Rescuers and Health Care Providers or the equivalent
- Completed Hepatitis B Virus inoculation series or signed declination
- Signed Technical Standards for Athletic Training Program form (available for review from the program director)

- A signed Oath of Confidentiality form
- Completion of 50 hours of supervised athletic training observation at Colby-Sawyer College
- Demonstration of engagement in and commitment to the athletic training major during observation and involvement in activities related to the major outside of classroom experiences
- Completion of criminal background check
- Safe and reliable transportation to off-campus affiliate sites

## Transfer Policy for Athletic Training Major

Given the specific nature of an education for the health professions, transfer students with prior athletic training are evaluated on an individual basis. In direct consultation, the student and the Athletic Training Program Director develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student's complete incorporation into the program at the college.

Transfer students are required to provide the ATP Director with course descriptions and appropriately dated syllabi for all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and by March 1 if enrolling in the fall semester. Transfer students are held to all program requirements. Admission to the college does not guarantee acceptance in the Athletic Training major. Students must be enrolled in Colby-Sawyer's Athletic Training major for a minimum of two calendar years prior to graduation to graduate from the athletic training major.

Suggested Registration Sequence: B.S. Athletic Training

## FIRST YEAR

| <b>Fall</b>   |       |  |
|---------------|-------|--|
| WRT 101       | 4 cr. | Introduction to Academic Writing                   |
| ESS 116       | 4 cr. | Concepts in Athletic Health Care (WI)              |
| BIO 205       | 4 cr. | Anatomy and Physiology I                           |
| FYS 101       | 4 cr. | First Year Symposium                               |
| <b>Spring</b> |       |  |
| BIO 206       | 4 cr. | Anatomy and Physiology II                          |
| ESS 100       | 4 cr. | Personal Health and Wellness                       |
| ESS 106       | 2 cr. | Prevention Strategies in Athletic Health Care (QL) |
| Lib Ed        | 4 cr. | Liberal Education Course                           |

# Undergraduate Curriculum

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## SOPHOMORE YEAR

| <b>Fall</b>   |       |  |
|---------------|-------|--|
| ESS 209       | 4 cr. | Acute Care—Injury and Illness              |
| MAT 206       | 4 cr. | Algebra and Trigonometry                   |
| ESS 215       | 4 cr. | Clinical Exam and Diagnosis: Lower Body    |
| Lib Ed        | 4 cr. | Liberal Education Course                   |
| <b>Spring</b> |       |  |
| ESS 216       | 4 cr. | Clinical Exam and Diagnosis: Upper Body    |
| ESS 234       | 2 cr. | Clinical Experience in Athletic Training I |
| ESS 323       | 4 cr. | Applied Kinesiology and Clinical Technique |
| Lib Ed        | 4 cr. | Liberal Education Course                   |

## JUNIOR YEAR

| <b>Fall</b>   |         |  |
|---------------|---------|--|
| ESS 307       | 4 cr.   | Basic Therapeutic Interventions (QL)         |
| ITS           | 4 cr.   | Integrative Studies Course                   |
| ESS 333       | 2-4 cr. | Clinical Experience in Athletic Training II  |
| Lib Ed        | 4 cr.   | Liberal Education Course                     |
| <b>Spring</b> |         |  |
| ESS 311       | 2 cr.   | Clinical Interventions and Referral          |
| ESS 316       | 4 cr.   | Advanced Therapeutic Interventions (QL)      |
| ESS 334       | 2-4 cr. | Clinical Experience in Athletic Training III |
| Elective      | 4 cr.   | Free Elective Course                         |
| Lib Ed        | 4 cr.   | Liberal Education Course                     |

## SENIOR YEAR

| <b>Fall</b> |         |   |
|-------------|---------|---|
| ESS 410     | 2 cr.   | Athletic Health Care Administration (WI) (QL) |
| ESS 433     | 2-4 cr. | Clinical Experience in Athletic Training IV   |
| ESS 443     | 4 cr.   | Advanced Care and Prevention                  |
| ESS 487     | 2 cr.   | Research in ESS: Critical Components          |
| ITS         | 4 cr.   | Integrated Studies Course                     |



| Spring   |         |  |
|----------|---------|--|
| ESS 434  | 2-4 cr. | Clinical Experience in Athletic Training V |
| ESS 449  | 2 cr.   | Senior Seminar in Athletic Training        |
| ESS 488  | 2 cr.   | Research in ESS: Assessment and Analysis   |
| Elective | 4 cr.   | Free Elective Course                       |
| Elective | 4 cr.   | Free Elective Course                       |

WI: Writing Intensive; QL: Quantitative Literacy

## BIOLOGY

### Biology: Bachelor of Science (B.S.)

#### Program Description/Mission

The biology program gives students a broad background in all areas of biology to prepare them for careers in biology or for further study in graduate or professional school. The program emphasizes the process of doing science in independent lab projects and in the three semester senior research project. In addition, Colby-Sawyer College has an affiliation agreement with the School for Field Studies (<http://fieldstudies.org>). Students who meet the prerequisites may spend the fall semester of their senior year at one of the School for Field Studies' international locations.

#### Biology Learning Outcomes:

The aim of the Biology program is to prepare students with a broad perspective in all areas of biology while emphasizing their ability to use the process of science. We expect that students will be proficient in the following:

- Understanding and applying the theory and concepts of molecular, cell, organismal and ecological biology.
- Using logical thinking as demonstrated through sophisticated logic when articulating biological concepts and relations.
- Using the scientific method to develop and recognize interrelated hypotheses
- Using laboratory and field skills
- Quantitative ability including data analysis
- Applying Excel and its functions to create clear graphs and tables summarizing data
- Applying visual skills in posters and presentations
- Writing scientifically

#### Biology B.S. Progress to Completion Requirements:

Students must have a minimum cumulative GPA of C (2.00) in all required courses in the major to graduate.

- BIO 106, 107, 221, 222, 351, 485, 486, 487; CHE 101, 102
- Two courses selected from CHE 307, 308; PHY 101, 102
- A total of 16 credits, of which twelve credits are at the 300 to 400 level chosen

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from BIO 205, 206, 305, 314, 317, 318, 319, 322, 323, 324, 325, 327, 331, 332, 378, 406, 407, 478; ENV 100, 319, 326, 334, 366; ESS 324, 326; PBH 330; PSY 216

- MAT 220 or 221
- SCI 107, 109, 111, 113 recommended

Suggested Registration Sequence: B.S. Biology

### FIRST YEAR\*

\*Two years of high school algebra with a grade of B- or higher is a prerequisite for CHE 101. Students without this should take MAT 206 and enroll in CHE 101, CHE 102 in their second year.

#### Fall

|                       |       |   |
|-----------------------|-------|---|
| BIO 107 or<br>BIO 106 | 4 cr. | Introduction to Ecology or<br>Chemical and Cellular Basis of Life |
| CHE 101 or<br>MAT 206 | 4 cr. | Principles of Chemistry I* or<br>Algebra and Trigonometry         |
| WRT 101 or<br>Lib Ed  | 4 cr. | Introduction to Academic Writing or<br>Liberal Education Course   |
| FYS 101               | 4 cr. | First Year Symposium  |

#### Spring

|                       |       |   |
|-----------------------|-------|---|
| BIO 106 or<br>BIO 107 | 4 cr. | Chemical and Cellular Basis of Life or<br>Introduction to Ecology |
| CHE 102 or<br>Lib Ed  | 4 cr. | Principles of Chemistry II or<br>Liberal Education Course         |
| Lib Ed or<br>WRT 101  | 4 cr. | Liberal Education Course or<br>Introduction to Academic Writing   |
| Elective              | 4 cr. | Free Elective Course  |

### SOPHOMORE YEAR

|                       |            |   |
|-----------------------|------------|---|
| <b>Fall</b>           |            |   |
| BIO 221 or<br>BIO 222 | 2 or 4 cr. | Evolution or<br>Genetics                            |
| MAT 220 or<br>MAT 221 | 4 cr.      | Introduction to Statistics or<br>Calculus I         |
| CHE 307 or<br>PHY 101 | 4 cr.      | Organic Chemistry I or<br>Introduction to Physics I |
| Lib Ed                | 4 cr.      | Liberal Education Course                            |

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| <b>Spring</b>         |            |   |
|-----------------------|------------|---|
| BIO 221 or<br>BIO 222 | 2 or 4 cr. | Evolution or<br>Genetics                              |
| CHE 308 or<br>PHY 102 | 4 cr.      | Organic Chemistry II or<br>Introduction to Physics II |
| Lib Ed                | 4 cr.      | Liberal Education Course                              |
| Elective              | 4 cr.      | Free Elective Course                                  |

### JUNIOR YEAR

| <b>Fall</b>       |         |                            |
|-------------------|---------|----------------------------|
| BIO 200-400 level | 4 cr.   | Biology Elective           |
| ITS               | 4 cr.   | Integrative Studies Course |
| Elective          | 4 cr.   | Free Elective Course       |
| Elective          | 4 cr.   | Free Elective Course       |
| <b>Spring</b>     |         |                            |
| BIO 300-400 level | 4 cr.   | Biology Elective           |
| BIO 351           | 1 cr.   | Research Design            |
| Lib Ed            | 4 cr.   | Liberal Education Course   |
| Elective          | 5 cr.   | Free Elective Courses      |
| <b>Summer</b>     |         |                            |
| BIO 485           | 1-3 cr. | Biology Internship         |

### SENIOR YEAR

| <b>Fall</b>       |       |                               |
|-------------------|-------|-------------------------------|
| BIO 300-400 level | 4 cr. | Biology Elective              |
| BIO 486           | 2 cr. | Senior Research I             |
| Lib Ed            | 4 cr. | Liberal Education Course      |
| Elective          | 4 cr. | Free Elective Course          |
| <b>Spring</b>     |       |                               |
| BIO 300-400 level | 4 cr. | Biology Elective              |
| BIO 487           | 1 cr. | Senior Research II (Capstone) |
| Elective          | 4 cr. | Free Elective Course          |
| Elective          | 4 cr. | Free Elective Course          |

# Undergraduate Curriculum

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## Biology Minor

The minor in Biology allows student with an interest in biology to expand their knowledge and explore several fields in the biological sciences. Students who are pre-med or pre-vet, but majoring in something other than Biology may wish to minor in Biology to obtain the prerequisite courses.

Requirements:

- Twenty credits, including:
  - BIO 106, 107, and 221
- Eight credits at the 300 to 400 level out of 10 total credits chosen from: BIO 205, 206, 222, 305, 314, 317, 318, 319, 322, 323, 324, 325, 327, 331, 332, 406, 407; ENV 100, 319, 326, 334, 364, 366; ESS 324, 326; PBH 330; PSY 216

## BUSINESS ADMINISTRATION

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

*Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.*

### Business Administration: Bachelor of Science (B.S.)

Program Description/Mission

Statement of Mission: The Business Administration Department at Colby-Sawyer College provides a general business foundation, with an appropriate chosen area of study, to undergraduate students. Our aim is to prepare students for careers in a world where strong judgment, exceptional quantitative, computing, and written skills are critical. We instill a sense of professional and personal ethics in our students and teach effective decision making techniques and implementation. Our expectations of our students are high and we hold them to exacting standards for performance, participation in class, and ethical behavior. Our curriculum is practical and broadly applicable for student success after graduation.

The Bachelor of Science in Business Administration provides a solid foundation in the liberal arts, which is essential for business careers in today's marketplace. The Business Administration major qualifies graduates for positions in corporate or business settings as well as in hospitals, museums, etc. Introductory courses develop an understanding of the terminology, underlying concepts and analytical techniques necessary to understand how organizations function. Emphasis is placed on computers as management tools. Upper-level courses allow students to gain knowledge and skills in various functional areas, such as marketing, finance and human-resource management. Students are equipped with decision-making abilities and the basic knowledge that permits them to progress toward responsible management positions in many different types of organizations.

Case studies and other simulation techniques give students the opportunity to gain skills in applying knowledge to concrete situations. An important feature of the

program is integration of off-campus field experiences and internships with classroom study. Particular attention is given to personal and societal value issues as they pertain to working in an organization and to balancing the various demands of personal needs, family expectations, and career expectations. Graduates are working in a variety of organizations across the country, in such fields as marketing, finance, accounting, personnel, communications, brokerage, and retail.

### Business Administration Learning Outcomes

Business Administration majors will:

- Understand the implications of business in a dynamic world, including: social, economic, political, legal, technical, and physical aspects;
- Collect, assess, and apply data to make and implement effective and ethical decisions;
- Develop technical skills in the use of data, technology, quantitative skills, written and verbal communication, and job-seeking expertise;
- Understand and utilize financial statements, economic principles, and management techniques in operational, tactical, and strategic business situations;
- Synthesize the varied functions and operations of business to gain a comprehension of the whole of business; and
- Integrate their liberal education learning with the specifics of business for application to a dynamic world and career.

### Business Administration B.S. Progress to Completion Requirements:

- ACC 216
- BUS 101, 201, 215, 220, 231, 301, 312, 318, 401, 403, 425, 460 (this course must be completed at Colby-Sawyer College)
- ECO 201
- Concentration: 10 credits

A minimum grade of 'C' (2.00) in ACC 216, BUS 215, 231.

Concentration areas: Students must select an area of concentration for their degree (this should be declared no later than the fall of the junior year and will be addressed in various required seminar classes). The concentration areas and requirements are detailed below:

- Accounting and Finance concentration requirements  
ACC 217; BUS 419; two or more credits from the following electives: ACC 342, 349; BUS 343, 348, 351, 416
- Management concentration requirements  
BUS 316, 417; two or more credits from the following electives: BUS 302, 323, 324, 336, 338, 340, 344, 347, 414, 421; HRM 301; LDR 411
- Marketing concentration requirements  
BUS 339, 415; two or more credits from the following electives: BUS 344, 345, 346, 347, 407
- Sustainable Business concentration requirements  
ENV 321, BUS 414, two or more credits from the following electives: ENV 306, 319, 326, 334, 366
- General Business concentration requirements

## **Undergraduate Curriculum**

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One 300 level and one 400 level course from any business concentration area required courses; two or more credits from any elective courses within the business department

Depending on the topic, BUS 350 can be used as a management, marketing or finance elective. BUS 460 must be completed at Colby-Sawyer College.

Suggested Registration Sequence: B.S. Business Administration

### **FIRST YEAR**

| <b>Fall</b>           |       |                                     |
|-----------------------|-------|-------------------------------------|
| FYS 101               | 4 cr. | First Year Symposium                |
| WRT 101               | 4 cr. | Introduction to Academic Writing    |
| BUS 101               | 2 cr. | First Year Business Seminar         |
| BUS 220 or<br>BUS 231 | 4 cr. | Business Statistics or<br>Marketing |
| <b>Spring</b>         |       |                                     |
| Lib Ed                | 4 cr. | Liberal Education Course            |
| BUS215                | 4 cr. | Management and Human Relations      |
| Lib Ed                | 4 cr. | Liberal Education Course            |
| BUS 220 or<br>BUS 231 | 4 cr. | Business Statistics or<br>Marketing |

### **SOPHOMORE YEAR**

| <b>Fall</b>           |       |  |
|-----------------------|-------|--|
| ACC 216 or<br>ECO 201 | 4 cr. | Financial Accounting I or<br>Principles of Economics |
| Elective              | 4 cr. | Free Elective Course                                 |
| Lib Ed                | 4 cr. | Liberal Education Course                             |
| Lib Ed                | 4 cr. | Liberal Education Course                             |
| <b>Spring</b>         |       |  |
| BUS 201               | 1 cr. | Sophomore Seminar                                    |
| ACC 216 or<br>ECO 201 | 4 cr. | Financial Accounting or<br>Principles of Economics   |
| Lib Ed                | 4 cr. | Liberal Education Course                             |
| Elective              | 4 cr. | Free Elective Course                                 |

# Undergraduate Curriculum

## JUNIOR YEAR

| <b>Fall</b>   |       |                                    |
|---------------|-------|------------------------------------|
| BUS 301       | 1 cr. | Junior Seminar                     |
| BUS 318       | 4 cr. | Corporate Finance                  |
| BUS 300 level | 4 cr. | Concentration Requirement          |
| ITS           | 4 cr. | Integrative Studies Course         |
| Elective      | 4 cr. | Free Elective Course               |
| <b>Spring</b> |       |                                    |
| BUS 300 level | 2 cr. | Concentration Requirement          |
| BUS 312       | 4 cr. | Business Applications/Computer     |
| Elective      | 4 cr. | Free Elective Course               |
| Elective      | 4 cr. | Free Elective Course               |
| <b>Summer</b> |       |                                    |
| BUS 485       | 5 cr. | Business Administration Internship |

## SENIOR YEAR

| <b>Fall</b>   |       |                         |
|---------------|-------|-------------------------|
| BUS 401       | 1 cr. | Senior Seminar          |
| BUS 403       | 4 cr. | Organizational Behavior |
| BUS 425       | 4 cr. | Quantitative Management |
| BUS 400 level | 4 cr. | Concentration Elective  |
| <b>Spring</b> |       |                         |
| BUS460        | 4 cr. | Strategic Management    |
| Elective      | 4 cr. | Free Elective Course    |
| Elective      | 4 cr. | Free Elective Course    |

### **Business Administration Minor**

The minor in Business Administration is designed to be completed within a major in another academic discipline and provides basic functional skills for employment in a wide variety of areas. Its purpose is to broaden the career opportunities of liberal arts graduates by combining a working knowledge of essential business principles with the student's chosen field of concentration.

# **Undergraduate Curriculum**

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Requirements:

- ACC 216; BUS 215, 231
- Eight 300 or 400 level credits from ACC, BUS, HRM, or LDR courses

## **CHEMISTRY**

### **Chemistry Minor**

The Department of Natural Sciences offers a minor in Chemistry. Students may use this option to pursue laboratory research, education, or augment their transcript for application to graduate study.

Requirements:

Students must complete five chemistry courses, for a total of 20 credits. Students must complete:

- CHE 101, 102, 307, 308
- BIO 305 or ENV 330

For Biology majors who want a Chemistry minor, only two courses can count for both a major and minor. CHE 307 and 308 and BIO 305 count towards the minor so students must take PHY 101 and 102 plus another upper level BIO course to complete their Biology major.

## **CHILD DEVELOPMENT**

### **Child Development: Bachelor of Science (B.S.)**

Program Description/Mission

The Child Development program offers training designed to deepen students' understanding of themselves and others through the study of development in the context of family, societal institutions and culture. Through a variety of academic and applied experiences, this program prepares students to be ethical, professional, and knowledgeable in theories and milestones of child and family development. Using research based, developmentally appropriate practice, students in this major will be prepared to address the diverse needs of children and families in a variety of settings and careers.

Electives in the program are available to guide students in their career interests. In particular, students interested in working in elementary schools who are not majoring in Child Development are encouraged to pair this major with the Education Minor and to pursue the Elementary Education Prep option.

Students seeking New Hampshire Teacher Certification in Elementary Education complete the degree requirements for the Bachelor of Science in Child Development with Elementary Prep and qualify for certification by passing certification exams, completing additional coursework in education at a partner school, meeting NH Department of Education certification requirements and successfully completing a student teaching internship. Students may choose to pursue graduate work in Education or to continue in their studies with our partner schools. Students who meet the requirements for entrance into Upper Valley Educators Institute have the



option of utilizing the accelerated track for completion of their degree in 3½ years to obtain certification in a total of four years of college work. If state certification requirements change, some course offerings may be adjusted to maintain compliance.

### Child Development Learning Outcomes

- Demonstrate knowledge of children's development
- Utilize this knowledge in creating appropriate environments for children that fully support and facilitate their development
- Be aware of key research findings in the field of child development
- Demonstrate the ability to observe, evaluate, and facilitate children's development
- Understand and demonstrate how to interact in a positive and supportive manner with children, parents, colleagues and others present in the child's environment and the wider community through oral and written means
- Demonstrate professional behavior under wide ranging circumstances

In addition, students in the Child Development with Elementary Education Prep will:

- Know and demonstrate a variety of teaching methods that are effective for a diverse population
- Explain the history and philosophy of education
- Demonstrate the analytical, interpretive, and writing skills necessary for teaching

### Child Development B.S. Progress to Completion Requirements:

- CHI 101, 105, 206, 309, 318, 321
- Pre-Internship Seminar
- CHI Electives (ten credits): CHI 102, 104, 212, 285, 250/350, 314, 317, 322, 326, 332; EDU 201, 204; ESS 204
- CHI 485 or EDU 490
- CHI 488

A minimum grade of C in CHI 101 and a GPA of 3.0 or above in the major is required for graduation.

### Early Childhood Specialty:

Students interested in working with young children are encouraged to include as CHI electives:

- CHI 201, 207

### Elementary Education:

Students interested in working in elementary schools are encouraged to enroll in Child Development with Elementary Education Prep. Within the major requirements, students include these courses:

- CHI 333
- EDU 490 (in which case, do not complete CHI 485)

# Undergraduate Curriculum

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Suggested Registration Sequence: B.S. Child Development

## FIRST YEAR

| <b>Fall</b>                |       |  |
|----------------------------|-------|--|
| CHI 101                    | 4 cr. | Child Growth and Development   |
| WRT 101                    | 4 cr. | Introduction to Academic Writing   |
| FYS 101                    | 4 cr. | First Year Symposium   |
| MAT                        | 4 cr. | Quantitative Literacy Proficiency  |
| <b>Spring</b>              |       |  |
| Lib Ed                     | 4 cr. | Liberal Education Course   |
| CHI 207 or<br>CHI elective | 2 cr. | Developmentally Appropriate Practices or other<br>Child Development Elective |
| Elective                   | 4 cr. | Free Elective Course   |
| Lib Ed                     | 4 cr. | Liberal Education Course   |

## SOPHOMORE YEAR

| <b>Fall</b>                |       |   |
|----------------------------|-------|---|
| CHI 206                    | 4 cr. | Family and Community Collaboration (WI)                               |
| CHI 105                    | 2 cr. | Health, Safety and Nutrition for Children                             |
| Lib Ed                     | 4 cr. | Liberal Education Course  |
| Elective                   | 4 cr. | Free Elective Course  |
| <b>Spring</b>              |       |   |
| CHI 201 or<br>CHI elective | 4 cr. | Infant and Toddler Development or other<br>Child Development Elective |
| CHI 309                    | 4 cr. | Exceptional Students  |
| Lib Ed                     | 4 cr. | Liberal Education Course  |
| Elective                   | 4 cr. | Free Elective Course  |

## JUNIOR YEAR

| <b>Fall</b>  |       |   |
|--------------|-------|---|
| CHI 321      | 4 cr. | Advanced Early and Middle Childhood Development |
| CHI elective | 4 cr. | Child Development Elective                      |
| Elective     | 4 cr. | Free Elective Course                            |
| ITS          | 4 cr. | Integrative Studies Course                      |

## Undergraduate Curriculum

|               |       |   |
|---------------|-------|---|
| <b>Spring</b> |       |   |
| CHI 318       | 4 cr. | Research Methods for Child Development (QL) |
| Lib Ed        | 4 cr. | Liberal Education Course                    |
| Elective      | 4 cr. | Free Elective Course                        |
| Elective      | 4 cr. | Free Elective Course                        |

### SENIOR YEAR

|                       |          |   |
|-----------------------|----------|---|
| <b>Fall</b>           |          |   |
| CHI 485 or<br>EDU 490 | 4-14 cr. | Child Development Internship – Minimum 4 credits;<br>additional courses below if needed |
| Elective              | 4 cr.    | Free Elective Course  |
| Elective              | 4 cr.    | Free Elective Course  |
| <b>Spring</b>         |          |   |
| CHI 488               | 4 cr.    | Capstone: Child Development (WI)  |
| Elective              | 4 cr.    | Free Elective Course  |
| Elective              | 4 cr.    | Free Elective Course  |
| Elective              | 4 cr.    | Free Elective Course  |

WI: Writing Intensive; QL: Quantitative Literacy

Suggested Registration Sequence: B.S. Child Development / Elementary Education Prep

### FIRST YEAR

|               |       |                                   |
|---------------|-------|-----------------------------------|
| <b>Fall</b>   |       |                                   |
| CHI 101       | 4 cr. | Child Growth and Development      |
| WRT 101       | 4 cr. | Introduction to Academic Writing  |
| FYS 101       | 4 cr. | First Year Symposium              |
| MAT           | 4 cr. | Quantitative Literacy Proficiency |
| <b>Spring</b> |       |                                   |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Lib Ed        | 4 cr. | Liberal Education Course          |

# Undergraduate Curriculum

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## SOPHOMORE YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| EDU 201       | 4 cr. | Foundations of Education                  |
| CHI 206       | 4 cr. | Family and Community Collaboration (WI)   |
| CHI 105       | 2 cr. | Health, Safety and Nutrition for Children |
| Elective      | 4 cr. | Free Elective Course                      |
|               |       | *Praxis I Recommended                     |
| <b>Spring</b> |       |   |
| CHI 309       | 4 cr. | Exceptional Students                      |
| Lib Ed        | 4 cr. | Liberal Education Course                  |
| Elective      | 4 cr. | Free Elective Course                      |
| Elective      | 4 cr. | Free Elective Course                      |

## JUNIOR YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| CHI 321       | 4 cr. | Advanced Early and Middle Childhood Development |
| CHI 333       | 4 cr. | Math/Science/Technology for Educators           |
| Elective      | 4 cr. | Free Elective Course                            |
| ITS           | 4 cr. | Integrative Studies Course                      |
| <b>Spring</b> |       |   |
| CHI 318       | 4 cr. | Research Methods for Child Development (QL)     |
| EDU 305       | 4 cr. | Methods of Teaching                             |
| Elective      | 4 cr. | Free Elective Course                            |
| Elective      | 2 cr. | Free Elective Course                            |

## SENIOR YEAR

| <b>Fall</b> |        |                     |
|-------------|--------|---------------------|
| EDU 490     | 14 cr. | Teaching Internship |

# Undergraduate Curriculum

| <b>Spring</b> |       |                      |
|---------------|-------|----------------------|
| CHI 488       | 4 cr. | Teaching Capstone    |
| Elective      | 4 cr. | Free Elective Course |
| Elective      | 4 cr. | Free Elective Course |
| Elective      | 4 cr. | Free Elective Course |

WI: Writing Intensive; QL: Quantitative Literacy

Suggested Registration Sequence: B.S. Child Development / Elementary Education  
Prep Accelerated Track

## FIRST YEAR

| <b>Fall</b>   |       |                                   |
|---------------|-------|-----------------------------------|
| CHI 101       | 4 cr. | Child Growth and Development      |
| WRT 101       | 4 cr. | Introduction to Academic Writing  |
| FYS 101       | 4 cr. | First Year Symposium              |
| MAT           | 4 cr. | Quantitative Literacy Proficiency |
| <b>Spring</b> |       |                                   |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Elective      | 4 cr. | Free elective                     |

## SOPHOMORE YEAR

| <b>Fall</b> |       |   |
|-------------|-------|---|
| EDU 201     | 4 cr. | Foundations of Education                  |
| CHI 206     | 4 cr. | Family and Community Collaboration (WI)   |
| CHI 333     | 4 cr. | Math/Science/Technology for Educators     |
| CHI 105     | 2 cr. | Health, Safety and Nutrition for Children |
| Elective    | 2 cr. | Free Elective Course                      |

## Undergraduate Curriculum

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| <b>Spring</b> |       |                          |
|---------------|-------|--------------------------|
| CHI 309       | 4 cr. | Exceptional Students     |
| CHI 318       | 4 cr. | Research Methods         |
| Lib Ed        | 4 cr. | Liberal Education Course |
| Elective      | 4 cr. | Free Elective Course     |
| Elective      | 2 cr. | Free Elective Course     |

### **SUMMER (ANY YEAR)**

|          |       |                      |
|----------|-------|----------------------|
| Elective | 4 cr. | Free Elective Course |
| Elective | 4 cr. | Free Elective Course |

### **JUNIOR YEAR**

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| CHI 321       | 4 cr. | Advanced Early and Middle Childhood Development |
| Elective      | 4 cr. | Free Elective Course                            |
| Elective      | 4 cr. | Free Elective Course                            |
| ITS           | 4 cr. | Integrative Studies Course                      |
|               |       | *Praxis I                                       |
| <b>Spring</b> |       |   |
| EDU 305       | 4 cr. | Methods of Teaching                             |
| CHI 488       | 4 cr. | Child Development Capstone                      |
| Elective      | 4 cr. | Free Elective Course                            |
| Elective      | 4 cr. | Free Elective Course                            |
|               |       | *Praxis II                                      |

### **SENIOR YEAR**

| <b>Fall</b> |        |   |
|-------------|--------|---|
| EDU 490     | 14 cr. | Teaching Internship                             |
|             |        | *Apply for Admittance to UVEI Accelerated Track |

WI: Writing Intensive; QL: Quantitative Literacy

## **Child Development Minor**

The Child Development minor offers students an opportunity to expand their understandings of the needs and challenges of working with children and families. Students enrolled in the minor can explore the unique needs of children, the diversity of family life, and the best ways to work with children with special needs and in early intervention environments.

Requirements:

The Child Development minor consists of 16 credits including CHI 101 and any CHI course for which the student meets prerequisites. Course selections must include at least eight credits at the 300 level or higher.

## **COMMUNICATION STUDIES**

### **Communication Studies: Bachelor of Arts (B.A.)**

Program Description/Mission

Through a curriculum focused on creative and critical thinking, the Communication Studies Program prepares students for dynamic careers in professional communications, media industries, media arts, business, education and more.

Students learn the significance and impact of our ever-evolving communication and media systems. Students also gain hands-on experience with media production and communication projects. Class topics range in focus, allowing students to determine their own path of study within the program. Topics include the study of media effects; techniques of media literacy; communication within politics and law; organizational and strategic communication; journalism and writing; digital media studies and production; visual communication such as film, television and advertising; and the role of communication in culture.

Communication Studies Learning Outcomes:

- Communicate clearly and effectively in both written and oral forms
- Interpret and analyze media institutions, systems and content
- Design, research and implement communication projects
- Demonstrate the integration of theory and practice of communication
- Prepare for life-long learning in ever-evolving media and communication environments

Communication Studies B.A. Progress to Completion Requirements:

- COM 204, 216 (must receive a minimum grade of C in each)
- One production course from the following: COM 210, 228, 238
- COM 220, 325, 485 (one to four credits), 486, 487; HUM 210

Communication Studies Electives

Choose 20 credits from the following courses (12 credits must be at the 300 level): AME 305; ART 260; BUS 231; COM 210, 228, 235, 238, 240, 243, 250, 303, 310, 312, 321, 326, 328, 334, 337, 344, 345, 346, 350, 358, and COM 353 (Campus

## Undergraduate Curriculum

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Communications, *The Courier* III) and COM 354 (Campus Communications, *The Courier* IV); WRT 201, 208, 301, 302, 311; PHI 221

Suggested Registration Sequence: B.A. Communication Studies

### FIRST YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| COM 204       | 4 cr. | Introduction to Communication Studies                 |
| FYS 101       | 4 cr. | First Year Symposium                                  |
| WRT 101       | 4 cr. | Introduction to Academic Writing                      |
| Lib Ed        | 4 cr. | Liberal Education Course                              |
| <b>Spring</b> |       |   |
| COM 216       | 4 cr. | Writing for Public Communication                      |
| MAT           | 4 cr. | Quantitative Literacy Proficiency (MAT 122 or higher) |
| Lib Ed        | 4 cr. | Liberal Education Course                              |
| Lib Ed        | 4 cr. | Liberal Education Course                              |

### SOPHOMORE YEAR

| <b>Fall</b>   |       |                                |
|---------------|-------|--------------------------------|
| COM 200 level | 4 cr. | Production Course              |
| COM 220       | 4 cr. | History of Mass Media          |
| Lib Ed        | 4 cr. | Liberal Education Course       |
| Elective      | 4 cr. | Free Elective Course           |
| <b>Spring</b> |       |                                |
| COM 200 level | 4 cr. | Communication Studies Elective |
| COM 300 level | 4 cr. | Communication Studies Elective |
| Lib Ed        | 4 cr. | Liberal Education Course       |
| Elective      | 4 cr. | Free Elective Course           |

### JUNIOR YEAR

| <b>Fall</b>   |         |                                  |
|---------------|---------|----------------------------------|
| COM 300 level | 4 cr.   | Communication Studies Elective   |
| COM 300 level | 4 cr.   | Communication Studies Elective   |
| ITS           | 4 cr.   | Integrative Studies Course       |
| COM 485       | 1-4 cr. | Communication Studies Internship |



## Undergraduate Curriculum

| <b>Spring</b> |       |  |
|---------------|-------|--|
| COM 325       | 4 cr. | Media Law and Ethics                   |
| COM 300 level | 4 cr. | Communication Studies Elective         |
| HUM 210       | 1 cr. | Introduction to the Digital Humanities |
| Elective      | 4 cr. | Free Elective Course                   |
| Elective      | 4 cr. | Free Elective Course                   |

### SENIOR YEAR

| <b>Fall</b>   |       |                                |
|---------------|-------|--------------------------------|
| COM 486       | 2 cr. | Capstone Preparation           |
| COM 300 level | 4 cr. | Communication Studies Elective |
| Elective      | 4 cr. | Free Elective Course           |
| Elective      | 4 cr. | Free Elective Course           |
| <b>Spring</b> |       |                                |
| COM 487       | 2 cr. | Capstone                       |
| COM 300 level | 4 cr. | Communication Studies Elective |
| Elective      | 4 cr. | Free Elective Course           |
| Elective      | 4 cr. | Free Elective Course           |

### Communication Studies Minor

The Communication Studies minor introduces students to professional communications and media industries. Students learn the significance and impact of our ever-evolving communication and media systems. Students also gain hands-on experience with media production and communication projects. Class topics range in focus, allowing students to determine their own path of study within the program. Topics included the study of media effects; techniques of media literacy; communication within politics and law; organizational and strategic communication; journalism and writing; digital media studies and production; visual communication such as film, television and advertising; and the role of communication in culture.

#### Requirements:

The Communication Studies Minor consists of 16 credits.

- Required Course: COM 204
- Sixteen credits from the list of Communication Studies core and elective courses (eight credits must be at the 300 or 400 level)

# Undergraduate Curriculum

## **CREATIVE WRITING AND LITERATURE**

### **Creative Writing and Literature: Bachelor of Arts (B.A.)**

#### Program Description/Mission

The Humanities Department offers a major in Creative Writing and Literature that provides students with the opportunity to use writing and reading as tools to understand themselves and the world. The major consists of liberal education courses, courses in Literature, and courses in Creative Writing. Students may follow either a Creative Writing program or a Literature program depending on their interests and goals. Through extensive practice in various genres (poetry, fiction, creative non-fiction), students will improve their writing and examine the way their work fits into the larger creative traditions that have preceded them. Upon graduation, the skills students gain from this major will help prepare them to submit and publish their own creative work, to continue studying writing and literature at the graduate level, and to enter professions that require excellent skills in communication, analysis, writing, and critical thinking.

#### Creative Writing and Literature Learning Outcomes:

Through the study of literature and exploration of the craft of writing, students will be able to:

- Analyze and interpret creative and critical texts
- Use the vocabulary of fiction, non-fiction, creative non-fiction, and poetry writing
- Give and receive criticism within the context of the writing workshop
- Create well-crafted creative and analytical essays that undergo substantial revision
- Explore related professional experiences through internships

#### Creative Writing and Literature B.A. Progress to Completion Requirements:

##### Creative Writing

- ENG 242
- two courses selected from: AME 201; ENG 213, 215, 216, 221, 222, 229, 231, 232, 234, 238, 239, 244, 250, 265, 266
- ENG 342
- two research, theory, writing courses: AME 305; ENG 305, 317, 324, 331, 333, 335, 338, 339, 350
- HUM 210; WRT 201, 301, 302, 304 or 311; WRT 485, 486, 487

##### Literature

- ENG 242
- two courses selected from: AME 201; ENG 213, 215, 216, 221, 222, 229, 231, 232, 234, 238, 239, 244, 250, 265, 266
- ENG 342
- five research, theory, writing courses: AME 305; ENG 305, 317, 324, 331, 333, 335, 338, 339, 350
- HUM 210; WRT 201; ENG 485, 487, 488

# Undergraduate Curriculum

Suggested Registration Sequence: B.A. Creative Writing and Literature  
Creative Writing

## FIRST YEAR

| <b>Fall</b>   |       |                                       |
|---------------|-------|---------------------------------------|
| ENG 242       | 4 cr. | The Art of Reading                    |
| WRT 101       | 4 cr. | Introduction to Academic Writing      |
| FYS 101       | 4 cr. | First Year Symposium                  |
| Elective      | 4 cr. | Free Elective Course                  |
| <b>Spring</b> |       |                                       |
| ENG 200 level | 4 cr. | Literature Survey Course              |
| WRT 201       | 4 cr. | Introduction to Creative Writing (WI) |
| MAT           | 4 cr. | Quantitative Literacy Proficiency     |
| Lib Ed        | 4 cr. | Liberal Education Course              |

## SOPHOMORE YEAR

| <b>Fall</b>   |       |  |
|---------------|-------|--|
| ENG 200 level | 4 cr. | Literature Course                      |
| WRT 301       | 4 cr. | Intermediate Creative Writing: Poetry  |
| Lib Ed        | 4 cr. | Liberal Education Course               |
| Lib Ed        | 4 cr. | Liberal Education Course               |
| <b>Spring</b> |       |  |
| ENG 300 level | 4 cr. | Research, Theory, Writing Course       |
| WRT 302       | 4 cr. | Intermediate Creative Writing: Fiction |
| Lib Ed        | 4 cr. | Liberal Education Course               |
| Elective      | 4 cr. | Free Elective Course                   |

## JUNIOR YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| ENG 300 level | 4 cr. | Research, Theory, Writing Course                      |
| WRT 304       | 4 cr. | Intermediate Creative Writing: Selected Genre Studies |
| ITS           | 4 cr. | Integrative Studies Course                            |
| Elective      | 4 cr. | Free Elective Course                                  |

## **Undergraduate Curriculum**

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| <b>Spring</b> |       |   |
|---------------|-------|---|
| ENG 342       | 4 cr. | Writing about Literature (WI)               |
| HUM 210       | 1 cr. | Introduction to the Digital Humanities (QL) |
| Lib Ed        | 4 cr. | Liberal Education Course                    |
| Elective      | 4 cr. | Free Elective Course                        |
| Elective      | 4 cr. | Free Elective Course                        |

### **SENIOR YEAR**

| <b>Fall</b>   |         |   |
|---------------|---------|---|
| WRT 485       | 1-6 cr. | Creative Writing Internship                             |
| WRT 487       | 2 cr.   | Creative Writing Capstone Proposal                      |
| Elective      | 4 cr.   | Free Elective Course                                    |
| Elective      | 4 cr.   | Free Elective Course                                    |
| <b>Spring</b> |         |   |
| WRT 488       | 2 cr.   | Creative Experience: Senior Seminar in Creative Writing |
| Elective      | 4 cr.   | Free Elective Course                                    |
| Elective      | 4 cr.   | Free Elective Course                                    |
| Elective      | 4 cr.   | Free Elective Course                                    |

Suggested Registration Sequence: B.A. Creative Writing and Literature  
Literature

### **FIRST YEAR**

| <b>Fall</b>   |       |                                       |
|---------------|-------|---------------------------------------|
| ENG 242       | 4 cr. | The Art of Reading                    |
| WRT 101       | 4 cr. | Introduction to Academic Writing      |
| FYS 101       | 4 cr. | First Year Symposium                  |
| Elective      | 4 cr. | Free Elective Course                  |
| <b>Spring</b> |       |                                       |
| ENG 200 level | 4 cr. | Literature Survey Course              |
| WRT 201       | 4 cr. | Introduction to Creative Writing (WI) |
| MAT           | 4 cr. | Quantitative Literacy Proficiency     |
| Lib Ed        | 4 cr. | Liberal Education Course              |

# Undergraduate Curriculum

## SOPHOMORE YEAR

| <b>Fall</b>   |       |                                  |
|---------------|-------|----------------------------------|
| ENG 200 level | 4 cr. | Literature Course                |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| <b>Spring</b> |       |                                  |
| ENG 300 level | 4 cr. | Research, Theory, Writing Course |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| Elective      | 4 cr. | Free Elective Course             |

## JUNIOR YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| ENG 300 level | 4 cr. | Research, Theory, Writing Course            |
| WRT 300 level | 4 cr. | 300 level Creative Writing Course           |
| ITS 300       | 4 cr. | Integrative Studies Course                  |
| Elective      | 4 cr. | Free Elective Course                        |
| <b>Spring</b> |       |   |
| ENG 342       | 4 cr. | Writing about Literature (WI)               |
| ENG 300 level | 4 cr. | Research, Theory, Writing Course            |
| HUM 210       | 1 cr. | Introduction to the Digital Humanities (QL) |
| Elective      | 4 cr. | Free Elective Course                        |
| Elective      | 4 cr. | Free Elective Course                        |

## SENIOR YEAR

| <b>Fall</b>   |         |                                    |
|---------------|---------|------------------------------------|
| WRT 485       | 1-6 cr. | Creative Writing Internship        |
| WRT 487       | 2 cr.   | Creative Writing Capstone Proposal |
| ENG 300 level | 4 cr.   | Research, Theory, Writing Course   |
| Elective      | 4 cr.   | Free Elective Course               |

## Undergraduate Curriculum

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| Spring   |       |   |
|----------|-------|---|
| WRT 488  | 2 cr. | Creative Experience: Senior Seminar in Creative Writing |
| Elective | 4 cr. | Free Elective Course                                    |
| Elective | 4 cr. | Free Elective Course                                    |
| Elective | 4 cr. | Free Elective Course                                    |

WI: Writing Intensive; QL: Quantitative Literacy

### Writing Minor

The Humanities Department offers a minor in Writing that provides students with the opportunity to use writing as a tool to understand themselves and the world in which they live. Students who enroll in this minor should be interested in making writing an important element in their lives both during and after their college careers. Students who complete the minor should understand the logistics, information, skills, concepts and discipline necessary to have their writings published. Students enrolled in the minor can explore the challenges of writing fiction, nonfiction, journalism, poetry, and script writing.

Requirements:

The Writing minor consists of 20 credits, in addition to WRT 101. WRT 201 is required, and at least 12 of the remaining 16 credits should be at the 300 level.

- WRT 250, 301, 302, 304, 311, 350
- COM 303, 312, 326

## CRIME AND LEGAL STUDIES

### Crime and Legal Studies: Bachelor of Arts (B.A.)

The Crime and Legal Studies major offers students a unique program that has two complementary missions. First, this program provides a broad, but thorough, academic background for students to have maximum flexibility during their academic tenure and after they graduate, regardless of whether they intend to pursue a career in law enforcement, corrections, parole, probation, or attend law school or graduate school. Second, the program places an emphasis on the interrelation of ethics, justice, race and cultural factors with the various components of the system including law enforcement, juvenile justice, court services, and corrections. Ultimately, through a liberal arts and career-focused curriculum, students will have practical opportunities to prepare for a variety of careers in the field of criminal justice.

Crime and Legal Studies Learning Outcomes:

Students in the Crime and Legal Studies major will:

- review the history of the American criminal justice system
- describe comparative criminal justice systems
- identify and apply legal concepts and terminology in substantive area of

criminal law

- review procedural and evidentiary rules and to understand the relationship between procedural rules and substantive law
- identify and interpret constitutional constraints on law enforcement
- identify and assess the procedures in the major areas of the criminal justice system, including policing, courts, corrections, and juvenile justice system
- critically analyze scholarly research, government crime statistics, and public policy
- evaluate qualitative and quantitative data for its accuracy and its impact on public policy
- identify problems facing criminal justice organizations through the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs
- propose possible solutions to the contemporary problems facing criminal justice organizations
- engage in critical and creative thinking using evidence-based analysis to address problems
- identify vulnerable populations, such as racial and ethnic minorities, juveniles, and gender and sexual minorities, in the criminal systems, and identify the roles criminal and legal personnel can play to assist these people in the legal system

Crime and Legal Studies B.A. Progress to Completion Requirements:

Required courses:

- CLS 100, 200, 300, 320, 330, 485
- PHI 213
- PSY 101
  
- SOC 101, 218 or 210, 333, 486
  
- One CLS elective from BUS 312; HIS 341; POL 301; PSY 317, 326, 354, 369; PBH 401; COM 325; SOC 304, 316

Suggested Registration Sequence: B.A. Crime and Legal Studies

### FIRST YEAR

| <b>Fall</b> |       |   |
|-------------|-------|---|
| WRT 101     | 4 cr. | Introduction to Academic Writing        |
| CLS 100     | 4 cr. | Introduction to Crime and Legal Studies |
| FYS 101     | 4 cr. | First Year Symposium                    |
| SOC 101     | 4 cr. | Introduction to Sociology               |

# Undergraduate Curriculum

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| <b>Spring</b> |       |                                   |
|---------------|-------|-----------------------------------|
| PSY 101       | 4 cr. | Introduction to Psychology        |
| MAT           | 4 cr. | Quantitative Literacy Proficiency |
| Lib Ed        | 4 cr. | Liberal Education Course          |

## **SOPHOMORE YEAR**

| <b>Fall</b>           |       |  |
|-----------------------|-------|--|
| CLS 200               | 4 cr. | Juvenile Justice                                     |
| SOC 218 or<br>SOC 210 | 4 cr. | U.S. Social Problems or<br>Intimate Partner Violence |
| Lib Ed                | 4 cr. | Liberal Education Course                             |
| Elective              | 4 cr. | Free Elective Course                                 |
| <b>Spring</b>         |       |  |
| CLS 300               | 4 cr. | Criminology  |
| SOC 210 or<br>SOC 218 | 4 cr. | Intimate Partner Violence or<br>U.S. Social Problems |
| Lib Ed                | 4 cr. | Liberal Education Course                             |
| Elective              | 4 cr. | Free Elective Course                                 |

## **JUNIOR YEAR**

| <b>Fall</b>   |       |                                 |
|---------------|-------|---------------------------------|
| PHI 213       | 4 cr. | Ethics                          |
| CLS 330       | 4 cr. | Criminal Law                    |
| Elective      | 4 cr. | Free Elective Course            |
| Elective      | 4 cr. | Free Elective Course            |
| <b>Spring</b> |       |                                 |
| SOC 333       | 4 cr. | Research Methods in Sociology   |
| CLS 320       | 4 cr. | Social Stratification and Crime |
| Lib Ed        | 4 cr. | Liberal Education Course        |
| Elective      | 4 cr. | Free Elective Course            |



# Undergraduate Curriculum

## SENIOR YEAR

| <b>Fall</b>   |          |                                     |
|---------------|----------|-------------------------------------|
| SOC 486       | 4 cr.    | Advanced Seminar Capstone           |
| Elective      | 4 cr.    | 300 level CLS Elective              |
| Liberal Ed    | 4 cr.    | Integrative Studies Course          |
| CLS 485       | 4-12 cr. | Crime and Legal Studies Internship  |
| <b>Spring</b> |          |                                     |
| CLS Elective  | 4 cr.    | Elective in Crime and Legal Studies |
| Elective      | 4 cr.    | Free Elective Course                |
| Elective      | 4 cr.    | Free Elective Course                |

## Crime and Legal Studies Dual Degree Program: Vermont Law 3+3

Highly qualified and motivated students interested in pursuing a juris doctorate degree may, if they meet GPA eligibility requirements, enter into a dual degree program with Vermont Law School. Students in this program are able to complete their baccalaureate degree and earn a juris doctorate in as little as five years. Students interested in this program should contact their academic advisor or the college's law school articulation agreement coordinator for more information.

Suggested Registration for Crime and Legal Studies: Vermont Law 3+3

## FIRST YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| WRT 101       | 4 cr. | Introduction to Academic Writing        |
| CLS 100       | 4 cr. | Introduction to Crime and Legal Studies |
| FYS 101       | 4 cr. | First Year Symposium                    |
| SOC 101       | 4 cr. | Introduction to Sociology               |
| <b>Spring</b> |       |   |
| PSY 101       | 4 cr. | Introduction to Psychology              |
| MAT           | 4 cr. | Quantitative Literacy Proficiency       |
| Lib Ed        | 4 cr. | Liberal Education Course                |
| Lib Ed        | 4 cr. | Liberal Education Course                |

# Undergraduate Curriculum

## SOPHOMORE YEAR

| <b>Fall</b>           |       |  |
|-----------------------|-------|--|
| CLS 200               | 4 cr. | Juvenile Justice                                     |
| SOC 218 or<br>SOC 210 | 4 cr. | U.S. Social Problems or<br>Intimate Partner Violence |
| Liberal Ed            | 4 cr. | Liberal Education Course                             |
| PHI 213               | 4 cr. | Ethics   |
| <b>Spring</b>         |       |  |
| CLS 300               | 4 cr. | Criminology  |
| SOC 210 or<br>SOC 218 | 4 cr. | Intimate Partner Violence or<br>U.S. Social Problems |
| Elective              | 4 cr. | Free Elective Course                                 |
| Elective              | 4 cr. | Free Elective Course                                 |

## JUNIOR YEAR

| <b>Fall</b>            |          |   |
|------------------------|----------|---|
| CLS 330                | 4 cr.    | Criminal Law  |
| CLS 485 or<br>Elective | 4 cr.    | Crime and Legal Studies Internship or<br>Free Elective Course |
| CLS Elective           | 4 cr.    | Elective in Crime and Legal Studies                           |
| SOC 486                | 4 cr.    | Advanced Seminar Capstone                                     |
| <b>Spring</b>          |          |   |
| CLS 320                | 4 cr.    | Social Stratification and Crime                               |
| CLS 485 or<br>Elective | 4-12 cr. | Crime and Legal Studies Internship or<br>Free Elective Course |
| Lib Ed                 | 4 cr.    | Liberal Education Course                                      |
| ITS                    | 4 cr.    | Integrative Studies Course                                    |

## SENIOR YEAR

|                            |        |   |
|----------------------------|--------|---|
| VT Law School<br>Electives | 24 cr. | 24 free elective credits earned at Vermont Law School<br>and transferred back |
|----------------------------|--------|---|

## EDUCATION

### Education Minor

The Minor in Education offers students an opportunity to explore teaching in their major. Students who pursue the education minor will gain a strong pedagogical knowledge base in the area of education and be prepared to enter a licensure program, graduate program, or career in the field of education. This minor provides students from any major a broad background of knowledge in education and provides links to specific content in their respective majors.

Students with an interest in teaching in public schools may be eligible to obtain education certification through a joint program with Upper Valley Educators Institute. Students who meet GPA requirements and have completed the Education Minor are able to gain certification, in addition to their baccalaureate degree, in as little as four years. Students interested in this program should contact their academic advisor or the college's Education coordinator for more information.

Requirements:

The Education Minor consists of 16 credits that include:

- CHI 101, 309
- EDU 201, 305.

## ENGLISH

### English Minor

The Humanities Department offers an English minor; a curriculum of literary studies that provides an opportunity for personal, academic, and professional growth through study of literature and mastery of written expression. Specifically, students increase their understanding of the depth and variety of human experiences by exploring the literature of different cultures in an interdisciplinary way; develop close working relationships with faculty members that offer intellectual challenge while encouraging creative and unique courses of study. Upon graduation, these skills in literary analysis and textual interpretation provide a strong foundation for either graduate studies or other professional pursuits.

Requirements:

The English minor consists of 20 credits of courses. ENG 242 is required and at least eight of the remaining 16 credits should be at the 300 or 400 level.

- ENG 213, 215, 216, 221, 222, 229, 231, 232, 244, 248, 249, 250, 265, 266
- AME 305; ENG 305, 317, 324, 331, 333, 335, 338, 339, 342, 350

## ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES

### Program Description/Mission:

The interdisciplinary Environmental Studies and Environmental Science programs prepare students to use the hands-on skills they will need to work in the complex world of our environment. Several essential features of the Environmental Studies and Environmental Science programs provide students with a unique and engaged learning experience. First, the majors are pre-professional and designed to provide students with the skills and knowledge they need to step from college directly into either the work force or graduate school. Second, several student projects are linked closely with the local community. Third, many experiences in the majors are student driven. Students are responsible for determining which questions and issues are important as well as the proper methods for addressing those issues. These academic and professional opportunities in the environmental programs provide an educational experience that students are unlikely to encounter at any other small liberal arts college.

Students in both the Environmental Science and Environmental Studies majors start with a foundation of core courses and after this the two majors diverge. Students in the Environmental Studies major have a more interdisciplinary focus centered around policy and environmental issues and have an opportunity to develop a concentration in their area of interest related to the environment, whereas students in the Environmental Science major delve into scientific concepts and research that will prepare them for data collection and analysis. Students in both majors come back together to share the Community-Based Research project and capstone courses.

We offer several field study courses that engage students in focusing their study in a particular geographic area—the desert southwest, Colorado River Basin, the island community of Martha’s Vineyard, and the alpine region of the White Mountains in New Hampshire. Students study ecological and social topics tied to these areas in the classroom and then have an intensive engaged learning experience in that place over several days, applying their knowledge as they teach and learn from classmates and faculty. In addition, Colby-Sawyer College has an affiliation agreement with the School for Field Studies (<http://fieldstudies.org>). Students who meet the prerequisites may spend the fall semester of their senior year at one of the School for Field Studies’ international locations.

### **Environmental Science: Bachelor of Science (B.S.)**

The Environmental Science major is for those students whose interest in the environment has a more scientific focus. The major is designed to prepare students to enter the field with the laboratory and field skills environmental professionals are using in the workplace and graduate school. Field experiences take full advantage of the fact that the college is surrounded by lakes and forests and students have the benefit of field research at their doorstep. Graduates of this program have gone to work as environmental scientists for environmental consulting firms, state agencies, Geographic Information Systems specialists, field interns for wildlife biologists, and to graduate programs in environmental science, among other choices.

## Environmental Science Learning Outcomes:

Upon completion of this program students will:

- locate, evaluate and share information effectively and responsibly;
- demonstrate an understanding of group/team dynamics, the ability to assess teamwork, and work effectively in a team;
- communicate effectively using quantitative information and technical language to convey findings;
- critically analyze and engage with complex, interdependent natural systems (chemical, biological, geological) and develop both a functional and a working knowledge of interactions within and among natural systems with an emphasis on human interactions, sustainability, impacts and mitigation; and
- use laboratory/field methodology and/or theoretical frameworks to obtain, organize and synthesize data for quantitative analysis, interpretation and communication.

## Environmental Science B.S. Progress to Completion Requirements:

- BIO 107
- CHE 101
- ENV 100, 120, 201, 204, 301, 302, 333, 401, 485, 487, 488
- A total of 8 elective credits in BIO, ENV, or CHE at the 300 or 400 level

Students must have a minimum cumulative GPA of C (2.00) in all of the required courses above to graduate.

Suggested Registration Sequence: B.S. Environmental Science

### FIRST YEAR

| <b>Fall</b>            |       |   |
|------------------------|-------|---|
| ENV 100 or<br>ENV 120  | 4 cr. | Exploring Nature: A Sense of Place or<br>Introduction to Environmental Science (WI) |
| BIO 107                | 4 cr. | Introduction to Ecology   |
| WRT 101                | 4 cr. | Introduction to Academic Writing  |
| FYS 101                | 4 cr. | First Year Symposium  |
| <b>Spring</b>          |       |   |
| ENV 120 or<br>Elective | 4 cr. | Introduction to Environmental Science (WI) or<br>Free Elective Course               |
| Lib Ed                 | 4 cr. | Liberal Education Course  |
| Lib Ed                 | 4 cr. | Liberal Education Course  |
| MAT                    | 4 cr. | Quantitative Literacy Proficiency   |

# Undergraduate Curriculum

## SOPHOMORE YEAR

| <b>Fall</b>   |       |                                  |
|---------------|-------|----------------------------------|
| ENV 201       | 4 cr. | Water Resources (QL)             |
| CHE 101       | 4 cr. | Principles of Chemistry I        |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| <b>Spring</b> |       |                                  |
| ENV 204       | 4 cr. | Geographic Information Systems I |
| Lib Ed        | 4 cr. | Liberal Education Course         |
| Elective      | 4 cr. | Free Elective Course             |
| Elective      | 4 cr. | Free Elective Course             |

## JUNIOR YEAR

| <b>Fall</b>            |                  |  |
|------------------------|------------------|--|
| ENV 301                | 8 cr.            | Community-Based Project I  |
| ENV 330 or<br>Elective | 4 cr.            | Soil and Water Chemistry or<br>Free Elective Course  |
| ITS                    | 4 cr.            | Integrative Studies Course   |
| <b>Spring</b>          |                  |  |
| ENV 302                | 4 cr.            | Community-Based Project II   |
| ENV 487                | 2 cr.            | Senior Capstone Seminar I (QL) (WI)  |
| Elective               | 4 cr.            | Free Elective Course   |
| Elective or<br>ENV 485 | 4 cr.<br>4-6 cr. | Free Elective Course or<br>Internship or Service Learning Experience (if not taken<br>during the summer) |
| <b>Summer</b>          |                  |  |
| ENV 485                | 4-6 cr.          | Internship or Service Learning Experience  |

## SENIOR YEAR

| <b>Fall</b>            |       |   |
|------------------------|-------|---|
| ENV 401                | 1 cr. | Senior Seminar                                      |
| Elective or<br>ENV 330 | 4 cr. | Free Elective Course or<br>Soil and Water Chemistry |
| Elective               | 4 cr. | Free Elective Course                                |
| Elective               | 4 cr. | Free Elective Course                                |

| Spring   |       |                                 |
|----------|-------|---------------------------------|
| ENV 488  | 2 cr. | Senior Capstone Seminar II (WI) |
| Elective | 4 cr. | Free Elective Course            |
| Elective | 4 cr. | Free Elective Course            |
| Elective | 4 cr. | Free Elective Course            |

WI: Writing Intensive; QL: Quantitative Literacy

## **Environmental Studies: Bachelor of Science (B.S.)**

This major is for students whose environmental interest is more interdisciplinary. This major prepares students for a career with a solid understanding of environmental issues, policy, and principles and practices of sustainability. Graduates of this program have gone on to work as naturalist/teachers, environmental lawyers, land protection specialists in land conservation organizations, trail crew leaders, and to graduate programs, among other choices.

