

# COLBY-SAWYER COLLEGE

## 2002-2003 CATALOG



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# COLBY-SAWYER COLLEGE

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# College Calendar

# 2002-2003

## Fall Semester

New Students Arrive/Orientation Begins .....	Sept. 6
Convocation .....	Sept. 6
Returning Students Arrive .....	Sept. 9
First Day of Classes .....	Sept. 10
Last Day to Add Classes .....	Sept. 16
Financial Adjustments to Student Accounts Deadline .....	Sept. 30
Pass/Fail Deadline .....	Oct. 4
Spring Internship Request Deadline .....	Oct. 4
Family Weekend .....	Oct. 11-13
Deadline to Remove an Incomplete Grade .....	Oct. 18
Teacher Preparation Application Deadline .....	Oct. 18
Fall Recess (no classes) .....	Oct. 21
Major Acceptance Application Deadline .....	Oct. 25
Last Day to Drop Courses with No Grade Penalty .....	Nov. 8
Spring Registration .....	Nov. 11-15
Thanksgiving Recess (begins after last class) .....	Nov. 26
Classes Resume .....	Dec. 2
Last Day of Classes .....	Dec. 13
Reading Days .....	Dec. 14-15
Final Examinations .....	Dec. 16-19

## Spring Semester

New and Returning Students Arrive .....	Jan. 21
First Day of Classes .....	Jan. 22
Last Day to Add Classes .....	Jan. 28
Financial Adjustments to Student Accounts Deadline .....	Feb. 11
Pass/Fail Deadline .....	Feb. 14
Winter Recess (no classes) .....	Feb. 17
Deadline to Remove an Incomplete Grade .....	Feb. 28
Summer and Fall Internship Request Deadline .....	Mar. 5
Major Acceptance Application Deadline .....	Mar. 7
Teacher Preparation Application Deadline .....	Mar. 7
Last Day to Drop Courses with No Grade Penalty .....	Mar. 14
Returning Student Fall Registration Deposit Deadline .....	Mar. 14
Spring Recess (begins after last class) .....	Mar. 14-23
Classes Resume .....	Mar. 24
Fall Registration .....	Apr. 7-11
Last Day of Classes .....	May 8
Reading Day .....	May 9
Final Examinations .....	May 10-14*
Commencement .....	May 17

\* May 11 exams begin at noon and May 14 exams end at noon

# **THE COLLEGE**

# Colby-Sawyer College

## Mission Statement

Colby-Sawyer College, founded as a coeducational academy in 1837 and engaged in higher education since 1928, is an independent, coeducational, residential, undergraduate college that strives to lead in offering co-equal education to women and men. The college provides programs of study that innovatively integrate liberal arts and sciences with professional preparation. Through all of its programs, the college encourages students of varied backgrounds and abilities to realize their full intellectual and personal potential so they may gain understanding about themselves, others, and the forces shaping our rapidly changing and pluralistic world.

Colby-Sawyer College fosters academic excellence and individual development in an environment that:

- is committed to liberal studies as a foundation for lifelong learning
- provides close interaction among faculty, staff, and students
- emphasizes the importance of internship and other complementary educational experiences as a component of its academic programs
- challenges students to participate in leadership opportunities in and out of the classroom as a way of enhancing their individual development
- prepares graduates to define and pursue varied personal, educational, and career options.

## Commentary on the Mission Statement

### The Learning Outcomes

The mission statement expresses the educational philosophy of the college. To assure that everyone in the community uses the mission as the framework for planning, decision making, and educational design, the college community has identified six learning outcomes that articulate more precisely the desired results of a Colby-Sawyer education.

### Introduction

A liberal education is never complete. It is a continuing process of discovering one's individual 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.

### To achieve these ends, 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 societies, 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, 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 are different from their own.

## Values

The mission statement conveys the values of Colby-Sawyer College. These values guide our individual and collective decisions, and those decisions support the achievement of the learning outcomes. In all that it does, the college demonstrates the values of:

**Excellence:** We strive for excellence as individuals and as a learning community, and we seek to continuously improve that which we do. To that end, our learning community:

- deepens and broadens knowledge, interests, and perspectives in all of its members
- assesses student needs, wants, and outcomes of the educational experience
- sets high academic expectations for our students while providing them the support they need to succeed

- fosters an environment in which continuous improvement is valued and rewarded for students, faculty and staff
- provides continuing faculty and staff professional development opportunities
- provides resources to support student learning

**Responsibility:** We are responsible for the consequences of our choices as they affect not only ourselves but also others and the community. To that end, our learning community:

- supports student choice and exploration
- respects individual choice
- holds students responsible for their own learning and the consequences of their choices
- promotes student self-assessment and goal setting
- provides support and mentoring for students in their learning and development

**Community:** We communicate and collaborate freely to achieve our shared vision of the Colby-Sawyer College educational experience. To that end, our learning community:

- encourages clear and honest communication among its members, and maintains a dialogue of integrity across the college
- sets and maintains high standards of professional and ethical behavior
- supports respect and collaboration among colleagues, students, and professional and local community members
- helps its members to acknowledge and work to resolve conflicts and to solve problems together

**Connectedness:** We demonstrate our commitment to integrated learning and the connection of learning to life outside of the college. To that end, our learning community:

- fosters student learning outcomes across the college
- emphasizes the interdisciplinary nature of learning and living
- supports active and involved learning experiences in the classroom, the residence halls, student activities, internships, service learning, volunteer, and community settings
- assists students in making connections among disciplines and areas of experience and between their college and professional pursuits

### **Clarification of Other Key Elements of the Mission**

In order to clarify the other elements of the mission, the key phrases in the mission statement are defined and clarified by the following paragraphs.

- **Innovative integration of the liberal arts and sciences with professional preparation**

A Colby-Sawyer education combines the values of liberal studies in the traditional arts and sciences with those of professional preparation. The Liberal Education Program fosters the development of skills and competencies and the acquisition of knowledge that is believed to be essential for all students to acquire.



Through a variety of major programs, students develop the knowledge and abilities that are required in the profession of their choice.

This approach to integrating liberal and professional studies provides the finest foundation for developing student potential and for preparing students to define and pursue their personal, educational, and career goals. The college accepts the challenge of continuing to discover and offer innovative approaches that encourage students to acquire the values, skills, competencies, and knowledge that will serve them well in the future.

- **Liberal education as a foundation for lifelong learning**

As students acquire the values, skills, competencies, and knowledge cited above, they begin the process of preparing to be lifelong learners. However, they also must develop an attitude of continuing openness to new learning and understand that this is essential for personal and professional fulfillment and success. Colby-Sawyer faculty and staff serve as role models for students by communicating directly their love for learning, engagement in and enthusiasm for the acquisition of new knowledge, and joy in the process of discovery. Since close-knit faculty, staff, and student relationships form the cornerstone of the personalized Colby-Sawyer educational experience, the college, in hiring and retaining faculty and staff, gives priority to those who are dedicated teachers and are engaged sufficiently in their scholarship to serve as models for continued learning and discovery — in short, those who are, themselves, lifelong learners.

- **Knowledge necessary for professional careers**

Programs of study that are designed to prepare students for a particular profession provide opportunities to acquire the necessary theoretical and applied knowledge that permits students to function effectively in their field. Learning takes place on campus in classrooms, laboratories, studios, residence halls, career counseling and planning sessions at the Harrington Career Development Center, and in study sessions at the Academic Development Center. Off-campus internships and encounters with practicing professionals provide opportunities to integrate theoretical with practical learning. In each instance, students confront the challenges and issues that they will eventually encounter in their lives and careers.

- **Co-equal education**

Colby-Sawyer College was founded as a coeducational academy in 1837 and is, therefore, one of the oldest educational institutions in New Hampshire. In 1990, after many years as a college dedicated to the education of women, Colby-Sawyer returned to its coeducational roots. As a result of its long and successful history, its faculty and administrators envision and are well prepared to offer an undergraduate education in which student learning is free from gender bias, individual differences are valued, and gender issues are understood. Men and women are encouraged to live, learn, and work cooperatively, and dialogue is characterized by respect for ideas, as well as for personal experience. Colby-Sawyer faculty and staff believe that such an education serves students well and enhances the roles of men and women in society.

## History of Colby-Sawyer

Colby-Sawyer is a college that has grown and changed in response to changing times and educational needs of students. The college had its origin in 1837 when a legislative charter was granted to 11 New London citizens for the purpose of establishing a school in the town. In May 1838, the Academy welcomed its first students, who began what was to become a cherished tradition of education. The original New London Academy Building still stands on the New London town green.

Susan Colby served as the first teacher and principal. She later married James B. Colgate of New York but remained actively involved with the school's progress. Each generation of Susan Colby Colgate's family has been identified with the life of the college. Colgate Hall, the central academic and administrative building on campus, was the gift of her daughter, Mary Colgate. This special relationship with the Colby family was formally recognized in 1878 when the New London Academy was renamed Colby Academy.

In 1928, after ninety years as a coeducational academy, Colby Academy became a junior college for women. Under the strong leadership of President H. Leslie Sawyer, Colby Junior College became widely recognized and acquired a national reputation. Enrollment grew and new buildings were constructed to meet the growing number of applicants to the college's programs. In 1943 the College Charter was amended to allow for the introduction of baccalaureate programs. As these programs were gradually expanded, more and more students enrolled and the character of the college shifted as women began to move in increasing numbers into the baccalaureate programs. In 1975 the college was renamed Colby-Sawyer in honor of its first president and in recognition of its expanded mission. In 1989 the Board of Trustees voted to admit both men and women, returning the college to its coeducational roots.

Dr. Sawyer served as president until his retirement in 1955. For the next 30 years his successors contributed to further growth and expansion, each one leaving an individual stamp on the college as a scholar and educator. Presidents Eugene M. Austin (1955-1962) and Everett M. Woodman (1962-1972) shaped the development and diversity of the student body and had a vision for the future during a period of unusual prosperity. The college began its transition to a senior institution during the administration of Louis C. Vaccaro (1972-1978) and completed this change under the presidency of H. Nicholas Muller III (1978-1986). Dr. Muller was instrumental in the establishment of the new Library/Learning Center, which won awards for its innovative design and today provides an environment that is extraordinarily conducive to study and learning. During the tenure of Peggy A. Stock (1986-1995), the college increased enrollment, completed a successful capital campaign, and renovated or constructed several buildings, including Rooke Hall.

Anne Ponder became the seventh president of Colby-Sawyer College in March 1996. Dr. Ponder has led the college to return the historic Lodge at Colby-Sawyer to campus for student use, to extend the college's contiguous land holdings to 200 acres, to build two new residence halls, and to enhance academic facilities and programs.

## 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 a physically splendid environment for learning. Campus architecture ranges from the classic Georgian of Colgate Hall to the contemporary architecture of the innovative Susan Colgate Cleveland Library/Learning Center. The campus is safe, comfortable, and accessible, and one can walk to all major buildings without leaving the campus or requiring special transportation.

### **William T. Baird Health and Counseling Center (1954)**

This building, named for William T. Baird, former chairman of the Board of Trustees, houses the college's health and counseling services, which are available to all full-time matriculated students.

### **Baker Communications Center (1996)**

The center, located on the third floor of Colgate Hall, was a gift from Martine Baker-Anderson, Class of 1959, in memory of her father, Elbert H. Baker II; and it is a tribute to his distinguished career in the newspaper and communications industry. The center includes the college radio station (WSCS-FM), two electronic "smart" classrooms, offices for the student newspaper, a new video studio and screening room, and academic spaces.

### **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 elegant Thornton Living Room. Colgate Hall houses the admissions office, communications office, other administrative offices, classrooms, bookstore, student computer facilities, Campus Safety, and the departments of Business Administration, Social Sciences and Education, Nursing, and Humanities. Colgate Hall also houses large, sky-lit painting studios and photography darkrooms and labs.

The building name honors the Colgate family, whose members were dedicated supporters of the college. Susan Colby, who became Mrs. James B. Colgate, was the first teacher and principal of Colby Academy, and her son James C. Colgate and daughter Mary Colgate dedicated the building in 1912. The portico facing the college quadrangle was built in 1958, the gift of Mrs. Susan Colgate Cleveland and her sister Mrs. John Sloan, daughters of James C. Colgate.

### **Susan Colgate Cleveland Library/Learning Center (1985)**

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns.

The five-level structure houses the Information Resources Department, which provides print and electronic resources, including full-text databases, books, periodicals, videotapes, audiocassettes, and compact discs. Fully automated with an online *Catalog* of holdings and Internet/World Wide Web access, the library with its spectacular view of the surrounding mountains, is a perfect place for quiet contemplation, reading, and research. The 10 PC technology-enabled training

room is available for meetings, workshops, classes, and for groups to view videotapes. Wireless network and Internet access is available in two computer areas consisting of 14 PCs each. A 25-seat computer classroom is also available for individual use when classes are not scheduled.

### **Cleveland, Colby, Colgate Archives (1996)**

The archives were dedicated in June 1996 and named for three families who have played important roles in the history of Colby-Sawyer College and the Town of New London. The archives, located in the wing connecting the Colby Homestead to the Susan Colgate Cleveland Library/Learning Center, house records, documents, artifacts, and other materials of significant historical interest to the college and the Cleveland, Colby, and Colgate families.

### **Harrington Center (1930)**

The center is a nine-room building built in 1930 as a residence for the farm manager of the Colby Homestead. It was renovated in 1992. Situated near the Susan Colgate Cleveland Library/Learning Center, it now houses the Career Development Program, Internships and Community Service programs, and staff in communications.

### **Dan and Kathleen Hogan Sports Center (1991)**

The center is named for Dan Hogan, a former trustee and benefactor of the college, 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 multi-purpose Coffin Field House with suspended running/walking track, the Knight Natatorium six-lane swimming pool, locker rooms, aerobics studio, the Elizabeth Kind Van Cise Fitness Center, athletic department offices, Chargers Club Conference Room, the sports medicine clinic, and racquet sports courts. The center is available to all students for individual fitness and recreation, intramurals, and swimming, and is the primary facility for indoor athletic events at the college.

### **James House (1931)**

The Academic Development Center is located in James House, which was renovated in 1987. It provides academic support services to all Colby-Sawyer students, including students with documented learning differences. James House is named for William James, American philosopher.

### **The 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. This facility has a game room, snack bar, and Internet lounge. Students, faculty, and staff can relax and socialize in this facility 24 hours a day by using their ID cards to gain access. During the summer it is used for alumni activities.

### **Mercer Hall**

Mercer Hall is undergoing a \$1 million renovation. When completed, the building will include refurbished classrooms, conference areas, laboratories, and office space for students, faculty, and staff affiliated with the Exercise and Sport

Sciences Department. A 20-foot addition, a climbing wall, an expanse of windows overlooking Mt. Kearsarge, and a colonnade are included in the planned renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer '41, the building will be rededicated in the fall of 2002. The building 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.

### **Reichhold Science 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 center provides classrooms, laboratories, faculty offices, and a seminar room for the Department of Natural Sciences. It also houses instruments, equipment, and space for classroom experiments and individual research.

### **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 theatre accommodates the college community for concerts, lectures, theatre productions, films, and co-curricular programs. The center also provides a seminar hall, teaching studios, the art-history media library, the Everett and Ruth Woodman Dance Studio, and offices for the Fine and Performing Arts Department.

### **Marian Graves Mugar Art Wing and Art Gallery (1960)**

The Fine and Performing Arts Department and the Gallery adjoin the Sawyer Fine Arts Center. The building was named by Stephen P. Mugar, former trustee and devoted benefactor of the college, to honor his wife. Instructional facilities include art history lecture rooms and studios for graphic design, drawing, sculpture, ceramics, and printmaking. The gallery features major exhibitions, which are integrated with the curriculum.

### **Frances Lockwood Bailey Graphic Design Studio (1991)**

The Lockwood family, in memory of Frances Lockwood Bailey '73, granted funds to Colby-Sawyer to provide a fully equipped studio learning environment for graphic design students. The studio, located in the Sawyer Fine Arts Center, offers current graphic design technology, including Macintosh computers, digital imaging equipment, and large format color printers.

### **Seamans Alumni House (1975)**

Formerly the Cranehurst Inn, this property was acquired in 1975 with the support of New London residents. It houses the offices of advancement, including development, community relations, and alumni relations.

**Ware Campus Center (1987)**

The Ware Campus Center, named in honor of Judge Martha Ware '37, trustee and benefactor, provides a common gathering place and is the site of many educational and social events. The center houses the campus dining room, Alumni Lounge, Campus Activities Office, Wheeler Hall, the mail room, copying services, and informal recreational space. Also located in the Ware Campus Center are offices for the vice president for student development and dean of students, associate dean of students, residential education, citizenship education, the Student Government Association, Campus Activities Board, yearbook, Students in Free Enterprise, Ware Conference Room, and Board of Trustees Conference Room.

**Windy Hill School (1976)**

The Windy Hill School is the laboratory school for the Child Development Program and includes toddler, nursery, and kindergarten programs. Windy Hill is located in the lower levels of Abbey and Burpee residence halls. Supervised by licensed teachers, the school provides practical experience for students interested in child development and early childhood education. Teaching internships for child development students interested in K-3 teacher certification also are offered here. The college's laboratory school enjoys a reputation for excellence in child development.

## Residence Halls

The college's 11 residential living facilities each accommodate from 35 to 115 students. Each hall provides a living room, laundry room, and some provide kitchen facilities. Most of the halls bear the name of a person or family closely associated with college history. They are described below.

**Abbey Hall (1940)**

Abbey Hall was named to honor Mrs. Emily F. Abbey Gill, who made generous contributions to leading New England colleges especially concerned with the education of women. Abbey accommodates 62 students.

**Austin Hall (1965)**

Austin Hall was named in honor of Dr. Eugene M. Austin, president of the college from 1955 to 1962. The building originally served as the physical education center and became a residence hall in 1965, after what is now Mercer Hall was completed. Austin accommodates 57 students.

**Best Hall (1954)**

Best Hall was named for Dr. Samuel M. Best, football coach at the Academy, member of the Board of Trustees from 1933 until 1968, and chairman from 1933 until 1968. Best accommodates 115 students.

**Burpee Hall (1934)**

Perley Burpee, a shoemaker and farmer who married Judith Colby, sister of Governor Anthony Colby, was among the 11 men who procured the original charter for Colby Academy in 1837. The home he built in 1816 still stands on Main Street, one block east of the campus. His grandchildren, Wilfred E. Burpee, class of

1882, and Mary Burpee Macomber, class of 1885, served as trustees from 1907 to 1948 and from 1905 to 1952 respectively. Erected wing by wing over three years, Burpee Hall also housed the library collection until 1949. It is the largest residence hall, accommodating 112 students.

### **Colby Hall (1931)**

Created through a gift from Mary Colgate, this residence hall was named in honor of a New London family important to the history of the school. One of the 11 founders of the Academy, Anthony Colby was a nineteenth-century New Hampshire governor and his daughter Susan was the first teacher and principal. Colby Hall accommodates 51 students.

### **Lawson Hall (1996)**

Lawson Hall was named in honor of Charles J. "Chuck" Lawson and his wife Joan. Chuck served on the Board of Trustees from 1988 to 1998, the last six years as chairman. Lawson Hall has an elevator and accommodates 101 students in nine-person suites of double and single rooms. Each suite has its own kitchenette, bathrooms, and living room.

### **McKean Hall (1930)**

McKean Hall was named for Dr. Horace G. McKean, principal and headmaster of the Academy from 1899 to 1905. McKean accommodates 35 students.

### **New Hall (2001)**

The college's newest hall, as yet unnamed, opened in the fall of 2001 and houses 102 students in 10- and 11-person suites of double and single rooms. New Hall also features a conservatory, working greenhouse, seminar room, and the Institute for Community and Environment.

### **Page Hall (1938)**

Page Hall was named for the Reverend Charles L. Page, class of 1880. He served for 40 years as a member and chairman of the Board of Trustees. Page accommodates 42 students.

### **Rooke Hall (1994)**

Rooke Hall was named for Robert Levi Rooke, whose generous bequest provided resources for its construction. He was the father-in-law of former trustee Natalie Davis Rooke '48 and Anastasia Payne Rooke '50, and grandfather of Marianne Rooke Fairall '73. Rooke Hall accommodates 102 students in 24 apartments. Each apartment has its own kitchen, bathroom, living room, and three bedrooms.

### **Shepard Hall (1932)**

The Shepards were one of the original families to settle in New London. James Ely Shepard was an active trustee during the early days of the Academy and his son Charles E. Shepard, in addition to serving as a trustee for 20 years, operated the stagecoach service between New London and Potter Place. Shepard accommodates 51 students.

## 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.

### Alpine Ski Slopes and Nordic Ski Trails

Colby-Sawyer's location in the midst of ski country offers many opportunities for downhill and cross-country skiers of all levels. Mt. Sunapee, Eastman Ski Touring Center, Norsk Cross County Ski Center, and Ragged Mountain Ski Area are a short drive from the college.

### Golf

Magnificent golf courses are available within minutes of Colby-Sawyer's campus. The nearby Country Club of New Hampshire is open to the public and is ranked as one of the nation's top 75 public courses.

### Dan and Kathleen Hogan Sports Center

This 63,000 square-foot center is named for Dan Hogan, college benefactor and former trustee, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation, and community fitness. It contains the multi-purpose Coffin Field House with suspended running/walking track, locker rooms, aerobics studio, Elizabeth Kind Van Cise Fitness Center, Athletic Department offices, Chargers Club Conference Room, sports-medicine clinic, and racquet-sports courts. The center is available to students for individual fitness and recreation, intramural sports, and swimming, and is the primary facility for the college's indoor athletic events.

### Kelsey Athletic Fields and Mercer Field

The Kelsey Athletic Fields, dedicated October 1999, 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 premier baseball diamond, soccer/lacrosse field, and all-purpose recreational 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, a competition field near Lawson Hall, also complements the college's range of athletic and recreational sports programs.

### 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 Kearsarge.

### Lakes and Mountains

Within minutes of campus, Lake Sunapee, Little Lake Sunapee, and Pleasant Lake provide students opportunities for boating, fishing, and swimming. The college is ideally located for hiking enthusiasts with Mt. Kearsarge and Mt. Sunapee each a 10-minute drive from campus.

### Riding

Complete riding facilities are available to students within minutes of campus. These facilities include an indoor riding arena used for lessons, varsity practices, and equestrian events. Nearby stables also are available for boarding horses.

### Swimming

Knight Natatorium, a six-lane swimming pool in the Dan and Kathleen Hogan Sports Center, is available to students. The pool is used for recreation and inter-collegiate competition.



# **THE CURRICULUM**

# The Curriculum

## An Overview of the Curriculum

The Colby-Sawyer 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. Such an education integrates, in innovative ways, experiential education as preparation for the professions.

All students fulfill the requirements of a 40-credit Liberal Education Program that has three fundamental objectives:

- to develop essential skills and competencies
- to ensure understanding of the fundamental ways in which knowledge is constructed, collected, and used to make decisions
- to ensure the acquisition of knowledge in the primary fields of inquiry and experience

## Liberal Education at Colby-Sawyer

A liberal education is never complete. It is a continuing process of discovering one's individual 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.

To focus Colby-Sawyer's educational goals, the college has identified six Learning Outcomes. The college expects that Colby-Sawyer College graduates will be able to:

- **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 societies, 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, 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 are different from their own.

## **Liberal Education Program – Starting Fall 2002**

The Colby-Sawyer College faculty revised the liberal education program requirements. All students who enter the college in fall 2002 and thereafter will meet the outcomes described above by fulfilling the following requirements:

### **1. 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.

#### **Requirements**

- Writing: WRT 105 Writing I (students must earn a grade of at least C)
- Mathematics: Any math course numbered 122 or above
- Computing: CIS 105 Introduction to Computing

### **2. Pathway \***

*Purpose:* To ensure that students develop the ability to integrate knowledge from several disciplines.

#### **Goals of the Pathway:**

- to introduce students to the demands and pleasures of rigorous intellectual endeavors and to develop good habits of the mind
- to help students construct their own knowledge
- to develop students' ability to work collaboratively in a community of co-learners
- to help students appreciate the interconnectedness of knowledge from different disciplines across the breadth of human experience

\* Colby-Sawyer College would like to acknowledge our colleagues at the University of Oregon whose work inspired our use of the term Pathways and helped shape our thinking as we developed our new liberal education model.

- to help students achieve the clarity and perspective to choose an area of concentration while gaining the tools and experience to carry out upper level study

**Requirements:**

Each Pathway is a set of five courses that all relate to a theme. Several different Pathway choices are offered each term. A Pathway includes:

- First Year Seminar. This three-credit seminar is taken in the first semester.
- Three “stepping stone” courses chosen from among five options. These courses must be completed by the end of the fourth semester. They fulfill Exploration requirements (listed below), and some may also fulfill requirements of the major.
- Sophomore Seminar. This three-credit seminar is taken in the fourth semester.

## **Pathways and Stepping Stones Offered Fall 2002:**

### **PTH 101A Animals in Culture and Nature**

**3 credit hours**

From cave paintings to beloved pets, animals have always been an integral part of the human experience. Humans use animals as symbols, science, food, clothing, companions, helpers, commodities, and necessities of existence. Animals are everywhere in our lives, yet we often fail to recognize the vital roles they play. In this pathway we will explore the complex interrelationships between human cultures and animal life. We will challenge our assumptions about the human/animal divide and arrive at new self-understanding by studying animals through psychology, science, art, literature, and philosophy.

In the First Year Seminar, we will explore broad issues of human/animal interaction. You will develop your own questions related to the role and representation of animals in culture. The Sophomore Seminar will provide alternative theoretical viewpoints for the questions that you undertake to answer.

Stepping Stones Options: AME 201, ART 201, BIO 107, ENG 215, PSY 101.

### **PTH 101B Money and the Meaning of Life**

**3 credit hours**

In this pathway, you will learn about and discuss definitions of money and its history; how the idea and the reality of money play a role in diverse human affairs, from the personal to the international; and your own views about money. Because money-economies have gradually taken over the globe, we will think about how money can both join and separate people, and can both improve and diminish quality of life. We will be careful to distinguish the presence of money *per se* from the presence of poverty and wealth, and will consider whether the existence of money necessitates gaps between rich and poor.

You will leave the First Year Seminar equipped with some background historical and theoretical knowledge and some rich specific questions. The Sophomore Seminar will provide a forum to demonstrate what you have learned and to learn from each other about money and the meaning of life.

Stepping Stones Options: ECO 101 or ECO 102, HIS 217 or HIS 218, PHI 100, REL 100 or REL 101, SOC 101.

**PTH 101C Introduction to College Honors:****The Coming of Age Narrative****3 credit hours**

This pathway will explore and analyze the conventions and relevance of the *bildungsroman* or coming of age narrative for entering college honors students. It undertakes as a central goal establishing what it *means* to be an honors student; what it means to contribute to the scholarly community at CSC for four years. We will ask questions about cultural rites of passage and consider whether cultural practices enable or inhibit individual ideas about self-expression and coming of age. We will also explore what it may mean for a society or culture to come of age.

In the First Year Seminar, we will explore coming of age from a variety of cultural perspectives and examine the relationship of the individual to the larger community. We will constantly be framing and reframing questions about individual experience and the obstacles or support provided by cultural frameworks and expectations. In the Sophomore Seminar, we will return to our questions about rites of passage.

Note: This Pathway is for Honors students

Stepping Stones Options: AME/COM 341, BIO/CES 107, ENG 248, HIS 217, PHI 213.

**PTH 101D Revelations, Revolutions, and Reconstruction:****The Nature of Change****3 credit hours**

This pathway examines the inevitable process of change. Students investigate how change happens, why it happens, the impact change has on the individual and society, and how liberally educated adults think about and react to change in a continually changing world.

The First Year Seminar will use literature to focus on the nature of change in three arenas: individual change, family change, and community change. You will begin to examine change processes (revelations, revolutions, and reconstructions) as they relate to the individual, the family, and the community. The Sophomore Seminar will use non-fiction texts to extend the study of change to a broader societal focus.

Stepping Stones Options: ART 201 or ART 202, BUS 115, HIS 217 or HIS 218, PHI/WST 111, SCI 120.

**PTH 101E Science and Religion: Strangers, Foes, or Partners** **3 credit hours**

The twenty-first century is a scientific age and a time of increased interest in spirituality and religion. These two areas of human experience are often depicted as separate or in conflict. The aim of this pathway is to explore the domains of science and religion and their interplay, historically, currently, and personally.

The First Year Seminar will pose such questions as "What is science? What is religion?" These questions will be raised in an historical and cultural context. The Sophomore Seminar will explore the relationships between science and religion and personal responses by scientists, theologians, and others.

Stepping Stones Options: BIO 106 or BIO 107, ART 201 or ART 202, ENG 263, HIS 217, REL/PHI 205.

**PTH 101F The Mind and the Brain****3 credit hours**

This pathway explores questions and connections related to the mind and the brain. From the physiological development and "hardwiring" of the brain to the mysterious and spiritual qualities of the mind, we will investigate scientific and philosophical connections between the two.

In the First Year Seminar, we will create a foundation in biological, philosophical, and psychological knowledge, asking such questions as: Are the mind and the brain the same? Does anything with a brain have a mind? What is required for thinking – a brain or a mind? Is mind the same as soul? During the Sophomore Seminar, we will share our perspectives on the answers to these questions.

Stepping Stones Options: ART 110, BIO 106, ENG 248, PHI 305, PSY 101.

### **PTH 101G Crossroads:**

#### **The Quest for Contemporary Rites of Passage** **3 credit hours**

This pathway explores the power of formal and informal rites around the world and within America that ease or impede the intricate passage from childhood into adulthood. Not every passage is a rite of passage. We endure passages, but enact rites. Specifically, a “rite of passage” describes any ritual that marks or induces a change in an individual’s social position. This pathway seeks to explore the mysteries, struggles, and rites that surround the coming of age. You will have the opportunity to explore your own meanings and values that surround your entrance into adulthood as well as those of society, the family, and different religious groups as a whole.

The First Year Seminar explores theories of anthropology, literature and art, psychology and sociology in an examination of the moment at which a person comes of age. At the completion of the Sophomore Seminar, you will be able to critically examine and articulate your own and others’ views on the emotional transition from childhood to adulthood.

Stepping Stones Options: ENG 263, HSC 100, PHI/REL 205, PHI/WST 111, SOC 101.

### **PTH 101H Photography and Reality** **3 credit hours**

This Pathway will examine the ways in which the invention of photography in 1836 fundamentally altered our perceptions of ourselves and the world around us. Photographic imagery has shifted the course of global events encompassing political, economic, cultural, familial, aesthetic, technological, and scientific spheres. We no longer possess knowledge of what something is; rather, we possess knowledge of what something looks like, a fundamental difference.

In the First Year Seminar, we will focus on a broad, interdisciplinary approach to the history of photography and how it has altered political, cultural, and economic events. In the Sophomore Seminar, we will further explore how technology affects our interaction with visual imagery and will continue to alter our perceptions and beliefs in the future.

Stepping Stones Options: ENG 222, HIS 102, PHI 211, SCI 120, SOC 101.

### **PTH 101I Catharsis: A Theatrical Journey** **3 credit hours**

Theatre is art and art reflects life. Understanding the aims of the theater experience will help us understand life and our own experiences. Theatre will be explored through historical study, reading and seeing plays, writing critical responses, and participating in acting exercises and scene work. You will be encouraged to think critically about the nature and history of theatre and think creatively by participating in acting exercises.

The First Year Seminar will be organized around the belief that “if you can do theatre, you can do anything.” You will work with other students to develop scenes

from plays and to communicate a unified presentation. In the Sophomore Seminar, you will write a play that is an expression of your experience of your studies.

Stepping Stones Options: BIO 107, BUS 115, PSY 101, PHI 110, WRT 201

### **PTH 101J Intercultural Ceramics:**

#### **History, Aesthetics, and Production**

**3 credit hours**

This Pathway examines the major ceramic traditions of Asia, Europe, and America. We will study works of historical, cultural, and social importance with consideration to the influence of world religions, philosophy, nature, and cultural exchange on the development of the medium. Reading and writing assignments will complement studio assignments related to the specific culture of study.

In both the First Year and Sophomore Seminars, we will develop a foundation for understanding, interpreting and appreciating the range of expression and meanings in the field of ceramic art.

Stepping Stones Options: ART 201 or ART 202, ENG/CES 229, SCI 130, SOC 101, REL/PHI 205.

### **PTH 101K Society's Unseen Influences: Infectious Diseases**

**3 credit hours**

This pathway will engage you in a sustained study of the interaction of disease and society. You will use your knowledge of past human experience to address a current disease issue and to propose strategies to mitigate the adverse impact of a microorganism-caused disease condition on society as a whole.

The First Year Seminar will allow us to investigate and uncover the complex, and sometimes surprising, relationship between contagious disease and society. We will reflect on the relationship of disease to social reform, art and literature, popular culture, laws and police powers, scientific inquiry, government, the public health movement, and the environment. In the Sophomore Seminar, we will focus on how we might apply the lessons learned from the past to current issues such as HIV/AIDS, biological warfare/terrorism, and the threat of emerging diseases, such as Ebola.

Stepping Stones Options: BIO 106, ECO 101, GOV 100, HSC 100, PHI 100 or PHI 213.

### **PTH 101L Once Upon A Time: Society, Self, and Story**

The aim of this pathway is to explore the topic of how individuals and societies create identity through the stories we tell ourselves and others. Through the Pathway, we will explore the symbols and structures that represent and institute social values and themes.

The First Year Seminar will address the personal myths by which we live and the ways in which these stories help us answer such questions as "Who am I?" and "What is my place in the world?" We will discuss the nature of the "self," the process of identity development, the elements of personal narrative, and the ways in which we create ourselves through myth. The Sophomore Seminar will broaden our exploration to include the ways in which narrative informs society – that is, the ways in which we create our society through the stories we tell about who we are as a culture and people.

Stepping Stone Options: ART 201 or ART 202, BUS 115, ENG 244, PHI 100, SOC 101.

### **PTH 101M McWorld vs. Jihad? Understanding Globalization**

This pathway takes its cue from political scientist Benjamin Barber's groundbreaking book: *McWorld vs. Jihad: How Globalization and Tribalism are Reshaping the World*. In this pathway, we will investigate globalization, one of the most important and contested concepts in the world today. Terrorism, killer viruses, global economic recessions, and cultural genocide are but a few of the issues that scholars of globalization have studied under this rubric.

In the First Year and Sophomore Seminars, we will discuss such questions as: What is globalization? How do scholars from different fields study and define it? Does it have implications for security, politics, economics, health, and culture? How do transnational organizations, such as the United Nations, affect globalization? We will put this in the context of our own personal encounters with globalization.

Stepping Stones Options: ECO 101, ENG 224 or ENG 248 or ENG 249,  
GOV 100, HIS 218, SCI 120.

### **PTH 101N Inner Dialogues: Our Search for Values**

We hear so many voices in our heads: our church, our teachers, our families, our friends, the news, a song, the movies. Which ones do we listen to? Which ones *should* we listen to? How do we reconcile the conflict if they tell us different things? This pathway will help you to begin to answer these questions, to become the author of your own belief system, to explore new beliefs and ideas, and to think about how to address beliefs that are different from your own.

The goals of the First Year Seminar and the Sophomore Seminar are to help you to understand the nature of belief and to learn how to construct your own values and beliefs.

Stepping Stones Options: ENG 248 or ENG 249, HIS 101, PHI/REL 205,  
PHI 213, SOC 101.

### **PTH 101O Seeing the Light: From Faith to Photon**

This pathway is an exploration of the many ways in which light has shaped our biological and cultural evolution, from its role as the primary form of energy that fuels life on the planet, to its roles in the technology of science, exploration, communication, and self-expression, and ultimately to its role as a metaphor for spirituality and transcendent existence.

In the First Year Seminar, we will use selected readings, films, and other materials to serve as the stimulus for you to develop your own questions about the nature and role of light. In the Sophomore Seminar, we will focus on such topics as the nature of light, the application of light to various technologies, the use of light as a metaphor in literature and art, and light as the basis of physiological processes

Stepping Stones Options: ART 201, ART 230 or ART 260, BIO 106, ENG 263,  
PHI/REL 205.

## **3. Exploration Courses**

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

**Goals of the Exploration Courses:**

- to foster interdisciplinary thinking
- to emphasize the connectedness of learning



- to allow the student to acquire breadth of understanding and perspective
- to support the free exploration of ideas and perspectives

### Requirements:

Students are required to take a total of 8 Exploration courses. Some of these courses will be Pathway stepping stone courses, and some may also fulfill requirements for the major.

Fine and Performing Arts	1 course – 3 credit hours
History	1 course – 3 credit hours
Humanities	1 course – 3 credit hours
Literature	1 course – 3 credit hours
Science	1 laboratory course – 4 credit hours
Social Sciences	1 course – 3 credit hours

And, 1 course (3 or 4 credit hours) from 2 of the following areas:

Environmental Literacy	Media Literacy
Global Perspectives	Wellness

## Exploration Areas

### Fine and Performing Arts

The arts offer an understanding of culture through the study of art objects and visual communication. Art courses are interdisciplinary by nature and require an understanding of culture and historical context in order to understand the *objet d'art* and the intent of an artist. The study of art provides students with an understanding of how artists create works either through the study of art history or through creation of objects in a studio environment.

**Courses:** ART 100, 110, 125, 213, 230, 234, 240, 250, 260; COM 101; DAN 110, 120, 130; MUS 103, 110 (3 credit hours); THE 140, 230, 260; WRT 201

### Environmental Literacy

Environmental Literacy involves an understanding of the interrelations of natural and social-cultural systems, and the ways in which human agency can both degrade and sustain the environment. Environmental literacy courses examine environmental issues through several methods and analytical frameworks and offer an experiential learning component so that students can directly explore environmental responsibility. The study of environmental literacy provides students the opportunity to study, reflect, and explore ways of responding to one of the greatest challenges confronting humanity — ensuring a sustainable future for the human species and the planet.

**Courses:** BUS 321; CES 101, 201, 202, 312, 321; PHI 312

### Global Perspectives

Global perspectives involve an understanding of the power, responsibility, and challenge associated with membership in a global community, economy, and environment. Global perspectives courses provide an understanding of the culture, values, and histories of other societies and encourage the development of tolerance and broad-mindedness. The study of global perspectives offers students the opportunity to develop an invaluable perspective from which to critique the

assumptions and actions of our society and to appreciate the power of our society to influence world affairs.

*Courses:* BUS 323, COM 212, PSY 221

## **History**

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.

*Courses:* AME 341, ART 201, 202; COM 241, 243, 244, 341; HIS 101, 102, 206, 217, 218; HSC 100; THE 201; WST 206, 243

## **Humanities**

The humanities foster capacities for intellectual imagination and vision through study of some of humanity's greatest works; works that explore the nature and meaning of human existence. Humanities courses use such works to inspire and instruct students in the inclusion of ethical, aesthetic, and philosophical considerations into their decision making. In a rapidly changing world, the study of the humanities provides students a crucial means for the realization of their own potential and for educated and effective participation in democratic society.

*Courses:* AME 201, 305; ESL 205; FRE 203, 204; PHI 100, 110, 111, 205, 211, 213, 214, 305; REL 100, 101, 205; SPA 203, 204; WST 111

## **Literature**

Literature utilizes a variety of textual forms and a variety of critical theories and interpretive methods to question, shape, and order human experience. Literature courses focus on an in-depth body of imaginative literature (arranged for study by either chronology, culture, genre, or theme) to challenge students to reflect on their own lives through an encounter with literary texts. The study of literature offers students the opportunity to enrich and deepen their own forms of self-knowledge and expression through textual analysis.

*Courses:* CES 215, 229; ENG 213, 215, 216, 218, 220, 221, 222, 224, 229, 231, 232, 244, 245, 247, 248, 249, 251, 263, 265

## **Media Literacy**

Media Literacy enhances the ability to attend to the world's tools of conversation, the communications media, because those tools are potent forces that shape the world through their influence on a culture's intellectual and social preoccupations. Media literacy courses are concerned with specific, identifiable techniques that each medium uses to construct reality and to transmit values. The study of media literacy offers students the opportunity to comprehend the full range of meanings imbedded in all strata of culture and to develop the ability to make the critical and ethical judgments necessary to participate meaningfully in a democratic society.

*Courses:* COM 203, 209, 235

## Science

Science is a basic and formative part of the twenty-first century world, and each citizen must make personal and public choices that require knowledge about the content and method of science. Science courses focus on basic scientific principles and methods, the powers and limits of the scientific method, and the critical judgment and communication about scientific issues. The study of science offers students an introduction to the use of the scientific method to formulate and test hypotheses in a broad, interdisciplinary context applicable to the life of a non-scientist.

*Courses:* BIO 106, 107; CES 107; CHE 101; SCI 120, 130

## Social Sciences

The Social Sciences focus on interactions among people, society, and institutions, based primarily in the present. Social Sciences courses provide an understanding of society and an introduction to multiple methods of inquiry and modes of reasoning that require the use of evidence to test ideas. The study of the social sciences offers students the ability to explore the relationship between personal and social worlds and to develop responsibility not only to themselves but also to the broader society in which they live by integrating a variety of ideas into their own informed perspectives.

*Courses:* BUS 115, 116; CES 116; ECO 101, 102; EDU 201; GOV 100, 101, 303, 304; PSY 101; SOC 101

## Wellness

The Wellness model focuses on the five integrated components of well-being: the spiritual, emotional, physical, intellectual, and social self. Wellness courses provide the opportunity to reflect on the various aspects of life that have an impact on health and well-being, to identify factors detrimental to well-being, and to shape choices and behaviors to improve well-being. The study of wellness offers students the opportunity to examine current science and literature to integrate health knowledge and to make life choices in a considered and deliberate manner.

*Courses:* ESS 100, NUR 203, PSY 214, SCI 201

## 4. CAPSTONE

*Purpose:* To ensure that all seniors will demonstrate their accumulated knowledge through action and effectively communicate their knowledge and actions to others in an interdisciplinary setting.

### Goal of the Capstone:

- to demonstrate the knowledge and expected outcomes of the major and of the liberal arts education

The Capstone is one of the final courses in the major and is taken in the senior year. The Capstone differs from major to major; see course listings in each set of degree requirements.

## Liberal Education Program – Prior to Fall 2002

Students who matriculated at the college prior to fall 2002, will meet the outcomes described above by fulfilling the Liberal Education requirements that were in place for the year in which they entered the college. The liberal education program that was in place prior to and during the 2001-2002 academic year is described below.

### 1. 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.

#### Requirements

- Writing: WRT 105 Writing I (students must earn a grade of at least C)
- Mathematics: Any math course numbered 122 or above
- Computing: CIS 105 Introduction to Computing

### 2. The Interdisciplinary Core

*Purpose:* To introduce students to the materials and ways of knowing that characterize the major divisions of knowledge in the curriculum.

