



# Colby-Sawyer College

2020-2021 Professional Learners Course 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
  - **Lisa Lacombe**, Director of Hogan Sports Center/Recreation Hogan Sports Center, 603.526.3775 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 Commission of Higher Education (NECHE). 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 Commission of Higher Education  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425 7785  
E-mail: [info@neche.org](mailto:info@neche.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 Health Science, Bachelor of Science, Masters of Business Administration 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 maintaining a healthy educational, living and working environment and to fully integrating sustainable and environmentally responsible practices.

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**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,

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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.

### UNDERGRADUATE 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.

Students earning an online Associates of Science (A. S.) must complete five components of the Liberal Education Program: Math, WRT101, and three Liberal Education Core Courses totaling 20 credits of liberal education. In addition, one Writing Intensive course and one Applied Quantitative Literacy course must be completed in their major.

Students earning an online Bachelor of Science (B. S.) must complete 40 credits of Liberal Education including: Math, WRT101, IE300, and one Liberal Education Core Course in each category totaling 36 credits of liberal education. Four additional credits must be transferred in or students will need to take a second course in one of the Core Course categories. In addition, two Writing Intensive course and one Applied Quantitative Literacy course must be completed in their major.

### 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.

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### 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, A.S. students will complete one additional Writing Intensive (WI) course in their major. B.S. students will complete two Writing Intensive (WI) courses

### 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

Courses: MAT206 or MAT220

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.

### Liberal Education Core Courses

Vision Statement for Core Courses:

At Colby-Sawyer, your professional and personal development are closely interconnected. In the six courses you'll take in "The Core," you'll gain a broad base of knowledge and skills. These courses will challenge you to think in drastically different ways—to see the world as a scientist, as a philosopher, as a historian, as a

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psychologist. In the process, you'll gain valuable professional skills, but you'll also broaden your ideas about the world and think seriously about your place within it.

The skills you develop in these classes will be crucial to your professional success. These core courses will teach you to write and communicate more clearly, to think critically and creatively, to navigate quantitative information, and to analyze and solve problems. These skills will help lay the groundwork for the specialized thinking you'll do within your major. But they will also help you prepare for a dynamic and evolving professional world after graduation. A well-rounded disciplinary background will help you to be flexible, marketable, and adaptable in your professional career.

Beyond their professional application, these courses will offer you the chance to confront challenges and questions that are crucial to adult life. How do you fit in to your larger community? What does it mean to be creative and expressive? What is your relationship to the natural world? What should you believe and why should you believe it? In these six courses, you'll learn to ask these questions, to think deeply about them, and to consider what their answers might mean for the rest of your life.

These liberal education core classes are about professional and personal development. They're a crucial step toward building the knowledge and skill base that will serve you in your major and in your professional life after graduation. They will challenge you to think in new ways, to broaden your horizons, and to find your calling.

### Requirements:

- Online A.S. students are required to take a total of three Liberal Education Core courses from 3 different Liberal Education Core areas (12 credits)
- Online B.S. students are required to take a total of six Core courses (24 credits). One 4 credit course from each of the following Core areas: Arts, Historical Perspectives, Humanities, Literature, Science, and Social Sciences.
- Online B.S. students are also required to take one 4 credit Integrative Experience course.

### *Liberal Education Core Areas*

#### Arts:

Credits: 4

Experiential learning in the arts—visual arts, performing arts, and design—enables students to develop creative and critical thinking skills that can be applied meaningfully across disciplines and professions. Arts courses are primarily project-based or performance-based, providing students the opportunity to learn actively through guided creative processes of art-making. These courses also provide an understanding of cultural, historical, and/or technical contexts for making, thereby informing and framing creative expression.

#### Arts Skill Set:

Creative Expression, Creative Problem-Solving, Creative and Critical Thinking, Innovation, Inquiry and Analysis

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Qualifying courses: ART 100

### **Historical Perspectives:**

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.

### **Historical Perspectives Skill Set:**

Critical Thinking, Inquiry and Analysis, Cultural Awareness, Information Literacy, Written Communication

Qualifying courses: HIS 103, 104,

### **Humanities:** Credits: 4

In Humanities courses, students will develop skills in critical and creative thinking, effective communication, and ethical reasoning. Through close reading and analysis of transformative texts from a variety of media, students explore fundamental questions about human nature and social responsibility: How do we communicate with one another? What is truth? What is morality? How do politics, media, and religion shape who we are? What is justice? By thinking about these questions, students will improve their skills in written communication, information literacy, textual analysis, and argumentation. In a rapidly changing world, courses in the humanities give students the important skills and the civic knowledge they need to realize their own potential and to be educated, effective participants in a democratic society.

### **Humanities Skill Set:**

Civic Knowledge and Engagement, Creative and Critical Thinking, Ethical Reasoning, Inquiry and Analysis, Intercultural Knowledge, Written Communication

Qualifying courses: PHI 100, 305

### **Literature:**

Credits: 4

In Literature courses, students will hone their skills in critical thinking and analysis. By reading a variety of literary forms, students will study the complex ways language works to create meaning and the various ways language helps us shape and order our own experience in the world. In addition to gaining skills in critical inquiry and information literacy, students in these courses will develop sharper skills in written communication. The study of language and literature also helps students develop soft skills like empathy and creativity, and it gives them the opportunity to enrich and deepen their own self-knowledge.

### **Literature Skill Set:**

Creative Expression, Critical Thinking, Cultural Awareness, Information Literacy, Inquiry and Analysis, Written Communication

Qualifying courses: ENG 239

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### Science:

Credits: 4

Science is about exploration, curiosity, and developing a better understanding of the world we live in. Through hands-on practical experiences that investigate the underlying mechanisms of both small and large systems, science explains how everything works, from the smallest molecule to the largest universe. Scientific knowledge helps us understand how our actions impact the world both locally and globally. Through processes that encourage the integration and application of knowledge, science helps us formulate and test hypotheses and to utilize critical thinking, problem solving, observation, and analysis.

### Science Skill Set:

Creative and Critical Thinking, Ethical Reasoning, Inquiry and Analysis, Quantitative Literacy/Reasoning, Teamwork and Problem Solving, Written and Oral Communication

Qualifying courses: BIO 121, 206; SCI 112

### 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 analysis using empirical evidence to test ideas. Through the study of the social sciences, students will develop critical thinking skills to explore the relationship between personal and social worlds, and apply principles and theories of various disciplines in the creation of an informed perspective of their own responsibility as community members.

### Social Science Skill Set:

Civic Knowledge and Engagement, Creative and Critical Thinking, Foundations and Skills for Life Long Learning, Inquiry and Analysis, Written Communication

Qualifying courses: POL 100; PSY 101; SOC 101.

### Integrative Experience

Credits: 4

#### Vision Statement for the Integrative Experience:

Integrative Experience (IE) courses are intended to incorporate and synthesize experiences and information across several disciplines. Students from multiple fields of study analyze a range of perspectives and develop an appreciation for the complexity of an idea, challenge, or problem, and work collaboratively with others to propose and, in some cases, implement a solution using their unique perspectives. Students draw from current (and previous) coursework and experiences outside of the classroom and apply problem-solving skills to make new connections and to communicate these assessments and conclusions (written, oral, or visual) to a variety of audiences.

#### Integrative Experience Course Description:

The challenges of the twenty-first century underscore the need for connection and integration in student learning. Colby-Sawyer College wants students to be engaged, intentional, and mindful in their intellectual development and academic growth so

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that they can contribute positively to an increasingly complex and challenging global community. The IE class is a purposefully-designed, interdisciplinary course that gives students the opportunity to look at a complex problem and apply a potential solution. Integrative Experience classes look outward to the world—through field studies, community-based projects, course simulations, or other major projects—and give students an opportunity to integrate, synthesize, and apply the skills and knowledge they've gained from their other liberal education courses. The IE is the culmination of students' work in the liberal education program. It's an opportunity for students to apply their knowledge to a complex topic and to think about the ways they connect to the world around them in a deeply personal way.

Integrative Experiences are 300 level courses and are noted in the catalog and include IE300. A prerequisite of Integrative Experience courses is the completion of four Liberal Education Core courses.

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

Integrative Experience Course Outcomes:

- You will articulate and integrate multiple perspectives within a particular discipline through discussions, analytical writing, and/or group collaborations.
- You will analyze course topics in an interdisciplinary manner through discussions, analytical writing, and course projects.
- You will connect the course material to the outside world through experiences such as field studies excursions, community projects, course simulations, major projects, presentations, and/or reflective essays.
- You will reflect how facets of your own personal well-being are related to the course topic through reflective writing and communication.
- You will utilize effective communication skills through discussion and presentations.
- You will utilize creative and critical thinking to synthesize the broad body of knowledge gained from your liberal education courses, courses in their major, or your co-curricular experiences

### **Apprenticeship, Capstone and Learning Portfolio**

As an opportunity to synthesize and apply learning from their Liberal Education courses and the courses from their majors, all online associate students complete at least one apprenticeship and all online baccalaureate students complete 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

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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.

### *Apprenticeship (DHH/WRI programs)*

Students enter a 2000-hour apprenticeship registered with the Department of Labor. Upon completing the first half of the apprenticeship (the first 1,000 hours has an academic component as well), the program credits can be transferred to Colby-Sawyer College allowing the D-HH employee/apprentice to begin online classes at CSC to complete their associate degree.

### *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.

## **PROFESSIONAL DEGREES**

Colby-Sawyer College offers the Associate of Science and Bachelor of Science degrees. The B.S. 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.

The A.S. degrees requires that students complete the Liberal Education Program (a total of 20 credits) and select a program from among those offered. A minimum grade point average of 2.00 and a minimum of 60 credits required for the associate degree.

Degrees are awarded following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail in the Undergraduate Professional 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.

### **COLBY-SAWYER COLLEGE'S PROFESSIONAL LEARNERS PROGRAMS**

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

R.N. to B.S. (online)

R.T. to B.S. (online)

Accelerated Bachelor of Science in Nursing (In Person)

#### **Master of Business Administration (M.B.A.)**

#### **Master of Science in Nursing Degree (M.S.N.) (online)**

Clinical Nurse Leader

Nursing Education

Nursing Management and Executive Leadership

#### **Associate of Science Degree (A.S.)**

Health Science with a program of:

Medical Assistant (hybrid)

Pharmacy Technician (hybrid)

Surgical Technologist (hybrid)

*For more information on traditional undergraduate programs please see the Undergraduate Catalog.*

#### **\*DISTANCE EDUCATION**

Colby-Sawyer College offers online and hybrid courses. 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. Hybrid programs will have some in-class courses as well as online courses.

#### **\*Does not apply to the Accelerated Bachelor of Science in Nursing Degree (ABSN)**

##### **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: <https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx>

### Definitions for online students

- Full time online student: must be registered for 12 credits per semester
- Half time online student: must be registered for 6 credits per semester
- Part time online student: registered for less than 6 credits in any given semester
- All students are welcome to submit a FAFSA to determine eligibility for federal and state grants and loans (school code 002572).

### 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 (U.S. 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.
- International students who are in the United States on a work visa must contact their Human Resource representative at their place of employment to determine if they (the student) are eligible to take online courses.
- Students who hold a green card are considered a lawful permanent resident of the United States; therefore, they are allowed to live, work, and study in the United States without prior authorization.

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

### **PROFESSIONAL UNDERGRADUATE MAJORS**

#### **Associate of Science in Health Science (A.S.) Partnership Programs**

The Associate of Science in Health Science (A.S.) Partnership Programs are available to employees of Dartmouth-Hitchcock Health (D-HH) who are trained through the D-HH Workforce Readiness Institute (WRI). Students in these programs supplement their coursework and apprenticeships at D-HH with online coursework through Colby-Sawyer College (CSC).

Three pathways to the Associate of Science in Health Science are available: Medical Assistant, Pharmacy Technician, and Surgical Technologist.

#### *Medical Assistant Certification*

D-HH WRI Medical Assistant trainees are enrolled in an 11-week intensive training program, which leads to national certification through the Certified Clinical Medical Assistant (CCMA) exam and a credential of Certified Medical Assistant (CMA). Upon successful completion, trainees begin work in the ambulatory clinic and are enrolled in a 2,000-hour Department of Labor Registered Apprenticeship.

A total of 60 credits is required to earn the Associate of Health Science. D-H WRI Medical Assistant trainees earn 25 credits through Colby-Sawyer for the MA training coursework, followed by 21 credits for elective courses taken during the student's apprenticeship. The final 20 credits of the pathway are derived from 8-week online Liberal Education courses taught by CSC. Please note: the additional credits students earn can be rolled into a Bachelor's degree program.

#### *Pharmacy Technician Certification*

D-HH WRI Pharmacy Technician trainees are enrolled in a 9-week intensive training program which leads to national certification through the Pharmacy Technician Certification Board (PTCB) exam and the credential of a Certified Pharmacy Technician (CPhT). Upon successful completion trainees begin work in the pharmacy and are enrolled in a 2,000-hour Department of Labor Registered Apprenticeship.

A total of 60 credits is required to earn the Associate of Health Science. D-H WRI Pharmacy Technician trainees earn 19 credits through Colby-Sawyer for the PT training coursework, followed by 21 credits for elective courses taken during the student's apprenticeship. An additional 8 credits are taken through the WRI following certification. The final 20 credits of the pathway are derived from 8-week online Liberal Education courses taught by CSC. Please note: the additional credits students earn can be rolled into a Bachelor's degree program.

#### *Surgical Technologist Certification*

The Surgical Technology program is accredited with the Commission on Accreditation of Allied Health Education programs (CAAHEP). Graduates are eligible to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) exam to become Certified Surgical Technologists (CSTs). Beginning in Fall 2021,

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students admitted to the Surgical Technology (ST) program at D-HH will begin taking courses at CSC, followed by D-HH technical training courses, so they will have completed the Associate of Science prior to certification.