### Environmental Studies Learning Outcomes:

Upon completion of this program students will:

- locate, evaluate and share information effectively and responsibly;
- demonstrate an understanding of group/team dynamics, the ability to assess teamwork, and work effectively in a team;
- communicate informed and responsible action to address ethical, social, and environmental challenges. They will evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical);
- critically analyze and engage with complex, interdependent global systems (social, economic and environmental) and develop both a functional and a working knowledge of interactions within and among natural and global systems with an emphasis on human impacts, sustainability and problem-solving; and
- assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings and develop a personal statement/philosophy with regard to principles of ethics and sustainability.

### Environmental Studies B.S. Progress to Completion Requirements:

- ECO 201
- SUS 218
- ENV 100, 120, 201, 204, 301, 302, 306, 401, 485, 487, 488
- A total of 8 credits from ENV or BIO electives; 4 credits need to be at the 300 or 400 level

Students must have a minimum cumulative GPA of C (2.00) in all of the required courses about to graduate.

# Undergraduate Curriculum

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Suggested Registration Sequence: B.S. Environmental Studies

## FIRST YEAR

| <b>Fall</b>         |       |  |
|---------------------|-------|--|
| ENV 100 or ENV 120  | 4 cr. | Exploring Nature: A Sense of Place or Introduction to Environmental Science (WI) |
| WRT 101             | 4 cr. | Introduction to Academic Writing   |
| FYS 101             | 4 cr. | First Year Symposium   |
| Lib Ed              | 4 cr. | Liberal Education Course   |
| <b>Spring</b>       |       |  |
| ENV 120 or Elective | 4 cr. | Introduction to Environmental Science (WI) or Free Elective Course               |
| ECO 201             | 4 cr. | Principles of Economics  |
| Lib Ed              | 4 cr. | Liberal Education Course   |
| MAT                 | 4 cr. | Quantitative Literacy Proficiency  |

## SOPHOMORE YEAR

| <b>Fall</b>   |       |  |
|---------------|-------|--|
| ENV 201       | 4 cr. | Water Resources                            |
| SUS 218       | 4 cr. | Principles and Practices of Sustainability |
| Lib Ed        | 4 cr. | Liberal Education Course                   |
| Lib Ed        | 4 cr. | Liberal Education Course                   |
| <b>Spring</b> |       |  |
| ENV 204       | 4 cr. | Geographic Information Systems I           |
| Lib Ed        | 4 cr. | Liberal Education Course                   |
| Elective      | 4 cr. | Free Elective Course                       |
| Elective      | 4 cr. | Free Elective Course                       |

## JUNIOR YEAR

| <b>Fall</b> |       |                            |
|-------------|-------|----------------------------|
| ENV 301     | 8 cr. | Community-Based Project I  |
| ITS         | 4 cr. | Integrative Studies Course |
| Elective    | 4 cr. | Free Elective Course       |



## Undergraduate Curriculum

| <b>Spring</b>       |                  |  |
|---------------------|------------------|--|
| ENV 302             | 4 cr.            | Community-Based Project II   |
| ENV 306 or Elective | 4 cr.            | Introduction to Environmental Law and Policy or Free Elective Course                               |
| ENV 487             | 2 cr.            | Senior Capstone Seminar I (WI) (QL)  |
| Elective or ENV 485 | 4 cr.<br>4-6 cr. | Free Elective Course or Internship or Service Learning Experience (if not taken during the summer) |
| <b>Summer</b>       |                  |  |
| ENV 485             | 4-6 cr.          | Internship or Service Learning Experience  |

### SENIOR YEAR

| <b>Fall</b>         |       |  |
|---------------------|-------|--|
| ENV 401             | 1 cr. | Senior Seminar   |
| Elective            | 4 cr. | Free Elective Course   |
| Elective            | 4 cr. | Free Elective Course   |
| Elective            | 4 cr. | Free Elective Course   |
| <b>Spring</b>       |       |  |
| ENV 488             | 2 cr. | Senior Capstone Seminar II (WI)                                      |
| Elective or ENV 306 | 4 cr. | Free Elective Course or Introduction to Environmental Law and Policy |
| Elective            | 4 cr. | Free Elective Course   |
| Elective            | 4 cr. | Free Elective Course   |

WI: Writing Intensive; QL: Quantitative Literacy

### Environmental Studies Minor

The Environmental Studies minor allows students to study the core concepts of environmental studies with an opportunity to explore an area of interest related to the environmental field. Its purpose is to broaden career opportunities by gaining an environmental perspective on their chosen major.

Requirements:

The minor consists of 20 credit hours:

- ENV 100, 120
- A total of twelve credits from ENV electives, 8 of which need to be at the 300 or 400 level.

Students must have a minimum cumulative GPA of C (2.00) in all required courses to qualify for a minor in Environmental Studies.

## EXERCISE SCIENCE

### Exercise Science: Bachelor of Science (B.S.)

#### Program Description/Mission

The Exercise Science major works within the framework of the Exercise and Sport Sciences Department (ESS) and focuses on the study of human movement as it relates to enhanced motor performance and improved health and fitness. This course of study integrates classroom, laboratory, internship and research experiences that provide students with the necessary disciplinary knowledge and practical skills to develop programs that enhance healthy lifestyles and improved motor performance.

#### Exercise Science Learning Outcomes

Exercise Science students will:

- Identify the anatomical structures and describe the physiological functions of the human body as well as assess the responses of the body to exercise, training, and performance (ACSM guidelines 2014).
- Explain the psychological factors related to exercise behavior and apply these principles in the design of programs.
- Describe hypokinetic/chronic diseases and the role that physical activity plays in altering risks and symptoms.
- Utilize various assessments for health/fitness evaluations.
- Design exercise and performance programs for healthy populations.
- Explain nutritional principles and body composition as it relates to health and physical activity.
- Explain and apply the mechanical principles related to human movement.
- Instruct individuals on proper exercise techniques.
- Have foundational science knowledge and skills relevant to an understanding of the responses of the body to physical activity.

#### Exercise Science B.S. Progress to Completion Requirements:

- BIO 205, 206
  - CHE 101, 102
  - ESS 100, 116, 211, 225, 285, 324, 326, 421, 485, 487, 488
  - PSY 303
  - Elective Courses (Minimum of eight credits from the list of courses below)
    - ESS 106, 204, 250, 309, 310, 313, 315, 318, 323, 329, 350\*, 450\*; HP 320
- \*specifically designate as an Exercise Science elective

# Undergraduate Curriculum

Suggested Registration Sequence: B.S. Exercise Science

## FIRST YEAR

| <b>Fall</b>           |       |   |
|-----------------------|-------|---|
| FYS 101               | 4 cr. | First Year Symposium                                      |
| WRT 101               | 4 cr. | Introduction to Academic Writing                          |
| ESS 225               | 4 cr. | Introduction to Exercise Science (WI)                     |
| ESS 100               | 4 cr. | Personal Health and Wellness                              |
| <b>Spring</b>         |       |   |
| BIO 205               | 4 cr. | Human Anatomy and Physiology I                            |
| MAT 206 or<br>MAT 220 | 4 cr. | Algebra and Trigonometry or<br>Introduction to Statistics |
| Lib Ed                | 4 cr. | Liberal Education Course                                  |
| ESS 211               | 4 cr. | Nutrition Principles                                      |
| ESS 105               | 1 cr. | First Aid and CPR   |

## SOPHOMORE YEAR

| <b>Fall</b>               |       |   |
|---------------------------|-------|---|
| BIO 206                   | 4 cr. | Human Anatomy and Physiology II             |
| ESS Elective or<br>Lib Ed | 4 cr. | ESS Elective or<br>Liberal Education Course |
| CHE 101                   | 4 cr. | Principles of Chemistry I                   |
| Lib Ed                    | 4 cr. | Liberal Education Course                    |
| <b>Spring</b>             |       |   |
| CHE 102                   | 4 cr. | Principles of Chemical II                   |
| PSY 303                   | 4 cr. | Sport and Exercise Psychology               |
| Lib Ed                    | 4 cr. | Liberal Education Course                    |
| Lib Ed                    | 4 cr. | Liberal Education Course                    |

# Undergraduate Curriculum

## JUNIOR YEAR

| <b>Fall</b>                   |         |  |
|-------------------------------|---------|--|
| ESS 324                       | 4 cr.   | Exercise Physiology  |
| ESS Elective or Free Elective | 4 cr.   | ESS Elective or Free Elective                              |
| ITS                           | 4 cr.   | Integrative Studies Course                                 |
| ESS 285 or Free Elective      | 2-4 cr. | Internship in Exercise and Sport Sciences or Free Elective |
| <b>Spring</b>                 |         |  |
| ESS 326                       | 4 cr.   | Biomechanics (QL)  |
| ESS 421                       | 4 cr.   | Exercise Prescription                                      |
| ESS Elective                  | 4 cr.   | ESS Elective   |
| ESS 285 or Free Elective      | 2-4 cr. | Internship in Exercise and Sport Sciences or Free Elective |

## SENIOR YEAR

| <b>Fall</b>              |                   |   |
|--------------------------|-------------------|---|
| ESS 487                  | 2 cr.             | Research in Exercise and Sport Sciences: Critical Components (WI)     |
| ESS Elective             | 4 cr.             | Free Elective Course  |
| Lib Ed                   | 4 cr.             | Liberal Education Course  |
| ESS 485 or Free Elective | 5-12 cr.          | Internship in Exercise and Sport Sciences or Free Elective            |
| <b>Spring</b>            |                   |   |
| ESS 488                  | 4 cr.             | Research in Exercise and Sport Sciences: Assessment and Analysis (WI) |
| ESS Elective or ESS 485  | 4 cr. or 5-12 cr. | ESS Elective or Internship in Exercise and Sport Sciences             |
| ESS 326 (alternate)      | 4 cr.             | Biomechanics  |
| ESS 421 (alternate)      | 4 cr.             | Exercise Prescription   |

WI: Writing Intensive; QL: Quantitative Literacy

## FILM STUDIES

### Film Studies Minor

The minor in Film Studies allows students to gain a greater appreciation for and understanding of the art of motion pictures by studying the history, theory and

aesthetics of the medium, including its technical, social, cultural and artistic dimensions.

Requirements:

The Film Studies minor consists of 16 credits of film studies courses. COM 240 is required, and at least eight of the remaining 12 credits must be at the 300 or 400 level. Students may choose from the following: AME 305; COM 220, 228, 235, 243, 250, 312, 328, 344, 345, 350; ENG 265.

### **GRAPHIC DESIGN**

The Graphic Design Program in the Department of Fine and Performing Arts offers three routes of study: Bachelor of Fine Arts Major (B.F.A.), Bachelor of Arts Major (B.A.), and Minor. In all three routes of study, students develop conceptual, formal, and technical skills to apply in various visual communication problem-solving processes. The program seeks to develop students' creative and critical thinking in conjunction with their media and professional skills, ensuring well-rounded preparation for careers in graphic design.

As a professional field, graphic design – the broad and varied discipline of visual communication – is continually evolving in response to technological developments, cultural perspectives, and client and user needs. Graphic designers often employ digital media, but not exclusively. There can be much overlap between working methods, media, and visual principles in studio art and graphic design. However, what distinguishes graphic design from studio art is that the aim is not individual artistic expression, but instead creative and effective visual communication in response to needs posed by clients (or, in some instances, in response to needs identified by designers themselves). Graphic design can be practiced solo, in teams, and in collaboration with others in intersecting fields.

Because the practice of graphic design is inherently interpersonal, interdisciplinary, and embedded in social and cultural contexts, students in the Graphic Design Program should consider all of their learning in the Liberal Education Program and in electives to be potentially relevant to their future careers in design. Therefore, students are advised both to engage fully in coursework in a broad range of disciplines and to consider pursuing a minor in another area of interest. The more depth of understanding that one has in a content area, the more qualified one is to communicate that content visually; in this regard, a minor could prove to be an asset in applying for design positions that specialize in visual communication for niche fields. Furthermore, a minor in Business Administration, Communication Studies, Psychology, or Sociology could complement and inform one's practice of graphic design in a wide range of contexts.

#### **Graphic Design: Bachelor of Arts (B.A.)**

Program Description/Mission

The Bachelor of Arts (B.A.) degree in Graphic Design provides a substantial course of study for students who intend to pursue professional careers in or related to the

## **Undergraduate Curriculum**

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graphic design field. Through applied design experiences in a range of media and contexts, coupled with complementary learning about studio art, art history, and professional practices, this degree enables the development of versatile creative and critical thinking skills that can be applied in many professions.

For those students interested in pursuing double majors, the B.A. degree is recommended over the B.F.A. because there are fewer credit hours required in the major. Also, for those students interested in art education, the B.A. in Graphic Design is recommended as a viable major to pair with an Education minor and/or the option for continued teacher training with Upper Valley Educators Institute.

### **Graphic Design Learning Outcomes**

- **Learn and Use Depth in Their Major Field**  
Graphic design students will demonstrate comprehension, application, and synthesis of conceptual, formal, and technical attributes of design in their visual communication solutions. B.A. Graphic Design students will develop portfolios that demonstrate breadth; entry-level competency in several areas of design; and transfer of concepts, principles, and practices between areas of design.
- **Enrich and Deepen Their Self-Knowledge**  
Graphic design students will engage actively and reflectively in design processes such as research, analysis, idea generation, iteration, and evaluation.
- **Think Creatively and Critically**  
Graphic design students will develop creative, informed, and appropriate visual responses to communication problems.
- **Communicate and Interact Effectively**  
Graphic design students will communicate and interact effectively with faculty, peers, clients, and internship colleagues in critiques, presentations, collaborations, conversations, and correspondence.
- **Act Ethically and Professionally**  
Graphic design students will demonstrate respect for project content and intent, others' work (both that of peers and that which is copyrighted or otherwise credited), and professional standards (such as those for craft, exhibition, and presentation).
- **Understand and Employ Multiple Perspectives**  
Graphic design students will demonstrate understanding of and appropriate responses to various types of content, media formats, and audience contexts in their design processes and solutions.

### **Graphic Design B.A. Progress to Completion Requirements:**

In order to document and archive progress toward completion of the major and portfolio development, students are expected to post in their e-portfolios at the end of each semester. For each ART and GD studio course required in the major, students are expected to post image(s) of at least one project (ideally the one that is considered the strongest from the body of work produced during the course) and an accompanying written process narrative which may address factors such as the following:

- summarize your decisions in approaching and defining this project
- explain your formal and technical choices in relation to your concept

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- outline how and where in your project you may have applied the concepts of math, calculations, measurement, proportions, and estimation
- reflect on the trajectory of your process and/or what you have learned from it

Advisors will check advisees' e-portfolios periodically to confirm completion and to use as opportunities to discuss creative progress and growth. A minimum cumulative GPA of C (2.00) in major requirements must be attained.

Required courses:

- ART 110, 425, 426
- ARH 203
- GD 125, 213, 312, 327, 328, 485
- 200 level Studio Art course: ART 210, 226, 230, 234, 240, 245, 247, 260, 270, or THE 230
- GD 300-400 level elective

Suggested Registration Sequence: B.A. Graphic Design

## FIRST YEAR

| <b>Fall</b>   |       |                                      |
|---------------|-------|--------------------------------------|
| GD 125        | 4 cr. | Design and Digital Media Foundations |
| ART 110       | 4 cr. | Drawing Foundations                  |
| FYS 101       | 4 cr. | First Year Symposium                 |
| WRT 101       | 4 cr. | Introduction to Academic Writing     |
| <b>Spring</b> |       |                                      |
| GD 213        | 4 cr. | Visual Communication                 |
| ARH 203       | 4 cr. | Art History Survey (WI)              |
| MAT           | 4 cr. | Quantitative Literacy Proficiency    |
| Lib Ed        | 4 cr. | Liberal Education Course             |

## SOPHOMORE YEAR

| <b>Fall</b>   |       |                          |
|---------------|-------|--------------------------|
| GD 312        | 4 cr. | Typography (QL)          |
| ARH 200 level | 4 cr. | 200 level Studio course  |
| Lib Ed        | 4 cr. | Liberal Education Course |
| Lib Ed        | 4 cr. | Liberal Education Course |

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|               |       |                          |
|---------------|-------|--------------------------|
| <b>Spring</b> |       |                          |
| GD 327        | 4 cr. | Information Design (QL)  |
| Lib Ed        | 4 cr. | Liberal Education Course |
| Elective      | 4 cr. | Free Elective Course     |
| Elective      | 4 cr. | Free Elective Course     |

### JUNIOR YEAR

|  |         |   |
|--|---------|---|
| <b>Fall</b>                                  |         |   |
| GD 328 or<br>GD 300-400 level or<br>Elective | 4 cr.   | Interactive Design (QL) or<br>GD 300 or 400 level course or<br>Free Elective Course |
| ITS  | 4 cr.   | Integrative Studies Course  |
| Elective                                     | 4 cr.   | Free Elective Course  |
| Elective                                     | 4 cr.   | Free Elective Course  |
| <b>Spring</b>                                |         |   |
| GD 400 level or<br>Elective                  | 4 cr.   | GD 400 level course or<br>Free Elective Course                                      |
| GD 485                                       | 1-4 cr. | Graphic Design Internship   |
| Elective                                     | 4 cr.   | Free Elective Course  |
| Elective                                     | 0-4 cr. | Free Elective Course  |

### SENIOR YEAR

|  |       |   |
|--|-------|---|
| <b>Fall</b>                                  |       |   |
| ART 425                                      | 3 cr. | Professional Practices and Portfolio (WI)   |
| GD 328 or<br>GD 300-400 level or<br>Elective | 4 cr. | Interactive Design (QL) or<br>GD 300 or 400 level course or<br>Free Elective Course |
| Elective                                     | 4 cr. | Free Elective Course  |
| Elective                                     | 4 cr. | Free Elective Course  |
| <b>Spring</b>                                |       |   |
| ART 426                                      | 1 cr. | Gallery and Portfolio Presentation  |
| GD 400 level or<br>Elective                  | 4 cr. | GD 400 level course or<br>Free Elective Course                                      |
| Elective                                     | 4 cr. | Free Elective Course  |
| Elective                                     | 4 cr. | Free Elective Course  |

WI: Writing Intensive; QL: Quantitative Literacy



## **Graphic Design: Bachelor of Fine Arts (B.F.A.)**

### Program Description/Mission

The Bachelor of Fine Arts (B.F.A.) degree in Graphic Design provides the most credit intensive – and therefore most extensive – course of study for students who intend to pursue professional careers and/or graduate school in the graphic design field. Through applied design experiences in a range of media and contexts, coupled with in-depth independent projects and complementary learning about studio art, art history, and professional practices, this degree enables the development of versatile creative and critical thinking skills that can be applied in many professions.

For more explanation, please see the description of the Graphic Design Program (listed before the B.A.).

### Graphic Design Learning Outcomes

- **Learn and Use Depth in Their Major Field**  
Graphic design students will demonstrate comprehension, application, and synthesis of conceptual, formal, and technical attributes of design in their visual communication solutions. B.F.A. Graphic Design students will develop portfolios that demonstrate breadth; depth; entry-level mastery in multiple areas of design; and transfer of concepts, principles, and practices between areas of design and between design and studio art.
- **Enrich and Deepen Their Self-Knowledge**  
Graphic design students will engage actively and reflectively in design processes such as research, analysis, idea generation, iteration, and evaluation.
- **Think Creatively and Critically**  
Graphic design students will develop creative, informed, and appropriate visual responses to communication problems.
- **Communicate and Interact Effectively**  
Graphic design students will communicate and interact effectively with faculty, peers, clients, and internship colleagues in critiques, presentations, collaborations, conversations, and correspondence.
- **Act Ethically and Professionally**  
Graphic design students will demonstrate respect for project content and intent, others' work (both that of peers and that which is copyrighted or otherwise credited), and professional standards (such as those for craft, exhibition, and presentation).
- **Understand and Employ Multiple Perspectives**  
Graphic design students will demonstrate understanding of and appropriate responses to various types of content, media formats, and audience contexts in their design processes and solutions.

### Graphic Design B.F.A. Progress to Completion Requirements:

In order to document and archive progress toward completion of the major and portfolio development, students are expected to post in their e-portfolios at the end of each semester. For each ART and GD studio course required in the major, students are expected to post image(s) of at least one project (ideally the one that is considered the strongest from the body of work produced during the course) and an

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accompanying written process narrative which may address factors such as the following:

- summarize your decisions in approaching and defining this project
- explain your formal and technical choices in relation to your concept
- outline how and where in your project you may have applied the concepts of math, calculations, measurement, proportions, and estimation
- reflect on the trajectory of your process and/or what you have learned from it

Advisors will check advisees' e-portfolios periodically to confirm completion and to use as opportunities to discuss creative progress and growth. A minimum GPA of C (2.00) in all major requirements must be attained.

Required courses:

- ART 110, 425, 426
- GD 125, 213, 312, 327, 328, 485, 490
- ARH 203
- 200 level Studio Art course: ART 210, 230, 234, 240, 245, 247, 270, or THE 230
- ART 260 or COM 228
- BUS 231 or SUS 218 or ARH 300 level course
- Three GD 300-400 level electives

Suggested Registration Sequence: B.F.A. Graphic Design

### **FIRST YEAR**

| <b>Fall</b>   |       |                                      |
|---------------|-------|--------------------------------------|
| GD 125        | 4 cr. | Design and Digital Media Foundations |
| ART 110       | 4 cr. | Drawing Foundations                  |
| FYS 101       | 4 cr. | First Year Symposium                 |
| WRT 101       | 4 cr. | Introduction to Academic Writing     |
| <b>Spring</b> |       |                                      |
| GD 213        | 4 cr. | Visual Communication                 |
| ARH 203       | 4 cr. | Art History Survey (WI)              |
| MAT           | 4 cr. | Quantitative Literacy Proficiency    |
| Lib Ed        | 4 cr. | Liberal Education Course             |

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## SOPHOMORE YEAR

| <b>Fall</b>                            |       |  |
|--|-------|--|
| GD 312                                 | 4 cr. | Typography (QL)  |
| ART 200 level                          | 4 cr. | 200 level Studio course  |
| GD 328 or<br>GD 300 level or<br>Lib Ed | 4 cr. | Interactive Design (QL) or<br>Graphic Design 300 level course or<br>Liberal Education Course |
| Lib Ed                                 | 4 cr. | Liberal Education Course   |
| <b>Spring</b>                          |       |  |
| GD 327                                 | 4 cr. | Information Design (QL)  |
| ART 260 or<br>COM 228                  | 4 cr. | Photography I or<br>Video Production I   |
| Lib Ed                                 | 4 cr. | Liberal Education Course   |
| Lib Ed or<br>Elective                  | 4 cr. | Liberal Education Course or<br>Free Elective Course  |

## JUNIOR YEAR

| <b>Fall</b>                               |         |  |
|---|---------|--|
| GD 300-400 level                          | 4 cr.   | One 300-400 level Graphic Design Elective  |
| GD 328 or<br>Elective                     | 4 cr.   | Interactive Design (QL) or<br>Free Elective Course   |
| BUS 231 or<br>SUS 218 or<br>ARH 300 level | 4 cr.   | Marketing or<br>Principles and Practice of Sustainability or<br>300 level Art History course |
| Elective                                  | 4 cr.   | Free Elective Course   |
| <b>Spring</b>                             |         |  |
| GD 490 or<br>GD 400 level                 | 4 cr.   | Design Methodologies or<br>Graphic Design 400 level elective                                 |
| GD 485                                    | 1-4 cr. | Graphic Design Internship  |
| Lib Ed                                    | 4 cr.   | Liberal Education Course   |
| Elective                                  | 4 cr.   | Free Elective Course   |

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## SENIOR YEAR

| <b>Fall</b>              |       |   |
|--------------------------|-------|---|
| ART 425                  | 3 cr. | Professional Practices and Portfolio (WI)                 |
| GD 400 level or Elective | 4 cr. | Graphic Design 400 level elective or Free Elective Course |
| Elective                 | 4 cr. | Free Elective Course                                      |
| Elective                 | 4 cr. | Free Elective Course                                      |
| <b>Spring</b>            |       |   |
| ART 426                  | 1 cr. | Gallery and Portfolio Presentation                        |
| GD 490 or GD 400 level   | 4 cr. | Design Methodologies or Graphic Design 400 level course   |
| Elective                 | 4 cr. | Free Elective Course                                      |
| Elective                 | 4 cr. | Free Elective Course                                      |

WI: Writing Intensive; QL: Quantitative Literacy

### Graphic Design Minor

The Minor in Graphic Design provides an introduction to graphic design concepts, principles, and practices through a sampling of graphic design studio courses. The program seeks to develop students' creative and critical thinking in conjunction with their technical and professional skills, thereby complementing the learning in their major areas of study.

Requirements:

- GD 125, 213, 312
- Two additional Graphic Design 300 level courses

## HEALTH CARE MANAGEMENT

### Health Care Management Minor

The minor in Health Care Management is designed to focus on the managerial elements of this health care industry for students pursuing either health-care related or business careers. Students will take the introductory courses in both health care and management followed by a 300 level course merging these concepts. Electives will cover a variety of related subject areas.

Requirements:

- HEA 100; BUS 215, 341
- Six credits chosen from the following (at least four credits must be at the 300/400 level): BUS 316, 320, 324, 340, 403, 417, 421; HEA 105, 109, 110, 111, 112, 113, 114, 115, 116; HRM 301; LDR 411; PBH 230, 232, 306, 401; PHI 305; PSY 316

## HEALTH STUDIES

### Health Studies Minor

The Health Studies minor is designed to meet the needs of students pursuing non-health related majors who wish to have a solid introduction to important concepts from the health care system. The minor requires all students to take the introductory course (HEA 100 Introduction to Health Care Systems), PBH 230 or HP 220, and at least one full human biology course (either BIO 108 or BIO 205 and 206). This material is complemented by choosing additional courses in the areas of public health, health promotion, health care management and social science.

#### Requirements:

Students choosing to complete a minor in Health Studies must complete a minimum of 20 credits with at least eight credits at the 300 to 400 level.

- HEA 100
- HP 220 or PBH 230
- BIO 108 or BIO 205 and BIO 206
- Any eight credits chosen from the following: (courses may have additional pre-requisites) HCM 302, 340; HP 320, 420; PBH 306, 330, 332; PHI 305; PSY 316, 323, 369; SOC 304; Approved 300 to 400 level topics courses

## HISTORY AND POLITICAL STUDIES

### History and Political Studies: Bachelor of Arts (B.A.)

#### Program Description/Mission

History and Political Studies (HPS) is an interdisciplinary major that prepares students for a variety of careers in such areas as law, secondary education, college and university teaching and research, public service, non-government organizations, museum and public history, and journalism. Required courses in the History and Political Studies Major will help students hone their written and verbal communication skills while they gain a broad understanding of how social, political and cultural forces shape past and present societies. The major is designed to encourage students to explore individual interests in history or political studies as well as regional or thematic interests.

#### History and Political Studies Learning Outcomes

Students in the History and Political Studies major will:

- acquire a broad understanding of the world that encompasses the historical and/or political experience of the peoples of Africa, the Americas, Asia, Europe, and particularly the United States;
- understand the processes of historical, social, political and cultural development;
- be able to think about and discuss historical and political themes in a creative and critical manner;

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- be able to write, communicate and teach others about past and contemporary cultures and political systems; and
- be able to appreciate the value of scholarly debate and use multiple-perspectives in the study of past and present societies.

History and Political Studies B.A. Progress to Completion Requirements:

Required courses:

- One HIS 100 level course
- HIS 218
- One HIS 200 level course
- Two HIS 300 level courses
- HPS 100, 485, 486, 487
- POL 100 or 101
- One POL 200 level course
- Two POL 300 level courses
- One of IST 105, 106, 107, 108, 109, 110, 111, 112, 121, 122, or 123

Suggested Registration Sequence: B.A. History and Political Studies

### FIRST YEAR

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| <b>Fall</b>   |       |   |
|---------------|-------|---|
| WRT 101       | 4 cr. | Introduction to Academic Writing                                  |
| HPS 100       | 4 cr. | The Detective: Introduction to History and Political Studies (WI) |
| HIS 100 level | 4 cr. | 100 level HIS Course  |
| FYS 101       | 4 cr. | First Year Symposium  |
| <b>Spring</b> |       |   |
| POL 100 level | 4 cr. | 100 level POL Course  |
| Elective      | 4 cr. | Free Elective Course  |
| MAT           | 4 cr. | Quantitative Literacy Proficiency                                 |
| Lib Ed        | 4 cr. | Liberal Education Course  |

### SOPHOMORE YEAR

| <b>Fall</b>   |       |                          |
|---------------|-------|--------------------------|
| HIS 218       | 4 cr. | West and the World       |
| POL 200 level | 4 cr. | 200 level POL Course     |
| Lib Ed        | 4 cr. | Liberal Education Course |
| Elective      | 4 cr. | Free Elective Course     |

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|               |       |                          |
|---------------|-------|--------------------------|
| <b>Spring</b> |       |                          |
| HIS 200 level | 4 cr. | 200 level HIS Course     |
| Lib Ed        | 4 cr. | Liberal Education Course |
| Lib Ed        | 4 cr. | Liberal Education Course |
| Elective      | 4 cr. | Free Elective Course     |

### JUNIOR YEAR

|               |          |  |
|---------------|----------|--|
| <b>Fall</b>   |          |  |
| HIS 300 level | 4 cr.    | 300 level HIS Course                     |
| HPS 485       | 3-12 cr. | History and Political Studies Internship |
| POL 300 level | 4 cr.    | 300 level POL Course                     |
| ITS           | 4 cr.    | Integrative Studies Course               |
| <b>Spring</b> |          |  |
| HIS 300 level | 4 cr.    | 300 level HIS Course                     |
| POL 300 level | 4 cr.    | 300 level POL Course                     |
| IST 105       | 4 cr.    | Independent Language Study               |
| Elective      | 4 cr.    | Free Elective Course                     |

### SENIOR YEAR

|               |       |  |
|---------------|-------|--|
| <b>Fall</b>   |       |  |
| HPS 486       | 3 cr. | History and Political Studies Research Methods (WI) (QL) |
| Elective      | 4 cr. | Free Elective Course                                     |
| Elective      | 4 cr. | Free Elective Course                                     |
| Elective      | 4 cr. | Free Elective Course                                     |
| <b>Spring</b> |       |  |
| HPS 487       | 2 cr. | Advanced Research Seminar (Capstone) (WI)                |
| Elective      | 4 cr. | Free Elective Course                                     |
| Elective      | 4 cr. | Free Elective Course                                     |
| Elective      | 4 cr. | Free Elective Course                                     |

WI: Writing Intensive; QL: Quantitative Literacy

# **Undergraduate Curriculum**

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## **History Minor**

The minor in History allows students of any major to pursue their interest in studying peoples, places and cultures of the past.

Requirements:

The minor in History consists of 16 credit hours of history courses. HPS 100 is required. Students then choose the remaining 12 credits from any HPS or HIS course; at least eight credits must be at the 300 or 400 levels. ESS 322 History of Sport may be used to satisfy a minor requirement.

## **WESSON HONORS PROGRAM**

A student must complete a minimum of 16 Honors credits, including the Wesson Honors Capstone Seminar (2 credits) to receive an Honors Certificate. Completion of Honors FYS 101 (4 credits) is highly recommended. Students who do not complete the Honors First Year Symposium, but plan to earn an Honors Certificate, must meet with the Honors Coordinator to work out a plan to fulfill the requirements.

## **INTERNATIONAL STUDIES**

### **International Studies Minor**

The minor in International Studies is a rapidly-growing interdisciplinary minor offering a broad and flexible curriculum for students from any major interested in international issues. The minor provides a broad overview to global structures, societies and cultures as well as ways to think about and address international issues, challenges, and opportunities. The minor consists of 16 credits, including required foreign language and off-campus international experiences.

Requirements:

- IST 101 Introduction to International Studies
- Twelve credits of elective international studies courses with at least eight credits at the 300 to 400 level:
  - Lower level (200 level): ARH 203; ENG 216, 231, 232, 238, 239, 244; ESS 208; HIS 218, 233; PHI 216; POL 100, 204, 209; REL 105, 237
  - Upper level (300 to 400 level) at least eight credit hours: ARH 333, 335, 336; BUS 323, 329; COM 344; ENG 305, 317; HIS 317, 319, 321, 324, 341, 364; POL 303, 304, 307, 312; SOC 302, 304,319; SUS 418
- Up to four credits chosen from the following:
  - IST 105, 107, 109, 111 Independent Language Study
  - IST 106, 108, 110, 112 Independent Language Study
  - Or an approved foreign language experience
- An approved off-campus study abroad/international study-focused program. Students unable to study abroad or off-campus can fulfill this requirement through an independent study (IST 395) focused on a particular country, global region, or global theme. Courses taken at a foreign educational program or



institution that are international in content must receive prior approval from the college registrar. A WII (Washington Internship Institute) internship which has an international focus may count for up to four credits.

### LEGAL STUDIES

#### Legal Studies Minor

Students who enter law school come from any number of academic majors. Pre-law students should take courses that allow for continued development in their ability to think critically, communicate and listen effectively, conduct library research, and contribute to the community. A good pre-law education helps students develop these skills and provides a solid foundation in understanding the American political system, understanding social interactions and issues of diversity, and demonstrating basic quantitative literacy skills. The Liberal Education Program at Colby-Sawyer College, in conjunction with a major program of study, provides many opportunities for students to fine tune the skills needed to be successful in law school.

For further information regarding law school preparation students are advised to contact their academic advisor and check out the American Bar Association, section of Legal Education and Admission to the Bar, Website at [www.abanet.org/legaled/prelaw](http://www.abanet.org/legaled/prelaw).

Requirements:

- The minor in Legal Studies consists of 16 credits. In addition to the core credits, at least four of the elective credits must be at the 300 to 400 level.

Required courses:

- PHI 210; POL 301
- Choose at least eight credits from the following list of elective courses; four of these credits must be at the 300 to 400 level: BUS 417; COM 325; ENV 306; ESS 426; PHI 213, 215; PSY 354

### MATHEMATICS

#### Mathematics Minor

The minor in Mathematics will provide interested students with a versatile set of quantitative and analytical skills applicable across disciplines, careers, and everyday life. Students will learn how to investigate and model the world around them using mathematics developed by many civilizations over thousands of years. At the core of the minor will be two courses in the calculus sequence (Calculus I, II, and III). Calculus is an area of mathematics built upon ancient mathematical achievements – trigonometry, geometry, and algebra – and upon which most modern mathematics is built. Since its inception in the late 1600s, calculus has become the language of science, medicine, and economics; it is how we describe the way quantities change and accumulate. In addition to two courses chosen from the calculus sequence,

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eight more credits from mathematics courses at the 300 or 400 level are required to complete the minor

Requirements:

- The minor consists of 16 credits: any two of MAT 221, 222, or 304; and eight additional credits from MAT courses at the 300 or 400 level

### **NURSING**

*Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.*

#### **Nursing: Bachelor of Science (B.S.)**

Program Description/Mission

The philosophy of the Department of Nursing is summarized by the following statement: Nursing is the care of persons, families or populations who are experiencing or can be expected to experience variations in health; and the tending of the entire environment in which care occurs.

The program leading to a Bachelor of Science (B.S.) degree with a major in nursing integrates knowledge from the liberal arts and sciences with professional education. Students are provided a student-centered, high quality education in nursing, including the educational and clinical opportunities that prepare them to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), to assume entry-level positions in professional nursing, and to enroll in graduate nursing studies. It is expected that graduates will practice in a variety of settings as they serve persons from diverse backgrounds in need of health care, and form partnerships with professionals in other disciplines.

In addition to a liberal education, the core components of the program in nursing are grounded in the Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and include the competencies and knowledge essential to basic nursing practice, the values of the healing professions, and the development of the professional role of the nurse.

Admission for Students Interested in the Nursing Major:

The Nursing Program at Colby-Sawyer College is extremely selective. To be successful in nursing, students who apply for admission to the college with the intention of pursuing a major in nursing should have a minimum of three years of college-preparatory laboratory science including biology, chemistry and mathematics, and achieve a minimum high school grade point average of B+.

Transfer Students:

The Colby-Sawyer College nursing curriculum is designed for the student seeking a Bachelor of Science with a major in nursing. The ability to accept transfer students seeking entry into the Nursing Program will be evaluated on an individual basis and will be considered only when space permits. Priority for entrance to the Nursing

Program is given to enrolled Colby-Sawyer College students. Further information is available from the Admissions Office.

### Nursing Program Academic Policies:

A minimum grade of B- is required in BIO 121, 205, 206; PSY 101; SOC 101; and all nursing courses. Students may only repeat one nursing course one time if necessary. All required BIO courses must be completed at Colby-Sawyer College. For transfer-eligible students only: BIO courses taken at outside institutions may be considered for transfer with a grade of B- or better and satisfactory performance on a standardized, college-level course equivalent test (CLEP or Excelsior), or a college-sponsored credit exam. If necessary, students may repeat BIO 121 one time only. Students may not repeat BIO 205 or 206. All required BIO courses must be completed for progression to the junior nursing curriculum.

Nursing courses which have clinical internships have two grade components: A clinical grade expressed as Pass/Fail, and a classroom grade. Students must demonstrate competence in both the classroom and clinical/lab components of the nursing courses to progress in the major. Students who fail a nursing course based upon their clinical performance, and/or receive a grade less than a B- in the classroom, must successfully repeat both the classroom and clinical components of the course before they can progress in the major. Permission to repeat a clinical course must be granted by the Dean of the School of Nursing and Health Professions and will be considered only when space permits.

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting. Failure to comply with clinical agency policy is also cause for dismissal from the nursing major.

### Clinical Education:

Clinical courses are taught by nursing faculty who are responsible for assisting students in the integration of theory and practice in a clinical setting. During the spring of the senior year, students complete a Capstone clinical preceptorship, working one-on-one with a nurse-preceptor in a clinical setting under the guidance of nursing faculty. During the senior year, students also develop and implement a Capstone leadership project, addressing a health care issue they have identified.

Colby-Sawyer College is fortunate to offer its students clinical experiences in a variety of inpatient and community settings. The Department of Nursing has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice, and New Hampshire area schools, in addition to other health and human services organizations.

At the time clinical experiences begin, every nursing student must have on record in the School of Nursing and Health Professions evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider/Professional Rescuer level, issued by either the American Red Cross or the American Heart

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Association. In addition, nursing students must comply with all clinical agency health requirements that will be specified during NUR 203 Introduction to Professional Nursing. Students may not attend clinical internships without proper documentation of all health and safety requirements on file in the School of Nursing and Health Professions. A criminal background check and a urine drug screening test are agency requirements. Random urine drug screening may also be conducted at the discretion of the program. All annual and bi-annual requirements should be completed during the summer months so that none expire during the school year. Laptop (not “tablet”) computers that have the capability of meeting the operating system requirements of the college, and that have sufficient battery capability for a three hour testing session, are required. Additional fees for the Assessment Technologies Institute (ATI) testing package will be required.

Students who are ill are discouraged from participation in the classroom and clinical learning environments. Students who are absent during a clinical day(s) must make up the missed time and may be asked to pay a fee to cover the faculty costs incurred by a make-up day.

### **Nursing Program Learning Outcomes**

Upon completion of degree requirements, students are able to:

- Incorporate, integrate and apply a broad body of knowledge to the delivery of care in order to practice compassionate, culturally competent, patient-centered, research-based, cost-effective, clinical nursing in various settings using the core competencies and knowledge that underlie state and national standards of practice.
- Assume responsibility for professional development and life-long learning in an ever-changing and challenging health care environment.
- Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate high-quality, safe, evidence-based nursing care across the lifespan and the continuum of care.
- Communicate effectively in writing, verbally, and electronically with all members of the interdisciplinary health care team, including clients, families, communities, and their support systems.
- Demonstrate professional attitudes and behaviors that incorporate clients’ rights, and professional codes and standards.
- Understand the micro-systems and macro-systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.

### **Nursing B.S. Progress to Completion Requirements**

Required Courses:

- BIO 121, 205, 206
- MAT 220
- NUR 101, 203, 207, 212, 222, 309, 313, 314, 332, 334, 336, 405, 407, 408, 442, 445, 446
- PHI 305
- PSY 101, 240
- SOC 101

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Suggested Registration Sequence: B.S. Nursing

## FIRST YEAR

| <b>Fall</b>   |       |                                      |
|---------------|-------|--------------------------------------|
| BIO 121       | 4 cr. | Basic Microbiology                   |
| FYS 101       | 4 cr. | First Year Symposium                 |
| NUR 101       | 1 cr. | First Year Nursing Seminar           |
| PSY 101       | 4 cr. | Introduction to Psychology           |
| Lib Ed        | 4 cr. | Liberal Education Course             |
| <b>Spring</b> |       |                                      |
| BIO 205       | 4 cr. | Anatomy and Physiology I             |
| NUR 203       | 3 cr. | Introduction to Professional Nursing |
| SOC 101       | 4 cr. | Introduction to Sociology            |
| WRT 101       | 4 cr. | Introduction to Academic Writing     |

## SOPHOMORE YEAR

| <b>Fall</b>   |       |                           |
|---------------|-------|---------------------------|
| BIO 206       | 4 cr. | Anatomy and Physiology II |
| NUR 212       | 2 cr. | Health Assessment         |
| Lib Ed        | 4 cr. | Liberal Education Course  |
| Lib Ed        | 4 cr. | Liberal Education Course  |
| <b>Spring</b> |       |                           |
| NUR 222       | 4 cr. | Fundamental of Nursing    |
| NUR 207       | 3 cr. | Pharmacology              |
| PSY 240       | 4 cr. | Life Span Development     |
| Elective      | 4 cr. | Free Elective Course      |

## JUNIOR YEAR

| <b>Fall</b> |       |                             |
|-------------|-------|-----------------------------|
| NUR 313     | 4 cr. | Maternal-Child Nursing (WI) |
| NUR 314     | 4 cr. | Pediatric Nursing           |
| NUR 334     | 4 cr. | Mental Health Nursing       |
| ITS         | 4 cr. | Integrated Studies          |

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| Spring  |       |   |
|---------|-------|---|
| MAT 220 | 4 cr. | Introduction to Statistics (QL)                   |
| NUR 309 | 2 cr. | Community-Based Nursing                           |
| NUR 332 | 9 cr. | Adult Medical-Surgical Nursing I                  |
| NUR 336 | 3 cr. | Nursing Research and Evidence-Based Practice (QL) |

### SENIOR YEAR

| Fall    |       |   |
|---------|-------|---|
| NUR 405 | 7 cr. | Adult Medical-Surgical Nursing II (WI)                |
| NUR 407 | 2 cr. | Nursing Leadership Capstone I (WI)                    |
| NUR 445 | 0 cr. | NCLEX-RN Preparation I                                |
| PHI 305 | 4 cr. | Biomedical Ethics                                     |
| Spring  |       |   |
| NUR 408 | 2 cr. | Nursing Leadership Capstone II                        |
| NUR 442 | 8 cr. | Clinical Capstone: Nursing Management of Patient Care |
| NUR 446 | 2 cr. | NCLEX-RN Preparation II                               |

WI: Writing Intensive; QL: Quantitative Literacy

### Nursing: R.N. to Bachelor of Science (B.S.) – Online

This program is for licensed Registered Nurses with earned Diplomas or Associate Degrees in Nursing who wish to earn their Bachelor of Science degree with a nursing major. Courses are offered in 15 week semesters (12 weeks in summer) and cater to the demanding schedules of working nurses. The option to enroll full-time or part-time lets a student progress through the program at the pace that fits their individual needs. The program can be completed in as little as 16 months, or five semesters, or can take as long as necessary to fit into one's schedule. The average program completion rate is two to three years. The program integrates knowledge from the liberal arts and sciences with professional nursing education.

#### Learning Outcomes

Upon completion of degree requirements, students are able to:

- Incorporate, integrate and apply a broad body of knowledge to the delivery of care in order to practice compassionate, culturally competent, patient-centered, research-based, cost-effective, clinical nursing in various settings using the core competencies and knowledge that underlie state and national standards of practice.
- Assume responsibility for professional development and life-long learning in an ever- changing and challenging health care environment.
- Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate high-quality, safe, evidence-based nursing care across the

lifespan and the continuum of care.

- Communicate effectively in writing, verbally, and electronically with all members of the interdisciplinary health care team, including clients, families, communities, and their support systems.
- Demonstrate professional attitudes and behaviors that incorporate clients' rights, and professional codes and standards.
- Understand the micro- and macro- systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.

Academic Policies Specific to R.N.to B.S. Program

- R.N. to B.S. students must achieve a B- in all nursing courses.
- One nursing course (RNBS) can be repeated one time.
- A minimum cumulative grade point average of 2.00 in the major is required for graduation.

Suggested Registration Sequence: R.N. to B.S.:

Please contact the Nursing Department for individual advising.

## PHILOSOPHY

### Philosophy Minor

Philosophy is one of the foundational disciplines of the Western academy. It stands at the core of the humanities and it helped originate many disciplines in the natural and social sciences. In philosophy students ask the “big questions” about the world, society, and themselves. Are we free? What is reality? How should we live? What is the best way to know things? What is the meaning of art? Why do we have government? What are the principles of our economic system? Does God exist? Are we immortal? How can we think logically? In consideration of these and other questions, Philosophy minors develop a solid foundation in critical thinking and written communication, both of which are valued in themselves and by employers. Philosophy has also been empirically proven to be excellent preparation for graduate school, including in law, medicine, and business.

Requirements

The PHI minor requires 16 credit hours of coursework:

- PHI 100
- Four additional credits in PHI courses at the 100 or 200 level (may include WGS 111)
- Eight additional credits in PHI courses at the 300 or 400 level

## POLITICAL STUDIES

### Political Studies Minor

The Political Studies minor explores the ways that communities allocate the power to make decisions. The courses focus on the analysis of both national and

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international structures, past and present, creating a global perspective that is an excellent complement to a major program of study.

### Requirements

The Political Studies Minor requires 16 credit hours of coursework:

- Four credits chosen from POL 100, 101
- Four credits chosen from POL 202, 203, 204; PHI 215
- Eight credits at the POL 300 level

## PSYCHOLOGY

### Psychology: Bachelor of Arts (B.A.)

Program Description/Mission:

Psychology is the science of behavior and mental processes. The Psychology Major provides students with a broad foundation in psychology, but also allows students to focus their study in several areas of specialization, including cognitive, biological, counseling and social psychology. Senior psychology majors are required to design and implement an original research project in a selected area of psychological inquiry. In addition, seniors are required to complete an internship offered in a variety of diverse settings. The psychology program prepares graduates to work in entry-level positions in the mental health field and to pursue graduate work in psychology or any related field.

Learning Outcomes for Psychology

- Develop a knowledge base in psychology
- Engage in scientific inquiry and critical thinking
- Engage in ethical and social responsibility in a diverse world
- Effectively communicate
- Engage in professional behavior and development

Psychology B.A. Progress to Completion Requirements:

- PSY 101 – minimum grade of C
- PSY 104, 202, 204, 211, 215, 302, 308, 485, 486
- One of the following courses addressing issues in developmental psychology: PSY 206, 213, 227, 240
- Three 300 to 400 level psychology electives

Suggested Registration Sequence: B.A. Psychology

### FIRST YEAR

| Fall     |       |                                  |
|----------|-------|----------------------------------|
| PSY 101  | 4 cr. | Introduction to Psychology       |
| WRT 101  | 4 cr. | Introduction to Academic Writing |
| FYS 101  | 4 cr. | First Year Symposium             |
| Elective | 4 cr. | Free Elective Course             |



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| <b>Spring</b> |       |                                   |
|---------------|-------|-----------------------------------|
| PSY 104       | 2 cr. | Writing in Psychology (WI)        |
| PSY 202       | 4 cr. | Personality Psychology            |
| MAT           | 4 cr. | Quantitative Literacy Proficiency |
| Lib Ed        | 4 cr. | Liberal Education Course          |

## **SOPHOMORE YEAR**

| <b>Fall</b>   |       |                                 |
|---------------|-------|---------------------------------|
| PSY 204       | 4 cr. | Social Psychology               |
| PSY 216       | 4 cr. | Neuroscience                    |
| Lib Ed        | 4 cr. | Liberal Education Course        |
| Elective      | 4 cr. | Free Elective Course            |
| <b>Spring</b> |       |                                 |
| PSY 211       | 4 cr. | Cognitive Psychology            |
| PSY Dev       | 4 cr. | Developmental Psychology course |
| Lib Ed        | 4 cr. | Liberal Education Course        |
| Elective      | 4 cr. | Free Elective Course            |

## **JUNIOR YEAR**

| <b>Fall</b>       |       |  |
|-------------------|-------|--|
| PSY 302           | 4 cr. | Statistical Methods in Psychology (QL) |
| PSY 300-400 level | 4 cr. | PSY 300-400 Psychology Elective        |
| ITS               | 4 cr. | Integrative Studies Course             |
| Lib Ed            | 4 cr. | Liberal Education Course               |
| <b>Spring</b>     |       |  |
| PSY 308           | 4 cr. | Research Methods in Psychology         |
| PSY 300-400 level | 4 cr. | PSY 300-400 Psychology Elective        |
| Lib Ed            | 4 cr. | Liberal Education Course               |
| Elective          | 4 cr. | Free Elective Course                   |

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## SENIOR YEAR

| Fall              |          |  |
|-------------------|----------|--|
| PSY 486           | 2 cr.    | Advanced Research Seminar (Capstone for Psychology) (WI)   |
| PSY 300-400 level | 4 cr.    | PSY 300-400 Psychology Elective                            |
| Elective          | 4 cr.    | Free Elective Course                                       |
| Elective          | 4 cr.    | Free Elective Course                                       |
| Spring            |          |  |
| PSY 485           | 4-16 cr. | Psychology Internship and Professional Development Seminar |
| Elective          | 4 cr.    | Free Elective Course                                       |
| Elective          | 4 cr.    | Free Elective Course                                       |

WI: Writing Intensive; QL: Quantitative Literacy

## Psychology Minor

The Social Sciences and Education Department offers a minor in psychology that allows students to study sub-disciplines in psychology. A Psychology minor can be beneficial to any students who value the basic understanding of human behavior. The minor in Psychology consists of 20 credits of psychology courses.

Requirements:

- PSY 101 Introduction to Psychology
- Any combination of 300 level or 400 level psychology courses to total eight credits (except PSY 486, 378, 478, 480, and 485)
- Any combination of psychology courses to total eight credits (except PSY 486, 278, 378, 478, 480, and 485)

## PUBLIC HEALTH

### Public Health: Bachelor of Science (B.S.)

Program Description/Mission:

The Bachelor of Science with a major in public health is designed to promote an understanding of health and disease based on public health principles. The primary goal of the program is to train public health professionals who will seek to improve the health status of individuals, communities and populations in the United States. The Public Health program builds upon a broad foundation in the liberal arts and sciences as well as social, ecological and population-based perspectives. Graduates will be prepared for entry-level public health jobs found in government agencies, health corporations, community non-profit organizations and health care facilities. Those wishing to pursue professional careers within the public health arena will be

well-positioned to continue their studies through matriculation into master's degree programs in public health.

## Public Health Learning Outcomes

Upon completion of degree requirements, students are able to:

- Discuss the philosophy of public health including core values, concepts and functions across the globe and in society
- Apply the basic concepts, methods and tools of public health data collection, use and analysis
- Identify basic processes, approaches and interventions that identify and address the major public health-related needs and concerns of populations
- Analyze the socioeconomic, behavioral, biological and environmental factors that impact human health and contribute to health disparities
- Define the fundamental characteristics and organizational structures of the U.S. health system as well as the differences of systems in other countries
- Appreciate the role of health promotion and disease prevention of public health problems and explain how public health can utilize social and behavioral interventions across the lifespan to improve the health of populations
- Assess individual and social accountability, including civic responsibility and ethical reasoning, as they apply to the health of populations
- Demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate information, to make sound decisions and solve problems (via written and oral presentation) as they apply to public health
- Relate the importance of assessment, planning and evaluation components of public health project implementation
- Employ public health-specific health communication strategies appropriately

## Public Health B.S. Progress to Completion Requirements:

- BIO 108
- HEA 100
- MAT 220
- PBH 230, 232, 306, 330, 332, 401, 485, 486, 487
- PHI 305
- SOC 101

Suggested Registration Sequence: B.S. Public Health

## FIRST YEAR

| Fall    |       |                                     |
|---------|-------|-------------------------------------|
| BIO 108 | 4 cr. | Human Biology                       |
| FYS 101 | 4 cr. | First Year Symposium                |
| HEA 100 | 4 cr. | Introduction to Health Care Systems |
| WRT 101 | 4 cr. | Introduction to Academic Writing    |

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### Spring

|          |       |                           |
|----------|-------|---------------------------|
| SOC 101  | 4 cr. | Introduction to Sociology |
| Lib Ed   | 4 cr. | Liberal Education Course  |
| Lib Ed   | 4 cr. | Liberal Education Course  |
| Elective | 4 cr. | Free Elective Course      |

### SOPHOMORE YEAR

#### Fall

|          |       |                                 |
|----------|-------|---------------------------------|
| MAT 220  | 4 cr. | Introduction to Statistics (QL) |
| PBH 230  | 4 cr. | Introduction to Public Health   |
| Lib Ed   | 4 cr. | Liberal Education Course        |
| Elective | 4 cr. | Free Elective Course            |

#### Spring

|          |       |                          |
|----------|-------|--------------------------|
| PBH 232  | 2 cr. | The Mental Health System |
| Elective | 4 cr. | Free Elective Course     |
| Elective | 4 cr. | Free Elective Course     |
| Elective | 4 cr. | Free Elective Course     |

### JUNIOR YEAR

#### Fall

|          |       |                              |
|----------|-------|------------------------------|
| PBH 306  | 4 cr. | Health Studies Research (QL) |
| PBH 330  | 4 cr. | Epidemiology (QL)            |
| Elective | 4 cr. | Free Elective Course         |
| ITS      | 4 cr. | Integrative Studies Course   |

#### Spring

|          |       |                                  |
|----------|-------|----------------------------------|
| PBH 332  | 4 cr. | Prevention of Illness and Injury |
| PHI 305  | 4 cr. | Biomedical Ethics                |
| Elective | 4 cr. | Free Elective Course             |
| Elective | 4 cr. | Free Elective Course             |

## SENIOR YEAR

| Fall     |          |                                   |
|----------|----------|-----------------------------------|
| PBH 401  | 2 cr.    | Public Health Policy and Law (WI) |
| PBH 485  | 2-12 cr. | Public Health Internship          |
| PBH 486  | 2 cr.    | Public Health Capstone I (WI)     |
| Elective | 4 cr.    | Free Elective Course              |
| Elective | 4 cr.    | Free Elective Course              |
| Spring   |          |                                   |
| PBH 487  | 2 cr.    | Public Health Capstone II         |
| Elective | 4 cr.    | Free Elective Course              |
| Elective | 4 cr.    | Free Elective Course              |
| Elective | 4 cr.    | Free Elective Course              |

WI: Writing Intensive; QL: Quantitative Literacy

## SELF-DESIGNED MAJOR

### Self-Designed Major: Bachelor of Arts (B.A.)

#### Program Description/Mission:

The Self-Designed Major allows students who are interested in more than one field of study to design their own inter-disciplinary major. Working with a faculty advisor, students develop a program theme, title, and description for their self-designed major as well as select classes at the 100, 200, 300, and 400 levels to complete the major. Students in the self-designed major explore how insights from multiple disciplines inform understanding of complex issues as well as the methods used by different disciplines and how these contribute to integrative understanding. Students develop skills in interdisciplinary research and problem solving, in oral and written communication, and the synthesis of diverse perspectives.

#### Self-Designed Major Learning Outcomes:

Students in the Self-Designed Major will:

- practice the skills and habits of self-directed and active learning as evidenced by designing a specialized plan of course study that best advances their intellectual and career goals;
- plan and execute research employing the tools and perspectives from multiple disciplines as evidenced by research projects across the major and the Senior Capstone;
- analyze issues and solve problems from an interdisciplinary perspective as evidenced by class discussion participation, oral presentations, writing analytical essays, and completing the Senior Capstone project; and
- explore and practice possible career options through two professional internships.

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## Self-Designed Major Progress to Completion Requirements:

- ITS 100, SDM 285, 485; XXX 486, 487 and a research methods course and a Capstone course appropriate for the self-designed course study plan (selected in collaboration with a panel composed of the coordinator of the Self-Designed Major; the student's academic advisor, a faculty member the student chooses, and the academic dean).
- Complete a self-designed course study plan consisting of at least 28 credits (plan must include one Writing Intensive course and one Applied Quantitative Reasoning course).
- Students must declare the self-designed course study plan upon completing 45 credits.

## Creating a Self-Designed Major:

Students pursuing the Self-Designed Major work with their academic advisor to specify a theme and title, select courses totaling 28 credits, with at least 16 credits at the 300 or 400 levels, and provide a description of no more than a page of how the courses singly and together support the Self-Designed Major's theme. Students will focus the courses around an interdisciplinary theme or topic distinct from any existing major at the college.

No more than 40% of the courses in the student's Self-Designed major may come from a single major. The Self-Designed Major proposal will include designation of one Writing Intensive course and one Applied Quantitative Reasoning course. Upon completing 45 credits students will formally meet with and present their Self-Designed Major course study proposal to a panel composed of the Self-Designed Major program coordinator, the student's academic advisor, the academic dean, and a faculty member selected by the student for approval. Any alteration of the student's curriculum must be approved by the coordinator of the program, the student's academic advisor, and the academic dean.