#### Core courses will help students:

- think creatively and critically by introducing them to the processes for acquiring knowledge and by encouraging them to develop their interdisciplinary skills
- understand and employ multiple perspectives by making them aware of historical and contemporary issues of gender, ethnicity, class, and race
- encourage them to make informed personal judgments
- communicate effectively by making them active partners in the learning process, and by encouraging them to improve their writing, speaking, listening, and interpersonal skills
- act ethically and professionally by introducing them to the processes of individual and communal problem-solving, and by making them aware of the implications of the courses for their present and future lives

### Requirements

#### Area I Fine and Performing Arts:

##### **FPA 101 Core Course: Creative Expression**

**3 credit hours**

In this course, students gain an appreciation of the creative process involved in the Fine and Performing Arts by studying their similarities, differences, and cultural importance, past and present. The creative process also is explored through lecture, demonstration, and student participation. The course focuses on methodologies and techniques used to create the arts, and it assists the student in the development of critical thinking. Offered fall and spring.

#### Area II Humanities:

##### **HUM 201 Core Course: Judgment and Belief**

**3 credit hours**

This interdisciplinary course seeks to help students integrate methods and insights of the humanities with programs and issues important to their lives. Readings and discussions focus on understanding what it means to be human, developing social

values, and finding meaning in one's actions. Emphasis is placed on understanding diverse points of view and making informed and reasoned decisions on issues of fundamental importance. Open to sophomores, juniors, and seniors. Offered fall and spring.

### **Area III Natural Sciences:**

#### **SCI 102 Core Course: The Process of Discovery** **3 credit hours**

This course explores the process of science as a way to gain knowledge about and understand the nature of the universe. Students learn how and why science developed, how science is used, and how to evaluate scientific research as presented in the media. Students are introduced to the wide variety of scientific disciplines. How science is influenced by society and how society influences the direction of science are major themes of the course. Offered fall and spring.

### **Area IV Social Sciences:**

#### **SSC 104 Core Course: Social Analysis** **3 credit hours**

Social Analysis is an interdisciplinary course that draws on the social sciences to provide students with the tools needed to think critically about complex social issues. Students will examine local and global social issues and evaluate the impact these issues have on individuals, institutions, and cultures. Through reading, listening, discussing, and reflecting, students have opportunities to develop informed opinions on relevant social issues. Offered fall and spring.

### **3. Electives in the Arts and Sciences**

*Purpose:* A liberally educated person should have an understanding of and an appreciation for the Arts and Sciences: the Fine and Performing Arts, the Humanities, the Social Sciences, and the Natural Sciences. Study in these fields enables students to learn about human experiences, the processes of inquiry and investigation, and the perspectives of the arts and sciences. These courses encourage further learning and explore the inter-relatedness of the disciplines.

### **Requirements**

#### **Area I Fine and Performing Arts: 1 course** **3 credit hours**

##### **Arts and Sciences Electives: 1 course**

ART 100, 110, 125, 213, 230, 234, 240, 250, 260; COM 101; DAN 110, 120, 130; MUS 103, 110 (3 credit hours); THE 140, 230, 260; WRT 201.

#### **Area II Humanities: 2 courses** **6 credit hours**

##### **Arts and Sciences Humanities Electives: 1 course** **3 credit hours**

AME 201, 305; ESL 205; FRE 203, 204; PHI 100, 110, 111, 205, 211, 213, 214, 305; REL 100, 101, 205; SPA 203, 204; WST 111.

##### **Arts and Sciences Literature Electives: 1 course** **3 credit hours**

CES 215, 229; ENG 213, 215, 216, 218, 220, 221, 222, 224, 229, 231, 232, 244, 245, 247, 248, 249, 251, 263, 265.

#### **Area III Natural Sciences: 1 laboratory course** **4 credit hours**

##### **Arts and Sciences Electives:**

BIO 106, 107; CES 107; CHE 101; SCI 120, 130.

**Area IV Social Sciences: 2 courses****6 credit hours****Arts and Sciences Social Sciences Electives: 1 course****3 credit hours**

BUS 115, 116; CES 116; ECO 101, 102; EDU 201; GOV 100, 101, 303, 304; PSY 101; SOC 101.

**Arts and Sciences History Elective: 1 course****3 credit hours**

AME 341; ART 201, 202; COM 241, 243, 244, 341; HIS 101, 102, 206, 217, 218; HSC 100; THE 201; WST 206, 243.

**4. Capstone**

*Purpose:* To ensure that all seniors will demonstrate their accumulated knowledge through action and effectively communicate their knowledge and actions to others in an interdisciplinary setting. See course listings in each set of degree requirements.

**Baccalaureate Programs**

Colby-Sawyer offers a wide range of major and minor programs. The opportunity also exists for a student to design an interdisciplinary major program. The college awards the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science. Each of these degrees requires that students complete the Liberal Education Program and select a program of major study from among those offered. A minimum of 120 credit hours for the baccalaureate degree and 60 for the associate degree is required. Degrees are awarded at Commencement following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail below.

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

**Colby-Sawyer offers the following major programs:****For the Bachelor of Arts Degree (B.A.)**

- Art – Studio Art
- Biology
- Communication Studies
- English
- History, Society, and Culture
- Psychology
- Student-designed Major

**For the Bachelor of Fine Arts Degree (B.F.A.)**

- Art – Studio Art
- Graphic Design
- Student-designed Major

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

Business Administration  
Child Development  
Community and Environmental Studies  
Exercise and Sport Sciences:  
    Athletic Training  
    Exercise Science  
    Sport Management  
Nursing  
Student-designed Major

### **Student-designed Majors**

Student-designed majors are an option for highly motivated and academically strong students. If students meet the criteria and wish to pursue an interdisciplinary major course of study, they may do so while matriculating in any of the three baccalaureate degree programs offered by the college. In order to qualify for this option, students must have a cumulative grade point average (GPA) of 2.5 or better, be capable of working independently, and demonstrate strong academic potential, particularly in the disciplines of interest. The student-designed major must be truly interdisciplinary and not simply replicate a traditional major course of study. Further information on how to apply is available from the academic advisor or the academic dean.

### **Teacher Preparation Programs**

Colby-Sawyer offers the following New Hampshire Teacher Certification Programs. Information about them can be found in the Education section of this Catalog:

Art Education (K-12)  
Biology Education (7-12)  
Early Childhood Education (K-3)  
English Language Arts Education (5-12)  
Social Studies Education (5-12)

**Note:** Whenever the State of New Hampshire changes certification standards, program requirements may change.

### **Associate Degree Program**

Colby-Sawyer also offers a two-year program of study, which culminates in the Associate in Arts and Sciences Degree. Associate Degree candidates follow the Liberal Education Program, which introduces them to the liberal arts and sciences, helps them to develop competency in writing and mathematics, and permits them to explore other fields in which they may wish to pursue further study. To graduate with an Associate Degree, students must complete 60 credit hours of study, including the requirements in Liberal Education. Students who enroll in the Associate Degree Program often decide to continue for two more years to earn the four-year baccalaureate degree. This can readily be done at Colby-Sawyer or elsewhere.

## Minor Programs

Students who wish to have a concentrated program of study in addition to the major they have chosen may pursue one of the minor programs offered by Colby-Sawyer. Minors require at least 18 but no more than 24 credit hours taken in prescribed courses. A minimum of six credit hours must be at the 300/400 level. No more than two courses completed to satisfy the requirements for a minor may be counted toward the requirements for any other major or minor. Declaration of Minor forms are available in the registrar's office.

The following minors are offered:

American Studies	English
Art History	History
Studio Art	Information Management & Technology
Biology	Philosophy
Business Administration	Psychology
Child Development	Sociology
Communication Studies	Women's Studies
Community & Environmental Studies	Writing for Publication



# **MAJOR PROGRAMS AND COURSE OFFERINGS**

# American Studies

P. ANDERSON, J. HEINLE, A.P. STECKER

## American Studies Minor

The minor in American Studies stresses interdisciplinary course work to provide the student with the opportunity for examining relationships among American disciplines, leading to a fuller understanding of American culture as a whole.

The minor in American Studies consists of 18 credit hours of study. A student must complete AME 201 and six credit hours of work in American Studies at the 300/400-level. The other nine credit hours of work may be done in any other American Studies, American literature or American history courses or in any of the following: ART 303, COM 241, COM 341, GOV 101, GOV 301, GOV 302, SOC 203, WST 111. A student may take no more than six credit hours of independent study to satisfy the requirements of this minor. Please refer to the section of the *Catalog* entitled Minor Programs for further information.

## Course Offerings

### **AME 201 The West in American Culture** **3 credit hours**

Drawing on a wide range of interdisciplinary materials and perspectives, including literature, autobiography, diaries, historical documents, paintings, and films, this course examines the impact of the frontier experience and contact with the land from the Puritans to the present and considers how this has shaped American culture. Of particular interest is the way this experience has been depicted by frontier women and mythic western heroes, by Native Americans and environmentalists, by nineteenth-century writers and artists, and twentieth-century filmmakers. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

### **AME 250, 350 Topics in American Studies** **1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in American Studies that is not part of the regularly scheduled course offerings. The topics are announced prior to registration.

### **AME 295, 395, 495 Independent Study** **1–3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered. The distinction between levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the American Studies faculty. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Humanities Department

**AME/HIS 301 The History of New England:****Regional & Local Studies****3 credit hours**

Exploring methods of historiography, the course examines issues of growth and change in New England regional culture and history. This course focuses particularly on the social, economic, and political events that have affected the region's development as well as the emerging field of regional and local history. Students use the Colby-Sawyer archives extensively. Offered spring of odd-numbered years.

**AME 305 The American Dream in Twentieth Century****Literature and Film****3 credit hours**

This course examines the myths and realities associated with the American Dream of Success, especially as they are reflected in twentieth-century literature and film. After briefly tracing the history of this ideal, the course focuses on the way it has been treated by modern writers and filmmakers. Offered spring of odd-numbered years.

*Prerequisite:* Sophomore standing

Exploration Area: Humanities

Arts & Sciences Area II Humanities

**AME/COM 341 Mass Media in America****3 credit hours**

A survey of the history and theory of mass media in America, this course provides an introduction to newspapers and magazines, book publishing, advertising, radio, popular music, motion pictures, and television and examines the effects these media have upon shaping cultural attitudes, values, and myths. Offered fall.

*Prerequisite:* Sophomore standing

Exploration Area: History

Arts & Sciences Elective Area IV History

**AME 480 Teaching Assistantship****1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**AME 285, 485 Internships in American Studies****0–6 credit hours**

Qualified juniors and seniors may arrange internships related to American Studies with a member of the American Studies faculty. Internships are available in areas of teaching, journalism, law, government, museum curatorship, and library work. Offered fall, spring, and summer.

*Prerequisite:* Permission of professor, completion of pre-internship seminar, and sophomore standing

# Art

M. ANDREA, L. BARNETT, J. BARTLETT, J. BOTT, D. ERNSTER, D. HARP, J. JACOBS,  
J. KEENAN, E. KIMBALL, B. NWACHA, B. YARBOROUGH

## Bachelor of Arts: Studio Art

The Bachelor of Arts Program in Studio Art provides an opportunity for a broad study of art and prepares students for careers as professional artists and teachers. This major provides breadth and a sound foundation in several fine-art studio disciplines. After enrolling in a series of introductory courses, students select an area of concentration among: ceramics, graphic design, painting, photography, printmaking, and sculpture to complete their studio sequence.

In addition to the studio sequence, each student takes a yearlong survey of art history and two upper-level art history courses. All seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their capstone experience.

Students are encouraged to explore the various internship opportunities available in the arts both on and off campus. The Bachelor of Arts Program in Studio Art is the recommended degree option for Art Education majors.

### Requirements

Liberal Education Requirements

ART 110, 125, 132, 201, 202, 230, 240, 250, 270, 425

One additional Introductory Studio course from: ART 210, 213, 260

Two Art History courses at the 300 level

Three 300/400-level courses in one studio area concentration

FPA 285/485 highly recommended

Students must have at least a C (2.00) cumulative GPA in all art courses to graduate.

### Major Acceptance

A minimum cumulative GPA of 2.0 and at least a 2.0 average in ART 110, 125, 132; 201 or 202; and at least one 200-level studio course. A portfolio review by Art Department faculty is also required.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

ART 110 or 125

CIS 105

First Year Seminar

Liberal Education Course

Math Requirement

ART 125 or 110

Intro. Studio Course or ART 132

Liberal Education Course

Elective

#### Sophomore Year

ART 132 or Intro. Studio Course

ART 201

Liberal Education Course

Liberal Education Course

Elective

Intro. Studio Course

Intro. Studio Course

ART 202

Liberal Education/Sophomore Seminar

Liberal Education Course

**Junior Year**

Intro. Studio Course  
 Art History 300 level  
 Liberal Education Course  
 Elective  
 Elective

Intro. Studio Course  
 Studio Concentration Course  
 Liberal Education Course  
 Elective  
 Elective

**Senior Year**

Studio Concentration Course  
 ART 425 or Elective  
 Art History 300 level  
 Elective  
 Elective

Studio Concentration Course  
 ART 425 or Elective  
 Elective  
 Elective  
 Elective

**Total credit hours: 120 minimum**

**Studio Art with Education Certification**

The Bachelor of Arts degree in Art with New Hampshire Teacher Certification option is designed for the student who plans to teach art at the primary or secondary level. The degree option leads to certification to teach grades K through 12. Students in this program complete the requirements for the Bachelor of Arts degree in Art and a sequence of courses required for Education, including a teaching internship. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and suggested registration in the Education Section of this *Catalog*.

**Bachelor of Fine Arts: Studio Art**

The Bachelor of Fine Arts degree affords an opportunity for an intensive study of art and prepares students as professional artists and designers. This major provides a sound foundation in several art disciplines and allows students to concentrate in one studio area: ceramics, painting, photography, printmaking, or sculpture.

In addition to the studio component of the program, students take a yearlong survey of art history and three upper-level art history courses. All seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their capstone experience. All students are encouraged to explore the various internship opportunities available in the arts both on and off campus. The BFA program is recommended for the student who plans to continue art studies at the graduate level.

**Requirements**

Liberal Education Requirements  
 ART 110, 125, 132, 201, 202, 210, 213, 230, 240, 250, 260, 270, 425  
 3 Art History courses at the 300 level  
 Major Concentration: 4 - ART 300/400-level courses in 1 studio area concentration  
 FPA 285/485 highly recommended  
 Students must have at least a C (2.00) cumulative GPA in all art courses to graduate.

## Major Acceptance

A minimum cumulative GPA of 2.0 and at least a 2.5 average in ART 110, 125, 132; 201 or 202; and at least two Introductory studio courses. A portfolio review and a statement of intent are required. If a student has earned more than 60 credit hours before Major Acceptance, it may take more than four years to complete this major.

## Suggested Registration

*Fall*

*Spring*

### First Year

WRT 105  
ART 110 or 125  
CIS 105  
First Year Seminar  
Elective

ART 125 or 110  
Intro. Studio Course or ART 132  
Math Requirement  
Liberal Education Course  
Elective

### Sophomore Year

ART 132 or Intro. Studio Course  
Intro. Studio Course  
ART 201  
Liberal Education Course  
Liberal Education Course

Intro. Studio Course  
Intro. Studio Course  
ART 202  
Liberal Education/Sophomore Seminar  
Elective

### Junior Year

Intro. Studio Course  
Intro. Studio Course  
Studio Concentration Course  
Art History 300 level  
Liberal Education Course

Intro. Studio Course  
Studio Concentration Course  
Liberal Education Course  
Liberal Education Course  
Elective

### Senior Year

Studio Concentration Course  
Art History 300 level  
ART 425 or Elective  
Elective  
Elective

Studio Concentration Course  
Art History 300 level  
ART 425 or Elective  
Elective  
Elective

**Total credit hours: 120 minimum**

## Bachelor of Fine Arts: Graphic Design

The Bachelor of Fine Arts in Graphic Design is for the student who plans to be a practicing artist and wants a career in the graphic design field. The program provides broad study in foundation courses, as well as intensive work in graphic design using both traditional and state-of-the-practice graphic computer methodologies. The major also requires a 240-hour internship in a graphic design firm. In addition to graphic design studio courses, each student takes a yearlong survey of art history and three upper-level art history courses, one of which must be the history of graphic design.

All seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their Capstone experience.

## Requirements

Liberal Education Requirements

ART 110, 125, 132, 210, 213, 223, 230, 240, 260, and 250 or 270; 425

ART 201, 202, 308

2 additional Art History courses at the 300/400 level

Major Concentration: ART 320, 421, 422, and 423

ART 485

Students must have at least a C (2.00) cumulative GPA in all art courses to graduate.

A minor in Business Administration or Communication Studies is recommended.

## Major Acceptance

A minimum cumulative GPA of 2.0 and at least a 2.5 average in ART 110, 125, 132; 201 or 202; and at least two Graphic Design studio courses. A portfolio review by Art Department faculty is required. If a student has earned more than 60 credit hours before Major Acceptance, it may take more than four years to complete this major.

## Suggested Registration

*Fall*

*Spring*

### First Year

WRT 105

ART 213 or Intro. Studio Course

ART 110 or 125

ART 132 or Intro. Studio Course

First Year Seminar

ART 213 or ART 223

ART 132 or Intro. Studio Course

ART 110 or 125

Math Requirement

Liberal Education Course

### Sophomore Year

ART 201

ART 223 or Intro. Studio Course

Intro. Studio Course

Liberal Education Course

Liberal Education Course

ART 202

ART 320

Intro. Studio Course

CIS 105

Liberal Education/Sophomore Seminar

### Junior Year

Intro. Studio Course

ART 421

Intro. Studio Course

Liberal Education Course

Elective

ART 308

Liberal Education Course

Liberal Education Course

Elective

Elective

ART 485 Summer Internship

### Senior Year

ART 422

Art History 300 level

ART 425 or Elective

ART 485 or Elective

Elective

ART 423

Art History 300 level

ART 425 or Elective

Elective

Elective

**Total credit hours: 120 minimum**

## Art Minors

The Fine and Performing Arts Department recommends minors in Art History or Studio Art as a degree enhancement for students with a major other than art who wish to enhance their career preparation. Please refer to the section of the *Catalog* entitled Minor Programs for further information.

### Art History Minor

#### Requirements

The minor consists of 21 credit hours with the following required courses:

Art 201, 202

Art 110 or 125

1 200 level studio course

3 300/400-level Art history courses

### Studio Art Minor

#### Requirements

The minor consists of 24 credit hours with the following required courses:

ART 201 or 202 and one additional art history course

ART 110 and 125

2 courses from ART 210, 213, 230, 234, 240, 250, 260, 270

2 studio art courses in one discipline at 300/400 level

## Annual Juried Student Art Exhibit

Each year the Fine and Performing Arts Department offers every student the opportunity to enter the Juried Student Art Exhibition. The Edith B. Long Scholarship in Art, the Charlotte Cobb Stahl Scholarship in Art, and a variety of other awards are presented at the opening reception.

## Senior Art Exhibit

Each year during the spring semester, senior B.A. and B.F.A. students exhibit their strongest works in the Mugar Art Gallery. This is a required component of the capstone experience for all Art majors.

## Course Offerings

### ART 100 Introduction to Visual Art

**3 credit hours**

As an introduction to the visual arts, this course introduces students to the major periods of cultural history and establishes a basic perceptual vocabulary with which to make quantitative and qualitative judgments about the arts. This course also offers a series of related studio experiences and assignments. Offered fall and spring.

Exploration Area: Fine & Performing Arts

Arts & Sciences Elective Area I

### ART 110 Drawing I

**3 credit hours**

The student is introduced to the basic elements of line, shape, space, value, and texture. Through studio practice, skills of observation and visual organization are developed. Students work with a variety of subject matter: still life, landscape, the human figure, and abstraction. Media include pencil, charcoal, crayon, ink with brush and pen, and collage. Offered fall and spring.

Exploration Area: Fine & Performing Arts

Arts & Sciences Elective Area I



**ART 125 Design****3 credit hours**

Design is studied in theory and in practice. All of the art elements and principles of design are considered. Study projects are created to illustrate each art concept in sequence. Working through each project and building on the knowledge gained from the previous project, students develop the ability to synthesize individual elements into formal relationships. Two-dimensional design theories are explored. Group critiques and discussions are important aspects of the class. Offered fall and spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

**ART 129 Exhibition Production Lab****1 credit hour**

This course introduces students to the many aspects of art gallery operations and management. The students gain hands-on experience as they assist in the hanging of exhibitions under the guidance of the director of the Mugar Art Gallery. The course also includes weekly class meetings covering all topics relating to gallery procedures including promotion and publicity, budget, calendar, selection of artists and exhibition themes, and the differences between commercial galleries and galleries with non-profit status. The students also visit other art galleries. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Scheduling with the gallery director

**ART 132 Computer Applications for the Artist****3 credit hours**

Computer Applications for the Artist is a survey of the computer-based electronic technology used by visual artists and designers. Student projects explore the creative potential of basic program options and experience how each relates to the new electronic media environment. Various course activities include lectures, discussions, demonstrations, readings, practical exercises, and assignments. Offered fall and spring.

*Prerequisite:* Art or Graphic Design major, or permission of the instructor

**ART 201 History of Art I****3 credit hours**

The student is given a historical survey of painting, architecture, and sculpture, beginning with Paleolithic cave painting and continuing through fifteenth-century Italian Renaissance art. Representative works of each era are discussed for their formal and expressive characteristics, and for the relationship to the cultural and historical environment. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

**ART 202 History of Art II****3 credit hours**

This course offers a historical survey of painting, architecture, and sculpture from the sixteenth-century Italian High Renaissance to the present day. The role of art in history is discussed with reference to major artists and art movements as a basis for judgment of the arts today. Offered spring.

Exploration Area: History

Arts & Sciences Elective Area IV History

**ART 210 Drawing II****3 credit hours**

This course continues the development of perceptual skills and the technical mastery of various media with particular emphasis on drawing the human figure from life. Several approaches to life drawing are used. These include a study of anatomy and an analytical approach to drawing as well as a more gestured and intuitive approach, using a variety of media and paper. Offered spring.

*Prerequisites:* ART 110, 125

**ART 213 Graphic Design I****3 credit hours**

As the beginning course in the major, the primary objective is to provide a foundation of visual and problem-solving skills essential to upper-level work in graphic design. Students are introduced to basic exercises in composition, abstraction, and communication. Other problems explore options for image-making and the creation of symbols from type to image. Working methods combine traditional hand skills with an introduction to basic computer technology. Offered fall and spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

**ART 223 Graphic Design II****3 credit hours**

As the second course in the major sequence, students explore aesthetic and communication issues by addressing the traditional graphic design applications for poster, page layout, and symbol/logo design. Verbal presentation skills are developed through the preparation of short reports in the research phase of specific problems. Although working methods offer the student a choice of hand or digital tools, the acquisition of more advanced computer technology is encouraged. Offered fall and spring.

*Prerequisite:* ART 213

**ART 230 Beginning Painting****3 credit hours**

This course introduces students to the materials and techniques of painting. Students work with oil or acrylic paints. They learn how to prepare a surface for painting and a number of techniques and strategies for making a painting. Each student completes several paintings and learns how to prepare them for exhibition. Offered fall and spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

**ART 234 Watercolor****3 credit hours**

This course teaches the basic techniques of watercolor painting. The nature of watercolor paints, papers, and brushes and special characteristics of the media, such as transparency and fluidity, are studied so that the student may arrive at a personal aesthetic statement.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

**ART 240 Beginning Printmaking****3 credit hours**

This course is designed to introduce the student to the four basic printmaking areas: intaglio (etching, engraving, aquatint, etc.) stone lithography, relief (woodcut, lino cut) and screenprinting. Emphasis is placed upon the student's development of ideas and imagery through drawing and upon the understanding and use of the printmaking

processes. Students view original contemporary and old master prints and learn the proper manner of caring for and presenting original prints for exhibition. Offered fall and spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **ART 250 Beginning Sculpture**

**3 credit hours**

Students develop an understanding of the basic elements of three-dimensional ideation and sculpture construction. While exploring methods of assemblage, including the additive and subtractive processes, students create at least three sculptures derived from their own imagination. In the studio, students construct freestanding mixed-media pieces and a clay head-study. Studio safety protocols, tool usage, armature building, and clay modeling techniques, and the variety of methodologies associated with designing, building, and finishing a three-dimensional object are thoroughly covered. **Studio safety is emphasized.** Offered fall and spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **ART 260 Beginning Photography**

**3 credit hours**

This course introduces the students to the basic theories and mechanical skills necessary to use a single-lens reflex camera to process film and to print black-and-white photographs. Creative exercises are designed to develop the student's understanding of the camera and lenses, and to increase visual awareness in terms of the image-making possibilities of photography. Students learn and follow studio and chemical safety standards. **Each student needs a fully manual and fully adjustable SLR camera with light meter.** Offered fall and spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **ART 270 Beginning Ceramics**

**3 credit hours**

This course introduces students to the basic techniques of handbuilding and wheel-thrown ceramics. A series of studio assignments encourage creativity and help students develop a solid technical foundation in functional and sculptural aspects of the medium. Glazing and decorating techniques, glaze formulation, exposure to a variety of firing techniques and the study of ceramic history are additional components of the course. **Safe studio practices are emphasized.** Offered fall and spring.

### **ART 285 Art Internship**

**0-3 credit hours**

Qualified students may arrange internships related to the arts or art organizations. Internships may be arranged at various sites such as museums, art centers, design firms, artist studios, and other institutions that provide art related services. Students are required to submit a written report on their experience to their faculty sponsor at the conclusion of the internship. Offered fall, spring, and summer.

*Prerequisites:* Completion of pre-internship seminar, sophomore standing, and department approval

### **ART 295, 395, 495 Independent Study**

**1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of

student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Fine and Performing Arts Department. May be taken twice for credit. Offered fall and spring.

*Prerequisite:* Permission of the Fine & Performing Arts Department

**ART 302 History of East Asian Art and Culture** **3 credit hours**

This course examines three major artistic traditions in East Asia: Indian, Chinese, and Japanese. Within a chronological and cultural framework, painting, architecture, sculpture, and the decorative arts are examined and interpreted. Particular attention to the influence of religion, nature, and philosophy on the major art forms is central to this course. Offered spring of odd-numbered years.

**ART 303 American Art** **3 credit hours**

This course examines the history of American art from its earliest beginnings to the present. The evolution of American artistic traditions is discussed. Works of art are considered for their formal and expressive characteristics and for their relationship to the cultural and historical environment. Offered fall of even-numbered years.

**ART 304 Origins of Modern Art** **3 credit hours**

This course examines developments in architecture, sculpture, painting and photography from the Neo-Classical period to the beginning of the Second World War. The major art movements are examined in the context of the social and cultural climate that produced them, and works of art are studied with reference to their formal and expressive qualities. Offered fall of odd-numbered years.

**ART 305 Contemporary Art Since 1945** **3 credit hours**

In this course, students study developments in art criticism, sculpture, painting and photography since the Second World War. The art works are seen in their historical and social context and are examined for their formal and expressive characteristics. Offered spring of even-numbered years.

**ART 308 History of Graphic Design** **3 credit hours**

This course surveys the development of graphic design throughout history. The object is to begin to understand the relationship between visual communication forms and their cultural, environmental, technical, and visual arts influences. Emphasis is placed on graphic design in the nineteenth and twentieth centuries. Individual research and the presentation of an oral and written paper are required. Offered spring of even-numbered years.

*Prerequisites:* FPA 101, ART 201 and 202, or permission of instructor.

**ART 310, 311 Drawing III and Drawing IV** **3 credit hours**

Students build on the knowledge gained in previous drawing courses. Emphasis is placed on understanding the formal elements and correlating this understanding with individual expression. Each student develops his/her own line of experimentation and study. The media selected relates to individual expressive needs. Offered spring.

*Prerequisites:* For ART 310: ART 201, 202, 210. For ART 311: ART 310

**ART 320 Typography****3 credit hours**

This course is designed to encourage students to creatively investigate technical and theoretical aspects of typography. The course focuses on the organizational and creative aspects of designing with type and on the development of typography. By the end of the semester, students develop a basic proficiency of typographical options for problem solving. This should include: development of integrated typographic layouts, type and system development, typographic principles, and interaction of type choices with text context. Offered spring.

*Prerequisite:* ART 223

**ART 330, 331 Painting II and Painting III****3 credit hours**

At this level, students move toward using painting as a personal and creative means of expression. Skills developed at the beginning level are carried forward toward greater technical proficiency and more personal expression. Each student examines several theories of art and strives to apply them to his/her work. Offered fall and spring.

*Prerequisite:* For ART 330: ART 110, 125, 230. For ART 331: ART 330

**ART 334 Intermediate Watercolor****3 credit hours**

At this level, students move toward using watercolor as a personal and creative means of expression. Skills developed at the beginning level are carried forward toward greater technical proficiency and more personal expression. May be taken twice for credit.

*Prerequisites:* ART 110, 125, 234

**ART 340, 341 Printmaking II and Printmaking III****3 credit hours**

The intermediate level introduces students to new processes, techniques, and materials that build upon those covered in Beginning Printmaking. Students are introduced to monotypes, collographs, *chine collé* (Chinese collage), and multicolor printing in relief and collograph. Students are also introduced to papermaking. Students are expected to develop their drawing skills, creative thinking, and visual literacy along with greater technical proficiency and craftsmanship with the printmaking process. Experimentation is encouraged as students move toward creative and personal expression. Offered fall and spring.

*Prerequisites:* For ART 340: ART 110, 125, 240. For ART 341: ART 340

**ART 350, 351 Sculpture II and Sculpture III****3 credit hours**

These courses are structured at the intermediate level, but incorporate the learning of new techniques such as wood working, welding (both arc and oxygen acetylene); working with plastics, glass, and nonferrous metals also may be options. Students expand their ideas through the use of a sketch book and the construction of working maquettes. There is more information on the proper use of machinery, tools, and the studio safety protocols. Each student is expected to work toward developing ideas that are creative, fresh, and individual in nature. Offered fall and spring.

*Prerequisites:* For ART 350: ART 110, 125, 250. For ART 351: ART 350

**ART 360, 361 Photography II and Photography III****3 credit hours**

This course allows students to refine the techniques introduced in Beginning Photography and to expand their knowledge of printing techniques, film development techniques, and the use of various specialized light-sensitive materials. Each student must have a fully adjustable camera and meter. Offered fall and spring.

*Prerequisites:* For ART 360: ART 110, 125, 260. For ART 361: ART 360

**ART 370, 371 Ceramics II and Ceramics III** **3 credit hours**

This course continues the process of Art 270 with more advanced work on the wheel and in hand-building. Students produce a body of work that demonstrates individual expression and greater technical proficiency. Additional emphasis is placed on glaze chemistry, kiln-firing principles, and the study of contemporary developments in the field. Finer craftsmanship and the development of a more personal vision emerge through greater studio experience and use of materials. Offered fall and spring.

*Prerequisites:* For ART 370: ART 110, 125, 270. For ART 371: ART 370

**ART 381, 481 Tutorials in Art** **1–3 credit hours**

Tutorials in Art are designed to supplement existing courses and to allow students the opportunity to concentrate in a specific area of study. Topics may include experimental photography, major painters and their times, core welding, throwing with porcelain, and viscosity printing. **Tutorials may not be used to fulfill major or minor requirements.** Offered fall and spring.

*Prerequisites:* Permission of the department and instructor

**ART 410, 411 Drawing V and Drawing VI** **3 credit hours**

Course activities are largely determined on an individual basis. Each student, with the teacher's guidance, is helped to synthesize earlier drawing experiences into strong visual statements and build upon them to a new creative level. Appropriate media are utilized. Offered fall and spring.

*Prerequisites:* For ART 410: ART 311. For ART 411: ART 410

**ART 421, 424 Publication Design and Production  
Methods I and II** **3 credit hours**

This is an upper-level course in graphic design and is taught in a workshop fashion. The primary goal of this course is to introduce students to a variety of publication design problems that allow students the opportunity to develop some hands-on skills with aspects of page layout and the relevant computer programs. The production component of this course introduces students to a variety of design problems within the parameters set to two-color and/or process color limits in print work. This course is designed to encourage students to creatively investigate technical and theoretical aspects of digital media as they apply to graphic design. There is an emphasis on design for print production (as opposed to design for the screen or electronic publishing). Offered fall.

*Prerequisites:* For ART 421: ART 213, 223, and 320. For ART 424: ART 421

**ART 422 Visual Identity and Systems Design** **3 credit hours**

This course explores the creation of corporate, institutional, and product identity. Using the project-account scenario, the student is asked to develop an identity and marketing strategy and to design appropriate internal and external communication forms as well as promotional and informational pieces for the project account. A crucial part is the development of a corporate identity manual that defines and demonstrates the design system. Presentation-quality comprehensive dummies of stationery, product packaging and information pamphlets, annual reports, signage, and other applications of the identity system are required. Offered fall.

*Prerequisites:* ART 320 and 421

**ART 423 Advertising and Promotional Design** 3 credit hours

This course explores the visual and verbal aspects of advertising, marketing, and promotional design. Designing black-and-white and multi-color ads for insertion in periodicals and considering ad campaigns using correlated marketing approaches are among the design problems covered. Writing headlines and advertising copy, understanding the role of demographics in marketing, and an understanding of the specific art and copy requirements, insertion schedules, deadline dates, and placement rates for advertising in periodicals also are covered. Students are given hypothetical problems for which they devise marketing strategies and create advertising solutions. *Pro bono* work for not-for-profit organizations, ethical and moral issues that confront designers who are asked to promote controversial or unpopular causes, and hazardous products or services also are discussed. Offered spring of odd-numbered years.

*Prerequisites:* ART 320 and 421

**ART 425 Professional Practices and Portfolio (Capstone)** 3 credit hours

This course is the capstone experience required of all art students. The goal of this course is to provide students with insight and practical skills in regard to the planning, organizing, and developing of a professional portfolio. Written research papers, written critiques of journal articles, peer reviews, and field trips to professional meetings and lectures are required. Emphasis is placed on students refining or reworking projects relevant to their specific portfolio and reflecting on the learning outcomes. Students are expected to develop a portfolio that represents their individual strengths, artistic skill, and creativity. Students learn to promote themselves with cover letters, resumes, artistic statements, interviewing skills, and portfolio presentations. Also, students are required to exhibit their work in the Senior Exhibition in the Mugar Art Gallery. Offered fall and spring.

*Prerequisite:* Senior status

**ART 430, 431 Painting IV and Painting V** 3 credit hours

At this level, students are expected to work with considerable independence. Technical proficiency, craftsmanship, and understanding of art theory is expected. Students are expected to produce unique and personal works of art that display a high degree of finish, aesthetic sophistication, and honesty. Offered fall and spring.

*Prerequisites:* For ART 430: ART 331. For ART 431: ART 430

**ART 434 Advanced Watercolor** 3 credit hours

At this level, students are expected to work with considerable independence. Technical proficiency, craftsmanship, and understanding of art theory are expected. Students are expected to produce unique and personal works of art that display a high degree of finish, aesthetic sophistication, and honesty. May be taken twice for credit.

**ART 440, 441 Printmaking IV and Printmaking V** 3 credit hours

In Advanced Printmaking students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Student do more in-depth experimentation with color printing (intaglio and lithography), and explore in greater depth other processes of historical and contemporary interest. Students experiment with a wide variety of inks and papers and mixed media printmaking.

Along with the studio work, students learn about final presentation, exhibition practices, and opportunities and more about the business aspects of printmaking. Offered fall and spring.

*Prerequisites:* For ART 440: 341. For ART 441: ART 440

**ART 450, 451 Sculpture IV and Sculpture V** **3 credit hours**

These courses are structured at the advanced level but may incorporate the learning of new techniques or processes. Students are encouraged to work on projects evolving from their knowledge of sculpture techniques. This knowledge, linked with new research, becomes the basis of each student's new work. The use of a journal-like sketch book, the valuing of personal experience, and the new research are at the core of the creative process. Students explore three-dimensional solutions to artmaking and create individually expressive works. Problem solving and self-criticism are major parts of this course. Offered fall and spring.

*Prerequisites:* For ART 450: ART 351. For ART 451: ART 450

**ART 460, 461 Photography IV and Photography V** **3 credit hours**

Students in Advanced Photography further explore image-making options in photography. Stress is placed on producing work of consistently high quality in black and white. Computer imaging is an additional area of study at this level. Each student produces a portfolio of professional quality. Offered fall and spring.

*Prerequisites:* For ART 460: ART 361. For ART 461: ART 460

**ART 470, 471 Ceramics IV and Ceramics V** **3 credit hours**

A major series of wheel and/or hand-built forms occupies students for at least one-half term. Students gain further experience and understanding in firing the electric, gas, salt, and *raku* kilns. Visits to practicing potters, museums, and frequent seminar-critique sessions help students foster a critical and more mature view of their own work. Emphasis is placed on consistently producing work of individual creativity and high quality. Offered fall and spring.

*Prerequisites:* For ART 470: ART 371. For ART 471: ART 470

**ART 480 Teaching Assistantship** **1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**ART 485 Art Internship** **0–6 credit hours**

This 240-hour internship course is designed to provide students with an on-site art experience. A faculty member serves as the student's internship sponsor. An application must be submitted to the Harrington Center and study plans must be submitted to the chair of the department for approval prior to the beginning of the internship. This course may be repeated. Offered fall, spring, and summer.

*Prerequisites:* Acceptance into an Art or Graphic Design major, completion of pre-internship seminar, and Graphic Design majors must complete ART 320 and 421



**ART 490 Advanced Graphic Design****3 credit hours**

This course is an upper-level graphic design class taught in a workshop atmosphere. Graphic design knowledge and skills previously gained are applied toward more complex design problems. The main focus is on the development of integrated design programs with unified concepts that explore levels of visual impact. The course aims to provide students with insight and practical skills in regard to the planning, organization, and development of advanced problem-solving design strategies. The course is organized around special topics and current trends in the graphic design field. Various course activities include lectures, discussions, demonstrations, readings, practical exercises, group projects, assignments, and critiques. The length of projects may vary depending on the progress of the class. Offered fall and spring.

*Prerequisites:* ART 320, 421, 422, 423, junior or senior status, and permission of the instructor

# Biology

L. BATALDEN, R. FIELD, B. SARCHET, B. STEELE, K. STOEDEFALKE, W. THOMAS, P. WHITE

## Bachelor of Arts: Biology

The biology program at Colby-Sawyer College is designed specifically to take advantage of the wide variety of magnificent “natural classrooms” in the Lake Sunapee region of New Hampshire and the well-equipped laboratory facilities of the Reichhold Science Center. Biology majors receive a strong foundation in the natural sciences and are introduced to a range of biological topics as first- and second-year requirements. Enrollment in upper-level biology courses is typically small, allowing for direct interaction with fellow students and professors.

By working closely with faculty advisors, biology students are able to tailor their course of study during their junior and senior years to concentrate in one of several areas of biology. Upper-level coursework is available in cellular/molecular or organismal biology. All students engage in a rigorous one- or two-semester senior project focusing on the student’s interest area. A summer or semester internship enables students to practice biology and focus their career goals. Internship sites include the Audubon Society of New Hampshire, the Nature Conservancy, the Montshire Museum of Science, Dartmouth-Hitchcock Medical Center, and the Lake Sunapee Protective Association, whose regionally recognized water-quality testing laboratory is located in the Reichhold Science Center. An active Biology Majors Club supports a wide variety of co-curricular activities that are conceived and planned by the students. Trips to museums, aquaria, and national wildlife refuges and participation in the Northeast New England Biological Conference are just some of the opportunities sponsored by the majors club.

Biology graduates are prepared with necessary skills and knowledge for a career in biology. If a student wants to prepare for eventual entry into a graduate, medical, or professional program, the Natural Sciences Department offers two-semester sequences in calculus, organic chemistry, and physics to provide the necessary admission requirements.

### Requirements

Liberal Education Requirements

BIO 106, 107, 212, 217, 485, 486

CHE 101, 102

Two courses selected from CHE 201, 202, PHY 101, 102

Five BIO courses, at least four at the 300/400 level\*

At least one organismal/environmental course selected from: BIO 314, 403, 407, or designated 350/450

At least one cellular/molecular course selected from: BIO 304, 321, 402, 406, or designated 350/450

MAT 220 or 221

BIO 209 strongly recommended

Students must have at least a C (2.00) cumulative GPA in all BIO courses to graduate.

\* Includes all BIO courses plus ESS 324, 326, 419, 424. The department also offers BIO 250/350/450 at regular intervals.

## Major Acceptance

- A minimum cumulative GPA of 2.0
- A minimum 2.0 average in BIO 106 and 107
- Written statements that address the following (to be produced in consultation with your advisor):
  1. Strengths and weaknesses in biological subject matter and academic skills, e.g., writing, public speaking.
  2. Future goals in terms of interests for upper-level courses, possible internship experiences, e.g., sites and goals, and senior research interests.
- Writing sample chosen from BIO 106, 107, or 212

## Suggested Registration

### *Fall*

### *Spring*

### First Year

WRT 105

BIO 106

BIO 107

CHE 102

CHE 101

CIS 105

First Year Seminar

Liberal Education Course

MAT 220 or 221

Liberal Education Course

BIO 209 recommended

BIO 209 recommended

### Sophomore Year

BIO 212

BIO 217

Core

Core

CHE 201 or PHY 101

CHE 202 or PHY 102

Liberal Education Course

Liberal Education/Sophomore Seminar

BIO 209 recommended

BIO 209 recommended

### Junior Year

Biology Elective

Biology Elective (300/400 level)

Biology Elective (300/400 level)

Elective (CHE 202 or PHY 102

Elective (CHE 201 or PHY 101 recommended)

recommended)

Liberal Education Course

Liberal Education Course

BIO 209 recommended

Liberal Education Course

BIO 209 recommended

BIO 485 Summer Internship

### Senior Year

Biology Elective 300/400 level

Biology Elective 300/400 level

BIO 486

Elective or BIO 485

Electives

Electives

BIO 209 recommended

BIO 209 recommended

## Total Credit Hours: 120 minimum

## Projected schedule of upper level course offerings:

### Fall 2002

Cellular/Molecular: BIO 350 (Cellular Pathology), and BIO 304 (Biochemistry)

Organismal/Environmental: BIO 407 (Conservation Biology)

### Spring 2003

Cellular/Molecular: BIO 406 (Biology of Development)

Organismal/Environmental: BIO 350 (TBA)

### Fall 2003

Cellular/Molecular: BIO 321 (Cell Biology)

Organismal/Environmental: BIO 403 (Comparative Animal Physiology)

### Spring 2004

Cellular/Molecular: BIO 402 (Genetics) or 350 (TBA)

Organismal/Environmental: BIO 314 (Animal Behavior)

## Biology with Education Certification

The Bachelor of Arts degree in Biology with New Hampshire Teacher Certification is designed for the student who plans to teach biology in grades 7-12. Students in this program complete the requirements for the Bachelor of Arts Degree in Biology and a sequence of courses required for education, including a teaching internship. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and suggested registration sequence in the Education section of this *Catalog*.