A total of 60 credits is required to earn the Associate of Health Science. 24 credits of the program are derived from 8-week online Liberal Education courses taught by CSC. An additional 21 credits are available via elective courses taken during the student's apprenticeship. The final 20 credits will be granted from the ST coursework taken at the conclusion of the program, immediately prior to certification. Please note: the additional credits students earn can be rolled into a Bachelor's degree program.

### Professional Learning Credits

Professional Learning Credits can be applied in place of the D-HH campus courses.

Health Science (A.S.) Medical Assistant Progress to completion Requirements:

- Courses taken at D-HH location: ALH 101, 102, 103, 105, 106; MA 101, 101L, 201
- Courses taken at CSC: IE 300, MAT 206 or 220; PHI 305; WRT 101
- One additional Liberal Education course
- Elective courses taken through the WRI can be evaluated for Professional Learning Credits that may count toward the degree as free electives.

Suggested Registration Sequence: A.S. in Health Science – Medical Assistant

<b>D-HH campus: (25 credits)</b>		
ALH 101	3 cr.	Medical Terminology
ALH 102	3 cr.	Introduction to Anatomy and Physiology
ALH 103	3 cr.	Pathophysiology
ALH 105	2 cr.	Communication for the Healthcare Professional (WI)
ALH 106	3 cr.	Pharmacology (QL)
MA 101	4 cr.	Clinical Medical Assistant Practices
MA 101L	4 cr.	Clinical Medical Assistant Practices Lab
MA 201	3 cr.	Clinical Medical Assistant Practicum
CSC 201	3 cr.	Introduction to Registered Apprenticeship (elective)
CSC 301	6 cr.	Registered Apprenticeship I (elective)
CSC 302	6 cr.	Registered Apprenticeship II (elective)
CSC 303	6 cr.	Registered Apprenticeship III (elective)
<b>CSC online campus: (20 credits)</b>		
WRT 101	4 cr.	Introduction to Academic Writing
Math Proficiency	4 cr.	MAT 206 or MAT 220

## Academic Policies: Undergraduate & Graduate

Lib Ed	4 cr.	One course from one core area: Social Science, Fine and Performing Arts, History, or Literature
IE 300	4 cr.	Integrative Experience
PHI 305	4 cr.	Biomedical Ethics

WI: Writing Intensive; QL: Quantitative Literacy

*\*A maximum of two courses may double count for credit within the Liberal Education Requirement and the Program Requirements.*

*\*\*Students take the CCMA certification exam on the final day of the Medical Assistant training program, prior to beginning their apprenticeship; all coursework must earn a 75% or higher to be eligible for the certification exam.*

*+Students will enroll at CSC and be oriented to pathways to completion at the beginning of their training program.*

Please contact the Director of Professional Learning, School of Nursing and Health Sciences for individual advising.

Health Science (A.S.) Pharmacy Technician Progress to completion Requirements:

- Courses taken at D-HH location: ALH 101, 102, 103, 104, 105, 106; PHT 101, 101L, 102, 201
- Courses taken at CSC: IE 300, MAT 206 or 220; PHI 305; WRT 101
- One additional Liberal Education course
- Elective courses taken through the WRI can be evaluated for Professional Learning Credits that may count toward a degree as free electives.

Suggested Registration Sequence: A.S. in Health Science – Pharmacy Technician

<b>D-HH campus: (27 credits)</b>		
ALH 101	3 cr.	Medical Terminology
ALH 102*	3 cr.	Introduction to Anatomy and Physiology*
ALH 103*	3 cr.	Pathophysiology*
ALH 104*	2 cr.	Introduction to Healthcare*
ALH 105	2 cr.	Communication for the Healthcare Professional (WI)
ALH 106	3 cr.	Pharmacology
PHT 101	3 cr.	Pharmacy Technician Practices
PHT 101L	2cr.	Practices Lab
PHT 102	3 cr.	Pharmacy Calculations (QL)
PHT 201	3 cr.	Pharmacy Practicum
CSC 201	3 cr.	Introduction to Registered Apprenticeship (elective)
CSC 301	6 cr.	Registered Apprenticeship I (elective)

## Academic Policies: Undergraduate & Graduate

CSC 302	6 cr.	Registered Apprenticeship II (elective)
CSC 303	6 cr.	Registered Apprenticeship III (elective)
<b>CSC campus: (20 credits)</b>		
WRT 101	4 cr.	Introduction to Academic Writing
Math Proficiency	4 cr.	MAT 206 or MAT 220
Lib Ed	4 cr.	One course from one core area: Social Science, Fine and Performing Arts, History, or Literature
IE 300	4 cr.	Integrative Experience
PHI 305	4 cr.	Biomedical Ethics
Free Electives	13 cr.	Free Electives

WI: Writing Intensive; QL: Quantitative Literacy

\*These courses are taken after students earn certification

*\*A maximum of two courses may double count for credit within the Liberal Education Requirement and the Program Requirements.*

*\*\*Students take the CPhT certification exam on the final day of the Pharmacy Technician training program, prior to beginning their apprenticeship; all coursework must earn a 75% or higher to be eligible for the certification exam.*

*+Students will enroll at CSC and be oriented to pathways to completion at the beginning of their training program.*

Please contact the Director of Professional Learning, School of Nursing and Health Sciences for individual advising.

Health Science (A.S.) Surgical Technologist Progress to completion Requirements:

- Courses taken at D-HH location: AHS 100; AHS 200, 200L, 300; SUR 101, 102, 103, 200, 201, 202, 300, 301, 302, 400, 401, 402, 403
- Courses taken at CSC: BIO 205; IE 300, MAT 206 or 220; PHI 305; WRT 101
- One additional Liberal Education course
- Elective courses taken through the WRI can be evaluated for Professional Learning Credits that may count toward a degree as free electives.

Suggested Registration Sequence: A.S. in Health Science – Surgical Technologist

<b>D-HH Campus: (84 credits)</b>		
ALH 101*	3 cr.	Medical Terminology*
SUR 101	4 cr.	Perioperative Patient Care (WI)
SUR 102	6 cr.	Perioperative Patient Care II
SUR 103	12 cr.	Aseptic Lab

## Academic Policies: Undergraduate & Graduate

AHS 300	4 cr.	Anatomy & Physiology II
SUR 200	4 cr.	Microbiology
SUR 201	4 cr.	Surgical Procedures
SUR 202	12 cr.	Surgical Procedures Clinical
SUR 300	3 cr.	Pharmacology (QL)
SUR 301	4 cr.	Surgical Procedures II
SUR 302	12 cr.	Surgical Procedures II Clinical
SUR 400	1 cr.	Professional Success Development
SUR 401	3 cr.	CST Review
SUR 402	4 cr.	Surgical Specialties III
SUR 403	12 cr.	Surgical Specialties III Clinical
CSC 201	3 cr.	Introduction to Registered Apprenticeship (elective)
CSC 301	6 cr.	Registered Apprenticeship I (elective)
CSC 302	6 cr.	Registered Apprenticeship II (elective)
CSC 303	6 cr.	Registered Apprenticeship III (elective)
<b>CSC Campus (24 credits)</b>		
WRT 101	4 cr.	Introduction to Academic Writing
Math Proficiency	4 cr.	MAT 206 or MAT220
Lib Ed Course	4 cr.	One course from one core area: Social Science, Fine and Performing Arts, History, or Literature
IE 300	4 cr.	Integrative Experience
BIO 205*	4 cr.	Human Anatomy and Physiology I*
PHI 305	4 cr.	Biomedical Ethics

WI: Writing Intensive; QL: Quantitative Literacy

\*These courses are prerequisites for the surgical technologist program

*\*A maximum of two courses may double count for credit within the Liberal Education Requirement and the Program Requirements.*

*\*\*Students take the NBSTSA certification exam on the final day of the Surgical Technologist training program; all coursework must earn a 75% or higher to be eligible for the certification exam.*

*+Students will enroll at CSC and be oriented to pathways to completion at the beginning of their training program.*

Please contact the Director of Professional Learning, School of Nursing and Health Sciences for individual advising.

## Academic Policies: Undergraduate & Graduate

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

This program is for licensed Registered Nurses with earned Associate Degrees in Nursing who wish to earn their Bachelor of Science degree with a nursing major. Courses are offered over 3 semesters in 8 week long online sessions that 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.

### **Conditional Acceptance Policy for the R.N.to B.S. program:**

To qualify for a conditional acceptance due to not having graduated at the time of application period:

- The admissions counselor will verify that the student is in final semester of a program or within 18 credits from graduating from an associate degree program.
- Cumulative GPA above a 2.5 from college/university
- Conditions of acceptance include:
  - Student provides transcripts from the degree program before enrolling at Colby-Sawyer. Students could start with a course as a non-degree student until their official transcript has been received.
  - Student passes board/license exam before moving beyond 3 courses (12 credits) at Colby-Sawyer. This will be verified by the Director of Professional Learning.
  - Colby-Sawyer operations will verify the transcripts and Director of Professional Learning will follow-up on board/license verification.
- Student will need to submit the online application. The application confirms no red flags/ disciplinary issues or criminal record that would need to be reviewed by Admissions
- Evaluation may be reviewed off unofficial transcripts similar to transfer evaluation
- If transcripts requirements are not received, Director of Professional Learning will follow up with all incoming students 2 weeks before courses start to verify.
- Student will need to submit all official college transcripts including transcript that shows graduation from Associate degree program.
- Director of Professional Learning will verify the license lookup before student proceeds beyond 12 credits.

If student does not meet the conditions by the end of the add/drop date for the session to which they are applying, their conditional acceptance will be rescinded and they will be withdrawn from courses. The student may be considered for future entry points if they fulfill the admission requirements.

### **Learning Outcomes**

Upon completion of degree requirements, students are able to:

- Incorporate, integrate and apply a broad body of knowledge to the delivery of

## Academic Policies: Undergraduate & Graduate

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 (codes of RNRT or RNBS) can be repeated one time.
- R.N. to B.S. students must complete all liberal education requirements and RNRT or RNBS coursework prior to taking RNRT 486 (Capstone Research Project).
- A minimum cumulative grade point average of 2.00 in the major is required for graduation.

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

<b>Proficiencies</b>		
MAT 220	4 cr.	Statistics
WRT 101	4 cr.	Introduction to Academic Writing
<b>Liberal Education Core</b>		
Lib Ed Courses	16 cr.	A liberal education course from <b>each</b> of the following categories: FPA, HIS, LIT, and IE. All other liberal education requirements are satisfied by the curriculum
<b>BS: Nursing to Bachelor Degree</b>		
BIO 121	4 cr.	Microbiology and Lab Fulfills SCI requirement from Lib Ed core
BIO 205	4 cr.	Anatomy & Physiology I and Lab
BIO 206	4 cr.	Anatomy & Physiology II and Lab
PSY 101	4 cr.	Introduction to Psychology Fulfills SS requirement of Lib Ed core
PSY 240	4 cr.	Human Lifespan & Development
SOC 101	4 cr.	Introduction to Sociology

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PHI 305	4 cr.	Biomedical Ethics Fulfills HUM requirement of Lib Ed core
RNRT 401	4 cr.	Healthcare Research & Evidence-Based Practice
RNBS 402	4 cr.	Community & Public Health Nursing
RNRT 403	4 cr.	The Administrative Context for High Quality Care Delivery
RNRT 404	4 cr.	Leadership & Management in Healthcare Systems
RNRT 486	4 cr.	Capstone Research Project

Please contact the Director of Professional Learning, School of Nursing and Health Sciences for individual advising.

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

This program is for Registered Respiratory Therapists (RRT) with an earned Associate Degree in Respiratory Therapy who wish to earn their Bachelor of Science in respiratory therapy degree. Courses are offered over 3 semesters in 8 week long online sessions that cater to the demanding schedules of working professionals. The option to enroll full-time or part-time provides flexibility throughout the program. Students take courses at their own pace to maintain an optimal work-life balance. The program integrates knowledge from the liberal arts and sciences with professional respiratory therapy and health sciences education.

### **Conditional Acceptance Policy for the R.R.T. to B.S. program:**

- The admissions counselor will verify that the student is in final semester of a program or within 18 credits from graduating from an associate degree program.
- Cumulative GPA above a 2.5 from college/university
- Conditions of acceptance include:
  - Student provides transcripts from the degree program before enrolling at Colby-Sawyer. Students could start with a course as a non-degree student until their official transcript has been received.
  - Student passes board/license exam before moving beyond 3 courses (12 credits) at Colby-Sawyer. This will be verified by the Director of Professional Learning.
  - Colby-Sawyer operations will verify the transcripts and Director of Professional Learning will follow-up on board/license verification.
- Student will need to submit the online application. The application confirms no red flags/ disciplinary issues or criminal record that would need to be reviewed by Admissions
- Evaluation may be reviewed off unofficial transcripts similar to transfer evaluation
- If transcripts requirements are not received, Director of Professional Learning will follow up with all incoming students 2 weeks before courses start to verify.
- Student will need to submit all official college transcripts including

## Academic Policies: Undergraduate & Graduate

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transcript that shows graduation from Associate degree program.

- Director of Professional Learning will verify the license lookup before student proceeds beyond 12 credits.

If student does not meet the conditions by the end of the add/drop date for the session to which they are applying, their conditional acceptance will be rescinded and they will be withdrawn from courses. The student may be considered for future entry points if they fulfill the admission requirements.

### 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 care 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 healthcare environment.
- Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate high-quality, safe, evidence-based care across the lifespan and the continuum of care
- Communicate effectively in writing, orally, and electronically with all members of the interdisciplinary healthcare 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.R.T. to B.S. Program

- R.R.T. to B.S. students must achieve a B- in all respiratory therapy and health sciences courses.
- One respiratory therapy or health science (course codes RNRT or RTBS) course can be repeated one time.
- R.R.T. to B.S. students must complete all liberal education requirements and RNRT or RTBS coursework prior to taking RNRT 486 (Capstone Research Project).
- A minimum cumulative grade point average of 2.00 in the major is required for graduation.