Suggested Registration Sequence: B.A. Self-Designed Major

### FIRST YEAR

| <b>Fall</b>   |       |  |
|---------------|-------|--|
| ITS 100       | 4 cr. | Introduction to Integrative Studies (WI) |
| WRT 101       | 4 cr. | Introduction to Academic Writing         |
| FYS 101       | 4 cr. | First Year Symposium                     |
| Lib Ed        | 4 cr. | Liberal Education Course                 |
| <b>Spring</b> |       |  |
| MAT           | 4 cr. | Quantitative Literacy Proficiency        |
| Elective      | 4 cr. | Free Elective Course                     |
| Lib Ed        | 4 cr. | Liberal Education Course                 |
| Lib Ed        | 4 cr. | Liberal Education Course                 |

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## SOPHOMORE YEAR

| <b>Fall</b>   |         |                             |
|---------------|---------|-----------------------------|
| SDM Course    | 4 cr.   | SDM Program Course          |
| Lib Ed        | 4 cr.   | Liberal Education Course    |
| SDM Course    | 4 cr.   | SDM Program Course          |
| SDM Course    | 4 cr.   | SDM Program Course          |
| <b>Spring</b> |         |                             |
| SDM Course    | 4 cr.   | SDM Program Course          |
| Lib Ed        | 4 cr.   | Liberal Education Course    |
| SDM Course    | 4 cr.   | SDM Program Course          |
| SDM 285       | 1-4 cr. | SDM Introductory Internship |

## JUNIOR YEAR

| <b>Fall</b>   |          |                            |
|---------------|----------|----------------------------|
| SDM Course    | 4 cr.    | SDM Program Course         |
| SDM Course    | 4 cr.    | SDM Program Course         |
| SDM 485       | 3-12 cr. | SDM Advanced Internship    |
| <b>Spring</b> |          |                            |
| ITS           | 4 cr.    | Integrative Studies Course |
| SDM Course    | 4 cr.    | SDM Program Course         |
| Lib Ed        | 4 cr.    | Liberal Education Course   |
| Elective      | 4 cr.    | Free Elective Course       |

## SENIOR YEAR

| <b>Fall</b> |         |  |
|-------------|---------|--|
| XXX 486     | 1-4 cr. | Research Methods Course According to Concentration |
| SDM Course  | 4 cr.   | SDM Program Course                                 |
| Elective    | 4 cr.   | Free Elective Course                               |
| Elective    | 4 cr.   | Free Elective Course                               |

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| Spring     |         |  |
|------------|---------|--|
| XXX 487    | 2-4 cr. | Capstone Course According to Concentration |
| SDM Course | 4 cr.   | SDM Program Course                         |
| Elective   | 4 cr.   | Free Elective Course                       |
| Elective   | 4 cr.   | Free Elective Course                       |

WI: Writing Intensive; QL: Quantitative Literacy

## SOCIOLOGY

### Sociology: Bachelor of Arts (B.A.)

Program Description/Mission:

The Sociology major complements and strengthens the introduction to the liberal arts our students receive. Majors acquire a broad exposure to the discipline of sociology through required courses addressing social theory, research methods (both qualitative and quantitative), data analysis, and a variety of substantive topics. Classes include both macro and micro sociological approaches and important components of the program include the study of cultural diversity, the influences of culture and social structure, and the pervasiveness and causes of social inequality. All students complete a capstone project that takes the form of an empirical study. An internship is also required. The major includes opportunities for service learning and students have the option of enrolling in the Washington Internship Institute.

### Sociology Learning Outcomes

This program's learning outcomes are based on The American Sociological Association's "Liberal Learning and the Sociology Major Updated" by McKinney et al. (2004).

Upon graduation, students will demonstrate:

- the contribution of sociology to an analysis of social reality;
- the use of quantitative evidence;
- the use of appropriate technology for data analysis;
- the role culture, social change, socialization, stratification, social structure, institutions, race/ethnicity, gender, sexual orientation, age or class play in human experiences;
- the role of theory in sociology;
- the interrelationship of culture and social structure;
- the reciprocal relationship between the individual and society; and
- the macro/micro distinction in both theoretical approaches and in research methodology, and the advantages and disadvantages of employing either approach.

Sociology B.A. Progress to Completion Requirements:

- SOC 101, 316, 333, 485, 486
- Twenty four additional sociology elective credits (at least 16 credits at the 300



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or 400 level) chosen from the following: SOC 203, 210, 218, 250, 303, 304, 319, 322, 350; PSY 204; WGS 111;

Suggested Registration Sequence: B.A. Sociology

### FIRST YEAR

| <b>Fall</b>   |       |                                   |
|---------------|-------|-----------------------------------|
| SOC 101       | 4 cr. | Introduction to Sociology         |
| WRT 101       | 4 cr. | Introduction to Academic Writing  |
| FYS 101       | 4 cr. | First Year Symposium              |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| <b>Spring</b> |       |                                   |
| SOC 200 level | 4 cr. | 200 level Sociology elective      |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| Lib Ed        | 4 cr. | Liberal Education Course          |
| MAT           | 4 cr. | Quantitative Literacy Proficiency |

### SOPHOMORE YEAR

| <b>Fall</b>       |       |  |
|-------------------|-------|--|
| SOC 200 level     | 4 cr. | 200 level Sociology elective                   |
| Lib Ed or SOC 316 | 4 cr. | Liberal Education Course or Social Theory (WI) |
| Lib Ed            | 4 cr. | Liberal Education Course                       |
| Elective          | 4 cr. | Free Elective Course                           |
| <b>Spring</b>     |       |  |
| SOC 300 level     | 4 cr. | 300 level Sociology elective                   |
| Elective          | 4 cr. | Free Elective Course                           |
| Elective          | 4 cr. | Free Elective Course                           |
| Elective          | 4 cr. | Free Elective Course                           |

# Undergraduate Curriculum

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## JUNIOR YEAR

| <b>Fall</b>                 |       |   |
|-----------------------------|-------|---|
| SOC 316 or<br>SOC elective  | 4 cr. | Social Theory (WI) or<br>300 level Sociology elective |
| SOC 300 level               | 4 cr. | 300 level Sociology elective                          |
| ITS                         | 4 cr. | Integrative Studies Course                            |
| Elective                    | 4 cr. | Free Elective Course                                  |
| <b>Spring</b>               |       |   |
| SOC 333                     | 4 cr. | Research Methods in Sociology (QL)                    |
| SOC 300 level or<br>SOC 316 | 4 cr. | 300 level Sociology elective or<br>Social Theory (WI) |
| Elective                    | 4 cr. | Free Elective Course                                  |
| Elective                    | 4 cr. | Free Elective Course                                  |

## SENIOR YEAR

| <b>Fall</b>   |          |  |
|---------------|----------|--|
| SOC 486       | 4 cr.    | Advanced Seminar Capstone (Capstone for Sociology)<br>(WI) |
| SOC 300 level | 4 cr.    | 300 level Sociology elective                               |
| Elective      | 4 cr.    | Free Elective Course                                       |
| Elective      | 4 cr.    | Free Elective Course                                       |
| <b>Spring</b> |          |  |
| SOC 485       | 4-12 cr. | Sociology Internship                                       |
| Elective      | 4 cr.    | Free Elective Course                                       |
| Elective      | 4 cr.    | Free Elective Course                                       |

WI: Writing Intensive; QL: Quantitative Literacy

## Sociology Minor

The Social Sciences and Education Department offers a minor in Sociology that allows students to study the role that the broader social context has on human experience. Following an introductory course, students choose from a variety of topical courses with a sociological theme.

### Requirements

The Sociology Minor consists of 20 credits:

- SOC 101
- Sixteen credits from the list of sociology core courses and sociology elective courses (eight credits must be at the 300 or 400 level)

## **SPORT MANAGEMENT**

### **Sport Management: Bachelor of Science (B.S.)**

#### Program Description/Mission:

The Bachelor of Science Degree in Sport Management works within the framework of the Exercise and Sport Sciences Department providing students with a pre-professional education grounded in the liberal arts and sciences. The sport industry is a rapidly growing field with a broad range of jobs available both nationally and internationally. The sport management program integrates classroom, research, and field experiences to provide students with the necessary disciplinary knowledge and practical skills to pursue advanced degrees and/or work in a variety of sport industry settings such as professional, amateur, and recreational athletics. The curriculum is guided by the standards of the Commission of Sport Management Accreditation (COSMA) and graduates of the program are prepared to enter sport careers in marketing, sales, administration, governance, facility and event management, sports information, and coaching. Students are served by a broad-based curriculum while also selecting a concentrated area of study in sport studies, sport business, sports information and media, or sport and recreation leadership. Students may also choose to design their own general concentration integrating courses from the four concentrated areas. Our aim is to prepare our students to be sport management professionals who think critically, lead effectively, and make ethical decisions. Communication and written skills are critical, and we hold our students to high standards of professionalism in and out of the classroom.

#### *Sport Management Generalist Concentration*

The Sport Management Major is designed to integrate knowledge of sport and business with practical experience. The curriculum is guided by the standards of the Commission on Sport Management Accreditation (COSMA). Students are prepared to enter careers in the sport industry as well as to pursue graduate studies in related fields. Students are able to take any 10 sport management elective credits to fulfill this option, usually three courses. At least one of these courses must have an Exercise and Sport Sciences designation

#### *Sport Studies Concentration*

The Sport Studies option is an interdisciplinary concentration designed for students interested in studying sport from a broad cultural perspective, or for students interested in pursuing career opportunities in sport-related fields. In this concentration, students take a broad range of courses in psychological, sociological, and historical aspects of sport and physical activity.

#### *Sport Business Concentration*

Sport is a multi-billion dollar industry in the United States. Industry growth has led to an increased need for well-trained professionals with a well-rounded sport business education. Students selecting the sport business concentration will have the opportunity to further enhance their general management and leadership skills

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with emphasis on financial management, administration, sport and environmental law, ethics, and computer applications. The sport business concentration is designed to effectively expose students to current applications related to sport business and prepare them to be successful working professionals. Students with a sport business concentration may pursue careers globally with professional sport franchises, various intercollegiate and interscholastic athletic departments, recreation departments, sport and entertainment facilities, and sporting goods retailers.

### *Sport Information and Media Concentration*

As sport evolves as a dynamic industry, the need to communicate with varied constituencies in a manner that utilizes modern techniques and technology is vital to continued growth. The sport information and media concentration is designed to provide students the opportunity to explore varied components of information systems and the role of media in positively and negatively impacting growth and success within the sport industry.

### *Sport and Recreation Leadership Concentration*

The sport and recreation leadership concentration prepares students to successfully organize, administer, and facilitate sport programs at the interscholastic, intercollegiate, and recreational levels. Topics include program planning, organizational design, human resource management, fiscal management, fundraising, marketing and promotions, travel, summer camps and programs, risk management, and strategic management. Students with a sport and recreation leadership concentration may pursue careers as athletic directors, recreation directors, coaches, or as leaders in outdoor and adventure businesses.

### Sport Management Learning Outcomes

Sport Management students will:

- Explain and apply the principles and concepts of business, management, administration, and leadership as they relate to sport
- Articulate and implement a philosophical framework as it relates to social responsibility and ethical issues in sport
- Develop a strategy for marketing and sales in a sport business
- Describe the basic legal concepts related to sport and be able to implement strategies to reduce risk
- Explain the governance of recreational, amateur, and professional sport both domestically and internationally and analyze the effectiveness of each
- Apply the principles and concepts for planning, designing, and operating a sport facility and event
- Apply sociological theories and influences to sport context

Sport Management B.S. Progress to Completion Requirements:

- ACC 216
- ECO 201
- ESS 100, 116, 114, 214, 218, 285, 348, 426, 428, 485, 487, 488
- SOC 303
- Sport Management Elective Courses; choose 10 credits from the following (4

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credits must be designated as ESS):

- Sport Studies Concentration: ESS 207, 208, 309, 322; PSY 303; SOC 304
- Sport Business Concentration: BUS 231, 302, 316, 323, 340, 344, 345, 346, 407, 415; ESS 312, 319
- Sport Information and Media Concentration: BUS 345, 415; COM 204, 208, 216, 228, 238, 303, 337; ESS 309, 322
- Sport and Recreation Leadership Concentration: BUS 316, 336, 340; CHI 105; ESS 204, 309, 312, 327, 329; ENV 100, 319, 326, 334, 366; PSY 303
- Sport Management Generalist Concentration: Any courses from the above lists

At times, there may be specifically designated special topics course that fill the above areas.

Suggested Registration Sequence: B.S. Sport Management

## FIRST YEAR

| <b>Fall</b>   |       |   |
|---------------|-------|---|
| FYS 101       | 4 cr. | First Year Symposium  |
| WRT 101       | 4 cr. | Introduction to Academic Writing                                  |
| ESS 114       | 4 cr. | Introduction to Sport Management                                  |
| Lib Ed        | 4 cr. | Liberal Education Course  |
| <b>Spring</b> |       |   |
| ESS 100       | 4 cr. | Personal Health and Wellness                                      |
| MAT           | 4 cr. | Quantitative Literacy Proficiency                                 |
| Elective      | 4 cr. | Sport Management Concentration course or Liberal Education course |
| Lib Ed        | 4 cr. | Liberal Education course  |

## SOPHOMORE YEAR

| <b>Fall</b>        |       |   |
|--------------------|-------|---|
| ESS 214            | 4 cr. | Facility Planning and Event Management            |
| ECO 201 or ACC 216 | 4 cr. | Principles of Economics or Financial Accounting I |
| SM Concentration   | 4 cr. | Sport Management Concentration Option             |
| Lib Ed             | 4 cr. | Liberal Education Course                          |

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| <b>Spring</b>         |       |   |
|-----------------------|-------|---|
| ACC 216 or<br>ECO 201 | 4 cr. | Financial Accounting I (QL) or<br>Principles of Economics |
| ESS 218               | 4 cr. | Ethics, Leadership, and Governance in Sport (WI)          |
| Lib Ed                | 4 cr. | Liberal Education Course                                  |
| Lib Ed                | 4 cr. | Liberal Education Course                                  |

### **JUNIOR YEAR**

| <b>Fall</b>   |         |   |
|---------------|---------|---|
| SOC 303       | 4 cr.   | Sociological Aspects of Sport             |
| Elective      | 4 cr.   | Free Elective Course                      |
| ESS 285       | 3-4 cr. | Internship in Exercise and Sport Sciences |
| ITS           | 4 cr.   | Integrative Studies Course                |
| <b>Spring</b> |         |   |
| ESS 348       | 4 cr.   | Sport Marketing and Sales                 |
| Elective      | 4 cr.   | Sport Management Concentration Option     |
| Elective      | 4 cr.   | Free Elective Course                      |
| Elective      | 4 cr.   | Free Elective Course                      |

### **SENIOR YEAR**

| <b>Fall</b>   |          |  |
|---------------|----------|--|
| ESS 487       | 2 cr.    | Research in Exercise and Sport Sciences:<br>Critical Components (WI)     |
| Elective      | 4 cr.    | Sport Management Concentration Option or<br>SOC 303 (alternate)          |
| ESS 428       | 2 cr.    | Senior Seminar in Sport Management                                       |
| ESS 485       | 5-12 cr. | Internship in Exercise and Sport Sciences                                |
| <b>Spring</b> |          |  |
| ESS 488       | 2 cr.    | Research in Exercise and Sport Sciences: Assessment<br>and Analysis (WI) |
| ESS 426       | 4 cr.    | Sport Law  |
| Elective      | 4 cr.    | Sport Management Elective or Free Elective                               |
| Elective      | 4 cr.    | Free Elective Course   |

WI: Writing Intensive; QL: Quantitative Literacy

## SUSTAINABILITY STUDIES

### Sustainability Minor

The minor in Sustainability provides a well-rounded overview of the interconnected aspects of this emerging field. The program seeks to develop students' complex problem-solving and critical thinking, thereby complementing the learning in their major area of study. Sustainability is applied across professions and throughout society, and so the minor in Sustainability will be a valuable asset and niche when coupled with any major.

Sustainability Minor Requirements:

- ENV 120
- SUS 218, 418
- 8 credits (at least 4 credits at 300-400 level) chosen from any of the following:
  - Sustainability (ENV 406)
  - Economic Stability (ACC 216; BUS 115, 215, 406, 414, 421; ECO 201)
  - Ecological Balance (BIO 107; ENV 100, 120, 201, 214, 224, 305, 306, 310, 316, 319, 321, 326, 334, 366, 412; SCI 130)
  - Social Justice (BUS 233, 422; EDU 201; ENV 306; PHI 215; PSY 354; SOC 101, 218, 304; WGS 111)
  - Personal Well-Being (ESS 100; HEA 100; HP 220; PBH 230; PSY 316, 323; SUS 250)

## WOMEN'S AND GENDER STUDIES

### Women's and Gender Studies Minor

Women's and Gender Studies is an interdisciplinary field that examines the concept of gender and how it intersects with class, race, and sexuality. Taking classes from across the curriculum, students will become familiar with key issues and debates in the scholarship, as well as histories of feminism and feminist thought.

Requirements

The minor in Women's and Gender Studies consists of 16 credits:

- WGS 111
- Twelve credits from the following courses (eight credits at the 300 and 400 level): COM 243, 346, 358; ENG 331; ESS 309; SOC 203, 218, 219, 322; WGS 250, 350, 450, and additional topics courses designated as Women's and Gender Studies courses

# **CERTIFICATE PROGRAM**

### **COACHING CERTIFICATE**

The Coaching Certificate Program educates students who are interested in pursuing careers in coaching as well as students who plan to coach athletics on a part time basis. Students are introduced to the core knowledge and experiential components of sport coaching. The certificate is a formal acknowledgement of training in coaching that is recognized by most states in the U.S. and all states in New England.

Requirements: Total credits 16 to 17

- ESS 100
- ESS 105 (competency requirement, CPR certification must be valid for graduation)
- ESS 206 or ESS 324
- ESS 328
- Students must take four credits from the following elective list: ESS 204, 218, 318, 326, 329; PSY 303



## UNDERGRADUATE COURSE DESCRIPTIONS

### DEFINITIONS OF COURSES

#### *Course Delivery Methods*

Courses at Colby-Sawyer College are delivered in a variety of delivery formats to meet the diverse needs of the student population. Students access course content and faculty interaction in the following delivery methods:

- **Traditional Course:** A course that meets weekly on campus. Dates, times and locations are scheduled and published on standard registration documents.
- **Online Course:** A course with between 80% and 100% of content and interaction delivered online through Moodle. Unless published on standard registration documents, there are no real time or face to face meetings. Students participate in weekly online discussions and complete weekly assignments. Students should plan on committing about ten hours per week for a 4 credit course
- **Hybrid Course:** A course with 30% to 79% of content and interaction delivered online through Moodle. Hybrid courses use online discussions. All real time, face to face meetings, dates, times, and locations are scheduled and published on standard registration documents.

#### *Special Arrangement Course*

This is an option for individual students who are unable to attend a regularly scheduled course as a result of a schedule conflict, health issue or other significant complication. The student and the faculty agree to meet outside the regularly scheduled course. Special Arrangement courses may be 100% online or hybrid. Faculty members have the right to deny a request for a special arrangement course.

#### *By Arrangement Course*

Some regularly scheduled courses have no dates, times, or locations published on standard registration documents. In a By Arrangement course, all participants agree in writing about scheduled online, real time, face to face and/or location meetings.

#### *Independent Study*

Qualified students may develop independent study courses in areas not ordinarily offered at the college. These courses are numbered 295, 395, and 495 and carry the coding of the specific program. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a

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faculty member. Independent study courses may not be used to meet major requirements; only one may be used to meet a requirement for a minor. Independent courses may be repeated for credit, however after the first course additional courses may only be used as electives.

Proposal forms and guidelines are available on [myRegistrar](#) and from the faculty. Completed proposals should be submitted, with departmental approval, to the academic dean during the normal registration period for the next semester. Under special circumstances, the academic dean may extend the period for submission of independent study proposals, but in no case will proposals be accepted after the third day of the first week of classes of the semester.

### *Research Assistantships*

Sophomore, junior and senior students are eligible, with the permission of the faculty member to work as research assistants for faculty research projects. These courses are numbered 278, 378, and 478, and carry the coding of the specific program.

The assistant and faculty collaborate to determine the specific responsibilities for design, implementation, and analysis of the research project. The assistantship may include responsibilities in the classroom or laboratory and/or any of the following:

- Design, implementation and analysis of the study;
- Literature review efforts;
- Writing parts of the study;
- Working with the Institutional Review Board and/or other human studies approval groups.

Work is related to publishing or presenting the results. The student and faculty member discuss the relevance of the study to the discipline and other research associated topics on a regular basis. Clerical duties should be avoided, or at most be a minimal component of the student's assignments.

The following policies govern assistantships:

- A student may earn up to four credits for a research assistantship, in one four-credit course or in any combination of courses.
- Course credit toward major or minor requirements is a departmental decision.
- The course will be graded unless the student chooses the Pass/Fail option. If the department allows the credit to count toward a major requirement, the student may not select a Pass/Fail option the course must be graded.
- Sophomore, junior and senior students are eligible with permission of the faculty member.
- The student must have a minimum 3.00 cumulative grade point average or permission of the faculty member.
- Students may not complete more than one assistantship at any one level.

## *Teaching Assistantships*

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100 and 200 level courses. These courses are numbered 480 and carry the coding of the specific program.

The teaching assistantship course allows students to participate in the instructional development of a course and to learn about teaching methodologies and course development. The teaching assistant has definite instructional responsibilities in the class as well as an instructional component in which the assistant learns how to teach. The assistant engages in regular discussions with the faculty member concerning the course and teaching methodology. FERPA regulations must be met.

The following policies govern assistantships:

- A student may earn up to four credits for teaching assistantships in one four-credit course or in any combination of courses during their junior or senior years.
- Permission of the instructor and the department chair is required.
- Course credit toward major or minor requirements is a departmental decision.
- The course will be graded unless the student chooses the Pass/Fail option.
- If the department allows the credit to count toward a major requirement, the student may not select a Pass/Fail option and the course must be graded.
- The credits granted should follow regular guidelines for the department and may differ with the nature of the course (lecture, laboratory or studio).
- Teaching assistantships are limited to junior and senior students except by special permission of the instructor.
- The assistant must work in a 100 or 200 level course.
- The student must have received a B (3.00) or better in the course or its equivalent or by permission of the instructor.
- The student must have a minimum 3.00 cumulative grade point average or special permission of the instructor.
- The teaching assistant may not be allowed to grade other students' work.
- Adding an honors component to a teaching assistantship may only be done if it is an honors course.

## *Topics Courses*

These courses offer students an avenue for exploration of specific current and relevant issues in the field. These courses are numbered 150, 250, 350, and 450, and carry the coding of the specific program. No particular topic is offered on a regular basis. Instead, topics are selected on the basis of current students' needs and interests. Every attempt is made to offer topics that have cross-disciplinary appeal. The topics are announced before registration.

## *Variable Credit Courses*

These courses can be taken for between one and four credits. Refer to the catalog to see which courses are available for variable credit. Variable credit courses

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registration forms must be submitted to the registrar's office via an electronic permission form found on [myRegistrar](#).

## ACCOUNTING

### **ACC 216 Financial Accounting I**

**Credits: 4**

This course introduces the basic concepts of financial accounting and managerial accounting. Accounting describes economic events that occur in organizations and is presented as a course of information and a tool for effective decision making. Students learn to prepare, understand, and interpret financial statements. Actual company annual reports, 10K, and proxy statements are used. The course is taught from an accounting user perspective. Offered fall and spring

### **ACC 217 Financial Accounting II**

**Credits: 4**

Financial Accounting II continues the examination of financial accounting concepts. Topics include stockholders' equity, cash flow and financial analysis. Actual corporate data and documents will be scrutinized looking at profitability, liquidity, solvency, and long-term viability. The course will also take an introductory look at international financial report standards (IFRS). Prerequisite: ACC 216

Offered fall

### **ACC 301 Intermediate Accounting I**

**Credits: 4**

Intermediate Accounting is a detailed look at the GAAP concepts introduced in Financial Accounting. The course presents a comprehensive review of financial statements, accrual accounting, and the time value of money followed by a close look at the asset portion of the balance sheet. Issues surrounding cash, receivables, inventory and long-term assets are examined in detail. Prerequisite: ACC 217

Offered spring

### **ACC 302 Intermediate Accounting II**

**Credits: 4**

Intermediate Accounting II continues to take a detailed look at the GAAP model introduced in Intermediate Accounting I. The course looks at liability and equity concepts including investments, current and contingent liabilities, bonds, leases, deferred taxes, pensions, and shareholder equity. Share based compensation and cash flows will also be discussed. Prerequisite: ACC 301

Offered fall

### **ACC 306 Managerial and Cost Accounting**

**Credits: 4**

This course combines elements of managerial as well as cost accounting. It develops the ability to make management decisions for planning and control purposes. The course also explains how to record and classify cost data. Prerequisite: ACC 216

Offered spring

### **ACC 342 Taxation**

**Credits: 4**

This course introduces the underlying concepts of federal taxation both at an individual and corporate perspective. Students learn to understand and prepare individual and corporate tax returns. Prerequisite: ACC 216

Offered spring of odd-numbered years

## **ACC 349 Auditing and Compliance**

**Credits: 4**

This course covers concepts, practices, and procedures of auditing and compliance at various types of institutions. Company requirements of internal audit, external audit, and compliance, including the Sarbanes-Oxley Act requirements, are studied from a management perspective. Guest speakers are used to illustrate the public and managerial accounting perspectives. Prerequisite: ACC 301

Offered fall of even-numbered years

## **ACC 351 Business Lab Assistant**

**Credits: 2**

Qualified junior and senior students may apply to work with financial accounting faculty members as a lab assistant for ACC 217 Financial Accounting II. The assistant has instructional responsibilities during predetermined scheduled labs and participates with the faculty member in regular discussions concerning the course and teaching methodology. Prerequisites: A minimum grade of B (3.00) in ACC 216 or ACC 217; permission of instructor

Offered fall and spring

## **ACC 422 Advanced Accounting**

**Credits: 4**

This course develops analytical techniques in accounting and advanced topics. These topics build on areas covered in intermediate and cost accounting, with a special emphasis on consolidated financial statements. Other topics include short and long-term investments, subsidiaries, estates and trusts, income taxes, leases, and special purpose entities. Prerequisites: ACC 302, ACC 306, ACC 342

Offered spring

## **ACC 442 The Practice of Business Strategy**

**Credits: 2**

This course provides students the opportunity to operate the functional unit of an organization from all perspectives by using a simulated case to make decisions. Students will be given a case and will work independently within teams to solve problems, budget, create financial statements, and ultimately to make decisions for that functional unit based on the materials provided them. Cases will be created in marketing, human resources, finance, and operations. The final case will culminate by bringing all the functional areas together and integrating them into the whole organization. Prerequisites: ACC 302; BUS 215, 231, 312, 318, 329; ECO 201; and senior standing

Offered fall of even-numbered years

**Note:** ACC 460 and 485 are available only to students who are already matriculating as Accounting majors.

## **ACC 460 Capstone: Strategic Management**

**Credits: 4**

In this integrative capstone, students bring together learning from all liberal arts and business courses. This includes integrating the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates a computer simulation. The experience culminates in a professional presentation by each group, open to the Colby-Sawyer campus and community. This course must be completed at Colby-Sawyer. Prerequisites: ACC 442 and senior standing

Offered spring

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### **ACC 485 Accounting Internship**

**Credits: 5**

Candidates for a B.S. in Accounting are required to complete an approved internship of five weeks, or 200 hours, duration in an organization. This internship must be completed between the beginning of the junior year and prior to the start of the senior year. During the internship, the student files weekly activity reports with the designated department faculty member. This is not a requirement for students enrolled in online B.S. in Accounting. Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring and summer

## **AMERICAN STUDIES**

### **AME 201 The West in American Culture**

**Credits: 4**

Drawing on myriad interdisciplinary perspectives, this course examines the impact of the frontier experience and contact with the land from the Puritans to the present, considering how this contact has shaped American culture. Of particular interest is the way this experience has been depicted by frontier women and mythic Western heroes, Native Americans and environmentalists, 19<sup>th</sup> century writers and artists, and 20<sup>th</sup> century filmmakers.

Offered fall of odd-numbered years

Exploration Area: History

### **AME 306 The American Dream in Literature and Film**

**Credits: 4**

This course examines the myths and realities associated with the American Dream of Success as reflected in the literature and film from the past hundred years. After briefly tracing the history of this ideal, the course will focus on its myriad values by exploring a variety of perspectives on the dream and the numerous facets of American life it embodies. Students will gain an greater understanding of the complex ambiguities associated with this important cultural idea by the critical reading and writing about works of literature and film. Fitzgerald, Miller, Hellman, Salinger, Vonnegut, Chaplin, Welles, Nichols, and Spike Lee are among the writers and filmmakers studied. Prerequisite: Completion of three Exploration Area courses

Offered spring of odd-numbered years

Integrative Studies Course

## **ANTHROPOLOGY**

### **ANT 102 Introduction To Anthropology**

**Credits: 4**

This course explores human societies from evolutionary and cultural perspectives. Different cultural systems and patterns are introduced by looking at the evolution of foraging, horticultural, pastoral, agricultural and industrial societies. A primary goal is the elaboration of economic, political, kinship, gender, artistic and religious diversity.

Exploration Area: Social Science

## ART HISTORY

### **ARH 203 Art History Survey**

**Credits: 4**

This course surveys developments in painting, sculpture, and architecture in Western cultures from pre-history through the Modern period in Europe. While identifying typical formal characteristics of artistic production in various civilizations, the course emphasizes a fundamental historical understanding of those civilizations as well. Art and architecture are examined and considered as expressions of specific contexts of culture, society, religion, and politics.

Offered fall  
Exploration Area: History

### **ARH 312 History of Photography**

**Credits: 4**

The course surveys photography from the early 19<sup>th</sup> century to the present. Structured around five time periods, the course focuses on several specific photographers, images, and styles. It also examines parallel historical developments, and their influence on photography. In addition to written papers, assignments encourage students to examine the influence photography's history has on their own artwork. Prerequisite: ARH 203

Offered fall of odd-numbered years

### **ARH 333 History of East Asian Art and Culture**

**Credits: 4**

This course examines four major artistic traditions in East Asia: Indian, Chinese, Korean, and Japanese. Within a chronological and cultural framework, painting, architecture, sculpture and the decorative arts are examined and interpreted. Attention to the influence of politics, religion, nature, and philosophy on the major art forms is central to this course. Prerequisite: ARH 203

Offered spring of odd-numbered years

### **ARH 335 History of Renaissance to Modern Art**

**Credits: 4**

This course examines the art and architecture of Europe from the Renaissance through the Modern period. Major themes include the patronage of church and state, the cyclical popularity of aesthetic standards, the rise of artistic professionalism, the evolution of modern painting, sculpture, and photography.

Prerequisite: ARH 203

Offered fall of even-numbered years

### **ARH 336 History of Modern to Contemporary Art**

**Credits: 4**

This course investigates the evolution of modern and contemporary painting, sculpture, photography, and architecture, with a focus on Europe and America from the late nineteenth- century to the present. This course follows developments in painting, sculpture, photography, and art criticism, and considers art's social and historical context while scrutinizing its formal and expressive characteristics. This is a 300 level option for ARH minor, B.A. in Studio Art and B.F.A. in Studio Art.

Prerequisite: ARH 203

Offered spring of even-numbered years

### **ARH 380 History of Graphic Design**

**Credits: 4**

This course surveys graphic design from prehistory to the present. Within the

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context of cultural, socio-political, technological, and artistic movements, students examine the work of various nations and individuals who have shaped contemporary practice and theory. While focusing on graphic design, the course introduces parallel developments in industrial design and architecture.

Assignments encourage students to examine historical influences in their own work.

Prerequisite: ARH 203

Offered fall of odd-numbered years

### **STUDIO ART**

#### **ART 100 Introduction to Visual Art**

**Credits: 4**

This course acquaints students with major periods of cultural history and introduces the basic visual vocabulary necessary for making informed critical judgments about art. It establishes a framework of understanding through discussion of a variety of historical and contemporary visual ideas. In addition to verbal and written activities, students create their own art in hands-on studio assignments.

Offered fall

Exploration Area: Fine and Performing Arts

#### **ART 110 Drawing Foundations**

**Credits: 4**

Through studio practice, beginning drawing students develop a comprehensive understanding of line, shape, volume, texture, space, structure, movement, and form. The course teaches students to understand the nuances of visual language and encourages materials and process experimentation. The course work guides the students toward mastery of the technical skills necessary to produce an organized and expressive drawing. Studio practice will include drawing still life objects, landscapes, and the human form, using a variety of methods and materials. As an outcome of seeing, thinking and working, students will learn to solve progressions of open-ended problems that arise throughout the drawing process. Group and individual critiques help students further develop their analytical skills and help them hone their ability to provide feedback to other artists.

Offered fall and spring

Exploration Area: Fine and Performing Arts

#### **ART 111-118 Exhibition Foundations**

**Credits: 1**

This course offers hands-on experience in exhibition preparation and installation, under the guidance of the directors of the Marian Graves Mugar Art Gallery and the Bill and Sonja C Davidow '56 Fine Art Gallery. Weekly class meetings cover topics relating to gallery operations and management, including promotion and publicity, budgeting and scheduling, selection of artists, and exhibition themes. The differences between commercial and nonprofit galleries are also discussed. Can be repeated for credit in multiple semesters. Course content varies from term to term.

Prerequisites: Scheduling with the gallery director and permission of the instructor

Offered fall and spring

#### **ART 210 Drawing II**

**Credits: 4**

This course emphasizes the conceptual processes of idea development. Students' perceptual and technical skills are advanced, with focus on drawing the human



figure from life. Several approaches to life-drawing are used, including the study of anatomy, the analytical approach to drawing, and the more gestured and intuitive approaches. Materials investigation continues to be a part of each assignment group. **Prerequisite:** ART 110  
Offered fall and spring

### **ART 230 Painting I**

**Credits: 4**

Through studio practice, this course introduces students to painting and the basic elements of design and composition. Paint and related media become tools for self-expression. Students develop skills of critical observation and methods of visual organization; internalizing their understanding of the history and concepts of painting. Students learn how to prepare a surface for painting, explore multiple techniques and strategies for creating and executing work, and engage in critical analysis through critiques. Students complete several paintings and learn how to prepare them for exhibition.

Offered fall and spring

Exploration area: Fine and Performing Arts

### **ART 234 Watercolor I**

**Credits: 4**

This course offers students an introduction to the materials, basic techniques, and expressive potential of the watercolor medium. It emphasizes the unique attributes of watercolor, including transparency, fluidity, brilliance and spontaneity. Students are expected to integrate these qualities into their own style of visual expression, which they develop through practical exercises and tests, risk-taking, class critiques and a final portfolio.

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **ART 240 Printmaking I**

**Credits: 4**

This course introduces three basic printmaking areas: relief, intaglio and monotype. It emphasizes the student's development of ideas and imagery, and the understanding, vocabulary and use of the printmaking processes. Students view contemporary and Old Master prints and learn the proper manner of caring for and presenting original prints for exhibition.

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **ART 245 Sculpture I**

**Credits: 4**

In this course students develop an understanding of three-dimensional ideation and sculpture construction. Students conceptualize through historical and contemporary research and sketch book drawings. The course covers armature building, the additive process and clay modeling. In addition, students are introduced to subtractive and mixed media construction methodologies. Protocols for studio safety and equipment operations are emphasized; studio agreements and tool instruction authorizations are signed-off on by students.

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **ART 247 Introduction to Metalsmithing and Jewelry**

**Credits: 4**

Objects for personal adornment have, for centuries, been part of our culture. Often these objects serve as a means of distinguishing ourselves as a distinct culture or group as well as a means of personal expression, remembrance, or commemoration.

## **Undergraduate Curriculum**

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This course will explore some of the different forms and functions that the medium has taken in various cultures around the world. The focus of the course will be on the production of jewelry and/or small scale metal sculpture. Students will learn some of the traditional methods of jewelry fabrication and design working with precious and non-precious metal and stones.

Offered every spring

Exploration Area: Fine and Performing Arts

### **ART 260 Photography I**

**Credits: 4**

This course introduces the image-making possibilities of photography, combining creative and technical exercises with short research projects on photography's history. It covers the basic theories and mechanical skills necessary to use a digital camera with manual controls and to create and print digital photographs. Though the course emphasizes digital capture, traditional film techniques will be discussed. Students will also learn and follow studio and chemical safety standards. A manually adjustable, interchangeable lens digital camera is required. (A digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended.)

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **ART 270 Ceramics I**

**Credits: 4**

This course introduces basic techniques of hand-built and wheel-thrown ceramics. Studio assignments encourage creativity and help students develop a solid technical foundation in the functional and sculptural aspects of the medium. The course encompasses glazing and decorating techniques, glaze formulation, and a variety of firing techniques, as well as the study of ceramic history. Studio safety is emphasized.

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **ART 310 Drawing III**

**Credits: 4**

Students build on knowledge, technical skills and visual strategies, gained in ART 210. This intermediate course emphasizes the understanding of formal elements and correlates that understanding with individual expression. Developing their own lines of experimentation and study, students select media according to individual expressive needs. Prerequisite: ART 210

Offered fall and spring

### **ART 311 Drawing IV**

**Credits: 4**

Students build on knowledge gained in ART 310, technical skills and visual strategies, gained in the understanding of formal elements and correlate that understanding with individual expression. Developing their own lines of experimentation and study, students select media according to individual expressive needs. The student will continue to improve in techniques, content and level of sophistication. Prerequisite: ART 310

Offered fall and spring

### **ART 330 Painting II**

**Credits: 4**

At this level, students begin to use painting as a more personal, creative means of expression. Beginning level skills are developed toward greater technical proficiency and personal visual formulation. Students examine historical and theoretical trends and contemporary methodologies and strive to apply them to

their work. Prerequisites: ART 110, 125 or 133, and 230    Offered fall and spring

### **ART 331 Painting III**

**Credits: 4**

Building on knowledge gained in ART 330, students begin to use painting as a more personal, creative means of expression. Beginning level skills are developed toward greater technical proficiency and personal visual formulation. Students examine historical and theoretical trends and contemporary methodologies and strive to apply them to their work. The student will continue to improve in techniques, content and level of sophistication. Prerequisite: ART 330

Offered fall and spring

### **ART 334 Watercolor II**

**Credits: 4**

This intermediate-level course expands technical proficiency and creativity as students continue experimentation with the unique attributes of the watercolor medium. Students demonstrate their proficiency through practical exercises, risk-taking, ambitious assignments, class critiques, a self-designed series project, and a final portfolio. Students may also be asked to prepare and present a class demonstration and/or conduct a class critique. Prerequisites: ART 110, 125, 234

Offered fall and spring

### **ART 340 Printmaking II**

**Credits: 4**

This intermediate level course expands on processes and materials covered in ART 240 and introduces students to screen printing, collagraphs, and lithography. Students investigate monoprints, chine collé, multi-color printing in relief, and traditional and photo-based etching. Students are expected to develop their drawing skills, creative thinking, and visual literacy, along with greater technical proficiency and craftsmanship. Students are encouraged to experiment with more creative, personal expression. Prerequisites: ART 110, 125 or 133, and 240

Offered fall or spring

### **ART 341 Printmaking III**

**Credits: 4**

This intermediate level course continues to expand on processes and materials covered in ART 340. Students work to combine multiple processes and plates within self-directed, larger scaled projects. Techniques that may be combined include intaglio, screen printing, relief printing, traditional and photo-based etching, and lithography. Students are expected to develop their drawing skills, creative thinking, and visual literacy, along with greater technical proficiency and craftsmanship. Students are encouraged to experiment with more creative, personal expression.

Prerequisite: ART 340

Offered fall or spring

### **ART 345 Sculpture II**

**Credits: 4**

This sculpture course introduces students to new materials and processes based upon their own ideation and project frameworks. Students will explore ideas through the construction of maquettes, and process frameworks. Students are expected to research and apply their understanding of contemporary art. Considerable outside of class work will be required. Each student is expected to understand and use studio safety best practices. Prerequisite: ART 245

Offered fall and spring

## **Undergraduate Curriculum**

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### **ART 346 Sculpture III**

**Credits: 4**

This sculpture course challenges students to explore materials and processes based upon their own ideation and the project frameworks. Students will explore new ideas through conceptual drawings and through the construction of maquettes. Students are expected to research and apply their understanding of contemporary art. Considerable outside of class work will be required. Each student is expected to understand and use studio safety best practices. Prerequisite: ART 345

Offered fall and spring

### **ART 360 Photography II**

**Credits: 4**

This course requires students to refine techniques introduced in ART 260 and expand their knowledge of the camera, printing, and various photographic methods, including digital imaging, artificial light, and color photography. This course also emphasizes the development of a photographic style and the creation of a cohesive body of work. A manually adjustable, interchangeable lens digital camera is required. (A digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended.) Prerequisite: ART 260

Offered fall and spring

### **ART 361 Photography III**

**Credits: 4**

This course builds upon and refines techniques introduced in ART 260 and 360 and expands students' knowledge of the camera, printing, and various photographic methods, including digital imaging, artificial light, and color photography. This course also emphasizes the continued development of a photographic style and the creation of a cohesive portfolio. A manually adjustable, interchangeable lens digital camera is required. (A digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended.)

Prerequisite: ART 360

Offered fall and spring

### **ART 370 Ceramics II**

**Credits: 4**

This course continues the process of ART 270 with advanced work on the wheel and in hand-building techniques. Students produce a body of work that demonstrates individual expression and advanced technical proficiency. Emphasis is on glaze chemistry, kiln-firing principles, and contemporary developments in the field. Fine craftsmanship and personal vision emerge through additional studio experience and use of materials. Prerequisite: ART 270

Offered fall and spring

### **ART 371 Ceramics III**

**Credits: 4**

This course continues the process of ART 370 with advanced work on the wheel and in hand-building techniques. Students produce a body of work that demonstrates individual expression and advanced technical proficiency. Greater emphasis is on glaze chemistry, kiln firing principles, and contemporary developments in the field. Fine craftsmanship and personal vision emerge through additional studio experience and use of materials. Prerequisite: ART 370

Offered fall and spring

### **ART 410 Drawing V**

**Credits: 4**

Course activities at this level are determined largely on an individual basis. With the

instructor's guidance, each student learns to synthesize earlier drawing experiences into strong visual statements, building upon them to a new creative level.

Prerequisite: ART 311

Offered fall and spring

### **ART 411 Drawing VI**

**Credits: 4**

Course activities at this level are determined largely on an individual basis, building on knowledge gained in ART 410. With the instructor's guidance, each student learns to synthesize earlier drawing experiences into strong visual statements, building upon them to a new creative level. Students will prepare work for exhibition using professional standards as they prepare for their Capstone exhibition. Prerequisite: ART 410

Offered fall and spring

### **ART 425 Professional Practices and Portfolio**

**Credits: 3**

This course provides an environment where students gain insight and practical skills in regard to career planning and preparation. Students will use an active peer review process in understanding and developing their final portfolios. The drafting of self-identity promotional portfolios, which represent their individual strengths, artistic skill, and creative thinking will be required. Students will learn how to promote themselves through research and entry into competitive exhibition opportunities, creating cover letters, resumes, and artist statements.

Prerequisites: Studio Art or Graphic Design major, senior standing

Offered fall

### **ART 426 Gallery and Portfolio Presentation**

**Credits: 1**

Students will finalize their self-identity promotional materials, hone their interviewing and presentation skills, and present their final portfolios during the campus capstone event. In addition, students are required to prepare their work for exhibition, understand exhibition requirements, and mount a group exhibition of their work in the college galleries. Prerequisites: Studio Art or Graphic Design major; senior standing

Offered spring

### **ART 430 Painting IV**

**Credits: 4**

At this level students are expected to work with considerable independence, demonstrating technical proficiency, craftsmanship, and an understanding of theoretical concepts. Students are expected to produce distinctive, personal works of art that display a high degree of finish, aesthetic sophistication and honesty.

Prerequisites: ART 331

Offered fall and spring

### **ART 431 Painting V**

**Credits: 4**

Building on the skills gained in ART 430, students are expected to work with considerable independence, demonstrating technical proficiency, craftsmanship, and an understanding of theoretical concepts. Students are expected to produce distinctive, personal works of art that display a high degree of finish, aesthetic sophistication and honesty. Advanced students will use this course to prepare for their Senior Exhibition. Prerequisite: ART 430

Offered fall and spring

### **ART 434 Watercolor III**

**Credits: 4**

At this level students are expected to work with considerable independence, demonstrating technical proficiency, craftsmanship, and understanding of art theory.

## **Undergraduate Curriculum**

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Students are expected to produce distinctive, personal work that demonstrates a high degree of finish, aesthetic sophistication, and honesty. Prerequisites: ART 334  
Offered fall and spring

### **ART 440 Printmaking IV** **Credits: 4**

In this advanced level course students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Students pursue further in-depth experimentation with color printing in a variety of printmaking techniques including intaglio, screen printing and lithography, and explore other processes of historical and contemporary interest. Along with their studio work, students learn about creating an edition of prints, final presentation, exhibition practices, and the business aspects of printmaking. Prerequisite: ART 341  
Offered fall or spring

### **ART 441 Printmaking V** **Credits: 4**

In this advanced level course students continue to expand on techniques and concepts explored in ART 440 toward a unified body of prints that display a clear direction of purpose through creative decision making. Students pursue further in-depth experimentation with color printing in a variety of printmaking techniques including intaglio, screen printing and lithography, and explore other processes of historical and contemporary interest. Along with their studio work, students learn about final presentation, exhibition practices, and the business aspects of printmaking. Prerequisite: ART 440  
Offered fall or spring

### **ART 445 Sculpture IV** **Credits: 4**

This advanced course challenges students to learn new techniques and processes, while building upon the foundations of prior work. Students explore three dimensional solutions to art-making and create individually expressive contemporary works of art. Advanced research, problem-solving, and self-criticism are major parts of this course. Outside of class work will be demanding, and all studio safety best practices will be modeled. Prerequisite: ART 346  
Offered fall and spring

### **ART 446 Sculpture V** **Credits: 4**

This advanced course challenges students to research and employ multiple techniques and processes, while building upon the knowledge gained in ART 445. Students explore three dimensional solutions to art making and create individually expressive contemporary works of art. Students will research contemporary concepts of multi-media and installation based sculpture. Advanced research, problem-solving, and self-criticism are major parts of this course. Outside of class work will be demanding, and all studio safety best practices will be modeled. Prerequisite: ART 445  
Offered fall and spring

### **ART 460 Photography IV** **Credits: 4**

Students in this course explore image-making options in photography. Emphasis falls on producing consistently high quality photographs while developing a single artistically cohesive body of work. Each student produces a professional level portfolio. A manually adjustable, interchangeable lens digital camera is required (a

digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended). Prerequisite: ART 361

Offered fall and spring

### **ART 461 Photography V**

**Credits: 4**

Students in this course further explore image-making options in photography. Emphasis falls on producing consistently high quality photographs while developing a single artistically cohesive body of work. Each student produces a professional-level portfolio. A manually adjustable, interchangeable lens digital camera is required (a digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended). Prerequisite: ART460

Offered fall and spring

### **ART 470 Ceramics IV**

**Credits: 4**

In this course, a major series of wheel-built and/or hand-built forms continue to occupy students for at least half of the term. Students gain further experience in firing electric, gas, salt, and Raku kilns. Benefiting from frequent critique sessions and visits to museums and practicing potters, students foster a more critical, mature view of their work. Emphasis is on consistently producing work of individual creativity and high quality. Prerequisite: ART 371

Offered fall and spring

### **ART 471 Ceramics V**

**Credits: 4**

Building on the knowledge gained in ART 470, the studio work in a major series of wheel-built and/or hand-built forms occupies students for at least half of the term. Students gain further experience in firing electric, gas, salt, and Raku kilns.

Benefiting from frequent critique sessions and visits to museums and practicing potters, students foster a more critical, mature view of their work. Emphasis is on consistently producing work of individual creativity and high quality. Prerequisite: ART 470

Offered fall and spring

### **ART 485 Art Internship**

**Credits: 1-4**

An advanced internship is required for all students in the Studio Art major. This requirement will provide art students with experiences in art related businesses and nonprofits organizations. Art majors may arrange internships with correlative art or design businesses, art centers, design firms, artist and artisan studios. A faculty member serves as the student's internship sponsor. Students must submit an Internship and Learning Contract application to the Harrington Center for Experiential Learning and a study plan to the department chair for approval prior to beginning the internship. Graded pass/fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center. Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring and summer;

# Undergraduate Curriculum

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## BIOLOGY

### **BIO 106 The Chemical and Cellular Basis of Life (+lab)**

**Credits: 4**

This course introduces students to processes that occur within organisms. Topics include basic biological chemistry, enzyme action, acid/base balance, osmosis and diffusion, cell structure and function, energy and metabolism, cell division, genetics, protein synthesis, and an introduction to molecular genetics. Laboratory work is included. A \$50 lab fee is charged.

Offered fall and spring  
Exploration Area: Science

### **BIO 107 Introduction to Ecology (+lab)**

**Credits: 4**

This course introduces biology as a study of patterns in nature and their causes. Using outdoor sites, students measure and observe plants and animals, and design independent investigations to explain the patterns they see. Their explorations are related to ecological theory in population, community, eco-system, evolutionary, physiological, behavioral and applied ecology. Field investigations are supplemented with computer simulations. A \$50 lab fee is charged.

Offered fall and spring  
Exploration Area: Science

### **BIO 108 Human Biology (+lab)**

**Credits: 4**

This course is an introduction to human biology. The structure and function of the various organs and systems of the body are discussed. The impact of the environment is discussed and the basis of various human diseases is explored. This course involves laboratory exercises surveying the various systems of the human body. A \$50 lab fee is charged.

Offered fall  
Exploration Area: Science

### **BIO 121 Basic Microbiology (+lab)**

This course is for the non-science major. This course will cover basic microbiology (and underlying chemical principles). Cellular structure of prokaryotes and eukaryotes will be discussed. The focus of the course will be classification, and understanding of the biology of microorganisms. This will include colonization and growth, microbial metabolism, nutrition, and control. The structure and function of viruses will also be covered. Special emphasis will be placed on the role of microorganisms in disease. Laboratory sessions will be geared toward a practical understanding of the microbial staining, cultures and growth, nutrition, metabolism and control of microorganisms. A \$50 lab fee is charged.

Offered fall and spring (*fall registration available only to students majoring in nursing*)  
Exploration Area: Science

### **BIO 205 Human Anatomy and Physiology I (+lab)**

**Credits: 4**

This is the first of a two-semester sequence in human anatomy and physiology. Students begin with a review of cellular physiology and then explore the anatomy and physiology of four important systems: integumentary, skeletal, muscular, and nervous. This course has both lecture and laboratory requirements, including dissections. A \$50 lab fee is charged.

Offered fall and spring



## **BIO 206 Human Anatomy and Physiology II (+lab)**

**Credits: 4**

This is the second of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: endocrine, cardiovascular, immune, respiratory, digestive, renal and reproductive. This course has both lecture and laboratory requirements, including dissections and/or computer simulations. A \$50 lab fee is charged.

Prerequisite: BIO 205

Offered fall and spring

Exploration Area: Science

## **BIO 221 Evolution**

**Credits: 2**

Theories of evolution are fundamental to biology. Students will learn how evolution works, from mechanisms to mutations, from changing gene frequencies in populations to the formation of new species. Key concepts in the field of evolutionary biology will be covered, including natural selection, adaptation, diversification and the history of life. Prerequisite: BIO 106

Offered fall and spring

## **BIO 222 Genetics**

**Credits: 4**

Both classical and modern topics are covered as students learn about the nature of the gene, gene action and its control, transmission of inherited characteristics, and behavior of genes in populations. The course also focuses on recent developments in genetic research and technology. Prerequisite: BIO 106

Offered fall and spring

## **BIO 285 Biology Internship**

**Credits: 1–4**

This internship allows biology students an opportunity to explore particular careers and employment settings in biology. Students registering for this course work with departmental faculty and an on-site supervisor to design an appropriate internship experience. Presentation of results to the Natural Sciences Department is required. May not be used as a biology major requirement. Graded Pass/Fail. Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall and spring

## **BIO 305 Biochemistry**

**Credits: 4**

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta oxidation, fatty acid biosynthesis, and the urea cycle. Prerequisite: CHE 307

Offered fall

## **BIO 314 Animal Behavior (+lab)**

**Credits: 4**

Students study what animals do, how they do it, and why. Behavior is thought of as an adaptation that has evolved through natural selection. Topics include feeding behavior, habitat selection, sexual selection, mating systems, parental care, orientation, communication and social organization. Students observe animals and conduct experiments during lab exercises and field trips. Prerequisite: BIO 107

Offered spring of even-numbered years

## **Undergraduate Curriculum**

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### **BIO 317 Aquatic Ecology**

**Credits: 4**

This course explores the aquatic organisms that contribute to the structure and function of freshwater ecosystems. Students build their understanding of aquatic environments as they examine plant and animal physiology, population and community dynamics, and the physical forces that can constrain these organisms. Aquatic ecosystem processes and services, including; primary and secondary production, food web dynamics, and nutrient cycling are explored. Prerequisite: BIO 107

Offered fall of even-numbered years

### **BIO 318 Terrestrial Ecology**

**Credits: 4**

In this course, students deepen their knowledge of the aspects of ecology they learned in BIO 107, applying them to a specific group of organisms that live on land. Students discover the details of behavioral, population, community, and physiological ecology. Students become familiar with conceptual and mathematical models and their use in ecological studies as well as how to evaluate studies reported in the scientific literature. Prerequisite: BIO 107

Offered fall of odd-numbered years

### **BIO 319 Virology**

**Credits: 2**

Topics include the molecular biology, biochemical structure, and replication strategies of viruses. Infection cycles, modes of transmission, and the greater societal impact of viruses. Virus-host interactions and the role of viruses in biotechnology are also included. Animal viruses are emphasized throughout the course. Prerequisite: BIO 106

Offered spring of even-numbered years

### **BIO 322 Immunology**

**Credits: 2**

This course explores classical and modern immunological applications in the field of immunology. Students will establish a foundational knowledge of the non-specific and specific immune mechanisms. The class investigates the complex communication between immune system components. Pathologies associated with immunodeficiency, autoimmunity, hypersensitivity, and organ transplants are considered, as well as the biotechnical impact of our understanding of the immune system. Prerequisite: BIO 106

Offered fall of even-numbered years

### **BIO 323 Advanced Microbiology (+lab)**

**Credits: 4**

This course will deal with the history of microbiology, classification, identification and understanding of the biology of microorganisms. This will include colonization and growth, microbial metabolism, biosynthesis, nutrition, and molecular genetics. The structure and function of viruses and history of microbiology will also be covered. Special emphasis will be placed on the role of microorganisms in disease states from the standpoints of host-parasite relationships, immunology and epidemiology. Laboratory sessions will be geared toward a practical understanding of the culture, isolation and microscopic identification of unknown microorganisms. Prerequisites: BIO 106

Offered spring of even-numbered years

### **BIO 324 Cell Biology**

**Credits: 4**

This course includes considerations of microscopy, organization, replication, and expression of genetic material, membrane structure and physiology, organelle

structure and function, cell-cell interactions, cytoskeletal organization and function, and cell mobility. Prerequisite: BIO 106      Offered spring of odd-numbered years

### **BIO 325 Animal Physiology**

**Credits: 2**

In this course students examine the physiology of animal species, and address essential anatomy and basic principles that underlie physiological processes. Students explore tissues, organs and organ systems of animals, with an emphasis on structure/function relationships. Physiological adaptations across animal species and species diversity are also included in class discussions. Prerequisite: BIO 106  
Offered fall of odd-numbered years

### **BIO 327 Lab Techniques in Biology**

**Credits: 4**

This course features commonly used laboratory techniques in the cellular and biochemical laboratory. The course will prepare students to begin their own research in the capstone sequence, and will also introduce students to laboratory procedures used in related disciplines, such as toxicology, pharmacology, immunology, biochemistry, and virology. This multi-faceted course allows for students to problem-solve through theoretical inquiry, literature-based research, and engagement in scientific experimentation. A \$50 lab fee is charged.

Prerequisite: BIO 106

Offered fall

### **BIO 331 Toxicology**

**Credits: 2**

This course is designed to introduce students to the basic concepts and principles of toxicology. Topics will include metabolism, types of toxicity, classes of chemicals, risk assessment and diagnosis and treatment. Prerequisite: BIO 106, CHE 102

Offered spring of even-numbered years

### **BIO 332 Concepts in Pharmacology**

**Credits: 2**

This course will introduce pharmacology principles to students who will not be clinical practitioners. Students will study the drug approval process and basic concepts in pharmacokinetics, including distribution, absorption, and elimination of drugs. The receptor mechanism of drug action will be examined. The organization of the central nervous system will be reviewed, and various classes of drugs of use and abuse will be explored. Students will also explore some of the societal aspects of drug availability and abuse. Prerequisites: BIO 106, CHE 102

Offered spring of odd-numbered years

### **BIO 351 Research Design**

**Credits: 1**

This course is the first of three comprising the senior research requirement. A student works closely with a faculty member to identify a topic for senior research, perform the literature search, determine the approaches and procedures to be employed, compile a list of necessary supplies, and develop a timetable for the project. Prerequisites: BIO 221, 222

Offered spring

### **BIO 406 Biology of Development (+lab)**

**Credits: 4**

Control of development in all stages of the life cycles of animals and plants is discussed. Laboratory work includes experiments with both animal and plant systems. Topics include fertilization, morphogenic movements, control of cell

## **Undergraduate Curriculum**

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division, cell differentiation, and cell death in the normal development of organisms.

Prerequisite: BIO 106

Offered spring of even-numbered years

### **BIO 407 Conservation Biology**

**Credits: 4**

This course investigates the scientific basis behind topics in the field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on the ecological basis of the problem and the application of the science to finding practical approaches to enhance conservation efforts. Discussions of case studies and research help students gain a global perspective of conservation biology.

Prerequisite: BIO 107

Offered spring of odd-numbered years

### **BIO 485 Biology Internship**

**Credits: 1–3**

Students in this course enroll for varied credit in a department-approved internship with an appropriate environmental or biological organization. Methods of evaluation are determined by the Natural Sciences Department in conjunction with the on-site supervisor. An oral presentation to the Natural Sciences Department of the results of the internship is required. A minimum of 40 hours is required for this internship, but more time is recommended. Graded: Pass/Fail. Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring, and summer

### **BIO 486 Senior Research I**

**Credits: 2**

Seniors continue their research project. Each student works independently under the supervision of a faculty member to implement the project conceived during BIO 351. A faculty member meets weekly with all seniors to coordinate the projects.

Students are expected to collect a substantial body of data. A \$50 lab fee is charged.

Prerequisite: BIO 351

Offered fall

### **BIO 487 Senior Research II (Capstone)**

**Credits: 1**

In this course students complete the project planned in BIO 351 and begun in BIO 486, and analyze their full data set for presentation orally as well as in a final paper.