## Biology Minor

BIO 106 and 107; Either BIO 212 or 217; Three additional 3- or 4-credit courses in BIO, at least two of which must be at the 300-400 level.

Please refer to the section of the *Catalog* entitled Minor Programs for further information.

## Course Offerings

### **BIO 106 The Chemical and Cellular Basis of Life**

**4 credit hours**

This course introduces students to the processes that occur within organisms. Topics include basic biological chemistry, the action of enzymes, acid/base balance, osmosis and diffusion, the structure and function of cells, cell division, and an introduction to molecular genetics. Laboratory work is included. Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

### **BIO/CES 107 Interactions in Biology**

**4 credit hours**

This course introduces biology as a study of the patterns in nature and their causes. Using outdoor sites, students measure and observe plants and animals, and design independent investigations to explain the patterns they see. Their explorations are related to ecology concepts in population, community, ecosystem, evolutionary, physiological, behavioral, and applied ecology. Field investigations are supplemented with computer simulations. Offered fall and spring.

Exploration Area: Science

Arts and Sciences Elective Area III

**BIO 205 Human Anatomy and Physiology I****4 credit hours**

This is the first semester 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: skeletal, muscular, nervous, and endocrine. This course has both lecture and laboratory requirements, including dissections. Offered fall and spring.

*Prerequisite:* BIO 106

**BIO 206 Human Anatomy and Physiology II****4 credit hours**

This is the second semester of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: cardiovascular, immune, respiratory, digestive, renal, and reproductive. This course has both lecture and laboratory requirements, including dissections. The material covered in this course assumes knowledge of the systems covered in BIO 205. Offered fall and spring.

*Prerequisite:* BIO 205

**BIO 207 Microbiology****4 credit hours**

A study is made of the fundamental principles of microbiology and the relationship of microorganisms to disease. Morphology, growth, environmental influences, metabolism, molecular and microbial genetics, and viruses are stressed in the lectures. Laboratory work includes the preparation of media, cultural methods, microscopic work, the control of organisms by physical and cultural means, and use of quantitative techniques. Offered spring.

*Prerequisite:* BIO 106

**BIO 209 Biology Seminar****1 credit hour**

The Natural Sciences Department provides a program of speakers each term on topics in biology and other areas of science. Seminars are open to the public. Students may receive one credit hour for attendance at 80 percent of the semester's talks. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

**BIO 212 Evolution and Diversity****4 credit hours**

Biologists estimate that there are about 30 million separate species on earth. What are they and how did they get here? Students do not learn them all in this one semester course, but do learn the major types of animals, plants, fungi, protists, and bacteria, paying special attention to how each organism is adapted to its particular environment. Students ponder how aquatic animals evolved to be able to survive on dry land and how plants and animals survive in extremely cold or dry environments. Students also learn the details of how evolution works, from mutations in DNA to changes in frequency of genes and the formation of new species. This course ties together knowledge about molecules, cells, ecology, and physiology. Labs demonstrate principles and organisms discussed in class. Offered fall.

*Prerequisite:* BIO 106

**BIO 217 Organismal Physiology****4 credit hours**

The physiology of organisms is a crucial link between cellular processes and ecological interactions. Each individual organism is both an aggregate of billions of cells and, at the same time, merely one organism among billions of others within an ecosystem. In this course, students examine the physiology of plants and animals, as well as the

essential anatomy of each. Students explore tissues, organs, and organ systems in animals, and transport, nutrition, reproduction, and control mechanisms in plants. The physiology of fungi and protists also may be addressed if time permits. Labs concentrate on anatomical studies of plants and animals from various phyla as well as relevant physiological experiments. Offered spring.

*Prerequisite:* BIO 106

**BIO 250, 350, 450 Special Topics in Biology** **1-4 credit hours**

Faculty may elect to offer advanced courses in biology that are not regularly scheduled. Previously offered topics have included plant physiology, comparative zoology, cellular pathology, and spectrophotometry. Courses are designated organismal/environmental or cellular/molecular as appropriate. If 1-credit hour topics courses are taken, a total of three credits may count as one of the required upper level BIO courses. A Cellular/Molecular course: Cellular Pathology is projected to be offered in fall 2002 and in spring 2004. An Organismal/Environmental course is projected to be offered in spring, 2003.

**BIO 285 Biology Internship** **0-3 credit hours**

This internship allows biology students an opportunity to explore particular careers and employment settings in biology. Students registering for this course work with departmental faculty and an on-site supervisor to design an appropriate internship experience. Presentation of results to the Natural Sciences department is required. Offered fall and spring.

*Prerequisite:* Completion of pre-internship seminar and sophomore standing

**BIO 295, 395, 495 Independent Study** **1-4 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Natural Sciences department. An oral presentation to the Natural Sciences department of the results of the independent study is required. May not be used to meet a major requirement. May be repeated for credit.

*Prerequisite:* Permission of the department

**BIO/CHE 304 Biochemistry** **4 credit hours**

Students study the chemistry of macromolecules, especially nucleic acids, mono and disaccharides, and proteins, with emphasis on structure-function relationships and methodology; an introduction to metabolism, enzyme kinetics, and mechanisms are included.

*Prerequisite:* CHE 202

**BIO 314 Animal Behavior** **4 credit hours**

In this course, students study what animals do, how they do it, and why. Behavior is thought of as an adaptation that has evolved through natural selection. Topics include: feeding behavior, habitat selection, sexual selection, mating systems, parental care, orientation, communication, and social organization. The class is challenged to solve "Darwinian Puzzles." Students observe animals and conduct experiments

during lab exercises and field trips. This Organismal/Environmental course is projected to be offered in spring, 2004.

*Prerequisite:* BIO 107

### **BIO 321 Cell Biology**

**4 credit hours**

This course includes considerations of microscopy, organization, replication, and expression of genetic material, membrane structure and physiology, organelle structure and function, cell-cell interactions, cytoskeletal organization and function, and cell mobility. Laboratory work is included. This Cellular/Molecular course is projected to be offered in fall, 2003.

*Prerequisite:* BIO 106

### **BIO 386 Student Research**

**0-4 credit hours**

This course allows students to investigate a biological phenomenon of interest prior to their senior research (BIO 486). Working closely with a faculty member, a student identifies a project of interest, performs a background literature search, designs and conducts experiments and measurements, and writes a report and/or present a seminar. The research may be performed in the laboratory and/or as a field study in the surrounding environment. The student may choose a project that stands alone or is part of a larger study being conducted by the faculty member or other students. Students enrolled in BIO 386 meet regularly with seniors enrolled in BIO 486 for research discussions. A final presentation in Biology Seminar is required. Offered fall and spring.

*Prerequisites:* BIO 106 and 107

### **BIO 402 Genetics**

**4 credit hours**

Both classical and modern topics are covered as students learn about the nature of the gene, gene action and its control, transmission of inherited characteristics, and behavior of genes in populations. The course also focuses on recent developments in genetic research and technology. Laboratory work is included. This Cellular/Molecular course is projected to be offered in spring, 2004.

*Prerequisite:* BIO 106

### **BIO 403 Comparative Animal Physiology**

**3 credit hours**

The evolutionary path of animals took us out of an aquatic environment and into a terrestrial one. It was this evolutionary move that required some ingenious adaptations, for all animals have the same physiological needs regardless of their environment. In this course students undertake an advanced examination of several physiological systems by comparing how animals living in different environments have adapted to meet their physiological needs. Topics may include reproduction, water balance, circulation and gas exchange, adaptations for movement, and temperature regulation. There is no laboratory component, but students use class time for relevant, hands-on anatomical and physiological activities. This Organismal/Environmental course is projected to be offered in fall, 2003.

*Prerequisite:* BIO 217 or BIO 205 and 206

### **BIO 406 Biology of Development**

**4 credit hours**

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

cell differentiation, and cell death in the normal development of organisms. This Cellular/Molecular course is projected to be offered in spring, 2003.

*Prerequisite:* BIO 106

**BIO/CES 407 Conservation Biology** **3 credit hours**

This course investigates the scientific basis behind topics in the new field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussion focuses on the ecological basis of the problem and relates that background to practical considerations and case studies. Readings include recent articles from journals. This Organismal/Environmental course is projected to be offered in fall, 2002.

*Prerequisite:* BIO 107

**BIO 480 Teaching Assistantship** **1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**BIO 485 Biology Internship** **0–6 credit hours**

Students in this course enroll for varied credit in a department-approved internship with an appropriate environmental or biological organization. Methods of evaluation based on the nature of the internship are determined by the Natural Sciences Department in conjunction with the on-site supervisor. An oral presentation to the Natural Sciences Department of the results of the internship is required. Offered fall and spring.

*Prerequisite:* Completion of pre-internship seminar and junior or senior standing in Biology

**BIO 486 Biology Senior Project (Capstone)** **1–4 credit hours**

Seniors in Biology must complete a research project in some area of the biological sciences. At the end of the junior year, the student selects an advisor for research and develops the project in conjunction with the advisor. Departmental approval and a formal presentation of results at the end of the project are required. One faculty member coordinates all projects each term and meets with the students weekly to discuss not only their research but also current topics in biological research in all fields. Readings are assigned from recent literature to aid the discussion. Offered fall and spring.

*Prerequisite:* Major acceptance and senior standing in Biology



# Business Administration

B. COOK, E. CROCKFORD, W. DERRENBACHER, M. GREEN, M. L. HEAVEY, L. MALAN,  
A. QUINN, T. STARK, D. SWANZ, E. WADSWORTH

## Bachelor of Science: Business Administration

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

Case studies and other simulation techniques are utilized to give students the opportunity to gain skills in use of knowledge as it applies to concrete situations. An important feature of the program is integration of off-campus field experiences and internships with classroom study. Particular attention is given to personal and societal-value issues as they pertain to working in an organization and to the dilemmas of balancing the various demands of personal needs, family expectations, and career expectations.

Graduates are working in such fields as marketing, finance and accounting, personnel, communications, brokering, and retailing in a variety of organizations across the country.

### Requirements

Liberal Education Requirements

BUS 115, 215, 216, 224, 231, 305, 312, 316, 318, 403, 412, 460, 485, 486

ECO 101, 102

MAT 220

PHI 213

### Business Electives:

Choose any 5 courses from those listed below. One must be at the 400 level.

<b>Human Resource Management</b>	<b>Management</b>	<b>Marketing</b>	<b>Finance</b>	<b>Information Management Technology</b>
BUS 302	BUS 321	BUS 325	BUS 319	BUS 320
BUS 324	BUS 323	BUS 407	BUS 326	BUS 328
BUS 331	BUS 361	BUS 411	ECO 203	BUS 404
	BUS 406			IMT 201
				IMT 202

BUS 350, depending on the topic, can be used as a Management, Marketing, or Finance elective.

**Major Acceptance**

A minimum cumulative GPA of 2.0 and at least a 2.0 average in BUS 115, 215, 216.

**Suggested Registration***Fall**Spring***First Year**

WRT 105  
 BUS 115  
 First Year Seminar  
 Liberal Education Course  
 CIS 105

BUS 215  
 BUS 216  
 MAT 220  
 Liberal Education Course  
 Liberal Education Course

**Sophomore Year**

BUS 224  
 BUS 312  
 ECO 101  
 PHI 213  
 Liberal Education Course

BUS 231  
 ECO 102  
 Liberal Education/Sophomore Seminar  
 Liberal Education Course  
 Liberal Education Course

**Junior Year**

BUS 305  
 BUS 318  
 Business Elective  
 Business Elective  
 Elective

BUS 316  
 Business Elective  
 Elective  
 Elective  
 Elective

BUS 485 Internship

**Senior Year**

BUS 403  
 BUS 412  
 BUS 486  
 Business Elective  
 Elective  
 Elective

BUS 460  
 Business Elective  
 Elective  
 Elective  
 Elective

**Total minimum credit hours: 120****Business Administration Minor**

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

**Requirements**

Students wishing to minor in Business Administration must maintain a minimum GPA of C (2.0) and earn at least a C (2.0) cumulative average in the following courses:

ECO 101 or 102  
 BUS 115, 215, 216, 231, 316  
 Any 300-level Business Elective

Please refer to the section of the *Catalog* entitled Minor Programs for further information.

## Course Offerings

### **BUS 115 Introduction to Organizations**

**3 credit hours**

This course analyzes the functioning of organizations in our society. While the primary focus is on business organizations, attention also is given to organizations in the not-for-profit sector, which faces many of the same issues and opportunities. The course focuses on the internal arrangement and practices of organizations. Aspects such as management, employees, customers, finance, and controls are covered in the course. The underlying theme of the course is the way in which organizations cope with external forces in a changing and uncertain global environment. Students are assigned to small teams. Case studies, guest speakers, current news, and individual presentations are used to illustrate practical application of concepts. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

### **BUS/CES 116 Introduction to Organizations (Environmental)**

**3 credit hours**

This broad survey course analyzes the functioning of organizations in our society. Aspects such as management, decision-making, employees, customers, forms of business, finance, control, and strategy are covered in the course. The underlying theme of the course is the way in which organizations cope with and adapt to external forces in a changing and uncertain environment. This course emphasizes the natural environment as a crucial component in the strategic decisions of organizations. This course covers the same content as BUS 115, but there is stronger emphasis on the natural environment. Students are required to look for practical application of business theory, but they are exposed to ecological principles. Students develop a strong sense of their bioregional identity by means of practical research assignments. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

### **BUS 215 Management**

**3 credit hours**

Management of organizations always has presented unique challenges. These challenges have only escalated as we move into the twenty-first century. With rapid and unexpected change in our environment, greater global competition, and changing technology, special skills are needed to manage organizations. This course aims to develop specific management skills such as decision making, motivating, communicating, team building, conflict management, and empowering others. Students are engaged in a number of hands-on exercises, case studies, and group assignments. The objective of this course is to prepare future managers for dealing with the demands and challenges they will face in our turbulent world. Not open to students in their first semester of study. Offered fall and spring.

### **BUS 216 Financial Accounting**

**3 credit hours**

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

**BUS 224 Managerial Accounting****3 credit hours**

Building on the financial terminology and statement-preparation skills acquired in BUS 216, this course develops the student's ability to make management decisions for planning and control purposes using accounting data. Course topics covered include cost classification, cost behavior, pricing, cost-volume-profit break-even analysis, capital budgeting (net present value, internal rate of return, payback), operational and financial budgeting, forecasting, performance evaluation, and timely topics such as just-in-time manufacturing and quality control. Offered fall and spring.

*Prerequisites:* BUS 115, 216

**BUS 231 Marketing****3 credit hours**

This course is designed to introduce the student to the broad scope of marketing. Students survey the fundamentals of marketing, including planning, pricing, promoting, and distribution of goods and services. They study the marketing environment and marketing information system and analyze consumer and industrial markets. Through use of a computing simulation, students assume marketing management responsibilities for a high tech company in a competitive industry. Offered spring and fall.

*Prerequisite:* BUS 115

**BUS 250, 350, 450 Topics in Business****1–3 credit hours**

Students are given the opportunity for an in-depth study of a topic or topics in business that are not part of the regularly scheduled course offerings. The topic or topics for a given term are announced before registration. Offered fall and spring.

*Prerequisite:* Permission of the instructor

**BUS 285 Business Internship****0-3 credit hours**

This internship course is a 120-hour minimum commitment designed to provide students with an on-site business experience early in their college career. While the student is responsible for finding an internship site, both the Career Development Office and the faculty provide advice and counsel. The firm where the internship is held provides on-site supervision to the intern and submits a final evaluation of the intern's performance. The intern is required to submit a written report on his or her internship experience to the department at the conclusion of the internship. This course may be repeated. Offered fall, spring, and summer.

*Prerequisite:* Completion of pre-internship seminar, sophomore standing, and department approval

**BUS 295, 395, 495 Independent Study****1–3 credit hours**

Qualified students interested in advanced work in courses not offered by the department may pursue individually determined projects in a particular area under the direction of a member of the Business Administration Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Business department

**BUS 302 Managerial Communication****3 credit hours**

This course is designed to help students improve their skills in professionally oriented communication: business letters, reports, and resumes. Oral communication skills include running meetings, presenting to groups, and one-to-one situations such as job interviews and performance appraisals. The readings, computer simulation, and

assignments illustrate the underlying principles of effective communication while providing hands-on practical application of the theory. Students leave the class with a working résumé and cover letter, hands-on practice writing other business correspondence, and mock job interviews. At least three presentations are required, one of which is videotaped. Word-processing proficiency is required. Offered fall.

*Prerequisite:* Open to juniors and seniors or permission of the instructor

**BUS 305 Business Law****3 credit hours**

This course provides a study of the origin of laws, the court system, and legal procedures with emphasis on their impact on business policies. An in-depth study is made of contract law and its elements and agency. In addition, there are limited introductions to the laws relating to real property, wills, and the Uniform Commercial Code. Emphasis is placed on the student's ability to apply the legal concepts learned in the course. Not open to first-year students. Offered fall.

**BUS/IMT 312 Business Applications of the Computer****3 credit hours**

Students learn to use the computer in analysis and decision making. This class uses Microsoft Excel in business applications utilizing spreadsheets, graphing, data analysis, and macro development. By using software applications to create data tables, budgets, and financial statements, students develop the ability to make use of applications common to business and organization needs encountered on the job. Offered fall and spring.

*Prerequisite:* CIS 105

**BUS 316 Human Resource Management****3 credit hours**

Human Resource Management encompasses those activities designed to provide for and coordinate the human resources of an organization. The course focuses on the relationship between people and the organizations they work for from the manager's perspective. Topics include planning, recruiting, selection, training, and counseling employees, compensation management, and labor relations. Offered fall and spring.

*Prerequisite:* Junior or senior standing or permission of instructor

**BUS 318 Finance****3 credit hours**

This course integrates knowledge of accounting, management, and economics as students study financial markets and institutions and the decisions of financial managers. Students develop skills in working capital management, capital budgeting, financial statement analysis, forecasting funds requirements, and interpreting stock and bond listings. Class discussions also cover timely topics from the financial press, such as *The Wall Street Journal*. Offered fall and spring.

*Prerequisites:* BUS 115, 216, 224

**BUS 319 Investment Management****3 credit hours**

This course covers basic investment concepts, practices, and procedures. Industry and company financial analysis are studied and emphasis is put on the investment decisions. Student teams manage a hypothetical portfolio as an integral part of the course. Case studies and guest speakers are also used. A visit to the New York Stock Exchange normally is offered. Offered fall.

*Prerequisites:* BUS 115, 216, 224, 318

**BUS 320 Management of Technology****3 credit hours**

Organizations have to cope with rapid advances in production and information technology. This course surveys computer information systems and how they relate to administration and management. Factors affecting productivity in organizations and strategies for effective use and management of technology are covered by means of exercises and simulations. The course reviews computer capabilities and limitations and explores an array of contemporary applications of computers in business environments. Offered spring.

*Prerequisites:* BUS 115, CIS 105

**BUS/CES 321 Organizations and their Environment****3 credit hours**

Organizations have to adapt to the challenges and forces of a complex external environment. Some of the dimensions of this external environment are economic, political, social, competitive, or technological in nature. An external dimension of increasing importance is the natural or physical environment. Not only do organizations have to take natural forces into consideration, their very actions have a profound impact on the natural environment. Natural resources are being depleted, air and water quality is deteriorating, and species are going extinct at a rapid rate. The physical conditions that the human species require for survival and existence are being destroyed by their own actions. In this course students explore that interaction between organizations and their natural environment. Students look at some of the critical issues facing organizations. Students use literature, readings, case studies, current examples, debate, site visits, walks outside, and personal reflection to improve their understanding of their own relation to nature, the challenges facing organizations, and ways to address them. Offered fall.

*Prerequisite:* Sophomore standing

Exploration Area: Environmental Literacy

**BUS 323 Management in a Global Environment****3 credit hours**

One of the major challenges to management in modern times is to cope with the growing internationalization of the marketplace. Traditional and domestic borders no longer bind market opportunities and competitive threats. In addition to the boundaries being dissolved, the international political, economical, social, technological, and market dimensions are becoming increasingly uncertain and changes are rapid and unexpected. Economic practices have global environmental consequences. Under these circumstances, there is a challenge for American management to be aware of global trends, to remain competitive at the strategic level, and to structure their organizations internally to respond to a changing contextual environment. The challenge facing American managers is exacerbated by severe criticism of the role of multinationals. Environmental practices, human resource treatment, ethical behavior, and the reliance on large, undemocratic organizations have come under the spotlight recently. What are the issues and how should organizations respond? This course explores opposing perspectives and searches for practical solutions to global problems. Offered spring.

*Prerequisite:* Sophomore standing

Exploration Area: Global Perspectives

**BUS 324 Labor Relations and Negotiations** 3 credit hours

This course explores the dynamic relationship between employers, organized labor, and the state. An analytical framework is applied to the development of American labor history. This framework is used in a comparative way to analyze labor-relations systems of other countries. Some of the more contemporary developments in American and global labor relations are covered and discussed. This course also develops negotiating skills in general settings (not just labor negotiations) by means of role plays and case studies. Offered fall of even-numbered years.

*Prerequisite:* BUS 115

**BUS 325 Consumer Behavior** 3 credit hours

An interdisciplinary approach to the study of consumers and decision-making processes for the purpose of systematically defining the organization's target market. This course explores the behavior that consumers display in searching, purchasing, using, evaluating, and disposing of products. It addresses the psychological as well as the sociological foundations of human behavior and how firms research these areas and design strategies on the basis of what they learn. Offered fall.

*Prerequisite:* BUS 231

**BUS 326 Introduction to Personal Finance** 3 credit hours

Who needs to know financial survival skills? Nurses, doctors, lawyers, teachers, artists, scientists, and students soon leave college life. They explore the world of money management, insurance, investments, taxes, and pension and employee benefits. This course assumes a beginner's level of knowledge. This is an interactive, hands-on course that may include outside speakers. At the course conclusion, students understand the basics of financial planning, for example: building a budget, the benefits of paying yourself first, transferring risk through insurance, maximizing employer pension plans, and the effects of taxation. The goal of this course is to have an outline of a financial plan at the end of the semester. Offered spring.

*Prerequisite:* Junior or senior standing

**BUS 328 E-commerce Opportunities and Issues** 3 credit hours

One of the major challenges to management in today's business environment is to cope with the growing electronic market place. This course focuses on E-commerce and the Internet. It explores their importance today and where they may be headed in the future. Issues such as the regulatory environment, security, risks, and the impact of E-commerce and the Internet on globalization are examined. Systems are looked at from the perspective of end-users, developers, and operations while examining their roles and interaction in a dynamically changing field. A real organization is reviewed to show how information systems have become a critical asset and a central factor in organizational structures and workflows. Offered spring.

*Prerequisite:* Junior standing or permission of instructor

**BUS 331 Conflict Resolution** 3 credit hours

This course investigates the theory of conflict in a variety of venues, but particularly in business settings. Using lecture, discussions, research, case studies, role-playing, and an interactive Web site, students investigate theoretical and applied issues in causes of conflict, use in problem solving, conflict handling, and creativity. Students look at constructive conflict, escalation practices, justice, peacekeeping, and preven-

tion. The class examines types of Alternative Dispute Resolution. Offered spring of odd-numbered years.

**BUS 361 Classic Leadership****3 credit hours**

Leadership is an important aspect of successful management in modern times. Examples of leadership are found in all spheres of our society. Successful individuals through the ages have one thing in common—they are good leaders. In this course students explore modern leadership theory using examples of both classic and contemporary leaders and writings. The course links the theoretical concepts to practical application by means of readings, movie clips, exploration, and analysis of what “leaders” do. Students discover ways in which they can be better leaders now and in their future careers. Offered fall.

**BUS 403 Organizational Behavior****3 credit hours**

Organizations have to cope with and survive in rapidly changing environments. These changes at the macro societal, political, and economic levels have a major impact on the arrangement inside organizations. This course looks at the way in which the interaction of people inside organizations contribute to overall organizational effectiveness and success. Often these interactions are affected by uncertainty, ambiguity, and frustration. This course uses the classroom as a learning organization. The classroom serves not only as a vehicle to achieve learning objectives, it also is an object of analysis and interpretation. Topics such as group cohesion, diversity, leadership, and organizational culture are addressed. Effectiveness in meeting learning objectives is a function of successful participation in interpersonal and group interactions in the class. Offered fall and spring.

*Prerequisite:* BUS 215

**BUS/IMT 404 Improving Management Decision Making****3 credit hours**

Managers make decisions all the time. Some decisions are routine, but others have major implications for their organizations. How do managers improve the quality of their decision making by using quantitative data and computer technology? This course concentrates on the quantitative dimension of decision making. Students use Excel, SPSS, and other computer application software to analyze data. The course addresses optimization problems, trends, prediction, statistical analysis, and other methods for improving the quality of decisions. The course also requires students to read and interpret empirical research studies. This is a practical, hands-on course that prepares students to use and interpret quantitative information. Offered fall.

*Prerequisites:* BUS 312 and MAT 220

**BUS 406 Management of New Enterprises****3 credit hours**

This course examines the many aspects of starting and successfully managing a small business, such as selecting location, securing financing, dealing with legal issues, developing a marketing plan, and securing and motivating employees. Students develop a comprehensive business plan, which they present to the class. Offered fall.

*Prerequisites:* BUS 115, 216, 224, 231, 318

**BUS 407 Advertising****3 credit hours**

This course examines the functions and roles of promotional strategies in the context of the marketing concept. Emphasis is placed on the role of advertising as a strategic variable in executing a marketing plan. Case studies and projects provide experience



in developing creative advertising and promotional strategies and in the use of such communication media as television, radio, and print. Offered fall.

*Prerequisites:* BUS 231, 325

### **BUS 411 Market Research**

**3 credit hours**

This course introduces the student to the techniques of gathering, analyzing, and using information to aid marketing decision making. It addresses the value of research as well as identification of the problem to be solved and research-design issues. Particular emphasis is placed on various survey techniques for data collection, and students are given the opportunity to apply these techniques by developing research projects. Offered spring.

*Prerequisites:* BUS 231, 325, MAT 220

### **BUS 412 Operations Management**

**3 credit hours**

This course deals with complex organizational systems that are designed to coordinate the firm's personnel, equipment, materials, and structures to effectively produce a product or deliver a service to the consumer. The focus is on the process of gathering scarce resources, organizing the production strategy, planning its operation, and controlling its output. Offered fall.

*Prerequisites:* BUS 115, 312, CIS 105, MAT 220

### **BUS 460 Strategic Management (Capstone)**

**3 credit hours**

In a turbulent and rapidly changing environment, organizations need to know the direction in which they are headed. How do organizations cope in such a changing environment? The course in Strategic Management is an integrative and essential component of Business Administration. It takes a broad view of the organization and its position in a competitive environment. It integrates all the different functional elements of a business. The theoretical assumptions of strategic management are explored and applied by means of case-study discussions and practical examples. Special topics such as the international dimension of business, diversity, ethics, and quality are discussed. Students become "part of the strategic team" by means of a computer simulation exercise. Offered spring.

*Prerequisites:* BUS 115, 215, 216, 231, 318, and senior level status

### **BUS 480 Teaching Assistantship**

**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. This course cannot be used as a business elective course. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

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

**0-6 credit hours**

Candidates for a B.S. in Business Administration are required to complete an approved internship of six weeks or 240 hours duration in an organization. This internship must be taken sometime between the beginning of the second term of the junior year and the end of the first term of the senior year. While the responsibility for finding a suitable internship rests with each student, departmental faculty and the staff of the Harrington Center for Career Development are prepared to play an active supporting role in the search and selection process. In order to qualify for the internship, the

student must be accepted into the major through the Major Acceptance process and normally should have completed required courses in the major with a satisfactory cumulative grade point average. During the internship, the student files weekly activity reports with the designated department faculty member. These reports serve as basis for a written report, which is presented at the Senior Seminar held in the fall semester, and of an internship review conducted by the Senior Seminar professor and the individual student. Offered spring, summer, and fall.

*Prerequisite:* Completion of pre-internship seminar and sophomore standing

### **BUS 486 Senior Seminar**

**1 credit hour**

The Senior Seminar is designed to facilitate the integration of conceptual and practical learning in business and serve as a transition between college and work. During this course, students are addressed by outside speakers possessing direct and practical business experience. An oral presentation based on the student's internship experiences is required. Each student develops a complete résumé and reviews it with the course professor and the Center for Career Development. Students describe their "ideal job" and identify and research an organization where such an opportunity exists. The résumé and job research serve as a basis for several mock interviews the student has with experienced guest executives invited to the seminar during the last two weeks of class. The class is offered on a Pass/Fail basis. Offered fall.

*Prerequisite:* BUS 485

## **Chemistry**

C. COOLIDGE

### **CHE 101 Chemical Principles I**

**4 credit hours**

Topics covered in this first semester of Chemical Principles include basic properties of matter, stoichiometry, light and matter, chemical periodicity, an introduction to atomic and molecular structure, intermolecular interactions, properties of gases, liquids, solids, and solutions, nuclear chemistry, and chemical thermodynamics. The laboratory introduces students to the fundamentals of statistical analysis, periodic properties, and various quantitative methods of analysis. Offered fall.

Exploration Area: Science

Arts and Sciences Elective Area III

### **CHE 102 Chemical Principles II**

**4 credit hours**

Chemical Principles II is a continuation of Chemistry 101 that builds upon the principles developed in that course. Topics include kinetics, chemical equilibria, acid/base chemistry, and transition metal chemistry. Other areas of study may include environmental chemistry, polymers, and a basic introduction to organic and biochemistry. The laboratory includes additional experience with instrumental and non-instrumental methods of analysis, sampling, synthesis, and solution equilibria. Offered spring.

*Prerequisite:* CHE 101

**CHE 201 Organic Chemistry I****4 credit hours**

Bonding, nomenclature, organic reactions, and organic spectroscopy are covered in this first course in organic chemistry. The student is introduced to functional groups and their chemistry. Laboratory work emphasizes basic techniques of recrystallization, distillation, and the determination of physical properties. Offered fall of odd-numbered years.

*Prerequisite:* CHE 102

**CHE 202 Organic Chemistry II****4 credit hours**

The study of organic chemistry continues using a mechanistic and synthetic approach to functional group chemistry. Topics introduced in Organic Chemistry I are re-examined in greater depth. Laboratory work emphasizes synthetic organic chemistry and qualitative organic analysis. Offered spring of even-numbered years.

*Prerequisite:* CHE 201

**CHE 295, 395, 495 Independent Study****1–4 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectation. Each independent study course is developed in consultation with a member of the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**CHE/BIO 304 Biochemistry****4 credit hours**

Students study the chemistry of macromolecules, especially nucleic acids, mono and disaccharides, and proteins, with emphasis on structure-function relationships and methodology. An introduction to metabolism, enzyme kinetics, and mechanisms is included.

*Prerequisite:* CHE 202

**CHE 480 Teaching Assistantship****1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of Department Chair and instructor

# Child Development

M. ABECASSIS, J. BLISS, M. CLEMENT, J. EWING

## Bachelor of Science: Child Development

The Bachelor of Science in Child Development provides a Liberal Arts foundation, a solid grounding in psychology and child development, and professional experience in any of several potential fields. The Early Childhood Education option provides students with additional courses in education and a teaching internship leading to K-3 certification. Depending upon the focus of their studies, graduates of these programs are prepared for employment in nursery schools, kindergartens, elementary schools, hospitals, childcare centers, and other agencies that offer services to young children and their families. They also are prepared to pursue advanced studies in related fields.

Students in the Child Development major choose an internship experience to use the knowledge learned in the classroom in an applied setting. New England agencies that have sponsored internships for Colby-Sawyer students include the Children's Hospital Medical Center, Children's Museum of Boston, Spaulding Youth Center, Special Olympics, the Windy Hill School (campus laboratory school), and Dartmouth-Hitchcock Medical Center in New Hampshire. Students design their own internship experiences with the support and approval of the Department. Other recent internship experiences have taken place in a school library, a school for emotionally handicapped children, Head Start programs, an infant child-care setting, and a public school inclusion program.

### Requirements

Liberal Education Requirements

CHI 205, 306, 308

PSY 101, 203, 401, 404

Two PSY courses at 200 – level or above

PSY 306 or CHI 309

SOC 101, 203, 304

GOV 101 or Modern American History course (e.g. HIS 102)

CHI 312 (Not required for students who select Early Childhood Education Certification)

CHI 485 (Not required for students who select Early Childhood Education Certification)

### Major Acceptance

A minimum cumulative GPA of 2.0 and a grade of 2.0 or higher in PSY 203 and CHI 205.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

PSY 203

PSY 101

SOC 203

SOC 101

Math Requirement

First Year Seminar

Liberal Education Course

Liberal Education Course

Liberal Education Course

**Second Year**

CHI 205 or Liberal Education Course	Liberal Education Course or CHI 205
PSY 200-300 level	PSY 200-300 level
GOV 101	or Modern American History Course
CIS 105	Liberal Education/Sophomore Seminar
Liberal Education Course	Liberal Education Course

**Third Year**

CHI 309 or Elective	PSY 401
CHI 306	CHI 308
SOC 304	PSY 306 or Elective
Elective	CHI 312
Elective	Elective

**Fourth Year**

PSY 404	CHI 485 (may be taken either semester)
Elective	
Elective	
Elective	

CHI 285 is strongly recommended during the sophomore year in the semester when CHI 205 is not taken.

**Total credit hours: 120 minimum**

**Child Development Minor**

The Child Development minor consists of 18 credit hours: PSY 101, PSY 203, CHI 205, CHI 306, and four additional credit hours of course work chosen from Psychology, Sociology, or Child Development courses at the 300 or 400 level currently required for the Child Development major. Please refer to the section of the *Catalog* entitled Minor Programs for further information.

**Child Development with Early Childhood Education Certification**

Through this program, a student can earn New Hampshire Teacher Certification in Early Childhood Education (K-3). The program requirements and the suggested registration are listed in the Education Section of this *Catalog*.

**Course Offerings**

**CHI 205 Services for Young Children 4 credit hours**

This course provides students with an introduction to various services, programs, and policies that are relevant to young children and their families. It also examines the role of the professional in each of these settings. Students have the opportunity to examine topics such as social policy and child advocacy, childcare, child abuse, early education, and programs for special populations. A 30-hour field practicum is required. Students may choose from several types of placements in preschools, Head Start programs, hospitals, and childcare centers. Offered fall and spring.

*Prerequisite:* PSY 203

**CHI 285 Child Development Internship** 0–3 credit hours

Students may enroll in a part-time internship (three to nine hours per week) to gain additional experience working with young children. Various placement sites are possible; these include, but are not limited to, childcare centers, hospitals, schools, and special education programs. Offered fall and spring.

*Prerequisites:* PSY 203, CHI 205, completion of pre-internship seminar, and sophomore standing

**CHI 295, 395, 495 Independent Study** 1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. This distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for additional credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**CHI 306 Experiences with Young Children** 4 credit hours

This course applies theory and research in child growth and development to the planning, implementation, and evaluation of appropriate activities and projects for young children through age eight. The course is designed for students who intend to work with children in childcare centers, hospitals, social-service agencies, and recreation programs, as well as for those interested in teaching in the primary grades. The student learns to assess children's behavior in all domains, to plan activities that are based upon these assessments, to present activities to groups of children, and to evaluate these activities objectively. Additional emphasis is placed on guidance techniques, cooperative learning, special needs, and parent involvement. Each student develops a portfolio to document achievement of class goals. A four-hour per week practicum at the Windy Hill School is required. Offered fall.

*Prerequisites:* PSY 203 and CHI 205

**CHI 307 Methods and Materials in Early Childhood Education** 4 credit hours

This course applies recent research about learning and principals of child growth and development to classroom practice in Early Childhood Education. Emphasis is placed upon design and administration of appropriate educational programs for nursery school, kindergarten, and primary classrooms through grade three. Students investigate and compare various curriculum models and assumptions that underlie them. Topics include choosing and sequencing subjects in an integrated curriculum, forming and implementing teaching units based on a project approach, use of technology with young children, the process of inclusion, and evaluation and record keeping. Students develop a semester-long project that incorporates literacy, mathematics, the arts, science, technology, and social studies. Each student develops a presentation portfolio as well as a philosophy statement on individual beliefs about teaching. A practicum is required in which each student works four hours a week at the Windy Hill School or at a local elementary school. This course is required of all Child Development students who plan to pursue teacher certification. Offered spring.

*Prerequisite:* CHI 306

**CHI 308 Evaluation of the Young Child****3 credit hours**

This course focuses on the overall process of assessing intellectual development and academic achievement of young children. Students learn about different types of observation techniques, developmental norms, and the administration and interpretation of various intelligence and achievement tests. Students also examine the legal and ethical considerations in assessment. Offered spring.

*Prerequisite:* PSY 203, 206, or 240

**CHI 309 Exceptional Children****3 credit hours**

This course focuses on educational handicapping conditions in young children. Legislation and litigation trends are examined. Such educational handicaps as mental retardation, learning disabilities, ADHD, behavioral disorders, communication disorders, physical disabilities, and giftedness are examined with a view toward intervention and educational remediation. Student, teacher, parent, and administrative involvement in providing services for educationally handicapped children are examined. Offered fall.

*Prerequisite:* PSY 203, 206, or 240

**CHI 310 Language and Literacy Development  
in Early Childhood Education****4 credit hours**

This course introduces students to theories of language and literacy development in young children. Emphasis is placed on understanding how children, especially those from birth to five, develop language and literacy and the relationship between this knowledge and appropriate practices. Students learn how to plan, implement, and assess learning activities that support language and literacy development of the individual child. Opportunities for in-depth study of children are provided through the required four-hour per week practicum at Windy Hill School. Offered fall.

*Prerequisites:* PSY 203, CHI 205

**CHI 311 Literacy Instruction in Early Childhood Education****4 credit hours**

This course applies the theories of teaching young children and the research on literacy development to classroom practices in early childhood education. Emphasis is placed on understanding how children, especially those in kindergarten through the primary grades, develop literacy and how this knowledge informs appropriate classroom practices. Students learn how to plan, implement, and assess literacy learning activities that support the individual child in the classroom setting. Opportunities for in-depth study of children are provided through the required four-hour per week practicum in Windy Hill School or at a local public school. Offered spring.

*Prerequisites:* PSY 203, CHI 310

**CHI 312 Social Policy: Children, Youth, and Society****4 credit hours**

This course introduces students to issues that lie at the intersection of child development research and social policy issues. Students examine a variety of organizations and programs that play a part in and affect the lives of children, youth, and families. Students become familiar with local, state, federal, and international organizations and policies. A practicum in a social-service organization is required. Offered spring.

*Prerequisites:* CHI 205 and PSY 203

**CHI 313 Early Childhood Education Mathematics Methods** 2 credit hours

This course applies the theories of teaching young children and recent research on mathematics development to classroom practices in early childhood education. Emphasis is placed on understanding how children, especially those in nursery school, kindergarten, and the primary grades, develop mathematical knowledge and how this information informs appropriate practices. The students learn to plan, implement, and assess mathematics-learning activities that support the individual child in the classroom setting. Offered spring.

*Prerequisite:* MAT 122 or fulfilled Math requirement

**CHI/PSY 320 Children at Risk** 3 credit hours

This course examines children in different risk situations: abuse and neglect, hospitalization, and child fatalities. Each area is researched with a view toward defining the problem for the child and exploring ways to help minimize or reduce the risk. Offered spring.

*Prerequisite:* CHI 205 or PSY 200 level course

**CHI 350, 450 Topics in Child Development** 1-3 credit hours

Students are offered the opportunity for an in-depth study of a particular topic in Child Development that is not part of the regularly scheduled course offerings. The topic for each term is announced before registration. Offered fall and spring.

*Prerequisite:* For CHI 350, one 200-level course in Child Development

For CHI 450, one 300-level course in Child Development

**CHI 430 Research and Reflection  
in Early Childhood Education** 0-3 credit hours

This course provides prospective teachers with the opportunity for in-depth study in an area of interest and/or need in combination with classroom experience. Child Development majors in the Early Childhood Education program may enroll in this course in the semester they are not completing CHI 490: Child Development Early Childhood Education Teaching Internship. Offered fall and spring.

*Prerequisites:* CHI 307, 310, and 311

**CHI 480 Teaching Assistantship** 1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**CHI 485 Child Development Internship and  
Professional Development Seminar** 6-15 credit hours

Students in this course work in a setting serving children or families. Placements include, but are not limited to, hospitals, nursery schools, schools, museums, shelters, social-service agencies, and government agencies serving families. Work in these sites is designed to help students apply their academic knowledge of child development. Internships include a weekly seminar with the course instructor. Offered fall and spring.

*Prerequisites:* Open to seniors in Child Development who are not pursuing teacher certification; completion of pre-internship seminar



**CHI 490 Child Development, Early Childhood Education  
Teaching Internship****15 credit hours**

This internship is required of those students who are applying for New Hampshire Early Childhood Education teacher certification. It is a full-time, semester-long program in a kindergarten, first, second, or third grade. These placements can be in either private or public schools. Students must have a minimum 2.5 cumulative grade point average, and a minimum 2.5 grade point average in the courses required for the Child Development, Early Childhood Education option. Students earn a letter grade. Offered fall and spring.

*Prerequisites:* A grade of B- or better in CHI 306, and the Lab portion of CHI 306, 307, 310, and 311. Additional prerequisites are CHI 308 and 309 and acceptance into the Teacher Preparation Program.

# Communication Studies

P. ANDERSON, D. BERGHORN, D. COONLEY, E. FREEBERG, J. GOODLIN,  
J. HEINLE, M. McMAHON

## Bachelor of Arts: Communication Studies

Based in the Humanities Department, the Communication Studies Program is an interdisciplinary major that presents communication skills and issues in both a liberal arts and a professional context. The program emphasizes the skills of speaking, writing, seeing, and thinking while offering specialization in audio, video, and multimedia production, print and writing.

### Requirements

Liberal Education Requirements

#### Communication Core Courses

COM 201, 203, 216, 325, 341

#### Specialization Course Requirements

27 credit hours—nine from each of the following three areas. At least five of these courses must be taken at the 300 level.

<b>Audio-visual Production</b> <i>(9 credits required)</i>	<b>Print and Writing</b> <i>(9 credits required)</i>	<b>Theory</b> <i>(9 credits required)</i>
COM 209	COM 205	COM 211
COM 214	COM 208	COM 212
COM 228	COM 303	COM 235
COM 314	COM 305	COM 241, 243, or 244
COM 316	COM 308	COM 310
COM 328	COM 311	COM 321
	COM 312	COM 342
	COM 403	COM 343
		COM 360

COM 250 and 350, depending on the topic, could fit into the above three categories.