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

Proficiencies		
MAT 220	4 cr.	Statistics
WRT 101	4 cr.	Introduction to Academic Writing
Liberal Education Core		

## Academic Policies: Undergraduate & Graduate

Lib Ed Courses	16 cr.	A liberal education course from <b>each</b> of the following categories: FPA, HIS, LIT, and IE. All other liberal education requirements are satisfied by the curriculum
<b>BS: Respiratory Care Therapist to Bachelor Degree</b>		
BIO 121	4 cr.	Microbiology Fulfills SCI requirement from Lib Ed core
BIO 205	4 cr.	Anatomy & Physiology I and Lab
BIO 206	4 cr.	Anatomy & Physiology II and Lab
PSY 101	4 cr.	Introduction to Psychology Fulfills SS requirement of Lib Ed core
PSY 240	4 cr.	Human Lifespan & Development
SOC 101	4 cr.	Introduction to Sociology
PHI 305	4 cr.	Biomedical Ethics Fulfills HUM requirement of Lib Ed core
RNRT 401	4 cr.	Healthcare Research & Evidence-Based Practice
RNRT 403	4 cr.	The Administrative Context for High Quality Care Delivery
RNRT 404	4 cr.	Leadership & Management in Healthcare Systems
RTBS 405	4 cr.	Adult Cardiopulmonary Pathophysiology
RTBS 406	4 cr.	Neonatal & Pediatric Cardiopulmonary Pathophysiology
RTBS 407	2 cr.	Advanced Mechanical Ventilation
RTBS 408	2 cr.	Pharmacologic Intervention for Respiratory Care Professionals
RNRT 486	4 cr.	Capstone Research Project

Please contact the Director of Professional Learning, School of Nursing and Health Sciences for individual advising.

### **Nursing: Accelerated Bachelor of Science in Nursing (ABSN) – In person**

The Accelerated Bachelor of Science in Nursing program is for students that already hold a Bachelor of Science (BS) or Bachelor of Arts (BA) degree and wish to pursue a career as a Registered Nurse. This is a full-time program focusing on a core Nursing curriculum over 16 months or 4 semesters.

The nursing program mission flows from the College mission by preparing competent ethical nursing graduates at the baccalaureate level. The integration of knowledge from the liberal arts and sciences with professional education is designed to provide a student centered, high quality education in nursing, grounded in evidence-based theory, including the educational and clinical opportunities that

## **Academic Policies: Undergraduate & Graduate**

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prepare them to practice as professional nurses. 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 collaborative 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 nursing practice, the values of the healing professions, and the development of the professional role of the nurse. The program prepares **its** graduates for lifelong learning and a spirit of inquiry.

**Graduates of the ABSN program** are prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), assume entry-level positions in professional nursing, and enroll in graduate studies.

*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.*

### **Acceptance Policy for ABSN:**

The Accelerated Nursing Program at Colby-Sawyer College is extremely selective. To be considered for acceptance, **program candidates** must have, **or will meet prior to start of the program**, the following requirements:

- Cumulative GPA above 3.0 from college/university
- Completion of the following pre-requisite courses prior to program commencement:

BIO 121 Basic Microbiology \*  
BIO 205 Anatomy and Physiology I \*  
BIO 206 Anatomy and Physiology II \*  
SOC 101 Introduction to Sociology  
PSY 101 Introduction to Psychology  
PSY 240 Developmental Psychology  
MAT220 Introduction to Statistics

*(\* require a minimum grade of B- for program entry*

Program candidates must provide the following admission material:

- **Completed online application**
- Verification of disciplinary action or criminal record
- Official transcript(s) from **institute(s) where Bachelor degree was earned and where pre-requisite courses were taken**

## **Academic Policies: Undergraduate & Graduate**

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### **Learning Outcomes:**

Upon completion of degree requirements, students are able to:

- Incorporate, integrate and apply a broad body of knowledge from the liberal arts and sciences to the acquisition of nursing knowledge as the foundation for safe quality patient care.
- Promote the delivery of compassionate, culturally competent patient centered care in various settings using the core competencies and knowledge that underlie state and national standards of practice.
- Deliver high-quality, cost effective patient care through the application of organizational and systems leadership, quality improvement concepts and patient safety outcomes.
- Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate 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.
- Use critical inquiry and information technology to participate in quality improvement processes.
- Assume responsibility for professional development and life-long learning in an ever-changing and challenging health care environment.

### **Accelerated Bachelor of Science in Nursing Program Academic Policies:**

Students must achieve a B- in all nursing courses. Students may repeat one ABSN subject nursing course one time if necessary (both classroom and clinical components, if applicable). Students must demonstrate competence in both classroom and clinical/lab components of the nursing courses to progress in the program. Nursing courses with clinical internships have two grade components: a clinical grade expressed as Pass/Fail and a classroom letter grade. 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 the clinical components of the course before they can progress in the program. Permission to repeat a clinical course must be granted by the Director and Chair of Nursing and will be considered only when space permits.

## **Academic Policies: Undergraduate & Graduate**

Students must complete all ABSN coursework prior to ABSN 400 (NCLEX-RN Preparation) and ABSN 410 (Nursing Leadership Capstone)

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 ABSN program.

### **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 final semester, students complete a Capstone clinical preceptorship, working one-on-one with a nurse-preceptor in a clinical setting under the guidance of nursing faculty. Concurrently, students will also develop 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 School of Nursing and Health Sciences has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice, and New Hampshire area schools, in addition to other health and human services organizations.

Prior to the start of the program, every nursing student must have on record in the School of Nursing and Health Sciences evidence of:

- Current Basic Life Support (BLS)/CPR for the Healthcare Provider certification issued by either the American Red Cross or the American Heart Association (referred to as HeartCode BLS).
- Clinical agency health requirements that will be specified following program admission.
- A criminal background check and a urine drug screening test per agency requirements.

### **Additional Nursing Clinical Education Policies and Requirements:**

- Students may not attend clinical internships without proper documentation of all health and safety requirements on file in the School of Nursing and Health Sciences.
- Random urine drug screening may also be conducted at the discretion of the program.
- Student is responsible for maintaining annual health requirements and certifications.

## Academic Policies: Undergraduate & Graduate

- 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.

### Accelerated Bachelor of Science in Nursing Curriculum (ABSN)

<b>Fall</b>		
ABSN 101	1 cr.	Nursing Seminar
ABSN 203	3 cr.	Introduction to Professional Nursing
ABSN 212	2 cr.	Health Assessment
ABSN 222	4 cr.	Fundamentals of Nursing
ABSN 207	3 cr.	Pharmacology
<b>Spring</b>		
ABSN 313	4 cr.	Maternal-Child Nursing
ABSN 314	4 cr.	Pediatric Nursing
ABSN 334	4 cr.	Mental Health Nursing
ABSN 336	3 cr.	Nursing Research and Evidence-Based Practice
ABSN 309	2 cr.	Community-Based Nursing
<b>Summer</b>		
ABSN 332	9 cr.	Adult Medical-Surgical Nursing I
ABSN 405	7 cr.	Adult Medical-Surgical Nursing II
<b>Fall</b>		
ABSN 410	4 cr.	Nursing Leadership Capstone
PHI 305	4 cr.	Biomedical Ethics
ABSN 442	8 cr.	Clinical Capstone: Nursing Management of Patient Care
ABSN 400	2 cr.	NCLEX-RN Preparation

## UNDERGRADUATE COURSE DESCRIPTIONS

### DEFINITIONS OF COURSES

*(WI) writing intensive course*

*(QL) Quantitative Literacy that is not coded MAT*

### *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:

- **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
  - Full term online courses (Session 011) or 8 week online courses (session 201 and 202) may be taken by all professional learners
- **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.
- **On Campus:** A course on-campus is delivered in a face-to-face format in real time between instructors and students or among colleagues and peers.

*Please note: Fall 2020 is the launching year for many Professional Learner programs, as we build future schedules additional online courses will become available.*

## Course Descriptions

### ACCELERATED BACHELOR OF SCIENCE IN NURSING (ABSN)

Interpreting ABSN course credits: total credits (class credits. clinical credits), for instance:  
Credits: 3 (3.0) means 3 total class credits.0 clinical credits

#### **ABSN 101 Nursing Seminar**

Credits 1 (1.0)

The first year seminar in Nursing designed to begin the professional formation for a career in nursing. A key outcome of the seminar is the creation of a learning community for students in the nursing program which will endure throughout their educational journey. The course utilizes team-based learning methods while introducing many basic nursing concepts. Guest speakers attend class to discuss nursing and career issues. Graded Pass/Fail. Offered Fall

## **ABSN 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. (co-requisite: ABSN 101, ABSN 207, ABSN 212, ABSN 222)

Offered Fall

## **ABSN 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. (co-requisite: ABSN 101, ABSN 203, ABSN 212, ABSN 222) Offered Fall

## **ABSN 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. (co-requisite: ABSN101, ABSN 203, ABSN 207, ABSN 222) Offered Fall

## **ABSN 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. (co-requisite: ABSN 101, ABSN 203, ABSN 207, ABSN 212)

Offered Fall

## **ABSN 309 Community and Public Health Nursing**

Credits 2 (2.0)

This is a non-clinical 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 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 (prerequisites: completion of all 100 and 200 level nursing courses; co-requisites: ABSN 313, ABSN 314, ABSN 334, ABSN 336) Offered Spring

## **Academic Policies: Undergraduate & Graduate**

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### **ABSN 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. (WI) (prerequisites: completion of all 100 and 200 level nursing courses; co-requisites: ABSN 309, ABSN 314, ABSN 334, ABSN 336) Offered Spring

### **ABSN 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. (prerequisites: completion of all 100 and 200 level nursing courses; co-requisites: ABSN 309, ABSN 313, ABSN 334, ABSN 336) Offered Spring

### **ABSN 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 disease in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neurologic and musculoskeletal), fluid and electrolyte balance, perioperative care, health promotion, and prevention. (prerequisites: completion of all 100 and 200 level nursing courses, ABSN 309, ABSN 313, ABSN 314, ABSN 334, ABSN 336) Offered Summer Session I (8 weeks)

### **ABSN 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). (prerequisites: completion of all 100 and 200 level nursing courses; co-requisites: ABSN 309, ABSN 313, ABSN 314, ABSN 336) Offered Spring

### **ABSN 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. (QL) (prerequisites: completion of all

## **Academic Policies: Undergraduate & Graduate**

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100 and 200 level nursing courses; co-requisites: ABSN 309, ABSN 313, ABSN 314, ABSN 334) Offered Fall

### **ABSN 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. (WI) (prerequisites: completion of all 100, 200, and 300 level nursing courses) Offered Summer Session II (8 weeks)

### **ABSN 400 NCLEX-RN Preparation**

Credits 2 (2.0)

Students prepare for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. A self-assessment is completed and an individualized plan of study is developed, implemented, and evaluated for its effectiveness in preparation for the NCLEX-RN exam. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. (prerequisites: completion of all 100, 200, and 300 level nursing courses) Offered Fall

### **ABSN 410 Nursing Leadership Capstone**

Credits 4 (4.0)

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 will identify a health or health system issue and a targeted population. Using the nursing process, students will complete an assessment and develop a plan that will be evaluated and implemented. (WI) (prerequisites: all ABSN 100, 200, and 300 level nursing courses; co-requisites: ABSN 400, ABSN 442, PHI 305) Offered Fall

### **ABSN 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. (prerequisites: all ABSN 100, 200, and 300 level nursing courses; co-requisites: ABSN 400, ABSN 410, PHI 305) Offered Fall

## **Academic Policies: Undergraduate & Graduate**

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### **ALLIED HEALTH**

#### **ALH 101 Medical Terminology**

**Credits: 3**

Medical Terminology presents medical word-building principles that will enable students to learn medical terminology with the aim of effectively communicating with other members of the health care team and understanding patient orders. Anatomical, physiological and pathological terms are introduced. A solid foundation for specific terms used in reference to body systems is provided.

#### **ALH 102 Introduction to Anatomy and Physiology**

**Credits: 3**

Introduction to Anatomy and Physiology focuses on the human body as a living, functioning organism. Emphasis is placed on how tissues, organs and body systems work together to carry out complex activities (maintaining body temperature, regulating blood pressure, responding to stress).

#### **ALH 103 Pathophysiology**

**Credits: 3**

Pathophysiology condenses and simplifies current medical information on common clinical disorders into a practical and handbook-like tool. It includes comprehensive information about hundreds of diseases.

#### **ALH 104 Introduction to Healthcare**

**Credits: 2**

*Introduction to Healthcare* introduces the student to the Healthcare setting and familiarizes them with standards necessary to navigate working with patients and dealing with their confidential information. A brief history of Healthcare in America is discussed and topics including financing the US healthcare system, the evolution of insurance, healthcare settings and the future of the US healthcare system.

#### **ALH 105 Communication for the Healthcare Professional**

**Credits: 3**

Essential Communication for the Healthcare Professional will explore effective communication skills employed when dealing with coworkers, other members of the Healthcare team, and a variety of patient situations. Self-awareness and sensitivity to cultural differences will also be addressed. (WI)

#### **ALH 106 Pharmacology**

**Credits: 3**

Foundations of Pharmacology provides a framework of knowledge about drug names, interactions, and clinical applications. Emphasis is placed on therapeutic drug actions and the rationale for using drugs to treat disease. Dosage forms and routes of administration, as well as common medications used to treat diseases, are discussed in detail. (QL)

#### **AHS 101 Surg-Tech Medical Terminology**

**Credits: 3**

Surg-Tech Medical Terminology presents medical word-building principles that will enable students to learn medical terminology with the aim of effectively communicating with other members of the health care team and understanding patient orders. Anatomical, physiological and pathological terms are introduced. A solid foundation for specific terms used in reference to body systems is provided.