Prerequisite: BIO 486

Offered spring

## **BUSINESS ADMINISTRATION**

### **BUS 101 First Year Business Seminar**

**Credits: 2**

The first year seminar is designed to facilitate the integration of conceptual and practical learning in business as well as in college. This course utilizes team and individual-based learning methods while introducing many basic business and managerial concepts. Students will participate in team-building exercises and discuss professionalism as it relates to business. Guest speakers will attend to discuss specific issues related to business and career development topics. This course is the foundation for the following three business seminars that are taken in students' sophomore, junior and senior years. The course is intended for first year business majors only.

Offered fall

## **BUS 115 Essentials of Business**

**Credits: 4**

This course analyzes the functioning of organizations in our society and the way in which organizations cope with external forces in a changing and uncertain global environment. The course focuses on the internal arrangement and practices of organizations, covering aspects such as management, employees, customers, finance and controls.

Offered fall

Exploration Area: Social Sciences

## **BUS 201 Sophomore Seminar**

**Credits: 1**

Sophomore seminar is designed to facilitate the integration of conceptual and practical learning in business. This course provides opportunities for students to assess their strengths, weaknesses, and style. Skills for effective teams will be explored. Techniques for constructing appropriate résumés is covered and students use these skills to update their résumés as a key component of progression in this major. Students will consider business concentrations that appeal to them and leverage their strengths. Guest speakers will attend class to discuss specific career options. Prerequisite: BUS 101, or BUS 115 or taken concurrently Offered spring

## **BUS 215 Management and Human Relations (+lab)**

**Credits: 4**

This course aims to develop management skills such as decision making, motivating, communicating, team building, conflict management and empowering others. Students are engaged in hands-on exercises, case studies and group assignments. This course is designed to prepare future managers to deal with challenges they will face in our turbulent world. Not open to students in their first semester of study.

Prerequisite: WRT 101

Offered fall and spring

## **BUS 220 Business Statistics**

**Credits: 4**

This course is designed to build student competence in the areas of descriptive and inferential statistics. Emphasis is placed on the application of these statistical methods to business decision-making. The course begins with an examination of data, probability of occurrence, and basic sampling processes. It proceeds to the use of statistical methods to model results and continues with ways to use these models for forecasting. The course concludes with a look at survey sampling processes, and additional business-specific applications.

Offered fall and spring

## **BUS 226 Introduction to Personal Finance**

**Credits: 2**

This course explores the world of money management, insurance, investments, taxes, pensions and employee benefits. At course conclusion, students understand the basics of financial planning: building a budget, benefits of paying oneself first, transferring risk through insurance, maximizing employer pension plans, and effects of taxation. Prerequisites: MAT 122 or above or permission of instructor.

Offered fall

## **BUS 231 Marketing (+lab)**

**Credits: 4**

This course is designed to help students develop an understanding of the basic elements of marketing. There are four major components of the course: marketing principles, a marketing computer simulation, a marketing plan project, and an

## **Undergraduate Curriculum**

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advertising project. Students survey the fundamentals of marketing, including planning, pricing, promoting, and distributing goods and services. Students study market environments and marketing information systems, and analyze consumer and industrial markets. Offered fall and spring

### **BUS 233 American Capitalism and Labor**

**Credits: 4**

This history exploration course provides learners with a historical perspective toward understanding the evolution of business management and organizational development. Attention is paid to particular historical eras: agrarian, pre-industrial, the industrial revolution, the Depression, Post World War II growth, and more current history and organizational developments.

Offered fall of odd-numbered years

Exploration Area: History

### **BUS 285 Business Internship**

**Credits: 3-4**

This internship course is a 120-hour-minimum commitment designed to provide students with an on-site business experience early in their college career. The firm where the internship is held provides on-site supervision to the intern and submits a final evaluation of the intern's performance. The intern is required to submit a written report on his or her internship experience to the department during, and at the conclusion of, the internship. This course may be repeated. Graded Pass/Fail.

Prerequisites: Pre- internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring and summer

### **BUS 301 Junior Seminar**

**Credits: 1**

The junior seminar is designed to facilitate the integration of conceptual and practical learning in business. This course provides students with the opportunity to develop career focus and job search skills through the internship search process. Through readings and assignments students develop an internship search strategy. Deliverables include résumé / cover letter, creation of a professional portfolio, development of a professional network, interviewing and professional communication skills. Prerequisite: Junior standing

Offered fall

### **BUS 302 Managerial Communication**

**Credits: 2**

This course is designed to help students improve skills in professionally oriented communication: business letters, reports and résumés. Oral communication skills include running meetings, presenting to groups, and one-to-one situations such as job interviews and performance appraisals. Readings, computer simulation and assignments illustrate underlying principles of effective communication while providing hands-on practical application of the theory. Word-processing proficiency is required. Prerequisites: Sophomore standing or above

Offered spring of even-numbered years

### **BUS 312 Computing Essentials for Business**

**Credits: 4**

This is a hands-on course, designed to demonstrate both the use of business software as well as to develop critical thinking in software aided decision making. Microsoft Excel, Access, Word and PowerPoint in business applications are explored. Students develop the ability to make use of applications common to business and organization needs. Opportunities for Microsoft content certification are available.

Prerequisite: BUS 220, ACC 216

Offered fall and spring

Note: In 2017-2018 this course has been revised from 2 to 4 credits. Students who previously had BUS312 as a 2-credit course will have met their business curriculum requirement.

## **BUS 316 Navigating Human Relations in Management**

**Credits: 4**

This course is designed to examine the role of human resources in contemporary organizations. Subject matter includes the following critical components of a human resources department: recruitment and staffing; training and development; compensation and benefits; workplace safety; employee and labor relations; and leadership development. Prerequisites: BUS 215 or permission of the instructor

Offered fall

## **BUS 318 Corporate Finance**

**Credits: 4**

This course integrates knowledge of accounting, management and economics as students study financial markets and institutions and the decisions of financial managers. Students develop skills in working capital management, capital budgeting, financial statement analysis, forecasting funds requirements, and interpreting stock and bond listings. Class discussions also cover timely topics from the financial press, such as *The Wall Street Journal*. Prerequisite: A minimum grade of C (2.00) in ACC 216

Offered fall

## **BUS 323 International Management**

**Credits: 4**

One of the major challenges to management in modern times is coping with growing internationalization of the marketplace. This course explores opposing perspectives and searches for practical solutions to global problems. Prerequisites: WRT 101, sophomore standing or above

Offered spring of odd-numbered years

## **BUS 324 Labor Relations and Negotiations**

**Credits: 2**

This course explores the dynamic relationship between employers, organized labor and the various levels of government. Some of the more contemporary developments in American and global labor relations are discussed. This course also develops negotiating skills in labor negotiations by means of role playing and case studies. Prerequisites: BUS 215; BUS 316 is helpful

Offered spring of even-numbered years

## **BUS 329 Our Changing World**

**Credits: 4**

This course will provide students with foundations in business law, ethics and the global business environment, in order to successfully navigate the new changing realities of the workplace. We will examine the managerial impact of the law in shaping the decision-making processes in organizations. This course seeks to strengthen the student's ability to identify, critically analyze, and appropriately respond to issues of ethical and socially responsible behavior. Students will also be introduced to globalization of business and the strategic challenges faced by companies in the global competitive environment such as outsourcing and cultural influences. Prerequisite: Completion of three Exploration Area courses

Offered spring

Integrative Studies course

## **Undergraduate Curriculum**

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### **BUS 336 Hospitality, Retail and Service Management**

**Credits: 4**

This course studies the service industry – a growth sector in the United States for many years as manufacturing has declined. The focus is on service management (industry trends, managing people, customer service, marketing, operations, and financial issues) and on the hospitality and event management areas, as well as managing in a retail setting. Prerequisites: ACC 216; BUS 215, 231

Offered fall of odd-numbered years

### **BUS 338 Project Management**

**Credits: 2**

Project Management is the discipline of planning, organizing, finding and managing resources in order to attain desired objectives. Project Management is generally in operations, but may be utilized in any function of the organization. It is a blended role though; one that necessarily requires knowledge in operations, finance, marketing, and interpersonal skills and leadership. Prerequisites: ACC 216; BUS 215, 231 and junior standing or above; Co-requisite: membership in ENACTUS

Offered spring of even-numbered years

### **BUS 339 Sales and Strategic Marketing**

**Credits: 4**

The class builds upon the basic concepts learned in the marketing course and places emphasis on the strategic sales and marketing decisions that managers and entrepreneurs must make each and every day. The course helps clarify the interrelationship of corporate, business-level and marketing and sales strategies for organizations. It also provides tools and processes to help decision makers identify weaknesses, leverage strengths and address external opportunities and threats.

Prerequisites: BUS 215, 231

Offered fall

### **BUS 340 Conflict Management, Arbitration and Mediation**

**Credits: 4**

We will investigate the theory of conflict in a variety of venues, but particularly in business settings. Using lecture, discussions, research, case studies, role playing, and an interactive web site, we will review theoretical and applied issues in causes of conflict, prevention, use in problem solving, and creativity. We will look at constructive conflict, escalation practices, justice, and peacekeeping. We will examine types of Alternative Dispute Resolution commonly used in legal, political and business environments. Prerequisites: BUS 115 or 215

Offered fall of even-numbered years

### **BUS 341 Health Care Management**

**Credits: 4**

This course focuses on the development of management in health care organizations. Management unique to health care systems will be explored in-depth through the use of directed readings, case studies, and class discussion. Topics of health care economics, finance and law will be explored. Prerequisites: HEA 100; BUS 215

Offered spring of odd-numbered years

### **BUS 343 Real Estate**

**Credits: 2**

This course covers the basics of real estate and introduces students to real estate terminology. It discusses types of real estate, relevant legal issues involved in owning real estate, and real estate contracts. The course also explains the



advantages of owning real estate as well as the requirements to be licensed to sell real estate. Prerequisites: ACC 216      Offered spring of even-numbered years

### **BUS 344 Sales Management**

**Credits: 2**

With the advance of technologies such as the Internet, Web marketing, and sales management software, the sales process and the sales management job is far more sophisticated than simply pounding on doors. This course focuses on past and current strategies of sales and sales management. Prerequisites: BUS 215, 231  
Offered fall of even-numbered years

### **BUS 345 Public Relations**

**Credits: 2**

A public relations initiative (PR) is a form of promotion. An organization may use PR to announce a new product or service. Alternatively, it might use PR to describe a new growth strategy or to explain a problem encountered in their business. Public relations announcements are also used to inform investors about the organizations performance and outlook. Prerequisite: BUS 231  
Offered fall of odd-numbered years

### **BUS 346 Marketing Communication**

**Credits: 2**

This course explores the planning activity for integrated marketing communication functions such as direct sales, direct marketing: advertising, sales promotions, public relations, and personal selling. The course focuses on methods used to integrate these forms into an effective communication campaign. Case studies are analyzed during the semester and students complete an integrated marketing communication campaign. Prerequisites: BUS 231      Offered fall of even-numbered years

### **BUS 347 Event Management**

**Credits: 2**

The principles of event management are explored and then applied through the analysis of case studies and projects. The types of events considered in this course include entertainment events, corporate events, and conventions. Students explore the success factors of event management. The course looks at the entire planning process from defining the objectives, developing a plan and budget, arranging resources, promoting the event and implementation. Prerequisites: ACC 216, BUS 215, 231      Offered spring of even-numbered years

### **BUS 348 Insurance**

**Credits: 2**

This course focuses on personal insurance and introduces students to insurance terminology. It explains the concept of risk and discusses the purpose of different types of insurance. It also covers insurance contracts as well as buying insurance. Students are able to assess and understand their own personal need for insurance. Prerequisite: sophomore standing or above  
Offered spring of odd- numbered years

### **BUS 351 Lab Assistant**

**Credits: 2**

Qualified junior and senior students may apply to work with financial accounting faculty members as a lab assistant for ACC 216 Financial Accounting I. The assistant has instructional responsibilities during predetermined scheduled labs and participates with the faculty member in regular discussions concerning the course

## **Undergraduate Curriculum**

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and teaching methodology. Prerequisites: A minimum grade of B (3.00) in ACC 216, permission of instructor  
Offered fall and spring

### **BUS 401 Senior Seminar**

**Credits: 1**

The senior seminar is designed to facilitate the integration of conceptual and practical learning in business and serve as a transition between college and career. The seminar will focus on professionalism, lessons learned from the BUS 485 internship experience and the three previous seminars, career building practices and documentation such as résumés and cover letters, and presentation skills. A mock job interview, an internship presentation, and various professional writing and reporting assignments are required. Prerequisites: BUS 301, 485 and senior standing  
Offered fall

### **BUS 403 Organizational Behavior**

**Credits: 4**

This course focuses on the primary factors that influence behavior in organizations. This includes: leadership, inter/intra-group dynamics, organizational structure and design, change management, culture, power, and politics. Students view behavior as it occurs as a consequence of, and a reaction to, such macro-environmental changes as globalization, technology, economic factors, and demographic evolution. Students study and analyze behavior within specific organizational contexts. Prerequisites: BUS 215, junior standing or above  
Offered fall

### **BUS 407 Advertising and Social Media**

**Credits: 4**

In this course students explore emerging social media technologies and the benefits and detriments they bring. Topics include: a study and the application of relevant advertising principles and various forms of social media (strengths, weaknesses and ethical concerns). Prerequisites: BUS 231, permission of instructor  
Offered fall of even-numbered years

### **BUS 414 Entrepreneurship and Small Business Management**

**Credits: 4**

This course concentrates on the personal and business fundamentals required to start and operate a successful new small business venture. The course will cover entrepreneurial approaches to starting a business including creative idea development, financing, promotion, legal issues, location decisions and other key elements. Students will develop a comprehensive business and marketing plan as part of the course. The course will also examine the differences between for-profit and non-profit organizations, including policy issues such as managerial structure, role of the board, and fundraising. Prerequisites: ACC 216, BUS 215, 231  
Offered spring

### **BUS 415 Consumer Behavior and Market Research**

**Credits: 4**

This course is designed to give the student an understanding of the critical importance of knowing and cultivating the current and potential consumers for an organization's brands. The class explores factors that influence consumer behavior – the self, the peer group, the family, etc. – and probe demographic, psychographic, cultural, and social network influences as well. In parallel, students will learn and apply research principles and complete a research project on campus or in the community. Prerequisites: BUS 231  
Offered spring

## **BUS 416 Investment Management**

**Credits: 4**

This course covers basic investment concepts, practices, and procedures. Industry and company financial analysis are studied, and emphasis is placed on the investment decisions. Student teams manage an investment portfolio as an integral part of the course. Case studies and guest speakers are also used. Visits to various types of financial institutions are normally offered as part of this course. Course may be repeated one time for credit. Prerequisite: A minimum grade of C (2.00) in BUS 318  
Offered spring

## **BUS 417 Business Government and Society**

**Credits: 4**

This course examines the business organization in relationship to government, employee groups and the community. A major theme in the course is the social responsibility of business. Topics of study include ethics, environmental issues, employee rights, government regulation, global management and the U.S. political system as it affects business decision-making. Students discuss how mid and upper level managers strategically lead organizations while balancing the needs of these entities. Prerequisites: BUS 215; any HIS or GOV course  
Offered spring

## **BUS 419 Financial Markets and Institutions**

**Credits: 4**

This course includes an overview of the financial markets as well as depository and other financial institutions. It explains the significance of interest rates and examines the role of the Federal Reserve in influencing financial markets. The course also shows how financial institutions manage risk. Prerequisites: BUS 318; ECO 201  
Offered spring

## **BUS 421 Leadership, Power and Politics**

**Credits: 4**

This class is both a traditional leadership management class and an untraditional class that looks at the theories and practice of leadership in light of power and politics. Leaders need power; yet leaders often abuse their power. This course looks at both internal and external politics. This course moves beyond traditional leadership theory to look at the application of those theories in the real-world in which business operates. Prerequisites: BUS 215, any HIS course  
Offered fall of odd-numbered years

## **BUS 425 Quantitative Management**

**Credits: 4**

This course covers data-driven theory and practice in management science and operations. Quantitative management theory has a direct impact on the profitability and competitiveness of an organization. This course couples mathematics with the concepts and applications of motivation theory, productivity, and work management. Model formulation lies at the heart of quantitative management methodologies. Consequently, the course emphasizes the art of model formulation, the role of a model, and the analysis of model results. Prerequisites: ACC 216, BUS 215, 220, 231 or 348, BUS 312 and at least junior standing  
Offered fall

## **BUS 460 Capstone: Strategic Management**

**Credits: 4**

In this integrative capstone, students bring together learning from all liberal arts and business courses. This includes integrating the functional elements of a

## **Undergraduate Curriculum**

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business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates a computer simulation. The experience culminates in a professional presentation by each group, open to the Colby-Sawyer campus and community. This course must be completed at Colby-Sawyer College. Prerequisites: BUS 231, 312, 318, 403, 425, ECO 201, and senior standing  
Offered spring

### **BUS 485 Business Administration Internship**

**Credits: 5**

Candidates for a B.S. in Business Administration are required to complete an approved internship of six weeks, or 200 hours, duration in an organization. This internship must be completed between the beginning of the junior year and prior to the start of the senior year. During the internship, the student files weekly activity reports with the designated department faculty member. Graded Pass/Fail.  
Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair  
Offered spring, summer and fall

## **CHEMISTRY**

### **CHE 101 Principles of Chemistry I (+lab)**

**Credits: 4**

Topics covered in this course include basic properties of matter, stoichiometry, the interactions of light and matter, an introduction to quantum theory, the electronic structure of the atom, chemical periodicity, thermochemistry, bonding theories, and the properties of gases. The laboratory exercises introduce students to various quantitative methods of analysis, including gravimetric analysis, titrations and visible spectroscopy. A \$50 lab fee is charged. Prerequisite: Successful completion (B- or better) of two years of high school algebra or MAT 206  
Offered fall  
Exploration area: Science

### **CHE 102 Principles of Chemistry II (+lab)**

**Credits: 4**

This course builds upon the principles developed in CHE 101. Topics include properties of liquids, solids and solutions; kinetics; chemical equilibria; acid/base chemistry; solubility equilibria; electrochemistry; thermodynamics; and an introduction to organic chemistry. The laboratory provides additional experience with instrumental and non-instrumental methods of analysis, synthesis and purification, and solution equilibria. Prerequisite: CHE 101 with a "C-" or better  
Offered spring

### **CHE 307 Organic Chemistry I (+lab)**

**Credits: 4**

Topics covered in the first semester of organic chemistry include the structure of organic compounds, organic nomenclature, stereochemistry, and an introduction to organic reaction mechanisms, including radical halogenation, nucleophilic substitution and elimination. Laboratory work emphasizes the mastery of basic techniques of organic chemistry, including recrystallization, extraction, distillation, and the determination of physical properties. A \$50 lab fee is charged. Prerequisite: CHE 102 with a "C-" or better  
Offered fall

### **CHE 308 Organic Chemistry II (+lab)**

**Credits: 4**

The study of organic chemistry continues, using a mechanistic and synthetic approach to functional group chemistry. Organic spectroscopy is emphasized. The behavior of alcohols, ethers, aldehydes and ketones, and carboxylic acids and their derivatives are examined in greater detail. The course concludes with an introduction to important classes of biomolecules, including lipids, carbohydrates and proteins. Laboratory work emphasizes synthetic organic chemistry and qualitative organic analysis. Prerequisite: CHE 307 with a "C" or better

Offered spring

## **CHILD DEVELOPMENT**

### **CHI 101 Child Growth and Development**

**Credits: 4**

This course will introduce students to the field of developmental psychology and the multiple dimensions of child development from conception to the adolescent years. Students will examine fundamental changes in children's development and be introduced to the major theories of child development. In addition, students gain experience in reading research and these understandings are applied in real world settings.

Offered fall

Exploration area: Social Science

### **CHI 104 Cultural Context of Child Development**

**Credits: 4**

This course will consider the societal and cultural contexts that shape developmental processes and the values and differences that result as a function of socialization practices in our family, community, and society through the study of children from a variety of differing backgrounds.

Offered spring of even-numbered years

### **CHI 105 Health, Safety and Nutrition for Children**

**Credits: 2**

This course provides information related to standards and practices that promote the physical and mental well-being of children and adolescents through sound nutritional practices, and maintenance of safe environments. Information for developing sound health and safety management procedures for the prevention of childhood illness and communicable diseases is included.

Offered Fall

### **CHI 201 Infant and Toddler Development**

**Credits: 4**

This course will explore infancy and toddlerhood as unique phases of development. Students will learn about cognitive, socio-emotional, motor, sensory-perceptual, physical and neurobiological milestones. Special attention will be devoted to applied practice and providing stimulating interactions and services to infants, toddlers and their families. Prerequisite: CHI 101

Offered spring

### **CHI 206 Family and Community Collaboration**

**Credits: 4**

This course provides an introduction to the research, applied, and ethical aspects of working with children and families from diverse backgrounds. Students will apply several theoretical frameworks to explore the nested and multi-layered interactions

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between the child, family, community and society and policies and services available to them. Prerequisite: CHI 101 Offered spring

### **CHI 207 Developmentally Appropriate Practices** **Credits: 2**

This course is a study of developmentally appropriate practice for young children, birth through age eight. It applies theory and research in child growth and development to the planning, implementation, and evaluation of appropriate activities and projects for young children through age eight. Discussions around developmentally appropriate practice ensure that students understand the physical, social, emotional, and cognitive needs of young learners. A four-hour per week practicum/lab at the Windy Hill School is required for a total of 30 supervised hours. Prerequisite: CHI 101 Offered spring

### **CHI 212 Children, Families and the Media** **Credits: 4**

This course is designed to explore the relationship between children, families and media technology in contemporary American society. Students will explore why children are considered a “unique” audience for media and how media for children and families is regulated. Various types of media formats (both traditional and new media) will be explored. Offered spring of even-numbered years

### **CHI 285 Child Development Internship** **Credits: 1–4**

Students enroll in this internship to gain additional experience working with young children. Students identify a site of interest in collaboration with a child development faculty member and develop a research oriented project. Various placement sites are possible and depend on student interest; these include, but are not limited to, child-care centers, hospitals, schools, social service agencies and special education programs. Graded Pass/Fail. Prerequisites: CHI 101, pre-internship seminar, permission of the faculty sponsor and department chair Offered fall and spring

### **CHI 309 Exceptional Students** **Credits: 4**

This course addresses issues of exceptionality in children, including both developmental disabilities and giftedness. The focus is on those issues that affect children’s success in school, effective services and ways to adapt the environment to maximize learning. High incidence disabilities, such as learning disabilities, autism spectrum disorders, intellectual and developmental disabilities, emotional and behavioral disorders and communication disorders are emphasized. Student, teacher, parent and administrative involvement are examined. (A minimum grade of B- is required for recommendation for NH teacher certification.) Prerequisites: CHI 101 Offered spring

### **CHI 314 Language and Creative Arts** **Credits: 4**

This course introduces students to theories of language, literacy, and creative expression in children. Emphasis is placed on understanding how children develop in these areas and the relationship between development and appropriate evidence-based practices. Students learn how to observe and document growth and diversity in language and creative expression, as well as plan, implement, and assess learning activities that support the language and literacy development of the individual child. Prerequisite: CHI 101 Offered fall

### **CHI 318 Research Methods for Child Development**

**Credits: 4**

This course prepares students to understand and apply empirical research.

Students will learn about a variety of methods used to study development, gain knowledge of research design, and utilize basic statistical techniques to analyze data.

Offered spring

### **CHI 321 Advanced Early and Middle Childhood Development**

**Credits: 4**

This course increases the depth and breadth of student understandings about how children develop in various domains in the early and middle childhood years. Key theoretical perspectives and research findings will be addressed with an eye to application to the lives of children and families. Prerequisite: CHI 101

Offered fall

### **CHI 322 Play, Leisure and Well Being**

**Credits: 4**

The course will examine the multifaceted role of play and leisure in child and family life. The origins, forms, effects, determinants of play and leisure will be explored which may include: parent-child play, peer play, education or therapeutic play, sports, humor, games and drawing. Prerequisite: CHI 101

Offered fall of odd-numbered years

### **CHI 323 Early Intervention**

**Credits: 4**

This course will consider ways of assessing child and family well-being across multiple contexts. Assessment and services for infants, toddlers, and young children with delays or disabilities and their families will be emphasized. Prerequisite: CHI 101 or permission of the instructor

Offered spring of odd-numbered years

### **CHI 325 Literacy Instructional Strategies**

**Credits: 4**

This course introduces students to the theories and practices underlying children's literacy development. Emphasis is placed on understanding how young children, develop reading, writing, and spelling skills. Through readings, discussions, assignments, hands-on experiences, and instructional technology students learn how to plan, implement and assess activities that support and guide children in their literacy development. Prerequisite: CHI 101

Offered fall of odd-numbered years

### **CHI 326 Literature through a Developmental Lens**

**Credits: 4**

In this course, students will analyze literature for children and young adults through the lens of human development. Appropriateness of the text for the level of the target audience as well as the accuracy of the depictions of the characters themselves from a developmental perspective will be assessed. Prerequisite: CHI 101

Offered fall of even-numbered years

### **CHI 333 Math, Science, and Technology for Children**

**Credits: 4**

This course applies mathematical concepts through national/local standards using problem solving and scientific inquiry to develop integrated, technology rich multi-disciplinary units for children. Students will be introduced to concepts in elementary school math as well a variety of science areas. Prerequisite: CHI 101

Offered fall of even numbered years

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### **CHI 485 Child Development Internship**

**Credits: 4–12**

The internship is composed of a seminar and internship in a setting serving children and/or families. The seminar focuses on exploring evidence based practice, self-reflection, application of child development knowledge to applied settings and deepening knowledge of development in areas of focus associated with internship work. Professional development and preparation is also a focus of the class.

Prerequisite: Senior standing in Child Development

Offered fall

### **CHI 488 Capstone: Child Development**

**Credits: 4**

Students design, carry out, and present the results of original research projects, including library research, data collection, and statistical analyses. Ethical considerations and interpretation of results are emphasized. This Capstone experience must be completed at Colby-Sawyer College. Prerequisites: CHI 318 or SOC 333; junior or senior standing

Offered spring

### **CHI 490 Student Teaching**

**Credits: 14**

This course represents a full-time 14-week teaching experience under the mentorship of an experienced classroom teacher in an area school with supervision from Colby-Sawyer College faculty. The purpose of the student teaching internship is for the student to demonstrate competency in the planning, implementation, and documentation of learning and development in a classroom setting serving diverse children and families. A seminar component will include professional development through discussion and critical reflection of theories and teaching methods. This course includes a minimum of 560 supervised hours. (A minimum grade of B- is required for recommendation for NH teacher certification.) Prerequisite: Senior standing.

Offered fall and spring

## **COMMUNICATION STUDIES**

### **COM 101 Introduction to Public Speaking**

**Credits: 4**

This course is designed to teach students how to write and deliver public speeches effectively. Students prepare a number of short talks for presentation in class. Emphasis is placed on audience analysis, research and the speech-writing process as well as delivery.

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **COM 204 Introduction to Media and Communication**

**Credits: 4**

This course is an introduction to the Media and Communication major. Students learn to analyze and critique contemporary genres of media, to look critically at mass media institutions and how these institutions influence media content, and to consider what kinds of larger implications the mass media have on our lives and culture.

Offered fall and spring

Exploration Area: Humanities

### **COM 210 Digital Publishing**

**Credits: 4**

A comprehensive introduction to digital publishing, this course introduces students to editing, design, and digital composition. Students utilize PhotoShop, InDesign,



and Illustrator to produce flyers, brochures, newsletters, and newspaper pages.

Prerequisite: COM 204 or 216 or BUS 302

Offered fall

### **COM 216 Writing for Public Communication**

**Credits: 4**

Students learn how to write for the most common forms of public communication (radio and television public service announcement, newspaper news and feature story, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Prerequisite: WRT 101

Offered fall and spring

### **COM 220 History of U.S. Mass Media**

**Credits: 4**

This course considers the development of U.S. mass media, with particular reference to significant influences of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students examine a variety of media (newspapers, magazines, advertising, telegraph, motion pictures, radio, television, and the Internet) within the broad social contexts within which they were developed and operated.

Offered fall of odd-numbered years

Exploration Area: History

### **COM 228 Video Production I**

**Credits: 4**

This course provides a comprehensive introduction to the art of video production. Students learn to use digital video cameras and digital editing software. Through screenings and discussions, students develop an understanding of processes and practices in contemporary video production, and produce work in a variety of genres, from commercial and experimental to documentary.

Offered fall and spring

### **COM 235 Documentary Film**

**Credits: 4**

This course examines the history and development of both American and International documentary films and video. The course examines the major characteristics, techniques and styles of documentaries and the relationships among the camera's recording, editing decisions, and the transformative impact on both the filmmakers and audience.

Offered fall and spring

### **COM 238 Digital Media**

**Credits: 4**

This course introduces students to the study and practice of digital and social media. Students will consider theoretical, historical, sociological, and practical perspectives, working individually and/or collaboratively on digital media projects.

Offered fall and spring

### **COM 240 American Film**

**Credits: 4**

This historical survey of films made in the U.S., from the silent period to the present, focuses on various film genres – westerns, comedies, musicals, gangsters, film noir and horror – as well as on such concepts as the auteur theory, the star system, and the golden years of the Hollywood studio system. The technical, aesthetic, and cultural aspects of the media are examined as well as various theoretical approaches to film study.

Offered fall

Exploration Area: Literature

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### **COM 243 Women in Film**

**Credits: 4**

This course examines the images and roles of women in representative films from the silent era to the present. While the course includes films made by both men and women, the creative activity of women in the film industry (as directors, producers, writers, editors and actors) is of special concern. Social, cultural and feminist perspectives of the films are considered. Offered spring of odd-numbered years

### **COM 253 Campus Communications: *The Courier* I**

**Credits: 2**

Students write articles, produce audio segments and/or create short videos to support the Colby-Sawyer *Courier* or other programs that serve the campus community. Students are required to contribute to each issue of the student newspaper or develop a faculty approved project plan to address the needs of a Colby-Sawyer organization or department. Prerequisites: one of the following: COM 216, 228, 238 Offered fall

### **COM 254 Campus Communications: *The Courier* II**

**Credits: 2**

Building on the knowledge gained in COM 251, students continue to write articles, produce audio segments and/or create short videos to support the Colby-Sawyer *Courier* or other programs that serve the campus community. Students are required to contribute to each issue of the student newspaper or develop a faculty approved project plan to address the needs of a Colby-Sawyer organization or department. Prerequisites: one of the following: COM 216, 228, 253 Offered spring

### **COM 285 Media and Communication Internship**

**Credits: 1-4**

This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. The student works under the supervision of both a site evaluator, who is required to submit a final evaluation of the intern's performance, and a member of the faculty. The student is required to submit a final written paper and a final oral report to the faculty member. Graded Pass/Fail. Prerequisites: pre-internship seminar, permission of the faculty sponsor and department chair Offered fall, spring and summer

### **COM 303 Writing about Sports**

**Credits: 4**

This is an advanced writing course in sports journalism which utilizes print, broadcast and digital formats. The components include game analysis, commentary, editorials, Op-Ed pieces, blog writing, quantitative research skills, public relations and investigative journalism. Prerequisite: ESS 116 or WRT 101 Offered spring of odd-numbered years

### **COM 310 New Media Technologies**

**Credits: 4**

This course provides students with an examination of theory and research in the domain of new communication technologies, particularly their influence on social change. The course will focus on the scholarly literature, addressing the content, adoption, uses and effects of new media. Course materials address technology applications in the areas of interpersonal, organizational, health and mass communication (including advertising, public relations and marketing).

Offered spring

## **COM 312 Writing About the Arts**

**Credits: 4**

Writing about the Arts focuses on the features aspect of print, broadcast and digital journalism, including interest or Point of View stories, reviews, analyses and columns about the arts: works of art, artist profiles, recorded and live performances, broadcast and cable programming literature, Claymation, anime, theater, photography, internet art and blog art reviews. Prerequisite: one 200 level COM or WRT course  
Offered spring of even-numbered years

## **COM 321 Digital Journalism**

**Credits: 4**

COM 321 examines digital journalism which includes the development, analysis, and social implications of digital journalism including broadcasting, cable, satellite, online websites, blogs and citizen journalism. We will examine the historical, social, cultural, economic, and political influences, as well as the impact these areas have on digital journalism. Prerequisites: COM 204, 216  
Offered spring of even-numbered years

## **COM 325 Media Law and Ethics**

**Credits: 4**

The First Amendment of the Constitution establishes freedom of speech as one of our democratic society's fundamental freedoms. This course traces the origin of this freedom and its development in American law. Students explore and identify legal issues associated with the First Amendment, including topics of libel, obscenity, privacy, and intellectual property. Students also consider a range of ethical issues present in the mass media industries and their products. Prerequisite: COM 204  
Offered spring

## **COM 326 Investigative Journalism**

**Credits: 4**

Investigative Journalism is a specialized form of journalism incorporating the use of information sources including federal, state and local government reports, police logs and reports, public meeting records, databases, interviewing strategies of public and official figures, private citizens, the "quilting" of various informational sources, and editing in- depth pieces of writing, whether in print, broadcast or digital formats. Prerequisite: COM 216  
Offered fall of even- numbered years

## **COM 328 Video Production II**

**Credits: 4**

Building on knowledge and techniques learned in Video Production I, students expand and enhance their understanding of video production. The course introduces students to advanced lighting and editing techniques. Creativity and personal expression are encouraged as students write, direct, and produce their own projects. Prerequisite: COM 228  
Offered fall

## **COM 334 Cartoons in American Culture**

**Credits: 4**

Editorial cartoons, comics and animated films have played an important role in America by creating, enhancing and critiquing cultural symbols and behaviors. This course will explore the history of the cartoon in America, focusing on key illustrators, animators and publications. We will analyze the use of humor as cultural commentary. Special emphasis will be placed on the cartoon in war times

## **Undergraduate Curriculum**

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and the use of animation for propaganda and military training will be discussed.

Prerequisite: Completion of three Exploration Area courses

Offered fall of odd-numbered years  
Integrative Studies Course

### **COM 337 Public Relations Writing**

**Credits: 4**

Public Relations Writing is a “hands on,” project-oriented (team and individual) course studying, then applying, theories of public relations in a variety of settings. Past and current case studies, typical PR problems in industry, labor, non-profit and entertainment are analyzed. The course emphasizes students’ writing, problem solving, research techniques, and utilizing successful strategies and skills.

Prerequisite: COM 216

Offered fall of odd-numbered years

### **COM 344 International Film**

**Credits: 4**

This course focuses the history of international films as it has developed in more than a dozen foreign countries from the silent period to the present, examining such cinematic movements as Russian montage, German expressionism, Italian neorealism, French and Australian new waves and Third World cinema, as well as major figures like Eisenstein, Bergman, Truffaut, Kurosawa, Kieslowski, Meirelles and Yimou. Prerequisite: COM 235, 240, 243 or ENG 265

Offered spring of even-numbered years

### **COM 345 Movie Mavericks**

**Credits: 4**

This course examines the work of contemporary film directors and writers in the U.S. whose originality, independence and unconventional approaches to moviemaking have contributed to the evolution of the industry and the creation of many of its finest works. Students will focus on the aesthetic styles and thematic concerns of films which challenge the conventions of classic Hollywood cinema.

Prerequisite: COM 235, 240, 243, or ENG 265 Offered fall of even-numbered years

### **COM 346 Gender, Culture and Technology**

**Credits: 4**

Students will participate in a multi-university DOCC (Distributed Open Collaborative Course), investigating ways in which universities and colleges work together across digital platforms to investigate issues of gender, technology and culture. Topics may include: identity and subjectivity; technological activism; gender, race, and sexualities; place and globalism; labor; ethics; epistemology; distance learning; and the transformative potentials of new technologies. Prerequisite: WGS 111

Offered fall

### **COM 353 Campus Communications: *The Courier III***

**Credits: 2**

Students write articles, produce audio segments and/or create videos to support the Colby-Sawyer *Courier* or other programs that serve the campus community.

Students work with faculty to identify campus communication needs and create advanced print, video or multimedia productions to meet these needs. Students must qualify for these positions by completing at least one semester supporting publications or productions on campus. Prerequisite: COM 254

Offered fall

### **COM 354 Campus Communications: *The Courier* IV**

**Credits: 2**

Students write articles, produce audio segments and/or create videos to support the Colby-Sawyer *Courier* or other programs that serve the campus community. Students work with faculty to identify campus communication needs and create advanced print, video or multimedia productions to meet these needs. Students will serve as editors and producers of projects. Prerequisite: COM 353 Offered spring

### **COM 358 Race, Class, Gender, and Media**

**Credits: 4**

This course considers relationships among popular culture, mass media and identity: gender, race, class, and sexuality. Students learn reading strategies, analytical tools, and theoretical models for better understanding the role communication media play in our identities. Prerequisite: COM 204 or WGS 111 Offered spring of even-numbered years

### **COM 485 Media and Communication Internship**

**Credits: 1-4**

This internship provides qualified students in the Communication Studies Major the opportunity to gain work experience by means of an apprenticeship in an off-campus professional communication position that involves significant activity and responsibility. Students work under the supervision of both an on-the-job supervisor and a member of the faculty. A public presentation based on the internship is given after the semester of the internship. Graded Pass/Fail. Prerequisites: pre-internship seminar, permission of the faculty sponsor and department chair Offered fall, spring and summer

### **COM 486 Capstone Preparation**

**Credits: 2**

The Capstone Experience is an opportunity for seniors in the Communication Studies program to design and carry out a long-term project. During the preparation semester, students will work with faculty advisors to select and propose an appropriate project. This course also introduces students to careers in corporate and service aspects of Communication Studies. Students will meet media and communication professionals, prepare résumés and cover letters, and create comprehensive portfolios. Prerequisite: Senior Communication Studies major Offered fall

### **COM 487 Capstone: Communication Studies**

**Credits: 2**

The Capstone Experience is an opportunity for seniors in the Communication Studies program to design and carry out a long-term project. The project will be a research study, media production, or a service learning project providing the communication needs of a campus or nonprofit organization. Projects include audio, video or multimedia productions, public relations campaigns, on-line or print publications, advanced research projects or creative works. Prerequisite: COM 486 Offered fall and spring

# Undergraduate Curriculum

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## CRIME AND LEGAL STUDIES

### **CLS 100 Introduction to Crime and Legal Studies**

**Credits: 4**

This course provides a basic overview of the American criminal justice system, including law enforcement, prosecution/defense, courts, probation, parole, corrections, and related public policy issues. We will use a social scientific perspective to discuss the history and philosophy of our criminal justice system and its relationship with larger political structures. Careers related to crime and legal studies will also be explored.

Offered fall

### **CLS 200 Juvenile Justice**

**Credits: 4**

We will take a social justice approach in examining and critiquing issues in juvenile delinquency and juvenile justice. We will analyze the nature, extent, and causes of juvenile delinquency. Further, we will explore the history, evolving philosophy, contemporary organization, processes, and functions of the American juvenile justice system. Topics include, but are not limited to, survey of juvenile law, comparative analysis of adult and juvenile systems, and prevention of juvenile delinquency. Prerequisite: One of the following: CHI 101; CLS 100; PSY 101; or SOC 101

Offered fall

### **CLS 300 Criminology**

**Credits: 4**

This course provides a broad overview of sociological and psychological theories of criminal behavior and social control. Students learn how to analyze theories and research on crime for the purpose of advancing theory as well as developing policies for crime prevention and control. Prerequisite: CLS 100 or permission of instructor

Offered spring

### **CLS 320 Social Stratification and Crime**

**Credits: 4**

This course uses theory and empirical study to examine how inequalities embedded within social structures affect individuals and processes involved in the definition, construction, and responses to crime, victimization, and the law. Emphasis will be placed on socioeconomic status, race/ethnicity, and gender as factors. This course will look at rates of violence, disparities in punishments and treatment within the legal system, and the overrepresentation of poor and minority groups in the American criminal justice system. Finally, we will examine how barriers to equality are maintained, and how scholars and others propose these barriers can be eliminated or reduced. Prerequisite: CLS 100 or SOC 101, or permission of instructor

Offered spring

### **CLS 330 Criminal Law**

**Credits: 4**

This course provides a basic overview and multi-disciplinary analysis of Criminal Law in the United States. We will begin with an examination of theories of punishment before turning to the general principles of criminal liability and Constitutional limits on Criminal Law. From this foundation we will examine cases pertaining to various dimensions of criminal law before turning to an analysis of criminal defense and exculpation. Prerequisite: CLS 100 or permission of instructor

Offered fall

## **CLS 485 Internship**

**Credits: 4-12**

Through this 160 hour minimum internship, students gain professional experience by applying analytical skills learned in their Crime and Legal Studies course work. Students may choose from a variety of internship options including community and governmental agencies, the criminal justice system, law offices, or others that assist entry into a professional career. Graded Pass/Fail. Prerequisites: Crime and Legal Studies major; junior standing or above; pre-internship seminar; permission of the faculty sponsor and department chair. Offered fall, spring and summer

## **DANCE**

### **DAN 110 Ballet for Creative Artist and Athlete**

**Credits: 4**

This course introduces the basic concepts, characteristics, and vocabulary of classical ballet technique. It examines the athleticism of movement and emphasizes an understanding of the body as a means of communication. Offered fall  
Exploration Area: Fine and Performing Arts

### **DAN 120 Jazz Dance Technique I**

**Credits: 4**

In this introductory course students learn and practice basic jazz dance warm-ups, isolations, and combinations. The course emphasizes theory, technical development, and traditional jazz dance vocabulary. Offered spring  
Exploration Area: Fine and Performing Arts

### **DAN 130 Modern Dance Technique I**

**Credits: 4**

This course provides a beginning experience in modern dance technique. Through the theory and practice of modern dance technique, students develop core strength, freedom of movement, kinesthetic awareness, and control in the use of the body. Offered fall  
Exploration Area: Fine and Performing Arts

### **DAN 220 Jazz Dance Technique II**

**Credits: 4**

This course builds on the jazz dance skills learned in DAN 120. More emphasis is placed on body and spatial awareness, clarity of expression and rhythm, and developing the jazz dance style. Students learn center-barre work and across-the-floor movement patterns which develop into more complex jazz dance combinations. Prerequisite: DAN 120 Offered spring

### **DAN 230 Modern Dance Technique II**

**Credits: 4**

As a continuation of DAN 130, this course emphasizes the development of strength, flexibility, endurance, control, and coordination. Students practice axial and locomotive movements and their development into movement patterns. Prerequisite: DAN 130 Offered fall

### **DAN 240 Creating Choreography I**

**Credits: 4**

This class is for beginning choreographers. In a safe, nurturing, but challenging class environment, students learn to create finished dance works using the language of

## Undergraduate Curriculum

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movement. Through exploration of movement structures and music, and through study of other choreographers' work in relationship to the arts, students create a solo, duet, or small group work to be performed at the end of the semester.

Offered spring

Exploration area: Fine and Performing Arts

### **DAN 320 Jazz Dance Technique III**

**Credits: 4**

A continuation of DAN 120 and 220, this course is designed for the intermediate level student of jazz dance technique. The course emphasizes continued technical growth, the development of a more mature jazz dance style, and a solid grasp of rhythm, movement theory, and movement memory. Prerequisite: DAN 220

Offered spring

### **DAN 330 Modern Dance Technique III**

**Credits: 4**

A continuation of DAN 130 and 230, this class is designed for the intermediate-level student of modern technique. Students have the opportunity to further develop kinesthetic awareness and control of the body through the practice of specific modern dance movement exercises. The course seeks to expand the student's awareness of space and time and ability to discipline the body to move with energy and greater freedom. Prerequisite: DAN 230

Offered fall

### **DAN 340 Creating Choreography II**

**Credits: 4**

This class is an extension of DAN 240 and challenges the student choreographer to take more risks with movement invention and music choices, and to be open to the possibility of working with musicians, incorporating technology, or collaborating with other artists. New works culminate with a performance at the end of the spring semester. Prerequisite: DAN 240

Offered spring

### **DAN 440 Creating Choreography III**

**Credits: 4**

An extension of DAN 340, this course challenges the experienced student choreographer to deeply explore the total performance experience. It provides opportunities to visit a professional choreographer's rehearsal process and performance. New dance works are created by the students for performance in a concert at the end of the semester. Prerequisite: DAN 340

Offered spring

### **DAN 470-473 Dance Repertory and Performance**

**Credits: 2**

This advanced-level course provides extensive repertory and performance experience in the Colby-Sawyer College Dance Concert. Students learn to use mind and body as a unit, gaining performance-quality technique while developing new ways of moving. They work with a faculty choreographer in preparation for a performance at the end of the semester. Students are assessed according to demonstrated improvement, quality of work, and weekly journals. Course content varies from term to term. Prerequisite: audition

Offered fall and spring



## ECONOMICS

### **ECO 201 Principles of Economics**

**Credits: 4**

Economics deals with the concept of scarcity – the way in which organizations and individuals allocate the resources they have among the competing uses for those resources. It is divided into two separate but related areas. Macroeconomics examines the issues that face nations, such as unemployment, inflation, economic fluctuations and growth, aggregate demand and supply, and fiscal and monetary policy. Microeconomics addresses the economy from the standpoint of the individual and the firm. It considers production and costs, market structures, labor markets, income distribution, and poverty.

Offered fall and spring

Exploration Area: Social Sciences

## EDUCATION

### **EDU 201 Foundations of Education**

**Credits: 4**

This course explores the social, political and philosophical forces behind school structures and practices in the United States as they have evolved over time. Students analyze the interaction of ideas and practices in past, current and future contexts. Critical thinking skills are developed so students think seriously about education as a potential career. Course readings, class activities, and projects provide students with a framework from which they can formulate their own educational principles and standards.

Offered fall

Exploration area: Social Sciences

### **EDU 204 Educational Technology**

**Credits: 4**

This course introduces and applies educational multimedia technology in 21<sup>st</sup> century teaching and learning in a dynamic global society. Students will develop relevant learning experiences incorporating contemporary technological resources to maximize content learning in varied contexts. Students will be guided to examine/shape their educational philosophy and expand their technological literacy and skills by applying Google tools, Web 2.0 platforms and portable mobile technologies to support K-12 student learning. Prerequisite: sophomore or above standing

Offered spring

Exploration area: Social Sciences

### **EDU 210 Classroom Practices**

**2 credits**

Students will learn about teaching practices through a seminar component and observation and interaction with an experienced classroom teacher in an area school. Thirty hours of supervised classroom hours are included.

Offered fall

### **EDU 305 Methods in Teaching**

**4 credits**

Students will teach and critique lessons and apply and develop assessment tools. Curriculum models and frameworks are introduced and applied. Opportunities for work with children and adolescents are provided through the 60-hour practicum. Students seeking certification are required to pass the appropriate Praxis exams.

Offered spring

# **Undergraduate Curriculum**

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## **EDU 490 Student Teaching**

**14 credits**

This course represents a full-time 14-week teaching experience under the mentorship of an experienced classroom teacher in an area school with faculty supervision. The purpose of the student teaching internship is for the student to demonstrate competency in the planning, implementation, and documentation of learning and development in a classroom setting serving diverse children and families. A seminar component will include professional development through discussion of educational issues and applications of theories and teaching methods through field experiences in local schools. Prerequisite: Junior or senior standing, enrollment in Education Minor, and recommendation of faculty

Offered fall

## **ENGLISH**

### **ENG 213 The Poem**

**Credits: 4**

This course explores the ways of reading and understanding poetry of many cultures and literary periods. The material ranges from ancient poetry to contemporary song lyrics. This course investigates the origin of poetry and addresses such questions as “Where does poetry come from?” “What is it that we pay tribute to when we write poetry?”

Offered fall of even-numbered years

Exploration Area: Literature

### **ENG 215 Visions of Nature**

**Credits: 4**

Using examples of the nature writing tradition begun by Gilbert White and continued by writers such as Edward Abbey, Rachel Carson, Charles Darwin, Annie Dillard, Michael Pollan, Wallace Stegner, Henry David Thoreau, this course examines the sources of the nature-writing tradition in prose and poetry. Students explore definitions of the pastoral, wilderness, and the birth of environmentalism that looks toward ecocentric visions for the 21<sup>st</sup> century.

Offered fall and spring

Exploration Area: Literature

### **ENG 216 Irish Literature**

**Credits: 4**

This course examines Irish literature in its cultural context. Special attention is given to Anglo-Irish relations, Catholicism, the Famine, Irish nationalism, and Ireland’s hold on the Irish-American imagination. Students read a sampling from Ireland’s rich literary heritage ranging from ancient heroic narratives to writers more familiar to 21<sup>st</sup> century readers, such as Heaney and McCourt.

Offered spring of even-numbered years

Exploration Area: Literature

### **ENG 221 American Literature I**

**Credits: 4**

This course is the study of selected representative works by American writers before 1865. Special attention is paid to literary periods, major literary themes, and major authors.

Offered fall of odd-numbered years

Exploration Area: Literature

### **ENG 222 American Literature II**

**Credits: 4**

This course is the study of selected representative works by American writers from 1865 to the present. Special attention is paid to literary periods, major literary themes, and major authors.

Offered spring of even-numbered years  
Exploration Area: Literature

### **ENG 229 Native American Literature**

**Credits: 4**

This course is a study of representative works created by native peoples of the Americas, including traditional songs and chants from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Sherman Alexie, Michael Dorris, Louise Erdrich, Joy Harjo, Leslie Silko, and N. Scott Momaday.

Offered fall of even-numbered years  
Exploration Area: Literature

### **ENG 231 British Literature I**

**Credits: 4**

Anglo-Saxon, Medieval, Elizabethan, Restoration, and 18<sup>th</sup> century figures are approached within the contexts of social and religious roles/concepts, aesthetic forms and conventions, and literary themes. Students read the works of Chaucer, Milton, Shakespeare, Donne, Swift, Pope, Johnson and others.

Offered fall of even-numbered years  
Exploration area: Literature

### **ENG 232 British Literature II**

**Credits: 4**

In this course students study major British authors from the 1780s to the present. Their writings are studied in relation to literary themes, historical change, and creative innovation.

Offered spring of odd-numbered years  
Exploration area: Literature

### **ENG 234 Mythology and Folklore**

**Credits: 4**

This course introduces students to the genre of mythology and folklore. Students study ancient and modern stories from a variety of cultures and discuss how myths serve as foundations for spiritual discovery and expression while defining cultural beliefs and values.

Offered spring  
Exploration area: Literature

### **ENG 238 World Literature I**

**Credits: 4**

This course introduces the origins of human expression in non-Western cultures. The readings begin with some of the first works of recorded literature and end with the discovery of new worlds. Students study the contexts and meanings of the texts as well as the new and important perspectives they can bring to our own lives.

Offered fall  
Exploration Area: Literature

### **ENG 239 World Literature II**

**Credits: 4**

This course focuses on modern European and non-Western literature. Students examine cultural expression in language and art, the impact of emigration and exile on identity and gender, and the deep connections among globalization, politics, and the literary imagination.

Offered spring  
Exploration Area: Literature

## **Undergraduate Curriculum**

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### **ENG 242 The Art of Reading**

**Credits: 4**

In this course students approach such questions as “What is literature?” “How do literary texts relate to each other?” and “How does literature relate to ordinary life?” Students learn critical vocabulary and perform close readings in a variety of literary genres. Students focus on the conventions pertinent to different literary forms as well as the way in which social and cultural concerns impact theory formation. Students will be expected to complete an in-depth research project on a body of imaginative literature defined by culture, genre or theme.

Offered fall  
Exploration Area: Literature

### **ENG 244 The Novel in a Global World**

**Credits: 4**

This course focuses on novels that portray a modern, globalized world and how individuals cope with cultural change. The underlying questions that we explore are: “What makes us who we are as individuals?” “How is identity shaped by environment?” and “What happens when individuals need to reinvent themselves in a new environment?”

Offered fall and spring  
Exploration Area: Literature

### **ENG 265 Literature and Film**

**Credits: 4**

This course explores the similarities and differences in both the form and content of works of literature – short stories, novels, nonfiction, drama – and their cinematic adaptations. Using literary and filmic examples from a variety of cultural traditions, the course considers how the two media draw on their unique aesthetic elements to develop characters, themes, narrative lines and points of view.

Offered spring of odd-numbered years  
Exploration Area: Literature

### **ENG 266 African American Literature**

**Credits: 4**

This course is a historical survey of African American Literature. Students will study a wide variety of genres – the slave narrative, folklore, the blues, the novel, poetry – to better understand the unique contributions writers of African descent have made to the American imagination. Other possible topics include the Harlem Renaissance, the Black Arts Movement, and African American women authors.

Offered spring of even-numbered years  
Exploration area: Literature

### **ENG 285 English Internship**

**Credits: 1–4**

Qualified sophomores, juniors, and seniors may arrange internships related to English with a faculty member in the Humanities Department. The goal is to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promoting of literature, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers’ organizations, arts councils, and historical societies. Graded Pass/Fail.

Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring and summer

### **ENG 305 Studies in Early Modern Literature**

**Credits: 4**

The intellectual and artistic history of the Medieval and Renaissance periods will be examined through a variety of literary and cultural expressions. Theoretical texts will assist in the analysis of the aesthetic choices made in this period of complex cultural encounters. Prerequisite: one 200 level literature course

Offered spring of odd-numbered years

### **ENG 317 Studies in the British 19<sup>th</sup> Century**

**Credits: 4**

During the 19<sup>th</sup> century, England underwent significant social and political change. Authors of the era wrote about these changes and their impact on England. Authors studied may include the Romantic poets, the Victorian sages, the leading novelists of the period, and the writers of the fin de siècle. Prerequisite: one 200 level literature course

Offered spring of even-numbered years

### **ENG 324 American Romanticism: Literature in the Time of the Civil War**

**Credits: 4**

This course explores the major figures of mid-19<sup>th</sup> century American literature – Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and Dickinson – by examining their works in considerable detail, understanding their contributions to the American Renaissance in the context of the times when they were created and tracing the connections and influences these authors had on the works of one another. Prerequisite: one 200 level literature course

Offered fall of odd-numbered years

### **ENG 331 Images of Women in Literature**

**Credits: 4**

This course examines the various ways women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Writers studied may include Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, Arundhati Roy, Margaret Atwood, and Alison Bechdel, as well as feminist literary critics and theorists. Prerequisite: one 200 level literature course

Offered fall of odd-numbered years

### **ENG 333 Studies in Ethnic Literature**

**Credits: 4**

This course provides students with an in-depth study of the literature of a specific ethnic group. Students will also read critical race theory and cultural theory as a way to understand the literature of traditionally underrepresented minority groups. Possible topics include, but are not limited to: Postcolonial literature, the literature of European immigrants, African, Hispanic, and Asian American literature, Native American literature, and Caribbean literature. Prerequisite: one 200 level literature course

Offered spring of odd-numbered years

### **ENG 335 Selected Genre Studies**

**Credits: 4**

In this course students will undertake a close reading of a specific genre using current theoretical interpretations. Genres chosen could include, but are not limited to: autobiography, drama and poetry. Prerequisite: one 200 level literature course

Offered fall of even-numbered years

## **Undergraduate Curriculum**

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### **ENG 338 Contemporary Fiction and Narrative Theory**

**Credits: 4**

The purpose of this course is to study contemporary fiction using the tools provided by literary theory. Students read a wide-range of experimental texts and excerpts from recent theoretical essays. This course also explores the differences between Modernism and Postmodernism using course texts. Prerequisite: one 200 level literature course  
Offered fall of even-numbered years

### **ENG 340 Modernism in Literature, Film and Art**

**Credits: 4**

This course examines representative works of literature, film and art from the experimental movement known as modernism (1890-1940), exploring the social, cultural and aesthetic influences which gave rise to these modernist works and which are reflected in them, including links between these various forms of artistic expression. Among the modernists studied are Eliot, Faulkner, Hemingway, Joyce, Pirandello, Pound, Stein, Toomer, Woolf, Picasso, Leger, Braque and Welles.

Prerequisite: Completion of three exploration area courses.

Offered spring of even-numbered years  
Integrative Studies Course

### **ENG 342 Studies in Literary Theory**

**Credits: 4**

This course introduces students to a range of traditional and contemporary critical approaches to literary texts with the goal of extending their level of analysis, research, and writing. In the process, students also develop a keener sense of how critical study and analysis are performed at the professional level. This course prepares students for the extended senior thesis project. Prerequisite: ENG 242

Offered spring of odd years

**Note:** *ENG 485, 487, and 488 are available only to students who are already matriculating as English majors.*

### **ENG 485 English Internship**

**Credits: 3-6**

All English majors are required to complete a minimum 120 hour internship to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promoting of literature, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers' organizations, arts councils and historical societies. Graded Pass/Fail.

Prerequisites: Pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring and summer

### **ENG 487 The Capstone Proposal**

**Credits: 2**

Students design and complete the proposal and an annotated bibliography for the Capstone Project they write the following semester. Students plan their project with both the instructor and their advisor for the project. Proposals are evaluated by the instructor, their advisor, and another member of the department.

Professionalization of the degree and portfolio preparation will be covered. Graded Pass/Fail. Prerequisite: senior standing or permission of the instructor and department chair

Offered fall

## **ENG 488 Capstone Experience: Senior Seminar**

**Credits: 2**

Students complete a significant, independent project in a workshop setting. Students draw upon their own interests, developing their skills to a more professional level, and design a project that consolidates their own approach to literary studies. Students present the project on Scholars Day. Three faculty members, including the instructor and the advisor assess the final essay.

Prerequisite: ENG 487 or permission of the instructor

Offered spring

## **ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES**

### **ENV 100 Exploring Nature: A Sense of Place**

**Credits: 4**

The study of our natural world has fascinated people throughout time. People have studied it to determine what, how, where, and why certain plants and animals exist in a place. Students learn identification skills and understand the functional relationships between flora and fauna that provide a strong foundation for future environmental studies, and a lifetime of enjoyment in the art and science of natural history exploration.

Offered fall

### **ENV 105 The Science of Maple Sugaring**

**Credits: 2**

Students contribute to the preparation, processing and production of maple syrup on campus. Students gain an understanding of the physiological aspects of spring sap runs, learn forest management strategies to maximize sugaring yields, assess innovative technologies used in sugaring, as well as market and sell our maple syrup. Students gain hands on experience as they assist in running the college's sugar house.