#### Senior Requirements (3-6 credit hours)

As a capstone experience (COM 470), all students design, create, and publicly present a communication project (such as a video, audio program, newsletter, public-relations campaign, or CD ROM), which addresses a community need. Students also are required to apprentice either through an off-campus internship (COM 485) or a college praxis (COM 475), in which they assume leadership roles in campus media.

#### Minor Requirement (credit hours vary according to discipline)

Communication Studies majors are required to minor in any one of the disciplines offered by the college: American Studies, Art History, Biology, Business Administration, Child Development, Community and Environmental Studies,

English, History, Information Management and Technology, Philosophy, Psychology, Sociology, Studio Art, Women’s Studies, and Writing.

**Major Acceptance**

A minimum cumulative GPA of 2.0 and a grade of 2.0 or higher in each: COM 201, COM 203, and COM 216. In addition, the student meets with the Communication Studies director to review course work, scheduling, and academic and professional goals.

**Suggested Registration**

*Fall*

*Spring*

**First Year**

WRT 105  
 COM 201  
 CIS 105  
 First Year Seminar  
 Liberal Education Course

Math or COM 216  
 COM 203  
 Liberal Education Course  
 Liberal Education Course  
 Elective or Minor Course

**Sophomore Year**

Communication Elective  
 Liberal Education Course  
 Liberal Education Course  
 Elective or Minor Course  
 Elective

Math or COM 216  
 Communication Elective  
 Liberal Education Course  
 Liberal Education/Sophomore Seminar  
 Elective or Minor Course

**Junior Year**

COM 341  
 Communication Elective  
 Communication Elective  
 Elective or Minor Course  
 Elective

COM 325  
 Communication Elective  
 Communication Elective  
 Elective or Minor Course  
 Elective

COM 485 Summer Internship

**Senior Year**

Communication Elective  
 Communication Elective  
 COM 475 or 485  
 Elective or Minor Course  
 Elective

COM 470  
 Elective or Minor Course  
 Elective or Minor Course  
 Elective  
 Elective

**Total credit hours: 120 minimum**

**Communication Studies Minor**

The Minor in Communication Studies consists of 18 credit hours:  
 COM 201 and COM 203  
 Two additional Communication Core Courses  
 Two 300 level Communication Electives

Please refer to the section of the *Catalog* entitled Minor Programs for further information.

## Course Offerings

### **COM 101 Introduction to Public Speaking and Oral Communication** 3 credit hours

This course is designed to teach the practical aspects of message preparation and delivery and to introduce the student to basic communication theory. Students prepare a number of short talks for presentation in class. Emphasis is placed on how ideas are expressed, the organization of material, and the amount and quality of supporting material the student uses. Offered fall and spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **COM 201 Concepts in Communication** 3 credit hours

This course is an introduction to studies in human communication. It includes interpersonal, intrapersonal, group, and mass methods of transferring meaning. In addition to verbal and non-verbal modes, attention is given to such common media as print, film, and television, with an emphasis on the ways that each medium codifies reality and the ways it shapes the perceptions of people who use it. Offered fall.

### **COM 203 Media Criticism** 3 credit hours

This course is designed to analyze and criticize contemporary genres of audio and visual communication media. Students view examples of photography, film, television, and video, both in and out of class. Each genre is studied in terms of structure, style, cultural context, and meaning by developing specific techniques of interpretation. Offered spring.

Exploration Area: Media Literacy

### **COM/WRT 205 Introductory Journalism** 3 credit hours

In this course, students learn the basic elements of journalism and study the basic forms of journalistic writing—the editorial, the hard-news piece, and the feature. Offered fall and spring.

### **COM/WRT 207 Newspaper Practicum** 1 credit hour

Credit for this course is based on the student's participation as an editor for *The Colby-Sawyer Courier*, the college's student newspaper. Editors are required to assign and edit stories, attend editorial board meetings, design and compose their sections of the newspaper. Editors also are required to attend weekly conferences and/or critiques with the advisor of the paper. This course may be repeated for up to six credits. Offered fall and spring.

*Prerequisite:* WRT 105

### **COM 208 Introduction to Desktop Publishing** 3 credit hours

A comprehensive introduction to desktop publishing, this course introduces students to writing, editing, design, and desktop composition. Students utilize page layout and image-editing programs to produce newsletters. Some introduction to desktop publishing on the Web may be included. Offered fall.

*Prerequisite:* COM 203, or COM/WRT 205, or BUS 302

**COM 209 Expanding Perception: Image, Word, and Sound** 3 credit hours

This course is an introduction to media that carry much of the meaning of contemporary culture: image, word, and sound. Still and moving images as well as audio sources (words, music) are analyzed in terms of their historical impact, ways in which they affect the perception of the audience, and unique ways they capture and present meaning, both individually and in combination. The course's purpose is to expand perception in order to experience the environment more clearly; to understand and develop creative potential; to achieve a basic understanding of building blocks of contemporary communication. Students produce a final presentation/performance that is designed to communicate a specific message through a combination of images, words, and sound. Students are expected to provide their own still-image cameras (film or digital). Moving-image cameras are provided. No previous production experience is required, but an open-minded willingness to develop personal creativity and to work effectively within task-oriented groups is helpful. Offered fall.

Exploration Area: Media Literacy

**COM 211 Interpersonal Communication** 3 credit hours

An introduction to the role of communication in maintaining meaningful personal relationships. This course analyzes dyads (two-person interactions) and small groups. The role of the self in the communication process is emphasized, and students discover and interpret their own communication styles and strategies. Offered fall.

**COM 212 Intercultural Communication** 3 credit hours

Intercultural communication is when people from diverse cultural backgrounds engage in communication. The class explores how culture impacts the process of interpersonal communication. The course seeks to improve one's communication competence in intercultural exchanges in various social environments, such as interpersonal and business settings. Topics include verbal and verbal cultural patterns on communication, culture shock, ethnocentrism, stereotypes, high context and low context cultures, tolerance, empathy, and differences in persuasive styles of communication. In addition, the class explores how people gain their understanding of other cultures from television programs and movies; therefore, the course also examines cultural values depicted in the mass media that could affect how people communicate when they meet one another. Offered spring of odd-numbered years.

Exploration Area: Global Perspectives

**COM 214 Radio I** 3 credit hours

This audio production course introduces the fundamentals of sound recording, editing, and mixing. Students produce programs in various styles, including sound portraits, documentary essays, and audio art. Theories of sound communication provide context for production activities. Offered fall and/or spring.

*Prerequisite:* COM 201 or permission of the instructor

**COM/WRT 216 Writing for Public Communication** 3 credit hours

In this course students learn how to write for the most common forms of public communication (radio and television public-service announcement, newspaper editorial, press release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered spring.

*Prerequisite:* WRT 105

**COM 228 Video Production I****3 credit hours**

This course provides a comprehensive introduction to the use of portable video recording and editing equipment and its wide range of applications. Through a series of exercises and demonstrations, students become familiar with both video technology and style. The student's major task is to co-produce a program for *Colby-Sawyer Insights*, a video magazine about the college. Offered fall.

*Prerequisite:* COM 201 or permission of the instructor

**COM 235 Documentary Film and Video****3 credit hours**

This course is an introduction to the critical history and development of documentary film and video. This analysis begins with early international examples, then focuses on this controversial genre's development in the United States. Offered spring.

Exploration Area: Media Literacy

**COM 241 American Film****3 credit hours**

This historical survey of films produced in the United States focuses on various film genres—westerns, comedies, musicals, gangsters, and documentaries as well as on such concepts as the auteur theory, the star system, and the “golden years” of Hollywood. The technical, aesthetic, and cultural aspects of the media are explored. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

**COM/WST 243 Women in Film****3 credit hours**

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

Exploration Area: History

Arts & Sciences Elective Area IV History

**COM 244 International Film****3 credit hours**

This course focuses on the history of international film as it has developed in a dozen foreign countries throughout the twentieth-century, examining important aesthetic movements such as Russian *montage*, German expressionism, and Italian neo-realism, as well as major figures like Fellini, Bergman, Truffaut, Kurosawa, Bunuel, Wertmuller, and Armstrong. Offered spring of even-numbered years.

Exploration Area: History

Arts & Sciences Elective Area IV History

**COM 250 Topics in Communications I****1–3 credit hours**

This course offers a sophomore-level opportunity to study particular subjects in various communication areas that are not part of the regularly scheduled course offerings. Topics are announced during registration. Offered fall and spring.

**COM 285 Communication Studies Internship****0-3 credit hours**

This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. The student works under the supervision of both a site evaluator, who is required to submit

a final evaluation of the intern's performance, and a member of the faculty. The student is required to submit a final written paper and a final oral report to the faculty. Offered fall, spring, and summer.

*Prerequisite:* Completion of Major Acceptance to Communication Studies and completion of pre-internship seminar

**COM 295, 395, 495 Independent Study** **1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Communication Studies faculty. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Communication Studies faculty

**COM/WRT 303 Writing About Sports** **3 credit hours**

In this course, students pursue advanced study of sports journalism, focusing on sports writing. Students write game-analysis stories and study the role of commentary in sports. Students study the field of sports public relations and write news releases and feature stories. Students also analyze and practice writing for audio, video, and multimedia. Offered spring of odd-numbered years.

*Prerequisite:* COM/WRT 205 or ESS 101

**COM/WRT 305 Topics in Advanced Journalism** **3 credit hours**

In this course, students pursue advanced study in a particular form of journalism: investigative news reporting, feature writing, editorial writing, and/or sports journalism. Database research techniques are utilized, and students produce magazine-length articles. Offered spring.

*Prerequisite:* COM 205

**COM 308 Desktop Publishing on the Web** **3 credit hours**

This course introduces students to the theory and practice of desktop publishing on the Internet. Multimedia design theory is studied in depth. Through creation of internet application, students learn programming languages (HTML, DHTML, and JAVA) and image production techniques. Each student creates a Web page for a campus or community organization. Offered spring.

*Prerequisite:* COM 207 or 208, or permission of instructor

**COM 310 New Media Technologies** **3 credit hours**

This course examines the cultural impact of new media technologies such as computers and the information highway, digital video and sound production, and fiberoptic cable. Topics such as information literacy, regulation, technological convergence, business consolidation, incorporation, and the global village are studied. Students discuss how communication technology affects our personal relationships and sense of community and consider its impact on the workplace, new professions, the process of democracy, and what we consider to be information. Offered spring.

*Prerequisite:* COM 203

**COM/WRT 311 Scriptwriting** **3 credit hours**

An introduction to fiction writing for the film and video screen. Through class discussion, readings, and analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of audio-visual media. Offered fall.

*Prerequisite:* COM 203 or permission of instructor

**COM/WRT 312 Writing About the Arts** **3 credit hours**

Students learn to write hard-news stories, reviews, and features about the arts, works of art, artists, and those areas of the arts that shed light on cultural and social issues. Students become familiar with all the ways in which journalists gather information about the arts.

*Prerequisites:* Any COM or WRT 200-level course

**COM 314 Radio II** **3 credit hours**

A continuation of Radio I, this course provides students with the opportunity to produce longer and more advanced audio production. The specific and required goal of this course is to produce and broadcast quality audio programming. Offered fall and/or spring.

*Prerequisite:* COM 214

**COM 316 Multi-Media Production I** **3 credit hours**

This course introduces students to the theory and practice of multi-media production for such projects as interactive CD-ROMs, Internet Web sites, and public installations. It focuses on developing interactive projects using Macromedia software. The course covers various lessons through hands-on exercises to explore the numerous features and capabilities of integrating media design elements—text, audio, still images, and moving images into various types of media presentation.

*Prerequisite:* One of the following: COM 214, 228, 208, 308, or permission of the instructor

**COM 321 Electronic Journalism** **3 credit hours**

This course is designed to analyze the process and product of electronic journalism. Included are the history of both radio and television journalism, the social implications of news coverage, techniques, and economic foundations of contemporary electronic journalism. Offered spring.

**COM 325 Media Law and Ethics** **3 credit hours**

The Constitution's First Amendment establishes the freedom of the press as one of our democratic society's fundamental liberties. This course traces the origin of press freedom, its development in American law, and its impact on journalism's code of ethics. Students explore key legal controversies that have shaped the way we apply the First Amendment today, looking particularly at areas where the courts have limited our freedom of speech, including the topics of libel, obscenity, and invasion of privacy. Students also look at the special challenges to press freedom posed by new forms of media, particularly radio and television broadcasting and the Internet. Offered spring.

*Prerequisite:* COM 203



**COM 328 Video Production II****3 credit hours**

Building on the knowledge and techniques learned in COM 228, this course focuses on longer forms of portable and/or studio video productions. Participants are required to write, direct, and produce projects for commercial or non-commercial purposes. Offered spring and/or fall.

*Prerequisite:* COM 228

**COM/AME 341 Mass Media in America****3 credit hours**

A survey of the history and theory of mass media in America, this course provides an introduction to newspapers and magazines, book publishing, advertising, radio, popular music, motion pictures, and television. The course examines the effects these media have had upon shaping cultural attitudes, values, and myths. Offered fall.

*Prerequisite:* Sophomore standing

Exploration Area: History

Arts & Sciences Elective Area IV History

**COM 342 The Media See the Movies****3 credit hours**

This course explores mass communication as mediated through selected feature motion pictures whose themes and plots revolve around newspapers, photography, radio, television, and film itself. Focus is on the relationship between image and reality, the ethics and practice of both print and electronic journalism, and the possible effects of these films on audiences. Particular attention is given to the film medium's strengths and weaknesses in portraying significant issues in meaningful ways. The course's objectives are to understand how popular films shape public perception of the communication industry; gain insights into the cultures of specific times and places depicted in individual films; learn to analyze critically individual films; and learn to synthesize the themes of individual films into a coherent thesis concerning the meaning of a particular body of films. Offered fall of odd-numbered years.

*Prerequisite:* COM 203 or 341

**COM/HIS 343 War and Truth in America****3 credit hours**

Ranging from the Spanish-American War to the War Against Terrorism, this course surveys history of American military conflicts in the twentieth century, paying particular attention to the way these conflicts were reported by the American news media. The class explores ethical questions raised by war reporting, questions about propaganda, freedom of information, and limits placed on a free press during times of national crisis. Offered fall of even-numbered years.

*Prerequisite:* HIS 101, or HIS 102, or COM 203

**COM/WRT 350 Topics in Communications II****1-3 credit hours**

This course is a junior-level opportunity to study particular subjects in various communications areas that are not part of the regularly scheduled course offerings. Topics are announced during registration. Offered fall and spring.

**COM/WST 360 Gender and Communication****3 credit hours**

This course analyzes the role of gender in the communication process. Using experimentation, case-study, and observation, students investigate the different communication strategies men and women use to interact with each other. Theories

of gender and language are discussed. Offered spring of even-numbered years.

*Prerequisite:* COM 203 or PHI/WST 111, or permission of instructor

**COM/WRT 403 Investigative Reporting** **3 credit hours**

Research is an important element in print, audio, and video reporting. A vast number of data bases, newspaper clippings, government reports, court documents, police logs, trial transcripts, meeting minutes, permit applications, polls, and independent assessments are available to the reporter. In synthesizing this research, reporters are required to analyze statistics, interpret rulings, verify information, apply laws and regulations, develop follow-up questions, and organize findings in order to present a clear, concise overview of an issue. Students in this course learn to use public documents and other information sources to report on complex issues. Case studies are drawn from current public debate. Offered fall.

*Prerequisites:* COM 205 and one 200-level writing or production course

**COM 470 The Capstone Experience** **3 credit hours**

This course provides an opportunity for seniors in the Communication Studies program to design and produce a semester-long project. The project must serve the communication needs of a campus or community service-oriented organization; after completion, the project is made available to the service group for which it was made. During the semester before enrollment, students must submit a proposal that establishes the project's objectives. At the semester's beginning, they must design a schedule for creation or production of the project, complete the objectives set forth in the proposal, and work under the supervision of one or more members of the Communication Studies faculty. Examples: documentaries in audio or video; public-relations campaigns, a series of public service announcements; a series of newspaper articles; instructional or promotional videotapes. To qualify, students must have achieved a competency in the selected medium, usually by completing at least two production courses and appropriate related courses. Offered spring only.

*Prerequisite:* Majors only, with permission of Communication Studies faculty.

**COM 475 Praxis: Campus Communications** **3 credit hours**

A senior-level course that provides students with the opportunity to serve as directors, managers, or editors of media projects on the Colby-Sawyer campus. This experience varies from semester to semester but always involves leadership positions in print, audio, and/or video production in practical situations working with on-campus professional communicators. Examples: the editor of *The Courier*, the news director and the program director at WSCS, and a video producer of an extensive project involving several students. Students must qualify for these positions by completing at least one semester of preliminary volunteer service and demonstrating a keen interest. The positions must be arranged prior to the semester enrolled. They may be repeated for credit. Offered fall or spring.

*Prerequisite:* Majors and minors only, with permission of instructor

**COM 480 Teaching Assistantship** **1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**COM 485 Communication Studies Internships** **0–3 credit hours**

An option for qualified students in the Communication Studies program to gain work study experience by means of an apprenticeship in an off-campus professional communication position that involves significant activity and responsibility. Although students must qualify for specific internships by campus preparation (both formal and informal training), they also must seek out internships that stretch their experience beyond the campus potential. The student works under the supervision of both an on-the-job evaluator and a member of the faculty. A public presentation based on the internship is given after the term of internship. For major requirement, COM 485 must include 120 contact hours (the equivalent of 3 credit hours). Offered fall, spring, and summer.

*Prerequisite:* Majors only with permission of the Communication Studies faculty and at least a 2.00 GPA at time of application, completion of pre-internship seminar, and junior or senior standing

# Community and Environmental Studies

L. ALEXANDER, P. ANDERSON, L. AYERS, J. CALLEWAERT, T. KEALY, A. KNISLEY,  
L. MALAN, B. SARCHET, A.P. STECKER, B. STEELE, M. STIER

## Bachelor of Science: Community and Environmental Studies

Several essential features of the Community and Environmental Studies (CES) program provide students with a unique and exciting learning experience. First, the program is pre-professional and designed to provide students with the necessary “hands-on” skills one needs to step from college directly into the work force. The program also is designed to prepare students for graduate training in a number of fields. Second, many CES projects are linked closely with the local community. Students interact directly with individuals and businesses in the local area and develop an important sense of community for themselves and their college. Third, many experiences in the program are student driven. Students are responsible for determining which questions and issues are important as well as the proper methods for addressing those issues. Finally, these features combine with Colby-Sawyer’s location in the beautiful mountains and lakes of New Hampshire to provide an educational experience that one is unlikely to encounter at any other small liberal arts college. For more details, please consult the CES Web site:

<http://www.colby-sawyer.edu/academic/ces>

### Requirements

Liberal Education Requirements

CES Core Courses: CES 101, CES 201, CES 202

CES 301, CES 302, CES 485, CES 486

MAT 200 level

**Required Areas of Study:** Specific courses are required in five areas of study. These include:

CES/BIO 107

BUS 115 or CES/BUS 116

CES/ENG 215

PHI 213

SOC 101

In addition to the approved courses listed here, special courses may be offered that fulfill these requirements. These courses are identified in registration materials for a given semester.

### Minor Requirement

Community and Environmental Studies majors are required to select and complete a minor from among those offered by the college. In making their selection, students should consider which course of study highlights their specific interests. Minors are available in American Studies, Art History, Biology, Business Administration, Child Development, Communications Studies, English, History, Information Management and Technology, Philosophy, Psychology, Sociology, Studio Art, Women’s Studies, and Writing.

## Major Acceptance

A minimum cumulative GPA of 2.0 and at least a 2.0 average in CES 101; and CES 201 or CES 202

## Suggested Registration

*Fall*

*Spring*

### First Year

CES 101  
WRT 105  
CIS 105  
First Year Seminar  
Liberal Education Course

BIO 107  
BUS 116 or BUS 115  
Liberal Education Course  
Liberal Education Course  
Elective

### Sophomore Year

CES 201  
MAT 200 level  
PHI 213  
SOC 101  
Liberal Education Course

CES 202  
ENG 215  
Liberal Education or Minor Course  
Liberal Education/Sophomore Seminar  
Elective

### Junior Year

CES 301 (12 credit hours)  
Liberal Education or Minor Course

CES 302 (6 credit hours)  
Liberal Education Course  
Minor Course  
Elective

CES 485 Summer Internship

### Senior Year

Liberal Education Course  
CES Elective  
Minor Course  
Minor Course  
Elective

CES 486  
Minor Course  
CES Elective  
Elective  
Elective

**Total minimum credit hours: 120**

## Community and Environmental Studies Minor

The minor in Community and Environmental Studies consists of 21 credit hours. Students wishing to minor in Community and Environmental Studies must maintain a minimum GPA of 2.0 and earn at least a 2.0 cumulative GPA in the following courses:

CES 101, 201, and 202

Three additional courses, two must be at the 300/400-level, chosen from:

AME 201	CES 250	CES/BIO 407
BUS 115	CES/PHI 312	CES 450
CES/BIO 107	CES/BUS 321	CES 486
CES/BUS 116	CES/HIS 323	PHI 213
CES/ENG 215	CES 350	SOC 101
CES/ENG 229		CES 295, 395, or 495

Students may petition for a maximum of six credit hours of other courses containing significant community and environmental studies content. The Community and Environmental Studies faculty approves such courses on a case-by-case basis (students should see the director of the Institute for Community and Environment for more information). Please refer to the Minor Programs section of the Catalog for further information.

## Course Offerings

### **CES 101 Air**

**4 credit hours**

This course introduces the field of community and environmental studies, including key issues and employment opportunities. Students encounter the concepts of systems and sustainability and work to understand the necessity of a multidisciplinary approach. Students see how science, ethics, economics and business, environmental health, public policy, and the study of communities and human population growth can all affect environmental problems and solutions. More specifically, students examine the chemistry and structure of the atmosphere, and apply the above concepts and disciplines to human uses, perceptions, and pollution of air. Students also are introduced the New London community. Case studies may focus on interdisciplinary analyses of urban smog, global warming, and ozone depletion. Lab and field experiences introduce techniques and provide “real world” examples of concepts covered in the course. Offered fall and spring.

Exploration Area: Environmental Literacy

### **CES/BIO 107 Interactions in Biology**

**4 credit hours**

This course introduces biology as a study of the patterns in nature that surround us. Using outdoor sites, students measure and observe plants and animals, and design independent investigations to explain the patterns they see. Their explorations are related to ecology theory in populations, community, ecosystem, evolutionary, physiological, behavioral, and applied ecology. Field investigations are supplemented with computer simulations. Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

### **CES/BUS 116 Introduction to Organizations (Environmental)**

**3 credit hours**

This broad survey course analyzes the functioning of organizations in our society. Aspects such as management, decision-making, employees, customers, forms of business, finance, control, and strategy are covered in the course. The underlying theme of the course is the way in which organizations cope with and adapt to external forces in a changing and uncertain environment. This course emphasizes the natural environment as a crucial component in the strategic decisions of organizations. This course covers the same content as BUS 115, but there is stronger emphasis on the natural environment. Students are required to look for practical application of business theory and are exposed to ecological principles. Students develop a strong sense of their bioregional identity by means of practical research assignments. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered spring.

Exploration Area: Social Sciences

Arts & Science Elective Area IV Social Sciences

**CES 201 Water****4 credit hours**

The title "Water" indicates a focus point and an angle from which interactions between communities and the environment are approached. Students examine the physical and chemical properties of water (why does water make things wet?), as well as the "biology of water" and the dynamics of aquatic habitats and organisms. Human uses of water are also discussed, including the politics and history of water use in irrigation and as a powerful tool in exploration. The causes and effects of water pollution and depletion on past, present, and future human and non-human communities, and on the earth itself, are explored with comprehensive case studies. During the entire semester, students work to understand how humans perceive water and the unique relationship we have with it as expressed in art, music, literature, poetry, and religion. Includes a laboratory component with lab and field aquatic projects. Offered fall.

Exploration Area: Environmental Literacy

**CES 202 Earth****4 credit hours**

During this course students examine the development of the earth and the processes that continue to change its structure. Human interactions with the earth are explored, including the development of agriculture and the politics and history of disputes over land ownership. Soil pollution and topsoil erosion and their effects on human and non-human communities are addressed, as are the habitats and lives of terrestrial organisms. Detailed case studies are used to explore appropriate issues and the necessary connections among the atmosphere, water systems, and the earth. Includes a laboratory component. Offered spring.

Exploration Area: Environmental Literacy

**CES/ENG 215 Visions of Nature: The Literary Tradition****3 credit hours**

Using examples of the tradition of nature writing begun by Gilbert White and continued by writers such as Thoreau, Charles Darwin, Wallace Stegner, Edward Abbey, Rachel Carson, Gretel Erlich, Annie Dillard and many others, this course examines the sources of the nature writing tradition in prose and poetry. The course explores definitions of the pastoral, wilderness, the birth of environmentalism, and looks toward visions for the twenty-first century. Offered spring.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**CES/ENG 229 Native American Literature****3 credit hours**

This course is a study of representative works created by native peoples of the United States, including traditional songs and chant from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Leslie Silko, Joy Harjo, N. Scott Momaday, Michael Dorris, Louise Erdrich, and Sherman Alexie. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**CES 250, 350, 450 Special Topics in Community and Environmental Studies****3-4 credit hours**

Students are offered the opportunity to study in depth a topic or topics in community and environmental studies that are not part of the regularly scheduled course

offerings. The topic or topics for a given term will be announced before registration.

*Prerequisite(s):* Vary with course content

**CES 295, 395, 495 Independent Study** **1-4 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Community and Environmental Studies faculty. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Community and Environmental Studies faculty

**CES 301 Advanced Community and Environmental Studies I** **12 credit hours**

The third year is the defining characteristic of the Community and Environmental Studies program. Rather than choosing from a series of 300-level course options, all students majoring in Community and Environmental Studies take CES 301/302 for 18 total credit hours during the third year. CES 301 is the first component of this two-semester course. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental problem or issue with detailed fieldwork and extended site visits. This structure allows students to work at length on a complex problem while developing important skills in group-oriented tasks to a degree that is not obtainable in traditional courses. A new project is developed each year that focuses on an important environmental issue or problem in the local community. Students must enroll in both CES 301 (fall) and CES 302 (spring). Offered fall only.

*Prerequisites:* CES 101, 201 and CES 202

**CES 302 Advanced Community and Environmental Studies II** **6 credit hours**

The third year is the defining characteristic of the Community and Environmental Studies program. Rather than choosing from a series of 300-level course options, all students majoring in Community and Environmental Studies take CES 301/302 for 18 total credit hours during the third year. CES 302 is the second component of this two-semester course. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental problem or issue with detailed fieldwork and extended site visits. This structure allows students to work at length on a complex problem while developing important skills in group-oriented tasks to a degree that is not obtainable in traditional courses. A new project is developed each year that focuses on an important environmental issue or problem in the local community. Students must enroll in both CES 301 (fall) and CES 302 (spring). Offered spring only.

*Prerequisite:* CES 301

**CES/PHI 312 Environmental Philosophy** **3 credit hours**

How do we define and determine the value of nature? How do we define and understand the impact of environmental problems such as global climate change and extinction of species? This course addresses philosophical, especially ethical, issues raised by thinking about the environment, through study of challenging philosophi-



cal texts and other materials. A presumption of the course is that “philosophy matters,” in other words, that identification and resolution of environmental issues should not be based only on science, economics and politics, but also on philosophical analysis of knowledge and values. Students read and discuss ancient and modern philosophical materials from various traditions; films, literature and poetry may also be used. Understanding theory, applying theory to current issues, and deepening students’ own environmental awareness are all goals of the course. Offered spring even-numbered years

*Prerequisite:* Sophomore standing

Exploration Area: Environmental Literacy

### **CES/BUS 321 Organizations and their Environment**

**3 credit hours**

Organizations have to adapt to the challenges and forces of a complex external environment. Some of the dimensions of this external environment are economic, political, social, competitive, or technological in nature. An external dimension of increasing importance is the natural or physical environment. Not only do organizations have to take natural forces into consideration, their very actions have a profound impact on the natural environment. Natural resources are being depleted, air and water quality is deteriorating, and species are going extinct at a rapid rate. The physical conditions that the human species require for survival and existence are being destroyed by their own actions. In this course students explore that interaction between organizations and their natural environment. Students look at some of the critical issues facing organizations. Students use literature, readings, case studies, current examples, debate, site visits, walks outside, and personal reflection to improve their understanding the relation to nature, the challenges facing organizations, and ways to address them. Offered fall.

*Prerequisite:* Sophomore standing

Exploration Area: Environmental Literacy

### **CES/HIS 323 White Mountain History**

**3 credit hours**

People have been drawn to the White Mountains of New Hampshire since their discovery. They have been revered by native people, explored by European settlers, exploited by timber barons, and ‘loved to death’ by recreational users. This course uses the White Mountains region as a case study about the manner in which humans and the natural environment interact. The class studies the history of the region including the people, communities, political and economic change, as well as the ecological and social effects of our actions. The class learns how the tourism and logging industries forever changed the face of the region and the people who live there. Students uncover the passion with which native and visitor populations continue to fight for this area, and how those battle lines have been set up historically. Students visit the White Mountains region on field trips and engage in a variety of creative assignments designed to integrate an historical framework with a modern ideology. Offered fall even-numbered years.

*Prerequisites:* WRT 105 and a HIS 100-200 level course or an ENG 200 level course, or permission of the instructor

### **CES/BIO 407 Conservation Biology**

**3 credit hours**

This course investigates the scientific basis behind topics in the new field of conservation biology. Topics include minimum viable population sizes, design of

wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on the ecological basis of the problem and relate that background to practical considerations and case studies. Readings include recent articles from journals.

*Prerequisite:* BIO 107

### **CES 470 Research Assistantship**

**1-4 credit hours**

Qualified junior and senior students may apply to work with faculty members as research assistants for faculty research projects. The assistant has responsibilities to assist in the design, implementation, and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the particular research project and the relevant methodological and ethical issues. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the director of the Institute for Community and Environment

### **CES 480 Teaching Assistantship**

**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the director of the Institute for Community and Environment

### **CES 485 Community and Environmental Studies Internship**

**0-6 credit hours**

Through this internship, students gain individual professional experience in applying the skills and methods associated with a B.S. in Community and Environmental Studies. Students are also able to explore career opportunities available to CES majors. Placements include, but are not limited to, local/state/federal/international environmental regulatory agencies, environmental organizations, businesses, environmental research centers, state/national parks, national wildlife refuges, etc. Students must follow the internship requirements developed by the staff of the Harrington Center for Career Development. An oral presentation of the results of the internship is required. Offered fall, spring, and summer.

*Prerequisites:* Open to juniors and seniors who have successfully completed the CES major acceptance requirements and completion of the pre-internship seminar.

### **CES 486 Capstone**

**3 credit hours**

As a final component of the CES program, an independent research project must be completed by students in some area relevant to the study of community and environment. In consultation with the faculty member directing the seminar, students identify a topic of interest, complete a literature review, determine appropriate research or analytical methodologies, prepare a project proposal, conduct the research and analysis, and present the findings to the appropriate audiences. These efforts culminate in a final written report and oral presentation. In addition, each student identifies and works with a faculty mentor throughout the semester to gain or develop specific project-related expertise. Class sessions provide opportunities to discuss project progress and problems, issues related to analysis and writing, and

preparation for the final presentation. This course also addresses the professional development of students as they prepare to seek employment or pursue graduate studies following graduation. Offered spring.

*Prerequisite:* Senior status

## Computing

J. BLOWER, J. CLARK, M. NIEDERRITER, L. RYDER

### **CIS 105 Introduction to Computers** 3 credit hours

This hands-on course familiarizes the student with fundamental information management concepts and applications using computers. Students learn and apply strategies for using data and text with software applications. Primary goals are to introduce and reinforce the computer skills and knowledge base necessary to be effective and efficient in today's information-based society as well as the Colby-Sawyer academic computing environment. Students also use the Internet for research, collaboration, and online learning. Offered fall and spring.

## Dance

M. JILLSON

### **DAN 110 Ballet Technique I** 3 credit hours

As an introduction to classical ballet technique, this course focuses on the fundamentals of ballet. It emphasizes the body placement, muscular strength and control that lead to free and graceful movement, movement-music coordination, and a basic knowledge of dance terminology. Offered fall.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **DAN 120 Jazz Dance Technique I** 3 credit hours

In this course, basic jazz dance warm-ups, isolations, and combinations are practiced. Technical development and performance are emphasized. Offered spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **DAN 130 Modern Dance Technique I** 3 credit hours

This course is designed to provide a beginning experience in modern dance technique. Through the theory and practice of basic modern dance technique and creative-movement activities, students have the opportunity to develop freedom, kinesthetic awareness, and control in the use of the body. Offered fall and spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **DAN 170 Repertory** 1 credit hour

This course is designed to provide students with the opportunity to study and perform new and reconstructed choreographed works by students, faculty, and noted dance

artists. Emphasis is on participation and developing performance skills. All levels of expertise are welcome. May be repeated. Graded Pass/Fail. Offered fall and spring.

*Prerequisite:* Permission of the instructor

**DAN 210 Ballet Technique II** **3 credit hours**

This course is a continuation of the fundamental principles of ballet technique and dance terminology. Building on the skills gained in DAN 110, the student further refines strength, control, and style. Offered fall and spring.

*Prerequisite:* DAN 110

**DAN 220 Jazz Dance Technique II** **3 credit hours**

A continuation of basic jazz dance techniques. This course concentrates on current styles of jazz. Offered spring.

*Prerequisite:* DAN 120

**DAN 230 Modern Dance Technique II** **3 credit hours**

As a continuation of the beginning experience in modern dance, this course places emphasis on developing strength, flexibility, endurance, control, and coordination with music and rhythm in dance. Students practice basic axial and locomotor movements and their development into simple movement patterns. Offered fall and spring.

*Prerequisite:* DAN 130

**DAN 281, 381, 481 Tutorials in Dance** **3 credit hours**

Tutorials in Dance are designed by a faculty member and student or group of students who wish to intensively explore a topic or technique not offered in the standard curriculum. This could mean the reconstruction of an historic dancework, the study of a specific movement, style, or the development of critique skills via performance attendance and viewing of dance films. May be repeated for credit. Offered fall and spring, depending on student interest and availability of faculty

*Prerequisite:* Permission of the instructor

**DAN 295, 395, 495 Independent Study** **1–3 credit hours**

Independent Study in Dance offers a qualified student the opportunity to pursue a special choreographic or academic research project, perhaps culminating in a performance, video, and/or literary documentation. Of particular interest would be interdisciplinary topics such as creative movement and child development, dance photography, expressive motion in sculpture, or dance psychology. Each independent study course is developed in consultation with a member of the Fine and Performing Arts Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**DAN 320 Jazz Dance Technique III** **3 credit hours**

This course is designed for the intermediate-level student of jazz dance technique. Emphasis is placed on continued technical development, style, and performance skills. May be repeated twice for credit. Offered spring.

*Prerequisite:* DAN 220

**DAN 330 Modern Dance Technique III** **3 credit hours**

A continuation of Dance Technique 130 and 230, this course is designed for the intermediate-level student. Students have the opportunity to further develop greater

kinesthetic awareness and control of the body through the practice of specific modern dance movement exercises. Attention is given to expanding the student's awareness of space and time and to disciplining the body to move with energy and greater freedom. May be repeated twice for credit. Offered fall and spring.

*Prerequisite:* DAN 230

## Economics

A. QUINN

### **ECO 101 Principles of Economics I**

**3 credit hours**

The course introduces the student to the basic principles of macroeconomics. Topics for discussion include the fundamentals of national income theory, monetary and fiscal policies, the nature and use of money, the Gross National Product, the effect of government on economic activity, problems in employment, contrasting economic systems, and business organization. Special references to the role of women in the American economic system supplement the basic economic theory. Offered fall.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

### **ECO 102 Principles of Economics II**

**3 credit hours**

The course introduces the student to the basic principles of microeconomics. Topics for discussion include the fundamentals of price theory; basic demand-and-supply relationships; problems in demand elasticity and utility; forms of economic competition; production schedules, costs and revenue; impact of the interaction of business and labor; economic rent; interest cost as a factor in production, and international trade. Attention is paid to the use of mathematical skills in the analysis of microeconomic theory. Offered spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

### **ECO 203 Money and Banking**

**3 credit hours**

This course is designed to give the student an in-depth study of the money and banking structure in American society. Major topics for study include the role of the banking system and other financial institutions in the supply and control of money; the relationship of money to government with special reference to the Federal Reserve system; examination of monetary theory and national income analysis; and the development of overall economic policy including international involvements. Visits to various types of financial institutions are part of the course. Offered fall of even-numbered years.

*Prerequisite:* ECO 101

### **ECO 295, 395, 495 Independent Study**

**1–3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of

student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Business department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Business department

**ECO 480 Teaching Assistantship**

**1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

# Education

J. BLISS, J. BOTT, W. BROCK, M. CLEMENT, J. EWING, J. KEENAN, C. MULLIGAN

Colby-Sawyer students may earn New Hampshire Teacher Certification in Early Childhood Education (grades K-3), Art Education (grades K-12), Biology Education (grades 7-12), Social Studies Education (grades 5-12), and English Language Arts Education (grades 5-12). **The State of New Hampshire may change its certification standards at any time. Therefore, program requirements may change.**

The Early Childhood Education program is offered in conjunction with the Bachelor of Science in Child Development and provides the broad preparation necessary for teaching kindergarten through third grade. Certification in Art Education, Biology Education, and English Language Arts Education is available to students who complete majors in those subjects and the required courses in Education. Social Studies Education Certification is available to students who complete the History, Society, and Culture major and the required courses for Education.

All education options require students to complete specific coursework for education including a full semester, 15-credit, teaching internship in the senior year. During the internship, the student teacher gradually assumes responsibility for the operation of the classroom with final responsibility for planning the curriculum, teaching, and supervising other staff and volunteers. Each student teacher keeps records of lesson plans, conducts parent conferences when appropriate, attends parent functions, and attends faculty meetings at the cooperating school. General criteria for admission to the student-teaching internship include acceptance into the Teacher Preparation Program, and approval by the supervisor of student teachers and the cooperating teacher. Specific requirements for each certification program are described below.

## Admission to the Teacher Preparation Programs

Students must apply for formal acceptance into the Teacher Preparation Program at Colby-Sawyer College if they wish to pursue New Hampshire Teacher Certification. The college offers Teacher Preparation programs in Early Childhood Education (K-3), Art Education (K-12), Biology Education (7-12), English Language Arts Education (5-12) and Social Studies Education (5-12). Students obtain the necessary form from the office of academic affairs, fill it out with the assistance and consent of their advisors, and return the completed form to the chair of the Department of Social Sciences and Education. Students must have received formal acceptance into the Teacher Preparation Program prior to enrolling for the Student Teaching Internship (CHI 490 or EDU 490). Specific requirements are as follows:

### For All Teacher Preparation Programs

Successful completion of the Major Acceptance in the appropriate major

EDU 201 - grade of C+ or better

WRT 105 - grade of C+ or better

MAT 122 or above - grade of C+ or better

Arts and Sciences Literature Elective - grade of C+ or better

Overall GPA of 2.5 or better

**In addition, for the Early Childhood Education Program**

CHI 306 - grade of B- or better

CHI 306 Lab - grade of B- or better

Successful completion of CHI 306 portfolio review

**In addition, for the Art, Biology, English Language Arts, and Social Studies Education Programs**

EDU 305 - grade of B- or better

**The State of New Hampshire Board of Education also requires prospective teachers to pass skills tests for certification. In the most recent year, 90 percent of Colby-Sawyer's pre-certification students passed these tests. The requirements for teacher certification may change at any time if the State of New Hampshire sets new standards or requirements. The pre-certification test differs for different states.**

## **Child Development with Early Childhood Education Certification**

Through this program students can earn New Hampshire Teacher Certification in Early Childhood Education (K-3). This certification provides the necessary credentials for teaching kindergarten through third grade. New Hampshire certification transfers to most other states.

Students seeking Early Childhood Education certification complete the major requirements for the B.S. in Child Development program. In addition, they take CHI 307, 309, 310, 311, 313, and 490, the teaching internship. Teaching internships are done during the senior year, and are arranged with cooperating teachers in local schools or in the campus laboratory school (Windy Hill School). To enter a teaching internship, students must be accepted into the Teacher Preparation Program, and complete the application for student teaching. A grade of B- or better is required in the practicum portion of the methods courses (CHI 306, 307, 310, and 311).

**Child Development Major Requirements**

CHI 205, 306, 308

PSY 101, 203, 401, 404

2 PSY courses at 200 – level or above

SOC 101, 203, 304

GOV 101 or Modern American History course (e.g. HIS 102)

**Early Childhood Education Certification Option**

EDU 201, CHI 307, 309, 310, 311, 313, 490

**Suggested Registration***Fall**Spring***First Year**

WRT 105

PSY 203

PSY 101

SOC 203

SOC 101

Math Requirement

First Year Seminar

Liberal Education Course

Liberal Education Course

Liberal Education Course



**Sophomore Year**

CHI 205 or EDU 201		EDU 201 or CHI 205
GOV 101	or	Modern American History
PSY 200 level or above		PSY 200 level or above
CIS 105		Liberal Education/Sophomore Seminar
Liberal Education Course		Liberal Education Course

**Junior Year**

CHI 306		CHI 307
CHI 310		PSY 401 or Elective
CHI 309		CHI 308
SOC 304		CHI 311
PSY 404 or Liberal Education Course		CHI 313

**Senior Year**

PSY 404 or Liberal Education Course and Electives		PSY 401 or Liberal Education Course and Electives
or CHI 490		or CHI 490

CHI 430 is strongly recommended during the senior year in the semester when CHI 490 is not taken.

**Total credit hours: 120 minimum**

**Art, Biology, English Language Arts, and Social Studies Education Certification**

These certification options provide prospective teachers with sustained study in a disciplinary area, a solid background in the liberal arts and sciences, and an awareness of how to blend their knowledge of material with an understanding of current pedagogical techniques.

Students in this program acquire knowledge in human growth and development, methods of learning, educational philosophy, basics of pedagogy, and the use of supporting materials. Students must apply for acceptance into the Teacher Preparation Program. Teaching internships are done during the senior year and are arranged with cooperating teachers in local schools and with the approval of the faculty supervisor, based on performance in EDU 306 for Biology Education, English Language Arts Education, and Social Studies Education, and EDU 307 for Art Education.