#### **AHS 200 Introduction to Anatomy and Physiology I (+ Lab)**

**Credits: 4**

## Academic Policies: Undergraduate & Graduate

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This course focuses on the study of the structure and function of the human body. Topics include the cells and tissues, integumentary, skeletal, muscular, and nervous systems, and the special senses.

### **AHS 300 Introduction to 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

Liberal Education Core Area: Science

## 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 summer online

Liberal Education Core Area: Arts

## BIOLOGY

### **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

## ENGLISH

### **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 summer

Liberal Education Core 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, and poetry – to better understand the unique contributions writers of African descent have made to the American imagination. Other possible topics include the Harlem

## **Academic Policies: Undergraduate & Graduate**

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Renaissance, the Black Arts Movement, and African American women authors.

Offered spring

Liberal Education Core Area: Literature

### **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

Liberal Education Core Area: Historical Perspectives

#### **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

Liberal Education Core Area: Historical Perspectives

### **INTEGRATIVE EXPERIENCE**

#### **IE 300 Level Courses**

**Credits: 4**

Liberal Education 300 level Integrative Experience courses are offered each fall and the individual course descriptions are available at the time of registration.

Prerequisite: Completion of three Core Area courses

### **MEDICAL ASSISTANT**

#### **MA 101 Clinical Medical Assistant Practices**

**Credits: 4**

The Clinical Medical Assisting course gives an in-depth explanation of essential medical assisting concepts. Understanding is reinforced with practice exercises. Students are introduced to best practices in infection control; taking a temperature, pulse, respiration, and blood pressure; and procedures used in medical specialties. The class offers comprehensive instruction on material in order for students to effectively master the basics of medical assisting.

#### **MA 101L Clinical Medical Assistant Practices Lab**

**Credits: 8**

The Clinical Medical Assisting *Lab* offers in-depth explanations of essential medical assisting concepts in a laboratory environment.

This Lab provides an opportunity for the student to put into practice many of the concepts learned in CMA101, Clinical Medical Assisting. Topics include learning more about the patient care environment, practicing techniques used by the medical assistant, real-world simulation that gives opportunity for the student to explore

## Academic Policies: Undergraduate & Graduate

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legal and ethical guidelines, practice with job skills and duties, determining when and how to use professional resources, and practice with using safety techniques. Students will reinforce the technical terminology, facts, theories, methods, and principles associated with the role of the medical assistant in the ambulatory setting.

### **MA 201 Clinical Medical Assistant Practicum**

**Credits: 3**

The Clinical Medical Assisting Practicum course allows students time to observe practicing Medical Assistants in a clinical setting and practice medical assisting skills in a simulated and clinical environment. They have the opportunity to shadow medical assistants at the sponsoring institution and engage in discussion about various medical assisting scenarios. Medical assisting educators will meet with the students to ensure that students perform procedures safely and accurately.

## **MATHEMATICS**

### **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

## **PHARMACY TECH**

### **PHT 101 Pharmacy Technician Practices and Procedures**

**Credits: 3**

The Pharmacy Technician Practice and Procedures course gives students an in-depth explanation of essential pharmacy technician concepts. Students learn the basics by reinforcing instruction with practical applications of the roles and procedures of pharmacy technicians. They have the opportunity to shadow pharmacy technicians at the sponsoring institutions and engage in discussions about various scenarios students will face as pharmacy technicians. Educators will meet with students to ensure tasks are completed accurately.

### **PHT 101L Pharmacy Technician Practices and Procedures Lab**

**Credits: 2**

The Pharmacy Technician Practice and Procedures Lab offers in-depth explanations of the role and duty of a pharmacy technician in a laboratory environment. This Lab provides an opportunity for the student to put into practice many of the

## **Academic Policies: Undergraduate & Graduate**

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concepts learned in PT101, Pharmacy Technician Practice and Procedures. Topics include learning more about the pharmacy environment; practicing techniques used by the pharmacy technician; real-world simulation that give opportunity for the student to explore legal and ethical guidelines; practice with job skills and duties; determining when and how to use professional resources; and practice with using safety techniques. Students will reinforce the technical terminology, facts, theories, methods, and principles associated with the role of the pharmacy technician in both the ambulatory and hospital pharmacy settings.

### **PHT 102 Pharmacy Calculations**

**Credits: 3**

The Pharmacy Calculations course allows students to demonstrate the ability to perform pharmaceutical calculations required for the usual dosage determinations and solution preparation. Students receive instruction on basic computations, use of measuring tools, dosage computations, compounding calculations and solution preparation. Subject areas explored include ratio and proportion, dilution and concentration, milliequivalents, units, and intravenous flow rates. (QL)

### **PHT 201 Pharmacy Technician Practicum**

**Credits: 3**

The Pharmacy Technician Practicum course offers students the opportunity to practice their pharmacy technician skills with actual patients. It allows students to shadow real pharmacy technicians at the sponsoring institution and engage in discussion about various pharmaceutical related scenarios. Pharmacy technician educators will meet with the students to ensure that students adhere properly to procedures and exercise safety.

## **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

Liberal Education Core Area: Humanities

### **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

Liberal Education Core Area: Humanities

## **POLITICAL STUDIES**

### **POL 100 World 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

## Academic Policies: Undergraduate & Graduate

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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

Liberal Education Core Area: Social Science

### **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

Liberal Education Core Area: Social Science

### **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

Liberal Education Core Area: Humanities

## **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

Liberal Education Core Area: Social Sciences

### **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

## **Academic Policies: Undergraduate & Graduate**

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### **R.N. TO B.S. /R.R.T. TO B.S.** (course codes = RNBS, RTRN and RTBS)

#### **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

#### **RNRT 401 Healthcare Research and Evidence Based Practice**

**Credits: 4**

The course will continue development of evidence-based practice skills in the already licensed healthcare professional. 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

Offered fall

#### **RNRT 403**

##### **The Administrative Context for High Quality Care Delivery**

**Credits: 4**

This course will focus on how health care delivery systems develop high reliability care systems that assure the safe and high quality delivery of patient care. The policy, regulatory and legal contexts for health care, including the Affordable care Act, are addressed with an emphasis on the critical role that nurses and respiratory therapists play.

Offered spring

#### **RNRT 404 Leadership and Management in Health Care Systems**

**Credits: 4**

The course examines classical and contemporary theories and models of leadership and management as deployed in the healthcare environment. Requirements for effective leadership and management at the levels of self, work unit, and organization will be analyzed. Hallmarks of effective healthcare leadership and management will be explored through the use of case studies. In addition, students explore their own assumptions and values about personal leadership.

Offered fall

#### **RNRT 486 Capstone Research Project in Healthcare**

**Credits: 4**

The 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. Students conduct an organizational assessment, complete a comprehensive literature review, and develop a strategy for implementation of change. The projects incorporates inter-professional collaboration and leadership.

Offered spring

## Academic Policies: Undergraduate & Graduate

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### **RTBS 405 Adult Cardiopulmonary Physiology**

**Credits: 4**

This course will focus on the anatomy and physiology of the adult and geriatric population as well as provide a pathophysiological presentation of cardiopulmonary disease. It will allow the (student) practitioner an in-depth understanding of disorders of cardiopulmonary structure and function as related to the clinical setting. This course is designed with an emphasis on anatomy and physiology, mechanics of breathing, ventilation and perfusion relationships, acid-base regulation, hemodynamics, diagnostic studies and the clinical significance of each area.

Offered fall

### **RTBS 406 Neonatal and Pediatric Cardiopulmonary Physiology**

**Credits: 4**

This course will focus on in-depth anatomy and physiology and diagnostics of the neonatal and pediatric population. It will explore neonatal resuscitation and pediatric advance life support as related to the clinical setting. Topics will include neonatal and pediatric assessment, anatomy and physiology, cardiovascular monitoring, non-invasive and invasive ventilation relationships, hemodynamics, diagnostic studies and the clinical significance of each area. Prerequisite: Acceptance into RTBS completion program.

Offered spring

### **RTBS 407 Advanced Mechanical Ventilation**

**Credits: 2**

This course will explore in-depth aspects of mechanical ventilation in the critical care setting. Concepts will include basic concepts and core knowledge of mechanical ventilation, establishing the need for mechanical ventilation, selecting the ventilator mode and settings, ventilator graphics, monitoring the mechanically ventilated patient, therapeutic interventions and management of ARDS. This course will also include effects and complications of mechanical ventilation and positive pressure ventilation on the pulmonary, cardiovascular, cerebral and renal systems as well as discontinuation and weaning from mechanical ventilation. Prerequisite: Acceptance into RTBS completion program.

Offered fall

### **RTBS 408**

#### **Pharmacological Interventions Respiratory Care Professional**

**Credits: 2**

This course will focus on the pharmacological aspects of the Respiratory Care profession and how it applies to the treatment of pulmonary disorders and critical care. It will cover a variety of areas and critical care drug groups including adrenergic bronchodilators, mucoactive agents, antiasthma agents, anti-infective agents, cardiovascular agents and drugs affecting the central nervous system. This course will also include drug dosages and pharmacological management of asthma and COPD. Prerequisite: Acceptance into RTBS completion program.

Offered spring

## **SCIENCE**

### **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 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

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telescopes. Laboratory work involves computer demonstrations and night sky observations. A \$50 lab fee is charged.

Offered spring

Liberal Education Core Area: Science

### **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

Liberal Education Core Area: Social Sciences

### **SURGICAL TECH**

#### **SUR 101 Perioperative Patient Care**

**Credits: 4**

This course prepares trainees to apply knowledge of professional Surgical Technologist responsibilities and relations, interpersonal relationships, and communication skills. Emphasis is placed on creating and maintaining a safe operating environment. This course also prepares trainees to apply knowledge of surgical complications. The use of lasers in surgery is also covered. Recognize members of the surgical team and their roles; Compare and contrast the various roles of the Surgical Technologist; Summarize the different health care facilities; Classify hospital departments and their relationship to surgical services; Identify and demonstrate principles of communication in the surgical setting; Relate awareness of aseptic principles to the Surgical Technologist's role in the care of the surgical patient's; Identify the legal, ethical, and moral issues in the surgical environment; Identify the documents that are needed in a patient's medical records for surgery; Analyze major concepts inherent in professional practice law; Interpret the legal responsibilities of the Surgical Technologist and other surgical team members; Recognize the needs of the surgical patient; Demonstrates awareness that all surgical patients have a right to the highest standards and practices in asepsis; Distinguish and assess the physical, spiritual, and psychological needs of a patient; Distinguish and assess cultural and religious influences on the surgical patient; Compare and contrast the surgical care considerations for pediatric patients and patients who are obese, diabetic, pregnant, immuno-compromised, disabled, geriatric, or experiencing trauma; Recognize the hazards to the patient and staff in the operating room; Indicate cleaning procedures, traffic patterns, and routines required in the operative environment; Describe the layout of a typical operating room; Identify standard operating room furnishings and their purposes; Recognize the working environment of the OR; Discuss information management and HIPAA; Recognize basic components of a computer system; Apply electrical safety precautions; Interpret terms related to physics; Interpret the basic concepts of robotics; and Work cooperatively with others in a professional manner. All-Hazards preparation, and biomedical sciences. Upon completion, trainees should be able to apply theoretical knowledge of the course topics to the operative environment.

## **Academic Policies: Undergraduate & Graduate**

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Demonstrate all aseptic techniques and safety precautions in as it apply to patient care; Discuss and demonstrate preoperative patient transportation and routine; Demonstrate the ability to safely position surgical patients and identify positioning devices; Identify and demonstrate the concept of professionalism as it applies to the Surgical Technologist; Discuss and define the use of Thermoregulatory devices and the different circumstances in which they will be used; Discuss and identify emergency situations in the OR as they relate to the Surgical Technologist; Work cooperatively with others in a professional manner. (WI)

### **SUR 102 Perioperative Patient Care II**

**Credits: 6**

This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. This course prepares students to apply knowledge of the principles of aseptic technique, scrubbing, gowning, gloving, sterilization, and disinfecting. Emphasis is placed on operating room sanitation, scrubbing, gowning, gloving, and instrument identification. The student will be able to define and analyze the application of surgical conscious; identify the principles and procedures related to the disinfection and sterilization process; demonstrate competency related to the practice of sterile technique; demonstrate competency in the procedures relating to wrapping and packaging of surgical instruments and supplies; demonstrate the performance of the surgical hand scrub, self-gowning and gloving, gowning and gloving of team members, and proper gown/glove removal; demonstrate the competency of opening sterile supplies; and work cooperatively with others in a professional manner.

### **SUR 103 Aseptic Lab**

**Credits: 12**

In our lab portion, students will practice the application of the theoretical knowledge learned in Perioperative Patient Care for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, trainees should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other skills. This course prepares trainees to apply knowledge of the principles of aseptic technique, scrubbing, gowning, gloving, sterilization, and disinfecting. Emphasis is placed on operating room sanitation, scrubbing, gowning, and gloving, and instrumentation. The theory component of the course is graded based on a letter grade. For the lab component of courses, trainees will be marked off on successful completion of skills on skills check-off sheets. It is the trainee's responsibility to schedule additional practice time with an instructor if the skill(s) is (are) not mastered during lab hours. The skills lab component is graded based on a lab practical exam, and lab reports at the end of each applicable course. The lab score is then averaged in with the final course grade for the class.

### **SUR 200 Microbiology**

**Credits: 4**

This course prepares trainees to apply knowledge of micro-organisms, viruses, hepatitis, and HIV/AIDS as related to the Surgical Technologist's role in patient care. Emphasis is placed on the causes and the prevention of human diseases. Identify terms related to microbiology with their correct definitions; Define the causes, and prevention of human disease; Identify and select factors influencing the occurrence

## **Academic Policies: Undergraduate & Graduate**

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of infection; Describe means of controlling the transmission of infections; and work cooperatively with others in a professional manner.