Offered spring

### **ENV 120 Introduction to Environmental Science (+lab)**

**Credits: 4**

This course examines environmental systems and the pressure humans exert on the earth. Topics such as population, climate change, pollution, sustainability and resource use will be studied in the classroom, field, and in laboratory exercises. Students will use quantitative skills to evaluate scientific data. Attention will be devoted to mitigating environmental problems and understanding one's ecological footprint. A \$50 lab fee is charged.

Offered fall and spring

Exploration Area: Science

### **ENV 201 Water Resources (+lab)**

**Credits: 4**

This course explores aquatic ecosystems, an essential resource for human life that is often taken for granted. Students explore streams, lakes, wetlands, estuaries, and marine ecosystems, learning how humans impact water resources, and the broad implications of these alterations. The class examines ecological, economical, societal, and political aspects of water resources. Students participate in a variety of field based laboratory investigations on and off-campus. A \$50 lab fee is charged.

Offered fall

Exploration Area: Science

## **Undergraduate Curriculum**

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### **ENV 204 Geographic Information Systems I**

**Credits: 4**

Geographic Information Systems (GIS) is a computer application that uses spatially-referenced information to analyze data and display results in map form. This course introduces students to concepts and skills that help them interpret GIS displays as well as create their own maps. A good deal of time is spent critiquing cartographic technique and the ways it can be used to influence how map readers interpret the media.

Offered spring

### **ENV 214 Applied Sustainable Farming I**

**Credits: 2**

Every season farmers have to plan for the growing season. This course will address the principles and practice of planning to grow food. We will cover topics like a business plan, soil chemistry, seed selection and pest management, and students will apply the principles by planning and preparing the seedlings for the Colby-Sawyer organic garden.

Offered spring

### **ENV 224 Applied Sustainable Farming II**

**Credits: 2**

Fall is harvest time. This course will deal with the practical implications of harvesting food. Topics like marketing, distribution, laws, season extension and preservation will be covered. Students will apply the principles by harvesting the produce in the Colby-Sawyer Organic garden and by learning how to preserve and enjoy the food.

Offered fall

### **ENV 285 Internship or Service Learning Experience**

**Credits: 1–6**

Through a 40-hour minimum internship or service learning experience, students gain professional experience in applying the skills and methods associated with a B.S. degree in Environmental Studies or Environmental Science. In addition to working at the internship site, students critically evaluate their site for sustainability practices and environmental impact, submitting weekly reports to their faculty sponsor that address these issues, among others. Students must follow the internship requirements developed by the staff of the Harrington Center for Experiential Learning. This internship opportunity does not satisfy the internship requirement for the majors (ENV485). Prerequisites: pre-internship seminar, permission of the faculty sponsor and department chair

Offered fall, spring and summer

### **ENV 301 Community-Based Project I (+lab)**

**Credits: 8**

The third year is the defining characteristic of the Environmental Program. All students majoring in environmental studies and environmental science take ENV 301 and 302 for 12 total credits during the third year. In addition to traditional classroom and laboratory exercises students are immersed in an in-depth, yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits. A new project is developed each year with a local community partner.

Prerequisites: Junior standing, and an average GPA of 2.00 in the following courses: ENV 100, 120, and 201

Offered fall

### **ENV 302 Community-Based Project II (+lab)**

**Credits: 4**

This course is the second, required component of the Community-Based Research



Project. Students continue the yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits, developing important skills in group oriented tasks. Students must enroll in both ENV 301 (fall) and ENV 302 (spring).  
Prerequisite: ENV 301 Offered spring

### **ENV 304 Geographic Information Systems II**

**Credits: 4**

Students in this course should be proficient in the basics of Geographic Information Systems (GIS) and the ESRI ArcGIS software platform, including bringing data into a project, manipulating it, and creating a map layout. In this intermediate course students are expected to move from tutorial-based learning and exercises to developing their own research project. Prerequisite: ENV 204 Offered spring

### **ENV 306 Introduction Environmental Law and Policy**

**Credits: 4**

In this course students learn the history and application as well as interpretation of environmental policy and law. Several of the most important federal environmental laws and acts are studied and a number of international agreements such as the Montreal and Kyoto protocols. Current environmental challenges are explored especially with respect to how they might be addressed using law and policy.  
Prerequisite: Sophomore standing or above

Offered spring of even-numbered years

### **ENV 308 Permaculture Design Certification**

**Credits: 4**

Permaculture is the study and practice of the way human beings as individuals and societies can participate in the creation of ethical and ecological support systems. This course will present a whole systems design approach that integrates plants, animals, buildings, people, communities, and the landscapes that surround us. The course is designed to introduce students to the ethics, principles and practice of permaculture design through collaboration on real-world projects with an eye towards repairing, restoring and regenerating human ecosystems. Prerequisite: If taken as Integrative Studies course, completion of three exploration area courses. Extra fee for community members. Offered spring of even-numbered years

Integrative Studies Course

### **ENV 315 Sustainable Food Systems**

**Credits: 4**

We eat food every day, but our choices have implications. A food system is the function of several forces and factors like history, laws, policy and economy. Not only does our personal wellbeing depend on food, but public health, poverty, and community resilience are all related to food. This course will focus on the production, distribution and consumption of food – in ways that are economically, environmentally and socially sustainable. This course will take an interdisciplinary approach to the topic and will look at food systems from multiple perspectives.

Prerequisite: Completion of three exploration area courses

Offered fall  
Integrative Studies Course

### **ENV 319 Marine Communities**

**Credits: 4**

Marine Communities is a field course where the student will learn about, and apply, aspects of several disciplines including biology, ecology, geology, ornithology, as well as others. As we study these topics we will bring together a broader picture of

## **Undergraduate Curriculum**

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understanding as we tie all of it in with socio-economic aspects unique to these communities. We will explore how humans both impact and have been impacted by marine communities as well as the responses to these impacts. We will use Martha's Vineyard as a living classroom to gain a deeper understanding of these topics and venture to apply our understanding to other marine communities around the world. There is an additional fee for this course; please see course schedule for details.

Prerequisite: any science laboratory course    Offered fall of even-numbered years

### **ENV 321 Sustainable Organizations**

**Credits: 4**

This course explores ways to build stronger sustainable organizations. Students use literature, readings, case studies, current examples, debate, site visits, outdoor walks and personal reflection to better understand their own relation to nature, the challenges facing organizations, and ways to address them. Students also gain the practical experience by conducting a carbon footprint audit for an organization.

Prerequisites: sophomore standing or above    Offered fall of odd years

### **ENV 326 Alpine Communities**

**Credits: 4**

Students will learn alpine plant biogeography of the White Mountains in addition to understanding the human influences and pressures on this fragile ecosystem. Here, in one of the harshest environments on Earth, grows an incredible array of delicate wildflowers, each perfectly adapted to microclimates created by wind, snow, and rock. We will explore these adaptations of the arctic-alpine zone, and compare them with the adaptive changes that generally occur as one moves north through the biogeographical regions of the continent. In addition we will study the impact of climate change in this environment. Part of the experience is a four-day field trip on Mt. Washington and an additional day trip to the alpine zone. There is an additional fee for this course; please see course schedule for details. Prerequisite: one of the following: BIO 106, 107; ENV 100, 120, 201; SCI 112, 130    Offered fall of odd-numbered years

### **ENV 330 Soil and Water Chemistry (+lab)**

**Credits: 4**

Soil and Water Chemistry is the application of chemical principles to the study of the geosphere and hydrosphere. Soil chemistry includes soil formation, solid and solution phase chemistry, ion exchange processes and soil nutrients. Water chemistry concentrates on chemical equilibrium, acid-base chemistry, oxidation-reduction reactions and chemical limnology. Students will build upon fundamentals gained in Principles of Chemistry and Water Resources, focusing on local soil and surface water resources. Students will perform standard analytical techniques in laboratory classes to assess soil and water samples, preparing them for careers in analytical labs and further graduate study. A \$50 lab fee is charged. Prerequisites: CHE 101 and ENV 201

Offered fall of even-numbered years

### **ENV 334 River Communities**

**Credits: 4**

This field based course exposes students to the societal needs for water, such as potable urban use, agriculture, and industry, as well as the need to sustain the biological functions of the river systems using the Colorado River system as a case study. Part of the field experience is a four day raft trip on the river studying the

geology, biology, and historical artifacts. There is an additional fee for this course; please see course schedule for details. Participants in this course receive a grade of incomplete at the end of the spring semester. Final course grades are posted upon returning from the field component after the spring term has ended. Students should consider this as it may delay official graduation of seniors until the final grade is submitted. Prerequisite: One of the following: BIO 106, 107; ENV 100, 120, 201, 203; SCI 112, 130  
Offered spring of odd-numbered years

### **ENV 366 Desert Communities**

**Credits: 4**

This is a field study course to the Sonoran Desert in Arizona. Students apply ecological principles to the Sonoran Desert in order to understand how this region is similar and different to their own biome and to other deserts in the southwest. Students meet regularly before and after the trip and travel to Arizona during spring break. There is an additional fee for this course; please see course schedule for details. Prerequisite: One of the following: BIO 106, 107; ENV 100, 120, 201, 202; SCI 130  
Offered spring of even-numbered years

### **ENV 401 Senior Seminar**

**Credits: 1**

The senior seminar is designed to facilitate the integration of conceptual and practical learning in Environmental Studies and Environmental Science and serve as a transition between college and career. The seminar will focus on professionalism, lessons learned from the ENV485 internship experience, and career building practices. It is an opportunity to learn from professionals in the field and practice presentation and interview skills. A mock job interview, an internship presentation, and various professional writing and reporting assignments are required. Prerequisites: ENV485 and senior standing  
Offered fall

### **ENV 404 Geographic Information Systems III**

**Credits: 4**

Students in this course should be able to use the ESRI ArcGIS platform to plan and execute a research project using GIS. Students will learn to use an ESRI ArcGIS extension of their choice, demonstrating proficiency with that extension by incorporating its use in a project. The final product is a professional presentation of their research project. Prerequisite: ENV 304  
Offered spring

### **ENV 485 Internship or Service Learning Experience**

**Credits: 4-6**

Through a 160-hour minimum internship or service learning experience, students gain professional experience in applying the skills and methods associated with a B.S. degree in Environmental Studies or Environmental Science. In addition to working at the internship site, students critically evaluate their site for sustainability practices and environmental impact, submitting weekly reports to their faculty sponsor that address these issues, among others. Students must follow the internship requirements developed by the staff of the Harrington Center for Experiential Learning. Prerequisites: pre-internship seminar, permission of the faculty sponsor and department chair  
Offered fall, spring and summer

### **ENV 487 Senior Capstone Seminar I**

**Credits: 2**

This independent research project is completed in an area relevant to the study of environmental studies and sciences. Students learn to develop a research question,

## **Undergraduate Curriculum**

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become familiar with quantitative and qualitative research methods, and write a literature review and a research proposal. Class sessions are discussion based as students apply the readings to the development of their research question and proposal. Prerequisite: ENV 301 Offered spring

### **ENV 488 Senior Capstone Seminar II** **Credits: 2**

The final component of the major is an independent research project. In consultation with faculty member students identify a topic, complete a literature review, determine research and analytical methodologies, prepare a proposal, conduct research and analysis, and present their findings in a final written report and an oral presentation. This course also addresses professional development following graduation. Prerequisite: ENV 487 Offered spring

## **EXERCISE AND SPORT SCIENCES**

### **ESS 100 Personal Health and Wellness** **Credits: 4**

This course is an introduction to concepts and applications of lifetime personal health and wellness. Topics covered include components of fitness, cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexual health and sexually transmitted diseases, ergogenic aids and substance abuse. The course includes practical applications of certain topics through activities such as fitness testing, circuit training, weight training and aerobic training. Students will be required to commit to a weekly exercise program as well as commit to working on a second realm of wellness. Offered fall and spring

### **ESS 105 First Aid and CPR** **Credits: 1**

This course is designed to prepare students with basic knowledge and skills in first aid and CPR for workplaces, schools, and individuals. Additionally, components of the emergency medical service system are discussed. There is an additional fee charged for American Red Cross certification. This course is offered as a hybrid course with meeting times for skills testing. Offered fall and spring

### **ESS 106 Prevention Strategies in Athletic Health Care (+lab)** **Credits: 2**

This course provides opportunity for students to develop strategies and programs to prevent the incidence and/or severity of injuries and illnesses while optimizing patients' overall health. Emphasis is placed on the prevention of injuries to physically active individuals in the areas of conditioning, use of protective equipment, wrapping techniques, pre-participation screening, nutritional concepts, and environmental risk factors. Students complete a set number of observation hours in the Stock Sports Medicine Clinic. Offered spring

### **ESS 114 Introduction to Sport Management** **Credits: 4**

This course will seek to provide the student with an overview of the sport industry and cover the basic fundamental knowledge and skill sets required of a sport manager. This course introduces topics such as management; leadership and governance; communications and media; sport marketing and sales; sponsorship; sport finance and economics; facility and event management; legal principles; ethics;

and global sport. The class will explore the aforementioned topics in order to make links between the segments, delineate larger concepts and issues within each, and draw conclusions related to overreaching policy implications. Offered fall

### **ESS 116 Concepts in Athletic Health Care**

**Credits: 4**

This course introduces students to the profession of athletic training. An overview of the roles and responsibilities is the primary emphasis. Content includes an introduction of evidence-based practice in athletic training. Students will become familiar with common medical terminology as well as injury mechanisms. In addition, athletic training clinic policies and procedures and use of universal precautions will be covered. Students will begin the development of psychomotor skills utilized in athletic training, including developing clinical competency in the application of basic cryotherapy and thermotherapy techniques along with select wrapping and bracing techniques. Offered fall

### **ESS 204 Motor Development**

**Credits: 4**

This course is designed to introduce students to the changes in motor behavior and skill performance across the lifespan. The lifespan approach is used because of the increased recognition of the importance of physical activity for all ages. In order to understand this approach, factors related to physical growth and maturation are explored. Offered spring of even-numbered years

### **ESS 206 Sport Science Applied to Coaching**

**Credits: 4**

The focus of this course is the basic science of exercise physiology and athletic performance as it applies to coaching. Topics include how the body responds to exercise, how to train the body to maximize health and athletic performance including periodization of training, basic movement and mechanical principles, risks associated with exercise, injury prevention strategies, and influence of nutrition on exercise and athletic performance. Offered spring

### **ESS 207 Philosophy of Sport**

**Credits: 4**

The philosophy of sport course explores metaphysical, axiological, ethical, epistemological, and aesthetic questions about sport. Critical thinking, writing, and reasoning skills are developed through the examination of topic areas within the philosophy of sport. Topics covered involve aspects associated with foundations of philosophy, exploring the meaning of sport and games, theories of ethics, rights and responsibilities, concepts of morality, questions of social responsibility, equity and fairness in sport, and application of critical reasoning skills. Offered fall of odd-numbered years

### **ESS 208 Global Sport**

**Credits: 4**

Students will explore the political, socio-economical, historical, cultural, ethnic, gender, and racial perspectives of international sport. This course encompasses the identification and study of popular amateur and professional international sports. In addition, there is a focus on the framework of sport ranging from newly introduced grassroots sports to recognized international sport organizations and governing agencies. Offered spring

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### **ESS 209 Acute Care – Injury and Illness (+lab)**

**Credits: 4**

This course provides students with knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. Focus is on planning for, examining, and managing immediate, emergent and acute situations particularly for physically active individuals. Students become certified in CPR for Professional Rescuers and Health Care Providers, and are responsible for the fee associated with this certification. Laboratory experiences are used to supplement classroom instruction. Prerequisite: ESS 106

Offered fall

### **ESS 211 Nutrition Principles**

**Credits: 4**

The focus of the course is to introduce the principles of nutritional sciences as related to human physiology, health promotion and disease prevention. Topics are selected from areas of normal and therapeutic nutrition and include issues of contemporary interest and concern. The course offers a framework for students to understand the potential role of nutrition in health and disease by providing an overview of the biological significance of food and nutrition. There are opportunities for students to make personal and professional connections through the analysis and development of nutrition plans.

Offered fall and spring

### **ESS 214 Facility Planning and Event Management**

**Credits: 4**

The primary focus of this course is the multifaceted aspects of facility and event management. Course materials are designed to explore the many aspects of sport event and facility management including sport event operations, facility design and construction, human resource management, risk management, liability and negligence, revenues and expenses, ticketing and box office management, alcohol and food management, and contracts.

Offered fall

### **ESS 215 Clinical Examination and Diagnosis: Lower Body (+lab) Credits: 4**

This course instructs assessment procedures and evaluation techniques for lower body injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to athletes and physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to accurately diagnose the injury. Prerequisites: ESS 116, BIO 205

Offered fall

### **ESS 216 Clinical Examination and Diagnosis: Upper Body (+lab) Credits: 4**

This course instructs assessment procedures and evaluation techniques for abdominal and upper body injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to athletes and physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to accurately diagnose the injury. Prerequisites: ESS 116, BIO 205

Offered spring

### **ESS 218 Ethics, Leadership, and Governance in Sport**

**Credits: 4**

Students are introduced to moral and ethical issues related to sport leadership. The development of a personal code of ethics and an understanding of social responsibility in the sport management setting are specific goals of this course. In

addition, the course focuses on the skills, roles and functions of sport managers as they relate to leadership and governance of sport organizations. Students will be challenged to integrate management and leadership theories with governance and policy practices. Specifically, this course concentrates on the governance structure, organization, and policy issues of various amateur and professional sport organizations. Offered spring

### **ESS 225 Introduction to Exercise Science**

**Credits: 4**

This class will explore various concepts related to the exercise science field. Specific focus will be on the disciplines of exercise physiology, exercise prescription, biomechanics, motor development, and sport psychology. Students will explore these topics through readings, classroom discussions, written assignments, and laboratory activities. Students will demonstrate the ability to assess various physiological measures. This is a writing intensive class. Offered fall

### **ESS 234 Clinical Experience in Athletic Training I**

**Credits: 2**

This is a clinical course in which students will complete supervised clinical experiences in athletic training under the guidance of a preceptor. Students begin the process of integrating knowledge, skills, and clinical decision-making into actual client/patient care. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries is required. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisite: ESS 106 and 209 Offered spring

### **ESS 285 Internship Exercise and Sport Sciences**

**Credits: 2-4**

This 80 hour minimum experience (2 credits) for exercise science majors and 120 hour minimum experience (3 credits) for sport management majors is organized to allow for student participation in programs relevant to the student's major and professional interests. Graded Pass/Fail. Prerequisites: pre-internship seminar; current first aid and CPR certification; completion of 45 credit hours; permission of the faculty sponsor and department chair Offered fall, spring and summer

### **ESS 307 Basic Therapeutic Intervention (+lab)**

**Credits: 4**

This course focuses on the theory, principles, physiological effects, and application of various therapeutic interventions designed to maximize patient's participation and health-related quality of life. The indications, contraindications, and operational protocols for common therapeutic interventions and pharmacological agents to moderate pain and inflammation and restore function are addressed. Emphasis is placed on determining therapeutic goals, appropriate use of progression, and ability to return to athletic participation. Laboratory experiences are used to supplement classroom instructions. Prerequisite: ESS 215 or 216 Offered fall

### **ESS 309 Gender and Sport**

**Credits: 4**

Gender issues and sport will be examined through a multidisciplinary approach utilizing theoretical constructs. Biophysical, sociocultural, political, sexual, and legislative perspectives will be explored. Prerequisite: Completion of three Exploration Area courses Offered fall odd-numbered years

Integrative Studies course

## **Undergraduate Curriculum**

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### **ESS 311 Clinical Interventions and Referral**

**Credits: 2**

This course is ideal for students who wish to work with athletes or physically active people in a health care setting. This course prepares students to recognize patients who are exhibiting unhealthy social, emotional, and/or mental behaviors of the physically active population. Emphasis is placed on recognition, intervention, and appropriate referral. Prerequisite: ESS 209

Offered spring

### **ESS 312 Sport and Recreation Programming and Administration**

**Credits: 4**

This course is intended to prepare students to successfully organize, administer, and facilitate athletic programs at the interscholastic, intercollegiate, and recreational levels. Topics include leadership, organizational design, hiring, staff development, performance evaluation, compensation strategies, scheduling, programming, fundraising, fiscal management, legal issues, health and safety issues, and equipment and facility maintenance. Challenges and standards associated with administration and programming are considered. Prerequisite: sophomore standing or above

Offered spring odd years

### **ESS 313 Fitness Management**

**Credits: 4**

This course prepares students to organize and administer fitness programs and facilities. Business principles and administrative responsibilities related to managing fitness programs and facilities will be examined. Topics include leadership, organizational design, hiring, staff development, performance evaluation, compensations strategies, sales and marketing, programming, customer service, fiscal management, legal issues, health and safety issues, and equipment and facility maintenance. Prerequisite: ESS 225

Offered fall of even-numbered years

### **ESS 315 Leading Group Exercise**

**Credits: 2**

This course is designed to prepare students in leading group exercise programs. Various principles, concepts and guidelines related to group exercise programs are examined through practical application and classroom activities. Students explore several types of group exercises, including conditioning, aqua aerobics, yoga, spinning and step aerobics. Prerequisite: ESS 225

Offered fall of even-numbered years

### **ESS 316 Advanced Therapeutic Intervention (+lab)**

**Credits: 4**

This course is designed to build upon the basic foundation of therapeutic interventions established in ESS 307, and to provide students with an integrated approach to the treatment of athletic injuries. Emphasis is placed on the indications, contraindications, and operational protocols for advanced therapeutic interventions relative to progressing through healing and restoring normal function and upper level performance for physically active individuals. Laboratory experiences are used to supplement classroom instructions. Prerequisite: ESS 307

Offered spring

### **ESS 318 Strength and Conditioning**

**Credits: 4**

This course takes a multifaceted approach to the science and application of strength training. Topics covered include: exercise physiology concepts and applications, testing and evaluation, flexibility and exercise techniques, program design, and periodization. This course also provides a practical challenge for the student to



apply scientific concepts and principles into the development of sport or client specific training programs. Students will keep a journal of exercise habits, observe and reflect on personal training appointments, summarize peer reviewed literature in the strength and conditioning field, and develop a comprehensive training program for a client of their choosing. Prerequisite: ESS 324

Offered spring of even-numbered years

### **ESS 319 Sport Finance**

**Credits: 4**

This course will provide students with an understanding of financial theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, supply and demand concepts in the sport industry, and other financial theories pertinent to sport industry professionals.

Offered spring odd years

### **ESS 322 Sport History**

**Credits: 4**

This course examines the development of sport as an integral part of American life from the Colonial period to the 21<sup>st</sup> century. In particular, special attention is given to identifying sport practices in the context of changing work/leisure patterns and other economic, social, and cultural movements. Prerequisite: History Exploration course

Offered fall of even-numbered years

### **ESS 323 Applied Kinesiology and Clinical Technique**

**Credits: 4**

This course introduces students to the concepts and principles related to the study of human motion including normal osteokinematics, arthrokinematics and pathomechanics. This course focuses on the influence of anatomical structure, with an emphasis on the skeletal, neural, and muscular systems. Principles of posture, ergonomics and gait analysis are discussed. The fabrication and application of orthotics and dynamic taping and bracing techniques to assist with preventative measures and normal kinematics are covered. Prerequisite: BIO 205

Offered spring

### **ESS 324 Exercise Physiology (+lab)**

**Credits: 4**

This course concentrates on physiological adaptations made by the human organism to the stress of exercise. Acute and chronic adaptations are reviewed. Some of the topics covered include the effects of exercise on the cardiovascular and pulmonary systems, the nutritional basis for human performance, physical training techniques, ergogenic aids, environmental factors, exercise, and energy for physical activity.

Laboratory work that involves scientific instrumentation is included. Prerequisites: BIO 108 or BIO 205 and 206

Offered fall

### **ESS 326 Biomechanics (+lab)**

**Credits: 4**

This course is designed to introduce students to the facts, concepts, and principles related to the study of human motion. The focus of the course will be the influence of mechanical principles on movement. The analysis of human movement will be approached from qualitative and quantitative perspectives. In order to understand the mechanical principles of movement, it is essential that students have a strong anatomical foundation. Prerequisite: BIO 205 and MAT 206 or higher

Offered spring

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### **ESS 327 Outdoor Leadership**

**Credits: 4**

Students will learn and practice outdoor leadership concepts including: trip planning, trip management, decision making, budgeting, risk management, leadership training, environmental ethics and future trends for a number of outdoor activities. Prerequisite: ENV 100 or ESS 114 Offered fall of even-numbered years

### **ESS 328 Theory of Coaching**

**Credits: 4**

This course is an overview of current theory and practice in coaching education. Topics include sport pedagogy, physiology, psychology, administration, and risk management. This course addresses issues common across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching. Principles of coaching are applied in a laboratory setting. Prerequisite: ESS 100 Offered fall

### **ESS 329 Sport Nutrition**

**Credits: 4**

Sport nutrition combines the sciences of exercise physiology and nutrition. Students will enhance their exercise physiology knowledge with an understanding of the relationship among essential nutrients, energy metabolism and optimal sport performance. Students will also learn to assess a CSC athlete's diet and provide the athlete with a dietary prescription aimed at enhancing performance. Prerequisite: ESS 100 or ESS 211 Offered fall

### **ESS 333 Clinical Experience in Athletic Training II**

**Credits: 2-4**

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries and clinical exam and diagnosis of injuries is required. The incorporation of evidence-based practice principles and foundational behaviors in the context of real patient care are assessed. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisites: ESS 209, ESS 215 or ESS 216 Offered fall

### **ESS 334 Clinical Experience in Athletic Training III**

**Credits: 2-4**

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including clinical exam and diagnosis of injuries and basic therapeutic interventions is required. The incorporation of evidence-based practice principles and foundational behaviors in the context of real patient care are assessed. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisites: ESS 209, ESS 215 or ESS 216 Offered spring

### **ESS 348 Sport Marketing and Sales**

**Credits: 4**

This course extends student understanding of basic marketing principles and applies that understanding to sales and marketing in sport business. Topics include sales and marketing aspects of sport, economic research and feasibility studies, data collection, segmentation, analysis, consumer behavior, public relations, sponsorships, media, promotion, placement, networking, and cultivating sales opportunity. Prerequisite: sophomore standing or above Offered spring

**ESS 410 Athletic Health Care Administration****Credits: 2**

This course addresses the organizational and administrative aspects of athletic health care management for various employment settings. Emphasis is placed on students developing an understanding of human resources, risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. Prerequisite: ESS 106

Offered fall

**ESS 421 Exercise Prescription (+lab)****Credits: 4**

This course centers on the development of skills and knowledge related to exercise testing, prescription, measurement and evaluation in both the health and chronic disease populations. Topics include medical/health screening, exercise test administration and evaluation, metabolic calculations, exercise program development, and medications specific to chronic disease. This course closely follows the Resource Manual Guidelines for Exercise and Testing Prescription published by the American College of Sports Medicine. Prerequisite: ESS 324

Offered spring

**ESS 426 Sport Law****Credits: 4**

This course examines the legal aspects of sport (i.e., coaching; administering fitness; instructional, recreational, and athletic programs; sport marketing). Areas of study include, but are not limited to: constitutions; legislative enactments; case law related to administrative, constitutional, contract, labor, product liability, and tort law; and risk management techniques. Prerequisite: junior standing or above

Offered spring

**ESS 428 Senior Seminar in Sport Management****Credits: 2**

This course brings together all aspects of sport management building on the foundation and specialized course Prerequisites in the Exercise and Sport Sciences and Business Administration programs. Course content includes organizing, motivating, planning, staffing, and supervising. Emphasis is on the practical application of the sport management knowledge base. Prerequisite: senior standing

Offered fall

**ESS 433 Clinical Experience in Athletic Training IV****Credits: 2-4**

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care. A demonstration of proficiency in skills up to and including advanced therapeutic interventions is required. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisite: ESS 316

Offered fall

**ESS 434 Clinical Experience in Athletic Training V****Credits: 2-4**

This advanced course is designed to provide clinical experience in a variety of athletic training and health care settings under direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care in orthopedic and non-orthopedic settings. A demonstration of proficiency in skills up to and including advance therapeutic

## **Undergraduate Curriculum**

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interventions is required. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisite: ESS 433      Offered spring

### **ESS 443 Advanced Care and Prevention (+lab)**

**Credits: 4**

This is an advanced course for athletic training students as they build a foundational understanding of disease, disorders, illness and other general medical conditions affecting the health of physically active people across the lifespan. Emphasis is placed on understanding the inner workings of the body systems. Students learn to recognize signs, symptoms and predisposing factors of pathology. Additionally, students practice standard techniques and procedures for clinical examination and appropriate referral. Laboratory experiences are used to supplement classroom instruction. Prerequisite: ESS 209      Offered fall

### **ESS 449 Senior Seminar in Athletic Training**

**Credits: 2**

This course focuses on advanced concepts in professional development. You will complete a self-assessment and develop a plan for continued professional development. Minimum standards for the Board of Certification exam are required and emphasized with integration of third-party programming to support students' development. Strategies related to the promotion of the field of athletic training are explored. Students are responsible for costs associated with class related travel and workshops associated with the course. Prerequisite: Senior standing in ATEP      Offered spring

### **ESS 485 Internship in Exercise and Sport Sciences**

**Credits: 5-12**

This 200 hour minimum experience in exercise and sport sciences is organized to allow for student participation in programs relevant to the student's major and interests. This final required internship experience serves as an opportunity to apply and more fully develop those professional competencies necessary for a successful work experience. Graded Pass/Fail. Prerequisites: junior status; pre-internship seminar; current first aid and CPR certification; ESS 285; permission of the faculty sponsor and department chair      Offered fall, spring, and summer

### **ESS 487 Research in ESS: Critical Components**

**Credits: 2**

In this first semester of the capstone students explore a topic of their choosing. This exploration involves reviewing and synthesizing the primary literature in the area as well as developing an original area of inquiry and the methods necessary to complete the investigation. Throughout the process, students review, learn, and incorporate basic techniques and procedures associated with the research process. Prerequisite: Athletic Training: ESS 316 or permission of instructor; Exercise Science: two of the following – ESS 324, 326, or PSY 303, or permission of the instructor; Sport Management: two of the following – SOC 303, 214, or 348, or permission of the instructor      Offered fall

### **ESS 488 Research in ESS: Assessment and Analysis**

**Credits: 2**

In this course students complete the investigation of the topic they designed in ESS 487 and present the results and analysis of their findings. Emphasis is placed on the analysis of various types of data and information as well as the interpretation of the findings. Prerequisite: ESS 487      Offered spring

## THE FIRST YEAR SYMPOSIA

First Year Symposium courses are offered each fall and the individual course descriptions are available at the time of registration.

## GRAPHIC DESIGN

### **GD 125 Design and Digital Media Foundations**

**Credits: 4**

Using the computer as a tool for both experimentation and creative production, this course introduces the elements and principles of two-dimensional design. Integrating technical and formal (visual) learning, students will become proficient with current software for making and editing images while simultaneously developing and applying understanding of composition, color, and other fundamental attributes of design and visual art.

Offered fall

### **GD 213 Visual Communication**

**Credits: 4**

This introductory graphic design course provides a foundation in visual communication and creative problem-solving. Projects, readings, and exercises focus on form, concept, abstraction, composition, type and image, and semiotics. Working methods range from traditional hand skills and studio art media to digital media. Prerequisite: GD 125

Offered spring

### **GD 285 Graphic Design Internship**

**Credits: 1-4**

This introductory elective internship is intended to provide any students in the Graphic Design Program (BFA, BA, or Minor) with exploratory, on-site design-related work experiences and opportunities. Internships may be completed in design studios or firms, or in-house in businesses or nonprofit organizations. A graphic design or studio art faculty member serves as the student's internship sponsor. An application must be submitted to the Harrington Center and approved by the department faculty advisor and chair for approval prior to the beginning of the internship. Graded Pass/Fail. Prerequisite: sophomore standing

Offered fall, spring, and summer.

### **GD 312 Typography**

**Credits: 4**

This intermediate graphic design course provides a focused foundation in typography. Projects, readings, and exercises address type anatomy and classification, typeface selection, typographic principles, expressive typography, syntax, typesetting best practices, grids and typographic layouts, and typographic systems. Prerequisite: GD 125 or COM 210 (and GD 213 recommended)

Offered fall

### **GD 327 Information Design**

**Credits: 4**

This intermediate graphic design course builds on students' visual communication and typography skills by providing an introduction to information design principles

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and demanding more extensive research and analysis of content, context, and audience/users in creative problem-solving. Topics of exploration include the organization and classification of information, the visualization of data, and the development of visual systems. Prerequisites: GD 125, 213, 312

Offered spring

### **GD 328 Interactive Design**

**Credits: 4**

This intermediate graphic design course provides both a conceptual introduction to interactive design principles and a hands-on introduction to contemporary technical practices and approaches employed in web and mobile design. By developing basic understanding of coding, working knowledge of styling, familiarity with current programs and content management systems, and fluency with relevant terminology, students will become able to plan, organize, envision, and construct interactive projects for digital contexts. Prerequisites: GD 125 and two 200 to 300 level GD or ART studio courses (GD 213, 312 recommended)

Offered fall of odd-numbered years

### **GD 339 Motion Design**

**Credits: 4**

This intermediate course provides an introduction to motion design principles and technologies, equipping students with the skills needed to create narrative, sequential, and time-based digital works. Based on student interest, project contexts can range from interactive design to installation art. Students will become familiar with software for video, animation, and sound as well as professional working methods such as iteration and storyboarding. Prerequisites: GD 125 and two 200 level GD or ART studio courses (GD 213 recommended)

Offered fall of even-numbered years

### **GD 422 Identity System Design**

**Credits: 4**

This advanced graphic design course provides an extensive introduction to the design of corporate, institutional, and product identity systems. Applications of identity design systems include (but are not limited to) logos, collateral materials, publications, packaging, environmental graphics, and digital media. An emphasis is placed upon the design of contextually relevant and meaningful applications.

Prerequisites: GD 125, 213, 312, 327

Offered fall of even-numbered years

### **GD 485 Graphic Design Internship**

**Credits: 1-4**

An internship is required for all students in the Graphic Design major, both B.A. and B.F.A. Students arrange internships that offer experiences with mentoring professionals in client-based design firms, design studios, or in-house design departments. A faculty member serves as the student's internship sponsor. Students must submit an Internship and Learning Contract application to the Harrington Center for Experiential Learning for approval prior to beginning the internship. Graded Pass/Fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center. Prerequisites: junior standing or above; GD major; two 300 level graphic design courses; pre-internship seminar; permission of faculty sponsor and department chair

Offered fall, spring, and summer

## **GD 490 Design Methodologies**

**Credits: 4**

This advanced graphic design course focuses on context, process, and theory and provides the opportunity for students to apply their design capabilities to complex and integrated independent projects. Students will be expected to engage in relevant research, to consider conceptual possibilities for visual communication broadly and deeply, and to develop advanced creative problem-solving skills.

Prerequisites: GD 125, GD 213, 312, 327 and one additional 300-400 level GD course

Offered spring of odd-numbered years

## **HEALTH CARE MANAGEMENT**

### **HCM 302 Health Care Economics and Policy**

**Credits: 4**

Acquiring knowledge of basic health care economics is required to understand health policy and regulatory decisions made by the government. Students benefit by being able to differentiate market forces in medical care from those in other markets. Students explore economic concepts such as supply and demand, moral hazard, rationing of care, pricing, physicians as imperfect agents, and the role of government in health and medical care. Prerequisite: HEA 100

Offered fall

### **HCM 340 Health Care Finance**

**Credits: 4**

This course integrates knowledge of the health care industry, accounting and economics, health care payment systems and costs associated with providers. Students explore the role of financial managers in health care settings, the stakeholders impacted by financial policy decisions, and legal requirements for individual health care. Skills are developed in working capital management, capital budgeting, financial statement analysis, forecasting and productivity measurement, incentives mechanisms and organized labor. Prerequisites: ACC 216; BUS 115; HEA 100

Offered spring

*Note: HCM 485 and 487 are available only to students who are already matriculating as Health Care Management majors.*

### **HCM 485 Health Care Management Internship**

**Credits: 5**

Students in this course enroll for varied credit in a department approved internship with an appropriate health-related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of the internship experience is required. A minimum of 200 hours is required for this internship. Graded Pass/Fail. Prerequisites: pre-internship seminar; permission of faculty sponsor and department chair

Offered fall, spring and summer

### **HCM 487 Strategic Health Care Management**

**Credits: 4**

In this capstone students bring together learning from liberal arts, business and health care management courses taken. This includes integrating the functional elements of business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates

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application of such integration to a health care simulation or case study. The experience culminates in a professional presentation by students, open to the campus and community. Prerequisites: ACC 216; BUS 115, 215, 220, 312, 316, 401, 403; HCM 302, 340, 341, 485; HEA 100, 105; PHI 305 Offered spring

### **HEALTH PROMOTION**

#### **HP 220 Concepts of Health Promotion Credits: 4**

Health Promotion is a dynamic field of study as the health issues facing society continue to expand. This course focuses on the basic concepts of health promotion such as individual and community needs and planning, administering, and communicating health promotion. Various behavioral theories and models are explored. Offered spring

#### **HP 320 Foundations of Health Education Credits: 4**

This course provides students with a fundamental understanding of the education process including instruction design, program delivery, learner assessment, educational planning and strategies, intervention development, and evaluation techniques. In addition, this course challenges students on current health education issues, implementation strategies, theoretical concepts, Code of Ethics, and cultural competence when communicating health and health education information. Students build the foundation for upper-level coursework with an understanding of the health education role in the current health care environment. Prerequisite: ESS 100 or HEA 100 Offered fall

#### **HP 420 Health Promotion Programming Credits: 4**

This course focuses on the planning, development, implementation, and evaluation of health promotion programs. An analysis of strategies that may be appropriate to different health promotion settings and topics with considerations to priority populations, goals and objectives, intervention design, and delivery of health promotion to specific populations is explored. Prerequisites: HP 220, HP 320 Offered fall

**Note:** *HP 485, 486, and 487 are available only to students who are already matriculating as Health Promotion majors.*

#### **HP 485 Health Promotion Internship Credits: 3-12**

Students in this course enroll for varied credit in a department approved internship with an appropriate health-related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of the internship experience may be required. A minimum of 120 hours is required. Graded Pass/Fail. Prerequisites: pre-internship seminar; permission of faculty sponsor and department chair Offered fall and spring

#### **HP 486 Health Promotion Capstone I Credits: 2**

Students propose, design, and carry out a research program in an area of interest in the public promotion field. Students work with a member of the college community



as their research adviser and meet weekly as a group with the course instructor to discuss program design, program plan, and program evaluation. Progress towards completion will be guided by instruction, peer review, and professional evaluation. Presentation of the program in a public forum is required. **Prerequisite:** HP 220, 320  
Offered fall

### **HP 487 Health Promotion Capstone II**

**Credits: 2**

In this course students complete the research project initiated in HP 486. In coordination with their capstone advisor, students are expected to refine their projects from HP 486 as appropriate, continue to collect data/results, and provide an appropriate treatment or analysis of them. Students give a presentation of their project and submit a final paper. **Prerequisite:** HP 486  
Offered spring

## **HEALTH STUDIES**

### **HEA 100 Introduction Health Care Systems**

**Credits: 4**

This course provides students with an overview and analysis of the American health care delivery system. Cultural, political, economic and environmental factors that affect health care delivery are explored from a variety of perspectives. Specific internal and external forces influencing health care delivery are discussed. Examination of structure, organization, function and roles provide students with an introduction to the complexity of and unique characteristics of the system. Health care systems from other countries are examined from a comparative point of view.

Offered fall and spring

Exploration Area: Social Sciences

### **HEA 105 The Vocabulary of Health**

**Credits: 1**

This course introduces students to the vocabulary, taxonomy and terminology related to body systems necessary to communicate information in the specialized environment of health care. Students learn the derivations and practice the principles of medical word formation, including the basic guidelines of accepted naming conventions, identifying suffixes and prefixes, and combining forms related to the structures and functions of the associated systems of the body.

Offered fall and spring

### **HEA 109, 111, 113, 115 Health Studies Seminar**

**Credits: 1**

Several departments cooperate to provide a program of speakers that focus on topics in the health care fields. Seminars are open to the public. Students receive one credit for attendance at 80 percent of the semester's talks and produce several short writing assignments. Course content varies from term to term. Graded Pass/Fail.  
Offered fall

### **HEA 110, 112, 114, 116 Health Studies Seminar**

**Credits: 1**

Several departments cooperate to provide a program of speakers that focus on topics in the health care fields. Seminars are open to the public. Students receive one credit for attendance at 80 percent of the semester's talks and produce several

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short writing assignments. Course content varies from term to term. Graded  
Pass/Fail. Offered spring

### **HEA 304 Introduction to Genomics**

**Credits: 2**

Genomics is a rapidly growing field impacting health care delivery. This introductory on-line course will give an understanding of genetic testing, ethical and social issues with genetic testing and promote an individual or family's ability to make an informed decision on genetic testing. In addition, students will read and discuss *The Emperor of All Maladies* to understand the genetic component to cancer.

Prerequisite: One Science Exploration course

Offered fall

## **HISTORY**

### **HIS 103 American Rebels**

**Credits: 4**

Rebels founded its first colonies and a group of rebels led those colonies to independence and the eventual creation of a new global order. The rebel tradition has continued with legions of dreamers and activists: Confederates and abolitionists, muckrakers and suffragettes, beats, hippies and yippies, and the founders of new religions. This course explores rebels famous and less known, giving students the opportunity to locate and explore rebels that interest them and share their research.

Offered fall

Exploration Area: History

### **HIS 104 American Nightmares and Dreams**

**Credits: 4**

People have seen the United States as the land where all could achieve the dreams of freedom and prosperity. For many the American Dream has been a nightmare. Dreams of racial supremacy, gaining endless wealth, protecting the traditional family, territorial expansion, defending the nation and procuring overseas markets have all meant nightmares for some. This course explores American dreams and nightmares from the discovery of the New World through today.

Offered spring

Exploration Area: History

### **HIS 209 Hollywood History**

**Credits: 4**

Movies and films shape popular notions about history. Scholars often reject movies as lacking historical value because film makers are not historians. Students debate the veracity and historical value of movie depictions of the past and explore differences and similarities between the work of historians and film makers. Students consider films as visions and producers of national mythology and popularly held understandings of the past.

Offered spring of odd-numbered years  
Exploration Area: History

### **HIS 212 God's Country: Religion in America**

**Credits: 4**

The U.S. Constitution establishes a separation between church and state and yet religion and churches remain important components of the American culture and the nation's politics. This course considers debates about the spirituality of the founding fathers and their intentions regarding the wall separating church and state.

This course considers religion-political debates over such issues as abortion, gay rights, prayer in the schools, and state support for religious schools.

Offered fall even-numbered years  
Exploration Area: Humanities

### **HIS 218 The West and the World**

**Credits: 4**

This course is a general survey of western civilization from the early modern era through the present, with special focus upon developing a better understanding of how the modern era unfolded and upon the interaction between western civilization and the wider world. Students learn how to use their understanding of the past as a means for developing a critical understanding of the present.

Offered fall and spring  
Exploration Area: History

### **HIS 222 American Popular Culture**

**Credits: 4**

From the X Men to Mad Men, from Facebook to the Social Network, from Elvis Presley and Little Richard to Justin Bieber and Lady Gaga, from Mary Tyler Moore to the Kardashians. Popular culture is often dismissed as low brow and lacking any redeeming value. This course analyzes the history of American popular culture, drawing on a variety of disciplines including sociology, Women's and Gender Studies, anthropology, and cultural studies. Offered spring odd-numbered years

### **HIS 233 From Nazis to Nazisploitation**

**Credits: 4**

This course focuses on two central themes – the history of the Third Reich and how this history has affected American politics, culture, and society. The first part of this course will examine key elements of Nazi history, including the rise of Nazism, the formation of a racial police state, the Second World War, and the Holocaust. The second part of the course focuses on understanding how and why the Nazis have become such powerful symbols in American politics and culture from the 1930s through the present day, including examinations of Nazis in film and the contested memory of the Holocaust in America. Offered spring of odd-numbered years

Exploration Area: History

### **HIS 309 America in the Sixties**

**Credits: 4**

What were the Sixties really like? This course examines the turbulent 1960s, one of the most significant decades in American history. Using primary and secondary readings, documentary films, and oral history, the course focuses on the social movements of the Sixties, the civil rights movement, the New Left, the counterculture, the peace movement, feminism, and environmentalism, the Vietnam War, liberalism and the conservative backlash, and popular culture. Prerequisite: one 100 or 200 level HIS, HPS or POL course

Offered spring of odd-numbered years

### **HIS 317 Revolutions and Revolutionaries**

**Credits: 4**

Our world is the child of revolutions and revolutionaries. The French and English revolutions created modern politics. The Commercial and Industrial Revolutions spawned a global market economy. Marxism, nationalism and other ideologies have sparked revolutionary efforts to create new societies. This course explores

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revolutions and the people who have inspired and led them. Students study what events lead to these upheavals, what new societies revolutionary governments have created, and what changed and what remained the same. Prerequisite: one 100 or 200 level HIS, HPS or POL course      Offered spring of even-numbered years

### **HIS 319 Modern Mexico**

**Credits: 4**

United States and Mexican commerce continues to grow, especially with NAFTA, making Mexico the nation's third-largest trade partner. Numerous Americans visit Mexico as tourists while, every year, thousands of Mexicans immigrate to the United States, exercising an increasing and controversial impact on politics, the economy and culture. In this course students become more literate about Mexico, familiarizing themselves with the basic events, people, and ideas that have shaped Mexican culture. Prerequisite: one 100 or 200 level HIS, HPS or POL course  
Offered fall of even-numbered years

### **HIS 321 Contemporary Europe**

**Credits: 4**

This course is an intensive study of the political, economic, social and cultural history of 20<sup>th</sup> century Europe with special emphasis on region, from its division and reconstruction at the end of World War II into the present, post-Cold War new order. Topics include the postwar economic recovery of Europe, the Sovietization of Eastern Europe, decolonization, the flowering of the welfare state, relations with the United States, and efforts at European unity. Prerequisite: one 100 or 200 level HIS, HPS or POL course  
Offered fall of odd-numbered years

### **HIS 324 Colonial Experience in the Modern World**

**Credits: 4**

This course examines the development, impact and experience of modern colonialism from the 19<sup>th</sup> century to the present. Particular attention is given to the reciprocal influences between Western powers and colonized regions in Africa and Asia. Through class discussion, primary source readings, and written assignments, students examine strategies of resistance; struggles for liberation; and the economic, social and cultural legacy of colonialism. Prerequisite: one HIS, HPS or POL 100 or 200 level course  
Offered fall of even-numbered years

### **HIS 341 History of Terrorism**

**Credits: 4**

This course is designed to explore both historical and contemporary terrorism, the underlying origins and strategic logic of terrorist activities across time and space, and the impact of terrorism on the modern world. The course will begin by undertaking one of the most difficult tasks in all of terrorism studies – namely, we will set out to define terrorism and terrorists. Throughout the semester, the class will cover examples of terrorism and groups around the world during the “modern age” of terrorism (from the late 19<sup>th</sup> century to the present day). Prerequisite: one HIS 100 or 200 level, HPS 100 or 200 level, or POL 100 or 200 level course  
Offered spring of odd-numbered years

### **HIS 364 Authoritarianism and Daily Life**

**Credits: 4**

This course will focus on the lives of ordinary people living under authoritarian regimes in the modern era. Though we will discuss examples from the Third Reich and Stalinist Soviet Union, the course will take a much broader and global focus by

incorporating material from authoritarian regimes around the world from the late nineteenth century through the present day. The course will chart how people coped with the pressures of living within presumably strict environments and examine the “limits of dictatorship.” Prerequisite: one HIS 100 or 200 level, HPS 100 or 200 level, or POL 100 or 200 level course

Offered spring of even-numbered years

### HISTORY AND POLITICAL STUDIES

#### **HPS 100 The Detective: Introduction to HPS**

**Credits: 4**

This course provides an introduction to the detective work necessary to study history and political studies. It considers epistemological issues such as fact, truth and inference and introduces research methods. Opportunities for deepening archival and primary document research and analysis and gaining an introduction to careers in archival and public history are provided through the required practicum experience in the Colby-Sawyer College archives.

Offered fall

Exploration Area: Social Sciences

#### **HPS 240 CSC Oral History Project**

**Credits: 1-4**

Oral history is an important tool utilized by contemporary historians and other social scientists. Documenting the voices of those often excluded by more traditional historical methods, oral history has expanded the subjects of history (women, laborers, ethnic and racial groups, gays and lesbians, etc.) and has resulted in new interpretations of the past and present. Students participate in an on-going project directed by the college’s archives to create an oral history of the college and surrounding community. Prerequisite: permission of the instructor and the department chair

Offered fall and spring

Repeatable for a total of 4 credits, content will vary each time the course is taken

#### **HPS 285 HPS Internship**

**Credits: 1-4**

This internship gives students the opportunity to gain experience in the skills associated with the study of history and political studies as well as with career opportunities available to graduates. Internships include archives and historical societies, museums, law offices, political campaigns and public radio. Graded Pass/Fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center. Prerequisites: pre-internship seminar; sophomore or above standing; permission of faculty sponsor and department chair

Offered fall and spring

#### **HPS 485 HPS Internship**

**Credits: 3-12**

Through this 120-hour minimum internship students gain professional experience in applying the skills and methods associated with the study of history, society and culture as well as career opportunities available to graduates. Internships include archives and historical societies, museums, law offices, political campaigns and public radio. Generally, this course is completed at a single internship site, but may

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be divided between two sites with the permission of the instructor. Graded Pass/Fail. Specific information is available from the Harrington Center.

Prerequisites: pre-internship seminar; sophomore standing or above; permission of faculty sponsor and department chair  
Offered fall and spring

### **HPS 486 HPS Research Methods**

**Credits: 3**

Students design a research plan that facilitates an original exploration of a particular theme drawn from history, society and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences, such as surveys, archival research and oral history interviews. This plan synthesizes their own and existing research and thinking. Students carry out the research plan in HPS 487. Prerequisite: senior standing  
Offered fall

### **HPS 487 HPS Advanced Research Seminar**

**Credits: 2**

In this course students carry out the research projects they designed in HPS 486. The final project must make extensive use of primary research and appropriate research methods. A faculty sponsor guides students as they implement the research project, helping them analyze findings and present their conclusions. Formal presentation of the results at the end of the project is required. Prerequisite: HPS 486  
Offered spring

## **WESSON HONORS**

### **FYS 101 Wesson Honors First Year Symposium**

**Credits: 4**

This interdisciplinary course is designed to introduce students in the Wesson Honors Program to the opportunities, challenges, and obligations that membership in the program entails. The course uses selective texts and/or themes from fiction and non-fiction, film, and other genres. (Topics change)

### **HON 200 or 300 Level Honors Contract**

**Credits: varies**

An Honors Contract is a proposal negotiated between the student, a faculty member, and the Honors Coordinator to add an interdisciplinary component to a regular catalog course. The student, the Honors Coordinator, and the professor discuss in advance how that component will be manifest in the class (i.e. extra papers, class presentations, poster project, a presentation on Scholars' Symposium Day, etc.). A contract must be proposed, submitted and approved by the Honors Coordinator before the Add/Drop period at the beginning of the semester.

### **HON 300 level Wesson Honors Integrated Studies Course**

**Credits: 4**

Topics will vary from semester to semester, but will follow the Liberal Education requirement to present courses in advanced interdisciplinary study. Some topics have been *Studies in Autobiography or Self-Life Writing*, *The Coming of Age Narrative*, and *What Is Intelligence?*

### **HON 380 Wesson Honors First Year Symposium Peer Mentor**

**Credits: 4**

Students assist the course's professor with introducing students to the shape of the

Wesson Honors Program's interdisciplinary courses, the pedagogy of asking questions, and presentation of independent research.

### **HON 486 Wesson Honors Capstone Seminar**

**Credits: 2**

The Honors Capstone culminates the Wesson Honors Program and receipt of the Honors Certificate at graduation. Students meet together with the Honors Coordinator to refine the honors component of their major capstone, undertake a service project, and share their work with each other and the review the process of interdisciplinary thinking. Graded Pass/Fail. Offered spring

## **HUMANITIES**

### **HUM 210 Introduction to the Digital Humanities**

**Credits: 1**

This course is an introduction to the field of digital humanities. This introduction covers the theory behind the quantitative approach to literature, leading methods current in the field, application of these methods to real-world data, and assessment of the applicability of the digital humanities in pursuits intellectual, academic, and professional. Offered Spring

### **HUM 300**

**CREDITS: 4**

This course will engage students in the process of reading and responding to a wide range of texts from many world religions, as 'conversation partners' for examining concepts in religion. Students will read and critique sacred texts, classical midrashim, and creative work generated by class members as means of understanding the dynamics of religion as a human endeavor. Emphasis will be placed on understanding the history of dialogic interaction with sacred texts, as well as practicing midrash, an early form of fanfiction, as a method of dialogical interpretation. Prerequisites: Completion of three Exploration Area courses

Offered spring  
Integrative Studies Course

## **HUMAN RESOURCE MANAGEMENT**

### **HRM 301 Legal, Ethical Issues in Organizations**

**Credits: 3**

The complexities of the issues surrounding human resources and management necessitate a good understanding both of the interrelationship between state and federal legislation and court decisions and of the daily activities of the human resources function. This course explores issues that affect workplace policies, such as the Americans with Disabilities Act, AIDS, alcohol and drugs, sexual harassment, privacy rights, and related matters. Employment legislation such as the Fair Labor Standards Act (FLSA), Title VII of the Civil Rights Act, and the Equal Pay Act will be investigated and applied to different work environments. You will learn who regulates which laws, how violations are investigated, processed, and penalized and how to comply with the laws appropriately. You will also explore ethical questions that confront a business when it is faced with social, political, and legal issues while examining the role of business in formulating social conscience. Prerequisites: BUS 215

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## INTEGRATIVE STUDIES

### **ITS 100 Introduction to Integrative Studies**

**Credits: 4**

This course introduces students to the integrative aspect of a Liberal Arts-infused education. Students explore how insights from various academic areas inform their understanding of complex issues as well as the methods utilized by different disciplines and how they contribute to integrative understanding. Students develop skills in interdisciplinary and integrative research and problem solving, in oral and written communication, and the integration of diverse perspectives.

Offered fall and spring

### **ITS 221 Peer Education: Practice and Theory**

**Credits: 2**

This course will address the growth and development that students experience during their college years and the role of peer educators in student support services. Students will gain an understanding of how important factors influence a person's education: social class, values, race, ethnicity, gender and language. Theories of nonhierarchical learning will be explored. Using these theories, students will then develop practical strategies for working with peers. Course completion will lead to College Reading and Learning Association tutor certification and preference in hiring at the Student Learning Collaborative. Prerequisite: WRT 101

Offered spring

### **ITS 300 Level Courses**

Liberal Education 300 level Integrative Studies courses are offered each fall and the individual course descriptions are available at the time of registration. See also: AME 306; BUS 329; COM 334; ENV 308, 315; ESS 309; PHI 320; PSY 317.

Prerequisite: Completion of three Exploration Area courses

## INTERDISCIPLINARY STUDIES

### **INT 010 Pre-Professional Preparation Seminar**

**Credits: 0**

This interdisciplinary seminar is designed to assist students in preparation for their career and internship searches. The seminar will cover career development deliverables such as resume writing, cover letter writing, interviewing, networking and general business etiquette and communication. In addition, administrative requirements to applying for and completing the internship will be covered. Students must pass the course in order to satisfy pre-internship seminar requirements.

Offered fall and spring

### **INT 285, 485 Interdisciplinary Internships**

**Credits: 1-6**

An INT 285 internship may be taken for 1 to 3 credits; an INT 485 internship for 1 to 6 credits. These interdisciplinary internships are designed to provide students an opportunity to explore areas of interest or to link their field of study to other academic or occupational areas. The internship can be completed in a variety of private or public settings and it can require students to draw correlations between



various academic areas and the learning objectives of the internship experience. Students choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Graded Pass/Fail. Prerequisite: pre-internship seminar, permission of the instructor Offered fall, spring and summer

### INTERNATIONAL STUDIES

#### **IST 101 Introduction to International Studies**

**Credits: 4**

This course provides an introduction to the field of international studies. Students explore such themes as the emergence of the nation-state and the modern system of international relations, nationalism vs. global citizenry, the environment and ecological commons, globalization and culture, transnational movement and identity, terrorism, the global drug trade, how globalization shapes our personal lives and local communities, and the future of international collaboration and organization.

Offered spring of odd-numbered years

#### **IST 105, 107, 109, 111 Independent Language Study**

**Credits: 1**

These courses allow students to study over 21 different languages at their own pace, supported by a weekly seminar and a language instructor. With each successive level the student is at a higher language level or a different language. These courses may be used to meet the foreign language requirement for the International Studies minor. Course content varies from term to term. Graded Pass/Fail. Offered fall

#### **IST 106, 108, 110, 112 Independent Language Study**

**Credits: 1**

These courses allow students to study over 21 different languages at their own pace, supported by a weekly seminar and a language instructor. With each successive level the student is at a higher language level or a different language. This course may be used to meet the foreign language requirement for the International Studies minor. Course content varies from term to term. Graded Pass/Fail.

Offered spring

#### **IST 150, 250 Special Topics in IST**

**Credits: 4**

The main objectives of this course are for students to gain beginning level reading, writing, and speaking comprehension of a language (such as French, Mandarin or Spanish) while exploring and learning to appreciate historical and cultural aspects through diverse media. This satisfies a language major course requirement for History and Political Studies, and Multi-Disciplinary Studies; and a course requirement for the International Studies minor.