**Studio Art with Education Certification**

The Bachelor of Arts degree in Art with New Hampshire Teacher Certification option is designed for the student who plans to teach at the primary or secondary level. The degree option leads to certification to teach grades K through 12. Students in this program complete the requirements for the Bachelor of Arts degree in Art and additional coursework for Education. Prospective teachers must do the teaching internship at both the elementary and secondary grade levels. They must also be accepted into the Teacher Preparation Program.

## Requirements

ART 110, 125, 132, 201, 202, 230, 240, 250, 270, 425

One additional Introductory Studio course chosen from: ART 210, 213, 260

Three 300/400-level courses in one studio area concentration

Two Art History courses at the 300 level

Students must have at least a C (2.00) Cumulative GPA in all Art courses to graduate.

## Courses Required for Teacher Certification

CHI 309

EDU 201, 305, 307, 490

HIS 102

PSY 101, 240

EDU 285 is highly recommended for all Education students

## Suggested Registration

*Fall*

*Spring*

### First Year

WRT 105

ART 110 or 125

CIS 105

First Year Seminar

Liberal Education Course

PSY 101

ART 125 or 110

ART 132 or Intro. Studio Course

Liberal Education Course

Liberal Education Course

### Sophomore Year

ART 201

ART 132 or Intro. Studio Course

EDU 201

Math Requirement

Liberal Education Course

ART 202

Intro Studio Course

Intro Studio Course

PSY 240

Liberal Education/Sophomore Seminar

### Junior Year

Intro Studio Course

Art History 300-level

Studio Concentration Course

EDU 305

CHI 309

Intro Studio Course

Studio Concentration Course

EDU 307

HIS 102

Liberal Education Course

### Senior Year

Studio Concentration Course

Art History 300-level

ART 425

Elective

Elective

EDU 490

**Total Credit Hours: 120 minimum**

## Biology with Education Certification

Students seeking New Hampshire Teacher Certification in Biology (grades 7–12) complete the degree requirements for the B.A. in Biology and qualify for certification by completing additional coursework for education. They also must be accepted into the Teacher Preparation Program.

### Requirements

Liberal Education Requirements

BIO 106, 107, 212, 217, 486

Five BIO courses, at least four at the 300/400 level\*

At least one organismal/environmental course selected from: BIO 314, 403, 407, or designated 350/450.

At least one cellular/molecular course selected from: BIO 304, 321, 402, 406, or designated 350/450.

CHE 101, 102

PHY 101, 102

MAT 220 or 221

BIO 209, CHE 201, 202 strongly recommended

Students must have at least a C (2.00) cumulative GPA in all BIO courses to graduate.

\*Includes all BIO courses plus ESS 324, 326, 419, 424. The department also offers BIO 250/350/450 at regular intervals.

### Courses Required for Teacher Certification

CHI 309

EDU 201, 305, 306, 490

HIS 102

PSY 101; and 206 or 240

EDU 285 is highly recommended for all Education students.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

BIO 106

BIO 107

CHE 102

CHE 101

CIS 105

PSY 101

HIS 102

First Year Seminar

Liberal Education Course

BIO 209 recommended

BIO 209 recommended

#### Sophomore Year

BIO 212

BIO 217

PHY 101

PHY 102

MAT 220 or 221

PSY 240 or 206

EDU 201

Biology Elective

Liberal Education Course

Liberal Education/Sophomore Seminar

BIO 209 recommended

BIO 209 recommended

**Junior Year**

Biology Elective (300/400 level)	Biology Elective (300/400 level)
CHI 309	Elective (CHE 202 recommended)
EDU 305	EDU 306
Elective (CHE 201 recommended)	Liberal Education Course
Liberal Education Course	Liberal Education Course
BIO 209 recommended	BIO 209 recommended
BIO 485 Summer Internship (recommended)	

**Senior Year**

Biology Elective 300/400 level	EDU 490
Biology Elective 300/400 level	BIO 209 recommended
BIO 486	
EDU 285 recommended	
BIO 209 recommended	

**Total Credit Hours: 120 minimum****English Language Arts with Education Certification**

Students seeking New Hampshire Teacher Certification in English Language Arts (grades 5-12) complete the degree requirements for the B.A. in English and qualify for certification by completing additional coursework in Education. A successful application to the Teacher Preparation Program also is required.

**Requirements**

- Liberal Education Requirements
- ENG 160
- ENG 200-level courses: 21 credit hours
  - Three survey courses: ENG 222, 231, and either 248 or 249
  - One genre course: ENG 213, 244, 245, 251, 263, or 265
  - Two interdisciplinary/cultural courses: AME 201, ENG 215, 216, 224, 229, or 247
- ENG 300 and 400 level courses: 18-24 credit hours
  - ENG 342
  - Four additional courses at the 300 level:
    - AME 305, ENG 324, 331, 333, 335, 338, 339, or 350
    - ENG 486

**Courses Required for Teacher Certification**

- CHI 309
- ENG 220, 332
- EDU 201, 305, 306, 490
- HIS 102
- PSY 101 and 206 or 240
- COM 101
- EDU 285 is highly recommended for all Education students

## Suggested Registration

*Fall*

*Spring*

### First Year

WRT 105

ENG 160

First Year Seminar

Liberal Education Course

Math Requirement

ENG 200 level (survey)

ENG 200 level (genre)

ENG 200 level

(interdisciplinary/cultural)

Liberal Education Course

COM 101

### Sophomore Year

ENG 200 level (survey or genre)

PSY 101

EDU 201

CIS 105

Liberal Education Course

ENG 200 level (survey)

ENG 220

PSY 206 or 240

HIS 102

Liberal Education/Sophomore Seminar

### Junior Year

ENG 200 level

(interdisciplinary/cultural)

ENG 300 level (literature)

Elective

EDU 305

CHI 309

ENG 342

EDU 285 (recommended)

ENG 332

ENG 300 level (literature)

EDU 306

### Senior Year

EDU 490

ENG 486

ENG 300 level (literature)

ENG 300 level (literature)

Liberal Education Course

Elective

Recommended electives: courses in creative writing, philosophy, religion, American studies, women's studies, communication studies, and film.

**Total Credit Hours: 120 minimum**

## Social Studies with Education Certification

Students who wish to obtain New Hampshire Teacher Certification in Social Studies (grades 5- 12), must complete a Bachelor of Arts degree in History, Society, and Culture, qualify for certification by completing additional course work in education, and be accepted into the Teacher Preparation Program.

### Requirements for the Major

Liberal Education Requirements

GOV 100, GOV 300-level course

HIS 101, 102, 217, 218, 301

HSC 100, 400, 401

Two additional History 300/400-level courses: one in U.S. history and one in non-U.S. history

SOC 101, 304 (or an appropriate special topics course)

Two culture courses chosen from: AME 201, 341, ENG 216, 224, 229, 247, 333

### Courses Required for Teacher Certification

EDU 201, 305, 306, 490

PSY 101, 206 or 240

CHI 309

EDU 285 is highly recommended for all Education students.

### Suggested Registration:

*Fall*

*Spring*

#### First Year

WRT 105

HIS 101

PSY 101

HSC 100

First Year Seminar

GOV 100

HIS 102

SOC 101

Math Requirement

Liberal Education Course

#### Sophomore Year

CIS 105

EDU 201

HIS 217

Liberal Education Course

Liberal Education Course

Culture Course

HIS 218

PSY 206 or 240

Liberal Education/Sophomore Seminar

Liberal Education Course

#### Junior Year

HIS 300-400 level (U.S.)

CHI 309

EDU 305

Culture Course

SOC 304

EDU 306

HIS 301

GOV 300 level

HSC 400

Liberal Education Course

#### Senior Year

HIS 300-400 level (non U.S.)

HSC 401

Liberal Education Course

Elective

Elective

EDU 490 (either semester)

**Total Credit Hours: 120 minimum**

## Course Offerings

### EDU 201 Foundations of Education

**3 credit hours**

This course explores the social, political, and philosophical forces behind school structures and practices in the U.S. as they have evolved over time. Students analyze the interaction of ideas and practices in past and current contexts. Exploratory assignments and a whole class service project are conducted in the schools. Course readings, class activities, and projects in the schools provide students with a framework from which they can formulate their own educational principles and standards. This course is a requirement for teacher certification. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

**EDU 250, 350 Topics in Education****1–3 credit hours**

Students are offered the opportunity for an in-depth study of a particular topic in Education that is not part of the regularly scheduled course offerings. The topic for each term is announced before registration.

*Prerequisite:* Permission of the instructor

**EDU 285 Education Internship****0–3 credit hours**

This internship allows students to observe and participate in local schools. Students develop a focus question or questions for their work in a school or schools. They keep a journal related to their work and discuss their work with the instructor at intervals during the semester. Students may present their findings to one of their on-going education classes. This internship may be repeated for a maximum of 3 credits. Offered fall and spring.

*Prerequisite:* Completion of pre-internship seminar and sophomore standing

**EDU 305 Methods of Teaching I****3 credit hours**

This course provides students with an introduction to classroom methods and teaching strategies. Models of teaching content and thinking skills are examined and applied to the various content areas, as well as in relation to interdisciplinary learning. Students develop and implement lessons, teach and critique the work of their peers, and develop and apply assessment tools. Curriculum models and frameworks are introduced and applied in lesson planning. Students practice using computer technology and audiovisual media in the context of teaching. Offered fall.

*Prerequisite:* EDU 201, or permission of the instructor

**EDU 306 Methods of Teaching in Middle and  
Secondary Schools****4 credit hours**

This course prepares students for the various aspects of student teaching. Topics include school climate, student diversity, lesson planning and implementation, assessment, classroom management, communication with parents and community, and professional and legal issues. Course themes are explored in relation to the course practicum: required participation in a classroom for five hours per week. Students from the content areas of Biology, English, and Social Studies meet together in seminar to discuss issues, develop strategies, and practice teaching skills. Students meet in separate labs to address issues specific to their disciplines. Offered spring.

*Prerequisite:* EDU 305

**EDU 307 Methods in Art Education****5 credit hours**

Methods of teaching art involves the study, analysis, and application of curriculum models and instructional techniques in preparation for a teaching internship. As an outcome of this course, students are able to use various approaches in the design of art lessons and unit plans, employ classroom management skills, provide techniques of assessment, and use a variety of methods to meet the diverse needs in a classroom. Students consider perspectives on the goals and purposes of art education as articulated by leaders in the field. As beginning teachers, they become informed decision makers in the classroom and collaborative leaders in the school rather than passive technicians and followers. Offered spring.

*Prerequisites:* EDU 201, 305, and PSY 240

**EDU 485 Education Internship****0–15 credit hours**

Students in this course work in an educational setting with children in the middle and high school years. Placements include, but are not limited to private schools, recreational, tutorial, developmental, and residential programs. Internships involve work experiences and individual and group discussions with on-site campus supervisors and with peers in other internship placements. There is a required weekly seminar meeting. Offered fall and spring.

*Prerequisites:* EDU 201, 305, 306, completion of pre-internship seminar, and sophomore standing

**EDU 490 Student Teaching Internship****15 credit hours**

The Student Teaching internship is a semester-long program for seniors providing practical teaching experience in an accredited school. It involves supervision by a cooperating teacher, lesson planning, and teaching at a high level of competency. Observations are made by the supervisor of student teachers, and regular seminar meetings are held with other student-teachers. Prospective teachers seeking Studio Art with Education Certification must do the internship at both the elementary and secondary grade levels. To be eligible for the course, students must have at least a 2.5 cumulative grade point average and must be accepted into the Teacher Preparation Program. Students earn a letter grade. Offered fall and spring.

*Prerequisites:* EDU 201, 305, 306, and permission of supervisor of student teachers



# English

P. ANDERSON, D. BERGHORN, D. ELLIOTT, T. KEALY, M. McMAHON, J. MILLS,  
R. MILLS, A.P. STECKER, O. STOREY, M. WILEY

## Bachelor of Arts: English

The English Major, a curriculum of literary studies, provides an opportunity for personal, academic, and professional growth through the study of literature and the mastery of written expression. Specifically, students increase their understanding of the depth and variety of human experiences by exploring the literature of different cultures in an interdisciplinary way; develop close working relationships with faculty members which offer intellectual challenge while encouraging creative and unique courses of study; create a senior thesis project that utilizes interpretative insight, research skills, and writing abilities; and, finally, explore related professional experiences by means of internships and service-learning projects. Upon graduation, these skills in literary analysis and textual interpretation provide a strong foundation for either graduate studies or other professional pursuits.

### Requirements

Liberal Education Requirements

ENG 160

ENG 200 level courses: 18 credit hours

Two survey courses: ENG 221, 222, 231, 232, 248, or 249

Two genre courses: ENG 213, 220, 244, 245, 251, 263, or 265

Two interdisciplinary/cultural courses: AME 201, ENG 215, 216, 224, 229,  
or 247

ENG 300 and 400 level courses: 18-24 credit hours

ENG 342

Four additional courses at the 300 level:

AME 305, ENG 324, 331, 333, 335, 338, 339, or 350

ENG 485

ENG 486

### Major Acceptance

A cumulative GPA of 2.00 and a grade of at least 2.00 or better in ENG 160 and one 200 level literature course. In addition, the student meets with the department chair to review coursework, grade point average, and professional goals.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

ENG 160

Math Requirement

First Year Seminar

Liberal Education Course

ENG 200 level (survey)

ENG 200 level (genre)

ENG 200 level

(interdisciplinary/cultural)

Liberal Education Course

Liberal Education Course

### Sophomore Year

ENG 200 level (survey or genre)	ENG 200 level (survey or genre)
ENG 200 level (interdisciplinary/cultural)	ENG 300 level (literature)
CIS 105	Liberal Education Course
Liberal Education Course	Liberal Education/Sophomore Seminar
Elective	Elective

### Junior Year

ENG 300 level (literature)	ENG 342
ENG 300 level (literature)	ENG 485
Liberal Education Course	Elective
Elective	Elective
Elective	Elective

### Senior Year

ENG 300 level (literature)	ENG 486
Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective

Recommended electives: courses in creative writing, philosophy, religion, American studies, women's studies, communication studies, and film.

**Total Credit Hours: 120 minimum**

## English Language Arts with Education Certification

Students seeking New Hampshire Teacher Certification in English Language Arts (grades 5-12) complete the degree requirements for the B.A. in English and qualify for certification by completing additional coursework in Education. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and the suggested registration in the Education Section of this *Catalog*.

### English Minor

The English minor consists of 18 credit hours of courses which satisfy the English major. ENG 160 is required, and at least six of the remaining 15 credit hours must be at the 300/400 level.

## Course Offerings

### ENG 160 Thinking About Literature

**3 credit hours**

In this course, students work and play with basic literary concepts. As we read novels, poems, plays, and non-fiction, students are asked to take a creative and critical approach to such questions as What is literature? How does it relate to ordinary language? How do literary texts relate to each other? How does literary language relate to ways that we think? Is reading itself a creative act? At the end of the course, students should have a better understanding of literature and its workings, and most importantly a more creative and playful process of engaging with texts. Offered fall.

**ENG 213 The Poem****3 credit hours**

This course explores the diversity and uses of poetry from poems of many cultures and literary periods to contemporary song lyrics and greeting-card verse. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG/CES 215 Visions of Nature: The Literary Tradition****3 credit hours**

Using examples of the tradition of nature writing begun by Gilbert White and continued by writers such as Thoreau, Charles Darwin, Wallace Stegner, Edward Abbey, Rachel Carson, Gretel Erlich, Annie Dillard and many others, this course examines the sources of the nature writing tradition in prose and poetry. The course explores definitions of the pastoral, wilderness, the birth of environmentalism, and looks toward visions for the twenty-first century. Offered spring.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 216 Irish Literature****3 credit hours**

This course examines Irish literature in its cultural context. Special attention is given to Anglo-Irish relations, Catholicism, the Famine, the Abbey Theatre, Irish nationalism, and Ireland's hold on the Irish-American imagination. The class reads a sampling from Ireland's rich literary heritage ranging from ancient heroic narratives to writers more familiar to twenty first century readers such as Joyce, Yeats, McCourt, and Heaney. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 218 Perspectives in Children's Literature****3 credit hours**

What are the qualities that make a particular work of children's literature endure? Citing the work of psychologists, art historians, educators, and authors, students explore this and similar questions. The class begins with traditional literature and moves on to picture books and early readers, asking what role these books play in the social/psychological lives of children and the adults who care for them. While students prepare annotated bibliographies of various genres, this is not a survey course. Rather it is an in-depth and personal look at how particular books help to shape a child's moral and social development. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 220 Adolescent Literature****3 credit hours**

Adolescents have been described as "those who think they're too old to be children but who others think are too young to be adults." This course defines adolescence as the period ranging from grade five through the senior year of high school. Students work to identify the criteria that set literature written for this age groups apart from that written for older audiences. Students also reflect upon their own adolescence in ways that may help them understand this literature in a deeper, more connected context. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 221 Survey of American Literature I****3 credit hours**

This course is a study of selected representative works by American writers from 1620 to 1855. Attention is paid to literary periods and major literary themes. Offered fall of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 222 Survey of American Literature II****3 credit hours**

This course is a study of selected representative works by American writers from 1855 to the present. Attention is paid to literary periods and major literary themes. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 224 Caribbean Written and Oral Literature****3 credit hours**

This course examines literature, poetry, and music from the Caribbean. A range of writings is considered: novels by black writers about life on the islands, novels written by North Americans about the Caribbean, and novels by black Caribbeans about the experience of emigration. Reggae, Haitian drumming, and calypso also are studied. Questions such as the relation of literary tradition to non-traditional groups, the relation of music to poetry, the experience of emigration, and the new oral tradition of music are central to the course. Offered fall of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG/CES 229 Native American Literature****3 credit hours**

This course is a study of representative works created by native peoples of the United States, including traditional songs and chant from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Leslie Silko, Joy Harjo, N. Scott Momaday, Michael Dorris, Louise Erdrich, and Sherman Alexie. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 231 British Literature I****3 credit hours**

Anglo-Saxon, Medieval, Elizabethan, Restoration, and eighteenth-century figures such as Chaucer, Shakespeare, Milton, Swift, and Johnson are approached within the contexts of social and religious roles/concepts, aesthetic forms, and conventions, and literary themes. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 232 British Literature II****3 credit hours**

Romantic, Victorian, and twentieth-century figures such as Wordsworth, the Brontës, Dickens, Eliot, and Woolf are approached within the contexts of social and political roles/concepts, aesthetic forms and conventions, and literary themes. Literary continuity between the nineteenth and twentieth centuries and between England and the United States is stressed. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 244 The Novel****3 credit hours**

This introductory course explores the characteristics of the modern novel, such as theme, setting, point of view, character, and plot. Questions concerning the novel's definition as a genre and the novel's ability to analyze social life are basic to the course. Offered fall of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 245 The Short Story****3 credit hours**

This introductory course explores the basic elements of prose fiction, such as theme, setting, plot, narration, character, and symbol. Learning to analyze prose fiction and understanding the genre of the short story constitute the main objectives of the course. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 247 Encountering America****3 credit hours**

The Americas proved to be the meeting ground of cultures that were vastly different in their religion, their technology, and their culture. History, literature, and film record and interpret the moment of encounter as it was played out in what has become Canada, the United States, the Caribbean, and Central and South America. This course examines these encounters as they were experienced by Native Americans, by Europeans, and by West Africans. Early and modern texts are studied in order to consider the perplexing situation of confronting the unimaginable. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 248 World Literature I: Foundations of Culture****3 credit hours**

This course introduces the written and verbal origins of human expression in non-western cultures. Students begin by asking questions about literature as a creation of human cultures, and how a person from one culture can productively read literature from a radically different perspective. Since all of our texts come from non-western sources, it is important to keep our minds open to new ways of thinking about the world. Students become aware of both the influences these texts have had on western culture, and the new and important perspectives they can bring to our lives. Our reading begins with some of the first works of recorded literature and ends with the study of the discovery of new worlds and the cultural, linguistic, and environmental changes brought by cultural contact. Offered fall.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 249 World Literature II: Post Colonial Literature****3 credit hours**

A continuation of ENG 248, World Literature II focuses on non-western literary expression after the age of exploration and discovery of new worlds. Students examine the impact of colonialism on local literary expression, and track those influences through the postcolonial era of the twentieth and twenty-first centuries. Some of the issues encountered are: the continued syncretism of cultures in language and art; the impact of emigration and exile on cultural identity and gender issues; perspectives on

individual identity; and global culture in today's world of electronic information. Offered spring.

Exploration Area: Literature

Arts & Science Elective Area II Literature

**ENG 250, 350 Topics in English**

**1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in English that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

**ENG 251 Modern Drama**

**3 credit hours**

This course introduces students to the various forms of modern drama by studying plays and playwrights from different cultures. Of particular interest is a consideration of the similarities and differences in both form and content of modern drama from various countries and the cultural values which are reflected in it. Principal figures of the course are Ibsen, Chekhov, Shaw, Pirandello, Beckett, O'Neill, Williams, Miller, Fugard, Wilson, and Henley. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 263 Mythology and Folklore**

**3 credit hours**

An introduction to the role of myth and folklore in society, this course introduces students to archetypal stories from many cultures. Students examine the many theories and definitions of myth. The evolution of mythic themes such as creation and heroism is emphasized. Offered spring.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 265 Literature and Film**

**3 credit hours**

This course explores the similarities and differences in both the form and content of works of literature—short stories, novels, nonfiction, drama—and their cinematic adaptations. Using literary and filmic examples from a variety of cultural traditions, the course considers how the two media draw on their unique aesthetic elements to develop characters, themes, narrative lines, and point of view. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

**ENG 285 English Internship**

**0-3 credit hours**

Qualified sophomore, juniors, and seniors may arrange internships related to English with a member of the English faculty. The goal is to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promotion of literature, literacy, and the arts, would serve as appropriate sites. These might include newspaper, magazine, journal and book publishers, advertising and public-relations firms, state and local libraries, writers organizations, arts councils, historical societies, and the like. Offered fall, spring, and summer.

*Prerequisites:* Completion of ENG 160, at least one 200-level literature class, the pre-internship seminar, sophomore standing, and permission of the English faculty

**ENG 295, 395, 495 Independent Study****1–3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the English faculty. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**ENG 324 Literature of the American Renaissance****3 credit hours**

This course aims to explore in depth American literature of the middle nineteenth century, literature which helped declare America's cultural independence from Europe and which gave "meters" to the same dazzling geography which was inspiring landscape artists from the Hudson River to the western Rockies. To this end, students study the major figures of the American Renaissance—Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and Dickinson—by examining their works in considerable detail, by understanding their works in the context of the times when they were created, and by tracing the connections and influences they had on the works of one another.

*Prerequisite:* Any 200-level literature course

**ENG/WST 331 Images of Women in Literature****3 credit hours**

This course examines the various ways in which women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Readings include images of women as wives, mothers, sisters, friends, women-on-pedestals, women-as-sex-objects and other autobiographical accounts, which may imagine new roles and images. Writers studied include Virginia Woolf, Toni Morrison, Zora Neale Hurston, Emily Dickinson, Tillie Olsen, and Adrienne Rich as well as such literary critics as Gilbert, Gubar, and Showalter. Offered fall of odd-numbered years.

*Prerequisite:* Any 200-level literature course

**ENG 332 Study of Language****3 credit hours**

In this course students learn to discuss the theories and processes by which we acquire, understand, and use language, the major developments of language history, and major grammatical theories of English. In addition to the usual assignments, students do field work on language acquisition of children and adolescents of various stages of development, do "dialect geography," trace a word history, and analyze a piece of one's own writing using a major theory of grammar. Offered spring of odd-numbered years.

*Prerequisite:* Any 200-level literature course

**ENG 333 African-American Literature****3 credit hours**

In this course, students study African-American literature, music, and culture from the eighteenth to the twentieth centuries. The following questions are basic to the course: How can a group of oppressed people define themselves; what are the cultural and personal costs of the history of slavery; how does a specific tradition exist within the context of national tradition; how are forms of mental or creative freedom preserved

despite the absence of physical, economic, and political freedom? Students discuss these questions through the study of music, novels, film, essays, and poetry. Offered spring of odd-numbered years.

*Prerequisite:* Any 200-level literature course

**ENG 335 Autobiography: The Tentative Self** **3 credit hours**

This course introduces students to the often-neglected and misclassified genre of autobiography. The life of the self, written by the self, provides students with insights into historical, literary, political, and cultural truths as they were recognized by a wide range of autobiographers. The autobiography as confession, apology, profession of faith, or transformation of experience are included and represented in forms as diverse as letters and fiction. Offered spring of even-numbered years.

*Prerequisite:* Any 200-level literature course

**ENG 338 Contemporary Novel and Narrative Theory** **3 credit hours**

The purpose of this course is to study contemporary novels with the tools provided by contemporary narrative theory. Students read experimental novels published since the 1960s and excerpts from recent theoretical essays. Students decide the extent to which theory enhances their ability to understand the complex and intricate forms of the contemporary novel. Writers such as Italo Calvino, Jerzy Kosinski, N. Scott Momaday, and Carol Shields are considered. Offered fall of even-numbered years.

*Prerequisite:* Any 200-level literature course

**ENG 339 Modernism: Literature from 1890-1940** **3 credit hours**

This course examines works of poetry, fiction, and drama that reflect the period of experimentation known as modernism, a movement which encompasses the fifty-year period between 1890 and 1940. It explores some of the social, cultural, and aesthetic forces that gave rise to this literature and are reflected in it, including links with the art, music, and film of the period. Among the writers to be considered are T.S. Eliot, Gertrude Stein, Ezra Pound, James Joyce, Virginia Woolf, Luigi Parandello, Ernest Hemingway, Jean Toomer, Willa Cather, and William Faulkner. Offered spring of even-numbered years.

*Prerequisite:* Any 200-level literature course

**ENG 342 Writing About Literature** **3 credit hours**

This course introduces students to a range of traditional and contemporary critical approaches to literary texts with the goal of extending their level of analysis, research, and writing. In the process, students also develop a keener sense of how critical study and analysis are performed at the professional level and how such study prepares them for the extended senior project of independent literary study. Offered spring.

*Prerequisite:* ENG 160 or permission of instructor

**ENG 480 Teaching Assistantship** **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor



**ENG 485 English Internship****0-6 credit hours**

All English majors (with the exception of those in English Secondary Education) are required to complete a 400-level internship in order to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promotion of literature, literacy, and the arts, would serve as appropriate sites. These might include newspaper, magazine, journal and book publishers, advertising and public-relations firms, state and local libraries, writers organizations, arts councils, historical societies, and the like. Offered fall, spring, and summer.

*Prerequisites:* Open to English majors with the permission of the English faculty; completion of ENG 160, at least one 200-level literature class, the pre-internship seminar, and junior or senior standing

**ENG 486 The Capstone Experience:****Senior Seminar in Literary Studies****3 credit hours**

In this course students complete a major independent project in a setting where they can learn advanced research skills and exchange ideas with each other. Two faculty members contribute to the student's experience and are also responsible for evaluating the project: one as the leader of the capstone seminar and the second as a specialist in the topic chosen by the student. The course combines the teaching of research and of writing advanced research papers with the reading of materials that are basic to an individual student's project. Each student discusses the project with other students by presenting an excerpt from a primary text and an excerpt from a significant critical or theoretical work. At the conclusion of the course, students present their papers to relevant students and faculty in a final colloquium. Offered spring.

*Prerequisite:* Open to senior English majors

# English as a Second Language

D. ELLIOTT

## **ESL 205 Advanced ESL**

**3 credit hours**

Students in Advanced ESL are nearly ready to function independently in an academic setting. This class familiarizes students with basic rhetorical strategies as well as such synthesizing skills as summarizing and paraphrasing. Readings from *The New York Times*, *International Business*, and *The Wall Street Journal* help to form the basis of the course. Students also read a short novel such as *Of Mice and Men*, *My Antonia*, or *Their Eyes Were Watching God*. Passive voice, clause structure, and gerunds and infinitives provide a grammatical focus. This class meets one hour daily, Monday through Friday.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

*Prerequisite:* Permission of the instructor

**Note:** In order to enroll in WRT 105: Writing I, international students must have received a minimum of 173 (Computer-Based) or 500 (Paper-Based) on either the International or the Institutional TOEFL test, the latter to be administered by ELAC staff. Students who have passed ESL 205: Advanced ESL, but who have not achieved the minimum TOEFL score are given the subsequent two semesters to do so. If after two semesters the student's TOEFL score remains below the minimum score, the student is not normally be permitted to continue enrollment at the college.

# Exercise and Sport Sciences

S. BILLMAN, J. CULP, J. ECKRICH, B. FRENKIEWICH, D. HASSELTINE, R. MEDBERY,  
D. MORAN, W. ROSS, L. SMERALD, K. STOEDEFALKE

## Bachelor of Science: Exercise and Sport Sciences

The major in Exercise and Sport Sciences prepares students for careers in athletic training, exercise and wellness, and the sport industry through three programs of study: Athletic Training, Exercise Science, and Sport Management. Study in these three program areas is integrated with the liberal arts, enhancing preparation for professional and personal roles in the professional world. Program requirements allow flexibility in planning and pursuing a student's post-graduate or career goals. On-campus experiential learning and on/off campus internships and field experiences provide the student with practical learning experiences designed to strengthen both professional preparation and career placement. Students are encouraged to discuss their professional goals including graduate school options with their advisors as early as possible so that courses and internships/field experiences can be selected to enhance their personal and professional opportunities.

Our Athletic Training program, which is accredited by the Commission on Accreditation of Allied Health Education Programs, provides preparation in the prevention, recognition, management, and rehabilitation of injuries for the physically active. This preparation may lead to careers in secondary schools, colleges/universities, professional sports, sports medicine clinics, or corporate/industrial settings. The Exercise Science program emphasizes the scientific approach to wellness through exercise prescription and the evaluation of human performance. Graduates are prepared to work in community, commercial, and clinical exercise-science settings. The Sport Management program provides students with a solid foundation in business and marketing, with specific applications to sport communication, administration, programming, and event management. Graduates are prepared for entry-level administrative posts in the sport-business sector.

Internships and/or field experiences are an integral part of the educational experience for all programs. Based on the specific program of study, students have a minimum of two experiences. Sites for these experiences are arranged in consultation with the department.

### Requirements for all Exercise and Sport Sciences Majors

Liberal Education Requirements

Competency Requirement: ESS 105

(First Aid and CPR certification must be kept current)

Foundation Requirements: ESS 100, 101, 451, 452

### Dual Programs of Study

Students may choose to complete two programs of study. Major acceptance requirements must be completed for both programs in order to be formally admitted into each program. Students are required to complete only one ESS 285 internship (to be determined with advisor). All other requirements of each program must be successfully completed.

## **Exercise and Sport Sciences: Athletic Training**

The Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education programs. Upon completion of degree requirements, graduates are eligible to take the National Athletic Trainers' Association-Board of Certification examination to become certified athletic trainers. Graduates are prepared for entry-level athletic training positions and graduate studies in athletic training and other allied health fields.

### **Requirements (in addition to requirements for all Exercise and Sport Sciences majors)**

BIO 106, 205\*, 206\*

MAT 123 or higher

SCI 201

PSY 101

ESS 150, 106\*, 215\*, 216\*, 231, 232, 234, 307\*, 311\*, 316\*, 323, 324, 326, 331, 332, 333, 334, 410\*, 431, 432, 433, 434, 440\*, 441\*

\*A grade of 2.0 (C) or higher is required for each of these courses.

Students must also:

1. complete a minimum of 800 clinical hours under the direct supervision of a certified clinical instructor.
2. be enrolled in Colby-Sawyer's athletic training program for a minimum of two years.
3. demonstrate competence in all athletic training proficiencies.

### **Complementary Courses (recommended but not required)**

BIO 207

CHE 101, 102

ESS 204, 421, 424

MAT 220

PHY 101, 102

PSY 303

SOC 303

### **Major Acceptance**

- A minimum cumulative GPA of 2.0
- A minimum grade of C in: BIO 205; ESS 101, 105, 106
- Completion of eighty hours of supervised athletic training observation
- Certain physical, cognitive, and attitudinal abilities are essential for the entry-level athletic trainer to be able to function in a broad variety of clinical situations and to render a wide spectrum of patient care. These abilities are outlined in the Technical Standards for Athletic Training section in the Athletic Training portion of the Colby-Sawyer College Web site.
- There are additional requirements for Major Acceptance in the Athletic Training program. Please contact the department chair for further information. Major acceptance applications are due December 1.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
BIO 106	BIO 205
ESS 101	ESS 100
ESS 105	ESS 106
WRT 105	CIS 105
First Year Seminar	Liberal Education Course
<b>Sophomore Year</b>	
BIO 206	ESS 216
ESS 150	ESS 232
ESS 215	ESS 234
ESS 231	ESS 323
Liberal Education Course	PSY 101
Liberal Education Course	Liberal Education/Sophomore Seminar
<b>Junior Year</b>	
ESS 307	ESS 316
ESS 311	ESS 326
ESS 324	ESS 332
ESS 331	ESS 334
ESS 333	SCI 201
MAT 123 or higher	Liberal Education Course
<b>Senior Year</b>	
ESS 410	ESS 432
ESS 431	ESS 434
ESS 433	ESS 452
ESS 440	Liberal Education Course
ESS 441	Elective
ESS 451	Elective
Liberal Education Course	

## Transfer Policy for Athletic Training Program

Given the rather specific nature of an education for the health professions, transfer students with prior athletic training education are evaluated on an individual basis. In direct consultation, the student and the Athletic Training Education Program (ATEP) director develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student's complete incorporation into the program at the college. Transfer students are required to provide the ATEP director with course descriptions and appropriately dated syllabi from all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and March 1 if enrolling in the fall semester. Transfer students are held to all major acceptance requirements and go through the process at the end of the semester in which they complete these requirements. As is also the case with students who begin their education at Colby-Sawyer College, admission to the college does not guarantee major acceptance in the Athletic Training program. Students must be enrolled in Colby-Sawyer's Athletic Training program for a minimum of two calendar years prior to graduation to graduate from the athletic training program.

## Exercise and Sport Sciences: Exercise Science

Courses in the Exercise Science program are designed to meet the recommended standards of the American College of Sports Medicine in preparing students to be health, fitness, and exercise specialists. The curriculum is also structured to prepare students who wish to pursue graduate studies in exercise science and/or allied health fields.

### Requirements (in addition to requirements for all Exercise and Sport Sciences Majors)

BIO 106, 205, 206

CHE 101, 102

SCI 201

MAT 123 or higher

PSY 303

ESS 204, 205, 285, 313, 324, 326, 421, 424, 485

ESS/ES Electives: choose two courses from the following:

ESS 220/320/420

(only one Special Topics course may fulfill this elective requirement)

ESS 309, 310, 315, 318, 323, 419, 440

### Complementary Courses (recommended but not required)

PHY 101, 102

MAT 220, 221

BIO 207

PSY 101

ESS 203, 395/495, 426, 486

### Major Acceptance

- A minimum cumulative GPA of 2.0
- A minimum 2.0 average in the following courses:  
ESS 100, 101, 205  
BIO 205

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

BIO 106

CHE 101

CHE 102

ESS 101

ESS 105

CIS 105

ESS 100

First Year Seminar

Liberal Education Course

#### Sophomore Year

BIO 205

BIO 206

MAT 123 or higher

SCI 201

ESS 205

ESS 204

Liberal Education Course

Liberal Education/Sophomore Seminar

Liberal Education Course

Liberal Education Course

**Junior Year**

PSY 303	ESS 285A
ESS 324	ESS 326
Liberal Education Course	ESS 421
Elective or ESS/ES Elective	Elective or ESS/ES Elective
Elective	Liberal Education Course
ESS 485A Summer Internship	

**Fourth Year**

ESS 313	ESS 424
ESS 451	ESS 452
Liberal Education Course	ESS 485A or Elective
Elective or ESS/ES Elective	Elective or ESS/ES Elective
Elective	Elective

**Exercise and Sport Sciences: Sport Management**

Courses in the Sport Management program integrate knowledge of business and sport. The curriculum is guided by the National Association for Sport and Physical Education and the North American Society for Sport Management standards. Students are prepared for careers in the sport industry as well as to pursue graduate studies in related fields.

**Requirements (in addition to requirements for all Exercise and Sport Sciences Majors)**

BUS 115 or 116, 216, 231, 302  
 ECO 101  
 SOC 303  
 ESS 104, 203, 248, 285, 312, 314, 317, 426, 428, 485  
 ESS/SM Elective: choose one course from the following:  
     ESS 309, 322  
     PSY 303

**Complementary Courses (recommended but not required)**

BUS 224, 312, 316, 325, 403, 406, 407, 411  
 COM 101, 303  
 ECO 102  
 ESS 395/495, 486

**Major Acceptance**

- A minimum cumulative GPA of 2.0
- A minimum 2.0 average in the following courses:  
     ESS 101, 104, 203  
     BUS 115 or BUS 116  
     BUS 231 or ECO 101

## Suggested Registration

*Fall*

*Spring*

### First Year

WRT 105  
 ESS 101  
 BUS 115 or Math  
 First Year Seminar  
 Liberal Education Course

BUS 115 or 116 or Math  
 CIS 105  
 ESS 104  
 Liberal Education Course  
 Liberal Education Course

### Sophomore Year

BUS 231  
 ECO 101  
 ESS 100  
 ESS 203  
 Liberal Education Course

BUS 216  
 ESS 105  
 ESS 248  
 Liberal Education/Sophomore Seminar  
 Liberal Education Course

### Junior Year

ESS 285B  
 ESS 312  
 ESS 317  
 ESS/SM Elective or Liberal Education  
 Liberal Education Course

ESS 314  
 SOC 303  
 ESS/SM Elective  
 Liberal Education Course  
 Elective

ESS 485B Summer Internship

### Senior Year

BUS 302  
 ESS 426  
 ESS 451  
 Elective  
 Elective

ESS 428  
 ESS 452  
 Elective  
 Elective or ESS 485B  
 Elective

## Course Offerings

### ESS 100 Personal Health and Wellness

**3 credit hours**

This course is an introduction to concepts and applications of lifetime personal health and wellness. Topics covered include components of fitness, cardiovascular disease and risk factors, nutrition, weight management, relaxation and massage techniques, sexually transmitted diseases, ergogenic aids, and substance abuse. The course includes practical applications of certain topics through activities such as fitness testing, circuit training, weight training, and aerobics. The focus is upon individualization of activities so as to address particular needs and circumstances. Offered fall and spring.

Exploration Area: Wellness

### ESS 101 Introduction to Exercise and Sport Sciences

**3 credit hours**

This course offers an overview of the field of Exercise and Sport Sciences as a discipline with regard to related careers and professions. Course content includes explorations of the historical and philosophical foundations of Exercise and Sport Sciences. The course also provides an introduction to sociological and psychological aspects of



sport, with particular attention to those issues of special concern to the sport participant. Attention is given to assisting students in selecting academic and career directions in Exercise and Sport Sciences that are compatible with individual goals, interests, and capabilities. Offered fall.

**ESS 104 The Sport Industry****3 credit hours**

This course introduces topics such as governance; the mass media; players and coaches associations; labor relations; regulatory agencies; interscholastic, intercollegiate, and professional sport; sponsorship; sport travel; agents; and sporting goods. Students explore the aforementioned topics to make links between the segments, delineate concepts and larger issues within each, and draw conclusions related to overarching policy implications. The course focuses on the United States but also draws from international case examples and authors. Offered spring.

**ESS 105 First Aid and CPR****2 credit hours**

This course is designed to prepare students with knowledge and skills in first aid, CPR for the professional rescuer, and emergency response. Additionally, all components of the Emergency Medical System are discussed. Offered fall and spring.

**ESS 106 Prevention and Care of Athletic Injuries****3 credit hours**

This course introduces the student to the profession of athletic training. Particular emphasis is placed upon the prevention of injuries to athletes and physically active individuals in the areas of conditioning, protective equipment, preparticipation screening, and environmental risk factors. Advanced topics of emergency care are also covered. The student becomes familiar with common medical and human anatomical terminology and injury mechanisms. Offered spring.

*Prerequisites or co-requisites:* ESS 105 and BIO 106

**ESS 150 Taping Techniques in Athletic Training****1 credit hour**

This is a laboratory course designed to prepare the student for work in an athletic-training environment. The course focuses on specific taping techniques and includes instruction and practical experience. This course is required prior to completing the 120-hour minimum internship in Athletic Training (ESS 285C) and is offered on a pass/fail basis only. Offered fall.

*Prerequisite:* ESS 106

**ESS 203 Philosophy and Ethics of Sport****3 credit hours**

Students explore the central topics in the philosophy of sport and moral and ethical issues related to sport. The development of a personal philosophy and an understanding of social responsibility in the sport management setting are specific goals of the course. Topics covered involve aspects associated with professional ethics, foundations of philosophy, rights and responsibilities, concepts of morality, developing a personal philosophy regarding social responsibility, theories of ethics, establishing a professional code of ethics, and personal and management values. Offered fall.

**ESS 204 Motor Development****3 credit hours**

This course is designed to introduce students to the changes in motor behavior and skill performance across the lifespan. The lifespan approach is used because of the increased recognition of the importance of physical activity for all ages. In order to understand this approach, factors related to physical growth and maturation are explored. Offered spring.

**ESS 205 Principles and Concepts of Exercise Science** **2 credit hours**

Students explore various concepts related to the exercise science field. Specific focus is on health-related fitness and motor-performance fitness and their assessment. Proper technique and uses of various exercise equipment are presented as well as an evaluation of the movements associated with each. Offered fall.

*Prerequisite:* ESS 101

**ESS 215 Athletic Training Assessment I** **4 credit hours**

This course includes an in-depth inquiry into the anatomical and physiological processes associated with the occurrence of injuries to athletes and physically active individuals. Students learn to perform and interpret the results of structural and functional tests in order to accurately evaluate and determine the extent of injury. Topics include general assessment procedures as well as specific procedures for the evaluation of the upper extremity. Offered fall.

*Prerequisites:* BIO 205, ESS 106

**ESS 216 Athletic Training Assessment II** **4 credit hours**

This course includes an in-depth inquiry into the anatomical and physiological processes associated with the occurrence of injuries to athletes and physically active individuals. Students learn to perform and interpret the results of structural and functional tests in order to accurately evaluate and determine the extent of injury. Topics include specific procedures for the evaluation of the head, trunk, and lower extremity. Offered spring.

*Prerequisites:* BIO 206, ESS 215

**ESS 220, 320, 420 Special Topics** **1-3 credit hours**

Special Topics offer Exercise and Sport Sciences majors and the general student body an avenue for exploration of specific current and relevant topics and issues in the field. No particular topic is offered on a regular basis. Instead, topics are selected on the basis of current students' needs and interests. Every attempt is made to offer topics that have cross-disciplinary appeal. Offered fall and spring.