### **SUR 201 Surgical Procedures I**

**Credits: 4**

This course provides an introduction to selected basic and intermediate surgical specialties: general surgery, gastrointestinal, obstetrical/gynecology, and urology. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical and clinical knowledge of patient care, instrumentation, supplies, and equipment.

This course prepares trainees to apply knowledge of anatomy and physiology and the surgical instrumentation used during general, laparoscopic, obstetric, gynecological, genitourinary, and gastrointestinal surgical procedures. Define general terminology and abbreviations associated with specific surgical procedures; Discuss the relationship between instrumentation, equipment, and supplies and quality patient care in the operating room; Demonstrate techniques of opening and preparing supplies and instruments needed for any operative procedure with the maintenance of sterile technique at all times; Demonstrate the proper technique for preparing supplies and instruments on a sterile field; demonstrate and explain the procedure for counting instruments, sponges, needles, and other items on the sterile field; and work cooperatively with others in a professional manner.

### **SUR 202 Surgical Procedures I Clinical**

**Credits: 12**

This course provides clinical experience with a variety of perioperative assignments to build skills learned in SUR 201. Emphasis is placed on the scrub and circulating roles of the Surgical Technologist including aseptic technique and basic case preparation for select surgical procedures. Upon completion, trainees should be able to prepare, assist with, and dismantle surgical cases in both the scrub and circulating roles.

### **SUR 300 Pharmacology**

**Credits: 3**

This course introduces the trainee to the most common categories of medication used in the operating room. The trainee gains an understanding of medications used in the surgical setting, on the surgical field, anesthetic agents and their complications. Demonstrate cricoid pressure; Identify the different categories of medications; List and describe the six rights of medication administration; Understand the Surgical Technologist's role and responsibilities in intra-operative medication administration; Understand the Surgical Technologist's role in management of anesthetic complications; Understand the Surgical Technologist's responsibility with the anesthetized patient; and work cooperatively with others in a professional manner. (QL)

### **SUR 301 Surgical Procedures II**

**Credits: 4**

This course provides an introduction to selected basic and intermediate surgical specialties: ENT, maxillofacial, and plastic/reconstructive ophthalmology and Neurology. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical and clinical knowledge of patient care,

## **Academic Policies: Undergraduate & Graduate**

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instrumentation, supplies, and equipment.

This course is designed to introduce trainees to the generally required surgical techniques involved in ophthalmology, otorhinolaryngology, oral and maxillofacial, plastic, and reconstructive surgeries. Describe the anatomy, pathology, and related terminology of each system or organ that prompts surgical intervention; Describe diagnostic procedures required for surgical intervention for each surgical specialty; Identify the names and uses of special equipment required for each surgical specialty; Identify surgical instrumentation pertaining to specific surgical cases; Demonstrate a surgical procedure for each specialty; Identify any specific variations related to the preoperative and intra-operative care of various surgical patients; and work cooperatively with others in a professional manner.

### **SUR 302 Surgical Procedures II Clinical**

**Credits: 12**

This course provides clinical experience with a variety of perioperative assignments to build skills learned in SUR 201. Emphasis is placed on the scrub and circulating roles of the Surgical Technologist including aseptic technique and basic case preparation for select surgical procedures.

### **SUR400 Professional Success Development**

**Credits: 1**

This course covers theoretical knowledge required for extension of the Surgical Technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, trainees should be able to assume leadership and educator roles in a specific specialty. This course also provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test taking strategies, resume preparation, and interviewing techniques.

### **SUR401 CST Review**

**Credits: 3**

This course provides an overview of theoretical knowledge in preparation for certification. Topics include test taking strategies, and practice tests for the certification exam. Upon completion, trainees should be able to identify strengths and weaknesses in preparation for certification.

### **SUR 402 Surgical Specialties III**

**Credits: 4**

The course provides a comprehensive study of intermediate and advanced surgical specialties that trainees are exposed to in the third clinical rotation; orthopedics, peripheral-vascular, thoracic, cardiothoracic, pediatric, and trauma. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, trainees should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical Operative environment. This course is designed to introduce trainees to the generally required surgical techniques involved in orthopedic, cardiothoracic, peripheral vascular surgeries, Trauma, and Pediatrics. Describe the pathology and related terminology of each system or organ that prompts surgical intervention; Identify the names and uses of special equipment required for these various surgical procedures; Demonstrate the purpose and expected outcomes of these various procedures; Identify any specific variations related to the preoperative, intra-operative and post-operative

## **Academic Policies: Undergraduate & Graduate**

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care of various surgical patients; and Work cooperatively with others in a professional manner.

### **SUR 403 Surgical Specialties III Clinical Credits: 12**

The course provides a comprehensive study of intermediate and advanced surgical specialties that trainees are exposed to in the third clinical rotation; orthopedics, peripheral-vascular, thoracic, cardiothoracic, pediatric, and trauma. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment.

## **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

## **APPRENTICESHIP ELECTIVE COURSES**

### **CSC 210 Introduction to Registered Apprenticeship Credits: 3**

Introduction to Registered Apprenticeship prepares the student for working effectively with mentors and introduces the student to strategies they can employ to obtain the greatest learning benefit from the apprenticeship program. Students practice translating academic theories and principles to action to enable them to develop career skills and abilities through carefully planned and supervised programs.

### **CSC 301 Registered Apprenticeship I Credits: 6**

Registered Apprenticeship I builds upon the knowledge and skills learned in Intro to Registered Apprenticeship. Students learned the interrelationship between theoretical knowledge and workplace skills, and will build proficiency in their occupational skills as well as begin to utilize the process of self-evaluation.

Prerequisite:

### **CSC 302 Registered Apprenticeship II Credits: 6**

Registered Apprenticeship II builds upon the knowledge and skills learned in Registered Apprenticeship I. Students learned the interrelationship between theoretical knowledge and workplace skills, and will build proficiency in their occupational skills as well as begin to utilize the process of self-evaluation.

Prerequisite:

### **CSC 303 Registered Apprenticeship III**

**Credits: 6**

Registered Apprenticeship III is the culmination of the student's integration of theoretical knowledge and interpretation with carefully-mentored workplace experiences. Students will continue to develop proficiency in their occupational skills with reduced mentoring, and be able to analyze and report areas of improvement to better meet business needs. Prerequisite:

## **ADDITIONAL CURRICULAR OPPORTUNITIES**

### **UNDERGRADUATES TAKING GRADUATE LEVEL COURSES**

Colby-Sawyer College undergraduate students may take graduate level courses if they meet the following criteria: have earned over 87 credits, have a GPA of 2.5 or above, enroll in no more than 6 graduate credits per term and have advisor approval. All graduate level courses will be free electives unless the student matriculates into a graduate program.

### **PROFESSIONAL LEARNING CREDITS**

Professional Learning Credits are defined as credits awarded for holding an unencumbered certification/license or work experience in a related field.

Transfer students may submit transcripts from institutions or programs that do not hold a recognized accreditation to be reviewed to possibly earn Professional Learning Credits (PLC). Students who possess a professional license or certification may also submit documentation to be reviewed to see if they qualify for Professional Learning Credits

For specific information please contact the Director of Professional Learners.

### **ROTC PROGRAMS**

If selected for this program, 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

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### **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®.

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

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:*

Colleen DeAngelis or Kim Novak: 603.526.3744 or [billing@colby-sawyer.edu](mailto:billing@colby-sawyer.edu)

## **ACADEMIC POLICIES**

### **ACADEMIC CALENDAR**

Please go to <http://colby-sawyer.edu/academic-calendar> to view the Academic Calendar.

# Academic Policies: Undergraduate & Graduate

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## POLICIES AND DEADLINES FOR ENROLLMENT

### *Applications:*

*Application for an Associate of Health Programs including Medical Assistant, Pharmacy Technician and Surgery Technologist*

- Students who have not already completed the W.R.I. program do not need to fill out an application. CSC will work in conjunction with the DHH/W.R.I. program administration to gather and complete all application materials.
- Please see the specific information on Professional Learning Credits

*Application for an Associate of Health Programs including Medical Assistant, Pharmacy Technician, and Surgery Technologist for students who have completed the W.R.I. program at Dartmouth*

- Colby-Sawyer accepts the Common Application as well as our online application
- Please see the specific information on Professional Learning Credits

*Application for the M.S.N., M.B.A, R.N. to B.S. or R.R.T. to B.S. programs*

- Colby-Sawyer accepts the Common Application as well as our online application

### R.N. to B.S. Additional Admission Requirements

- Associate degree in nursing or a diploma in nursing from an accredited nursing program
- Valid and active Registered Nursing license
- Please see the specific major requirements for information on conditional acceptance
- Please see the specific information on Professional Learning Credits

### R.R.T. to B.S. Additional Admission Requirements

- Associate degree in respiratory therapy from an accredited respiratory therapy program
- Valid and active Respiratory Therapy license
- Please see the specific major requirements for information on conditional acceptance
- Please see the specific information on Professional Learning Credits

### Master of Science in Nursing Additional Admission Requirements

- Bachelor of Science degree in nursing from an accredited nursing program
- Valid and active Registered Nursing license

### Master of Business Administration Additional Admission Requirements

- 5<sup>th</sup> Year MBA students must have a minimum 2.5 GPA, and an interview with two business faculty members and/or the Dean from the School of

## **Academic Policies: Undergraduate & Graduate**

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Business and Social Sciences. See the program pre-requisites listed in the program description.

### *Transcripts*

Applicants are required to submit official transcripts from all secondary schools attended. If you have a college degree, we have the option to waive this requirement. All post-secondary transcripts are required. Final official transcripts from all post-secondary schools will need to be received by Colby-Sawyer Operations before student enrolls.

### *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.

### *International Students*

- International Students who are in the United States on an F1 visa may not participate in online degrees.
- International students who are in the United States on a work visa must contact their Human Resource representative at their place of employment to determine if they (the student) are eligible to take online courses.
- Students who hold a green card are considered a lawful permanent resident of the United States; therefore, they are allowed to live, work, and study in the United States without prior authorization.

### *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.

## **ANNUAL TUITION AND FEES 2020-2021**

### **Enrollment Deposits for Matriculated Students**

- \$100 for RNBS/RTBS (applied to tuition bill)
- \$100 for A.S. online programs (applied to tuition bill)
- \$200 for M.S.N. (applied to tuition bill)
- \$750 for ABSN (applied to tuition bill, non-refundable)

### **A.S. in Health Science hybrid program:**

- \$270 per credit for Dartmouth Hitchcock employees and affiliates
- \$300 per credit non-affiliate;
- A technology fee \$10 per credit each semester

### **Accelerated Bachelor of Science in Nursing:**

- \$750 per credit
- \$400 fees per semester

# Academic Policies: Undergraduate & Graduate

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## **Master of Science in Nursing/Master in Business Administration**

\$575 per credit for Dartmouth Hitchcock employees and affiliates

\$600 per credit non-affiliate;

A technology fee \$10 per credit each semester

### **Tuition Due Dates**

Summer Sessions	May 15, 2021
Fall Incoming Students	July 15, 2021
Fall Returning Students	August 15, 2021
Spring All Students	December 1, 2021

### **TUITION OR ROOM AND BOARD REFUNDS FOR WITHDRAWAL**

If a student withdraws during the session, 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.

#### **Time of withdrawal / leave of absence refund due**

Prior to the 1 <sup>st</sup> day of classes	100%
Through 1 <sup>st</sup> week of session start date	90%

The Registrar's Office will determine the official date of withdrawal or leave of absences.

### **RETURN OF FEDERAL TITLE IV FUNDS**

This policy applies to students with federal aid who withdraw or are dismissed prior to completing 60% of the semester. Federal regulations require a specific refund calculation for all students receiving Federal Title IV Financial Aid Funds. This calculation, called the Return of Title IV Funds, determines how much federal funding the student "earned" up to the time of withdrawal. Title IV financial aid is earned in a prorated manner until 60% of the semester is completed. Title IV aid is considered 100% earned after the 60% point of the semester. If the student withdraws on or before the 60% point of the semester a portion of the Federal Title IV funds awarded to a student (Federal Pell Grant, Federal SEOG, Federal Direct Subsidized/Unsubsidized Loans, or Federal Direct PLUS Loans) will be returned, if required, in accordance with federal regulations and within 45 days of the date of determination of the student's withdrawal. The return of these funds may result in the student owing a balance to the College and/or the federal government.

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.

## **Academic Policies: Undergraduate & Graduate**

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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 for programs that have specific, restrictive requirements. Since some programs 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.

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

## Academic Policies: Undergraduate & Graduate

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104 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.

### *Final Credits 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.
- 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 B.S. students must complete 40 credits of Liberal Education requirements.
- All A.S. students must complete 20 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 registrar must approve exceptions to this. Refer to the requirements listed for each major.

### **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, less than twelve credits reduces a student to part-time status.
- All courses need to meet the Federal definition of a credit hour.
- Students taking six credits are considered half-time students and are eligible for partial federal financial aid

## **Academic Policies: Undergraduate & Graduate**

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### *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.)

### *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 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 schools.

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.

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- 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.
- A maximum of twelve credit hours will be allowed for transfer to the Master of Science in Nursing program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus. MSN students will not be able to exceed 12 credits as a Non Degree student.
- 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 included when computing the cumulative grade point average.
- Continuing education credits (CEUs) are not accepted.
- Please see information on Professional Learning Credits

### *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 program 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

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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 program faculty.
  - 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 program faculty 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.
  - A flat 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 program exams students may petition in writing to the appropriate school dean 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 dean of the school 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.

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## 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
- 600 – Higher level graduate course

## 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.

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- **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.