Offered fall and spring

### LEADERSHIP

#### **LDR 411 Effective Performance Management**

**Credits: 3**

This course examines every facet of performance management, including its definition, benefits, and application in most organizations. The potential costs – both direct and indirect – of performance management, particularly when it is

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planned and implemented poorly, will also be studied. If the student is a manager or supervisor in a company of any size – or expects to be – the student will learn how to create and implement a successful program in performance assessment and improvement. Students will also learn how to support others in creating, implementing and assessing their own performance assessment initiatives. Students will learn how to develop effective performance appraisal processes, measurement criteria, tools, and systems. Students will discover methods to train those who must give the evaluations, and assess the results of the appraisal program itself. Feedback, coaching, mentoring, motivation, effective job description and job design will all play a part in the study of performance. Finally, students will also analyze the methods used to control performance: disciplinary procedures, regulatory requirements and restrictions, promotion, training, recognition, promotion, and even termination procedures. Prerequisite: BUS 215

### **MATHEMATICS**

#### **MAT 122 Quantitative Reasoning**

**Credits: 4**

Students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen. Topics include logic, personal finance, descriptive statistics, and probability. The use of spreadsheets is integrated into this course. Offered fall and spring

#### **MAT 206 Algebra and Trigonometry**

**Credits: 4**

This course focuses on the concept of a function and its inverse. The study of linear, quadratic, exponential, logarithmic, and trigonometric functions and their applications are integral components of the course. The concept of a matrix as a tool to solve equations with more than one unknown will also be introduced in this course. Prerequisite: MAT 122 or 2 years of high school algebra Offered fall and spring

#### **MAT 220 Introduction to Statistics**

**Credits: 4**

This course provides an overview of the field of statistics including gathering and analyzing numerical information. Students study the concepts of sampling, experimentation, and measurement and examine statistical methods to study them. Students study confidence intervals and hypothesis testing, including t-tests, F-tests, Chi-Square tests, regressions, and analysis of variance. The use of statistical software and/or graphing calculators is included. Offered fall and spring

#### **MAT 221 Calculus I**

**Credits: 4**

Calculus involves the study of how quantities change. The ideas of infinity, limits, and continuity are developed, leading to the concept of the derivative of a function. The process of differentiation is then applied to the study of motion, optimization, and other areas. A working knowledge of algebra and trigonometry is expected. Prerequisite: MAT 206 Offered fall

#### **MAT 222 Calculus II**

**Credits: 4**

This course focuses on the integral calculus as an extension of the differential

calculus that is introduced in MAT 221. Topics include differential equations, techniques of integration, and applications thereof. Prerequisite: MAT 221

Offered spring

### **MAT 303 Applied Statistics**

**Credits: 4**

This course provides a continuation of concepts learned in the introductory statistics course. Students study analysis of variance with post-hoc comparison, multiple regression, generalized linear models, and non-parametric statistics. Students also study reliability, validity, effect of sample size, and statistical power. The use of statistical software is an integral component of this course. Prerequisite: MAT 220

Offered spring of odd-numbered years

### **MAT 304 Calculus III**

**Credits: 4**

This hybrid course continues and extends the ideas introduced in Calculus I and II to analyze functions of more than one variable. Topics include parametrization of curves, vector operations, partial differentiation, multiple integration, and integration in vector fields. The utility of these mathematical tools will be demonstrated through application to numerous real world systems. Prerequisite: MAT 222

Offered fall of odd-numbered years

### **MAT 305 Computer Programming Concepts**

**Credits: 4**

This course introduces core programming concepts such as algorithms, data types and structures, lists, objects, conditional statements, and functions. The object oriented programming tools will be used to animate objects and design games while enhancing problem solving skills. Prerequisite: At least one math course at 200 level or above

Offered spring of even-numbered years

### **MAT 403 Mathematical Modeling**

**Credits: 4**

This course focuses on mathematical modeling to investigate, describe, and analyze real-world problems. The appropriate use of continuous and discrete tools, algebraic and geometric techniques, theoretical and applied approaches are emphasized while learning about applications of mathematics in various areas of life and other disciplines.

Offered fall of even-numbered years

## **MUSIC**

### **MUS 103 Music Appreciation**

**Credits: 4**

This music survey course explores ancient to contemporary musical styles. Students become acquainted with the historical periods, genres, and styles of music, and with elements of the musical art such as melody, harmony, lecture form, and notation. The course studies each genre in terms of structure, style, cultural context, and meaning, by developing specific techniques of interpretation.

Offered fall and spring

Exploration Area: Fine and Performing Arts

## **Undergraduate Curriculum**

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### **MUS 110 Applied Music: Vocal and Instrumental**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit.

Offered fall

### **MUS 111 Applied Music: Vocal and Instrumental**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit.

Offered spring

### **MUS 131, 133, 135, 137 Colby-Sawyer College Singers**

**Credits: 1**

The Colby-Sawyer College chorus is open to students as an opportunity for musical expression. The chorus presents one performance each semester of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. Course content varies from term to term. No audition is necessary.

Offered fall

### **MUS 132, 134, 136, 138 Colby-Sawyer College Singers**

**Credits: 1**

The Colby-Sawyer College chorus is open to students as an opportunity for musical expression. The chorus presents one performance each semester of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. No audition is necessary. Course content varies from term to term.

Offered spring

### **MUS 210 Applied Music: Vocal and Instrumental II**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit.

Prerequisite: successful completion of one course from the previous level

Offered fall

### **MUS 211 Applied Music: Vocal and Instrumental II**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit.

Prerequisite: successful completion of one course from the previous level

Offered spring

### **MUS 310 Applied Music: Vocal and Instrumental III**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Prerequisite: successful completion of one course from the previous level

Offered fall

### **MUS 311 Applied Music: Vocal and Instrumental III**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Prerequisite: successful completion of one course from the previous level

Offered spring

### **MUS 410 Applied Music: Vocal and Instrumental IV**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Prerequisite: successful completion of one course from the previous level

Offered fall

### **MUS 411 Applied Music: Vocal and Instrumental IV**

**Credits: 1-4**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Prerequisite: successful completion of one course from the previous level

Offered spring

## **NURSING**

[Interpreting NUR course credits: **total credits (class credits.clinical credits)**, for instance, **Credits: 3 (3.0)**]

### **NUR 101 First Year Nursing Seminar**

**Credits: 1 (1.0)**

The first year seminar in Nursing is designed to begin the professional formation process for a career in nursing. A key outcome of the seminar is the creation of a learning community for students in the nursing major which will endure throughout their four-year educational journey. The course utilizes team-based learning

## **Undergraduate Curriculum**

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methods while introducing many basic nursing concepts. Guest speakers attend class to discuss nursing and career issues. Graded Pass/Fail. Offered fall

### **NUR 203 Introduction to Professional Nursing Credits: 3 (3.0)**

This nonclinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care, therapeutic communication, principles of patient teaching, the bio-psychosocial model of health, the nursing process and critical thinking on which clinical judgment is based. Offered spring

### **NUR 207 Pharmacology Credits: 3 (3.0)**

This nonclinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they relate to each physiological system. This course is open to non-nursing majors with permission of instructor. Prerequisites: BIO 121, 205, 206; co-requisite: NUR 222 Offered spring

### **NUR 212 Health Assessment Credits: 2 (1.1)**

This course focuses on the development of health assessment skills essential to the role of the professional nurse caring for people throughout the aging process. Emphasis is on the psychomotor and assessment skills required to distinguish normal from abnormal findings. Attention is placed on integrating the knowledge and skills necessary for history taking, physical and psychosocial examination, and documentation. Guided classroom, laboratory and simulation learning opportunities are utilized. Prerequisite or co-requisite: NUR 203 Offered fall

### **NUR 222 Fundamentals of Nursing Credits: 4 (2.2)**

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals. Topics include basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication, and nursing documentation. Prerequisite: NUR 212; co-requisite: NUR 207 Offered spring

### **NUR 309 Community and Public Health Nursing Credits: 2 (2.0)**

This is a nonclinical course that introduces the concepts of population-centered health care in the community. The focus is on the community as the client and also as the context of care for individuals, families and aggregates. Topics include community and health care systems, nursing roles and functions in the community, vulnerable populations, public health and community health issues and epidemiology. Prerequisite: NUR 222 Offered fall and spring

### **NUR 313 Maternal-Child Nursing Credits: 4 (2.2)**

This clinical course introduces the role of care provider for families experiencing normative childbearing and childbirth. Topics include prenatal development, neonatal assessment, family development, reproductive health, labor and birth, and related nursing interventions in maternal-infant care. Prerequisite: NUR 222 Offered fall and spring

### **NUR 314 Pediatric Nursing**

**Credits: 4 (2.2)**

This clinical course introduces the role of care provider for families experiencing normative childrearing and for children and adolescents who require restorative care. Topics include child and family development, nursing interventions with children, and management of childhood illnesses. Prerequisite: NUR 222

Offered fall and spring

### **NUR 332 Adult Medical-Surgical Nursing I**

**Credits: 9 (5.4)**

In this clinical course students provide restorative care for adults in an acute care setting and begin to develop skills in the management of care for adults and their families. Topics include pathophysiology of disease, therapeutic nursing interventions with acute manifestations of diseases in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neurological and musculoskeletal), fluid and electrolyte balances, perioperative care, health promotion, and prevention.

Prerequisite: NUR 222

Offered fall and spring

### **NUR 334 Mental Health Nursing**

**Credits: 4 (2.2)**

In this clinical course, students provide restorative care for adults with psychiatric illness in an inpatient setting and develop skills in the assessment and management of mental health for adults and their families. Topics include psychiatric illnesses (depression, schizophrenia, anxiety, and post-traumatic stress syndrome), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention, and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder). Prerequisite: NUR 222

Offered fall and spring

### **NUR 336 Nursing Research and Evidence-Based Practice**      **Credits: 3 (3.0)**

This nonclinical course focuses on evidence-based practice. Students identify a clinical problem, review sources of evidence, and develop a policy statement or program objectives to address the problem. Topics include the research process, literature critique and review, the clinical value compass and models of continuous quality improvement, and policy development. Prerequisite or co-requisite: MAT 220

Offered fall and spring

### **NUR 405 Adult Medical-Surgical Nursing II**

**Credits: 7 (4.3)**

In this clinical course, the students provide and manage care for adults with complex chronic diseases and their families, in an inpatient setting. Topics include pathophysiology and complications of disease, therapeutic nursing interventions, interpretation of cardiac arrhythmias, acid-base imbalances, palliative care, pain management, hospice, and discharge planning. Prerequisite: completion of all 300 level NUR courses

Offered fall

### **NUR 407 Nursing Leadership Capstone I**

**Credits: 2 (2.0)**

The nursing role includes acting as provider, manager, and coordinator of care for individuals, families and communities. This includes planning health promotion through normative transitions across the life span, prevention of events that compromise health, and management and maintenance of optimal health for persons with chronic illness and disability. Students work with community mentors

## **Undergraduate Curriculum**

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to identify and plan interventions based on the capacities of the community and the nursing program. Prerequisite: completion of all 300 level NUR courses

Offered fall

### **NUR 408 Nursing Leadership Capstone II**

**Credits: 2 (2.0)**

Students continue to work with partnering agencies to implement and evaluate the interventions that were designed in Leadership Capstone I. There is a greater focus on the leadership role of nurses in non-acute care settings. Topics include cultural influences on health, the role of human service organizations, expanded roles of nursing, the group process, interdisciplinary collaboration and evaluation methods. Weekly clinical seminar meetings allow students to benefit from the group experiences. Student projects are presented to internal and external audiences.

Prerequisite: NUR 407

Offered spring

### **NUR 442**

#### **Clinical Capstone: Nursing Management of Patient Care**

**Credits: 8 (2.6)**

Students provide and coordinate complex restorative nursing care in the inpatient setting to acutely ill individuals and their families. Students work under the guidance of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and responsibilities to develop management and leadership skills as they assume a professional role. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and the professional role of nurses.

Prerequisite: NUR 405

Offered spring

### **NUR 445 NCLEX-RN Preparation I**

**Credits: 0**

Students prepare for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. A self-assessment is completed and a plan of study is developed in preparation for the NCLEX-RN exam. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Graded Pass/Fail. Prerequisite: senior status in the Nursing major

Offered fall

### **NUR 446 NCLEX-RN Preparation II**

**Credits: 2 (2.0)**

Students continue preparation for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. Based on the assessment and plan developed in NUR 445, students implement an individualized study plan and evaluate its effectiveness. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Prerequisite: senior status in the Nursing major

Offered spring

## **PHILOSOPHY**

### **PHI 100 Introduction to Philosophy**

**Credits: 4**

This course is an introduction to philosophy, and to the great ideas and arguments that comprise it. We read some of the most influential works of human thought, from the ancient, modern, and contemporary periods, and relate them to our



everyday lives. We ask questions like: How should we live? Who am I? Does God exist? Do I have a free will? What is the meaning of society? Offered fall  
Exploration Area: Humanities

### **PHI 210 Logic and Critical Thinking**

**Credits: 4**

This course is an introduction to critical thinking and to informal and formal logic. We investigate and practice the skills used in good reasoning. Students learn about the nature of arguments, fallacies, induction and deduction, and other aspects of logic and critical thinking. In coming to grips with all of these, students develop their ability to identify arguments in everyday contexts, analyze and evaluate arguments, and create strong arguments of their own. Offered spring  
Exploration Area: Humanities

### **PHI 213 Ethics**

**Credits: 4**

Ethics is the study of how we should live. In this course, we examine major ethical theories from the Western tradition, such as virtue theory, deontology, consequentialism, and social contract theory, and apply these theories to issues in everyday life. We also consider social, cultural, and political contexts in which ethical decision-making happens. Offered spring  
Exploration Area: Humanities

### **PHI 215 Social and Political Philosophy**

**Credits: 4**

This course is an introduction to social and political philosophy. We read from classic and contemporary works of social and political thought. We ask questions like these: What kind of government should we have? What is the best economic system? What is the social and political meaning of gender, race, and class? Students learn to see the connections between theory and practice and apply their insights to the contemporary world. Offered spring of odd- numbered years  
Exploration Area: Humanities

### **PHI 216 Asian Philosophy**

**Credits: 4**

This course is an introduction to Asian philosophy, that is, philosophy from the Indian subcontinent, China, Japan, or other regions. We consider ideas and arguments connected to Hinduism (e.g., the Upanishads and the Bhagavad-Gita), Buddhism (e.g., the Dhammapada and Zen Buddhism), Chinese philosophy (e.g., Confucianism, Mohism, and Daoism), and so on. We situate these philosophies in their historical and cultural contexts, but also approach them as living ideas, relevant to many contemporary contexts and cultures. Offered spring  
Exploration Area: Humanities

### **PHI 221 Philosophy of Art, Beauty and Feeling**

**Credits: 4**

This course introduces students to aesthetics or the philosophical study of art (broadly construed to include visual art, music, literature, etc.), beauty, and feeling. It asks: What is art? What is natural beauty? How are form and content related in an artwork? How does art relate to society? Great works from the history of philosophy as well as contemporary texts are discussed.

Offered spring of even-numbered years  
Exploration Area: Humanities

## **Undergraduate Curriculum**

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### **PHI 305 Biomedical Ethics**

**Credits: 4**

This course examines ethical concepts and applies them to health and medicine. We discuss major ethical theories, case studies, and arguments and develop a reflective approach to biomedical issues. Along the way we draw on our knowledge of medical science, health care policy, and the historical, cultural, and religious perspectives relating to health care.

Offered fall and spring

Exploration Area: Humanities

### **PHI 320 Economic Philosophy**

**Credits: 4**

This course is an introduction to economic philosophy. We will consider major figures from the history of economic thought, such as Aristotle, Adam Smith, Karl Marx, and John Maynard Keynes, and the relationship of their ideas to systems like capitalism, socialism, and feudalism. We will also examine, from a philosophical point of view, the contemporary market and the concepts of money and banking. Finally, we will explore the relationship of our economy to the natural environment.

Prerequisite: Completion of three Exploration Area courses

Offered spring of even-numbered years

Integrative Studies Course

### **PHI 332 Modern Philosophy**

**Credits: 4**

This course is an introduction to Western philosophy from the 17<sup>th</sup> to 19<sup>th</sup> centuries. During this period, the rise of modern science and culture led philosophers to ask new questions. Some of them included: What can I know for certain? What is reality, and how is it distinguished from illusion? Does God exist? What is the meaning of history? Philosophers considered may include Descartes, Locke, Hume, Kant, Hegel, and Nietzsche. Students will also consider relevant literary works from the period. Prerequisite: any 100 or 200 level PHI course

Offered spring of even-numbered years

## **PHYSICS**

### **PHY 101 Introduction to Physics I (+lab)**

**Credits: 4**

The topics included in this course are classical mechanics, statics, simple machines, energy and the properties of matter. The experimental, historical and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions and laboratory experiences. A \$50 lab fee is charged.

Prerequisite: MAT 206 or successful completion (B- or better) of two years of high school algebra

Offered fall

Exploration Area: Science

### **PHY 102 Introduction to Physics II (+lab)**

**Credits: 4**

In this course the development of physical concepts continues with topics in sound, electromagnetism, light and quantum mechanics. Much of the material is developed through student involvement in classroom activities, discussions and laboratory experience. Prerequisite: PHY 101

Offered spring

## POLITICAL STUDIES

### **POL 100 Introduction to Comparative Politics**

**Credits: 4**

The goal of this course is to provide students with a framework to help make sense of the 21<sup>st</sup> century global community. Topics discussed include: the differences between democratic and authoritarian states; economic, cultural, or institutional preconditions for democracy; ways various political systems manage internal dissension and conflict; and the difficult transition from autocratic systems of repression to democratic systems.

Offered fall

### **POL 101 Introduction to American Politics**

**Credits: 4**

In this course students examine the political, social, and economic institutions that make up the American political system. After discussing the theoretical foundations of the American experiment in democracy, students analyze how these theoretical foundations were translated into concrete political institutions. Through the analysis of history, current controversies, case studies, and simulations students see how the institutions of the American regime come together to form a logical and rational political system.

Offered spring

Exploration Area: Social Science

### **POL 202 The American Presidency**

**Credits: 4**

This course analyzes the role and powers of the American president. Changes that have taken place since the framing of the Constitution, and reasons for those changes, are examined. Students also examine the effectiveness of the current institution of the presidency.

Offered fall of even-numbered years

### **POL 203 Political Ideas and Ideologies**

**Credits: 4**

This course explores an aspect of political life which is all around us, yet rarely studied closely: political ideologies. This course explores important philosophical questions that ideologies seek to answer, such as: What is a political community and what is its proper role in life? What is justice? How should individuals relate to the state? What is power and how should it be limited? When is change necessary, and how should that change come about?

Offered spring of even-numbered years

Exploration Area: Humanities

### **POL 204 American Foreign Policy**

**Credits: 4**

The United States' road to global leadership was a twisting one that began with a nation that spurned any entangling alliances and only in the mid-20<sup>th</sup> century embraced the role of a world leader. This course surveys the political and ideological development of United States foreign relations and diplomacy from the Revolution to the present post-Cold War era.

Offered fall of odd-numbered years

Exploration Area: Social Sciences

### **POL 209 Contemporary Latin America**

**Credits: 4**

Latin America is a diverse and vibrant region and the home of some of the world's

## **Undergraduate Curriculum**

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most dynamic economies and areas of great poverty. Students examine issues in Latin America today: the struggle to create a functional democracy; the war on drugs; relations with the United States; the benefits and challenges of globalization; rebel and reform movements; and the counter-revolutionary response to popular mobilizations, environmental problems, immigration, and economic development and inequality. Offered spring of odd-numbered years

### **POL 301 The U.S. Constitution**

**Credits: 4**

This course is a study of the U.S. Constitution, its philosophical background, the articles that provide the framework for our system of government, and the changes that have occurred as a result of amendments. Special emphasis is given to various interpretations of the Constitution by the judicial branch as well as current constitutional crises. Prerequisite: one POL course or permission of the instructor  
Offered Fall

### **POL 303 Politics of Sub-Saharan Africa**

**Credits: 4**

The goal of this course is to construct and apply a conceptual framework within which to analyze the incredibly complex and varied political landscape of the African continent. In discussing the construction, consolidation, and overthrow of the colonial regime, students analyze the ways in which the colonial powers left their imprint on both the African people and the post-colonial African state. Then this course looks at the political issues currently facing the African continent.  
Prerequisite: one POL 100 or 200 level course

Offered spring of odd-numbered years

### **POL 304 Marx and Marxism**

**Credits: 4**

Karl Marx continues to be many things to many different people, but the fate of Marx and Marxism for the 21<sup>st</sup> Century remains unclear. The early years of this century have been marked by economic insecurities, growing economic inequality, the continued vitality of repressive regimes, and escalating environmental degradation; in what ways is Marx helpful in making sense of this situation and/or proposing alternatives? This course will pose a single question that we will approach from a number of angles: what is dead and what is alive in the thought of Karl Marx?  
Prerequisite: one POL 100 or 200 level course

Offered spring of even-numbered years

### **POL 307 America in the Cold War Era, 1945-1990**

**Credits: 4**

This course examines the conflict between the United States and U.S.S.R and how this conflict affected American politics, culture and society. This course is devoted to the study of key events: What disputes remain regarding the historical record of this era? How did the Cold War impact the daily lives of Americans? What are the enduring lessons of the Cold War, and in what ways can these lessons be applied to the global and domestic politics of the 21<sup>st</sup> century? Prerequisite: one POL 100 or 200 level course  
Offered fall of even-numbered years

### **POL 312 Politics of the Middle East**

**Credits: 4**

More than any other region in the developing world, the Middle East has experienced internal crises and stirred emotion in the West. Do crises like the

persistent Arab-Israeli conflict, the rise of political Islam, the terrorist attacks of September 11<sup>th</sup>, and the Gulf Wars point to something unique in the civilizations of the Middle East, or are these crises the result of political processes shared by all modern states? The goal of this course is to critically analyze a wide range of answers to this important question. Prerequisite: one 100 or 200 level POL course  
Offered fall of odd-numbered years

### PSYCHOLOGY

#### **PSY 101 Introduction to Psychology**

**Credits: 4**

This course surveys the major areas of psychology and emphasizes an understanding of research methods, theories, and findings in the field of psychology. Students study human behavior from multiple perspectives including cognitive, behavioral, and physiological. Students learn about challenging issues faced by psychologists, and practice hypothetical and problem-solving skills in the context of psychology.

Offered fall and spring

Exploration Area: Social Sciences

#### **PSY 104 Writing in Psychology**

**Credits: 2**

Psychologists write about human behavior. Thus, it is essential for psychology students to learn the writing conventions of APA (American Psychological Association) style and format. This course will help students develop their scientific investigative and writing skills. Students will be introduced to the type of writing expected of psychology majors. Most of that writing will involve research; thus this course will help students to read and think critically about research. Prerequisite: PSY 101  
Offered spring

#### **PSY 202 Personality Psychology**

**Credits: 4**

This course introduces students to the major classic theories of personality and to the social and cultural influences on personality development. Students will explore the ideas of Freud and his psychoanalytic theory, the humanistic models of Maslow and Rogers, Skinner's behaviorism, Bandura's social-cognitive perspective and Eastern psychologies. Students will enhance their knowledge through reading, discussion, and case studies. As the major theories and research in the field of personality are covered, students will be asked to relate this material to their own lives. Prerequisite: PSY 101  
Offered spring

#### **PSY 204 Social Psychology**

**Credits: 4**

Social psychologists strive to understand how other people influence our thoughts, feelings and behavior. This course will introduce students to theories and research that are an important part of our everyday lives, including topics such as intimate relationships, conformity, persuasion and reasons for aggressive behavior. Throughout this course, students will explore the interplay between people and their environment (i.e. the development of self, social influences on individuals, group interactions, and larger social systems). Prerequisite: PSY 101  
Offered fall

## **Undergraduate Curriculum**

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### **PSY 206 Issues in Adolescent Psychology**

**Credits: 4**

This course examines development during the adolescent and emerging adulthood years. Specifically, students will explore normal physical, cognitive, moral, socio-cultural and emotional changes that occur during this stage. Students will consider issues such as sexuality, dating, family and peer relationships. They will also consider problems that are particularly prevalent during adolescence, such as drug and alcohol use, eating disorders, depression, suicide, and teen pregnancy. Students will have the opportunity to read current and classic research in the areas of adolescence and emerging adulthood. Cultural and diversity issues will be discussed throughout the course. Prerequisite: PSY 101 or CHI 101

Offered spring of odd numbered years

### **PSY 211 Cognitive Psychology**

**Credits: 4**

This course introduces students to a variety of topics within the field of cognition by exploring how the mind extracts information from the environment (attention and perception), stores it for later use (learning and memory), and then retrieves it when it becomes useful (language, problem solving, decision making). Prerequisite: PSY 101

Offered spring

### **PSY 213 Issues in Child Psychology**

**Credits: 4**

This course provides an in-depth exploration into the science of child psychology spanning from the prenatal period to pre-adolescence. Students will examine the biological, cognitive and socio-emotional changes that occur during this time period. Additional developmental topics will be discussed including epigenetics, prenatal programming, attachment, gender, socio-metrics, intelligence, humor, and additional issues intended to cater to student interests. Prerequisite: PSY 101 or CHI 101

Offered fall

### **PSY 216 Neuroscience**

**Credits: 4**

This course studies the biological basis of the mind and behavior. It begins with a review of fundamental principles of behavior from the perspectives of biology, neuroscience and neuroanatomy. Selected topics will then be covered in more detail, including: Neurophysiology, Psychopharmacology, Sensory and Motor systems, Hormones, and Addiction. This course involves lab exercises, which will include activities on brain anatomy, perception, and research design. Prerequisite: PSY 101

Offered fall

### **PSY 227 Issues in Adult Psychology**

**Credits: 4**

This course provides an overview of physical, cognitive, personality, and social development across the adult life span, starting from high school graduation through death. This course covers the major theories and historical and contemporary research findings in the field of adult development. Students examine how individuals progress through a series of predictable stages during their lifetime, how they cope with the challenges of each stage, and whether aging should be viewed pessimistically as a series of losses or optimistically as increasing gains in wisdom and experience. Prerequisite: PSY 101 or CHI 101

Offered spring of even numbered years

## **PSY 240 Life Span Development**

**Credits: 4**

This course explores the journey of the individual from conception to death. Students trace individual physical, cognitive, and socio-emotional development chronologically, exploring the issues pertaining to each stage. This course helps all students understand others and gain some insight into their own history. It is particularly designed to help future nurses and mental-health professionals who are responsible, in some way, for the care of others. Prerequisite: PSY 101

Offered online in the fall and in class in the spring

## **PSY 285 Psychology Internship**

**Credits: 1-4**

Qualified sophomores, juniors, and seniors may arrange internships related to psychology with a member of the Psychology faculty. Internships are available in a variety of psychology related settings that include child protection agencies, juvenile justice services, schools, adolescent group homes, and rehabilitation facilities.

Prerequisites: two 200 level psychology courses; sophomore standing; pre-internship seminar; permission of faculty sponsor and department chair

Offered fall and spring

## **PSY 302 Statistical Methods for Psychology**

**Credits: 4**

Statistics is the science of reasoning from data. Data and statistical thinking abound in everyday life and in almost all academic disciplines, so the ability to reason with data is essential to educated citizenship. This course introduces concepts that will provide the student with a solid understanding of statistical procedures. The goal of the course is to demystify statistics and enable students to comprehend the evidence and logic behind statistical analysis. Prerequisites: PSY 101; junior standing recommended

Offered fall

## **PSY 303 Sport and Exercise Psychology**

**Credits: 4**

This course is designed to examine and apply the psychological effects of sport and exercise on human behavior. This is accomplished by investigations of concepts and theories which analyze sports, exercise, and physical activity. Topics of discussion include: anxiety, arousal, attention, personality structures, motivation, and intervention strategies. Prerequisite: PSY 101 or ESS 116

Offered spring

## **PSY 306 Abnormal Psychology**

**Credits: 4**

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. Students will be exposed to the science of abnormal psychology and will gain insight into the impact of behavioral disorders on the individual, family, community, and society. Students will also learn about the diagnosis and treatment of some common disorders. Upon completion of this course, students should have a thorough understanding of psychopathology and its correlates. Prerequisites: PSY 101; PSY 202; junior standing

Offered fall

## **PSY 308 Research Methods in Psychology**

**Credits: 4**

This course provides students with a detailed understanding of experimental, observational, and survey research methods. Emphasis is placed on framing research questions, defining variables and rendering them operational, sampling,

## **Undergraduate Curriculum**

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assuring internal and external validity, and drawing appropriate conclusions.

Students design original research projects. Prerequisites: PSY 101, 302

Offered spring

### **PSY 310 Counseling Psychology**

**Credits: 4**

This course introduces students to the field of counseling psychology and provides an overview of the major theories of counseling and the methods used to put those theories to work in the helping relationship. Students will develop an understanding of how counseling practice is grounded in theory. In addition, students will learn and practice some basic “helping” skills – the foundation of counseling techniques. This course is particularly applicable to students who are preparing for internships in psychology and for those who will pursue careers or graduate work in psychology and related fields (like education and nursing).

Prerequisites: PSY 101, 202, junior standing

Offered fall

### **PSY 312 Human Sexuality**

**Credits: 4**

This course provides students with an introduction to a variety of topics related to human sexuality, including cultural and personal aspects of human sexuality across the life cycle, sexual diversity, attitudes and myths about sex and sexuality, and the creation and dissolution of relationships.

Offered spring

### **PSY 314 Learning and Memory**

**Credits: 4**

This course will provide a comprehensive overview of classic and current issues in the study of learning and memory. We will begin by examining findings from laboratory research to gain a better understanding of the structure and organization of different types of learning and memory: factual information vs. personal events vs. cognitive skills. We will also examine how theories of learning and memory can be applied to understanding “real world” issues such as eyewitness testimony and the false/recovered memory debate. Prerequisites: PSY 101, 211 (or PSY 210)

Offered fall of even-numbered years

### **PSY 316 Health Psychology**

**Credits: 4**

The course will examine the role of psychological factors in several health related areas. Topics will include aspects of health research, adherence to medical advice, stress, pain and methods of coping with these. Other topics to be covered include behavior involved with chronic diseases and illness. We will also look at behavioral health, specifically concerned with the use of alcohol and tobacco. Throughout the course we will explore the underlying psychological theories and methods employed in this area as well as some of the clinical applications in this field. Prerequisites:

PSY 101, one 200 level PSY course

Offered spring

### **PSY 317 Forensic Psychology**

**Credits: 4**

Forensic psychology is the interface between psychology and the law. This course will survey the major areas of forensic psychology, including, history of forensic psychology, psychopathy, violent risk assessment, insanity and criminal responsibility, criminal and civil responsibility, child custody and juvenile delinquency. Students will have the opportunity to explore the role of race, ethnicity,



gender, and social-economic status in this discipline. Prerequisite: Completion of three Exploration Area courses  
Offered fall of even numbered years  
Integrative Studies course

### **PSY 323 Positive Psychology**

**Credits: 4**

Much of the research and practice of clinical psychology to date has focused on the diagnosis and treatment of psychopathology. Many psychologists today believe that a focus on a disease model (curing illness) is incomplete. Psychology is also the study of human strengths, optimism, happiness, hope, and resilience. This course is an overview of some of the research and concepts in the new and growing field of positive psychology. Students will have an opportunity to explore the concepts firsthand. Students will learn practical ways of using one's character strengths to promote and maintain their own lives and to enhance the lives of others.

Prerequisite: PSY 101

Offered spring

### **PSY 354 Psychology and Law**

**Credits: 4**

This course introduces students to the role of psychology in the legal system. A growing numbers of psychologists have become involved in a wide range of activities within the legal system (e.g., testify as expert witnesses; helping attorneys select juries; and preparing witnesses for trial). Students will examine and evaluate the assumptions made by the legal system about psychological and scientific issues. They will also seek to understand how the legal system actually works, not how the law assumes it works. Ultimately, this course will provide insight into the past and anticipated future of this dynamic interdisciplinary field. Prerequisites: PSY 101; sophomore standing

Offered spring of odd-numbered years

### **PSY 369 Drugs and Behavior**

**Credits: 4**

This course will investigate drug use and drug actions, both licit and illicit. It will also consider the social and policy issues that surround their use. Accordingly, the specific coverage will span a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic use of behaviorally active drugs, the history of drug use, drug abuse and its prevention and treatment. Specific categories of drugs to be covered include: stimulants, depressants, inhalants, opioids, hallucinogens, and commonly used drugs, such as alcohol, nicotine and caffeine. Medications will also be examined including those for mental disorders and over-the-counter. Prerequisites: PSY 101, one 200 level PSY course

Offered fall

### **PSY 485 Psychology Internship and Professional Development Seminar** Credits: 4-16

Students in this course work in psychology-related settings that include, but are not limited to, community mental health centers, child protection agencies, law enforcement, prisons, rehabilitation centers, schools, adolescent group homes, and marketing firms. Internships include a weekly seminar with the faculty sponsor in which students explore many components of the professional work experience including the process of helping, ethical practice, communication in the workplace, problem-solving and networking. Graded Pass/Fail. Prerequisites: pre-internship seminar; permission of the faculty sponsor and department chair

Offered spring

## **Undergraduate Curriculum**

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**PSY 486 Psychology Capstone: Advanced Research Seminar**      **Credits: 2**  
In this course, students design, carry out, and present the results of original research projects on topics of particular interest to them. Emphasis is placed on choosing methodologies, simple and complex designs, multivariate analysis, interpretation of results, and ethical considerations in psychological research. Students must complete this Capstone experience at Colby-Sawyer College. Prerequisites: PSY 101, 302, 308      Offered fall

### **PUBLIC HEALTH**

**PBH 230 Introduction to Public Health**      **Credits: 4**  
This course introduces the basic principles of public health. The context and scope of public health are covered including history, philosophy, essential services, ethics, and application to current events. Public health is explored from both historical and modern perspectives. Some of the topics covered include social justice, health disparities, vulnerable populations and the role of governments in health care. Prerequisite or co-requisite: HEA 100      Offered fall

**PBH 232 Mental Health Systems**      **Credits: 2**  
This course focuses on the mental health delivery system and how people with mental illness interact with the public health and mental health system. The changing social constructions of mental illness and its evolution over time are explored as well as the related historical and contemporary public policy developments. Prerequisite: HEA 100      Offered spring

**PBH 306 Health Research Methods**      **Credits: 4**  
This course prepares students to effectively assess and apply research evidence and skills in health studies practice. Students will be able to evaluate the quality of health data, conduct a literature review and apply principles of ethics. Research skills including study design and data analysis will prepare students to design and evaluate a research project at the undergraduate level. Prerequisite or co-requisite: MAT 220      Offered fall

**PBH 330 Epidemiology**      **Credits: 4**  
This course is designed to introduce students to the field of epidemiology. Students are presented with the historical role of epidemiology in the understanding of disease causation as well as the role of modern epidemiology in public health and health education. Prerequisites: MAT 220; PBH 230 and BIO 108 or BIO 106      Offered fall

**PBH 332 Prevention of Illness and Injury**      **Credits: 4**  
Prevention of illness and injury, a thrust of the public health system, is vital to improving health care outcomes and controlling health care costs in the world today. This course explores and analyzes the multitude of systems and theories that contribute to the prevention of illness and injury. Prerequisite: PBH 230 or HP 220      Offered spring

### **PBH 401 Public Health Policy and Law**

**Credits: 2**

Public health policies and laws represent responses to complex public health problems and are typically matters of significant local, state and national concern. The goal of health policy is to promote and protect the health and welfare of individuals and populations and the legal system is often the structure through which public policy is enacted. This course introduces students to the public health policy arena through the examination of current key issues in the field. Prerequisite: PBH 230, 306; senior-level standing in the major

Offered fall

### **PBH 485 Public Health Internship**

**Credits: 2-12**

Students enroll for varied credit in a department approved internship with a public health related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of the internship experience is required. A minimum of 80 hours is required for this internship. Graded Pass/Fail. Prerequisites: PBH 230; pre-internship seminar; permission of faculty sponsor and program director

Offered fall and spring

### **PBH 486 Public Health Capstone I**

**Credits: 2**

Students propose, design and implement a comprehensive literature review in an area of interest within the public health field. Students meet weekly as a group with the course instructor to discuss design, methodology, results and progress toward completion of the review. Prerequisite: PBH 306 and senior-level standing in the major

Offered fall

### **PBH 487 Public Health Capstone II**

**Credits: 2**

In this course students design a project from their learning in PBH 486. In coordination with their capstone advisor students are expected to envision a project that appropriately responds to their literature review findings. Students give an oral presentation of their project and submit a final paper. Prerequisite: PBH 486

Offered spring

## **RELIGION**

### **REL 104 Christianity and the West**

**Credits: 4**

This course introduces students to the origins, influences, and developments of Christianity, beginning with its initial expression in the Christian Canon (New Testament) and its inheritance from its Jewish roots (Old Testament). Students will trace major themes in Christianity and its foundational texts, exploring their many intersections in Western history and thought. Fundamental to this course is the understanding that the history of Christianity is inextricably linked to the development of Western culture, and that this link continues to influence modern perceptions of literature and myth, social justice, the structure of families, and the nature of free will.

Offered spring of odd-numbered year

Exploration Area: Humanities

## **Undergraduate Curriculum**

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### **REL 105 World Religions**

**Credits: 4**

This course is an introduction to the academic study of religion, covering both major world religious traditions and the study of religion in general. Students will investigate the origins, beliefs, values, and practices of religions from different times and cultures, and will learn scholarly techniques to analyze, contextualize, and compare these various religions. Emphasis is placed on understanding different religions as social-historical phenomena.

Offered fall of even-numbered years

Exploration Area: Humanities

### **REL 206 The Meaning of Death**

**Credits: 4**

In this course students are introduced to the beliefs and practices of various world religions in relation to death and dying, grief and bereavement. Emphasis is placed on the reading of personal accounts as well as primary and secondary religious texts with the goal of increasing appreciation of the role of religion at the end of life and the variety of means by which religion impacts people at this time of life.

Offered fall of odd-numbered years

Exploration Area: Humanities

### **REL 237 Themes in Comparative Religion**

**Credits: 4**

This course explores two or more religious traditions in significant depth. The goal is to delve more deeply into the ideas and practices of religions than is possible in REL 105. Special attention will be given to primary and secondary sources, and developing frameworks for conceptualizing differences and similarities within and among these traditions.

Offered spring of even-numbered years

Exploration Area: Humanities

## **R.N. TO B.S.**

### **RNBS 401 Nursing Research and Evidence Based Practice**

**Credits: 4**

This course will continue development of evidence-based practice skills in the already licensed professional nurse. Students will develop or consolidate skills in evaluating and applying research to clinical practice. Topics include the research process, literature critique and principles of effective and efficient knowledge transfer into practice. Using project based learning students will incorporate the clinical value compass and principles of quality improvement to address practice issues. Prerequisite: MAT 220 or equivalent; R.N. Licensure

Offered fall

### **RNBS 402 Community and Public Health Nursing**

**Credits: 4**

This course introduces the concept of the community as client and examines population-focused nursing. Topics include epidemiology, biostatistics, community assessment, cultural competency, vulnerable populations, and environmental health. The course also examines the context of community and public health nursing through the exploration of the social and ecological determinants of health. Public health sources of information will be accessed to inform evidence-based practice and population health. The course includes an experiential component, with a focus

on the assessment, planning, implementation and or evaluation of community/public health-focused nursing care. Prerequisite: R.N. Licensure

Offered summer

### **RNBS 403**

#### **The Administrative Context for High Quality Care Delivery** **Credits: 4**

Based upon the Quality and Safety Education for Nursing (QSEN) core competencies, students will develop the knowledge, skills and attitudes required to deliver high value care to patients and families. A focus of the course will be how health care delivery systems develop high reliability care systems that assure the safe and high quality delivery of patient care. The policies, regulatory and legal contexts for health care, including the Affordable Care Act, are addressed with an emphasis on the critical role that nurses play. Prerequisite: R.N. Licensure

Offered spring

### **RNBS 404**

#### **Nursing Leadership and Management in Health Care Systems** **Credits: 4**

This course examines classical and contemporary theories and models of leadership and management as deployed in the health care environment and in nursing practice specifically. Requirements for effective leadership and management at the levels of self, work unit, and organization will be analyzed. Hallmarks of effective nursing leadership and management will be explored through the use of case studies. In addition, students explore their own assumptions and values about personal leadership. Prerequisite: R.N. Licensure

Offered fall

### **RNBS 486 Capstone Research Project in Nursing**

**Credits: 4**

The RNBS 486 Capstone project demonstrates the students' synthesis of learning from previous courses. Students identify an area of interest with an opportunity for change in their practice setting. The project reflects Quality and Safety Education (QSEN) competencies. Students conduct an organizational assessment, complete a comprehensive literature review, and develop a strategy for implementation of change. The project incorporates inter- professional collaboration and nursing leadership. Prerequisite: R.N. Licensure; RNBS 401, 403, 404

Offered every semester

## **SCIENCE**

### **SCI 107, 109, 111, 113 Science Seminars**

**Credits: 1**

The Natural Sciences Department provides a program of speakers and presentations that focus on topics in science. Students receive credit for attendance at 80 percent of the semester's talks and are required to produce several short writing assignments. Course content varies from term to term. Graded Pass/Fail.

Offered fall

### **SCI 112 Introduction to Astronomy (+lab)**

**Credits: 4**

This laboratory course provides a hands-on introduction to astronomy. Students take an historical perspective, noting major theoretical developments in astronomy

## **Undergraduate Curriculum**

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such as the work of Galileo, Kepler, Newton, Einstein, Hubble, and Hawking, and also a practical perspective, discussing the exploration of space by satellites, shuttles, and telescopes. Laboratory work involves computer demonstrations and night sky observations.

Offered spring  
Exploration Area: Science

### **SCI 130 Earth Science (+lab)**

**Credits: 4**

This course focuses on fundamentals of earth science, which include geology, meteorology, oceanography and astronomy. In addition to developing a basic comprehension of our physical environment, students study potential responses to hazards in the natural environment. Extensive use is made of audiovisual materials and laboratory activities. A \$50 lab fee is charged.

Offered fall and spring  
Exploration Area: Science

### **SCI 230 Brewing/Vinting Science**

**Credits: 2**

The crafting of fermented beverages continues to enjoy rapid growth and leverages sustainable business practices on a local scale. This course is designed to introduce students to the art and science of the brewing of craft beer (Spring semesters), and wine and cider (Fall semesters). Topics include the fundamentals of brewing, vinting and fermentation science. Roughly equal time will be spent in the classroom and in the application of skills learned. The in-class component of the course focuses on the underlying principles of brewing, while the laboratory component of the course focuses on the practice and art, culminating in brewing a unique batch of craft beer, wine and/or cider. Prerequisite: Age 21 or over

Offered fall and spring

## **SELF-DESIGNED**

### **SDM 285 SDM Introductory Internship**

**Credits: 1-4**

This multidisciplinary internship gives students the opportunity to explore potential career opportunities available to graduates with their Self-Designed major.

Internships can include a wide range of experiences suited to students' particular interests. Students must submit an Internship and Learning Contract application to the Harrington Center for Experiential Learning and a study plan to the department chair for approval prior to beginning the internship. Graded pass/fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

Prerequisite: pre-internship seminar; permission of faculty sponsor and department chair.

Offered fall and spring

### **SDM 485 SDM Advanced Internship**

**Credits: 3-12**

This internship provides students with an opportunity to explore areas of professional interest and development as well as potential careers. The internship can be completed in a variety of private or public settings and requires students to draw connections among the various academic areas and disciplines of the multidisciplinary studies major with the career or internship setting and the learning objectives of the internship experience. Students must complete a minimum of 120 on-site hours (equivalent of 3 credits). Graded pass/fail.

Prerequisites: SDM 285; junior standing or above; pre-internship seminar;  
permission of faculty sponsor and department chair                      Offered fall and spring

## SOCIOLOGY

### **SOC 101 Introduction to Sociology** **Credits: 4**

This course examines sociology as a scientific discipline with an introduction to its foundational themes, empirical concerns, and analytical approaches. Students will investigate the interrelationship between individual experience and broader social contexts emphasizing the effects of social class, race/ethnicity and gender on life experiences and opportunities. Students will gain knowledge and critical thinking skills regarding contemporary social life in the United States.

Offered fall and spring  
Exploration Area: Social Sciences

### **SOC 203 Sociology of the Family** **Credits: 4**

This course focuses on the structure of the American family and how this structure is changing as society changes. Major focus in on the diversity of family forms, roles in partnered relationships, and a variety of social problems associated with family life. The impact of political and economic systems on family life is also explored.

Prerequisite: SOC 101 or CHI 101                      Offered fall of odd-numbered years

### **SOC 210 Intimate Partner Violence** **Credits: 4**

This course provides a thorough and critical look at intimate partner violence from a sociological perspective. Students will acquire the skills necessary to effectively study intimate partner violence in the United States through examination of history, theories, and methods, before proceeding to investigate how intimate partner violence is shaped by social location. Race, social class, gender, sexual orientation, family composition, religion, and military status will all be included. Throughout, students will analyze and evaluate social service responses to intimate partner violence. Prerequisite: SOC 101 or CLS 100

Offered spring

### **SOC 218 U.S. Social Problems** **Credits: 4**

U.S. Social Problems explores current, domestic issues through a sociological lens, taking into consideration the sociological imagination, and exploring the constructivist approach to the study of conditions. Moreover, students will complete service to the community in order to experience first-hand work being done on the local level to combat issues such as poverty and addiction. Prerequisite: SOC 101

Offered fall of even-numbered years

### **SOC 285 Exploratory Sociology Internship** **Credits: 2-4**

This exploratory internship gives students the opportunity to gain experience with the study of sociology as well as with career opportunities available to graduates. Graded Pass/Fail. Prerequisites: sophomore standing; pre-internship seminar

## **Undergraduate Curriculum**

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### **SOC 303 Sociological Aspects of Sport**

**Credits: 4**

This course acquaints students with sport as a reflector and transmitter of values incorporated into the nature of sports in our society. Topics include: sport and mass media, violence in sport, deviant behavior and sport, issues of race and culture in sport, and gender in sport. Prerequisite: SOC 101 or ESS 116

Offered fall

### **SOC 304 Race and Ethnic Relations**

**Credits: 4**

This course examines how race and ethnicity continue to organize social relations and inequality in the United States and beyond. The course focuses on race and ethnicity as socially constructed categories and on contemporary forms of structural inequality. Topics may include issues in health care, residential segregation, access to education, the criminal justice system, media representations, and immigration. Discrimination at the interpersonal and institutional level will be featured as well as how race and ethnicity intersect with other forms of oppression such as gender and socio-economic class status. Prerequisite: SOC 101

Offered fall of odd-numbered years

### **SOC 316 Social Theory**

**Credits: 4**

This course provides an introduction to the central issues in sociological theory and a survey of both classical and modern sociological theorists. Sociological theory plays a critical role in the formation and development of sociology, in that it provide lenses through which to see the world; lenses that define the actors, contexts, and institutions that populate the realm of sociology. While sociology inculcates an awareness of how individual problems connect to social issues, it is sociological theory that structures the social world such that “problems” and “issues” first emerge. Prerequisite: SOC 101

Offered fall of even-numbered years

### **SOC 319 Global Social Problems**

**Credits: 4**

Our modern world is closely linked through trade, travel, and cutting-edge communication tools, and as such we have the ability to examine global issues like never before. This course will explore social problems across ever-more permeable international boundaries, and within specific regions of the world. Focus will be placed on contemporary issues concerning social justice and inequality, gender, terrorism, migration, urban conditions, and global climate change. Students will be required to demonstrate in-depth knowledge of, and critically evaluate, one issue.

Prerequisite: SOC 101

Offered spring of odd-numbered years

### **SOC 322 Gender and Society**

**Credits: 4**

Gender and Society explores both “sex” and “gender” from a sociological perspective. We will examine and critique a variety of social institutions that produce, maintain, and enforce these categories as well as investigate how they are connected to social stratification and structures of race/ethnicity, socio-economic class, and sexualities. The course will investigate the lives of transgender individuals as well as various theories of sexual orientation. Central to the course is a focus on how an active, informed sociological imagination can promote a better understanding of the forces that shape our “individual” gendered lives. Prerequisite: SOC 101 or WGS 111

Offered spring of even-numbered years



### **SOC 333 Research Methods in Sociology**

**Credits: 4**

This course provides exposure to the variety of quantitative and qualitative research methods used in sociology with the emphasis on survey research and statistical analysis using Statistical Package for the Social Sciences (SPSS). The course introduces descriptive and inferential statistics and the conditions under which they are meaningful. Students become familiar with issues related to measurement and data processing with an emphasis on research design. Prerequisites: SOC 101; junior standing recommended  
Offered spring

### **SOC 485 Sociology Internship**

**Credits: 4-12**

Through this minimum 160-hour internship students gain professional experience by applying skills learned in their sociology class work. Students may choose from a variety of internship options including community and government agencies, the criminal justice system, non-profits, or others that assist entry into a professional career. Graded Pass/Fail. Prerequisites: Sociology major; junior standing or above; pre-internship seminar; permission of faculty sponsor and department chair

### **SOC 486 Advanced Seminar Capstone**

**Credits: 4**

This course involves a semester of directed research in which students carry out an empirical research study. Students work closely with faculty and will present their research to the college community at the spring Scholars Symposium. Prerequisite: SOC 333  
Offered fall

## **SUSTAINABILITY**

### **SUS 218 Principles and Practice of Sustainability**

**Credits: 4**

In this course, students learn to take a whole systems approach to some of the interconnected social, economic and environmental issues that impact human quality of life on personal, regional and global levels. Students will examine some of the ecological and value-based drivers of these challenges. They will explore ways that the active integration of mindsets, practices and tools from multiple fields can leverage deeper understanding and more effective, broad-based solutions.

Offered fall of odd years

### **SUS 418 Global Sustainability**

**Credits: 4**

This course utilizes a global framework to situate sustainability. Weaving environmental, developmental, cultural, historical, political, psychological, philosophical and economic perspectives to understand sustainability, we will investigate the complex nature of global crises now confronting humankind and the natural world. Working cooperatively, students will research and present global solution sets for these manifold problems. Prerequisite: SUS 218  
Offered spring

# **Undergraduate Curriculum**

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## **THEATER**

### **THE 140 Acting Studio I**

**Credits: 4**

An introductory course in acting technique with physical and vocal work included. Students will be introduced to the basic processes and vocabulary of the actor. Students will use in class scene work and production attendance to learn about the craft of performance. No prior acting experience is required. Rehearsal time outside of class is required

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **THE 226 Integrated Arts Performance Studies and Theory**

**Credits: 4**

Students are introduced to concepts, approaches and theories relevant in creating theater performances and artistic design. Students explore and create a type of art which is in the forefront of contemporary work. Students from different disciplines in the arts (music, dance, theater, graphic design, and studio art and art history) work together becoming aware of each other's materials and craft while creating a collaborative work.

Offered spring of even-numbered years

### **THE 230 Stagecraft**

**Credits: 4**

Designed to provide students with a working knowledge of the artistic and technical skills essential to theater production, this course introduces the tools and hardware necessary for the creation of scenery, properties, sound effects and lighting. This course combines lecture and laboratory work and requires backstage participation in college productions. Students are required to learn and follow appropriate safety protocols for the studio and stage.

Offered fall and spring

Exploration Area: Fine and Performing Arts

### **THE 240 Acting Studio II**

**Credits: 4**

This course builds on the processes and skills acquired in Acting Studio I with an increased focus on script analysis and the development of intentions, motivations and tactics through the performance of monologues and scenes written by modern realistic playwrights such as Miller, Williams, Mamet, Vogel and LaBute. Rehearsal time outside of class is required. Prerequisite: THE 140

Offered fall and spring

### **THE 330 Advanced Stagecraft**

**Credits: 4**

This course introduces the intermediate fundamentals of theatrical scenery and lighting, exploring color theory, design for diverse types of productions, and the director designer relationship. Students become familiar with architectural aspects of the stage and types of scenery and lighting, expanding their working knowledge of materials, tools and technical skills. Students learn by doing, participating on the tech crew for at least two Sawyer Center productions, and they are required to follow appropriate safety protocols. Prerequisite: THE 230

Offered fall and spring

### **THE 340 Acting Studio III**

**Credits: 4**

This course focuses on intensive script analysis and performance of scenes and soliloquies from plays that demand a heightened performance style. The course will

introduce acting theory through readings, videos, visiting lectures and field trips. Rehearsal time outside of class is required. Prerequisite: THE 240

Offered fall and spring

### **THE 430 Theatrical Design**

**Credits: 4**

Students study the principles of design, the development of a design concept, script analysis from the designer's perspective, collaborative work, and the working parameters present in a theater. This course is suited for students who have experience working in the theater or those who want to apply design skills in other areas to theater, particularly sculpture and painting. Prerequisite: THE 330

Offered fall and spring

### **THE 440 Acting Studio IV**

**Credits: 4**

This course focuses on the collaborative relationship between actor, director, playwright and designers. Students discover how creating new work together results in exciting theatrical events. Students will be expected to develop independent projects which will demonstrate a high level of understanding of the art of acting in a realized performance. Rehearsal time outside of class is required. Prerequisites: THE 340

Offered fall and spring

## **WOMEN'S AND GENDER STUDIES**

Note: Prior to fall 2015 WGS courses were listed as WST courses.

### **WGS 111 Introduction to Gender Studies**

**Credits: 4**

This course is an introduction to Women's and Gender Studies, an interdisciplinary field that examines the concept of gender and how it intersects with class, race, and sexuality. Students will become familiar with key issues and debates in the scholarship, as well as histories of feminism and feminist thought.

Offered fall and spring

Exploration Area: Humanities

## **WRITING**

### **WRT 101 Introduction to Academic Writing**

**Credits: 4**

In this course, students will learn to use writing as a tool for learning and a means of communication. Students will apply critical reading skills to challenging texts and respond to those readings with writing that is clear, cohesive, and logical. Students will learn to read as college writers, mining texts for ideas and techniques to incorporate into their own writing. Through processes that include prewriting, drafting, and rewriting, students will learn to employ the conventions of academic writing, including citation, grammar, and mechanics. This course provides students with foundational writing skills that they will continue to develop throughout their college careers. A grade of "C" or better is required for this course.

Offered fall and spring

## **Undergraduate Curriculum**

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### **WRT 201 Introduction to Creative Writing**

**Credits: 4**

This is an introductory course in the writing of fiction and poetry. In addition to practicing each of these forms, students read examples of contemporary poetry and fiction.

Offered spring

Exploration Area: Fine and Performing Arts

### **WRT 301 Intermediate Creative Writing: Poetry**

**Credits: 4**

Students continue to develop their knowledge of poetry and the skills and discipline necessary to write. Students also gain knowledge about literary editing by working with the college's literary magazine. Prerequisite: WRT 201

Offered fall

### **WRT 302 Intermediate Creative Writing: Fiction**

**Credits: 4**

Students continue to develop their knowledge of fiction and the skills and discipline necessary to write. Students also gain knowledge about literary editing by working with the college's literary magazine. Prerequisite: WRT 201

Offered spring

### **WRT 304 Intermediate Creative Writing: Selected Genre Studies** **Credits: 4**

This course provides an in-depth study of a creative writing genre other than poetry or fiction. Possible topics include the prose poem, the essay, writing for young people, playwriting, scriptwriting, and translation. Students also gain knowledge about literary editing by working with the college's literary magazine. Prerequisite: WRT 201

Offered fall of odd-numbered years

### **WRT 311 Scriptwriting**

**Credits: 4**

This course is an introduction to writing for the film and video screen. Through class discussion, readings, and the analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of the audiovisual media. Prerequisite: WRT 201 or COM 216

Offered fall of even-numbered years

### **WRT 485 Creative Writing Internship**

**Credits: 1-6**

All Creative Writing majors are required to complete a minimum one-credit internship to gain practical experience under the supervision of both a professional in the field and a member of the Creative Writing faculty. Any organization involved in writing or publishing, or the promoting of literature, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers' organizations, arts councils, historical societies, and the like.

Prerequisite: Creative Writing major; pre-internship seminar; permission of the faculty sponsor and department chair

Offered fall and spring

### **WRT 486 Capstone Proposal**

**Credits: 2**

Students design and complete a proposal for the Capstone Project they will write the following semester. In collaboration with the instructor, students plan the creative and critical components of the project. Prerequisite: Creative Writing major

Offered fall

**WRT 487 Capstone Experience: Senior Seminar in Creative Writing Credits: 2**

Students will write and present a creative thesis consisting of creative work that has undergone serious revision. Additionally, students will write a critical essay addressing some aspect of the craft of creative writing, demonstrating specialized knowledge in an area of their choice. Students will give a short reading of their creative work and a brief overview of their critical project on Scholars' Day.

Prerequisite: WRT486

Offered spring

# ADDITIONAL CURRICULAR OPPORTUNITIES

### INTERNSHIPS ACROSS THE CURRICULUM

In keeping with Colby-Sawyer College's goal to integrate the liberal arts and sciences with professional preparation, students have opportunities to gain practical experience in a chosen field through internships in a wide range of organizations. Internships are integrative learning experiences designed to provide students with learning opportunities under collaborative supervision among Colby-Sawyer College faculty, staff and work-site professionals. Internships allow students to enhance their academic programs with work experience related to career interests in business, industry, government, health care, sports, science, education, human services, plus many opportunities in national and international settings.

All majors require that students take an internship while enrolled at the college. Programs in athletic training and nursing have specific certification and accreditation requirements, and related information can be found in these respective sections. Internships are arranged through the Harrington Center for Experiential Learning with approval and evaluation by faculty sponsors. Specific information on internship policies and procedures as well as student, faculty sponsor, and career center responsibilities is available from the Harrington Center.

Internships Across the Curriculum support the goal of the college to integrate liberal arts and sciences with professional preparation. Yearly placement survey results show that Colby-Sawyer College students consistently achieve employment and admission to graduate school in areas related to their majors. It is evident in feedback from employers that the internship experience makes Colby-Sawyer graduates stand out from other job candidates.

#### Eligibility Requirements

Any matriculating student is eligible for an internship provided that the student:

- Has earned enough credits for sophomore status;
- Has submitted a résumé and Internship Intent form to the Harrington Center;
- Has satisfactorily completed the Pre-Internship Seminar on *Moodle*;
- Meets the criteria established by the college and by each discipline for participation and has departmental approval;
- Has a different experience for each subsequent internship;
- No former supervisors – on or off-campus – may act as supervisors for this internship;
- Has a college-approved on-site supervisor;
- No family members are members of the on-site staff;
- The student meets academic qualifications.

Students who are suspended from the college may not participate in internships.