*Prerequisites:* Vary with course topic and course level

**ESS 231 Athletic Training Practicum I** **1 credit hour**

This course is a structured clinical experience in the prevention and care of injury under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

*Prerequisite:* ESS 106

**ESS 232 Athletic Training Practicum II** **1 credit hour**

This course is a structured clinical experience in upper extremity athletic training assessment under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

*Prerequisites:* ESS 150, 215, acceptance into the Athletic Training program

**ESS 234 Field Experience in Athletic Training I** **1 credit hour**

This course is a structured clinical course in which students rotate through supervised observation experiences in a variety of athletic training and health care settings under

the guidance of an approved clinical instructor. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

*Prerequisite:* ESS 231

**ESS 248 Sport Marketing** **3 credit hours**

This course introduces the student to marketing in the sport industry and leisure service organizations. Topics include: the unique aspect of sport and leisure service marketing, the economic feasibility study, data collection, market segmentation, competitive analysis, consumer behavior, the marketing mix, public relations, sponsorships, media promotions, and the marketing plan. Offered spring.

*Prerequisites:* BUS 231, CIS 105

**ESS 285 Internship in Exercise and Sport Sciences** **0-3 credit hours**

This 120-hour minimum experience in Exercise and Sport Sciences is organized to allow for student participation in programs relevant to the student's program area and unique interests. For Athletic Training students, opportunities exist for hands-on experience in a variety of athletic training room and clinical settings both on and off campus. Internship hours at an affiliated site may also count toward the NATABOC certification requirements. For the Exercise Science students, internship opportunities include working in a clinical setting, fitness program, or wellness center (including the E.K. Van Cise Fitness Center and Cardiac Rehabilitation/Healthy Heart Program), or assisting an Exercise and Sport Sciences faculty member as a laboratory assistant in the human performance laboratory. For the Sport Management students, experiential learning opportunities include working as an administrative assistant with a sport or fitness program; involvement in retail sales or sport-equipment marketing, assisting in facility management with the Hogan Sports Center, or working in Colby-Sawyer Athletics. (Not required for Athletic Training students who matriculate beginning fall, 2001.) Offered fall, spring, and summer.

*Prerequisites:* Sophomore standing, completion of major acceptance and pre-internship seminar, and current First Aid and CPR Certification

**ESS 295, 395, 495 Independent Study** **1-4 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Exercise and Sport Sciences Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**ESS 307 Therapeutic Modalities** **3 credit hours**

This course focuses on the theory, principles, and physiological effects of various therapeutic modalities used in the treatment of injuries to athletes and physically active people. The indications, contraindications, and operational protocols for the following are addressed: electrical stimulating currents; infrared modalities; ultrasound; shortwave and microwave diathermy; ultraviolet therapy; low-power lasers; tractions; intermittent compression devices; and therapeutic massage. Laboratory experiences are used to supplement classroom instruction. Offered fall.

*Prerequisites:* BIO 206; and ESS 305, or ESS 215 and 216

**ESS 309 Gender and Sport****3 credit hours**

This course examines gender issues in sport. Topics to be covered include: political, economical, historical, psychological and physiological perspectives, as well as sociological constructs around gender issues. Offered fall of odd-numbered years.

**ESS 310 Exercise Management for Individuals with Chronic Diseases****3 credit hours**

This course focuses on guidelines for developing exercise programs with special health considerations. For each condition the pathophysiology, effects of training, exercise programming, management, and medications are discussed. Topics covered include cardiovascular and pulmonary diseases, metabolic diseases, immunological/hematological disorders, orthopedic diseases and disorders, and neuromuscular disorders. Offered spring of even-numbered years.

*Prerequisite:* ESS 324

**ESS 311 Clinical Interventions in Health Psychology****1 credit hour**

This course prepares the student to address unhealthy sociocultural, mental, emotional, and physical behaviors of the physically active population. Emphasis is placed on recognition, intervention, and appropriate referral. Offered fall.

*Prerequisite:* PSY 101 and ESS 231; or permission of instructor

**ESS 312 Athletics Administration****3 credit hours**

This course prepares students to organize and administer a program of intramural sports, club sports, and interscholastic/intercollegiate sports at the public school/college level. Consideration is given to both the challenges and standards associated with such programs. Offered fall.

**ESS 313 Fitness Management****3 credit hours**

This course involves an examination of the business principles and administrative responsibilities related to managing fitness programs and fitness facilities. Topics include leadership, scheduling, personnel management, program evaluation, equipment purchasing, market analysis, facility management, and budget issues. Offered fall.

*Prerequisite:* ESS 205

**ESS 314 Facility Planning and Management****3 credit hours**

This course is designed to identify the unique characteristics of sport-related facilities, including planning, design, and management. One focus of this course is the many aspects of facility management: marketing, services and programs, day-to-day operations, documentation, fiscal management, and trends. A second focus of this course includes the planning for and design of these facilities. Offered spring.

**ESS 315 Leading Group Exercise****2 credit hours**

This course is designed to prepare students in leading group exercise programs. Various principles, concepts, and guidelines related to group exercise programs are examined through practical application and classroom activities. Students explore several types of group exercises including: conditioning, aqua aerobics, yoga, spinning, and step aerobics. Offered fall of even-numbered years.

*Prerequisite:* ESS 205

**ESS 316 Therapeutic Rehabilitation****3 credit hours**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in rehabilitation of injuries to athletes and physically active individuals. Students are introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation design and implementation, including: determining therapeutic goals, progress, and ability to return to athletic participation. Laboratory experiences are used to supplement classroom instruction. Offered spring.

*Prerequisites:* BIO 206, ESS 215, 216

**ESS 317 Management Concepts in Sport****3 credit hours**

This course allows students to analyze the various skills, roles and functions of sport managers. Students are able to describe the elements of leadership theory and practices as they relate to various managerial responsibilities. Specifically, the course concentrates on incorporating various concepts such as the strategic planning process, organizational behavior, structure and staffing, motivation theories, personal management style and philosophy, time management skills, human-resource management, theories of leadership, and management theory. In addition, students synthesize the aforementioned topics and describe the links within. Offered fall.

*Prerequisite:* ESS 104

**ESS 318 Strength and Conditioning****3 credit hours**

This course focuses on the development of appropriate strength and conditioning programs for optimizing sport performance and the physiological responses of the body to those programs. The principles and guidelines for appropriate testing techniques are addressed as well as how to design sport-specific training programs. Offered spring of even-numbered years.

*Prerequisite:* ESS 324

**ESS 322 History of Sport****3 credit hours**

This course surveys the nature of organized and unorganized sport from a historical perspective. Specific focus is on U.S. sport as well as the impact of the Olympic games, international perspectives, political and economic issues, and social-justice movements on its growth and development. Offered spring of even-numbered years.

**ESS 323 Structural Kinesiology****3 credit hours**

This course introduces students to the facts, concepts, and principles related to the study of human motion. The focus of the course is on the influence of anatomical structure. The specific focus is on the skeletal, neural, and muscular systems. Offered spring.

*Prerequisite:* BIO 205

**ESS 324 Exercise Physiology****4 credit hours**

Exercise Physiology concentrates on physiological adaptations made by the human organism to the stress of exercise. Acute and chronic adaptations are reviewed. Some of the topics covered include: the effects of exercise on the cardiovascular and pulmonary systems; the nutritional basis for human performance; physical training techniques; ergogenic aids; environmental factors; and exercise; as well as energy for physical activity. A required laboratory involving scientific instrumentation is included

to supplement lecture materials. Pulmonary function tests, measurement of body composition, anaerobic power testing, evaluation of aerobic capacity assessment and fitness testing are experiences fundamental to the preparation of the student's ability to understand basic physiological adaptations to the effects of exercise, and also provide the basis for evaluation of cardiovascular function. Offered fall.

*Prerequisites:* BIO 205 and 206

### **ESS 326 Biomechanics**

**3 credit hours**

This course introduces students to the facts, concepts, and principles related to the study of human motion. The focus of the course is the influence of mechanical principles on movement. The analysis of human movement is approached from qualitative and quantitative perspectives. Laboratory experiences are used to supplement classroom instruction. Offered spring (For 2002-2003 offered fall.)

*Prerequisites:* BIO 205, MAT 123

### **ESS 331 Athletic Training Practicum III**

**1 credit hour**

This course is a structured clinical experience in athletic training assessment of the head, trunk, and lower extremity under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

*Prerequisites:* ESS 216 and acceptance into the Athletic Training program

### **ESS 332 Athletic Training Practicum IV**

**1 credit hour**

This course is a structured clinical experience in the application of therapeutic modalities and the psychosocial aspects of injury under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

*Prerequisites:* ESS 307, ESS 311, and acceptance into the Athletic Training program

### **ESS 333 Field Experience in Athletic Training II**

**2 credit hours**

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the prevention and care of athletic injuries and athletic training assessment of the upper extremity. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered fall.

*Prerequisite:* ESS 232

### **ESS 334 Field Experience in Athletic Training III**

**2 credit hours**

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including athletic training assessment of the lower extremity. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

*Prerequisite:* ESS 331

### **ESS 402 Leadership and Motivation**

**3 credit hours**

This course prepares students for competent and effective leadership as professionals in the field of Exercise and Sport Sciences. Topics include an overview of different theories and models of leadership and motivation, the effects different styles and

types of motivation on human performance, successful communication, group dynamics, problem solving and decision-making. Offered fall.

Prerequisite: Senior standing in Exercise and Sport Sciences or permission of the instructor

**ESS 409 Administration of Athletic Training** **3 credit hours**

This course addresses the organizational and administrative aspects of athletic training program management for various employment settings. Content of this course includes: athletic healthcare administration and guidelines, human-resource management, ethical issues, financial-resource management, facility design and planning, information management, legal considerations, injury/illness risk factor management, and professional development and promotion of athletic training. Offered spring.

*Prerequisite:* Junior or senior status in Exercise and Sport Sciences

**ESS 410 Athletic Health Care Administration** **2 credit hours**

This course addresses the organizational and administrative aspects of athletic health care management for various employment settings. Content of this course includes: human-resource management, financial-resource management, facility design and planning, information management, legal and ethical considerations, professional development, and promotion of athletic training. Offered fall.

*Prerequisite:* Junior or senior standing in the Athletic Training program.

**ESS 419 Rapid Interpretation of EKGs** **3 credit hours**

This course focuses on both the interpretation of normal and abnormal EKGs as well as the pathological basis of abnormal EKGs. Arrhythmias, heart blocks, hypertrophies, and axis deviation are examples of topics covered. (For 2002-03 offered for 2 credit hours.) Offered spring of even-numbered years.

*Prerequisite:* ESS 324, or permission of the instructor

**ESS 421 Exercise Prescription** **4 credit hours**

The major thrust of this course centers on the development of skills and knowledge related to exercise testing, prescription, measurement, and evaluation. Topics include: medical/health screening, exercise test administration and evaluation, metabolic calculations, exercise program development, and medications specific to cardiac patients. This course closely follows the *Guidelines for Exercise and Testing Prescription* by the American College of Sports Medicine. Offered spring.

*Prerequisite:* ESS 324

**ESS 424 Advanced Exercise Physiology** **3 credit hours**

This course builds on the principles learned in Exercise Physiology. Topics covered include biochemical principles, all of which are applied to exercise physiology; exercise test interpretation in the general athletic and diseased populations; protocols for exercise testing, cardiovascular, and pulmonary responses to exercise; skeletal muscle adaptations to exercise; and many other current topics in exercise physiology. Offered fall for 2002-03.

*Prerequisite:* ESS 324

**ESS 426 Sport Law****3 credit hours**

This course examines the legal aspects of sport (i.e., coaching; administering fitness; instructional, recreational, and athletic programs; sport marketing). Areas of study include, but are not limited to, constitutions; legislative enactments; case law related to administrative, constitutional, contract, labor, products liability, and tort law; and risk-management techniques. Not offered 2002-03; offered spring for 2003-04; Offered fall for 2004-05.

*Prerequisite:* Junior or senior status

**ESS 428 Sport Management****3 credit hours**

This course brings together all aspects of Sport Management, building on the foundation and specialized course prerequisites in Exercise and Sport Sciences and Business Administration. Course content includes organizing, motivating, planning, staffing, directing, and supervising. Emphasis is on the unique aspects of Sport Management. Topics include accounting and budgeting, economics, sport law, trademark licensing, and the future directions of sport management. Individual and group projects/presentations serve as an integral component of this course's experiential learning. Offered fall for 2003-03.

*Prerequisite:* ESS 314 or permission of instructor

**ESS 431 Athletic Training Practicum V****1 credit hour**

This course is a structured clinical experience in the application of therapeutic exercise techniques and the nutritional aspects of injury prevention and recovery under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

*Prerequisites:* ESS 316 and SCI 201

**ESS 432 Athletic Training Practicum VI****1 credit hour**

This course is a structured clinical experience in the application of general medical assessment and health care administration issues under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

*Prerequisites:* ESS 410, 440, 441

**ESS 433 Field Experience in Athletic Training IV****2 credit hours**

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the safe and proper use of various therapeutic modalities. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered fall.

*Prerequisite:* ESS 332

**ESS 434 Field Experience in Athletic Training V****2 credit hours**

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the implementation of therapeutic exercise in the rehabilitation process. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

*Prerequisite:* ESS 431



**ESS 440 Pathology of the Body Systems** **3 credit hours**

This course covers the pathophysiology of prominent acute and chronic diseases and conditions of the major body systems. Students study the interdependency of body systems and the conditions that affect human health and well-being. Other topics include common risk factors associated with these conditions, as well as their response to, and impact on, physical activity. Offered fall.

*Prerequisite:* ESS 324

**ESS 441 Pharmacological Concepts in Health Care** **2 credit hours**

This course covers the general principles of pharmacology as they relate to the physically active population. Topics include: social drugs, ergogenic drugs, prescription medications, and over-the-counter drugs. Also covered is the principle of emergency administration of bronchodilators and epinephrine. Offered fall.

*Prerequisites:* ESS 307, 316

**ESS 451 Research in Exercise and Sport Sciences:  
Critical Components** **2 credit hours**

Students explore, in depth, a topic of their choosing. This involves reviewing and synthesizing the primary literature in the area as well as developing an original area of inquiry and the methods necessary to complete the investigation. Throughout the process, students review, learn, and incorporate basic techniques and procedures associated with the research process. Offered fall. For 2002-03, offered for 1 credit hour.

*Prerequisite:* Senior standing in Exercise and Sport Sciences

**ESS 452 Research in Exercise and Sport Sciences:  
Assessment and Analysis** **2 credit hours**

Students complete the investigation of their topic designed in ESS 451 and present the results and analysis of their findings. Emphasis is placed on the analysis of various types of data and information as well as the interpretation of the findings. Offered spring.

*Prerequisite:* ESS 451

**ESS 480 Teaching Assistantship** **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of Department Chair and instructor

**ESS 485 Internship in Exercise and Sport Sciences** **0-6 credit hours**

This 240-hour (minimum) experience in Exercise and Sport Sciences is organized to allow for student participation in programs relevant to the student's program area and unique interests. This final required internship experience serves as a unique opportunity to apply and more fully develop those professional competencies necessary for a successful work experience. (Not required for Athletic Training students who matriculate beginning fall, 2001.) Offered fall, spring, and summer.

*Prerequisites:* Successful completion of 70 percent of total credit hours required in major, completion of pre-internship seminar, and current First Aid and CPR certification

**ESS 486 Senior Project in Exercise and Sport Sciences** **3 credit hours**

Exercise and Sport Sciences majors may choose to culminate their program in a senior project. With the aid of a faculty advisor, seniors identify a significant area of investigation; research its parameters; clarify their relationship to that area; and create a final product in the form of a paper, manuscript, lecture, etc. This major project serves as a demonstration of skills and knowledge acquired during the four undergraduate years and marks students' passage to the status of independent learners and producers. It is important also in that it offers graduate schools and potential employers evidence of competencies, skills, and productive techniques. Topics for projects must be approved the semester before completion.

*Prerequisite:* Senior status

## Fine and Performing Arts

J. DAY, J. KEENAN, K. RASMUSSEN

**FPA 101 Creative Expression** **3 credit hours**

In this course, the student gains an appreciation of the creative process involved in the fine and performing arts by studying their similarities, differences, and cultural importance, past and present. The creative process also is explored through lecture, demonstration, and student participation. The course focuses on the methodologies and techniques used to create the arts and assists the student in the development of critical thinking. Core Course. Offered fall and spring.

**FPA 250,350 Topics in Fine and Performing Arts** **1–3 credit hours**

Students are given the opportunity for an in-depth study of a topic or topics in the fine and performing arts that are not part of the regularly scheduled course offerings. The topic or topics for a given term will be announced before registration. Offered fall and spring.

*Prerequisite:* Permission of the instructor

**FPA 285, 485 Internship in the Arts** **0–6 credit hours**

The Arts Internship allows the student an opportunity to sample the outside work world in areas that relate to their course work and future career choice. Arts organizations such as graphic art companies, museums, galleries, art products companies, theaters, and other performing art organizations are typical sites. Offered fall, spring, and summer.

*Prerequisite:* Completion of pre-internship seminar and sophomore standing

**FPA 480 Teaching Assistantship** **1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

# Government

H. CLEVELAND, R. HANSON, B. MCKENZIE

## **GOV 100 Comparative Government and Geography** 3 credit hours

This is an introduction to the study of countries and their governments across regions, cultures, and time in an attempt to understand what they have in common, how they differ, and why. The course focuses on the politics and geography of nations in Europe, Asia, the Middle East, Africa, and South America and includes such topics as democracy and autocracy, human rights, post-communist states, political development, and post-cold war international politics. The course also introduces the development, concepts, methodologies, and materials of government studies. Offered spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

## **GOV 101 American National Government** 3 credit hours

This course introduces students to the whole of American national government, beginning with the constitutional framework and then covering governing institutions and officials, the notion of "rights," mass politics, and major issues of public policy. Several forms of analysis are used: philosophical, historical, behavioral, legal, institutional, and policy analysis. Offered fall.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

## **GOV 250, 350 Topics in Government and Politics** 3 credit hours

Topic courses are a series of area studies focusing on regions throughout the world. They are intended to introduce students to the history and the contemporary politics of selected countries in those regions.

## **GOV 295, 395, 495 Independent Study** 3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the course number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Social Sciences Department

## **GOV 301 The United States Constitution** 3 credit hours

This course is a study of the U.S. Constitution, its philosophical background, the articles that provide the framework for our system of government and the changes that have occurred as a result of amendments. Special emphasis is given to various interpretations of the Constitution by the judicial branch as well as current constitutional crises.

*Prerequisite:* One government course or permission of the instructor

**GOV 302 The American Presidency****3 credit hours**

This course analyzes the role and powers of the American president. Changes, and the reasons for those changes, that have taken place since the framing of the Constitution are examined, as is the effectiveness of the current institution of the Presidency.

*Prerequisite:* One government course or permission of the instructor.

**GOV 303 Dissolution of the Soviet Empire****3 credit hours**

The purpose of this course is to acquaint students with the causes and results of the dissolution of the Soviet Union in 1991. Attention is directed toward geography, history, political philosophy, government structure, as well as many other factors involved in the breakup. Special consideration is given to current problems facing the Russian Federation and the successor states and the impact of those problems on the international community. Offered fall.

*Prerequisite:* Sophomore standing

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

**GOV 304 The Far East in Modern Times****3 credit hours**

This course examines the government of China and Japan since they were opened up to the West in the middle of the nineteenth century. Special emphasis is placed on the clash between traditional cultures and modernization. Topics include the collapse of the Ch'ing Dynasty in China up to the Communist revolution of Mao Tse-tung and beyond as well as the opening up of Japan by Commodore Perry, the Meiji period, the Tojo regime, and World War II, and modern Japan. Offered spring.

*Prerequisite:* Sophomore standing

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

# History, Society, and Culture

P. ANDERSON, J. CARROLL, H. CLEVELAND, E. FREEBERG, R. HANSON, J. HEINLE,  
B. MCKENZIE, A.P. STECKER, O. STOREY

## Bachelor of Arts: History, Society, and Culture

History, Society, and Culture is an interdisciplinary major that provides students with a broad understanding of social conditions from the perspectives of history, the social sciences and the humanities. It is designed to meet the content requirement for certification to teach social studies at the secondary level, and it also prepares students interested in pursuing further study in any of its fields and those who are interested in careers where knowledge of social conditions is important. The major is supported by the Department of Social Sciences and Education and the Department of Humanities.

### Requirements

Liberal Education Requirements

GOV 100, GOV 300-level course

HIS 101, 102, 217, 218, 301

HSC 100, 400, 401, 485

Two additional History 300/400-level courses: one in U.S. history and one in non-U.S. history

SOC 101, 304 (or an appropriate special topics course)

Two culture courses chosen from: AME 201, 341, ENG 216, 224, 229, 247, 333

### Major Acceptance

A minimum cumulative GPA of 2.00 and at least a 2.00 average in any two of the following: HSC 100, HIS 101, HIS 102, GOV 100, SOC 101, and a portfolio review.

### Suggested Registration

*Fall*

*Spring*

#### First Year

HSC 100

HIS 101

WRT 105

First Year Seminar

Elective

GOV 100

HIS 102

Math Requirement

Liberal Education Course

Liberal Education Course

#### Sophomore Year

HIS 217

SOC 101

CIS 105

Liberal Education Course

Liberal Education Course

HIS 218

Culture Course

Liberal Education Course

Liberal Education/Sophomore Seminar

Elective

#### Junior Year

HIS 300 level (U.S.)

SOC 304

Culture Course

Elective

Elective

HIS 301

GOV 300 level

HSC 400

Elective

Elective

## Senior Year

HSC 401	HSC 485
HIS 300 level (non-U.S.)	Elective
Elective	Elective
Elective	Elective
Elective	

**Total minimum credit hours: 120**

## History Minor

The minor in History consists of 18 credit hours of history courses, including HIS 101 and 102. At least six of the remaining 12 credit hours must be at the 300/400 level. Please refer to the Minor Programs section of the *Catalog* for further information.

## Social Studies with Education Certification

Students who wish to obtain New Hampshire Teacher Certification in Social Studies (grades 5-12) must complete a Bachelor of Arts degree in History, Society, and Culture and a sequence of required courses for education, including a teaching internship. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and suggested registration sequence in the Education section of this *Catalog*.

## History Course Offerings

### **HIS 101 U.S. History to 1877:**

#### **The Struggle to Create a Nation**

**3 credit hours**

This course uses the American Civil War as a lens through which to understand the development of the North American continent from the years 1600 to 1877. Tracing back the origins of this conflict, students explore the social, economic, political, and cultural forces that gave the North and South a common heritage, as well as divergences that brought them to war. Themes in the course include the origin and development of slavery, free-labor capitalism, and abolition, and the way concepts of liberty and slavery influenced the development of the Declaration of Independence, the Constitution, and the subsequent course of race relations in America. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

### **HIS 102 U.S. History 1877 to the Present:**

#### **The Quest for Power and Progress**

**3 credit hours**

Reunited after the Civil War, the United States experienced rapid and profound changes that transformed it into an industrial giant and a world leader. The challenge of translating into reality the promises of the Declaration of Independence and the Constitution continued as problems from the past and new ones generated by industrial growth sparked great reform movements at home and the nation's new global leadership encouraged it to attempt similar efforts throughout the world. From the gilded age to the present, this course examines the United States' quest for power and progress at home and abroad. Offered spring.

Exploration Area: History

Arts & Sciences Elective Area IV History

**HIS/WST 206 Woman as History****3 credit hours**

This course investigates the social construction of gender across time, examining the roots of the patriarchal tradition. Examining the presence of women's experience in the historical record, the course is designed to provide the student with an understanding of change and continuity in the role of women in history. Offered spring of even-numbered years.

Exploration Area: History

Arts & Sciences Elective Area IV History

**HIS 217 The West and the World I****3 credit hours**

This is an introductory survey that examines the emergence of "the West" and its relations with the world from the late medieval ages into eighteenth century, focusing on the Renaissance, Reformation, Scientific Revolution, Enlightenment, and "Age of Discovery" periods. Special attention is given to the emergence of the West, its interaction with other cultures such as the Arab states, China, and the peoples of the New World and how they contributed to the West's development. The course also considers debates about the meaning and significance of "Western Civilization" particularly in respect to groups such as women, peasants and workers, and non-Europeans that were previously marginalized by history. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

**HIS 218 The West and the World II****3 credit hours**

This is an introductory examination of the development of modern global civilization with its unprecedented unity and yet great local differences formed by the embrace, reworking, and sometimes even rejection of Western culture. From the end of the eighteenth century to the late twentieth century, the course surveys the transformation of the West through successive waves of political, industrial, and social revolutions; how it became a source of global change—for good and ill—through commercial and colonial empires; and worldwide responses to Western power and culture. Topics include: revolutions and reform efforts, world wars and efforts at international cooperation, evaluating the legacy of Western colonialism and critiques of Western culture especially from the perspective of historically marginalized groups, and the nature of modern global civilization. Offered spring.

Exploration Area: History

Arts & Sciences Elective Area IV History

**HIS 250, 350 Topics in History****3 credit hours**

Students are offered the opportunity to study in depth a particular topic in history that is not part of the regularly scheduled course offerings. The topics for each term will be announced before registration.

*Prerequisite:* Permission of the instructor

**HIS 295, 395, 495 Independent Study****1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social

Sciences and Education Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**HIS/AME 301 The History of New England:**

**Regional and Local Studies**

**3 credit hours**

Exploring methods of historiography, the course examines issues of growth and change in New England regional culture and history. This course focuses particularly on the social, economic, and political events that have affected the region's development as well as the emerging field of regional and local history. Students use the Colby-Sawyer archives extensively. Offered spring of odd-numbered years.

**HIS 307 America in the Cold War Era, 1945-1990**

**3 credit hours**

How did the Cold War help to create the world in which we live today? This course examines the conflict between the United States and U.S.S.R. in the second half of the twentieth century, and how this conflict affected American politics, culture, and society. Topics include the origins of the Cold War, 1950s conformity, McCarthyism, the Civil Rights Movement, Vietnam, the Sixties, liberalism, and the rise of conservatism, and the end of the Cold War. Offered fall of odd-numbered years.

*Prerequisite:* Open to juniors and seniors

**HIS 309 America in the Sixties**

**3 credit hours**

What were the Sixties really like? This course examines the turbulent 1960s, one of the most significant decades in American history. Using primary and secondary readings, documentary films, and oral history, the course focuses on the social movements of the Sixties (the civil rights movement, the New Left, the counterculture, the peace movement, feminism, environmentalism), the Vietnam War, liberalism and the conservative backlash, and popular culture. Offered spring of even-numbered years.

**HIS 310 From Isolation to Global Policing:**

**American Foreign Policy, 1776 to the Present**

**3 credit hours**

The United States' road to global leadership was a twisting one that began with a nation that spurned any "entangling alliances" and only in the mid-twentieth century embraced the role of a world leader—though never without doubts and debate. This course surveys the development of United States foreign relations and diplomacy from the Revolution to the present post-Cold War era. Offered spring of even-numbered years.

**HIS 317 Revolutions and Revolutionaries**

**3 credit hours**

Our world is the child of revolutions and revolutionaries. The French and English Revolutions created modern politics. The Commercial and Industrial Revolutions spawned a global market economy. Marxism, nationalism, and other ideologies have sparked revolutionary efforts to create new societies. This course explores revolutions and the people who have inspired and led them. Students study the events leading to these upheavals, the new societies that revolutionary governments have created, what changed—and what remained the same. Students analyze the ideas and writings that have inspired revolutionary movements. Finally, students look at revolution as a historiographical issue, examining scholarly debates about the nature and definition of these upheavals and why they occur. *Viva la Revolución!* Offered fall of even-numbered years.



**HIS 319 Modern Mexico****3 credit hours**

Americans have important reasons to inform themselves about Mexico. Mexico shares a huge border with the United States. United States-Mexican commerce continues to grow, especially with the NAFTA, making Mexico the nation's third largest trade partner. Numerous Americans visit Mexico as tourists while, every year, thousands of Mexicans immigrate to the United States exercising an increasing—and controversial—impact on politics, the economy, and culture. In this course students become more literate about Mexico, familiarizing themselves with the basic events, people, and ideas that have shaped Mexican culture. But on a deeper level, they study the dynamics of Mexican history and society, asking why the nation has developed as it has and what it might expect in the future. Offered fall of odd-numbered years.

**HIS 320 History of Africa****3 credit hours**

This course is a study of the African continent since 1800, including slave trade and its impact on traditional societies, Islamic revolutions, the European scramble for African territories and African reactions, colonial administrations, economic changes, nationalism and independence movements, and current issues of economic development and political stability.

**HIS 321 Contemporary Europe****3 credit hours**

This course is an intensive study of the political, economic, social and cultural history of twentieth century Europe with special emphasis on region from its division and reconstruction at the end of World War II into the present, post-Cold War new order. Compares life in both the East and West. Topics include the post-war economic recovery of Europe, the Sovietization of Eastern Europe, decolonization, the flowering of the welfare state, relations with the United States, and efforts at European unity. Offered fall of odd-numbered years.

**HIS/CES 323 White Mountain History****3 credit hours**

People have been drawn to the White Mountains of New Hampshire since their discovery. They have been revered by native people, explored by European settlers, exploited by timber barons, and 'loved to death' by recreational users. This course uses the White Mountains region as a case study about the manner in which humans and the natural environment interact. The class studies the history of the region including the people, communities, political and economic change, as well as the ecological and social effects of our actions. The class learns how the tourism and logging industries forever changed the face of the region and the people who live there. Students uncover the passion with which native and visitor populations continue to fight for this area, and how those battle lines have been set up historically. Students visit the White Mountains region on field trips and engage in a variety of creative assignments designed to integrate an historical framework with a modern ideology. Offered fall even-numbered years.

*Prerequisites:* WRT 105 and a HIS 100-200 level course or an ENG 200 level course, or permission of the instructor

**HIS/COM 343 War and Truth in America****3 credit hours**

Ranging from the Spanish-American War to the War Against Terrorism, this course surveys history of American military conflicts in the twentieth century, paying particular attention to the way these conflicts were reported by the American news

media. The class explores ethical questions raised by war reporting, questions about propaganda, freedom of information, and the limits placed on a free press during times of national crisis. Offered fall of even-numbered years.

*Prerequisite:* HIS 101, or HIS 102, or COM 203

### **HIS 480 Teaching Assistantship**

**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

## **History , Society, and Culture Course Offerings**

### **HSC 100 The Detective: Introduction to**

#### **History, Society, and Culture Studies**

**3 credit hours**

Open to all students, this course provides an introduction to the “detective work” necessary to study history, society, and culture. It examines the development of these fields from ancient to modern times and their basic approaches and interconnections. It considers epistemological issues such as fact, truth, and inference and also begins introducing the research methods employed by students of history, society, and culture: using electronic and published sources to find materials, archives, primary research, annotated bibliographies, and methods of citation. The course shows that a student must become a detective who assembles and analyzes information from many different sources to solve the mysteries of understanding history, society, and culture. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

### **HSC 250, 350 Topics in Eighteenth- and**

#### **Nineteenth-Century American History**

**3 credit hours**

Students are offered the opportunity to study in depth particular topics in nineteenth century United States history that are not part of the regularly scheduled course offerings. The topics for each term will be announced before registration.

### **HSC 400 History, Society, and Culture Research Methods**

**3 credit hours**

In order to begin to synthesize their own thinking with existing work, seniors in the HSC program design a research plan that facilitates an original exploration of some theme drawn for history, society, and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences such as surveys, archival research, and oral history interviews. This plan synthesizes their own and existing research and thinking. Students carry out the research plan in HSC 401. Offered fall and spring.

*Prerequisites:* Open to senior and second-semester junior History, Society, and Culture majors

**HSC 401 Advanced Research Seminar (Capstone)****3 credit hours**

Students realize the research project designed in HSC 400 (History, Society, and Culture Research Methods). The final project must make extensive use of primary research and appropriate research methods. A faculty sponsor guides students as they implement the research project they designed, helping them analyze findings and present their conclusions. Formal presentation of the results at the end of the project is required. Offered fall and spring.

**HSC 485 History, Society, and Culture Internship****0-6 credit hours**

Through this internship, students gain professional experience in applying the skills and methods associated with the study of history, society, and culture and with career opportunities available to HSC majors. Placements include, but are not limited to, archives and historical societies, museums, law offices, political campaigns, libraries, and public radio. Offered fall and spring. Only HSC students *not pursuing* Social Studies Education Certification must take this course. Students pursuing Social Studies Education Certification take EDU 490.

*Prerequisites:* Open to junior and senior History, Society, and Culture majors, completion of the pre-internship seminar

## Humanities

E. FREEBERG, J. HEINLE, T. KEALY, A. KNISLEY, M. McMAHON,  
A.P. STECKER, O. STOREY

**HUM 201 Judgment and Belief****3 credit hours**

This interdisciplinary course seeks to help students integrate the methods and insights of humanities with programs and issues important to their lives. Readings, screenings, and discussions focus on understanding what it means to be human, developing social values, and finding meaning in one's actions. Emphasis is placed on understanding diverse points of view and making informed and reasoned decisions on issues of fundamental importance. Open to sophomores, juniors, and seniors. Core Course. Offered fall and spring.

**HUM 250, 350 Topics in Humanities****1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in the Humanities which is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

**HUM 480 Teaching Assistantship****1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of the department chair and instructor

# Information Management and Technology

L. MALAN, T. STARK, D. SWANZ, E. WADSWORTH

## Information Management and Technology Minor

The Information Management and Technology minor emphasizes the process of the management of information within and among organizations, a process that occurs regardless of an organization's mission. It also provides the student with an understanding of the tools and systems available to manage this information flow. This minor is open to all students who choose any major at the college.

### Requirements

Students pursuing a minor in Information Management and Technology must maintain a GPA of C (2.0) and earn a cumulative average of C (2.0) in the following courses:

IMT 201, 202  
BUS/ IMT 312  
BUS/ IMT 404

Two additional courses taken from the following, one must be at the 400 level:

BUS 320, 328, 411, 412  
COM 308, 310, 316  
PSY 308, 460, 470

Please refer to the Minor Programs section of the *Catalog* for further information.

## Course Offerings

### IMT 201 Information Technology Foundations

3 credit hours

The focus of the course is learning about the technology components of IT so as to have a broad understanding of their application in the use and management of information in organizations. In this way, students are better prepared for the high tech world that impacts the careers and organizations they choose to pursue. Offered fall.

*Prerequisite:* CIS 105

### IMT 202 Introduction to Information Systems

3 credit hours

Information systems are critical to achieving an organization's goals. Information and the technology that manipulates the underlying data have become major organizational assets that must be understood and managed; and the reliance on such systems is expected to increase in the future. This course is designed to address the demand for knowledgeable professionals in an ever-increasing technology based world. The course concentrates on the flow of information through an organization, using the tools of systems analysis and design. Specifically the course introduces conceptual design, physical design, and logical considerations for information systems. After developing a series of generic models, the course moves on to systems development, introducing project management tools that span the process from system selection through implementation and maintenance. Emphasis is placed on understanding user needs in a variety of environments, and on using technology to access and resolve the data required to meet those needs. Offered spring.

*Prerequisite:* IMT 201

**IMT/BUS 312 Business Applications of the Computer** **3 credit hours**

Students learn to use the computer in analysis and decision-making. This class uses Microsoft Excel in business applications utilizing spreadsheets, graphing, data analysis, and macro development. By using software applications to create data tables, budgets, and financial statements, students develop the ability to make use of applications common to business and organization needs encountered on the job. Offered fall and spring.

*Prerequisite:* CIS 105

**IMT/BUS 404 Improving Management Decision Making** **3 credit hours**

Managers make decisions all the time. Some decisions are routine, but others have major implications for their organizations. How do managers improve the quality of their decision making by using quantitative data and computer technology? This course concentrates on the quantitative dimension of decision making. Students use Excel, SPSS, and other computer application software to analyze data. The course addresses optimization problems, trends, prediction, statistical analysis, and other methods for improving the quality of decisions. The course also requires students to read and interpret empirical research studies. This is a practical, hands-on course that prepares students to use and to interpret quantitative information. Offered fall.

*Prerequisites:* BUS 312 and MAT 220

## Interdisciplinary Studies

**INT 285 Interdisciplinary Internship** **0-3 credit hours**

This interdisciplinary internship is designed to provide students an opportunity to explore occupational areas of interest before committing to a major field of study or to link their field of study to other academic or occupational areas. The internship can be completed in a variety of private or public settings and would require students to draw correlations between various academic areas and learning objectives of the internship experience. Students may choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Offered fall, spring, and summer.

*Prerequisite:* Completion of pre-internship seminar and sophomore standing

## Mathematics

T. MAR, J. ZIMMERMAN

**MAT 122 Topics in Liberal Arts Math** **3 credit hours**

In this course, students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen in today's society. Topics include logic, the mathematics of finance (compound interest and loan repayments), the application of statistical reasoning, probability, and game theory. Other topics may be included according to the interests of the students and instructor. The emphasis in this course is not on proofs and derivations. The emphasis is on

reasoning skills and the meaning and importance of these topics in society and daily life. Offered fall and spring.

**MAT 123 College Algebra****3 credit hours**

This course features a contemporary approach to algebra and focuses on using algebra for modeling realistic situations. The course concentrates on the concepts of variable and function, with an emphasis on the behavior of linear, quadratic, rational and exponential functions, as well as on solving related equations. Offered fall and spring.

**MAT 212 Pre-Calculus****3 credit hours**

Designed for those students who have successfully completed a high school course in algebra, this course builds on the concept of a function and its applications. It emphasizes a numerical approach and incorporates computing technology to facilitate the analysis of polynomial, rational, logarithmic, and trigonometric functions, and their applications. Preparation for the concepts of calculus is an integral component. Offered fall and spring.

**MAT 220 Introduction to Statistics****3 credit hours**

This course provides a modern overview of the field of statistics. Gathering useful and accurate numerical information is vital to statistical studies. Students examine the important concepts of sampling, experimentation, and measurement. Analyzing numerical information is equally vital in statistics. Students examine measures of central tendency and variation, the normal curve, and correlation. Students study formal statistical reasoning, including confidence intervals, hypothesis testing, and occasionally use statistical software, to help us analyze numerical data. Offered fall and spring.

**MAT 221 Calculus I****3 credit hours**

Calculus involves the study of how quantities change. The ideas of infinity, limits, and continuity are developed, leading to the concept of the derivative of a function: its instantaneous rate of change. The process of differentiation is then applied to the study of motion, optimization, and other areas. Offered fall.

*Prerequisite:* MAT 212 or permission of instructor

**MAT 222 Calculus II****3 credit hours**

This course focuses on the integral calculus as an extension of the differential calculus that is introduced in MAT 221, Calculus I. Topics include differential equations, techniques of integration, and applications thereof. Offered spring.

*Prerequisite:* MAT 221

**MAT 250, 350, 450 Topics in Mathematics****1–3 credit hours**

Faculty may elect to offer courses in mathematics that are not regularly scheduled. Course descriptions will be available with registration material.

*Prerequisite:* Varies with course content

**MAT 295, 395, 495 Independent Study****1–3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectation. Each

independent study course is developed in consultation with a member of the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

### **MAT 480 Teaching Assistantship**

**1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

## **Modern Languages**

J. MUYSKENS, W. WILHIDE

The purpose of the modern language offerings is to give interested students, at various proficiency levels, the opportunity to receive instruction.

Courses at the 100 level are designed to introduce students to basic vocabulary, grammatical rules, and conversational skills. The 200 level fosters further vocabulary development and exposure to literature in the language studied. These intermediate level courses are normally conducted in the language. Independent Study courses are offered at the 300 level. They are conducted in the language and provide an intense exposure to works that deal with a particular period or a particular theme or problem.

Language faculty (in consultation with the department chair) determine course placement in beginning and intermediate courses. For information about the English as a Secondary Language curriculum, refer to the relevant sections of this *Catalog*.

### **French Course Offerings**

#### **FRE 101, 102 Elementary French**

**3 credit hours**

These courses are an introduction to spoken and written French. Students engage in active practice speaking and understanding French in class. Assignments include written exercises, easy reading materials and taped drills. FRE 102 stresses language drills, vocabulary review, and classroom practice of spoken French. FRE 101 offered fall; FRE 102 offered spring.

*Prerequisite:* For FRE 102, FRE 101 or permission of the instructor

#### **FRE 203, 204 Intermediate French**

**3 credit hours each**

These courses continue the development of speaking and writing skills. Written exercises stress grammar and vocabulary. Classes include language drills and discussion of current French culture. FRE 203 offered fall; FRE 204 offered spring.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

*Prerequisite:* For FRE 203, FRE 102 or permission of the instructor

For FRE 204, FRE 203 or permission of the instructor

**FRE 250, 350 Topics in French****1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in French that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

*Prerequisite:* FRE 204 or permission of the Humanities Department

**FRE 480 Teaching Assistantship****1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**Spanish Course Offerings****SPA 101, 102 Elementary Spanish****3 credit hours**

These courses provide a study of the fundamentals of pronunciation and structure of Spanish. Objectives include the ability to understand the spoken language, to speak simply and correctly, and to read and write simple material.

SPA 101 offered fall; SPA 102 offered spring

*Prerequisite:* For SPA 102: SPA 101 or permission of the instructor

**SPA 203, 204 Intermediate Spanish****3 credit hours each**

These courses review and extend the fundamentals of pronunciation and structure and augments the comprehension and use of current everyday language. They increase the knowledge and appreciation of Spanish culture by means of intensive reading, class discussion and related activities. SPA 203 offered fall; SPA 204 offered spring.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

*Prerequisite:* For SPA 203, SPA 102 or permission of the instructor

For SPA 204, SPA 203 or permission of the instructor

**SPA 250, 350 Topics in Spanish****1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in Spanish which is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

**Music**

L. CAMPBELL, D. CHAVES, D. DENISTON, E. NORDSTROM-BAER, N. STARK, J. TWOMBLY

A variety of music activities are open to all students: applied lessons, music master classes, and performance ensemble work. Credit is given for piano, voice, or other applied music, subject to approval by the department. See the Financial Information section of this Catalog for the Applied Music fees.

- One-hour lesson and nine hours of practice per week carry 3 credit hours
- One 45-minute lesson and five hours of practice per week carry 2 credit hours
- One 30-minute lesson and five hours of practice per week carry 1 credit hour



## Course Offerings

### **MUS 103 Music Appreciation**

**3 credit hours**

This music survey course explores contemporary to ancient music styles. Students become acquainted with the historical periods, genres and styles of music and with elements of the musical art such as melody, harmony, lecture form and notation. Each genre is studied in terms of structure, style, cultural context, and meaning by developing specific techniques of interpretation.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### **MUS 110, 210, 310, 410 Applied Music: Piano, Voice, Winds, Strings, and Percussion**

**1–3 credit hours**

Individual instruction is offered to facilitate the development and technical abilities required on a given instrument. Students may choose a variety of instruments such as piano, voice, flute, clarinet, saxophone, oboe, violin, viola, cello, guitar, and drums. (Level dependent on ability. Audition may be required). See the Financial Information section of this catalog for Applied Music fees. May be repeated for credit. Offered fall and spring.