- **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 Vice President and Dean of Faculty'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

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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 academic year starting in the fall semester on a Pass/Fail basis. Major 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 and other sessions of less than 15 weeks. Permission forms are located on [myRegistrar](#). (See the Academic Calendar for submission deadlines.)

### *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 in a 10, 12 or 15 week course. In 8-week online courses faculty will remind students to review their gradebook in the Moodle course site and discuss any academic challenges with the professor. 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 vice president and dean of faculty. 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 program'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

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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.

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

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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 not register by the end of the add/drop period for the 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 vice president and dean of faculty, 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

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athletic eligibility reinstatement.

### **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 dean. The dean may ask for documentation to support the student's claims. The dean meets with the faculty member and investigates the dispute. The dean makes a written determination with copies to the student and the faculty member.
- If the student disputes the dean's findings, the student may appeal to the academic affairs coordinator 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 appropriate dean of schools. The academic affairs coordinator renders the final decision.
- The academic affairs coordinator reviews the student documentation and speaks with the appropriate dean of schools 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 dean, the faculty member, in consultation with the student, will select another faculty member from within the same school, to whom the student submits a written petition.
  - If the academic affairs coordinator 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 dean 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 academic affairs coordinator'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.

Students enrolled in the Medical Assistant, Pharmacy Technician, or Surgical Technologist programs must receive a 75% grade in EACH course within the program in order to satisfactorily complete the core requirements. Liberal education and elective courses leading to an Associate or Bachelor degree beyond the core program requirements require a passing grade and a cumulative GPA of 2.0 for satisfactory progress and successful completion.

### **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 at CSC 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.

**Please note:** Students who are suspended for conduct reasons will have a notation added to their transcripts for as long as the suspension is in effect. Students who are dismissed for conduct reasons will have a notation added to their transcripts.

### *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

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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 hearing.

- The ARB hearing date and time is set once the student's appeal is received.
- Hearings are usually scheduled after the end of finals in the fall, spring and summer.
- Decisions on expedited 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 dean 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 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 vice president and dean of faculty, 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*

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.

Students should contact the Director of Professional Learning to receive help in starting the withdrawal process.

## 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

### *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.

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### *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 affairs coordinator.

### *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 the appropriate school dean.
- 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 affairs coordinator and to the student. In addition, the evidence to support the finding of academic dishonesty will be sent to the academic affairs coordinator 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 affairs coordinator, 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 Affairs Coordinator*

- Once the academic affairs coordinator 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 affairs coordinator 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 affairs coordinator may levy an additional penalty beyond the penalty issued by the faculty member. In addition, the academic affairs coordinator 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 affairs coordinator, then the academic vice president and dean of faculty will appoint a school dean to assume the academic affairs coordinator's role.

### *Records*

All records will be maintained in the academic affairs coordinator'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:

- 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.

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After meeting with the academic affairs coordinator, a student may petition in writing to the academic affairs coordinator to appeal the finding of academic honesty violation or associated penalty. This appeal must be received by the academic affairs coordinator within a period of five business days from the date of the academic affairs coordinator'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 affairs coordinator 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 affairs coordinator 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 affairs coordinator 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 Affairs Coordinator**

If a student is appealing the academic affairs coordinator's additional penalty for a multiple offense or if the academic affairs coordinator 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 affairs coordinator. The academic vice president and dean of faculty will appoint a school dean to assume the academic affairs coordinator'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

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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 affairs coordinator 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 affairs coordinator's files.

### **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 professional learning 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. If this date cannot be determined, the last date of attendance will be set within 30 days of mid-term of final exams. 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 can also dismiss students from Colby-Sawyer College. Such students will be administratively dismissed and may not be readmitted.

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### *Procedures for Returning from a Withdrawal*

*Student-Initiated Withdrawal:* A student who wants to re-enroll within one year of a student-initiated withdrawal must contact the director of professional learning and/or academic advisor, registrar's office or the business office. Unless there are significant changes to their program, students who are away for less than one year may follow their original catalog. Please note that certain majors have outside accreditation requirements, returning students must meet the requirements stipulated by the accrediting body.

Students in professional learning programs who want to return after being withdrawn from the college for over one academic must submit a written request for reinstatement to the director of professional learning. Unless there are significant changes to their program, students may follow their original catalog. Please Note: If you have been gone for 5 years or more you must meet with the appropriate school dean to seek permission to allow older courses to still meet the degree requirements.

*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 at the end of their suspension period must submit the appropriate documentation to the Office of Student Success and Retention and Academic Affairs Coordinator before being reinstated. Unless there are significant changes to their program, students may follow their original catalog.

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

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includes, but is not limited to the military and Homeland Security

- Online students do not have to provide a name of a parent who has the rights to inquire about academic records. We will not release the academic records of online students to anyone other than the student. Please note that directory information as defined by the college can be disclosed at any time without the consent of the student.
- Colby-Sawyer College releases to students, information from their educational records such as grades earned and academic status. Both mid-semester and 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

FERPA and the professional and non-degree learner:

- Colby-Sawyer College will not release the academic records of students enrolled in a professional learners program or a non-degree students to anyone other than the student.
- FERPA permits disclosure to school officials with legitimate educational interests without student consent.
- Directory information as defined by the college can be disclosed at any time.

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 affairs coordinator 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

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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 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.

# Academic Policies: Undergraduate & Graduate

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## **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 Affairs Coordinator.

### *Graduation Honors*

Students graduate cum laude, magna cum laude, or summa cum laude according to 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

### *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.

### *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.

### *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.

### *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

## **Academic Policies: Undergraduate & Graduate**

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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 undergraduate 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.

#### *Sigma Nursing Honor Society*

The mission of Sigma, the Honor Society of Nursing, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. R.N. to B.S. students may be invited to become members of the PSI Sigma Chapter if they have completed three of the five required RNRT courses, 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 endorsements. For further information about the Sigma Nursing Honor Society or the PSI Sigma Chapter, 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

## **Graduate Curriculum**

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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.

## **GRADUATE DEGREES**

### **Business - Master of Business Administration (M.B.A.)**

**Program Description/Mission:**

Colby-Sawyer College offers Baccalaureate students the opportunity to complete a Master of Business Administration (MBA) with a 5th year of study. The MBA focuses on strategic and operational knowledge and practices in order to plan, implement, and assess projects in the workplace. The business fundamentals are utilized in the culminating real-world consulting field experience in a disciplinary area.

**Program Overview:**

This is a 5-year MBA for our current students. The most likely candidates are business and healthcare administration majors. It is also a program for students in other majors who choose to complete a minor in business as well as three additional business courses taken during undergraduate study. The MBA is focused on making and implementing decisions for the good of the organization. The coursework focuses on these concepts and activities and culminates in a 240-hour consulting field experience. In the field experience, small groups of students will work with and in partner organizations in departments and around projects most suited to their MBA pathway or career interests. Students will also be enrolled in a field experience seminar consecutively with the field placement.

Students must take any three electives or can complete one of two current Concentrations by focusing electives from the disciplines of Healthcare Administration or Project Management. A concentration in Human Resource Administration will be available in 2-3 years.

**Master of Business Administration Learning Outcomes:**

Upon completion of the MBA program, students will:

- Execute strong business communications both orally and in writing;
- Assess the impact of environmental issues including: global, social, economic, political, legal, ethical, and other factors in strategic and operational decision making;

- Collect, analyze, and apply quantitative and qualitative data to make effective recommendations for solving problems and planning initiatives;
- Synthesize and Interpret data to exercise critical thinking in planning, implementing and assessing projects;
- Produce and utilize financial statements, economic principles, computer analytics, and management techniques to support the operational, tactical, and strategic functions of a business;
- Demonstrate and employ practical application of concepts in small groups as project consultants in an area partner organization.

Business Administration M.B.A. Progress to Completion Requirements:

- GBUS 501, 505, 510, 515, 602, 605, 686, 687
- 3 elective credit from GBUS 610, 615, 620; GNUR 512, 545 (additional electives will be added in the future)

<b>Master of Business Administration</b>		
<b>Fall - 4<sup>th</sup> Year of Undergraduate Study</b>		
BUS 401	1 cr.	Senior Seminar
BUS 403	4 cr.	Organizational Behavior
BUS 425	4 cr.	Quantitative Management
GBUS 501 or GBUS 505	2 cr.	Marketing Strategy and Decision Making or Economic Decision Making
GBUS 510	2 cr.	Financial Statement Analysis
<b>Spring - 4<sup>th</sup> Year of Undergraduate Study</b>		
BUS 460	4 cr.	Strategic Management
GBUS 515	4 cr.	Individual and Organizational Development
Elective	4 cr.	BUS Elective or Free Elective

<b>Summer - 5<sup>th</sup> Year</b>		
Elective	3 cr.	MBA Elective

<b>Fall - 5<sup>th</sup> Year</b>		
GBUS 605	5 cr.	Business Intelligence
GBUS 501 or GBUS 505	2 cr.	Marketing Strategy and Decision Making or Economic Decision Making
GBUS 602	2 cr.	Financial Decision Making
Elective	3 cr.	MBA Elective

## Graduate Curriculum

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Spring – 5 <sup>th</sup> Year		
GBUS 686	6 cr.	Consulting Field Experience
GBUS 687	3 cr.	Field Experience Seminar
Elective	3 cr.	MBA Elective

### **Nursing – Master of Science in Nursing (M.S.N.)**

The baccalaureate degree program in nursing and master's degree program in nursing at Colby-Sawyer College are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The philosophy of the Nursing program 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.

A maximum of twelve credit hours will be allowed for transfer to the Master of Science in Nursing program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus. MSN students will not be able to exceed 12 credits as a Non Degree student.

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.

For program-specific complaints, all students are encouraged to work with their advisor to resolve issues directly with their professor. If resolution at the faculty/course level is not reached, students are encouraged to talk with the Director and Chair of Nursing and then the Dean of the SNHS and to follow the specified process in the Professional Learner Course Catalog.

### *Clinical Education*

Colby-Sawyer College is fortunate to offer its students clinical experiences in a variety of inpatient and community settings. The School of Nursing and Health Sciences 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 Sciences 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 School of Nursing and Health Sciences. 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. Regarding clinical education policies, the nursing program abides by the policies articulated by the clinical agencies in which it is engaged.

### **Nursing Program Mission**

The nursing program mission flows from the College mission by preparing competent ethical nursing graduates at the baccalaureate and master's level. The integration of knowledge from the liberal arts and sciences with professional education is designed to provide a student-centered, high quality education in nursing, grounded in evidence-based theory, including the educational and clinical opportunities that prepare them to practice as professional nurses. 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 collaborative 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 the Essentials of Master's Education in Nursing (2011) and include the competencies and knowledge essential to nursing practice, the values of the healing professions, and the development of the professional role of the nurse. The program prepares its graduates for lifelong learning and a spirit of inquiry.

### **Master of Science in Nursing Program Goals**

- Prepare graduates with necessary knowledge, skills, and attitudes for advanced nursing practice as an educator, executive leader or clinical nurse leader.

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- Prepare graduates to make significant contributions to the improvement of healthcare and to the advancement of nursing knowledge and practice.
- Provide a foundation for doctoral study.

### 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 in advanced nursing roles in a variety of settings. The program presumes knowledge from the liberal arts and sciences and professional nursing education acquired in undergraduate baccalaureate nursing programs. Offered in an on-line format, the nursing courses are designed to respond to the unique needs of adult learners who have current nursing practice experience.

### Master of Science in Nursing Program Outcomes:

Drawn from the American Association of Colleges and Nursing's [Essentials of Master's Education in Nursing](#)

- Incorporate, integrate and apply a broad body of knowledge from the liberal arts and sciences to the acquisition of nursing knowledge as the foundation for safe quality patient care
- Promote the delivery of compassionate, culturally competent patient centered care in various settings using the core competencies and knowledge that underlie state and national standards of practice.
- Deliver high-quality, cost effective patient care through the application of organizational and systems leadership, quality improvement concepts and patient safety outcomes.
- Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate 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.
- Use critical inquiry and information technology to participate in quality improvement processes.
- Assume responsibility for professional development and life-long learning in an ever-changing and challenging health care environment.

### Program Outcomes Master of Science in Nursing: Clinical Nurse Leader

- 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;
- Assume accountability for healthcare 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; and applies evidence-based information to design, implement and evaluate the client plans of care;
- Assimilates and applies evidenced-based information to design, implement, and evaluate the client plans of care;
- Synthesizes 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 as needs of clients and the role of the nurse 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.

### **Program Outcomes Master of Science in Nursing: Nursing Education**

- Synthesize concepts and theories of education and related sciences to the design of curricula and the evaluation of program outcomes for individuals or groups in a variety of settings.
- Apply leadership strategies to advance nursing practice and education, and advocate for policies that improve nursing education at local and national levels.
- Utilize knowledge of continuous improvement methodology to improve the design, coordination, and evaluation of patient-centered care, and utilize research to analyze the outcomes of interventions to improve nursing practice and enhance pedagogy.
- Integrate clinical and population health concepts in the development of culturally responsive nursing education and practice.
- Incorporate the best available evidence from nursing and related sciences to build a foundation for practice as a nurse educator in an academic or

## Graduate Curriculum

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healthcare delivery setting, integrating an evolving personal philosophy of nursing.

### Program Outcomes Master of Science in Nursing: Nursing Management and Executive Leadership

- Synthesize concepts and theories from nursing and organizational science and informatics to make changes in the healthcare environment to improve health outcomes to diverse groups.
- Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care and analyze how policies influence the structure and financing of nursing practice and outcomes.
- Employ collaborative strategies in the application of evidence-based practice as an organizational leader in redesigning healthcare delivery systems.
- Integrate clinical and population health concepts in the use of communication technologies and information systems to facilitate organization decision making.
- Incorporate the best available evidence from nursing and related sciences to build a foundation for practice as an organizational leader and promote improvement in healthcare outcomes.