## Guidelines

Each department may have established prerequisites for students wishing to undertake internships. However, these are the general guidelines:

- Students will be registered for the internship upon approval of the Internship Contract arranged with the Harrington Center.
- Internships numbered 285 and 485 will be graded on a Pass/Fail basis.
- Forty site-directed hours equals one credit for all majors except Child Development and Psychology which have a required classroom component.
- Internships are either 285 (exploratory) or 485 (advanced).
- Internship credit is limited to a maximum of 15 credits towards graduation.
- In a given semester, a student is only allowed to take one internship.
- Each internship will be a different experience for each student.
- Interdisciplinary internships (INT 285, INT 485) are available.

For specific add, drop and withdrawal dates please refer to the Academic Calendar.

## WESSON HONORS PROGRAM

The Wesson Honors Program is designed to provide highly motivated students with an optional intensive experience in the liberal arts. By creating academic, cultural, and social opportunities for integrative and interdisciplinary intellectual discovery, the program challenges students not only to widen their own avenues of intellectual exploration but to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college. The academic courses in the program introduce students to a rich body of interdisciplinary knowledge and the process of interdisciplinary thinking. Small seminar class meetings encourage lively exchanges between students and faculty members.

Students with a minimum 3.75 high school grade point average are eligible for the Wesson Honors Program. Students accepted into this program will be awarded a Wesson Honors Scholarship and will be enrolled in the Honors Program. This scholarship will be awarded annually to students who maintain good standing in the program. To sustain good standing in the program, students must maintain dean's list status (earn a minimum 3.5 grade point average at least every other semester), take at least one honors course each year, and uphold the mission of the Wesson Honors Program.

Wesson Honors Program learning:

Upon completion of the program students will:

- demonstrate integrative and interdisciplinary thinking;
- learn to work collaboratively with other highly motivated students to widen their avenues of intellectual curiosity; and
- take leadership in the college's community of scholars as catalysts for inquiry and discussion.

A student must complete a minimum of 16 Honors credits, including the Wesson Honors Capstone Seminar (2 credits) to receive an Honors Certificate. Completion of Honors FYS 101 (4 credits) is highly recommended. Students who do not

## **Undergraduate Curriculum**

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complete the Honors First Year Symposium, but plan to earn an Honors Certificate, must meet with the Honors Coordinator to work out a plan to fulfill the requirements. The additional honors credits may be completed through honors topics courses (4 credits), honors Integrated Studies course, one honors peer mentor or teaching assistantship (1-4 credits), one honors contract (4 credits) or one honors independent study (1-4 credits).

### **STUDENT EXCHANGE**

Colby-Sawyer College is a member of the New Hampshire College and University Council (NHCUC), an academic consortium which includes Franklin Pierce College, Keene State College, New England College, Plymouth State University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire. Altogether more than 20,000 students are enrolled in consortium institutions. These students are able to benefit from student and faculty exchange, special workshops and seminars, enlarged library resources, and full and part time study on other consortium campuses.

Qualified students, with appropriate approval of the registrar, may enroll in one or more courses or for the fall or spring semester in residence at one of the NHCUC institutions listed above on a space-available basis. Such study is considered Colby-Sawyer College sponsored and may be used to meet the residence requirement.

The registrar must approve all courses prior to enrollment, and students must earn a minimum grade of C (2.00) to receive transfer credit. Credits and grades will be recorded on the student's transcript and calculated into the student's GPA.

No extra financial charge is made other than special course fees, such as laboratory fees. Students must provide their own transportation and, when applicable, must make their own arrangements for room and board at the institution at which they intend to enroll. The consortium network of schools offers the variety of courses usually found only on a large university campus but retains the small-college environment with respect to academic support, residency, social life and student development opportunities.

### **STUDY ABROAD / AWAY**

The study abroad program at Colby-Sawyer College provides students the opportunity to acquire broad cultural knowledge and practical skills which will enable them to participate fully in a global society and to contribute to the internationalization of the Colby-Sawyer College campus through academically demanding international programs. Study abroad is open to Colby-Sawyer College students who have a 2.80 minimum cumulative GPA and are in good academic and social standing with the college.



Colby-Sawyer College program affiliates offer study opportunities that will complement a student's degree program. Students accepted to Colby-Sawyer College Study Abroad/Away maintain their enrollment status at Colby-Sawyer allowing them to carry their Pell Grants, Subsidized Stafford and Unsubsidized Stafford Loans into their international or domestic study programs.

Students interested in study abroad and study away programs can receive information and assistance from the Harrington Center for Experiential Learning. Colby-Sawyer College has affiliations with several programs allowing students to study in a wide variety of countries. These affiliate programs include: Academic Programs International, American Institute of Foreign Study, Council on International Educational Exchange, Florida Atlantic University, Harlaxton College, Grantham, UK, affiliated with the University of Evansville, Hellenic American University, The School for Field Studies, Center for International Studies, and The Education Abroad Network.

To be eligible for study abroad, students must meet deadlines found on the Academic Calendar or with the Harrington Center. Students must initially apply to study abroad/away with the Harrington Center and then, upon approval, can apply to their program of choice.

### **WASHINGTON INTERNSHIP INSTITUTE (WII) AFFILIATION, WASHINGTON, D.C.**

The Washington Internship Institute (WII) is an educational non-profit organization that provides college students from both the U.S. and abroad with internships in Washington, D.C. The Colby-Sawyer College in Washington, D.C., WII program delivers a combination of experiential learning principles and academic rigor resulting in a semester that is challenging and actively engages students in their communities. Our affiliation with WII will allow students to remain enrolled at Colby-Sawyer College (fall and spring terms) and the credits earned will appear as Colby-Sawyer College credits.

Colby-Sawyer College students initially apply for this program through the Harrington Center for Experiential Learning and upon approval can then apply to the WII program.

Program Requirements for Admission:

- Students are juniors or seniors in good academic and social standing with a 2.50 minimum GPA at time of application.
- Sophomore students with excellent faculty references may apply.
- Harrington Center application deadlines are October 1<sup>st</sup> for spring semester and March 1<sup>st</sup> for fall semester and summer programs. Once accepted to Colby-Sawyer College study away students can apply directly to the WII program.

## **Undergraduate Curriculum**

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### ***WII Course Offerings***

#### **WII 301 Experiential Education Seminar**

**Credits: 3**

This seminar provides a context for discussion, reflection and understanding of the internship experience related to their major and other courses. Graded by WII faculty.

#### **WII 302 Environmental and Sustainability Policy Studies (ESPS) Credits: 3**

Examines how U.S. environmental and sustainability policies are made, who and what influences their creation, and the scope and breadth of the field. ESPS introduces students to the players and institutions that shape environmental decision making on the major issues of our time including climate change, energy sustainability, manufacturing, architecture, urban planning, endangered species, the oceans, and many others. ESPS also critically analyzes the convergence of U.S. environmental policy with the challenges and realities of geopolitics. This is an exciting and challenging time for students to see firsthand the intersection between environmental decision making and the rapidly changing world of scientific discovery and domestic and international politics. Sample internships include: American Forests, American Rivers, Climate Institute, NOAA (National Oceanic and Atmospheric Administration), Sierra Club, U.S. Building Council, and World Wildlife Fund. Graded by WII faculty. Integrative Studies Course

#### **WII 303 Inside Washington, D.C.**

**Credits: 3**

This program welcomes all majors and is a multidisciplinary internship program examining the way in which diverse fields ranging from communication and literature to business, government, the arts, and education, converge in the nation's capital to create and influence today's politics and policy. Inside Washington combines an intensive academic seminar exploring the shape of recent U.S. history, current events, and the politics influencing the national agenda with a substantive, hands-on internship within a field of interest. Students will spend the semester reflecting on the many ways their academic fields and professional goals can make them more active citizens, and prepare them for a leadership role on the local, state, or global level. Sample internships include: Capitol Hill, U.S. Department of Justice, Meet the Press, Smithsonian Institute, Internal Revenue Service, Council on Economic Advisors, CNN (Cable News Network) and Newseum. Graded by WII faculty. Integrative Studies Course

#### **WII 304 International and Foreign Policy Studies**

**Credits: 3**

This is an intensive academic seminar drawing on the talent from several sectors, including the State Department and other government agencies, foreign policy think tanks, international non-governmental organizations, and embassies. Through academic and professional work, students will explore the contours of international relations in the 21<sup>st</sup> century. Study includes such vital diplomatic and national security questions as America's role in the tumultuous post Arab Spring Middle East, the future of Afghanistan, the continued challenge posed by transnational actors such as Al Qaeda, and the foreign policy implications of the declining world economy. Sample internships include: U.S. Department of State, U.S. Department of

Defense, Woodrow Wilson Center, Embassy of Kuwait, Atlantic Council, U.S. Coast Guard, and Amnesty International. Graded by WII faculty.

### **WII 305 Global Women's Leadership Development**

**Credits: 3**

This program offers the opportunity to study key issues facing women around the world and in the U.S. as we move into the 21<sup>st</sup> century. Whether considering critical issues such as women's health, including child bearing and HIV/AIDS, gender and family, universal legal and human rights, women in war and in post-conflict circumstances, human trafficking, economic entrepreneurship and micro-lending, students will have a chance to critically assess case studies in an intensive academic seminar. Through a professional and academic experience, students will also consider these questions: how do we develop more opportunities for women in Congress and parliaments, state houses, executive corporate leadership, international organizations, non-profit leadership? Sample internships include: Vital Voices, Women's Policy, Inc., Women for Women, EMILY's List, National Democratic Institute, NAACP (National Association for the Advancement of Colored People), International Women's Forum, and International Republican Institute.

Graded by WII faculty.

Integrative Studies Course

### **WII 485 Internship**

**Credits: 6-12**

Students work four days per week at their individually determined internship (32 hours). Credits earned apply to student's major internship requirement. Graded by WII faculty.

## **ROTC PROGRAMS**

Students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps (ROTC) at the University of New Hampshire. Students should be aware that most ROTC courses can transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or partial tuition, mandatory university fees, and costs for required textbooks for all courses. More specific information can be obtained by contacting:

ROTC Recruiting Officer

University of New Hampshire

Durham, NH 03825

or by calling:

Air Force ROTC 603.862.1480 or Army ROTC 603.862.1460

## **VETERAN EDUCATION BENEFITS**

Colby Sawyer College is committed to supporting men and women who have served our nation through military service. The college serves veterans, service members and their families, who are accessing U.S. Department of Veterans Affairs (VA) education benefits, often referred to as the GI Bill®.

## **Undergraduate Curriculum**

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Colby-Sawyer accepts credits earned through the military as transfer credit. For further information about this, please contact the Registrar's Office.

Students attending Colby-Sawyer College, who are eligible to receive VA Educational Benefits may qualify for one of the following Chapters of the GI Bill® of Educational Assistance:

- CHAPTER 30 Montgomery GI Bill®
- CHAPTER 31 Vocational Rehabilitation
- CHAPTER 33 Post 9/11 GI Bill®
- CHAPTER 33 Post 9/11 GI Bill® FRY Scholarship
- CHAPTER 35 Survivors' and Dependents' Educational Assistance Program
- CHAPTER 1606 Montgomery GI Bill® - Selected Reserve
- CHAPTER 1607 Reserve Educational Assistance Program

The Certificate of Eligibility must be submitted to the School Certifying Official (SCO). Any changes in enrollment must be communicated to the (SCO) immediately. Students are responsible for maintaining their benefit eligibility. The SCO does not have access to see this information. If certification is requested it will be processed, however, should the VA deny payment it is the student's responsibility to make payment arrangements with Student Accounts for all outstanding charges.

### *Yellow Ribbon*

Colby-Sawyer College is a participant in the Yellow Ribbon program. The Yellow Ribbon program allows for additional funding for students who are 100% eligible for Chapter 33 Post 9/11 benefits beyond the tuition and fees cap.

### *School Certifying Officials:*

Megan Miller: 603.526.3409 or [megan.miller@colby-sawyer.edu](mailto:megan.miller@colby-sawyer.edu)

Colleen DeAngelis: 603.526.3319 or [billing@colby-sawyer.edu](mailto:billing@colby-sawyer.edu)

## **PRE-OCCUPATIONAL THERAPY TRACK**

Undergraduate students who are considering pursuing occupational therapy at the graduate level may wish to explore entry level masters programs as well as entry level doctoral programs. If interested in occupational therapy, students should regularly check the Occupational Therapy Association website for information about prerequisite requirements for selected programs including the minimum grade required for these undergraduate courses. Academic advisors will assist with course selection and sequencing. Entrance to occupational therapy programs is competitive and admission is based on: (a) academic excellence, (b) Graduate Record Exam scores, (c) letters of reference from faculty members and occupational therapists, (d) clinical observation experiences, (e) an essay, (f) prerequisite courses, and (f) an interview.

There is no required major for admission to occupational therapy programs, but some common avenues are exercise science, athletic training, or biology. Some of the most common prerequisite courses are:

- Anatomy and Physiology (2 semesters)
- Statistics
- Introduction to Psychology
- Lifespan Development
- Abnormal Psychology
- Neuroscience
- Sociology or Anthropology or Culture
- Composition

Please note that there are other courses that specific programs require such as:

- Introduction to Research
- Structural Kinesiology
- Physics
- Chemistry
- Medical Terminology
- Ethics
- Biology elective

In addition to the prerequisite courses, most programs require observation hours in an occupational therapy clinic. Students may choose to do an internship in that type of setting or seek that experience outside of the class setting.

### **PRE-PHYSICAL THERAPY TRACK**

Professional programs in physical therapy require a doctoral degree in physical therapy (usually three years). An undergraduate degree is typically required for admission to a graduate program in physical therapy. Students interested in physical therapy should regularly check the American Physical Therapy Association website for information about the requirements of selected programs and work with their advisor to identify and select the necessary courses. Physical therapy schools select students on the basis of: a) academic excellence, b) Graduate Record Exam scores, c) letters of reference from faculty members and physical therapists, d) clinical observation experiences, e) an essay, and f) an interview. Admission to physical therapy programs is competitive.

Students have pursued physical therapy programs through a variety of different routes including the athletic training and exercise science majors as well as the biology major. However, students may choose any major and take the suggested prerequisites. Typical courses required before entry into a graduate level program in physical therapy are: BIO 106, 205, 206; CHE 101, 102; ESS 323, 324; MAT 206, 220; PHY 101, 102; PSY 101, 240.

Some programs require BIO 121, 305; CHE 307, 308; MAT 221; PHI 213, while others allow for greater flexibility, which may include any upper level biology course and any upper level psychology course. Most programs in physical therapy require 100 hours or more of observation in a physical therapy setting. The student may

## **Undergraduate Curriculum**

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choose to do an internship in that type of setting or seek this experience outside of the class setting.

### **PRE-MEDICAL AND PRE-VETERINARY TRACK**

Students wishing to pursue medical or veterinary school are required to take a number of courses, and most of these courses are found in the college's Biology major. The chair of the Natural Sciences Department can offer advice and assistance to students interested in these as well as other health-related professional schools including dentistry, optometry, physician's assistant, doctor of podiatry, and doctor of osteopathy.

Interested students should meet with the Natural Sciences Department Chair to discuss career planning and admission requirements. In addition, practitioners and school representatives are often invited to campus to assist students in their plans for the future.

The following are the core prerequisite courses required by most schools:

- Biology, at least two semesters (one semester should include BIO 106)
- General Chemistry and Organic Chemistry two semesters each (CHE 101, 102, 307, 308)
- Biochemistry one semester (BIO 305)
- Calculus and/or Statistics at least one semester (MAT 220 and/or 221)
- Physics two semesters (PHY 101, 102)

Many schools have specific requirements for upper-level biology courses such as genetics, microbiology, and cell biology, and additional subjects may include writing, psychology or sociology. In addition, pre-medical students need to consider biology coursework that will aid in preparation for the Medical College Admissions Test (MCAT). It is strongly suggested (but not required) that pre-medical and pre-veterinary students consider the biology major.

Suggested registration for biology majors who are on the pre-medical or pre-veterinary track is listed below. The Natural Sciences Department Chair can discuss the variations in pre-requisite coursework and can help students plan accordingly.

Suggested Registration Sequence: Pre-Medical or Pre-Veterinary Track\*

\*Students should contact the Natural Sciences Department chair for additional planning advice.

## Undergraduate Curriculum

### FIRST YEAR\*

|   |       |   |
|---|-------|---|
| <p>*It is recommended that students without a strong science or mathematics background (two years of high school algebra) consider mathematics preparation (MAT206) prior to the chemistry and math sequence. Students can then enroll in chemistry 101/102 second year, organic chemistry third year, and biochemistry and physics during their final year. Students are encouraged to contact their advisor for assistance.</p> |       |   |
| <b>Fall</b>   |       |   |
| BIO 107 or<br>BIO 106   | 4 cr. | Introduction to Ecology or<br>Chemical and Cellular Basis of Life |
| CHE 101   | 4 cr. | Principles of Chemistry I   |
| WRT 101   | 4 cr. | Introduction to Academic Writing                                  |
| FYS 101   | 4 cr. | First Year Symposium  |
| <b>Spring</b>   |       |   |
| BIO 106 or<br>BIO 107   | 4 cr. | Chemical and Cellular Basis of Life or<br>Introduction to Ecology |
| CHE 102   | 4 cr. | Principles of Chemistry II  |
| PSY 101, SOC 101, or<br>ANT 102   | 4 cr. | Introductory Social Science course                                |
| Lib Ed, Elective, or<br>major requirement   | 4 cr. | Liberal Education course, Elective, or<br>major requirement       |

### SOPHOMORE YEAR

|   |       |   |
|---|-------|---|
| <b>Fall</b>                               |       |   |
| BIO 200 level or<br>300 level             | 4 cr. | Recommended courses include: Genetics,<br>Anatomy and Physiology, Basic<br>Microbiology, Cellular Biology |
| MAT 220 or 221                            | 4 cr. | Introduction to Statistics or Calculus  |
| CHE 307                                   | 4 cr. | Organic Chemistry I   |
| Lib Ed, Elective, or<br>major requirement | 4 cr. | Liberal Education course, Elective, or<br>major requirement   |

## Undergraduate Curriculum

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| <b>Spring</b>                          |       |   |
|--|-------|---|
| BIO 200 level or 300 level             | 4 cr. | Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cellular Biology |
| MAT 221 or MAT 222                     | 4 cr. | Introduction to Statistics or Calculus  |
| CHE 308                                | 4 cr. | Organic Chemistry II  |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |

### JUNIOR YEAR

| <b>Fall (possible study abroad)</b>    |       |   |
|--|-------|---|
| BIO 305                                | 4 cr. | Biochemistry  |
| BIO 327                                | 4 cr. | Lab Techniques in Biology   |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| PHY 101                                | 4 cr. | Introduction to Physics I   |
| <b>Spring</b>                          |       |   |
| BIO 200 level to 400 level             | 4 cr. | Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cell Biology |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| PHY 102                                | 4 cr. | Introduction to Physics II  |



# Undergraduate Curriculum

## SENIOR YEAR

| <b>Fall</b>                            |       |   |
|--|-------|---|
| BIO 200 level to 400 level             | 4 cr. | Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cell Biology |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| <b>Spring</b>                          |       |   |
| BIO 200 level to 400 level             | 4 cr. | Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cell Biology |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |
| Lib Ed, Elective, or major requirement | 4 cr. | Liberal Education course, Elective, or major requirement  |

## OTHER GRADUATE SCHOOL OPPORTUNITIES

The college has affiliation agreements to assist qualified baccalaureate degree graduates from Colby-Sawyer College to enter into graduate degree programs at Plymouth State University in New Hampshire, Springfield College and Wheelock College in Massachusetts, Vermont Law School and the University of New Haven in Connecticut (for Sport Management).

Highly qualified and motivated students interested in pursuing a master's degree or juris doctorate degree may, if they meet GPA eligibility requirements, enter into a dual degree program with Vermont Law School. Students in this program are able to complete their baccalaureate degree and earn a master's degree in four years or a juris doctorate in as little as five years. Students interested in this program should contact their academic advisor or the college's law school articulation agreement coordinator for more information.

## **ACADEMIC POLICIES**

### **ACADEMIC CALENDAR**

Please go to <http://colby-sawyer.edu/academic-calendar> to view the Academic Calendar.

### **POLICIES AND DEADLINES FOR ENROLLMENT**

The following guidelines are offered to assist students who wish to apply for admission to Colby-Sawyer College:

#### *Application*

Colby-Sawyer accepts the Common Application as well as the Royall Charge Ahead application.

#### *Transcripts*

Applicants are required to submit official transcripts from all secondary schools attended. Post-secondary transcripts should be provided for Transfer applicants.

#### *Recommendations*

Although letters of recommendation are considered optional for most of our undergraduate majors, one may be requested of a student if additional information is needed to make an accurate admission decision. Letters of recommendation are required for nursing graduate program applicants only.

#### *Optional SAT or ACT Test Results*

Test results from the College Examinations Board Scholastic Assessment Test (SAT) or the American College Testing Program (ACT) may be submitted to strengthen an application to Colby-Sawyer.

Note: The Test of Essential Academic Skills (TEAS) is required for all first-year nursing program applicants. Transfer students are not required to submit TEAS scores.

#### *First-Year Admission Early Action*

Early Action is a non-binding program for high school seniors. Students who apply for Early Action by December 1<sup>st</sup> will receive notification of an admission decision by January 15<sup>th</sup>.

#### *First-Year Admission Regular Decision*

Regular Decision applications for incoming first-year students wishing to enroll for the fall semester must be postmarked by April 1<sup>st</sup>, the college's priority deadline.

# Academic Policies: Undergraduate & Graduate

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## UNDERGRADUATE PROGRAM ANNUAL TUITION AND FEES 2018-2019

|                |             |
|----------------|-------------|
| Tuition        | \$41,598.00 |
| Room and Board | \$14,264.00 |
| Mandatory Fees | 800.00      |
| Total          | \$56,662.00 |

This total fee includes; tuition (12-18 credits), standard room, board, laundry, technology, health, student activities and commencement fees. The College recommends each student allow for an additional expenditure of \$2,000 each year for books, supplies and personal expenses.

Please note that a \$50 per course fee is charged for science lab courses.

### Part-Time Tuition

When students enroll for less than 12 credits per semester, tuition is assessed on a per credit basis at \$1,386 per credit.

### Online Course Tuition

(fall, spring and summer) and RN to BS  
\$300 per credit; as well as a technology fee \$10 per credit each semester

### Summer 2018 Internships

\$300 base fee for 1<sup>st</sup> credit plus \$150 fee for each additional credit

### Tuition Due Dates

|                         |                  |
|-------------------------|------------------|
| Summer Sessions         | May 1, 2018      |
| Summer Internships      | June 1, 2018     |
| Fall Incoming Students  | July 15, 2018    |
| Fall Returning Students | August 1, 2018   |
| Spring All Students     | December 1, 2018 |

### Enrollment Deposit

The \$500 deposit secures your enrollment as an incoming, matriculating student. The enrollment deposit is not applied to your college bill. The enrollment deposit, less any outstanding fees, is refundable upon commencement or any voluntary/involuntary separation from the college.

## GRADUATE PROGRAM ANNUAL TUITION AND FEES

### Masters of Science in Nursing Program

\$600 per credit; \$575 per credit for Dartmouth Hitchcock Employees and affiliates; as well as technology fee \$10 per credit each semester

# Academic Policies: Undergraduate & Graduate

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## TUITION OR ROOM AND BOARD REFUNDS FOR WITHDRAWAL

If a student withdraws during the semester, the college will calculate a refund based on both college policy and federal law. The following information should be used as a guideline. To determine the refund on your individual college bill, please contact the Financial Services Office. The refund of the college's institutional grants and tuition, room and board will be based on the following:

| <b>Time of withdrawal / leave of absence refund due</b> |      |
|---|------|
| Prior to the 1 <sup>st</sup> day of classes             | 100% |
| During the first 2 weeks of classes                     | 80%  |
| During the 3 <sup>rd</sup> week of classes              | 60%  |
| During the 4 <sup>th</sup> week of classes              | 40%  |
| During the 5 <sup>th</sup> week of classes              | 20%  |
| After the 5 <sup>th</sup> week of classes               | 0%   |

The Registrar's Office will determine the official date of withdrawal or leave of absences.

No refunds for tuition, fees, or housing are given for administrative withdrawals such as, but not limited to, disciplinary action that results in the suspension or expulsion of a student.

## GRADUATION REQUIREMENTS

Degrees are awarded by vote of the faculty of the college and the Board of Trustees to students who have completed the liberal education, major program and residence requirements.

General graduation guidelines:

- Students must earn a minimum cumulative grade point average (GPA) of 2.00, and have completed a minimum of 120 credits for the baccalaureate degree or 60 credits for the associate degree.
- Students must earn a minimum cumulative GPA of 2.00 in all courses that count for a declared major and minor with the exception of programs that have specific, restrictive requirements. Since some departments require a higher grade point average in the major, students should consult appropriate sections of the catalog for specific major program requirements. It is the responsibility of students to know the minimum quantitative and qualitative requirements of programs and to fulfill those requirements.
- Students who participate in a commencement ceremony prior to completion of all graduation requirements will be eligible for graduation honors once they have completed requirements.
- Students who have a cumulative GPA of 2.00 or higher, but do not have a GPA of 2.00 or higher in the major, may participate in the graduation ceremony, but will not receive their degrees until the minimum GPA of the major is achieved.

## Academic Policies: Undergraduate & Graduate

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During each academic year, there are three graduation dates: October, February, and May. Following are the deadlines for these graduation dates. Students who miss these deadlines may need to wait until the next official graduation date.

- October graduation
  - Students planning to complete graduation requirements to graduate in October must have completed all course work and have official grades on file in the Registrar's Office by September 1.
- February graduation
  - Students planning to complete graduation requirements to graduate in February must have completed all course work and have official grades on file in the Registrar's Office by January 1.
- May graduation
  - Students planning to complete graduation requirements to graduate in May must have completed all course work and have official grades on file in the Registrar's Office no later than the Tuesday preceding the commencement ceremony.
  - During the fall semester the Registrar's Office will contact students via e-mail asking them to fill out a graduation application. Students must apply for graduation with the Registrar's Office no later than February 1<sup>st</sup>. Graduation application forms are located on [myRegistrar](#). Diplomas will not be issued without a completed form on file.

The college holds one commencement ceremony annually at the end of the spring semester.

- Students who plan to graduate in October or February may choose to participate in the commencement ceremony held in the previous May or the ceremony held in the following May.
- To participate in the previous May commencement ceremony, baccalaureate candidate students must have earned a minimum 2.00 GPA and earned at least 105 credits by the Tuesday preceding the commencement ceremony.
- Associate degree candidates must have earned a minimum 2.00 GPA and have at least 53 credits successfully completed by the Tuesday preceding the commencement ceremony.

### *Academic Residency Requirements*

To earn a degree from Colby-Sawyer College, students must take a prescribed number of credits at this institution. This includes Colby-Sawyer College online courses, summer residential classes, and off-campus experiences such as internships and enrollment through Colby-Sawyer College at a New Hampshire College and University Council (NHCUC) campus.

- To earn a bachelor's degree, the final 30 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- To earn an associate degree, the final 15 credits must be Colby-Sawyer College sponsored whether taken on or off campus.
- A student who takes all courses required in the degree program, but who is deficient in credits and/or grade point average, may write to the registrar for permission to compensate for deficiency at another regionally accredited institution. Permission is granted through the approval of the permission form.

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- Students must fill out a permission form located on [myRegistrar](#) to take a course at another institution. This form needs to be submitted and approved prior to enrolling in the course.

### *Liberal Education Requirements*

- Students must fulfill the Liberal Education Program requirements that were published in the catalog the year in which they entered the college.
- All students must complete 40 credits of Liberal Education requirements.

### *Major Course Requirements*

Students are responsible for completing requirements for the major listed in the Catalog for the year in which they entered Colby-Sawyer College. The Academic Dean must approve exceptions to this. Refer to the requirements listed for each major.

### *Double Major*

Students may pursue two major programs with the same degree rather than select a single major.

- No more than sixteen completed credits that satisfy the requirements for one of the majors may be counted toward the requirements for the other major.
- Students are required to complete the capstone and internship requirements of both majors. However, the student may create a synthesized internship project (for example, doing internships for both majors at the same site), as long as the internship requirements of both majors are completed and the internships have separate supervisors.
- Students may complete two majors with the same type of degree and be awarded a single degree (for example, a B.A. with a double major in Sociology and Psychology).

### *Double Degree*

Students may pursue two major programs with different degree rather than select a single major.

- No more than sixteen completed credits that satisfy the requirements for one of the majors may be counted toward the requirements for the other major.
- Students are required to complete the capstone and internship requirements of both majors. However, the student may create a synthesized internship project (for example, doing internships for both majors at the same site), as long as the internship requirements of both majors are completed and the internships have separate supervisors.
- Students who wish to complete a second major and receive a different baccalaureate degree (for example, a B.S. in Business and a B.A. in Studio Art) must meet all the requirements for both degrees and complete a minimum total of 144 credits to receive both degrees.

Students who intend to pursue a double major or double degree must work out a plan, which provides details of how the requirements will be met for each major or degree. The plan is submitted to the advisor with a copy to the chair of each major's department. If the advisor approves the plan, in consultation with the department

chairs, the advisor signs the plan, and the student submits it to the academic dean. Students are encouraged, when pursuing a double major, to keep in mind the additional credit hours necessary to complete both.

### COURSE CREDIT AND COURSE LOAD

All courses are calculated on the basis of semester credits. Credits are tracked automatically through the registration system. Students should register for full-time credit and course loads in consultation with their advisors. Billing is based on student registration. A typical full-time student enrolls for twelve to eighteen credits.

- Enrollment in twelve credits is considered full-time status; sixteen credits constitute a normal course load; fewer than twelve credits reduces a student to part-time status.
- All courses need to meet the Federal definition of a credit hour.
- Residential students must begin each semester at full-time status.
- Registering for less than 12 credits could result in an extra semester to meet the 120 credits required for graduation.
- Decisions to drop below full-time over the course of the semester may have consequences, including:
  - athletic eligibility,
  - health insurance,
  - use of health and counseling services, and
  - an impact on financial aid.
- International students enrolled in fewer than twelve credits may no longer meet the requirements to keep their current visa status.
- Students enrolling for more than eighteen credits will be charged for the additional credits.
- Students taking six credits are considered half-time students and are eligible for partial federal financial aid, but no institutional financial aid.

### *Auditing Courses*

Auditing a course is a way to prepare for a course taken in the future or to simply take a course that you are interested in but do not wish to receive credit. A student wishing to audit a course must complete a permission form, which is located on [myRegistrar](#).

- A full-time student may request to audit courses at no additional charge.
- A fee for auditing a course is charged to part-time students.
- Students may audit only when space is available and with the faculty member's permission.
- The faculty member will determine whether the student's work will be evaluated, however a grade of AU is awarded, which carries no credits.
- A change from audit to credit may be made at any time prior to the final date for adding courses. A fee adjustment will be made where applicable.
- No changes in audit/credit status are permitted after the add/drop period. (See the Academic Calendar for specific dates.)

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### *Off-Campus Coursework for Current Students*

A matriculated Colby-Sawyer College student may receive Colby-Sawyer College transfer credit for courses taken at other accredited institutions. To request prior approval to take courses at another institution a student must fill out the appropriate form on [myRegistrar](#).

- The registrar must approve all courses prior to enrollment at another institution.
- Students must earn a minimum grade of C (2.00) to receive transfer credit.
- For nursing majors, the Registrar must approve all courses prior to enrollment, and students must earn a minimum grade of B- (2.7) in PSY 101 and SOC 101 to receive transfer credit.
- Credits and grades will be recorded on the student's transcript and calculated into the student's GPA

### *Transfer Credits for Incoming Students*

Entering matriculated students who have completed work at other regionally accredited post-secondary institutions may be eligible to receive transfer credit. The determination about specific courses for transfer will be made by the registrar in consultation with the relevant departments.

Students must request that an official transcript be sent from the institution they attended to the registrar. Transcripts must come directly from the sending institution or, if delivered by the student, the transcript must be in a sealed and stamped envelope. Once received by the registrar, the registrar may ask the student to provide course descriptions for all work completed. Students will be notified when credits are applied to their transcript.

- A maximum of 90 credit hours will be allowed for transfer to a baccalaureate degree program at Colby-Sawyer College. The final 30 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- A maximum of 45 credits will be allowed for transfer to the associate degree program at Colby-Sawyer. The final 15 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- A maximum of nine credit hours will be allowed for transfer to a certificate program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- Students with an associate degree from the New Hampshire Community College system and a cumulative grade point average of 2.00 or higher will receive full credit for all courses taken and passed at the other college, provided that the degree has liberal education requirements similar to those at Colby-Sawyer.
- The work of students who have an associate degree with dissimilar or no liberal education requirements, do not have an associate degree, or do not have a cumulative grade point average of 2.00 or higher, will be evaluated on a course-by-course basis. In such cases, credit is given for courses that have been completed with grades of C or above which are pertinent to the educational mission of Colby-Sawyer and thus have course equivalents here.
- The registrar has the responsibility of making the final determination regarding transferability of individual courses.
- Grades earned in courses taken before matriculation at Colby-Sawyer will not be



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- included when computing the cumulative grade point average.
- Continuing education credits (CEUs) are not accepted.

### *Graduate Transfer Credits*

Colby-Sawyer College will accept up to 28 graduate transfer credits to an undergraduate program, provided that these credits are within a formal articulation agreement, pending Academic Policies Committee approval of the particular program.

### *Colby-Sawyer College Credit and National Examinations*

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for specific courses in the curriculum may take credit examinations. Students should take a national exam when available; however, when there is no equivalent national examination, a student may be able to take a Colby-Sawyer College departmental examination. National exams include the College-Level Examination Program and Excelsior.

- College-Level Examination Program (CLEP)  
Students may take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:
  - General examinations: Students will receive from four to eight credits (depending on the particular test taken) for each examination on which they score a C or better. In the case of a non-letter grade a score in the 50<sup>th</sup> percentile or higher is required. The minimum score for English composition is the 61<sup>st</sup> percentile, and the test must include the essay section.
  - Subject examinations: Successfully completed subject examinations will apply toward appropriate graduation requirements.
  - For further information about CLEP, please contact the College-Level Examination Program, Box 6600, Princeton, NJ, 08541-6600 or [www.CLEP.collegeboard.org](http://www.CLEP.collegeboard.org).
- Excelsior College Examination Program
  - Credit will be granted to students who score at the 50<sup>th</sup> percentile or higher.
  - For further information about Excelsior College exams, please contact Excelsior College, 7 Columbia Circle, Albany, NY, 12203-5159 or [www.excelsior.edu/exams](http://www.excelsior.edu/exams).
- Colby-Sawyer College Credit Examination
  - The decision to allow the student to take the examination is the prerogative of the department.
  - Group examinations may be scheduled when practical.
  - A Pass/Fail grade may be used only when the course does not satisfy a requirement.
  - The method of evaluation must be determined by the department and communicated to the student prior to the administration of the examination.
  - Students must accept the grade assigned, which, along with the credit earned, will be recorded on their permanent transcript.
  - The maximum number of credits that may be earned by credit examination is sixteen.

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- A fee is required for credit examinations.
- Credit examinations must be evaluated with a letter grade (A, B, C, D, F) if they are to be used as a substitute for a requirement in the major, minor, or in the Liberal Education Program.
- If the student receives a passing grade on the examination they will be awarded the grades of 'CR' on their transcript.
- For departmental exams students may petition in writing to the appropriate department chair for the course they wish to take the exam in.

### *Colby-Sawyer College Exemption Examinations*

Exemption examinations enable students to waive a prerequisite by demonstrating an appropriate level of proficiency, which allows them to move to a higher level of study.

- The appropriate level of proficiency is determined by the faculty member who administers the examination. No credit or grade is earned.
- Students wishing to take an exemption exam may talk to their advisor and the department chair associated with the course they wish to be exempted from.

### **EXAMINATION POLICIES**

There are many forms of examinations that faculty may choose to use during any course. These include but are not limited to tests, quizzes, mid-term exams, take home exams, and final exams.

- Faculty members may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance.
- No changes in the final exam schedule may be made by students or faculty.
- No test, quiz or exam may be given over the last five class meeting days prior to the start of final exams.
- Students with three exams in one day may contact the registrar at least one week prior to the start of the exam period if they wish to reschedule one exam.
- All students are expected to schedule travel arrangements and other appointments in a manner that avoids conflict with the exam schedule.
- Should an emergency occur and a student cannot make a scheduled final exam, the student must e-mail the registrar and provide proof of the emergency.

### **COURSE LEVEL NUMBERING**

Course levels are indicated as follows:

- 100 – Introduction to subject or survey of a discipline
- 200 – Increased depth of study combined with application of theory
- 300 – Analysis, synthesis, evaluation of theory or data
- 400 – Creation of new ideas, behaviors or objects of art
- 500 – Graduate level courses

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## GRADING SYSTEM

A four-point letter grade system is used to indicate student achievement. The grade point average is calculated by multiplying the earned quality points for each course by the number of credits attempted for that course, then dividing by the total number of GPA credits attempted. Each letter grade has the following numerical quality-point value:

|           |           |           |           |          |
|-----------|-----------|-----------|-----------|----------|
| A = 4.00  | B+ = 3.30 | C+ = 2.30 | D+ = 1.30 | F = 0.00 |
| A- = 3.70 | B = 3.00  | C = 2.00  | D = 1.00  |          |
|           | B- = 2.70 | C- = 1.70 | D- = 0.70 |          |

- **A, A-** indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge, and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled, and extensive knowledge of facts and principles has been demonstrated.
- **B+, B, B-** indicate good performance. A substantial amount of critical thinking, reflection, and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.
- **C+, C** indicate adequate performance. Critical thinking, reflection, and application of knowledge have been demonstrated at a competent level. Writing and communication skills also are at a competent level. Requirements of the course have been fulfilled, and an understanding of facts and principles has been demonstrated.
- **C-, D+, D, D-** indicate performance that is barely acceptable. Very little critical thinking, reflection, or application of knowledge has been demonstrated. Writing and communication skills often are inadequate. Some requirements may not have been fulfilled, and very little knowledge of facts and principles has been demonstrated. These are the lowest grades for which academic credit is given.
- **F** indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated, and requirements clearly have not been fulfilled. No college credit is given for this grade but it is factored into the GPA.

Students who withdraw from the college or from a course after the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a grade of F.

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- **I** An incomplete is awarded only in unusual or extraordinary circumstances beyond the student's control. Prior to the end of the semester the student and the faculty member must agree that an incomplete is appropriate and agree upon a date by which all work will be submitted, no later than three weeks after the beginning of the following term. The student must file a permission form with the Academic Dean's Office no later than 5:00 p.m. of the last day of classes for the semester. Permission forms are located on the [myColby-Sawyer](#) site, in the [myRegistrar](#) section. If permission is granted, the student must submit all work by the agreed upon date and the faculty member must file a grade within seven days of that date.
- **W** Courses dropped between the end of the add/drop period and before the last day to withdraw from a course will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether a student or faculty member initiated withdrawal, automatically becomes an F (See the Academic Calendar). W's do not impact GPA

Students who withdraw from the college or a course before the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a W for their courses.

- **WA** Administrative withdrawal (if given after the deadline to withdraw from a course, the grade of "F" will be awarded to the student)
- **P** Pass in a Pass/Fail course does not impact GPA
- **NF** Failure in a Pass/Fail course
- **CR** Credit granted, no grade does not impact GPA
- **AU** Audit (no grade or credit granted)
- **NR** No grade reported
- **NC** No credit granted
- **E** Exempt - no credit granted does not impact GPA
- **[ ]** Repeated course: Only the latest registration affects cumulative average regardless if the grade earned is higher or lower than the original grade.

### *Pass/Fail Option*

Students in most degree programs are allowed to take one free elective course per year on a Pass/Fail basis. Major courses, minor courses, Wesson Honors courses and liberal education courses must be taken for a letter grade. Prior to the end of the fourth week of fall or spring classes, students wishing to elect the Pass/Fail option submit the appropriate Permission form, gaining approval of the faculty member and the student's advisor. The pass/fail deadline is pro-rated for summer

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and other sessions of less than 15 weeks. Permission forms are located on [myRegistrar](#). (See the Academic Calendar for deadline.)

### *Mid-semester Grades*

A faculty member may confer at any time during the semester with a student believed to be in academic difficulty. Mid-semester grades may be issued by faculty members to inform students of their progress in a course at mid-semester. Mid-semester grades are required for first year students and for students whose mid-semester grade is below C. These grades are available to the student and the student's academic advisor. Students should confer with both the faculty member and academic advisor to determine the best method of ensuring students' academic progress and success.

### *Satisfactory Progress*

Colby-Sawyer College recognizes that student's progress through their academic careers at different rates. Students with a minimum of twelve credits should complete the requirements for a baccalaureate degree within a six year period and associate degree candidates should graduate within a three year period. Extenuating circumstances may justify an extension to be given by the academic dean. Part time students with less than twelve credits are expected to complete their degree requirements on a pro rata basis.

### *Satisfactory Academic Standing*

The standard for minimum satisfactory academic standing for all undergraduate students is a 2.00 cumulative grade point average (GPA); for graduate students it is 2.70. Satisfactory progress is monitored each semester to assure undergraduate students meet the cumulative GPA requirement of 2.00 or higher in order to graduate. Students who have not achieved satisfactory standing may be restricted from enrolling in specific courses, internships and athletic participation and are at risk of not being eligible for college and Federal financial aid. Please see section on academic suspension and withdrawal for further information.

## **REPEATING COURSES**

Unless restricted by a specific department's requirements, students may repeat any failed course as many times as they wish. In each case, the more recent grade is counted for the cumulative GPA, although all grades are recorded on the student's transcript. The student receives credit for a course only once regardless of how many times it is repeated.

The Higher Education Act, Federal Financial Aid and Title IV dictates that students may repeat a course only once if they have previously passed the course, unless a second repeat of a previously passed course is necessary, due to program requirements, in which case the student must have full-time status exclusive of the credits for the repeated course. Programs that operate under specific guidelines from outside accrediting agencies may limit the number of times a student may repeat a course.

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If a student does not earn the required minimum grade of C (2.00) in WRT 101 the student must repeat the course. If the required grade is not earned on the second attempt, WRT 101 must be retaken every semester thereafter, without exception, until a minimum grade of C (2.00) has been achieved.

Note: If repeating a course for the third time, the student must have 12 additional credits to be considered full time.

### **ADDING, DROPPING AND WITHDRAWING FROM COURSES**

The college's [Academic Calendar](#) has specific dates for adding, dropping and withdrawing from courses. The responsibility for making course adjustments rests with the student. It is recommended that students check their course registrations periodically for accuracy and confirmation of change requests submitted to their advisor. A student cannot receive a grade for a course in which he or she is not officially registered. Conversely, a student remains enrolled in a course(s) and is responsible for fulfilling course requirements until a Drop or Course Withdrawal request has been approved by his or her advisor.

#### *Adding Courses*

Students may add courses and make credit adjustments to variable credit courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the [Academic Calendar](#) for deadlines to add courses. Requests to add courses must be submitted through PowerCAMPUS Self Service. Requests to change credit hours for variable credit courses must be submitted through [myRegistrar](#) using a permission form.

#### *Dropping Courses*

Students may drop courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the college's Academic Calendar for deadlines to drop courses. Courses dropped during this period will not appear on the student's academic transcript. Requests to drop courses must be submitted through PowerCAMPUS Self Service.

#### *Withdrawing from Courses*

Students may withdraw from a course without grade penalty between the end of the drop period and completion of 61% of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the college's Academic Calendar for deadlines to withdraw from courses. Students wishing to withdraw from a course after the Add/Drop deadline should submit an electronic Course Withdrawal form located in the [myRegistrar](#) site. Courses will appear on the student's academic transcript with a grade of either W (Withdrawn) or WA (Administratively Withdrawn) depending on the circumstances. Grades of W and WA are not factored in the grade point average. Students who do

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not register by June 1<sup>st</sup> for the fall semester or by January 1<sup>st</sup> for the spring semester will be withdrawn from the college.

A grade of F (Failure) will be posted to the student's transcript for any course(s) from which the student is withdrawn after the deadline to withdraw from courses, whether student or faculty member initiated. A faculty member may withdraw a student from a course at any time during the semester by providing a written explanation and notification to the academic dean, the registrar, the advisor and the student.

After receiving a grade of F in a course, the student may retake the course. The new grade will replace the F in computing the grade point average, but both grades will be reflected on the student's transcript.

### CLASS STANDING

Class standing is determined by credits completed:

- First Year Student: 0-23 credits
- Sophomore: 24-53 credits
- Junior: 54-86 credits
- Senior: 87-120 credits

### *Part-Time Status*

If students change from full-time (at least twelve credits) to part-time status, either prior to the beginning of a semester or during a semester, the following may be affected: financial aid, health and counseling services, athletic eligibility, tuition and fees, and F-1 student immigration status. Please contact the appropriate offices for specific details.

### *Athletic Eligibility*

All varsity team members must be full-time students with a minimum of twelve credits. A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing (minimum 2.00 GPA) is eligible for participation in intercollegiate athletics. A student athlete must complete twenty four credits during the previous year to be eligible for the following year. Athletic eligibility is monitored annually by the Athletic Department prior to the beginning of fall semester classes. Students who have not attained satisfactory academic standing prior to this time will be ineligible for varsity athletic participation. Also, students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the National Collegiate Athletic Association (NCAA) faculty athletic representative for athletic eligibility reinstatement.

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## **ACADEMIC STANDING – GRADE APPEAL**

Students who believe their final grade in a course does not accurately reflect their performance may appeal the grade. If a student disputes the final grade he or she receives and wishes to appeal the grade, the following steps must be taken:

- The student must discuss the disputed grade with the faculty member. Every effort must be made to resolve the dispute at this stage.
- If no satisfactory resolution is possible, the student submits a written petition describing the facts of the case to the faculty member's supervising chair. The chair may ask for documentation to support the student's claims. The chair meets with the faculty member and investigates the dispute. The chair makes a written determination with copies to the student and the faculty member.
- If the student disputes the chair's findings, the student may appeal to the academic dean via a written petition describing the facts of the case and basis of the dispute, including all pertinent documentation. Copies of the petition should be provided to the faculty member and the chair of the department. The academic dean renders the final decision.
- The academic dean reviews the student documentation and speaks with the department chair to review the facts of the investigation. If a conflict of interest among the parties to whom the appeal is addressed occurs:
  - If the disputed grade was given by a faculty member who is also the chair, the faculty member, in consultation with the student, will select another faculty member from within the same department, to whom the student submits a written petition.
  - If the academic dean is the faculty member of the class in which the grade is disputed, or is the academic advisor to that student, the academic vice-president and dean of faculty will select a senior faculty member who serves as a department chair or on the Academic Review Board. The student will submit a written petition to this individual who will render a final decision.
  - All grade appeal documentation will be retained on file in the academic dean's office.

## **ACADEMIC PROBATION**

Students whose cumulative grade point average (GPA) is below the minimum satisfactory standard of 2.00 for undergraduates or 2.70 for graduate students are placed on academic probation and notified in writing of their status. Academic probation indicates that students must improve their performance or risk suspension or dismissal at the end of the next semester. Satisfactory progress is monitored each semester to assure students meet the minimum 2.00 GPA for graduation. A student whose GPA is below 1.50 may be suspended; below a 1.00 a student may be dismissed without having been placed on academic probation in a prior semester.

Students on academic probation risk losing their financial aid and/or tuition-remission assistance and/or their athletic eligibility. Students are urged to meet



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with their advisor to plan a strategy to improve their academic performance. Students may be advised to reduce their course load and/or repeat courses. In addition, students should take advantage of the services of the Student Learning Collaborative or Access Resources. Students who are on academic probation for two or more semesters may be suspended.

### ACADEMIC SUSPENSION AND DISMISSAL

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. Students currently on probation who do not achieve the minimum satisfactory grade point average (GPA) of 2.00 at the end of the next semester may be suspended or dismissed from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the end of the next semester following notification of probation also may be suspended or dismissed. A student whose GPA is below 1.50 may be suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students who are suspended are eligible for re-admittance to the college after a specific period of time, usually one semester. For the purposes of academic suspension, the summer semester shall not be counted in the cumulative period; moreover, students are not permitted to enroll in summer courses while suspended. Students seeking readmission are asked to furnish information in the form of transcripts and/or letters of reference that indicate the student's ability to do satisfactory academic work at Colby-Sawyer College. Decisions to readmit students are made in consultation with members of the Academic Review Board (ARB). Students who are suspended from the college may not participate in internships during their suspension. Students who do not seek re-admittance after suspension are withdrawn from Colby-Sawyer.

Students who are dismissed from Colby-Sawyer College may not be readmitted.

### *Academic Appeals*

At the end of the semester in which the action was taken students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board (ARB). The ARB's responsibilities are to review student academic appeals for suspension, dismissal, and to communicate decisions to the students. When a student is informed about their suspension or dismissal they will also receive information about the appeal process and deadlines.

Students who choose to appeal must submit a written request for a hearing to the director of student success and retention via the online link embedded in the academic status notice. Students may request an expedited online hearing or an on-campus hearing, but the ARB will make the final determination of the hearing format.

- The ARB hearing date and time is set once the student's appeal is received.

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- Students who are scheduled for an on-campus hearing must attend the hearing. Hearings are usually scheduled after the end of finals in the fall, spring and summer. Students who cannot attend an on-campus hearing during the usual dates may request an expedited online hearing. If an on-campus hearing is required and the student is not available to attend, the first opportunity for a hearing may be the day before first day of classes for the upcoming semester.
- Decisions on expedited online hearings are made based on the written appeal and the student's documented academic history.
- Family members and legal counsel are not permitted to attend the hearing.
- The members of the ARB will have a copy of the student's academic record which may include mid-semester grades and records of academic dishonesty.
- The chair will communicate the board's decision to the student after the hearing and in writing to the student.
- The decision of the ARB is final.

### **STUDENT CLASSROOM RESPONSIBILITIES**

Students are expected to take an active role in their courses, which includes attending class, completing assignments on time, participating in classroom activities, and maintaining satisfactory academic progress.

At the beginning of each semester, faculty members are required to describe their expectations and grading policies, including those for attendance. A student who consistently fails to complete assignments or who is excessively absent from class may be withdrawn from the course by the faculty member. Written notification will be sent to the academic dean, the registrar, the advisor and the student. Prior to this action, the faculty member will confer with the student whenever possible.

It is the student's responsibility to make arrangements with the faculty member as far in advance as possible when unavoidable situations prevent the student from meeting the course requirements or attending class regularly. If a student must be absent from class for an extended period, it is the student's responsibility to notify the faculty member and to provide information regarding the reason for the absence and the expected date of return to class. This notification is not to be construed as an excused absence for the student. The student is still responsible for completing any missed work. Regardless of the cause for absences or missed work, it is the faculty member's prerogative to determine if the student has met the outcome requirements of each course. Excessive absences or incomplete work for any reason may result in not completing or passing a course.

#### *Short Term Absence or Withdrawal Due to Medical or Mental Health Concerns*

Baird Health and Counseling Center does not provide excuses for routine illnesses, injuries or mental health problems that may lead to missed classes, labs, exams, or deadlines. The college expects that students are honest with their professors regarding their ability to complete work, and professors are expected to work with students on these issues within the parameters of academic policies and processes. For information specific to withdrawals from the college please contact the Office of

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Student Success and Retention. For concerns regarding short term absences from classes, contact the academic dean. If the student is not working with Baird Health and Counseling Center for care related to an extended absence then pertinent information from the outside health provider should be forwarded to [BHCC@colby-sawyer.edu](mailto:BHCC@colby-sawyer.edu) so that the health record of the student can be kept current while at Colby Sawyer.

### ACADEMIC HONESTY

Colby-Sawyer College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of the college community. The integrity of academic life depends on cooperation among students, faculty and staff.

#### *Forms of Academic Dishonesty*

##### Plagiarism

- Plagiarism is the submission of material as one's own work that is not the result of one's own effort. It is the use or imitation of the work of another author or artist and the representation of the work as one's own. Examples include:
  - Quoting paragraphs, sentences or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
    - Printed sources such as books, essays, or articles;
    - Video and audio sources, such as taped interviews or television programs;
    - Papers, videotapes, and audiotapes by other students;
    - Electronic sources such as Internet, World Wide Web, and CD-ROM.
  - Paraphrasing pages, paragraphs, or sentences without acknowledging the source.
  - Using other people's ideas without giving them credit.
  - Writing a paper based on outside sources without using citations and a complete bibliography.
  - Acquiring papers or academic work and submitting it as one's own.
- Cheating
  - Giving, as well as receiving, aid on papers, laboratory experiments, quizzes and exams when not authorized by the faculty member.
  - Handing in papers that are the product of another person's work.
  - Using notes during a quiz or exam without authorization to do so.
  - Copying from another student's paper for an assignment or during a quiz or exam.
  - Using one paper for two different classes without prior arrangement with the faculty member(s) involved.
  - Accessing online sources, sites, information during a test, quiz, or other assignment when not authorized by the faculty member.
  - Giving papers or academic work to another student for submission without prior arrangement with the faculty member(s) involved

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### *General Violations*

The above lists are examples and not meant to be comprehensive. Misrepresenting information to faculty members as well as forging information and/or signatures is considered dishonest behavior and subject to penalty.

### *Responsibility of Students*

- Students are responsible for knowing what constitutes plagiarism and cheating.
- Students are expected to cultivate a working understanding of creative integrity and to act accordingly as an ethical practitioner. Students are expected to consult with their faculty about permissible appropriation in the arts or about the nuances of inspiration versus influence versus imitation.
- Students are not permitted to submit the same paper or project for credit in more than one course without prior written consent of all faculty members and proper citation of the work itself. Students using elements of one of their prior papers/projects in a subsequent paper or project should properly cite the original. Occasionally, a student may wish to use the same research in the fulfillment of assignments for more than one course. In such cases, the student must obtain the permission of each of the faculty members involved.
- No student shall procure, without the written authority of the faculty member, the questions or answers of any exam to be given at a subsequent time or employ unauthorized aids while taking an exam.
- No student shall aid another in violating the academic honesty policy (sell or give a paper, take another's test, etc.).
- Students and all members of the college community are expected to maintain high standards of academic integrity

### *Responsibility of Faculty and Staff*

Faculty and staff shall take reasonable steps to reduce the possibility of cheating and shall exercise caution in the preparation, duplication and security of examinations. Faculty members who have evidence that a student has violated the academic honesty policy and have penalized the student for such action must report the violation to the academic dean.

### *Procedures*

If a faculty member believes the policy on academic honesty has been violated, the following procedures shall be followed:

- The faculty member may choose to discuss the incident and/or the process to be followed with a department chair.
- The faculty member discusses the incident with the student.
- Responsive options:
  - After discussing the incident with the student, if the faculty member determines that it is more likely than not that an honesty policy has been violated, the faculty member may decide the penalty, which should be consistent with the course syllabus specifications. Penalties may include, but are not limited to: failure of the examination, assignment, or course.
  - The faculty member will submit the student's name, a written description of the violation, and the penalty to the academic dean and to the student. In

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addition, the evidence to support the finding of academic dishonesty will be sent to the academic dean and student.

- If the student is not enrolled in the class in which the alleged violation occurred (e.g., the student provided a paper from a previous term, or took a test for another student), the academic dean, upon receiving the report from the faculty member, will meet with the student to discuss the incident and decide on the penalty.

### *Responsibilities of the Academic Dean*

- Once the academic dean receives the report from the faculty member, he/she will schedule a meeting with the student to explain the policy, discuss the evidence, and review the process.
  - If the student chooses to appeal the faculty member's finding, the academic honesty appeals process will be implemented.
  - If a student withdraws from a course prior to or following an act of academic dishonesty, the faculty and/or administrative decision concerning the penalty for the act of academic honesty supersedes the withdrawal; thus, the student may be deemed to have failed the course for academic dishonesty and therefore assigned a grade of "F."
- Single/Multiple offenses
  - If the academic dishonesty violation is the first for a particular student, the academic dean will maintain a record of the violation and may require an educational component.
  - An academic honesty violation may impact a student's eligibility for certain college awards, honors, or scholarships.
  - If the academic dishonesty violation is a repeat offense for a particular student, the academic dean may levy an additional penalty beyond the penalty issued by the faculty member. In addition, the academic dean will maintain a record of the violation.
    - Normally, a second offense will result in a suspension for a semester which may be the current or following semester.
    - Normally, a third offense will result in a dismissal.
- If an alleged violation took place in a class taught by the academic dean, then the academic vice president and dean of faculty will appoint a department chair (other than the chair of the department in which the academic dean teaches or has taught) to assume the academic dean's role.

### *Records*

All records will be maintained in the academic dean's files. For one violation, the record will be destroyed at the point of graduation or the student's withdrawal from the college. For multiple academic honesty violations, a permanent record will be placed in the student's file and a notation will appear on the transcript. A dismissal also results in a permanent record.

### *Academic Honesty Appeals Process*

#### Appealing a Faculty Member's Finding

Students may appeal a finding of academic honesty violation or associated penalty and request a hearing for the following reasons:

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- Evidence of procedural error in the initial sanctioning process;
- Imposition of an inappropriate or excessive penalty; or
- Evidence to refute a faculty member's finding. Simple disagreement with a faculty member is not a sufficient basis for an appeal.

After meeting with the academic dean, a student may petition in writing to the academic dean to appeal the finding of academic honesty violation or associated penalty. This appeal must be received by the academic dean within a period of five business days from the date of the dean's meeting with the student. The petition for appeal must be based upon one of the claims listed above.

Upon receiving an appeal request the academic dean will assemble an Academic Honesty Appeals Board consisting of two faculty members and one staff member from the Academic Review Board. Whenever possible, at least one of the members of the board will be a tenured faculty member. The academic dean will serve as the chair and non-voting member. In the event that a faculty member or staff member feels that he or she should not participate in the hearing of a particular case, the academic dean will complete the board with another member of the Academic Review Board or find another member of the faculty or staff if another Academic Review Board member is not available. A voting member of the board is not permitted to abstain from voting once the facts and issues of the case have been presented.

Once assembled, the Academic Honesty Appeals Board will meet to discuss the process, including information that is needed, dates for submission of this information to the Appeals Board, and timeline for the hearing. All information requested by the Appeals Board will also be sent to the student and faculty member involved in the hearing. The hearing will take place as promptly as circumstances allow. Every effort will be made to have this occur prior to the start of the next academic semester. During an Academic Honesty Appeals Board hearing, all parties will have the opportunity to present evidence and arguments relevant to the disputed decision. An Academic Honesty Appeals Board hearing may result in one of the following actions:

- Confirmation of the original faculty decision;
- Confirmation of the original faculty decision and alteration of the original penalty; or
- Reversal of the original faculty decision and cancellation of the original penalty.