Exploration Area: Fine and Performing Arts (If a total of 3 credits is earned)  
Arts & Sciences Elective Area I (If a total of 3 credits is earned)

### **MUS 131 Colby-Sawyer College Singers**

**1 credit hour**

The Colby-Sawyer College chorus is open to all members of the student body as an opportunity for musical expression. The chorus presents performances of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. May be repeated for credit.

### **MUS 250, 350, 450 Music Master Classes**

**1 credit hour**

This Master Class experience includes participation in group ensemble critiques and performances. Visiting artists, individual study projects, and field trips are topics for discussions based on student interests and needs. The level is dependent upon musical expertise of student. Graded Pass/Fail. Offered fall and spring.

### **MUS 251, 351, 451 Ensemble Module**

**1 credit hour**

This course brings together a variety of singers and instrumentalists and gives them an opportunity to accompany each other and to perform music at the college level and in the community. The level is dependent upon musical expertise of student. Graded Pass/Fail. See the Financial Information section of this catalog for Ensemble Module fee. Offered fall and spring.

### **MUS 281, 381 Tutorials in Music**

**1–3 credit hours**

Tutorial courses offer students the opportunity to work closely with faculty in areas of particular interest not usually available. Topics might include historical research projects, music theory, and literature. May be repeated for credit. Offered fall and spring, depending on student interest and availability of faculty.

*Prerequisite:* Permission of the instructor

# Nursing

L. AYERS, S. GOLDBERG, J. HUBER, N. KOHN, C. LORING, J. ROCKWELL,  
D. SPANN-WEITZ, K. THIES, R. VEBELL

## Bachelor of Science: Nursing

### Philosophy

The Philosophy of the Department of Nursing is summarized by the following statement: *Nursing is the care of persons who are experiencing or can be expected to experience variations in health and the tending of the entire environment in which care occurs.* A full description of the Philosophy can be found in the *Department Manual for Nursing Majors*.

### Mission Statement

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

The Department of Nursing recognizes that nursing education must be responsive to trends in health care and at the same time be grounded in a core curriculum. Emphasis is on the importance of personal responsibility for their learning while students are enrolled at Colby-Sawyer College because they need to continue learning throughout their professional lives. In addition to a liberal education, the core components of the program in Nursing include the competencies and knowledge essential to basic nursing practice, the values of the healing professions, and the development of the professional role of the nurse.

Upon completion of degree requirements, students are able to:

- exemplify the characteristics and values of a caring professional
- communicate effectively in writing and orally with individuals and families of diverse backgrounds and with colleagues in other professional disciplines
- think critically for the purposes of exercising clinical judgment and making ethical decisions
- practice clinical nursing using the core competencies and knowledge that underlie state and national standards of basic practice
- perform the professional nursing roles that serve the health care interests of the public.

The Department of Nursing at Colby-Sawyer College is accredited by the National League for Nursing and approved by the New Hampshire State Board of Nursing. It is also a member of the American Association of Colleges of Nursing, with preliminary approval from its accrediting body, the Commission on Collegiate Nursing Education.

## Academic Policies

*The Manual for Nursing Majors* includes the philosophy of the Department of Nursing, and a complete description of the Department's academic and clinical policies. The *Manual* is available upon request. Students are admitted to the College and then accepted into the nursing major during their sophomore year. Students must demonstrate competence in both the classroom and clinical/lab components of the nursing courses in order to progress in the major.

Students who do not demonstrate competence in the clinical component of a course receive a final grade of F for the course, regardless of their performance in the classroom. Students who fail a nursing course based on either their clinical or classroom performance must successfully repeat both the classroom and clinical components of the course before they can progress in the major. Students who repeat a clinical nursing course must receive permission from the Chair of the Department to do so. Students may repeat only one NUR course, and may do so only one time. 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.

## Clinical Internships

In the nursing program, internships are the clinical component of nursing courses. Clinical internships are taught by nursing faculty, who are responsible for assisting students in the integration of theory and practice in a clinical setting. Students begin clinical internships during the spring of their sophomore year, and spend two days a week in a clinical setting during their junior year and in the fall of their senior year. Clinical internships also include a community-practice module, during which students rotate out of the hospital to work one-on-one with a nurse in a community setting. For example, students studying maternal child health spend most of their time with faculty on obstetric and pediatric units, and a shorter period of time assessing newborns at risk with a visiting nurse. During the spring of the senior year, students do a clinical preceptorship, working one-on-one with a nurse-preceptor in a clinical setting under the guidance of nursing faculty. This semester long experience facilitates the transition from the role of student to graduate nurse. During the senior year, students also develop and implement a community practice project, addressing a health care need they have identified in a neighboring community.

Colby-Sawyer College is fortunate to offer its students internships in a variety of inpatient and community settings. The Department of Nursing has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Alice Peck Day Hospital, Lake Sunapee Home Care and Hospice, the Visiting Nurse Alliance of Vermont and New Hampshire, Inc., and New Hampshire area schools, in addition to other health and human services organizations. Nursing students also have the opportunity to design independent study experiences that meet a specific interest. Nursing faculty and nurses in leadership positions in the greater community are eager to work with students on new and innovative teaching/learning experiences.

## Requirements

Liberal education requirements

BIO 106, 205, 206, 207

MAT 220

SCI 201

PSY 101, 240

PHI 305

SOC 101, 203

NUR 203, 230, 305, 307, 309, 332, 334, 336, 405, 407, 408, 442;

NCLEX prep (no credit); completed portfolio.

A minimum grade of C is required in BIO 106, 205, 206, and 207 and in SCI 201 before enrolling in Nursing 300-level courses. A minimum grade of C is required in all Nursing (NUR) courses. Students who receive a grade of C- or below must repeat the course successfully before progressing. For further explanation of policies regarding progress in the major, please see the *Department Manual*.

## Major Acceptance

Major acceptance into the nursing program occurs in the spring of the sophomore year. The deadline for submission of material is April 1. The criteria for acceptance and the decision process are explained in the *Department Manual*. Students must submit the Major Acceptance Application Form, two letters of recommendation, and a one-page self-evaluation. Students must have a minimum cumulative GPA of 2.5 and a grade of C or better in the following courses for formal acceptance into the Nursing major.

BIO 106, 205, 206

CIS 105

PSY 101

SOC 101

NUR 203

*Note: Nursing students may repeat only one required science course (BIO 106, 205, 206, 207, SCI 201), and may do so only one time. Students who have repeated more than one of these courses will not be accepted into the major.*

## Transfer Students

Transfer students into the Nursing Program are welcomed at Colby-Sawyer College. Students with prior nursing education are evaluated on an individual basis, and a plan of study is developed that builds on previous learning while being sure the student is fully incorporated into the program while at the college. Transfer credit for nursing course(s) taken at another institution is awarded either by course comparison or examination. Transfer students are asked to supply copies of course descriptions from the catalogs and/or syllabi of the institution(s) from which they wish to transfer credit. All courses must transfer with a grade of C or better. Further information is available from the Department of Nursing and the college registrar.

**Suggested Registration**

The nursing program courses are designed to be taken in sequence, beginning with NUR 203 and ending with NUR 442. Students should expect to spend a minimum of six semesters completing the NUR sequence.

*Fall*

*Spring*

**First Year**

WRT 105

CIS 105

BIO 106

SOC 101

PSY 101

BIO 205

First Year Seminar

Liberal Education Course

Liberal Education Course

Liberal Education Course

**Sophomore Year**

BIO 206

BIO 207

NUR 203

NUR 230

SOC 203

SCI 201

PSY 240

Liberal Education/Sophomore Seminar

Liberal Education Course

**Junior Year**

NUR 305

NUR 332

NUR 307

NUR 334

NUR 309

NUR 336

MAT 220

Liberal Education Course

**Senior Year**

NUR 405

NUR 408

NUR 407

NUR 442

PHI 305

NCLEX prep (no credit)

Elective\*

Elective\*

\* It is recommended that students take two free electives, but it is not required.

**Total credit hours: 120 minimum**

**Course Offerings**

**Interpreting NUR credits:**

**Total credit hours (class credits.clinical credits.lab credits)**

**NUR 203 Introduction to Professional Nursing 3 credit hours (3.0.0)**

This non-clinical 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 biopsychosocial model of health and Gordon’s health patterns; and the nursing process and critical thinking on which clinical judgment is based. Offered fall.

Exploration Area: Wellness

**NUR 230 Health Assessment and Nursing Skills 6 credit hours (3.2.1)**

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals in residential and community care. Topics include assessment of the biopsychosocial and spiritual needs of the

client, physical examination skills and therapeutic nursing interventions, nursing care plans, and medication administration and documentation. Community-based practice module allows students to observe and participate in care of elders by registered nurses. Offered spring.

*Prerequisites:* NUR 203 and BIO 205 and 206

**NUR 305 Nursing Practice: Family Health** **8 credit hours (4.4.0)**

This clinical course introduces the role of provider of care for families experiencing normative childbearing and childrearing, and for children who require restorative care. Topics include prenatal, child and family development; reproductive health; labor and birth; nursing interventions with children; and the management of common childhood illnesses. The community-based practice module includes assessment of adaptation of the newborn family at home and children's school health with a community mentor. Offered fall.

*Prerequisite:* Acceptance to the Nursing major

*Co-requisite:* NUR 307

**NUR 307 Pharmacology** **3 credit hours (3.0.0)**

This non-clinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they are related to each physiological system. This course is open to non-nursing majors. Offered fall.

*Prerequisites:* BIO 106, 205, 206, and 207; and acceptance to Nursing major

*Non-major prerequisites:* BIO 106, 205 and 206; BIO 207 recommended; and permission of the instructor

**NUR 309 Community-Based Nursing Care** **2 credit hours (2.0.0)**

This non-clinical course introduces the concepts of community-based nursing care. The focus is on the community as the client and also as the context of care for individuals and families. Topics include family-centered care, culture, community and health care systems, vulnerable populations in the community (elders and the developmentally disabled), public health and community health issues (alcoholism, communicable diseases, domestic violence, sexual abuse, and suicide), and epidemiology. This course is open to non-nursing majors. Offered fall.

*Prerequisite:* Acceptance to the Nursing major.

*Non-major prerequisite:* Permission of the instructor.

**NUR 332 Nursing Practice: Care of the Adult I** **7 credit hours (5.2.0)**

In this clinical course, students provide restorative care for adults in an acute care setting and begin to develop skills in the management of care for adults and their families. Topics include pathophysiology of disease, therapeutic nursing interventions with acute manifestations of diseases in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neuro, and musculoskeletal), fluid/electrolyte balances, perioperative care, health promotion, and prevention in chronic disease. The community-based practice module includes assessment of self-care capacity, adaptation to chronic illness, and depression/dementia in adults with a community mentor. Offered spring.

*Prerequisite:* Acceptance to the Nursing major

**NUR 334 Nursing Practice: Mental Health Nursing** 4 credit hours (2.2.0)

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 disorder), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention, and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder). Community-based practice module: Assessment of self-care capacity and adaptation to chronic illness and depression/dementia in adults with a community mentor. Offered spring.

*Prerequisite:* Acceptance to the Nursing major

**NUR 336 Healthcare Research and Policy** 3 credit hours (3.0.0)

This non-clinical 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. This course is open to non-nursing majors. Offered spring.

*Prerequisites:* MAT 220 and acceptance to the Nursing major.

*Non-major prerequisites:* MAT 220 and permission of the instructor.

**NUR 405 Nursing Practice: Care of the Adult II** 7 credit hours (4.3.0)

In this clinical course, the students provide and manage restorative care for adults with complex needs and their families in an acute care setting and in home care. Topics include pathophysiology and acute complications of disease, therapeutic nursing interventions in multi-system organ failure, shock, burns, interpretation of cardiac arrhythmias, fluid/electrolyte imbalances, palliative care, pain management, hospice, and discharge planning. Community-based practice module: home care of adults with nursing faculty. Offered fall.

*Prerequisite:* Senior status

**NUR 407 Community Capstone I** 3 credit hours (2.1.0)

In this clinical course, the focus is on the community as client. Nursing role includes provider, manager and coordinator of care for individuals, families, and communities. Nursing care includes planning health promotion through normative transitions across the lifespan, prevention of events that compromise health, and management and maintenance of optimal health for persons with chronic illness and disability. Course emphasis is on assessment and planning of nursing care for select aggregates and communities and utilizing community health indicators in collaboration with community partners. Students work with community mentors to identify and plan interventions based on the capacities of the community and the nursing program and meet weekly for clinical seminar. Offered fall.

*Prerequisite:* Senior status

**NUR 408 Community Capstone II** 2 credit hours (2.1.0)

In this clinical course, students continue to work in select communities with a community mentor to implement and evaluate the interventions they designed in Community Capstone I. There is a greater focus on the coordination of care and the

leadership role of nurses in the community. Topics include cultural influences on the health of communities, roles of human service organizations, interdisciplinary collaboration, occupational health nursing, public safety/disaster management, and evaluation methods. Weekly clinical seminar meetings allow students to benefit from each other's experiences. Student projects/interventions are presented to a group jointly identified by student, faculty, and community mentors. Offered spring.

*Prerequisites:* Senior status and successful completion of NUR 407

### **NUR 442 Clinical Capstone:**

#### **Nursing Management of Patient Care 10 credit hours (2.8.0)**

In this clinical course, students provide and coordinate complex restorative nursing care to acutely ill individuals and their families in the hospital setting. Students work under the mentorship of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and roles to develop management and leadership skills as they assume a professional role. Topics include management of nursing care, nursing leaders/leadership, role development, and career management. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and professional role. Offered spring.

*Prerequisite:* Senior status

### **NUR 495 Independent Study in Nursing**

**1-3 credit hours**

Qualified students may develop independent study courses in particular topics not ordinarily offered by the Department. Each independent course is developed under the direction of a member of the Nursing Department. May not be used to meet a major requirement. Offered spring and fall.

*Prerequisites:* Senior status and permission of the department

### **NCLEX Preparation**

**No credit**

Students develop and implement a study plan during the spring of the senior year in preparation for the NCLEX exam. They take a diagnostic computerized comprehensive exam, use NCLEX simulation software to practice test questions, and meet regularly with faculty as part of their preparation.

## **Philosophy**

J. CALLEWAERT, M. GLISSON, A. KNISLEY, A.P. STECKER, P. STEESE, M. WILEY

### **Philosophy Minor**

The minor in Philosophy aims to provide depth of learning about the aims, methods, and texts of philosophy. Philosophical study fosters openness of mind, development of considered opinions, critical and creative thinking and writing skills, understanding of intellectual history, and engagement with questions about the meaning and value of human life. The minor balances concentration in PHI courses with limited room for interdisciplinary study, in recognition of the breadth of philosophical topics and thinking.



## Requirements

The minor in Philosophy consists of 18 credit hours of study, including PHI 100, PHI 110, and at least six Philosophy credit hours at the 300 or 400 level. Up to six credit hours in non-PHI courses containing significant philosophical content may be counted towards the minor. Such courses are approved on a case-by-case basis by the Humanities Department (students should see the chair of the Humanities Department for more information). Up to three hours of independent study may be counted toward the minor.

## Course Offerings

### **PHI 100 Introduction to Philosophy** **3 credit hours**

This is an introduction to the aims and methods of philosophy, approached from the standpoint of Socrates' dictum, "The unexamined life is not worth living." Students study central topics in the history of philosophy, such as the nature of truth, of the self, and of good and evil, through a variety of texts. The course emphasizes how this study can contribute to an expansion of personal horizons, and a greater depth of self-knowledge. Offered fall.

Exploration Area: Humanities

Arts and Sciences Elective Area II Humanities

### **PHI 110 Creative and Critical Thinking** **3 credit hours**

This course aims to help students master the art of thinking effectively through a study of the techniques involved in assessing issues and problems, producing ideas in response to those issues and problems, and assessing the merits of the ideas. The course also addresses the nature of argumentation, identifies common flaws in argumentation, and requires that students engage in effective argumentation in both written and spoken form. To enforce the application of these skills to everyday life, current issues are a regular topic of discussion. Offered spring.

Exploration Area: Humanities

Arts and Sciences Elective Area II Humanities

### **PHI/WST 111 Women and Men in Transition** **3 credit hours**

The course examines the position of women and men in contemporary society. Following an overview of certain key myths and traditions that inform Western thinking about gender, the course asks questions particularly about the nineteenth and twentieth century American experience. Using an interdisciplinary approach, the course asks about the significance of the myths, symbols, rituals, and social structures by which gender-role behavior is initiated and reinforced. Students are encouraged to use the fundamental insights of the philosophic tradition in examining their own lives. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

### **PHI/REL 205 Philosophy of Religion and Spirituality** **3 credit hours**

Rather than surveying major world religions, this course explores basic philosophical questions raised by religion and spirituality: What is spiritual experience? Why are humans religious? What is the nature of divinity? What is faith, as distinct from reason, and what are their roles in a meaningful human life? Can a "scientific"

outlook and a “spiritual” outlook cohabit peacefully in the same person? These questions are explored through contemporary and current philosophical, religious, and literary texts, including some by Fyodor Dostoyevsky, Sigmund Freud, Soren Kierkegaard; selections from “wisdom books” like the Koran, the Bible, and the *Tao Te Ching*; and others. Offered spring of odd-numbered years.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**PHI 211 Contemporary Moral and Social Issues** **3 credit Hours**

This course examines contemporary moral and social issues against the intellectual background of moral theory. It draws upon sociological study for information about current issues and upon philosophical work to analyze that information in terms of moral values and principles. Topics for consideration change from semester to semester, but have included animal rights, violent crime, changes in technology, sex and gender, and environmental degradation. A high degree of student participation is expected. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**PHI 213 Foundations of Ethics** **3 credit hours**

You make decisions every day, but have you ever thought about how you make your moral decisions? The course presumes that decisions of moral significance should be made in a reasoned manner, rather than on emotion or gut feeling alone. The work of the course is divided between the study of major philosophical theories of morality, consideration of how these moral theories can be applied to moral questions, and more general consideration of how principled, theoretical thinking can assist us in our own day-to-day ethical choices. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**PHI 214 Philosophers on Sex, Love and Friendship** **3 credit hours**

This course takes up philosophical investigations into the nature and value of sex, love, and friendship. Through study of a range of classical and contemporary philosophical, spiritual and literary texts, students consider whether there are one or many kinds of love, whether or not sex is a moral matter, and the nature of “true” friendship. Please note—this is a philosophy class, not an informal discussion of personal experience. Class discussion always moves beyond our experiences of sex, love, and friendship, to the fundamental nature and value of these experiences, often in relatively abstract terms. Offered fall odd-numbered years.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**PHI 250, 350 Topics in Philosophy** **1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in philosophy that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

**PHI 295, 395, 495 Independent Study****1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Humanities Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**PHI 305 Biomedical Ethics****3 credit hours**

This course examines fundamental moral concepts and applies them to issues in the biomedical professions. The course presumes that decisions of moral significance should be made in a reasoned manner rather than on emotion or gut feeling alone. Additionally, mastery of a basic set of moral principles promotes consistent decision making, which is especially important for healthcare professionals. Case studies, both classic precedent-setting cases and contemporary cases, are used to broaden student understanding of the moral challenges they will face as healthcare professionals, and to model the kind of reasoning required to meet those challenges in an ethically defensible fashion. Offered fall.

*Prerequisite:* Sophomore standing

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**PHI 308 Social and Political Philosophy****3 credit hours**

This course examines the philosophical underpinnings of major social-political systems, such as democracy, socialism, communism, and anarchy. Through close study of challenging primary texts in the development of these traditions, by authors including Karl Marx, John Stuart Mill, and Emma Goldman, students develop an understanding of basic social-political principles as they have developed in their historical contexts. Offered spring odd-numbered years.

**PHI/CES 312 Environmental Philosophy****3 credit hours**

How do we define and determine the value of nature? How do we define and understand the impact of environmental problems such as global climate change and extinction of species? This course addresses philosophical, especially ethical, issues raised by thinking about the environment, through study of challenging philosophical texts and other materials. A presumption of the course is that "philosophy matters," in other words, that identification and resolution of environmental issues should not be based only on science, economics and politics, but also on philosophical analysis of knowledge and values. Students read and discuss ancient and modern philosophical materials from various traditions; films, literature and poetry may also be used. Understanding theory, applying theory to current issues, and deepening students' own environmental awareness are all goals of the course. Offered spring even-numbered years.

*Prerequisite:* Sophomore standing

Exploration Area: Environmental Literacy

## Physical Education

B. HORVATH-PALMER

A selection of one-credit riding classes is offered in fall and spring semesters. Students may audit riding classes with permission of the instructor when space is available. See the Financial Information section of the Catalog for the riding fees.

### **PED 140, 141, 240, 241, 340, 341**

#### **Riding Lab (Beginner, Intermediate, Advanced) 1 credit hour**

The Riding Lab offers students an opportunity to develop and improve riding skills through small group lessons, which meet off campus. Students should register for a level appropriate to their skill. Graded Pass/Fail. May be repeated for credit.

Offered fall: PED 140, 240, 340.

Offered spring: PED 141, 241, 341.

*Prerequisite:* Permission of the instructor

## Physics

T. MAR

### **PHY 101 Introduction to Physics I 4 credit hours**

The topics included in Physics I are classical mechanics, statics, simple machines, energy, and the properties of matter. The experimental, historical, and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions, and laboratory experiences. Offered fall of even-numbered years.

*Prerequisite:* MAT 123 or equivalent

### **PHY 102 Introduction to Physics II 4 credit hours**

In Physics II, the development of physical concept continues with topics in sound, electromagnetism, light, and quantum mechanics. Much of the material is developed through student involvement in classroom activities, discussions, and laboratory experience. Offered spring of odd-numbered years.

*Prerequisite:* MAT 123 or equivalent

# Psychology

M. ABECASSIS, A. BEWLEY, J. CARROLL, M. CLEMENT, D. COFFIN, J. EWING,  
L. GARRIOCH, R. MEDBERY, H. TATUM, D. TAYLOR

## Bachelor of Arts: Psychology

The Psychology major provides students with the background to assume a variety of positions in the human-services and mental-health professions and to pursue graduate work in psychology, counseling and social work. In addition, the major represents a clear opportunity to combine personal and professional growth.

Psychology majors take introductory courses and then have the opportunity to focus their studies in a variety of areas including developmental psychology, social/personality psychology, counseling and abnormal psychology, and research design and analysis. The culmination of the senior's work is the design and implementation of an original research project in an independently selected area of psychological inquiry. In addition, psychology majors complete a required internship in a mental health or human-services setting.

### Requirements

Liberal Education Requirements

MAT 220

PSY 101, 202, 204, 208, 210, 308, 460, 485

One developmental Psychology course chosen from PSY 203, PSY 206, or 240.

Five Focus courses chosen from Psychology and Sociology 200, 300, and 400 level courses; at least three of these courses must be Psychology courses at the 300 or 400 level.

SOC 101

### Major Acceptance

A minimum cumulative GPA of 2.00 and at least a 2.00 average in PSY 101, and a 200-level psychology course.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

CIS 105

PSY 101

PSY 202

SOC 101

Liberal Education Course

First Year Seminar

Liberal Education Course

Liberal Education Course

Liberal Education Course

#### Sophomore Year

PSY 204

PSY 208

PSY 203 or 240 or Elective

PSY 210

Liberal Education Course

Elective or PSY 203, 206, or 240

Liberal Education Course

Focus Course

Elective

Liberal Education/Sophomore Seminar

**Junior Year**

Focus Course	MAT 220
Focus Course	Focus Course
Liberal Education Course	Focus Course
Elective	Elective
Elective	Elective

**Senior Year**

PSY 308	PSY 460
PSY 485	Elective
Elective	Elective
Elective	Elective
Elective	Elective

**Total credit hours: 120 minimum**

**Psychology Minor**

The minor in Psychology consists of 18 credit hours of Psychology courses. PSY 101 is required and at least six of the remaining 15 credit hours must be at the 300/400 level. Please refer to the section of the *Catalog* entitled Minor Programs for further information.

**Course Offerings****PSY 101 Introduction to Psychology****3 credit hours**

This course introduces the student to the study of human behavior from cognitive, behavioral, physiological, and social/cultural perspectives across the life span. Students learn to apply this beginning knowledge to a variety of personal and professional contexts. This course also serves as a foundation for more advanced study in psychology. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

**PSY 202 Psychology of Personality****3 credit hours**

This course introduces students to major theories of personality and the social, cultural, and psychodynamic influences on personality development. Students explore the ideas of Freud, Miller, Skinner, Rogers, and Maslow, among others, and investigate what eastern psychologies offer to an understanding of who we are. Students develop their understanding of theory through reading, discussion, and case studies. Offered fall and spring.

*Prerequisite:* PSY 101

**PSY 203 Child Psychology****3 credit hours**

This course introduces the major theories, methods and research findings in child psychology. The physical, cognitive, and psychosocial development of children is examined from conception through middle childhood. Offered fall and spring.

*Prerequisite:* PSY 101

**PSY 204 Social Psychology****3 credit hours**

This course has as its focus the influence of others on the experience and behavior of the individual. Topics examined through discussion, reading, and the study of

behavior attitudes including the attraction process, aggression and altruism, and the impression-formation process. Offered fall and spring.

*Prerequisite:* PSY 101 or SOC 101

### **PSY 206 Adolescence**

**3 credit hours**

This course examines the processes of adolescent development. It examines physical, cognitive, and socio-emotional development in the contexts of peers, families, school, and culture. Topics covered include: identity, peer relationships, gender, vocation, morality, alternative life styles, and problems of adolescence. Offered spring.

*Prerequisite:* PSY 101

### **PSY 208 Human Interaction in the Helping Relationship**

**3 credit hours**

Effective interpersonal interaction is central to the effectiveness of the helping relationship. In this course, students explore the art and science of relating to others with sensitivity, objectivity, empathy, and genuineness. The class addresses the nature of "helping," attributes of skillful "helpers," and the special dimensions and dynamics of the therapeutic relationship. Students develop skills in listening, responding, and problem solving. Students also gain a basic understanding of ethical issues in the helping professions. This course is intended for students preparing for careers in the human services, particularly counseling, as well as nursing and teaching. Offered spring.

*Prerequisite:* PSY 101; and PSY 202 or 240

### **PSY 210 Learning and Cognition**

**3 credit hours**

This course introduces students to learning theory and examines how organisms make associations between various environmental events. Areas of convergence and integration of the cognitive underpinnings of the learning theory are emphasized. The maturing field of the science of cognition is studied through the central question of cognitive psychology: how our world of experience is produced by those experiencing it. Offered spring.

*Prerequisite:* PSY 101

### **PSY 214 Human Sexuality**

**3 credit hours**

This course provides students with an introduction to a variety of topics related to human sexuality, including the cultural and personal aspects of human sexuality across the life cycle, sexual diversity, attitudes and myths about sex and sexuality, and the creation and dissolution of relationships. Offered spring.

Exploration Area: Wellness

### **PSY 221 Cross-cultural Psychology**

**3 credit hours**

Cross-cultural psychology considers the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environment, and their relations with others within and outside their culture. The primary objective of this course is to provide students with both a theoretical and practical understanding of the effects of culture on human thinking, values, and behavior. The purpose of this comparative approach to psychology is to emphasize that the Western view of psychology should not be taken as the norm.

Exploration Area: Global Perspectives

**PSY 240 Life-Span Development** **3 credit hours**

This course explores the fascinating journey of the individual from birth to death. Students trace individual physical, cognitive, and socioemotional development chronologically, exploring the issues pertaining to each stage. This course helps all students better understand others and gain some insight into their own history. It is particularly designed to help future nurses, teachers, and mental-health professionals who are responsible, in some way, for the care of others. Offered fall and spring.

*Prerequisite:* PSY 101

**PSY 250, 350, 450 Topics in Psychology** **1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in psychology that is not part of the regularly scheduled course offerings. The topics for each term are announced before registration.

*Prerequisite:* For PSY 250, one 100-level course in psychology

For PSY 350, one 200-level course in psychology

For PSY 450, one 300-level course in psychology

**PSY 285 Psychology Internship** **0–3 credit hours**

Qualified sophomores, juniors, and seniors may arrange internships related to psychology with a member of the Psychology faculty. Internships may be arranged in various agencies such as mental hospitals, human-service agencies, courts, treatment centers, and other agencies that provide psychological services.

*Prerequisites:* Completion of two 200-level psychology courses, the pre-internship seminar, and sophomore standing

**PSY 295, 395, 495 Independent Study** **1–3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among the levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence—the higher the number, the greater the expectation. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**PSY 303 Psychological Aspects of Sport** **3 credit hours**

This course is designed to examine and apply the psychological effects of sports on human behavior. This is accomplished by investigations of various concepts and theories which analyze sports, exercise, and physical activity. Topics of discussion include: anxiety, arousal, attention, personality structures, motivation, and intervention strategies. Offered fall.

*Prerequisite:* PSY 101 or ESS 101

**PSY 306 Abnormal Psychology** **3 credit hours**

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. Our multiperspective approach includes the major viewpoints on mental and emotional disorder, including the cognitive, neuropsychological, interpersonal, and existential perspectives. Students apply class-



room learning in case studies and grapple with some of the current and perennial issues pertaining to abnormal psychology. Offered fall.

*Prerequisite:* Any psychology course at the 200 level

**PSY 308 Research Methods in Psychology** **3 credit hours**

This course provides students with a detailed understanding of experimental, observational, and survey research methods. Emphasis is placed on framing research questions, defining variables and rendering them operational, sampling, assuring internal and external validity, and drawing appropriate conclusions. Students design original research projects. Offered fall.

*Prerequisite:* Any psychology course at the 200 level;  
MAT 220 (or as corequisite).

**PSY 310 Counseling Psychology** **3 credit hours**

This course focuses on the major theories of counseling and the methods used to put those theories to work in the helping relationship. Students develop their understanding of how counseling practice must be grounded in theory, improve their helping skills, and identify, clarify, and articulate their particular approach to counseling. Offered spring.

*Prerequisite:* PSY 208

**PSY/SOC 313 Domestic Violence** **3 credit hours**

This course uses an interdisciplinary approach to study the incidence, causes, societal responses, prevention, and impact on victims of different types of family violence. The course covers various forms of child abuse, dating violence, marital violence, abuse of the elderly, and violence in gay relationships. Historical and cross-cultural materials are also covered. Offered fall of odd-numbered years

*Prerequisites:* PSY 101 or SOC 101

**PSY 316 Health Psychology** **3 credit hours**

This course focuses on the field of Health Psychology, which seeks to identify the psychological influences on health, health-related behaviors, illness, and coping strategies. Students examine the etiology and correlates of health, illness, and dysfunction. Topics include health-enhancing and health-compromising behaviors, modifying health habits, using health services, patient-provider relations, pain, and chronic and terminal illnesses. Students explore research in health psychology as well as develop personal health behavior modification programs. Offered spring.

*Prerequisites:* PSY 101 and one 200-level Psychology course

**PSY/CHI 320 Children at Risk** **3 credit hours**

This course examines children in these risk situations: abuse and neglect, hospitalization, and child fatalities. Each area is researched with a view toward defining the problem for the child and exploring ways to help minimize or reduce the risk. Offered spring.

*Prerequisites:* CHI or PSY 200-level course

**PSY 401 Cognitive and Language****Development in Young Children****3 credit hours**

This course is an introduction to such cognitive processes as thinking and reasoning, concept formation, problem solving, skill and performance, memory, and creativity. Also examined are basic linguistic and psycholinguistic concepts, theories of language acquisition, empirical studies of language development from birth to age eight, and language development as a function of social class and cultural differences. Offered spring.

*Prerequisite:* PSY 203, 206, or 240

**PSY 404 Social and Personality****Development of the Young Child****3 credit hours**

This course explores social and personality development from birth to adolescence. Topics include temperament, attachment, self-esteem, emotions, early interaction, and family, sibling, friend, and peer relationships. Moral development, pro-social behavior, and gender role development are viewed through multiple perspectives. Theories applied to the social and personality development of the young child include: ethological attachment theory, psychoanalytic theory, social-learning theory, cognitive-developmental theory, and ecological-systems theory. Offered fall.

*Prerequisites:* PSY 203 and junior or senior status

**PSY 415 Behavior Modification****3 credit hours**

This course is designed to help the student understand every aspect of behavior therapy. Students gain factual knowledge about the processes of behavior modification and learn how to apply this knowledge and the principles of behavior modification in a therapeutic setting. Offered fall of even-numbered years.

*Prerequisite:* Any 200-level psychology course

**PSY 460 Advanced Research Seminar (Capstone)****3 credit hours**

In this course, students design, carry out, and present the results of original research projects on topics of particular interest to them. Emphasis is placed on choosing methodologies, simple and complex designs, multivariate analysis, interpretation of results, and ethical considerations in psychological research. Offered spring.

*Prerequisite:* PSY 308 and MAT 220

**PSY 470 Research Assistantship****1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as research assistants for faculty research projects. The assistant has responsibilities to assist in the design, implementation, and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the particular research project and the methodological and ethical issues involved in psychological research. Offered fall and spring.

*Prerequisite:* PSY 308 or permission of the instructor and the department chair

**PSY 480 Teaching Assistantship****1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

**PSY 485 Psychology Internship and  
Professional Development Seminar**

**6–12 credit hours**

Students in this course work in social-service agencies or other appropriate settings. Placements include, but are not limited to, community mental-health centers, government agencies, rehabilitation centers, counseling centers, school systems, and other agencies in which students are able to exercise helping skills and put their knowledge of psychology into practice. *Internships include a weekly seminar with the course instructor in which students explore the process of helping, ethical practice, and other issues pertaining to professional development.*

*Prerequisite:* Students must complete the pre-internship seminar. Open to senior psychology majors or by permission of the department.

## Religious Studies

A. KNISLEY, F. STECKER

**REL 100 The Meaning of Life:  
Introduction to Religious Studies I**

**3 credit hours**

Who am I and where do I belong? Does God exist? How can I know God? Who is he/she? How do different religions answer these questions? This course is an introduction to religious studies with special focus on the student's own personal involvement with the questions all the world's religions have sought to answer. Offered fall

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**REL 101 The Meaning of Death:  
Introduction to Religious Studies II**

**3 credit hours**

Is life worth living if death is its inevitable outcome? If God exists and is good and powerful, why do death, evil, and suffering exist? Is there an afterlife? Does the theory of reincarnation make any sense? How do different religions answer these questions? How can we, in the twentieth century, answer these questions? This course focuses on the problems of the philosophy of religion, particularly on those personal issues that students face in trying to understand and articulate their own faith systems. Offered spring.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**REL/PHI 205 Philosophy of Religion and Spirituality**

**3 credit hours**

Rather than surveying major world religions, this course explores basic philosophical questions raised by religion and spirituality: What is spiritual experience? Why are humans religious? What is the nature of divinity? What is faith, as distinct from reason, and what are their roles in a meaningful human life? Can a "scientific" outlook and a "spiritual" outlook cohabit peacefully in the same person? These questions are explored through contemporary and current philosophical, religious, and literary texts, including some by Fyodor Dostoyevsky, Sigmund Freud, Soren Kierkegaard; selections from "wisdom books" like the Koran, the Bible, and the *Tao Te Ching*; and others. Offered spring of odd-numbered years.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**REL 250, 350 Topics in Religion****1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in religion that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

**REL 295, 395, 495 Independent Study****3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Humanities Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

## Science

R. FIELD, B. SARCHET, B. STEELE, W. THOMAS, L. WILDER, KC WRIGHT

**SCI 102 The Process of Discovery****3 credit hours**

This course explores the process of science as a way to gain knowledge about and understand the nature of the universe. Students learn how and why science developed, how science is used, and how to evaluate scientific research as presented in the media. Students are introduced to the wide variety of scientific disciplines. How science is influenced by society and how society influences the direction of science is a major theme of the course. This is a course about science, rather than a science course. Core Course. Offered fall and spring.

**SCI 120 Environmental Issues****4 credit hours**

This course examines environmental issues that threaten the future of the earth and current lifestyles. Students examine these issues after being introduced to pertinent biological and physical scientific principles, and an integrated approach to the study of individual topics is stressed. Pertinent laboratory exercises are included. Topics include ones of current interest, including population control, ozone layer depletion, loss of species diversity, rainforest depletion, global warming, recycling, toxic wastes, and air and water pollution. *This course will not fulfill a requirement for the Community and Environmental Studies major and should not be taken by students intending to major in CES.* Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

**SCI 130 Earth Science****4 credit hours**

This course focuses on fundamentals of earth science, which include geology, meteorology, oceanography, and astronomy. In addition to developing a basic comprehension of our physical environment, students study potential responses to hazards in the natural environment. Extensive use is made of audio-visual materials and laboratory activities. Offered fall and spring

Exploration Area: Science

Arts & Sciences Elective Area III

**SCI 201 Nutrition****3 credit hours**

The course provides a general background suitable for all students on the functions of food and its relation to mental and physical well being. Concentration is focused on topics of current interest to students and is based on the most recent information. The following topics are included: world food supply, health foods, organic foods, vitamins, food additives, essential amino acids, and other requirements for adequate diets. Offered fall and spring.

Exploration Area: Wellness

## Social Sciences

J. CALLEWAERT, R. HANSON, B. MCKENZIE, C. MULLIGAN, E. RIEDEL

**SSC 104 Social Analysis****3 credit hours**

Social Analysis is an interdisciplinary course that draws on the social sciences to provide students with the tools needed to think critically about complex social issues. Students examine local and global social issues and evaluate the impact these issues have on individuals, institutions, and cultures. Through reading, listening, discussing, and reflecting, students have opportunities to develop informed opinions on relevant social issues. Core Course. Offered fall and spring.

**SSC 250/350 Topics in Social Sciences****1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in social sciences that is not part of the regularly scheduled course offerings. The topics for each semester are announced before registration.

**SSC 480 Teaching Assistantship****1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

# Sociology

J. BOTTA, J. CALLEWAERT, J. CARROLL, R. CONSTANTINE

## Sociology Minor

The minor in Sociology allows students to study the role that the broader social context has on human experience. Following an introduction, students choose from a variety of topical courses with a sociological theme.

### Requirements

The minor in Sociology consists of 18 credit hours including SOC 101, and five other courses chosen from SOC 203, 250, 302, 303, 304, 350, 402, 450; PSY 204, 308, or 313; WST 111. Of the six courses, two must be at the 300/400 levels; and at least four must be in Sociology.

## Course Offerings

### SOC 101 Individual and Community

3 credit hours

This course explores the inter-relationship between individual experience and the broader social context. Students obtain an understanding of the effect of societal institutions on individual behavior through an analysis of familiar social phenomena such as the group, culture, work and family. A core component is the effect of social class, race/ethnicity, and gender on life experience and opportunity. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

### SOC 203 Sociology of the Family

3 credit hours

This course focuses on the structure of the American family and how this structure is changing as society changes. Cross-cultural and historical approaches to the family are covered early in the course. A major goal is the understanding of our systems of sexual behavior, mate selection, marital roles, parenting, and child rearing. The course also deals with a number of such family problems as family violence and divorce. Offered fall and spring.

*Prerequisite:* SOC 101

### SOC 250, 350 Topics in Sociology

1–3 credit hours

Students are offered the opportunity to study in depth a particular topic in sociology that is not part of the regularly scheduled course offerings. The topics for each term are announced before registration.

*Prerequisites:* For SOC 250, one 100-level course in sociology

For SOC 350, one 200-level course in sociology

### SOC 295, 395, 495 Independent Study

1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among each level depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May be repeated for credit.

*Prerequisite:* Permission of the Department of Social Sciences

**SOC 302 Genocide: A Comparative Study****3 credit hours**

This course explores cases of genocide, the intentional killing of a social group, in most cases by the government of a nation-state. The major goal is to understand the reasons why genocide occurs in order to understand how to prevent its occurrence. Relying on the contributions of sociology, psychology, history, and literature/film the class explores such examples as the Nazi Holocaust, the Armenian genocide of WWI, the slaughter of Cambodians by the Khmer Rouge, and the recent genocide of Tutsis in Rwanda and the slaughter of Muslims in Bosnia. Offered spring of odd-numbered years.

*Prerequisite:* SOC 101, PSY 101 or HIS course

**SOC 303 Sociological Aspects of Sport****3 credit hours**

This course acquaints students with the nature of sport as a reflector and transmitter of values as well as with a number of issues raised by the nature of sports in our society. Topics include: sport and mass media, violence in sports, deviant behavior and sport, the black athlete, women in sport, and the attitudinal components of sport participation. Offered spring.

*Prerequisite:* SOC 101 or ESS 101

**SOC 304 Race and Ethnic Relations****3 credit hours**

This course emphasizes the nature of dominant and minority relations. The class focuses on the nature of assimilation and pluralism as well as discusses theories of prejudice and discrimination. Current American and international topics are discussed. Offered fall.

*Prerequisite:* SOC 101

**SOC/PSY 313 Domestic Violence****3 credit hours**

This course uses an interdisciplinary approach to study the incidence, causes, societal responses, prevention, and impact on victims of different types of family violence. The course covers various forms of child abuse, dating violence, marital violence, abuse of the elderly, and violence in gay relationships. Historical and cross-cultural materials are also covered. Offered fall of odd-numbered years

*Prerequisites:* SOC 101 or PSY 101

**SOC 402 Criminology****3 credit hours**

Criminology is a science or discipline that studies various forms of crime and criminal behavior. This course concentrates on forms of criminal behavior, the causes of crime and the effects of crime on victims and society as a whole. Students analyze crime and criminality and develop theoretical explanations for criminal behavior. Criminological theory overlaps with criminal justice. Therefore, students become thoroughly familiarized with both theory and practicality, with an eye toward future trends in our criminal legal system. Offered spring.

*Prerequisites:* SOC 101 and one 200-level sociology course

**SOC 480 Teaching Assistantship****1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

*Prerequisite:* Permission of department chair and instructor

# Theatre

G. BLISS, M. LOVELL

## **THE 140 Acting I**

**3 credit hours**

Dealing with the fundamentals of acting, this course is designed to acquaint the novice with the basic terminology and techniques of the stage. Emphasis is on movement for the stage, the expression of emotion, and acting problems in modern realistic plays. This is a practical course concentrating on performance and criticism of individual students. Offered fall.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

## **THE 150 Rehearsal and Performance**

**1 credit hour**

Credit for this course is based on the study and practice of acting through participation in a directed departmental production. May be repeated. Graded Pass/Fail. Offered fall and spring.