Master of Science in Nursing M.S.N. Progress to Completion Requirements:  
Core Requirements

- GNUR 504, 510, 512, 513, \*514 \*optional for CNL Track

Concentration courses: Clinical Nurse Leader

- GNUR 501, 502, 503, 511, 598, 599

Concentration courses: Nursing Education

- GNUR 501, 502, 503, 515, 525, 535, 587

Concentration courses: Nursing Management and Executive Leadership

- GNUR 511, 520, 530, 540, 545, 586

<b>Master of Science in Nursing (M.S.N.) Clinical Nurse Leader</b>		
GNUR 504	3 cr.	Clinical Quality Improvement I
GNUR 510	3 cr.	Evidenced-based Practice and Applied Nursing Research
GNUR 512	3 cr.	Care Systems, Policy and Leadership
GNUR 513	3 cr.	Population Health
*GNUR 514 Optional	1 cr.	Advanced Nursing Role Development Seminar
GNUR 501	3 cr.	Health Assessment and Diagnostic Reasoning for the Advanced Practitioner
GNUR 502	3 cr.	Advanced Pathophysiology
GNUR 503	3 cr.	Advanced Pharmacology

GNUR 511	5 cr.	Clinical Quality Improvement II
GNUR 598	5 cr.	Advanced Generalist Nursing Capstone I
GNUR 599	6 cr.	Advanced Generalist Nursing Capstone II
<b>Master of Science in Nursing (M.S.N.) Nursing Education</b>		
GNUR 504	3 cr.	Clinical Quality Improvement I
GNUR 510	3 cr.	Evidenced-based Practice and Applied Nursing Research
GNUR 512	3 cr.	Care Systems, Policy and Leadership
GNUR 513	3 cr.	Population Health
GNUR 514	1 cr.	Advanced Nursing Role Development Seminar
GNUR 501	3 cr.	Health Assessment and Diagnostic Reasoning for the Advanced Practitioner
GNUR 502	3 cr.	Advanced Pathophysiology
GNUR 503	3 cr.	Advanced Pharmacology
GNUR 515	3 cr.	Theoretical Basis of Teaching and Learning in Nursing Education
GNUR 525	3 cr.	Role of Nurse Educator and Curriculum Development in Nursing Education
GNUR 535	3 cr.	Assessment and Evaluation Strategies in Nursing Education
GNUR 587	6 cr.	Nursing Education Capstone

<b>Master of Science in Nursing (M.S.N.) Nursing Management and Executive Leadership</b>		
GNUR 504	3 cr.	Clinical Quality Improvement I
GNUR 510	3 cr.	Evidenced-based Practice and Applied Nursing Research
GNUR 512	3 cr.	Care Systems, Policy and Leadership
GNUR 513	3 cr.	Population Health
GNUR 514	1 cr.	Advanced Nursing Role Development Seminar
GNUR 511	5 cr.	Clinical Quality Improvement II
GNUR 520	3 cr.	Health Care Delivery Systems
GNUR 530	1 cr.	Role Development for Nursing Management and Executive Leadership
GNUR 540	3 cr.	Organizational Behavior in Healthcare
GNUR 545	3 cr.	Principles of Business and Finance in Healthcare

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GNUR 586	6 cr.	Nursing Management and Executive Leadership Capstone
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## 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.

### BUSINESS ADMINISTRATION

#### **GBUS 501 Marketing Strategy and Decision-Making**

**Credits: 2**

Leaders of successful companies understand the importance of marketing strategy and key marketing decisions. This course explores the industry/product life cycle and appropriate competitive strategies and then takes those decisions deeper to include the alignment of business strategy with value disciplines, core purpose, core values, core competencies, and the marketing mix.

Offered fall of odd numbered years

#### **GBUS 505 Economic Decision Making**

**Credits: 2**

This course will focus on current microeconomic issues by utilizing economic history and theory. It will address important economic concerns in today's global economy and make specific recommendations". Offered fall of odd numbered years

### **GBUS 510 Financial Statement Analysis**

**Credits: 2**

This course utilizes quantitative analysis as well qualitative skills to analyze a company's financial statements and position from a manager's perspective. The course focuses on understanding and interpreting a company's financial statements and internal financial reporting. Various types of organizations will be considered.

Offered fall of odd numbered years

### **GBUS 515 Individual and Organizational Development**

**Credits: 4**

This course is designed to provide students exposure to organizational development (OD), which utilizes the application of behavioral science to adapt to change and improve individuals and systems within an organization. The goal of OD to help individuals function better within an organization system. Organizational Development has the power to dramatically improve companies and the well-being of employees. Going forward, successful organizations will be those that build an effective employee experience that attracts, retains, and engages the right talent. The right staffing ensures continuous organizational improvement through strategic alignment of structure, staff, skills and culture. OD attempts to bring about positive change throughout the system (individual, group, and organization) using a wide variety of interventions.

Offered spring

### **GBUS 602 Financial Decision Making**

**Credits: 2**

This course builds on the graduate level Financial Statement Analysis course by applying financial concepts and theories in order to make financial decisions. Cases will be used to illustrate analysis of external and internal financial reporting with a focus on forecasting and valuation. Prerequisite: GBUS 510

Offered fall of odd numbered years

### **GBUS 605 Business Intelligence**

**Credits: 5**

Business intelligence is the implementation of information technology strategies for data analysis in order to provide historical, current and predictive views of business operations. In this course students learn and apply software that facilitates online analytical processing, analytics, data/process/text mining, complex event processing, business performance management, benchmarking, and predictive/prescriptive analytics. This hands-on course emphasizes the application of business intelligence to improve business decision making and strategies interventions Prerequisite: MBA student

Offered fall of even numbered years

### **GBUS 610 Project Management Concepts and Practice**

**Credits: 3**

This course guides students through the fundamental project management tools and behavioral skills necessary to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations. Successful project managers possess the skills necessary to manage their teams, schedules, risks, and resources to produce a desired outcome. Students explore project management with a practical, hands-on approach through case studies and application exercises. Students will learn to manage the particular challenges of project management, including: managing without influence or direct authority; gaining the support of stakeholders, and gaining access to resources not directly under their control. Student effort will also be focused on overcoming resistance to change in order to implement

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successful project management. Prerequisite: Statistics, ACC216; BUS204, 220, 231, 312, 318; ECO201 Offered fall of even numbered years

### **GBUS 615 Project Planning, Administration and Risk Management Credits: 3**

In this course, students will learn to plan and run projects with special consideration of risk management. Students will develop strategies for addressing resource constraints in project planning, scheduling, and management. They will learn how to align resources with demand and how to address scheduling conflicts in order to deliver the project on-time and under budget. Students will apply crashing techniques (compression strategies) to projects running behind schedule and they will address project creep resulting from new customer requirements. We will use MS Project Management in this course to manage resources and the project schedule. We will also focus on the human element and look at some basic effective team management concepts. Finally, we will explore elements of risk and learn how to control or mitigate those risks during the project lifecycle. Specifically, we will learn to identify potential risks, quantify risk impact and likelihood, implement countermeasures where appropriate, and establish systems to monitor and control the risks.

Offered spring

### **GBUS 620 Supply Chain Management Credits: 3**

Supply chain management covers the flow of materials and products from the raw material and component suppliers through the manufacturer value chain and distribution system to the end-user/customer. The processes crucial to this flow include inventory and production planning, forecasting, purchasing, manufacturing, storage, and transportation. Students will learn the fundamental concepts related to supply chain management and will apply those concepts in a variety of actual projects or simulations. This course will also focus on the various techniques for material and production planning, execution of orders and priority planning, quality control strategies, and distribution channel decisions.

Offered summer

### **GBUS 686 Consulting Field Experience Credits: 6**

This course is designed as the capstone experience of the 5-Year MBA. The field experience will enhance each student's skills in participating as a team member towards real-world project goals. Working with a small group of students as a consulting team, the students will conduct an experiential learning opportunity in partnership with a local business, with the business partnerships created in conjunction with the MBA concentration areas (Healthcare Administration or Project Management). The field experience opportunity will allow for the students to employ practical application of the concepts learned during the MBA program while working directly with industry professionals on a specific business project. A formal presentation and report to the business client will conclude the project.

Prerequisite: MBA student

Offered fall of even numbered years

### **GBUS 687 Field Experience Seminar Credits: 3**

The seminar class will provide the students working on the different consulting field experience projects the opportunity to meet together as a larger group and with faculty to better ensure that the goals, objectives and eventual results of each of the projects are successful. The seminar will cover topic areas including effective written and oral business communication skills, to better prepare the students in

developing their final project presentations and reports for the business clients.

Prerequisite: MBA student

Offered fall of even numbered years

### NURSING

#### **GNUR 501 Health Assessment and Diagnostic Reasoning for the Advanced Practitioner** **Credits: 3 (2.1)**

This course is designed to provide students with an advanced level of skill and knowledge in diagnostic reasoning and clinical decision making for conducting health assessments and planning care for holistic, adaptive human beings. The following elements are integrated into the course: scientific integrity and ethics, human diversity, and social issues. Students will apply the knowledge and skills learned as they diagnose and manage the care of clients with acute, chronic, and episodic health problems throughout the life span, in the subsequent clinical nursing courses. Students will demonstrate advanced assessment skills (a comprehensive history and physical examination) in the 40-hour precepted clinical experience to detect and differentiate abnormal findings and to generate potential diagnoses.

#### **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.

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### **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: 5 (3.2)**

This course examines the mandates to address issues of quality and safety in health care delivery systems. Knowledge, skills and attitudes for the advanced nurse 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 80 hours over the course of the semester. Under the guidance of course faculty, students collaborate with a clinical mentor in a specific clinical area. The clinical mentor is a master's prepared nurse leader who oversees the student Quality Improvement project. Prerequisites: GNUR 504

### **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 514 Advanced Role Development in Nursing Credits: 1**

This course examines the development of roles for advanced nursing practice. The historical development of these roles along with current scope of practice in a

variety of clinical settings will be explored. Focus will be placed on the legal, historical, political, social, and ethical aspects of advanced practice nursing.

### **GNUR 515 Theoretical Basis of Teaching and Learning in Nursing Education**

**Credits: 3**

This course introduces students to teaching practices and strategies designed to help students succeed in learning the complexities of nursing. Theoretical foundations of teaching and learning are examined and applied to a variety of settings. Innovations and issues related to technology and nursing education are examined.

### **GNUR 520 Healthcare Delivery Systems**

**Credits: 3**

This course focuses on the current health care delivery system and the impact on patient care. An evaluation of the health care delivery system will incorporate the impact of social issues, economics, politics, culture, education and technology on the health care system. Trends in health care delivery will be incorporated into the analysis of organizational Micro and Macro systems.

### **GNUR 525 Role of Nurse Educator and Curriculum Development in Nursing**

**Credits: 3**

Students examine the nurse educator role, the concept of role change and its impact on the transition from nurse clinician to nurse educator. The development of curricula is examined with a focus on professional standards and criteria. This course prepares nurse educators to design innovative curricula, grounded in evidence, for nursing programs. Prerequisites: GNUR 515

### **GNUR 530 Role Development for Nursing Management and Executive Leadership**

**Credits: 3**

This course introduces the student to contemporary theories of leadership, change, complexity science and organizational structure and design. Concepts such the clinical microsystems, nursing care innovations, strategic planning, and change, are covered. Students will complete an assessment of their leadership strengths and weaknesses and develop a professional leadership plan which will guide their progress throughout the rest of the program.

### **GNUR 535 Assessment and Evaluation Strategies in Nursing Education**

**Credits: 3**

This course provides students with the opportunity to explore multiple methods that can be used to evaluate student learning. Concepts of assessment, testing, and evaluation related to student achievement are examined. Multiple factors related to testing and evaluation (social, ethical, and legal) are discussed. Prerequisites: GNUR 515, 525

### **GNUR 540 Organizational Behavior in Healthcare**

**Credits: 3**

This courses focuses on organizational behavior theory and research as the foundation for managerial and leadership interventions in health care systems. Students learn how patient care system behaviors, structures, processes, and

## **Graduate Curriculum**

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outcomes are affected by the actions of health system leaders.

### **GNUR 545 Principles of Business and Finance in Healthcare Credits: 3**

This course focuses on the knowledge and skills needed by the nurse executive to plan, monitor, and evaluate budget and fiscal affairs for a defined unit or clinical division. Health care economics, personnel, and patient activities are analyzed from a budgetary and financial management perspective in an environment of regulations and market competition. Future nurse leaders examine scarce resources, financial principles, and tools for financial and business management. They will also use financial budgeting and management practices and analyze the impact of regulations on the current healthcare environment.

### **GNUR 586 Nursing Management and Executive Leadership Capstone Credits: 6 (1.5)**

This role immersion experience is the final course in the nursing management and executive leadership sequence. The Nurse Executive Capstone experience is designed to integrate theory and knowledge learned in the program in the actual practice of the nurse executive role. The focus of the Capstone is on the professional and operational activities of the nurse executive in leading others in the provision of healthcare. Students are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in contemporary nursing leadership theory and practice. Students develop projects based on their interests and this 200-hour practicum placement that can incorporate a range of leadership issues. (The student will be assisted in the selection of a preceptor if needed in an area of interest to the student.)