The determination of the Academic Honesty Appeals Board is final.

### **Appealing Penalties Levied by the Academic Dean**

If a student is appealing the academic dean's additional penalty for a multiple offense or if the academic dean is the instructor for the course where academic dishonesty is alleged, the student should send the appeal to the academic vice president and dean of faculty within a period of five business days of the meeting with the academic dean. The academic vice president and dean of faculty will appoint a department chair (other than the chair of the department in which the

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academic dean teaches or has taught) to assume the academic dean's role for the appeal process.

### **Burden of Proof/Evidentiary Standards**

Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in criminal or civil court proceedings, are not used in academic honesty appeal hearings. The standard that the appeals board will use is the standard preponderance of evidence (or commonly referred to as the more likely than not standard). The Academic Honesty Appeals Board shall not consider written statements against a student or faculty member unless the student or faculty member has been advised of their content, the identity of those who made them, and has been given the opportunity to rebut unfavorable inferences which might be drawn from them. A simple majority is required for a valid finding and for sanctioning.

### **Hearing Advisor**

A student or faculty member involved with an Academic Honesty Appeals Board hearing, either as a party or as a witness, may be accompanied during the hearing by an advisor from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisors may confer with the student or faculty member during the hearing but may not participate in the hearing or speak in place of the involved party.

### **Notice**

A member of the Academic Honesty Appeals Board will verbally notify the accused and the accuser of their decision on the day of the hearing. The academic dean will send written notification of the appeal decision to all parties within a period of five business days of the hearing. A copy of this written notification will be stored in the academic dean's files.

## **LEAVE OF ABSENCE POLICY**

Colby-Sawyer College allows students to interrupt their study for two semesters for an Educational Leave of Absence (ELOA). Students may apply for an ELOA to study at another approved institution here or abroad and request that the grades and credits be accepted by Colby-Sawyer College.

The Colby-Sawyer College registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) in each course to receive transfer credit. For Nursing majors, the registrar must approve all courses prior to enrollment and students must earn a minimum grade of B- (2.7) in PSY 101 and SOC 101 to receive transfer credit. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student's permanent record and cumulative grade point average. It is the student's responsibility to provide the Colby-Sawyer College Registrar's Office with an official transcript for courses taken at another college or university.

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An ELOA does not affect the completion of college residency or academic requirements. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. However, it does not guarantee the student's return to the residence hall occupied prior to the leave.

### *Application for an Educational Leave of Absence*

Students who choose to take an Educational Leave of Absence (ELOA) should have an exit interview with the director of student success and retention and complete the Application for an Educational Leave of Absence form. Also, students must have exit interviews with the academic advisor.

### *Returning from an Educational Leave of Absence*

Students who plan to return to the college after an Educational Leave of Absence (ELOA) must register for courses by June 1<sup>st</sup> for the fall semester or by January 1<sup>st</sup> for the spring semester. Students who do not register for courses by these dates will be withdrawn from the college, and the withdrawal will be dated from the last day of the semester for which they began their ELOA. Prior to returning to the college, the student is responsible for contacting the Registrar's Office, Financial Services, Financial Aid, Residential Education (if a resident student), and International Students (if a F-1 student) Offices.

## **WITHDRAWAL POLICY: STUDENT-INITIATED WITHDRAWAL AND ADMINISTRATIVE WITHDRAWAL**

### *Student-Initiated Withdrawal*

Enrolled students who withdraw during a semester before the deadline to withdraw from a course with no penalty will receive a W for their courses. Students who withdraw after the deadline to withdraw from a course but before the end of the semester will receive a grade of F in each of their courses. See the Academic Calendar for specific dates.

Students who choose to withdraw from the college should contact the director of student success and retention and complete the Application for Withdrawal form. The last date of attendance will be set as the last day the student received services from the college, including any of the following: attended a class, ate in a college dining facility, had belongings in a residence hall, or received services from any college office or program. If this date cannot be determined, the last date of attendance will be set as the day the registrar's office withdraws the student. In cases when a student is withdrawing at the end of a semester, the last date of attendance will be the last day of the final exam period.

### *Administrative Withdrawal*

The college reserves the right to place students on an administrative suspension for academic, behavioral, financial, social or medical reasons. Students who are suspended from the college will be administratively withdrawn. Students who wish to return to the college should refer to the procedures below. In addition, the college



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can also dismiss students from Colby-Sawyer College. Such students will be administratively dismissed and may not be readmitted.

### *Procedures for Returning from a Withdrawal*

**Student-Initiated Withdrawal:** A student who wants to re-enroll within one year after a student-initiated withdrawal must submit a written request for reinstatement to the director of student success and retention. Students who want to return after one year away from the college must reapply to the college through the Admissions Office.

**Administrative Withdrawal:** Students who are suspended are eligible to return to the college after a specified period of time. Students who plan to return to the college from an administrative suspension must submit the appropriate documentation to the Office of Student Success and Retention before being reinstated. Decisions to readmit will be made by the appropriate administrative staff member.

**Note:** See section on Tuition for information regarding refunds upon withdrawal.

### **TRANSCRIPT POLICY**

Official transcripts are maintained by the Registrar's Office for all academic work at Colby-Sawyer College. In compliance with federal laws designed to protect privacy, transcripts are not released without the student's authorization. Current students may find transcript ordering information on the [myColby-Sawyer/myRegistrar](#) site. Former students may order transcripts by going to [www.colby-sawyer.edu](http://www.colby-sawyer.edu), typing 'transcript request' in the site search box, and following the link for instructions. There is a \$3.00 fee for each electronic transcript sent and a \$5.00 fee for each paper transcript sent.

Transcripts will not be furnished for students or former students whose financial obligations to the college have not been satisfied. Any conduct violation that results in a sanction of suspension will be noted in the student's official transcript for as long as the suspension is in effect. A sanction of dismissal will be noted on the student's transcript.

### **RELEASE OF EDUCATIONAL RECORDS AND THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that states that upon reaching the age of 18 or attendance at a post-secondary institution (regardless of age) FERPA rights transfer to the student. All academic records are kept in the registrar's office. Please note that due to this federal legislation, when asked, the college must provide academic data to certain government agencies. This includes, but is not limited to the military and Homeland Security

- Colby-Sawyer College releases to students, information from their educational records such as grades earned and academic status. Both mid-semester and

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final grades are available to students on PowerCAMPUS Self-Service. Students are encouraged to share this information with their parents or guardians.

- Under certain circumstances, however, grades and/or information concerning academic status may be released directly to parents or other individuals. When students begin at Colby-Sawyer College, they are asked to fill out a FERPA form. This form is found in the Getting Started Guide. Once students have filled out the first FERPA form, they may make changes to this document by submitting a new form. Annually, students are asked to review the names of those who they have declared FERPA cleared. The FERPA form is available on [myRegistrar](#). The information on the most current FERPA form remains in effect until the registrar's office is notified to change it; this includes following the student's graduation. Records may be released directly to the individual(s) identified by the student under any of the following conditions:
  - Mid-semester Grades:
    - Students who have two or more mid-semester grades below C
    - Students who are on academic probation from the previous semester and have at least one mid-semester grade below C
  - Final Grades:
    - Students who have been placed on dean's list
    - Students who have been placed on academic probation
    - Students who have been suspended for academic reasons
    - Students who have been dismissed for academic reasons
- Colby-Sawyer College will not release the academic records of non-degree students to anyone other than the student.

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) allows students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student's education records within forty-five days from the day the college receives a request for access. The student should submit to the registrar or academic dean a written request that identifies the record(s) she or he wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The student may request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should write the college official responsible for the record, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The student has the right to consent to disclosure of personally identifiable information contained in his or her education records, except to the extent that

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FERPA authorizes disclosure without consent. One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as:

- a person employed by the college in an administrative, supervisory, academic, or support staff position (including campus safety and health staff);
- a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); or
- a person serving on the board of trustees or a college employee assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. The college expressly reserves the right to release information about a student to parents, guardians, or other appropriate persons when necessary to ensure or protect the health, safety, and well-being of the student or other persons.

### *Directory Information Public Notice*

Colby-Sawyer College, at its discretion, may provide directory information in accordance with the provisions of FERPA. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed.

- Designated directory information at Colby-Sawyer College includes the following: student's name, photo, college mailing address, college telephone number, college email address, hometown, major field of study, enrollment status, class level, date of birth, participation in officially recognized activities and sports, dates of attendance, degrees, honors and awards received, and most recent education agency or institution attended.

If a student wishes to not have directory information released, the student must submit the request in writing to the registrar's office. Please note that waiving the directory information is an all or nothing waiver. If the student does choose to opt out of directory information none of the student's information may be given under any circumstances including, but not limited to, athletic events/photos, sponsors, notice of awards, or inquiries from potential employers.

## **HONORS AND AWARDS**

May graduates, regardless of participation in the ceremony are eligible for awards at commencement. October and February graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements. In order to be eligible for any award at the college the student must be in good standing with regard to citizenship, as determined by the Student Development Office, and academically, as determined by the Office of the Academic Dean.

### *Graduation Honors*

Students graduate cum laude, magna cum laude, or summa cum laude according to

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the following minimum requirements:

- cum laude: cumulative grade point average of 3.50 to 3.64 at the time of graduation
- magna cum laude: cumulative grade point average of 3.65 to 3.79 at the time of graduation
- summa cum laude: cumulative grade point average of 3.80 or higher at the time of graduation

### *Academic Dean's List*

At the end of the fall and spring terms, the college publicly recognizes those undergraduate students who have distinguished themselves through their superior academic achievement by placing their names on the Dean's List. To qualify, students must achieve a grade point average of 3.50 or better while carrying a minimum of twelve credits in graded courses. Courses graded pass/fail may not be included as part of the twelve credits. Full time nursing students enrolled in NUR clinical courses may also be considered for the Dean's List.

### *Alpha Chi Award*

This award is given to a graduating Alpha Chi student who, in the opinion of the members of Alpha Chi, best exemplifies the ideals of the society – truth and character – through work at the college in support of chapter activities.

### *Athletic Academic Honor Roll*

In the fall of 2002, the Athletic Department instituted the Athletic Academic Honor Roll in which each semester the director of athletics and the faculty athletics representative publicly recognize student-athletes who have earned a 3.00 GPA or higher for a semester.

### *Baccalaureate Awards*

Baccalaureate awards are presented to the graduating students in each baccalaureate program who are selected by the faculty for their interest in and excellence within the major. Recipients must be full time students and be eligible to participate in the Commencement ceremony. Some of the baccalaureate awards are named awards: the Dr. Margaret "Marnie" Kurtz Award is given to a student whose major is business administration; the Carl M. Cochran Award is given to a student whose major is English; and the Grace Adella Sheldon Graves Award is given to a student whose major is nursing.

### *Capstone Experience Awards*

The capstone experience differs from major to major, but its purpose is to ensure that all seniors demonstrate their accumulated knowledge through action, and effectively communicate their knowledge and actions to others in an interdisciplinary setting.

### *Class Academic Awards*

Awards are given by the college each spring to the rising sophomore, junior, and senior who rank highest in scholarship in the appropriate class. The recipients must be full-time students at Colby-Sawyer College.

### *Richard Crosby Memorial Award*

This award, established in 1976 in honor of faculty member Richard Crosby, a member of the English Department from 1952 to 1976, may be awarded annually to a student for excellence in British literature.

### *Gula Graves Plummer Award*

This award is given to the student or students who have distinguished themselves through the exercise of spiritual and/or moral leadership in the college community, or through academic work informed by their religious commitments.

### *Wynne Jesser McGrew Senior Scholar-Athlete Awards*

The Wynne Jesser McGrew Senior Scholar-Athlete Award may be given to the graduating female senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college. The Senior Scholar- Athlete Award may be given to the graduating male senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

### *James Duane Squires Book Award*

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College faculty member James Duane Squires. Professor Squires was a faculty member from 1933 to 1970 and served as chair of the Social Sciences Department for all but two of those years. He also served as director of public affairs for many years. This award is presented by the academic dean based upon recommendations made by faculty members. The goal of the award is to recognize and honor students' specific academic performances above and beyond expectations.

### *Guy Floyd Williams Award*

This award may be presented to a graduating senior majoring in science who has helped to maintain and perpetuate the ideals of the college during the student's years at Colby-Sawyer College and who, through appropriate conduct, scholarship and decorum, has exemplified the spirit of the college.

### *David H. Winton Baccalaureate Award*

This award is named in honor of a longtime trustee, chair of the board, and benefactor of Colby-Sawyer College. Each year it is presented at Commencement to the graduating baccalaureate student who ranks highest in scholarship in his or her class. The recipient must be a full-time student at Colby-Sawyer College.

### *Colby-Sawyer Award*

Established by Dr. H. Leslie Sawyer in 1934, the Colby-Sawyer Award honors a member of the graduating class who, in the opinion of the faculty, best exemplifies the ideals of the college in personal dignity, intellectual growth, contribution to campus life, and constructive influence upon other students.

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### *Graduate Award*

Established by Mrs. J. Thaddeus Hildreth, mother of Elizabeth Hildreth Cameron '33, and grandmother of Judeen Cameron Barwood '58, '09, this award is presented to a member of the senior class whose character and influence most constructively affected the majority of the junior class. This award is chosen by nominations from the junior class.

### *Ann Gulick Award*

Established in memory of Ann Gulick, the Class of 1954, by her classmates, this award is presented to the sophomore student who best exemplifies, through voluntary service, the qualities of reliability, loyalty, and unselfishness. The recipient of this award is chosen by nominations of the sophomore class and selected by the vice president for student development and dean of students.

### *Senior Achievement Award*

The Senior Achievement award is presented to a senior student who has distinguished themselves through active leadership involvement in the co-curricular life of the college.

### *Barbara Johnson Stearns Award*

Established in honor of a member of the Class of 1932, this award honors a member of the senior class, who has demonstrated exemplary leadership and dedication to the college community.

### *Student Commencement Speaker*

Seniors, faculty and staff nominate students to give the Student Commencement Address. A selection committee reviews drafts of speeches submitted by the nominated students. A medallion is presented to the senior who represents the character of the graduating class and will give an inspirational and engaging speech that represents the college's values and learning outcomes.

## **HONOR SOCIETIES**

### *Alpha Chi*

The Colby-Sawyer College Chapter of this national honor society recognizes the academic achievement of junior and senior students. To be eligible for membership, students must rank in the top ten percent of the junior or senior class and demonstrate the Alpha Chi values of truth and character. Each candidate must have completed at least one half of the credits for graduation and have been enrolled as a full-time student at Colby-Sawyer College for at least one academic year prior to election. Further information about Alpha Chi membership and activities is available from the society's faculty sponsor.

### *Iota Tau Alpha Society*

The Iota Tau Alpha Society was established to recognize and honor those individuals in the field of Athletic Training Education who have, through scholarship, integrity, and outstanding achievement, been a credit to their profession. The objective of Iota

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Tau Alpha is to foster a high standard of ethics and professional practice and to create a spirit of loyalty and fellowship, particularly around students of Athletic Training Education. To be eligible for membership students must have completed at least three semesters of academic work toward the athletic training degree, have completed at least three term courses in Athletic Training Education (one must be above introductory level) with a minimum cumulative grade point average of 3.5, rank no lower than the highest thirty five percent of their class in cumulative grade point average, and be in good standing according to their program retention criteria.

### *Lambda Pi Eta Honor Society*

The purpose of this national honor society in communication studies is to foster and reward outstanding scholastic achievement in the field of communication. Members must have completed sixty credits, with twelve in communication studies courses, have a minimum cumulative grade point average of 3.00, a minimum grade point average of 3.25 in communication studies courses, and rank in the top thirty percent of their class.

### *Psi Chi*

The Colby-Sawyer College chapter of Psi Chi, the National Honor Society in Psychology, was installed in 1999. The purpose of this honor society is to encourage, stimulate and maintain excellence in scholarship, and to advance the science of psychology. To be eligible for membership, a student must rank in the top thirty five percent of the class, have a minimum cumulative grade point average of 3.00, have completed at least three college semesters and nine credits of psychology courses with a minimum grade point average of B (3.00) in those courses, and be enrolled as either a psychology or child development major, or a psychology minor. Further information is available from the society's faculty sponsor at Colby-Sawyer College or from the national organization.

### *Sigma Beta Delta*

Sigma Beta Delta, the Colby-Sawyer College chapter of the International Honor Society in Business, Management and Administration, honors academic excellence and integrity of business administration majors. To be eligible for membership, business administration majors must rank in the top 20 percent of seniors or the top 10 percent of juniors and have a minimum cumulative GPA of 3.0. In addition, students must have a record of academic honesty and integrity and embrace the ideals of Sigma Beta Delta through practice of its principles of wisdom, honorable service, and the pursuit of meaningful aspirations. Further information is available from the college's faculty sponsor or from Sigma Beta Delta.

### *Sigma Theta Tau Honor Society*

The mission of Sigma Theta Tau International, the Honor Society of Nursing, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Sigma Theta Tau International's vision is to be the global organization of choice for nursing. Undergraduate nursing students may be invited to become members of the honor society if they have achieved junior standing in the nursing program, have a minimum GPA of 3.00, rank in the upper thirty five percent of their nursing class, meet the expectation of academic integrity, and obtain faculty

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endorsements. For further information about the Honor Society or Sigma Theta Tau, contact the faculty sponsor.



## GRADUATE PROGRAMS

### COLBY-SAWYER COLLEGE MISSION STATEMENT

Colby-Sawyer College is a private, independent college offering undergraduate and graduate educational programs based in the liberal arts and sciences and designed to prepare students for their professions and lives of ongoing learning. Faculty, staff and students strive for excellence in the college's engaged teaching and learning community to foster students' academic, intellectual, and personal growth. The college prepares students to thrive in, and make a positive impact upon, a dynamic, diverse, and interdependent world. Colby-Sawyer College was founded as an academy in 1837 and has been engaged in higher education since 1928.

### PHILOSOPHY

Colby-Sawyer College provides a stimulating setting in which close faculty, staff, and student relationships facilitate student learning and growth. The college's educational programs are firmly grounded in the liberal arts and sciences, foster professional preparation, and emphasize connections across disciplines and across the programs of the college. The college is committed to sustaining a dynamic, challenging, supportive, and respectful environment for all campus community members. As members of an academic community, we articulate these commonly held values to provide an educational and aspirational description of the culture of the college.

### VALUES

**Excellence:** We are dedicated to and strive for excellence as individuals and as a learning community. We hold students responsible for their learning and the college responsible for providing an environment to facilitate learning. We continuously assess and improve our educational programs for students and the workplace for college employees.

**Interconnectedness:** We foster student learning and growth across the disciplines and across the college's academic programs and offerings, and extending to students' experiences in the community and the workplace environment. We encourage all college community members to be engaged and participate in the college's educational offerings.

**Respect:** We treat all others with consideration and in a fair and just manner, demonstrating mutual respect and a high regard for one another's rights, perspectives, and opinions. We promote and practice open dialogue, collaboration, and civic engagement. We strive to be diverse and inclusive; we value diversity of background, experience and opinion among community members; and we do not tolerate discrimination or harassment. We are committed to developing and maintaining a healthy educational, living and working environment and to fully integrating sustainable and environmentally responsible practices.

**Integrity:** We value and practice honesty, openness and transparency, ensuring information sharing and frank discussion. We practice openness of communication and action with simultaneous respect for the views and professional autonomy of others. We provide accurate information to members of the college community, members of the public, and the appropriate regulatory authorities. We strive to ensure the privacy of faculty, staff and students in areas where confidentiality is expected or required. We demonstrate professional integrity by avoiding or disclosing conflicts of interest. Disagreements are amicably discussed and resolved, and the power inherent in positions of authority is not exploited.

**Stewardship:** All members are responsible for the safety, security, and fiscal health of our community. We respect the rights of others, and we demonstrate responsible citizenship by maintaining a high standard of conduct and ethical behavior in our dealings and interactions with others.

# THE GRADUATE CURRICULUM

## **NURSING**

*Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.*

The philosophy of the Department of Nursing is summarized by the following statement: Nursing is the care of persons, families or populations who are experiencing or can be expected to experience variations in health; and the tending of the entire environment in which care occurs.

### *Admission for Students Interested in the Graduate Nursing Program*

The Master of Science in Nursing (M.S.N.) Program at Colby-Sawyer College is extremely selective. To be successful in nursing, students who apply for admission to the college with the intention of pursuing the M.S.N. program should be a graduate of an accredited Bachelor of Science in nursing program; and have achieved a 2.50 cumulative grade point average in their undergraduate program which included an introductory statistics course.

### *Transfer Students*

The ability to accept transfer students seeking entry into the Graduate Nursing Program will be evaluated on an individual basis and will be considered only when space permits. Three courses (9-12 graduate credits) may be transferred from other programs after evaluation by the registrar. Further information is available from the Admissions Office.

### *Nursing Program Academic Policies*

A minimum grade of B- is required in all nursing courses. Students may only repeat one nursing course one time if necessary. A graduate student is considered to be a full-time student with 9 or more credits per semester.

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting. Failure to comply with clinical agency policy is also cause for dismissal from the nursing major.

### *Academic Probation*

Students whose cumulative grade point average (GPA) is below the minimum satisfactory standard of 2.70 are placed on academic probation and notified in writing of their status. Academic probation indicates that students must improve their performance or risk suspension or dismissal at the end of the next semester. Satisfactory progress is monitored each semester to assure students meet the minimum 2.70 GPA for graduation. A student whose GPA is below 1.50 may be suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students on academic probation risk losing their financial aid and/or tuition-remission assistance. Students are urged to meet with their advisor to plan a strategy to improve their academic performance. Students may be advised to reduce their course load and/or repeat courses. In addition, students should take advantage of the services of the Student Learning Collaborative or Access Resources.

### *Academic Suspension and Dismissal*

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. Students currently on probation who do not achieve the minimum satisfactory grade point average (GPA) of 2.70 at the end of the next semester may be suspended or dismissed from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the end of the next semester following notification of probation also may be suspended or dismissed. A student whose GPA is below 1.50 may be suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students who are suspended are eligible for re-admittance to the college after a specific period of time, usually one semester. Students seeking readmission are asked to furnish information in the form of transcripts and/or letters of reference that indicate the student's ability to do satisfactory academic work at Colby-Sawyer College. Decisions to readmit students are made in consultation with the Dean of the School of Nursing and Health Professions. Students who are suspended from the college may not participate in internships during their suspension. Students who do not seek re-admittance after suspension are withdrawn from Colby-Sawyer. Students who are dismissed from Colby-Sawyer College may not be readmitted.

### *Clinical Education*

Colby-Sawyer College is fortunate to offer its students clinical experiences in a variety of inpatient and community settings. The Department of Nursing has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice, and New Hampshire area schools, in addition to other health and human services organizations.

At the time clinical experiences begin, every nursing student must have on record in the Nursing Department evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider/Professional Rescuer level, issued by either the American Red Cross or the American Heart Association. Students may not attend clinical internships without proper documentation of all health and safety requirements on file in the Nursing Department. A criminal background check and a urine drug screening test are agency requirements. Random urine drug screening may also be conducted at the discretion of the program.

Laptop (not “tablet”) computers that have the capability of meeting the operating system requirements of the college, and that have sufficient battery capability for a three hour testing session, are required.

Students who are ill are discouraged from participation in the classroom and clinical learning environments. Students who are absent during a clinical day(s) must make up the missed time and may be asked to pay a fee to cover the faculty costs incurred by a make-up day.

### **Nursing – Master of Science in Nursing (M.S.N.)**

#### Program Description

Colby-Sawyer’s graduate nursing program leads to a Master of Science in Nursing (M.S.N.) degree. The program is designed for the baccalaureate-prepared registered nurse and will prepare those who will practice as advanced nurse generalists in the health care setting. The program presumes knowledge from the liberal arts and sciences and professional nursing education acquired in undergraduate baccalaureate nursing programs. Offered in on-line, traditional and hybrid formats, the nursing courses are designed to respond to the unique needs of adult learners who have current nursing practice experience.

#### Requirements

- GNUR 501 Health Assessment and Diagnostic Reasoning for the Advanced Practitioner
- GNUR 501CL Health Assessment Practicum
- GNUR 502 Advanced Pathophysiology
- GNUR 503 Advanced Pharmacology
- GNUR 504 Clinical Quality Improvement I
- GNUR 510 Evidenced-based Practice and Applied Nursing Research
- GNUR 511 Clinical Quality Improvement II
- GNUR 512 Health Care Systems, Policy and Leadership
- GNUR 513 Population Health
- GNUR 599 Advanced Clinical Nursing Roles: Advanced Generalist
- GNUR 599CL Advanced Generalist Nursing Capstone Practicum

#### Learning Outcomes

Upon completion of degree requirements, graduates are able to:

- Deliver safe, high quality, patient-centered, evidence-based care to assigned clients;
- Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and the degree to which they are patient-centered;
- Use information systems and technology at the point of care to improve health care outcomes;
- Participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery;

## Graduate Curriculum

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- Assume accountability for health care outcomes for a specific group of clients within a unit or setting, recognizing the influences of the meso- and macro systems on the clinical microsystem;
- Assimilates and applies evidence-based information to design, implement and evaluate the client plans of care;
- Synthesize data, information and knowledge to evaluate and achieve optimal client and care environment outcomes;
- Use appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health professionals;
- Effect change through advocacy for the client, the interdisciplinary health care team and the profession;
- Communicate effectively to achieve quality client outcomes and integration of care for a cohort of clients;
- Actively pursue new knowledge and skills and needs of clients and the role of advanced generalists in the health care system evolve; and
- Properly delegate and utilize the nursing team resources (human and fiscal) and serve as a leader and partner in the inter-professional health care team.

## GRADUATE COURSE DESCRIPTIONS

### DEFINITIONS OF COURSES

#### *Course Delivery Methods*

Courses at Colby-Sawyer College are provided in a variety of delivery formats to meet the diverse needs of the student population. Students access course content and faculty interaction in the following delivery methods:

- **Traditional Course:** A course that meets weekly on campus. Dates, times and locations are scheduled and published on standard registration documents.
- **Online Course:** A course with between 80% and 100% of content and interaction delivered online through Moodle. Unless published on standard registration documents, there are no real time or face to face meetings. Students participate in weekly online discussions and complete weekly assignments. Students should plan on committing about ten hours per week for a 4 credit course
- **Hybrid Course:** A course with 30% to 70% of content and interaction delivered online through Moodle. Hybrid courses use online discussions. All real time, face to face meetings, dates, times, and locations are scheduled and published on standard registration documents.

### NURSING

#### **GNUR 501 Health Assessment and Diagnostic Reasoning for the Advanced Practitioner** Credits: 2

This course is designed to provide students with an advanced level of skill and knowledge in critical thinking and diagnostic reasoning for conducting health assessments and planning care for holistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, scientific integrity and ethics, human diversity, and social issues. This course is designed to provide students with an advanced level of skill and knowledge in critical thinking and diagnostic reasoning to apply in the subsequent clinical nursing courses. Students will utilize the knowledge and skills learned in GNUR 501 as they diagnose and manage the care of clients with acute, chronic, and episodic health problems throughout the life span. Students will demonstrate advanced assessment skills (a comprehensive history and physical examination) to detect and differentiate abnormal findings and to generate potential diagnoses.

#### **GNUR 501CL Health Assessment for the Advanced Practitioner: Practicum** Credits: 1

This clinical course includes a clinical experience of 40 hours for the study of advanced health assessment. It includes supervised experiences of advanced clinical assessment and physical diagnosis.

## **Graduate Curriculum**

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### **GNUR 502 Advanced Pathophysiology**

**Credits: 3**

This course provides an intense and rigorous analysis of pathophysiology in frequently encountered conditions across the life span and in special populations. Pathophysiological theories and research as a basis for advanced nursing practice are also discussed. In-depth case analysis of pathophysiological adaptation and alterations in selected conditions across the life span are also included.

### **GNUR 503 Advanced Pharmacology**

**Credits: 3**

This course focuses on analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutic pharmacological interventions across the lifespan in the promotion, maintenance and restoration of health. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, distribution, metabolism, and excretion, are defined. Personal, genomic and environmental practice considerations are addressed.

### **GNUR 504 Clinical Quality Improvement I**

**Credits: 3**

This course is intended to provide the advanced generalist nurse with a working knowledge of the measurement of outcomes for individuals and populations; as well as the improvement model as it relate to nursing practice. Concepts essential for evidence-based practice and clinical prevention and population health are addressed. Additionally, phenomena along the wellness continuum will be discussed. The Natural History of Disease model will be applied to the study of health and illness in human populations. Recommendations for changes in practice for optimal outcomes are explored.

### **GNUR 510 Evidenced-Based Practice and Applied Nursing Research** Credits: 3

The purpose of this course is to provide the foundation for evidence-based decision making in the advanced generalist nursing role. Knowledge of research design and essential competencies related to research in professional nursing are developed. A focus of the course is the retrieval and systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes in nursing. Working in the clinical environment for 24-32 hours, the student will design an evidence-based practice project and disseminate it in the appropriate clinical microsystem.

### **GNUR 511 Clinical Quality Improvement II**

**Credits: 3**

This course examines the mandates to address issues of quality and safety in health care delivery systems. Knowledge, skills and attitudes for the advanced generalist role of provider and designer of direct care across the care continuum are the foci. Advocacy and accountability for safe, quality, patient-centered care within standards of nursing practice are stressed. The completion of a clinical improvement project in the course will require the student to engage in the clinical environment for 24-32 hours over the course of the semester.

### **GNUR 512 Health Care Systems, Policy and Leadership**

**Credits: 3**

The purpose of this course is to provide students an opportunity to evaluate health



care systems that influence advanced nursing practice. The focus of the course is on organizational theories of health system leadership and health care economics. Students examine issues and trends in the development and impact of policy on the health care delivery system. An emphasis is placed upon the process of legislative health policy and the role of professional nursing in influencing the policy-making process. Ethical dimensions of public policy formulations and implementation will be highlighted. In addition, students analyze and evaluate theories and research that influence leadership in complex systems. Leadership is explored in complex system domains. Core competencies and strategies for leadership effectiveness are examined and evaluated.

### **GNUR 513 Population Health**

**Credits: 3**

Population health is the art and science of preventing disease, prolonging life and promoting health through organized efforts and informed choices of society, public and private organizations, communities and individuals. In this course, students will examine the shifting of the health care system to new models of care; delivering health and not simply health care. Issues such as education, economics, transportation, exercise and nutrition are explored for their influence on the health of a population. Novel developments in technology and roles will also be discussed for both the potential they bring to improve health of populations and also for the challenges they introduce.

### **GNUR 599 Advanced Clinical Nursing Roles: Advanced Generalist**

**Credits: 3**

This course focuses on transition of the graduate for entry into the profession as an advanced nursing generalist. Emphasis is placed on clinical reasoning and ethical principles needed for professional nursing practice. Role transition is supported by examination of the front-line clinical competencies of nursing leadership, clinical outcomes management, and care environment management at the microsystem level. Integration of systems theory, change theory, leadership and management theories, and social responsibility in professional nursing practice are emphasized. Organizational, economic, regulatory and interpersonal factors that impact nursing practice are explored. Skills in coordination, delegation, management, and utilization of resources are addressed. Students analyze essential patient advocacy and education competencies to ensure delivery of high quality care as a professional nurse. The course is structured to examine preparation for the Clinical Nurse Leader certification and role implementation.

### **GNUR 599CL Advanced Generalist Nursing Capstone Practicum**

**Credits: 10**

This intensive 400 hour clinical course is designed as a capstone experience to synthesize knowledge and skills of professional nursing practice developed through the program and integration of the advanced nursing generalist role. There is a focus on clinical leadership in lateral integration of care at the point of care interface to promote optimal outcomes. The practicum is a precepted clinical immersion experience and supports implementation of advanced generalist role functions including advocate, health professional, team manager, information manager, system analysis/risk anticipator, clinician, outcomes manager, and educator. Designated clinical faculty maintains frequent communication with students and

## Graduate Curriculum

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assumes responsibility for assessment and evaluation of student clinical experiences and competencies. Students complete 400 clinical hours. Prerequisites:  
Satisfactory completion of all courses and consent of the program director

# CAMPUS SPACE & FACILITIES

## CAMPUS FACILITIES

Colby-Sawyer is located on the crest of a hill in New London, New Hampshire, in the heart of the Lake Sunapee Region. The combination of beautifully maintained grounds and stately buildings creates an environment conducive to learning. Campus architecture ranges from the classic Georgian style of Colgate Hall to the contemporary architecture of the Susan Colgate Cleveland Library/Learning Center. The campus is safe, comfortable and accessible. Students can walk to all buildings without leaving the campus or requiring special transportation.

### **Center for Art + Design (2017)**

This hub of creativity opened in the fall of 2017 and offers state-of-the-art studios, a black box theater, and the Davidow Art Gallery, with stunning views of Mt. Kearsarge, scenic outdoor art and offices for faculty.

### **William T. Baird Health and Counseling Center (1954)**

This building, named for William T. Baird, former chair of the Board of Trustees, houses the college's health and counseling services, which are available to all full-time matriculated students.

### **Baker Communications Center (1996)**

The center, located on the third floor of Colgate Hall, was a gift from Martine Baker-Anderson '59, in memory of her father, Elbert H. Baker II and a tribute to his distinguished career in the newspaper and communications fields. The center includes offices for the student newspaper, *The Colby-Sawyer Courier*, a video studio and editing room, and academic spaces used primarily by the Communications Studies Program.

### **Caretakers Cottage (1930)**

The cottage is a nine-room building built in 1930 as a residence for the farm manager of the Colby Homestead. It was renovated in 1992. Situated near the Susan Colgate Cleveland Library/Learning Center, it now houses Events Management and College Communications.

### **Colby Homestead (1800)**

The Advancement Office (including Alumni Relations, Development, Research, Stewardship, the Office of the Vice President of Advancement and the Adventures in Learning Program) are located in the Colby Homestead. Previously, the building served as a private residence for college staff and administrators. The historic building, which the college purchased in 1981, once was the home of Anthony Colby, the governor of New Hampshire (1846–1847).

### **Colgate Hall (1911)**

The central building on campus is Colgate Hall, built in 1911 to house the entire teaching and living facilities of Colby Academy. Reconstructed, altered and enlarged many times, this building constitutes the center of the college. Visitors are

welcomed to Colgate Hall in the Thornton Living Room. Colgate Hall houses the Admissions Office, other administrative offices, classrooms, student computer facilities, and a state-of-the-art nursing lab. It also houses the departments of Business Administration, Social Sciences and Education, and Humanities. The offices of the Information Technology Department and the student game room are in the basement of Colgate Hall. The building name honors the Colgate family, whose members were dedicated supporters of the college. Susan Colby, who later married James B. Colgate, was the first woman teacher and principal of Colby Academy. Her children, James C. Colgate and Mary Colgate, dedicated the building in 1912. The portico facing the college quadrangle was built in 1958, the gift of Mrs. Susan Colgate Cleveland and her sister Mrs. John Sloan, daughters of James C. Colgate.

### **Susan Colgate Cleveland Library/Learning Center (1985)**

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns. The five-level structure houses the college library and archives, as well as The Harrington Center for Academic and Career Advising, the Student Learning Collaborative, and Access Resources. The library provides print and electronic resources, including full-text databases, books, periodicals, videotapes, DVDs and compact discs. With its spectacular view of the surrounding mountains, the library is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with numerous PCs and a computer classroom. The Colby-Sawyer Testing Center is located in this building as well and offers more than 200 state and national assessment examinations, as well as professional certification and licensure exams.

### **Sustainable Classroom (2013)**

This free-standing classroom was designed and built by students and is one of the first commercial buildings in the state to integrate a straw-bale wall system. Students enrolled in three courses that taught them principles of sustainable structures and living buildings, designed the orientation and building systems, and participated in the timber frame construction of the structure. The classroom utilizes natural materials and demonstrates energy efficiency in addition to being a student-friendly classroom with a unique interior design.

### **Cleveland, Colby, Colgate Archives (1996)**

The archives were dedicated in June 1996 and named for three families who played important roles in the history of Colby-Sawyer College and the town of New London. The archives, located in the wing connecting the Colby Homestead to the Susan Colgate Cleveland Library/Learning Center, house records, documents, artifacts and other materials of significant historical interest to the college and the Cleveland, Colby and Colgate families.

### **Curtis L. Ivey Science Center (2004)**

The Curtis L. Ivey Science Center is a two-story, 32,000-square-foot building that houses the Natural Sciences Department and the Environmental Studies Department. As the center for science education, the facility accommodates eight laboratories and six classrooms, with faculty offices and student spaces on both

floors. A 180-seat auditorium is located on the first floor. The building was named for Curtis L. and Doris Ivey, who contributed a major gift for science education in memory of their children, Curtis Ivey Jr. and Elizabeth Ivey Jurgenson.

### **James House (1931)**

James House is named for William James, American philosopher and houses the Campus Safety Offices.

### **Lethbridge Lodge (1998)**

From 1934 until 1996, the lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London's first meeting house, originally erected in 1788. The lodge was reconstructed on campus in 1998 and named Lethbridge Lodge in honor of trustee and friend George M. "Bud" Lethbridge, in May 2004. The building has a great room with a fireplace, snack bar and internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access.

### **McKean Hall (1930)**

McKean Hall originally housed students, but in 2015 was renovated to house the School for Nursing and Health Services. McKean Hall was named for Dr. Horace G. McKean, principal and headmaster of the academy from 1899 to 1905.

### **Mercer Hall (1963; 2002)**

Mercer Hall houses the Exercise and Sport Sciences Department. The building includes classrooms, conference areas, laboratories, and office space for students, faculty and staff. A 20-foot addition, a climbing wall, an expanse of windows overlooking Mount Kearsarge, and a colonnade were also included in the 2002 renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer '41, the building was rededicated in the fall of 2002. It was originally built in 1963 with funds raised by Dr. Eugene Austin, second president of the college.

### **President's House (1937)**

The President's House on Main Street, across from the campus, was one of several gifts from Mary Colgate to the college. Surrounded by spacious lawns and well-groomed gardens, this house provides a gracious setting for social and celebratory events and is the home of the sitting president of the college.

### **Reichhold Center (1962)**

The center was made possible through the generosity of Mr. Henry H. Reichhold, father of Colby-Sawyer alumna Ingrid Reichhold Wagner '51. The former science center provides classrooms, faculty offices, studios for the art programs, and a computer lab.

### **Sawyer Fine Arts Center (1959)**

The Sawyer Fine Arts Center was named in honor of Dr. H. Leslie Sawyer, who served as headmaster of Colby Academy from 1922 to 1928 and as first president of the college from 1928 until his retirement in 1955. The center includes classrooms and spaces for studio art and performing art programs. The center also houses the Marian Graves Mugar Gallery, the Everett and Ruth Woodman Dance Studio, the

Sawyer Theatre and stagecraft shop, and offices for the Fine and Performing Arts Department.

### **Ware Student Center (1987)**

The Ware Student Center, named in honor of Judge Martha Ware '37, former trustee, provides a common gathering place and is the site of many educational and social events. The center houses the Stable, which is the campus bookstore, the campus dining services, Ware Conference Room, Student Activities, Wheeler Hall, and the mailroom. Also located in the Ware Student Center are offices for Student Development, Residential Education, Citizenship Education, and the Board of Trustees Conference Room.

### **Wesson Honors Suite (2008)**

The Wesson Honors Suite, located on the fourth floor of Colgate Hall, was opened in 2008 and funded by the continued generosity of Bill and Jan Wesson and the college. The suite provides space for honors students to study and gather twenty-four hours a day in a space provided with computers and wireless internet access. As part of the program's mission "to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college," two of the three rooms are available to any constituency in the college as a place for gathering.

### **Windy Hill School (1976; 2010)**

The Windy Hill School was founded in 1976 and moved to a new building in 2010. The school is the laboratory school for the Child Development Program and includes toddler to pre-kindergarten-age children and a summer program for children up to age six. Supervised by licensed teachers, the school provides practical experience for students interested in child development and early childhood education.

## **STUDENT HOUSING ACCOMMODATIONS**

### **Abbey Hall (1940)**

Abbey Hall was named to honor Mrs. Emily F. Abbey Gill, who made generous contributions to leading New England colleges especially concerned with the education of women. Abbey Hall is a friendly and diverse hall community for women only.

### **Austin Hall (1927; 1965)**

The building was constructed in 1927 to serve as a gymnasium and physical education center. In 1965, it was renovated and turned into a residence for 33 students. The hall was named in honor of Dr. Eugene M. Austin, president of the college from 1955 to 1962.

### **Best Hall (1954)**

Best Hall is one of the larger corridor style halls. The ground floor is all female, the first floor is mixed gender by room, and the second and third floors are half male and half female. Best Hall was named for Dr. Samuel M. Best, football coach at Colby Academy, member of the Board of Trustees from 1933 until 1968, and chair from 1933 until 1968.

**Burpee Hall (1934)**

The Burpee Hall ground floor is all female, the first floor is half male and half female, and the second and third floors are mixed gender by room. Perley Burpee was a shoemaker and farmer who married Judith Colby, sister of Governor Anthony Colby, and was among the 11 men who procured the original charter for New London Academy in 1837. The home he built in 1816 still stands on Main Street, one block east of the campus. His grandchildren, Wilfred E. Burpee, Class of 1882, and Mary Burpee Macomber, Class of 1885, served as trustees from 1907 to 1948 and from 1905 to 1952 respectively. Erected wing-by-wing over three years, Burpee Hall housed the library collection until 1949.

**Colby Hall (1931)**

Colby Hall houses first year students. Created through a gift from Mary Colgate, this residence hall was named in honor of a New London family important to the history of the school. One of the 11 founders of the academy, Anthony Colby was a 19th century New Hampshire governor, and his daughter Susan was the first teacher and principal.

**Danforth Hall (2001)**

Danforth houses students in 10 suites. Suites are either mixed gender or all female. Suites 60 and 61 are “quiet suites” for students who want a quiet environment that extends beyond the designated quiet hours for the campus. Each suite features two bathrooms and a storage area. Danforth is an accessible building and has an elevator. Danforth Hall was named in recognition of Peter D. Danforth, who served the college as a trustee from 1983 to 1992 and again from 1999 to 2006.

**Lawson Hall (1996)**

Offers co-ed suite style living for first-year students and is handicapped accessible. Suites 55 and 65 are designated "quiet suites" for students who looking for a peaceful environment to sleep and study. Lawson Hall was named in honor of Charles J. “Chuck” Lawson and his wife Joan. Chuck served on the Board of Trustees from 1988 to 1998, the last six years as chair.

**Page Hall (1938)**

Page Hall houses both new and returning students. Page Hall was named for the Reverend Charles L. Page, class of 1880. He served for 40 years as a member and chair of the Board of Trustees.

**Rooke Hall (1994)**

Rooke Hall houses returning students in single-sex and mixed gender apartments of four or five residents. Every apartment has single and double bedrooms, a bathroom, a living room and a kitchen area. Rooke Hall was named for Robert Levi Rooke, whose generous bequest provided resources for its construction. He was the father-in-law of former trustee Natalie Davis Rooke '48 and Anastasia Payne Rooke '50, and grandfather of Marianne Rooke Fairall '73.

### **Shepard Hall (1932)**

Shepard Hall houses returning students. The Shepards were one of the original families to settle in New London. James Ely Shepard was an active trustee during the early days of the academy and his son Charles E. Shepard, in addition to serving as a trustee for 20 years, operated the stagecoach service between New London and Potter Place.

### **Off-Campus College-Owned Housing**

Off-campus college-owned/leased housing allows for students to have more independence and is a great stepping stone to living outside of the college setting. Students understand the expectations and responsibilities in living in these off-campus college owned properties and agree to behave with independence, maturity and respect for themselves and the greater community.

## **ATHLETIC & RECREATIONAL FACILITIES**

New London is a four-season recreational and cultural community known throughout New England for its beautiful lakes and mountains. Colby-Sawyer students enjoy access to many local and regional recreational amenities.

### **Dan and Kathleen Hogan Sports Center (1991)**

The center is named for Dan Hogan, a former trustee, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation and community fitness. The 63,000 square foot building contains the Coffin Field House with its suspended running/walking track, the Knight Natatorium six-lane swimming pool, locker rooms and aerobics studio, the Elizabeth Kind Van Cise Fitness Center, Athletic Department office, Chargers Club Conference Room, the sports medicine clinic, and racquet sports courts. The center is available to all students for individual fitness and recreation, intramurals and swimming. It is the primary facility for indoor athletic events at the college.

### **Kelsey Athletic Campus**

The Kelsey Athletic Fields, dedicated in October 1999, and renamed in 2013, are named in honor of Patricia D. Kelsey, Colby-Sawyer trustee and former coach, and her husband, Robert P. Kelsey Jr. In 1996, the college acquired 116 acres of land, of which 28 acres were developed into a baseball diamond, soccer/lacrosse field, and the Sally Shaw Veitch Track and Field. The views of surrounding mountains from these facilities are breathtaking, and the Kelsey Athletic Fields are among New England's most beautiful college sports venues. Mercer Field, named in honor of Bill and Mona Mercer, is a competition field near Lawson Hall and complements the range of athletic and recreational sports facilities at the college.

### **Patricia D. Kelsey Tennis Courts**

Six composition tennis courts are available for outdoor use from early spring until late fall. Relocated in 2001, these courts offer unparalleled views of Mount Kearsarge.



**Mercer Hall (1963)**

The Ray Indoor Climbing Wall, as well as a human performance laboratory that provides computerized health and fitness assessments are housed in this facility.

**Equestrian Facilities**

Complete equestrian facilities are available to students within minutes of campus at Twin Ridge Farm, Warner. These facilities include an indoor riding arena used for lessons, varsity practices and equestrian events. Stables also are available for boarding horses.

**Golf**

Golf courses are available within minutes of Colby-Sawyer's campus. The nearby Country Club of New Hampshire is open to the public and is ranked among the nation's top 75 public courses.

**Lakes and Mountains**

Within minutes of campus, Lake Sunapee, Little Lake Sunapee and Pleasant Lake provide students opportunities for boating, fishing and swimming. The college is ideally located for hiking enthusiasts, with Mount Kearsarge, Mount Sunapee, Eastman Ski Touring Center and Ragged Mountain Ski Area each a short drive from campus. The college's location in the midst of ski country offers many opportunities for alpine downhill and cross-country skiers and snowboarders.

# GOVERNING BODY

## Board of Trustees

Susan D. Stuebner, *ex officio*, President of the College  
Collin D. Bray '06  
Pamela Stanley Bright '61  
Cailin C. Bullett '13  
Nicholas A. Ciarlante '14  
Deborah L. Coffin '76  
Thomas C. Csatari  
Matthew L. Godbout '95  
Ann Carroll Harris  
Lisa M. Hogarty '81  
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# FACULTY

## 2018-2019

**Sean Ahern, 2017**

*Assistant Professor, Humanities*  
B.A., Colby-Sawyer College  
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**Maryann S. Allen, 2004**

*Associate Professor, Natural and Environmental Sciences*  
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**Patrick D. Anderson, 1977**

*Professor, Humanities*  
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**Arianna M. Anton, 2014**

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**Nicholas A. Baer, 2004**

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**Loretta S. Wonacott Barnett, 1978**

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**Janet Bauer, 2016**

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**Donna E. Berghorn, 1991**

*Associate Professor, Humanities*  
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**Christine Konicki Bieszczad, 2008**

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**Kimberly A. Boulanger, 2012**

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**Eric M. Boyer, 2008**

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**Joseph C. Carroll, 1977**

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B.A., College of the Holy Cross  
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**Ewa A. Chrusciel, 2006**

*Associate Professor, Humanities*  
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**Jean S. Coffey, 2017**

*Adjunct Faculty Member, Nursing*  
B.S.N., Norwich University  
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**Cheryl Coolidge, 2002**

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A.B., Bowdoin College  
M.S., Northeastern University  
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- Katelyn M. Cormier**, 2015  
*Adjunct Faculty Member, Nursing*  
B.S.N., Norwich University  
M.S.N., Norwich University
- R. Todd Coy**, 2005  
*Associate Professor; Chair, Social Sciences and Education*  
B.A., University of Houston at University Park  
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Ph.D., Tufts University
- Elizabeth C. Crockford**, 1993  
*Professor; Chair, Business Administration*  
B.A., College of the Holy Cross  
M.B.A., New Hampshire College  
Ph.D., Capella University
- Katherine T. Darak**, 2018  
*Assistant Professor, Nursing*  
BS, Colby-Sawyer College  
MSN, Colby-Sawyer College
- Robin B. Davis**, 1996  
*Adjunct Faculty Member, Humanities*  
*Vice President for Student Development and Dean of Students*  
B.A., Longwood College  
M.S., Longwood College
- Terri L. Eastman**, 2016  
*Adjunct Faculty Member, Exercise and Sport Sciences*  
B.S., M.Ed., Plymouth State College
- Jean Eckrich**, 1995  
*Professor; Chair, Exercise and Sport Sciences*  
*Director Teaching Enrichment Center*  
*David H. Winton Endowed Teaching Chair*  
B.S., University of Delaware  
M.S., University of Wyoming  
Ph.D., Purdue University
- Kathleen P. Farrell**, 2009  
*Associate Professor, Social Sciences and Education*  
B.A., Trinity College  
M.A., Ph.D., Syracuse University
- Debra A. Fournier**, 2016  
*Adjunct Faculty Member, Nursing*  
B.A., Colby-Sawyer College  
M.S.N., Yale University  
M.H.C.D.S., Dartmouth College
- Kimberly France**, 2017  
*Assistant Professor, Business Administration*  
B.A., University of New Hampshire  
M.S., New England College
- Nicholas Gaffney**, 2008  
*Adjunct Faculty Member, Fine and Performing Arts*  
B.A., New York University  
M.F.A., Pratt Institute
- Lynn J. Garrioch**, 2001  
*Associate Professor, Social Sciences and Education*  
B.A., Wilfrid Laurier University  
M.A., Ph.D., University of Victoria
- Shari L. Goldberg**, 1994  
*Professor, Associate Dean, School of Nursing and Public Health*  
B.S.N., University of New Hampshire  
M.S.N., Boston College  
Ph.D., University of Massachusetts Lowell
- Daisy J. Goodman**, 2017  
*Adjunct Faculty Member, Nursing*  
B.A., Yale University  
M.S., State University of New York Stony Brook  
D.N.P., Massachusetts General Hospital Institute of Health Professions  
M.P.H., Geisel School of Medicine at Dartmouth
- Craig Greenman**, 2004  
*Professor, Humanities*  
B.A., Valparaiso University  
M.A., Ph.D., Loyola University
- Randall S. Hanson**, 1996  
*Professor, Social Sciences and Education*  
*David H. Winton Endowed Teaching Chair*  
B.A., Washington University  
M.A., Ph.D., Indiana University
- Douglas G. Harp**, 2013  
*Adjunct Faculty Member, Fine and Performing Arts*  
B.A., Harvard University  
M.F.A., Yale University
- Debra P. Hastings**, 2017  
*Adjunct Faculty Member, Nursing*  
B.S., New England College  
B.S.N., University of New Hampshire  
M.S.N., University of Connecticut  
Ph.D., Duquesne University
- Lisa Hayward**, 2012  
*Adjunct Faculty Member, Humanities*  
*Academic Dean*  
B.A., Lyndon State College  
M.A.L.S., Dartmouth College  
Ph.D., Capella University
- Jennifer R. Holl**, 2012  
*Assistant Professor, Nursing and Public Health*  
B.S., Colby-Sawyer College  
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**Scott Horsley, 2018**

*Assistant Professor, Fine and Performing Arts*  
B.F.A., Rhode Island School of Design  
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**Joan M. Huber, 2001**

*Assistant Professor, Nursing and Public Health*  
B.S.N., Villanova University  
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**Michael Jauchen, 2009**

*Associate Professor, Humanities*  
B.A., Wheaton College  
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**Paula Brysson Johnson, 2017**

*Adjunct Faculty Member, Nursing*  
B.S., University of Massachusetts, Amherst  
M.P.A., Suffolk University  
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**Aaron Jones, 2017**

*Adjunct Faculty Member, Fine and Performing Arts*  
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**James A. Jukosky, 2010**

*Associate Professor, Natural Sciences*  
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**Thomas Kealy, 2000**

*Professor; Chair, Humanities*  
B.A., Wesleyan University  
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**Jon P. Keenan, 1992**

*Professor, Fine and Performing Arts*  
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*Sonja C. Davidow '56 Endowed Chair in the Fine and Performing Arts*  
B.A., University of New Hampshire  
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**Semra Kılıç-Bahi, 2003**

*Professor, Natural Sciences*  
B.S., Middle East Technical University  
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**Elizabeth M.G. Krajewski, 2003**

*Adjunct Faculty Member, Humanities*  
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B.A., University of Massachusetts  
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**Darrell W. Kuykendall, 2013**

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**Christopher La Barbera, 2008**

*Adjunct Faculty Member, Humanities*  
B.A., Dartmouth College  
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**Joan Lehoullier, 2018**

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**Brenda R. Lind, 2015**

*Adjunct Faculty Member, Nursing*  
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**Joan G. Loftus, 2008**

*Associate Professor; Dean, School of Nursing and Public Health*  
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**Michael Lovell, 2001**

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**Teriko MacConnell, 2016**

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**Leon-C. Malan, 1994**

*Professor, Natural and Environmental Sciences*  
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B.Com., University of Pretoria  
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**Jonathan G. McCosh, 2013**

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B.S., Merrimack College  
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**Elizabeth B. McGrath, 2016**

*Adjunct Faculty Member, Nursing*  
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**Russell E. Medbery, 2001**

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**Jillian R. Miller, 2006**

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**Mary E. Moran, 2009**

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*Assistant Professor, Business Administration*  
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*Associate Professor, Natural and Environmental Sciences*  
B.S., Muhlenberg College  
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**Lisa A. Purvis**, 2012  
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**Brittany Pye**, 2004  
*Adjunct Faculty Member, Humanities*  
B.A., University of New Hampshire  
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**Susan A. Reeves**, 2003  
*Professor, Nursing*  
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**Christine D. Reyes**, 2016  
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**M.J. Richardson**, 2011  
*Adjunct Faculty Member, Exercise and Sport Sciences*  
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**Gary Robinson**, 1975  
*Adjunct Faculty Member, Fine and Performing Arts*  
B.A., Franconia College

**J. Jeanine Ruhsam**, 2016  
*Adjunct Faculty Member, Humanities*  
B.A., M.A., Ph.D., Pennsylvania State University

**Mary R. Scott**, 2012  
*Assistant Professor, Nursing*  
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**Nancy Sepe**, 2016  
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**Laura D. Shepherd**, 2011  
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**Theodore J. Smith**, 2005  
*Assistant Professor, Exercise and Sport Sciences*  
*Director, Athletic Training Education Program*  
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**Pamela A. Spear**, 2010  
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**William F. Spear**, 2008  
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**Ann Page Stecker**, 1980  
*Professor, Humanities*  
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**Benjamin B. Steele**, 1988  
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**Susan D. Stuebner**, 2016  
*Professor, Social Sciences and Education*  
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**Lauren A. Sullivan**, 2015  
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**Laura A. Sykes**, 1993  
*Professor, Natural and Environmental Sciences*  
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**Kathleen M. Tennent**, 2010  
*Adjunct Faculty Member, Nursing*  
B.S.N., Ottawa University School of Nursing  
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**Jessica V. Trout-Haney**, 2018  
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**Catherine Turcotte**, 2013  
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B.A., New England College  
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**Renee M. Vebell**, 2001  
*Assistant Professor, Nursing*  
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B.S., Skidmore College  
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**Hilary D. Walrod**, 2012  
*Associate Professor; Chair, Fine and Performing  
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B.A., Williams College  
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**Stacey L. Watts**, 2007  
*Associate Professor, Exercise and Sport Sciences*  
B.S., Ithaca College  
M.Ed., Springfield College  
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*Assistant Professor, Natural Sciences*  
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**Peter A. White**, 2001  
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**Steven W. Whitman**, 2011  
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**Jennifer M. Whitton**, 2016  
*Adjunct Faculty Member, Nursing*  
B.S., Evelyn L. Spiro School of Nursing at Wagner  
College  
M.S., New York University College of Nursing

**Lisa E. Wilson**, 2009  
*Assistant Professor, Nursing and Public Health*  
B.S.N., Granite State College  
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## FACULTY EMERITI

**Martha M. Andrea**, M.F.A. 1978-2005  
**Gerald M. Bliss**, M.F.A. 1988-2009  
**Janet Bliss**, M.Ed. 1975-2013  
**John Bott**, M.F.A. 1977-2008  
**Donald L. Campbell**, M.F.A. 1960-1990  
**Joseph C. Carroll**, Ph.D. 1977-2015  
**Marc A. Clement**, Ph.D. 1974-2009  
**Hilary P. Cleveland**, Lic-es-sci. Pol. 1955-1991  
**Cheryl Coolidge**, Ph.D. 2002-2016  
**Patricia M. Curtis**, M.B.A. 1960-1998  
**Larry B. Dufault**, Ph.D., J.D. 1973-2000  
**Dorothy A. Egan**, M.A. 1962-1996  
**Janice K. Ewing**, Ph.D. 1995-2009  
**Thomas C. Galligan, Jr.**, J.D., L.L.M. 2006-2016  
**Rebecca Irving**, B.S., M.T., A.S.C.P., C.L.S., L.H.D. 1954-1982  
**Michael E. McMahon**, M.A. 1968-2009  
**Melissa Meade**, Ph.D. 2004-2017  
**Basia M. Pietlicki**, Psy.D. 2003-2016  
**Anthony N. Quinn**, M.S., L.H.D. 1991-2014  
**Donald E. Robar**, Ed.D. 1967-1996  
**Olivia Smith**, Ph.D. 1992-2011  
**Deborah A. Taylor**, Ph.D., L.H.D. 1976-2016  
**William A. Thomas**, Ph.D. 1991-2017  
**Margaret C. Wiley**, Ph.D. 1998-2015  
**Bert Yarborough**, M.F.A. 2004-2018

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