Prerequisites: GNUR 504, 510, 511, 512, 513, 514, 520, 530, 540, 545

### **GNUR 587 Nursing Education Capstone Credits: 6 (1.5)**

This role immersion experience is the final course in the nursing education sequence. It is designed as a capstone experience allowing students to synthesize the knowledge and skills they have developed throughout the program. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a designated 200-hour role practicum experience using a preceptor. The student will be assisted in the selection of a preceptor who will provide classroom, clinical or lab teaching-learning experience. Through this experience the student will develop an evidence based teaching project. Further, the student applies theory to practice in seminar discussion and readings. Prerequisites: GNUR 501, 502, 503, 504, 510, 512, 513, 514, 515, 525, 535

### **GNUR 598 Advanced Generalist Nursing Capstone I Credits: 5 (1.4)**

This is the first course in a two-part clinical nurse leader capstone sequence. Students employ skills and knowledge gained throughout the MSN program to complete an assessment of the assigned microsystem and develop a plan for a process improvement project. Students examine front-line clinical competencies of nursing leadership, clinical outcomes management, and care environment management at the microsystem level. The integration of systems theory, change theory, leadership and management theories, and social responsibility in professional nursing practice are emphasized. Students analyze essential patient

advocacy and education competencies to ensure delivery of high-quality care as a professional nurse. The course will require the student to engage in the clinical environment for 160 hours over the course of the semester. Prerequisites: GNUR 501, 502, 503, 504, 510, 511, 512, 513.

### **GNUR 599 Advanced Generalist Nursing Capstone II** **Credits: 6 (2.4)**

This is part II of the clinical nurse leader capstone experience. Students employ skills and knowledge gained throughout the MSN program to implement and evaluate a process improvement project in the assigned clinical microsystem. Students explore key concepts in clinical leadership, clinical outcomes management, management of the patient care environment, and the role of the advanced generalist Clinical Nurse Leader. The course is structured to examine preparation for the Clinical Nurse Leader certification and role implementation, and will require the student to engage in the clinical environment for 160 hours over the course of the semester. GNUR 501, 502, 503, 504, 510, 511, 512, 513, 598.

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.

## **GRADUATE ACADEMIC POLICY**

*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.*

Graduate students will follow undergraduate academic policy with the following exceptions:

### *Application Process*

Students applying for a graduate program should use the Colby-Sawyer College application found on our admissions website. The Common Application is not used for graduate level programs.

### *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; hold an active and valid nursing License and have achieved a 2.50 cumulative grade point average in their undergraduate program which included an introductory statistics course.

## Graduate Curriculum

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### *Admission for Students Interested in the Master of Business Administration*

Students in their junior year should speak with a business faculty member or the dean of the School of Business and Social Sciences in the fall of their junior year, and apply in the spring of the junior year. Application consists of an application form, and an interview with two business faculty/or one faculty and the dean. Eligible students must have a 2.5 cumulative grade point average in their undergraduate program and meet the required courses for program eligibility.

### *Non-Degree Students*

Students may enroll in a Master Nursing level course as a non-degree student if student has received a previous bachelor's degree.

### *Transfer Students*

The ability to accept transfer students seeking entry into a Graduate 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.

### *Full Time Status/Financial Aid*

Graduate students must be matriculated and half-time (5-6 credits) in order to be eligible for financial aid.

### *Administrative Withdrawal*

The 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 Graduate Program.

### *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 Deans of Schools. 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.

# 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.

### **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 faculty of the School of Business and Social Sciences, as well as faculty of the School of Arts and Sciences. The offices of the Information Technology Department are located on the first floor. 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.

### **Curtis L. Ivey Science Center (2004)**

The Curtis L. Ivey Science Center is a two-story, 32,000-square-foot building that houses the faculty of the School of Arts and Sciences. 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.

### **Davidow 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.

### **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 Sciences. McKean Hall was named for Dr. Horace G. McKean, principal and headmaster of the academy from 1899 to 1905.

### **Mercer Hall (1963; 2002)**

The Mercer Hall building houses nursing and health sciences classrooms, conference areas, laboratories, and meeting spaces. 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 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 faculty of the School of Arts and Sciences.

### **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.

### **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.

## **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, a new varsity weight room 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.

# GOVERNING BODY

## Board of Trustees

Susan D. Stuebner, *ex officio*, President of the College

Bonita S. Basnyat '14

Stephen D. Birge

Bernard N. Botchway '15

Collin D. Bray '06

Pamela Stanley Bright '61

Wendy Carey

Nicholas A. Ciarlante '14

Aimee M. Claiborne

Deborah L. Coffin '76

Thomas C. Csatari

Matthew L. Godbout '95

Ann Carroll Harris

Lisa M. Hogarty '81, Chair of the Board

William T. Hopwood

Thomas W. Hoyt

Bruce P. King

Anthony H. Librot '94 Vice Chair of the Board

Gretchen Richter Massey '82

Beth Constantinides Meurlin '70

William H. Mitchell

Margaret V. Mulley

JoAnn Franke Overfield '69

David B. Payne

Susan B. Pomerantz '70

Peter F. Volanakis,

Barbara-Jan Wilson

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Anne Winton Black '73, '75

Thomas C. Csatari

William H. Dunlap P '98

## Senior Staff

Karen I. Bonewald, Vice President for Finance and Administration

Robin Burroughs Davis, Vice President for Student Development/Dean of Students

Gregg Mazzola, Vice President for Marketing and Communications

Anna D. Miner, Vice President for Admissions and Financial Aid

Daniel B. Parish, Vice President for College Advancement

Laura A. Sykes '98, Academic Vice President and Dean of Faculty

# FACULTY

## 2020-2021

**Maryann S. Allen, 2004**

*Associate Professor, School of Arts and Sciences*  
B.S., Pennsylvania State University  
M.S., Drexel University  
Ed.D., Argosy University

**Christiane Andrews, 2008**

*Adjunct Faculty, School of Arts and Sciences*  
B.A. Bard College  
M.A. Cornell University  
Ph.D. Cornell University

**Arianna M. Anton, 2014**

*Assistant Professor, School of Nursing and Health Sciences*  
B.S., Colby-Sawyer College  
M.S.N., Norwich University

**Christopher J. Audino, 2015**

*Adjunct Faculty, School of Arts and Sciences*  
B.A., Southeastern College  
M.A., Trinity International University

**Kevin Avery, 2020**

*Adjunct Faculty, School of Nursing and Health Sciences*  
B.S., Castleton University

**Nicholas A. Baer, 2004**

*Professor, School of Arts and Sciences*  
*M. Roy London Endowed Chair*  
B.A., University of Vermont  
Ph.D., University of Maryland

**Caren Baldwin-DiMeo, 2005**

*Adjunct Faculty, School of Arts and Sciences*  
*Director Student Learning Collaborative*  
B.A., University of New Hampshire  
M.F.A., Emerson College

**Loretta S. Wonacott Barnett, 1978**

*Professor, School of Arts and Sciences*  
B.F.A., Boise State University  
M.F.A., Ohio State University

**Janet Bauer, 2016**

*Adjunct Faculty, School of Business and Social Sciences*  
*Director Windy Hill School*  
B.A., New England College  
M.Ed., Champlain College

**Megan Baxter, 2020**

*Adjunct Faculty, School of Arts and Sciences*  
B.F.A., Goddard College  
M.F.A., Vermont College of Fine Arts

**Alicia Bergeron, 2020**

*Adjunct Faculty, School of Arts and Sciences*  
B.A., New England College

**Donna E. Berghorn, 1991**

*Associate Professor, School of Arts and Sciences*  
B.A., Canisius College  
M.S., Ph.D., Rensselaer Polytechnic Institute

**Christine Konicki Bieszczad, 2008**

*Associate Professor, School of Arts and Sciences*  
B.S., Saint Joseph College  
Ph.D., Dartmouth Medical School

**Wally D. Borgen, 2008**

*Adjunct Faculty, School of Arts and Sciences*  
B.B.A., Pace College  
M.S., Pace University  
Ed.D., Northern Illinois University

**Kimberly A. Boulanger, 2012**

*Assistant Professor, School of Nursing and Health Sciences*  
B.S.N., Western Connecticut State University  
M.S.N., Norwich University

**Maureen Brockway, 2020**

*Adjunct Faculty, School of Nursing and Health Sciences*  
A.S., Norwich University

**Eric M. Boyer, 2008**

*Professor, School of Business and Social Sciences*  
B.A., Indiana University of Pennsylvania  
Ph.D., University of Minnesota

**Karen C.L. Brook, 2018**

*Adjunct Faculty, School of Arts and Sciences*  
B.S., University of New Hampshire  
M.S., University of New Hampshire

**Kimberly Burwick, 2019**

*Adjunct Faculty, School of Arts and Sciences*  
B.A. University of Wisconsin  
M.F.A. Antioch University

**Andrew Davis Cahoon, 2007**

*Assistant Professor, School of Arts and Sciences*  
B.S., University of Maryland  
M.S., Yale University

**Nicole Chartier, 2019**

*Assistant Professor, School of Nursing and Health Sciences*  
B.S.N., Colby-Sawyer College  
M.S.N., Southern New Hampshire University

**Cathy Chesley, 2020**

*Adjunct Faculty, School of Business and Social Sciences*

B.A., University of Connecticut  
J.D., University of NH – Franklin Pierce School of Law  
Ed.D., M.Ed., Harvard University

**Ewa A. Chrusciel, 2006**

*Associate Professor, School of Arts and Sciences*

M.A., Jagiellonian University  
Ph.D., Illinois State University

**Katelyn M. Cormier, 2015**

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B.S.N., Norwich University  
M.S.N., Norwich University

**Steven R. Cornish, 2018**

*Adjunct Faculty, School of Business and Social Sciences*

B.A., University of Durham, UK  
M.A., Brown University  
Ph.D., University of Hull, UK

**R. Todd Coy, 2005**

*Professor, School of Business and Social Sciences*

B.A., University of Houston at University Park  
M.S., University of Houston at Clear Lake  
Ph.D., Tufts University

**Elizabeth C. Crockford, 1993**

*Professor, School of Business and Social Sciences*

B.A., College of the Holy Cross  
M.B.A., New Hampshire College  
Ph.D., Capella University

**Robin B. Davis, 1996**

*Adjunct Faculty, School of Arts and Sciences  
Vice President for Student Development and Dean of Students*

B.A., Longwood College  
M.S., Longwood College

**Ambre Earp Lahar, 2020**

*Adjunct Faculty, School of Arts and Sciences*

B.A., University of New Hampshire  
M.F.A., University of New Hampshire

**Jason R. Ebacher, 2018**

*Adjunct Faculty, School of Business and Social Sciences*

B.A., Endicott College  
M.A., University of Massachusetts Lowell  
J.D., Massachusetts School of Law

**Jean Eckrich, 1995**

*Professor, School of Nursing and Health 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

**Asher Ellis, 2012**

*Adjunct Faculty, School of Arts and Sciences*

B.A. Colby-Sawyer College  
M.A., University of Southern Maine

**Kathleen P. Farrell, 2009**

*Professor, School of Business and Social Sciences*

B.A., Trinity College  
M.A., Ph.D., Syracuse University

**Kelly Faughnan, 2020**

*Adjunct Faculty, School of Arts and Sciences*

B.A., Amherst College  
M.A., University of Massachusetts Amherst  
M.Ed., Harvard University

**Kevin E. Finn, 2019**

*Professor; Dean of the School of Nursing and Health Sciences*

*Director of Clinical Partnerships*  
B.S., Merrimack College  
M.A., Fairfield University  
Ed.D., Boston University

**Nicholas Fletcher, 2020**

*Adjunct Faculty, School of Arts and Sciences*

B.S., Johns Hopkins University  
M.S., New York Medical College – Valhalla  
M.S., Western Connecticut State University

**Ann L. Fournier, 2019**

*Assistant Professor, School of Nursing and Health Sciences*

B.A. Saint Anselm College  
A.D.N. Manchester Community College  
M.S.N. Massachusetts General Hospital Institute of Health Professions  
M.S. Healthcare Administration New England College  
Ph.D., Nursing Rutgers, The State University of New Jersey

**Kimberly France, 2017**

*Assistant Professor, School of Business and Social Sciences*

B.A., University of New Hampshire  
M.S., New England College

**Maegan Gagne, 2020**

*Adjunct Faculty, School of Arts and Sciences*

B.S., Plymouth State University  
M.S., University of New Hampshire  
Ph.D., University of Wisconsin

**Lynn J. Garrioch**, 2001

*Professor, School of Business and Social Sciences*  
B.A., Wilfrid Laurier University  
M.A., Ph.D., University of Victoria

**Mariah Gile**, 2020

*Adjunct Faculty, School of Nursing and Health Sciences*  
B.S., Husson University  
M.S.N., St. Joseph's College

**Robert Gill**, 2020

*Adjunct Faculty, School of Arts and Sciences*  
A.S.A., Cecil College  
B.F.A., Savannah College of Art and Design  
M.F.A., School of Visual Arts

**Min Young Godley**, 2019

*Adjunct Faculty, School of Arts and Sciences*  
B.A., Ewha Womans University  
M.A., Seoul National University  
Ph.D., SUNY Buffalo

**Shari L. Goldberg**, 1994

*Professor, School of Nursing and Health Sciences*  
B.S.N., University of New Hampshire  
M.S.N., Boston College  
Ph.D., University of Massachusetts Lowell

**Matt Golec**, 2020

*Adjunct Faculty, School of Arts and Sciences*  
B.S., University of Vermont  
M.J., University of California at Berkeley

**Kevin Goodan**, 2019

*Adjunct Faculty, School of Arts and Sciences*  
B.A., University of Montana  
M.F.A., University of Massachusetts

**Rachel E. Gross**, 2018

*Adjunct Faculty, School of Arts and Sciences*  
B.A., Oberlin College  
M.F.A., Temple University

**Randall S. Hanson**, 1996

*Professor, School of Business and Social Sciences*  
*David H. Winton Endowed Teaching Chair*  
B.A., Washington University  
M.A., Ph.D., Indiana University

**Rebecca Harned**, 2020

*Adjunct Faculty, School of Arts & Sciences*  
B.A., Colby-Sawyer College  
M.A., United Nations University for Peace

**Douglas G. Harp**, 2013

*Adjunct Faculty, School of Arts and Sciences*  
B.A., Harvard University  
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