*Prerequisite:* Permission of the production director

## **THE 201 Twentieth-Century Performing Arts History**

**3 credit hours**

A survey of the beginnings of twentieth-century theatre and the many performing arts which contribute to it. The practical as well as the aesthetic factors necessary to the creation of significant theatre performance are studied. Forms examined include commercial theatre, regional theatre, educational and children's theatre, and dance, opera, and mime. Offered spring of odd-numbered years.

Exploration Area: History  
Arts & Sciences Elective Area IV History

## **THE 202 Theatre History**

**3 credit hours**

Major periods of theatre from ancient Greece to the twentieth century are studied. Great plays and playwrights, the physical theatres and production techniques, and the place of theatre performance in the culture of the day are considered. Through dramatic analysis and criticism, the student gains a wide perspective and appreciation of theatre as art, as literature, and as entertainment. Offered spring of even-numbered years.

## **THE 230 Beginning Stagecraft**

**3 credit hours**

Designed to provide a working knowledge of the arts and technical skills essential to theatre production, the course introduces the student to skills, tools, and hardware necessary for the execution of scenery, properties, sound effects, and lighting. The course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

## **THE 240 Acting II**

**3 credit hours**

A continuation of Theatre 140, the course emphasizes the interpretation of roles from plays, training in character definition, interpretation, and analysis. Various acting styles are discussed. Offered fall.

*Prerequisite:* THE 140



**THE 250 Production and Performance****1 credit hour**

Students participate in a college production as a stage hand, carpenter, painter, light board operator, or costume assistant. Experience is not necessary. The course is designed to provide the student with hands-on experience and training with various technical aspects of production work. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

*Prerequisite:* Permission of the instructor

**THE 251 Rehearsal and Performance****1 credit hour**

Students participate in a college production as an actor, stage manager, assistant stage manager, or production crew head. Experience is not necessary. Course may be repeated for credit. Course requires a minimum of six hours per week for approximately six weeks. Graded Pass/Fail. Offered fall and spring.

*Prerequisite:* Permission of the instructor

**THE 260 Beginning Directing****3 credit hours**

Students learn the fundamentals of play directing. Students study and practice the basic techniques of staging a play, from the interpretation of the script to casting the actors, rehearsing the cast, and overseeing the entire production and performance. Offered spring of even-numbered years.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

**THE 281, 381, 481 Tutorials in Theatre****1-3 credit hours**

Tutorial courses offer students the opportunity to work closely with faculty in areas of particular interest not usually available. Topics might include directing, stage management, house management, box office, choreography, and historical-research projects. May be repeated for credit. Offered fall and spring, depending on student interest and availability of faculty.

*Prerequisite:* Permission of the instructor

**THE 295, 395, 495 Independent Study****1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among each level depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Performing Arts Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**THE 330 Intermediate Stagecraft****3 credit hours**

This course introduces students to the basic fundamentals of theatrical scenery and lighting design. Color theory, design for varied types of productions (musical recital, standard theatre, dance, and others), and the director-designer (or choreographer-designer) relationship are explored.

*Prerequisite:* THE 230

**THE 340 Acting III****3 credit hours**

A continuation of Theatre 240, the course concentrates on the rehearsal of scenes from period plays and one-act plays by the acting and directing students. The goal of the course is a production for the public at the conclusion of the term. Offered fall.

*Prerequisite:* THE 240

**THE 360 Directing II****3 credit hours**

A continuation of Theatre 215, this course examines more difficult and complex problems, both technical and artistic, that a theatre director must face. Students in this course direct a one-act play as their final project. Offered spring of even-numbered years.

**THE 440 Acting IV****3 credit hours**

Individual projects and audition styles are emphasized. Monologues are performed in preparation for professional auditions. Offered fall.

*Prerequisite:* THE 340

## Women's Studies

P. ANDERSON, D. BERGHORN, J. HEINLE, A. P. STECKER, M. WILEY

### Women's Studies Minor

The minor in Women's Studies is founded upon a strong theoretical base that the student encounters in the introductory course in PHI/WST 111 (Women and Men in Transition). The sequence is designed to foster critical thinking by encouraging informed examination of the student's own life.

### Requirements

The minor in Women's Studies consists of 18 credit hours in Women's Studies including WST 111, at least six credit hours at the 300/400-level, and no more than three credit hours in independent study. Please refer to the section of the Catalog entitled Minor Programs for further information.

### Course Offerings

**WST/PHI 111 Women and Men in Transition****3 credit hours**

The course examines the position of women and men in contemporary society. Following an overview of certain key myths and traditions which inform Western thinking about gender, the course asks questions particularly about the nineteenth and twentieth century American experience. Using an interdisciplinary approach, the course asks about the significance of the myths, symbols, rituals, and social signs that construct gender roles. Students are encouraged to use the fundamental insights of the philosophic tradition in examining their own lives. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

**WST/HIS 206 Woman as History****3 credit hours**

This course investigates the social construction of gender across time, examining the roots of the patriarchal tradition. Examining the presence and absence of women's experience in the historical record, the course is designed to provide the student with

an understanding of change and continuity in women's agency in history. Offered spring of even-numbered years.

Exploration Area: History

Arts & Sciences Elective Area IV History

**WST/COM 243 Women in Film**

**3 credit hours**

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

Exploration Area: History

Arts & Sciences Elective Area IV History

**WST 250, 350 Topics in Women's Studies**

**1–3 credit hours**

Students are offered the opportunity to study in depth a particular topic in Women's Studies, such as Psychology of Gender and Gender and Management, that is not part of the regularly scheduled course offerings. Topics are announced prior to registration. Offered fall and spring.

**WST 295, 395, 495 Independent Study**

**3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Humanities Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the Humanities department

**WST/ENG 331 Images of Women in Literature**

**3 credit hours**

This course examines the various ways in which women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Readings include images of women as wives, mothers, sisters, friends, women-on-pedestals, women-as-sex-objects, and other autobiographical accounts, which may imagine new roles and images. Writers studied include Virginia Woolf, Toni Morrison, Zora Neale Hurston, Emily Dickinson, Tillie Olsen, and Adrienne Rich as well as literary critics such as Gilbert, Gubar, and Showalter. Offered fall of odd-numbered years.

*Prerequisite:* Any 200-level literature course

**WST/COM 360 Gender and Communication**

**3 credit hours**

This course analyzes the role of gender in the communication process. Using experimentation, case study, and observation, students investigate the different communication strategies men and women use to interact with each other. Theories of gender and language are discussed. Offered spring of even-numbered years.

*Prerequisite:* COM 203, PHI/WST 111 or permission of the instructor

# Writing

D. BERGHORN, D. COONLEY, R. DAVIS, D. ELLIOTT, T. KEALY, A. LANG, M. McMAHON,  
J. MILLS, R. MILLS, B. SPENCER, A.P. STECKER, O. STOREY, M. WATMAN, M. WILEY

## Writing for Publication Minor

Students who enroll in this minor should be interested in making writing an important element in their lives both during and after their college careers. Students who complete the minor should understand the logistics, information, skills, concepts, and discipline necessary to have their writings published. Students enrolled in the minor can explore the challenges of writing fiction, non-fiction, poetry, and plays. Each student must complete at least 19 credit hours of study from the courses listed below. At least nine credit hours must be at the 300 level or above. All students in the minor must complete WRT 420.

### Introductory courses:

COM/WRT 205, 207, 216  
WRT 201, 208, 214, 250

### Intermediate and Advanced courses:

COM/WRT 303, 305, 311, 312  
WRT 301, 302, 314, 350, 414, 420

## Course Offerings

### WRT 105 Writing I

3 credit hours

Writing 105 is primarily a writing course, although some attention is given to reading and discussion of readings. Students learn to identify a variety of rhetorical modes and distinguish which mode most appropriately suits their purposes in essay writing. By the end of the semester, students should be able to write clearly organized and concise expository essays. In doing so, they should demonstrate logical development of ideas and a command of applied expository techniques. Students also are introduced to the research process in this course. Offered fall and spring.

WRT 105 is required of all students, unless exempted. To successfully complete this course, students must earn a minimum grade of C (2.00). If the minimum grade is not earned on the first attempt, the course must be repeated no later than the third semester of the student's enrollment. If the grade is not earned on the second attempt, it must be retaken every semester thereafter, without exception, until a grade of at least C (2.00) has been achieved.

### WRT 201 Creative Writing

3 credit hours

This is an introductory course in the writing of fiction, nonfiction, and poetry. In addition to practicing each of these forms, the student reads examples of contemporary poetry and fiction. Offered fall and spring.

Exploration Area: Fine and Performing Arts  
Arts & Sciences Elective Area I

### WRT/COM 205 Introductory Journalism

3 credit hours

In this course, students learn the basic elements of journalism and study the basic forms of journalistic writing—the editorial, the hard-news piece, and the feature. Offered fall and spring.

**WRT/COM 207 Newspaper Practicum****1 credit hour**

Credit for this course is based on the student's participation as an editor for *The Colby-Sawyer Courier*, the college's student newspaper. Editors are required to assign and edit stories, attend editorial board meetings, design and compose their sections of the newspaper. Editors are also required to attend weekly conferences and/or critiques with the advisor of the paper. This course may be repeated for up to six credits. Offered fall and spring.

**WRT 208 Creative Writing II****3 credit hours**

This course concentrates on the writing of poetry and short fiction for publication. Students in the course should have an interest in submitting their work to the campus literary magazine. Offered spring.

*Prerequisite:* WRT 201, junior class status, or permission of instructor

**WRT 214, 314, 414 The Literary Magazine****1 credit hour**

This course involves students with the production of the campus literary magazine during the spring term. Students participate in the creation and editorial processes necessary to produce a literary periodical. This course may be repeated. Offered spring.

**WRT/COM 216 Writing for Public Communication****3 credit hours**

In this course students learn how to write for the most common forms of public communication (radio and television public service announcement, newspaper editorial, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered spring.

*Prerequisite:* WRT 105

**WRT 250 Topics in Writing****1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in writing that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

**WRT 295, 395, 495 Independent Study****1-3 credit hours**

Qualified student may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the English faculty. May be repeated for credit. Offered fall and spring.

**WRT 301 Intermediate Creative Writing: Poetry****3 credit hours**

Students continue to develop their knowledge of poetry and the skills and discipline necessary to write it. In this course, students submit their poems for publication to literary magazines not affiliated with the college. Offered fall.

*Prerequisites:* WRT 208, or permission of the instructor

**WRT 302 Intermediate Creative Writing: Prose****3 credit hours**

Students continue to develop their knowledge of fiction and the skills and discipline necessary to write it. Students submit their stories to literary magazines not affiliated with the college. Offered spring.

*Prerequisites:* WRT 208, or permission of the instructor

**WRT/COM 303 Writing About Sports** **3 credit hours**

In this course, students pursue advanced study of sports journalism, focusing on sports writing. Students write game-analysis stories and study the role of commentary in sports. Students study the field of sports public relations and write news releases and feature stories. Students also analyze and practice writing for audio, video, and multimedia. Offered spring of odd-numbered years.

*Prerequisite:* WRT/COM 205 or ESS 101

**WRT/COM 305 Topics in Advanced Journalism** **3 credit hours**

In this course, students pursue advanced study in a particular form of journalism: investigative news reporting, feature writing, editorial writing, and/or sports journalism. Database research techniques are utilized, and students produce magazine-length articles. Offered spring.

*Prerequisite:* WRT/COM 205

**WRT/COM 311 Scriptwriting** **3 credit hours**

An introduction to fiction writing for the film and video screen. Through class discussion, readings and the analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of the audio-visual media. Offered fall.

*Prerequisite:* COM 203 or permission of instructor

**WRT/COM 312 Writing About the Arts** **3 credit hours**

Students learn to write hard-news stories, reviews, and features about the arts, works of art, artists, and those areas of the arts that shed light on cultural and social issues. Students become familiar with all the ways in which journalists gather information about the arts.

*Prerequisites:* Any WRT or COM 200-level course.

**WRT/COM 350 Topics in Communications II** **1–3 credit hours**

This course is a junior-level opportunity to study particular subjects in various communications areas that are not part of the regularly scheduled course offerings. Topics are announced during registration. Offered fall and spring.

**WRT/COM 403 Investigative Reporting** **3 credit hours**

Research is an important element in print, audio, and video reporting. A vast number of data bases, newspaper clippings, government reports, court documents, police logs, trial transcripts, meeting minutes, permit applications, polls, and independent assessments are available to the reporter. In synthesizing this research, reporters are required to analyze statistics, interpret rulings, verify information, apply laws and regulations, develop follow-up questions, and organize findings in order to present a clear, concise overview of an issue. Students in this course learn to use public documents and other information sources to report on complex issues. Case studies are drawn from current public debate. Offered fall

*Prerequisites:* COM 205 and one 200-level writing or production course

**WRT 420 Writing for Publication Seminar** **1 credit hour**

Students develop portfolios of their best writing and prepare to perform their works for the campus community. Offered spring.

*Prerequisites:* WRT 301 or 302, or a 300-level Communications course in writing.

# **ACADEMIC POLICIES**

# Academic Standards and Regulations

## 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. Students must apply for graduation with the Registrar's Office, earn a minimum cumulative grade point average (GPA) of 2.0, and have completed a minimum of 120 credit hours for the baccalaureate degree or 60 credit hours for the associate degree. Since some departments require a higher grade point average in the major, students should consult appropriate sections of the *Catalog* for special major program requirements. It is the responsibility of students to know the minimum quantitative and qualitative requirements of degrees and to fulfill those requirements.

Students who plan to complete graduation requirements in December may choose to participate in Commencement in either the previous or following spring ceremony. In order to participate in the previous spring ceremony, students must have a 2.00 GPA and at least 105 credit hours successfully completed by the date of Commencement. 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.

## Major Course Requirements

Students who have declared a major are bound by the major course requirements that were in force at the time they were accepted into the major through Major Acceptance.

## Liberal Education Requirements

Students must fulfill the Liberal Education requirements that were in force for the year in which they entered the college.

## Residence Requirements

At least 50 percent of the required credits for associates and bachelors degrees, including the final 30 credit hours, must be Colby-Sawyer sponsored, whether taken on or off campus. Off-campus experiences sponsored by Colby-Sawyer include internships and enrollment through Colby-Sawyer at a New Hampshire College and University Consortium (NHCUC) campus. (See the section on Student Exchange.) A student who takes all courses required by the degree program, but who is deficient in credit hours and/or grade point average, may petition the academic dean for permission to compensate for deficiency at another accredited institution. The academic dean, in consultation with the registrar, may waive this requirement in extraordinary circumstances. Permission, if granted, must be in writing and will become a part of the student's permanent record.

## Course Credit and Course Load

All courses are calculated on the basis of semester credit hours and most are one semester in duration. A typical full-time student enrolls for 12 to 18 credit hours. Fifteen credits is considered a normal course load. Students in residence must



maintain a full course load throughout the semester. In extraordinary circumstances, students may petition the director of residential education for permission to remain in residence with a reduced load. In order to enroll for more than 18 credit hours, students must have permission of the academic dean. Students enrolling for more than 18 credit hours will be charged for the additional credits.

### **College-Level Examination Program (CLEP)**

Students are invited to take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:

**General Examinations.** Students will receive from three to six credit hours (depending on the particular test taken) for each examination on which they score at the 50th percentile or higher. The minimum score for English composition is the 61st 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 Registrar, Colby-Sawyer College or write directly to the College-Level Examination Program, Box 1821, Princeton, NJ 08540.

### **Excelsior College**

Credit will be granted to students who score at the 50th percentile or higher. For further information about Excelsior College exams, please contact the Registrar, Colby-Sawyer College or write directly to Excelsior College, 7 Columbia Circle, Albany, NY 12203.

### **Off-Campus Course Work**

A matriculated Colby-Sawyer student may receive Colby-Sawyer transfer credit for courses taken at other accredited institutions. The registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit. Credit hours and grades will be recorded on the student's transcript and calculated into the student's GPA. Colby-Sawyer faculty must submit grades by October 1 for summer internships.

### **Colby-Sawyer Credit and Exemption Examinations**

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for or exemption from specific courses in the curriculum must take national credit or placement examinations whenever possible. However, when there is no equivalent national examination, a student may petition in writing to the appropriate department through the department chair to take a Colby-Sawyer departmental examination. The decision to allow the student to take the examination is the prerogative of the department. Group examinations may be scheduled when practical.

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 or in the Liberal Education program. A Pass/Fail grade may be used only when the course does not satisfy a requirement. The method of evaluation must be determined by the department and communicated to the student prior to the administration of the examination. Students must accept the grade assigned which, along with the credit earned, will be recorded on their permanent transcript. The maximum number of credits that may

be earned by credit examination is 15. A fee is required for credit examinations. See the Financial Information section of this catalog.

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 professor who administers the examination. No credit or grade is earned.

## Auditing Courses

A full-time student may audit courses at no additional charge. See the Financial Information section of this *Catalog* for the fees charged to part time students. Students may audit only when space is available, the professor's permission is secured, and the registrar is informed. The professor will determine whether or not the auditor's work will be evaluated.

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 that time (see College Calendar).

## Course 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

Single numbers (e.g., 103) and numbers separated by a comma (101, 102) indicate, respectively, one-semester courses and full-year courses. Courses numbered 295, 395, and 495 are independent studies and allow students to pursue subjects not ordinarily offered at the college.

## Grading System

A four-point letter grade system is used to indicate student achievement. Each letter grade has the following numerical quality-point value:

A	= 4.0	B+	= 3.3	C+	= 2.3	D+	= 1.3	F	= 0.0
A-	= 3.7	B	= 3.0	C	= 2.0	D	= 1.0		
		B-	= 2.7	C-	= 1.7	D-	= 0.7		

- 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. A cumulative GPA at this level will place the student on academic probation and may eventually result in suspension.
- 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.

The Grade Point Average is calculated by multiplying the earned quality points for each course by the number of credit hours attempted for that course, then dividing by the total number of credit hours attempted.

A grade of INC (incomplete) is awarded only in unusual or extenuating circumstances that are beyond the student's control. If the student has not completed the coursework satisfactorily within six weeks after the beginning of the following fall or spring semester, the INC is changed to an F. It is the responsibility of the student to submit all relevant materials to the professor early enough so that a grade may be submitted to the Registrar's Office by 4:00 p.m. on the deadline date (see College Calendar).

## Repeating Courses

Students may repeat any 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. With programs that operate under specific guidelines from outside accrediting agencies it may be necessary to 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 105 (Writing I), the course must be repeated by the third semester after the first attempt. If the required grade is not earned on the second attempt, WRT 105 must be retaken every semester thereafter, without exception, until a grade of at least C (2.00) has been achieved.

## Pass/Fail Option

Students in most degree programs are allowed to take one free elective course each semester — a maximum of two per year — on a Pass/Fail basis. Major courses, minor 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 must have permission forms signed by their professors, approved by their advisors, and submitted to the registrar. Forms are available in the Registrar's Office (see College Calendar for deadline).

## 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 followed:

1. The student must discuss the disputed grade with the professor. Every effort must be made to resolve the dispute at this stage.
2. If no satisfactory resolution is possible, the student must have a conference with the academic dean. If after this conversation the student still wishes to pursue a grade appeal, the student must write a petition describing the facts of the case and explaining the basis of the dispute. This petition is addressed to the academic dean, with copies to the professor and the department chair.
3. The academic dean asks the chair to meet with the professor and investigate the dispute. If the chair is the professor in question, the academic dean will ask another senior faculty member to carry out the investigation.
4. The chair (or senior faculty member) forwards a recommendation to the academic dean.
5. The academic dean reviews the facts of the case and the recommendation, and makes a final decision.

## Satisfactory Progress

Colby-Sawyer College recognizes that students progress through their academic careers at different rates. However, full-time students (minimum 12 credit hours) should complete the requirements for a baccalaureate degree within a six-year period and associate degree candidates should graduate within a three-year period. Extenuating circumstances may justify an extension to be given by the academic dean. Part-time students (less than 12 credit hours) are expected to complete their degree requirements on a pro-rata basis. In order to complete a baccalaureate degree in four years, students should plan to enroll in at least 15 credit hours each semester.

## Satisfactory Academic Standing

The standard for minimum satisfactory academic standing for all students is a 2.00 cumulative grade point average.

## Class Standing

Class standing is determined by credit hours completed:

First-Year Student	0-23 credits
Sophomore	24-53 credits
Junior	54-86 credits
Senior	87-120 credits

## Academic Probation

Students whose cumulative grade point average is below the minimum standard will be placed on Academic Probationary status by the director of academic affairs and notified in writing of their probationary status. Academic Probation indicates that students must improve their performance or risk suspension or dismissal at the conclusion of the next academic semester.

Students on Academic Probation risk losing their financial aid or tuition-remission assistance. These students on academic probation must meet with their advisor and/or the director of academic affairs to plan a strategy to improve their academic performance. Students may reduce their course load, retake courses, or reduce their extracurricular commitments to improve their grades. In addition, they must take advantage of the services of the Academic Development Center.

## **Suspension and/or Dismissal**

The director of academic affairs and the advisor will closely monitor the progress of students on Academic Probation. Students on probation who do not achieve the minimum grade point average at the conclusion of the next semester are subject to suspension or dismissal from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the conclusion of the second semester following notification of probation also are subject to suspension or dismissal. A student whose grade point average is exceptionally low may be suspended without having been placed on probation.

At the end of each semester, the director of academic affairs reviews the academic records of students on probation to determine whether they have attained the college's standards for satisfactory progress. If the students remain below the minimum standard, the director of academic affairs will review faculty comments and consider any extenuating circumstances. The director of academic affairs then makes a recommendation to the academic dean as to whether or not suspension or dismissal is appropriate.

Students who are suspended are eligible to reapply to the college after a specific period of time, normally one year. Petitioners for readmission will be asked to furnish information in the form of transcripts or letters of reference which indicate the promise of being able to do satisfactory academic work at Colby-Sawyer. Decisions to readmit will be made by the academic dean. Students who do not return to the college after a one- or two-semester suspension will be withdrawn from the college effective the last day of the semester for which they were enrolled.

Students who are dismissed from Colby-Sawyer may not be readmitted.

## **Appeals Process**

Students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board for reversal of their suspension or dismissal.

## **Academic Review Board**

1. Responsibilities: to review student petitions concerning academic appeals of notices of suspension, dismissal, or denial of a major, and to communicate its decision to the student.
2. Membership: Chair of the Academic Review Board or a faculty member of the same who serves as chair of the Review Board for one student, the student's academic advisor, a faculty member from the Academic Review Board, department faculty member or faculty member-at-large, associate dean of students or designee, director of academic affairs (ex-officio) or designee. The director of academic affairs will serve as the coordinator of the Academic Review Board.

### 3. Procedures:

- a. Within 10 working days after the date of the notice, the student may petition in writing to the director of academic affairs to hold a hearing. The petition will contain any extenuating circumstances that the student believes merit consideration.
- b. The director of academic affairs, in conjunction with the student, will set a hearing date.
- c. The student has the right to appear before the Board in order to present a case. The student may be accompanied and assisted by an advisor who is a member of the college community.

## **Athletic Eligibility**

All varsity team members must be full-time students (minimum 12 credit hours). 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. Athletic eligibility is monitored annually by the Athletic Department prior to the commencement 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 for athletic eligibility reinstatement.

## **Student Classroom Responsibilities**

Students are expected to take an active role in their courses, which includes attending class, completing assignments on time, participating in classroom activities, and maintaining an academic average commensurate with their abilities.

At the beginning of each semester, professors are required to announce their expectations and grading policies, including those for attendance. A student who consistently fails to complete assignments, or who is absent excessively from class, may be withdrawn from the course by the professor. Written notification will be sent to the academic dean, the registrar, the advisor, and the student. Prior to this action, the professor will confer with the student whenever possible.

It is the student's responsibility to make arrangements with the professor as far in advance as possible when unavoidable situations prevent the student from meeting the course requirements and/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 professors 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 arranging to complete the work missed.

## **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 a civilized 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 representation of the work as one's own. Examples include:

1. 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
2. Paraphrasing pages, paragraphs or sentences without acknowledging the source
3. Using other people's ideas without giving them credit
4. Writing a paper based on outside sources without using footnotes and a complete bibliography

A publication detailing proper documentation is available for purchase in the Campus Bookstore. The rules for documentation apply to written and oral work for all courses.

### **Cheating**

1. Giving as well as receiving aid on papers, laboratory experiments, quizzes, and exams.
2. Handing in papers that are the product of another person's work.
3. Using notes during a quiz or exam without authorization to do so.
4. Copying from another student's paper for an assignment or during a quiz or exam.
5. Using one paper for two different classes without prior arrangement with professors involved.

### **Responsibility of Students**

1. Students are responsible for knowing what constitutes plagiarism and cheating.
2. 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 professors involved.
3. 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.
4. No student shall aid another in violating the academic honesty policy (sell a paper, take another's test, etc.)
5. Students and all members of the college community are expected to maintain high standards of academic integrity.

## **Responsibility of Faculty and Staff**

1. Faculty and staff shall exercise caution in the preparation, duplication, and security of examinations.
2. Faculty shall take reasonable steps consistent with the physical conditions of the classroom to reduce the possibility of cheating on examinations.

## **Procedures**

If a faculty member believes the policy on academic honesty has been violated, the following procedures shall be followed:

1. The faculty member may choose to discuss the incident and/or the process to be followed with a department chair.
2. Discuss the incident with the student.
3. Responsive options
  - a. If the student admits violating the policy on academic honesty, or if the student is unavailable to discuss the incident with the faculty member, the faculty member may decide the penalty, which may include failure of the examination, assignment, or course. The faculty member will submit the student's name, a written description of the alleged violation, and the penalty to the academic dean and to the student. If the student admits violating the policy, she/he will acknowledge admission in writing to the academic dean.
  - b. If the student denies violating the policy on academic honesty and the faculty member is not persuaded of the student's innocence, the faculty member will decide on the penalty, which may include failure of the examination, assignment, or course. The faculty member will submit the student's name, a written description of the alleged violation, and the penalty to the academic dean and to the student.
  - c. If the student is not enrolled in the class in which the alleged violation occurred (e.g. the student sold his/her paper from last term, or took a test for another student), the academic dean will discuss the incident with the student and take appropriate action.
3. In addition, the academic dean may investigate any matter involving academic honesty when he/she has additional information about previous violations concerning the student involved. The Administrative Hearing procedures will be used and other penalties may be levied.
4. If an alleged violation took place in a class taught by the academic dean, then the academic vice president and dean of faculty will appoint a department chair (other than the chair of the department in which the academic dean taught) to assume the academic dean's role.

## **Records**

Records involving cases of suspected academic honesty will be maintained in the academic dean's office.

## **Academic Honesty Appeals Process**

Simple disagreement with a faculty member is not sufficient basis for an Academic Honesty appeal. An appeal may be granted when there is (1) reasonable claim of new



evidence likely to have a significant effect on the outcome of the hearing, (2) evidence of significant irregularity in the initial sanctioning process, (3) and/or imposition of an inappropriate or excessive penalty.

A petition for appeal of a faculty decision must be submitted in writing to the academic dean within ten (10) days of written notification of the decision. The petition for appeal must be sufficiently detailed to allow for reasonable judgment on whether to grant the petition.

If an appeal is denied by the academic dean, no further institutional recourse is available. If an appeal is granted, the academic dean will assemble an Academic Honesty Appeals Board of an impartial group of faculty, staff, and students. The Board will consist of the academic dean (chair, non-voting), two faculty members, two students, and a staff member selected by the academic dean. In the event that a faculty and/or student feels that he/she should not participate in the hearing of a particular case, the academic dean can appoint other faculty and/or student members. A voting member of the Board is not permitted to abstain from voting once the facts and issues of the case have been presented. If the academic dean grants an appeal, a hearing will take place within ten (10) working days unless the college is not in session, in which case, the hearing will take place as promptly as circumstances allow. 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: (1) confirmation of the original faculty decision, (2) confirmation of the original faculty decision and alteration of the original penalty, or (3) reversal of the original faculty decision and cancellation of the original penalty.

### **Burden of Proof/Evidentiary Standards:**

Formal rules of evidence do not apply; however, evidence must conform to basic standards of fairness. The accused is presumed innocent and the accuser must present sufficient evidence to demonstrate a violation of the Academic Honesty policies to a reasonable person. 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 adviser from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisers 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**

An Academic Honesty Appeals Board will verbally notify the accused and the accuser of their decision on the day of the hearing. Written notification of the appeals decision will be returned to the accused and the accuser within five (5) days of the hearing.

## **Academic Progress Reports**

A professor may confer at any time during the semester with a student believed to be in academic difficulty. Academic Progress Reports may be issued by professors to inform students of their progress in a course at mid-semester. Mid-semester progress reports are required for first-year students and for students whose mid-semester grade is below C. Copies of these notices are sent to the student, academic advisor, and the director of academic affairs. Students should confer with both the professor and academic advisor in order to determine the best method of insuring their academic progress and success. In cases of severe academic difficulty (several notices issued to a student), the director of academic affairs will take whatever actions are in the best interest of the student.

## **Adding and Dropping Courses**

Students may add courses and make credit adjustments to variable credit courses until the end of the first full week of classes. Courses may be dropped without academic penalty until the eighth week of classes (see College Calendar). Courses dropped between the first and ninth weeks will be indicated by a W on the transcript. A course dropped after this period, whether student- or professor-initiated, automatically becomes an F. There is a fee charged (see Financial Information section) to the student for any change in courses after the first week of the semester. Financial adjustments related to course changes are not available after the third week of classes (see College Calendar).

In all cases, the student must obtain the signatures of the professor and the advisor. Student-initiated course withdrawal is not considered official until the completed form is filed with the registrar. Until such filing, the student remains enrolled in the course and is responsible for fulfilling its requirements.

A professor wishing to recommend that a student drop a course provides written notification to the academic dean, the registrar, the advisor, and the student.

If students change from full time (at least 12 credit hours) to part time status either prior to the beginning of a semester or during a semester, the following may be affected: campus housing, financial aid, health and counseling services, health insurance, athletic eligibility, tuition and fees, and F-1 student immigration status. Please contact the appropriate offices for specific details.

## **Examinations**

Professors may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance. No examinations, however, will be given during the final week of classes of the fall and spring terms.

## **Leave of Absence Policy**

Colby-Sawyer allows students to interrupt their study for two semesters for educational, personal, or administrative leaves of absence. Students who choose to take an educational or personal leave of absence should have an exit interview with the director of academic affairs and complete the Application for Leave of Absence or Withdrawal form.

1. Educational Leave. Students may apply for an educational leave to study at another accredited institution here or abroad and request that their credits be accepted by

Colby-Sawyer. The registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit.

2. Personal Leave. Students may apply for a personal leave to deal with extenuating circumstances or take time to assess their educational or career goals.
3. Administrative Leave. The college reserves the right to place students on administrative leave for academic, behavior, financial, social, or medical, reasons. Students returning to the college from administrative leave must submit the appropriate documentation to the dean of students and/or the academic dean before being reinstated.

All leaves must be approved in advance by the academic dean. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student's permanent record and cumulative grade point average. A leave of absence does not affect the completion of college residency or academic requirements, nor does it guarantee the student's return to the residence hall occupied prior to the leave.

Students who plan to return to the college after a leave of absence must register for courses for the fall semester by June 1 or by January 1 for the spring semester. Otherwise, they will be withdrawn from the college effective the last day of the semester for which they were enrolled. Students receiving any kind of financial assistance, including loans, should consult the financial aid and business offices before applying for a Leave of Absence.

## **Withdrawal Policy**

Students who do not register for courses for the fall semester by June 1 or by January 1 for the spring semester will be withdrawn from the college effective the last day of the semester for which they were enrolled. Students who choose to withdraw from the college should have an exit interview with the director of academic affairs and complete the Application for Leave of Absence or Withdrawal Form. Students receiving any kind of financial assistance, including loans, should consult the financial aid and business offices before withdrawing from the college.

A student who wants to re-enroll within one year after a withdrawal must submit a written request for reinstatement to the registrar's office. Students who want to return after one year away from the college must re-apply to the college through the admissions office.

## **Transcript Policy**

Official transcripts are maintained by the registrar's office on all academic work attempted at Colby-Sawyer College. Transcripts may be obtained from the registrar's office upon written request of the student. In compliance with federal laws designed to protect privacy, transcripts are not released without the student's authorizing signature. Generally, a reasonable number of transcripts will be issued free of charge, but the registrar's office reserves the right to charge \$3 per copy for requests of more than two transcripts to the same address. Transcripts will not be furnished for students or former students whose financial obligations to the college have not been satisfied.

## Academic Renewal

A Colby-Sawyer College student who withdraws and then re-enrolls after a period of five years or more may elect to apply for Academic Renewal.

If a student applies for and is granted Academic Renewal, coursework previously taken at Colby-Sawyer will be evaluated in a manner consistent with the college's policy for transfer students. In such cases, only courses in which a grade of "C" or higher was earned will be accepted toward graduation, and the student's transcript will reflect only the total number of credits accepted. It will not reflect course titles or grades, nor will the student's earlier work be included in the calculation of GPA. Courses with grades below "C" will not count toward the student's degree. If any of those courses are required in the student's major, they must be retaken in order to qualify for a degree.

If a student does not apply for Academic Renewal, all grades and credits previously earned at Colby-Sawyer College will carry forward and be applied as appropriate to a student's intended major.

Students wishing to apply for Academic Renewal must do so prior to the start of their first semester of re-enrollment. Applications for Academic Renewal may be obtained in the registrar's office and must be approved by the academic dean, department chair, and the registrar. A student may receive only one Academic Renewal during his/her studies at Colby-Sawyer. A minimum of 30 credits toward graduation requirements must be earned at Colby-Sawyer College after renewal is granted.

## Selection of Major and Major Acceptance

Students must be officially accepted into a major through Major Acceptance. They should select a major based on their interests, abilities, and career goals. Students must then apply for acceptance into the major of their choice by submitting the Major Acceptance Form to the appropriate department chair. Acceptance requires that a student have earned a minimum of 2.00 cumulative grade point average, fulfilled the requirements specified by the major departments, and secured a recommendation for enrollment in the major by one faculty member. The application and recommendation forms are available from the office of academic affairs. Within a month of the receipt of the application and faculty recommendation, the director of academic affairs notifies the student in writing of the department's decision. The successful completion of Major Acceptance formalizes a student's entry into a baccalaureate major.

It is strongly recommended that students apply for major acceptance before the semester in which they will complete 54 credits. A student whose candidacy is not approved by the department may submit a second application after all the requirements have been fulfilled. Students must apply for major acceptance before the semester in which they will complete 86 credit hours. *A student who has earned 86 credit hours and whose candidacy has not been approved by the department may not register for courses at the college for the next semester.* It is the student's responsibility to ensure that the application is complete and submitted by the deadline listed on the College Calendar.

## Double Major

Sometimes students wish to pursue two major programs rather than select a single major and a minor. Occasionally this is possible, although students are strongly cautioned against this choice unless they are willing to accept the possibility of taking more than four years to graduate. Students who intend to pursue two majors must work out a plan with their advisor and the chair from each major's department. The plan should provide detail of how the requirements will be met for each major. The student should submit the plan, including a statement of approval from the advisor and the appropriate department chair(s) to the academic dean for approval.

No more than four courses completed to satisfy the requirements for one major may be counted toward the requirements for the other major. The student's transcript will list each degree and major. A student will receive two diplomas if the degrees are different, but only one diploma if the degrees are the same.

## Annual FERPA Notification to Students

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

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the registrar, dean, or appropriate college official written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify 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.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which 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); a person serving on the Board of Trustees; or 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 in order to fulfill his or her professional responsibility. In addition, 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.

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

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## **Directory Information Public Notice**

At its discretion Colby-Sawyer College may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which 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, city and state of permanent residence, college address, college telephone number, college e-mail address, major field of study, enrollment status, grade level, date and place 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.

Students may withhold Directory Information by notifying the academic dean in writing; please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. The initial request may be filed at any time. Requests for non-disclosure will be honored by the college for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the academic dean's office within the first two weeks of the fall semester. Please note, however, that if a student, at his or her last opportunity as a student, requested that directory information not be disclosed, the college will continue to honor that request until informed to the contrary. Colby-Sawyer College assumes no liability as a result of honoring a student's instructions that Directory Information be withheld.

Colby-Sawyer College releases educational records in the form of grade reports to the parents or guardians of dependent students (as defined by the Internal Revenue Code). Students over 18 years of age and independent who wish their educational records released to parents or guardians must sign a waiver form made available by the academic dean. Such waivers must be signed each academic year. Annually, the academic dean will provide all students with a form asking them to specify if they are dependent or independent, and to designate the correct names and addresses to which grade reports are to be sent.

## Honors and Awards

### Graduation Honors

Students graduate *cum laude*, *magna cum laude*, or *summa cum laude*, according to the following minimum requirements:

<b><i>Cum Laude</i></b>	Cumulative grade point average of 3.50 to 3.64 at the time of graduation
<b><i>Magna Cum Laude</i></b>	Cumulative grade point average of 3.65 to 3.79 at the time of graduation
<b><i>Summa Cum Laude</i></b>	Cumulative grade point average of 3.80 or higher at the time of graduation

The Graduating classes of fall 2002, and spring 2003, will be eligible for Graduation Honors according to the following minimum requirements in place for 2001-02:

<b><i>Cum Laude</i></b>	Cumulative grade point average of 3.30 to 3.49 at the time of graduation
<b><i>Magna Cum Laude</i></b>	Cumulative grade point average of 3.50 to 3.69 at the time of graduation
<b><i>Summa Cum Laude</i></b>	Cumulative grade point average of 3.70 or higher at the time of graduation

### Academic Awards

#### ***Alpha Chi Award***

This award is given to a graduating *Alpha Chi* student who, in the eyes of the members of *Alpha Chi* and the *Alpha Chi* Associates, best exemplifies the ideals of the society, truth, and character through work at the college in support of chapter activities.

#### **Associate Degree Academic Award**

The Associate Degree Academic Award is presented annually to the associate degree graduate who ranks highest in scholarship in his or her class. The recipient must have a cumulative grade point average of at least 3.00 and be a full-time student who has completed at least 50 percent of the credits for graduation at Colby-Sawyer.

#### **Baccalaureate Awards**

Baccalaureate awards are presented to the graduating students in each baccalaureate program who are selected by the faculty for their interest and excellence within the major. The Dr. Margaret "Marnie" Kurtz Award is given to a student whose major is Business Administration, the Carl M. Cochran Award is given to a student whose major is English, and the Grace Adella Sheldon Graves Award to a student whose major is Nursing. Recipients must be full-time students and have completed at least 50 percent of the credits for graduation at Colby-Sawyer.

#### **Class Academic Awards**

Awards are given by the college each fall to the rising sophomore, junior, and senior who rank highest in scholarship in the appropriate class. In each case, the recipients must be full-time students and have completed at least 50 percent of their credits at Colby-Sawyer.

**Richard Crosby Memorial Award**

This award, established in 1976 in honor of Professor Crosby, a member of the English Department from 1952-1976, may be awarded annually to a student for excellence in British Literature.

**Gula Graves Plummer Award**

This award is given to the student or students who have distinguished themselves through the exercise of spiritual and/or moral leadership in the college community or through academic work informed by their religious commitments.

**Scholar-Athlete Award**

This award may be given to two graduates, one female and one male, who in the opinion of the Athletic Advisory Council have made significant contributions to both the scholastic and varsity athletic programs of the college.

**The James Duane Squires Book Award**

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College professor, James Duane Squires. Professor Squires was a faculty member from 1933 to 1970 and served as chair of the social sciences department for all but two of those years. He also served as director of public affairs for many years. This award is presented by the academic vice president and dean of faculty based upon recommendations made by faculty members. The goal of the award is to recognize and honor students' specific academic performances above and beyond expectations.

**Edith Stockman Ruettinger Award**

This award is named in honor of a member of the class of 1932. Each fall, it is presented to a female student in the Liberal Arts Program who is continuing her education toward a bachelor's degree. The recipient is selected by the academic dean and the dean of students on the basis of scholarship, character, future goals, and need.

**Guy Floyd Williams Award**

This award may be presented to a graduating senior majoring in science who has helped to maintain and perpetuate the ideals of the college during the graduate's years at Colby-Sawyer and who, through appropriate conduct, scholarship, and decorum, has exemplified the spirit of the college.

**David H. Winton Baccalaureate Award**

This award is named in honor of a longtime trustee, Chair of the Board, and benefactor of Colby-Sawyer College. Each year it is presented at Commencement to the graduating baccalaureate student who ranks highest in scholarship in his or her class. The recipient must be a full-time student and have completed at least 50 percent of the credits for graduation at Colby-Sawyer.

**Service and Leadership Awards****Colby-Sawyer Award**

This award is given by the college to that graduating student who, in the opinion of the faculty, best exemplifies the ideals of the college in personal dignity, intellectual growth, contribution to campus life, and constructive influence upon other students.



### **Colby-Sawyer College Distinguished Service Awards**

These are awarded to students who have made a distinguished contribution to campus life through significant services to a particular organization or a major campus event. The students consistently support, encourage, or guide a range of organizations or activities.

#### **Graduate Award**

The Graduate Award is presented to the member of the preceding graduating class whose character and influence most constructively affected the majority of the senior class members. This award was established by Mrs. J. Thaddeus Hildreth, mother of Elizabeth Hildreth Cameron, class of 1933, and grandmother of Judeen Cameron Barwood, class of 1958.

#### **Ann Gulick Award**

Established in memory of a member of the class of 1954 by her classmates, this award is presented each fall to the sophomore student who best exemplifies, through voluntary service, the qualities of reliability, loyalty, and unselfishness. The recipient of the award is chosen by vote of the sophomore class.

#### **Key Association Award**

The Key Association Award is given annually to that graduating Key member who exemplifies the very best qualities of the Key Association Tour Guide. He or she must be responsible, articulate, and enthusiastic and display a strong sense of pride and enthusiasm to visitors to our campus.

#### **Senior Achievement Award**

This award is presented each year to two graduates, one male and one female, who have distinguished themselves through leadership in the co-curricular life of the college.

#### **Barbara Johnson Stearns Award**

Established in honor of a member of the class of 1932, this award honors senior female and male students who have demonstrated exemplary leadership and dedication to the college community.

### **Honor Societies**

#### **Dean's List**

At the end of the fall and spring terms, the college publicly recognizes those 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 12 credit hours in graded courses. Courses graded Pass/Fail may not be included as part of the 12 credit hours.

#### ***Alpha Chi***

The Colby-Sawyer Chapter of this national honor society recognizes the academic achievement of juniors and seniors. To be eligible for membership, a student must rank in the top ten percent of the junior or senior class and demonstrates 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.

*Alpha Chi* Associate membership is awarded to sophomores who have completed at least 24 credit hours (one-half at Colby-Sawyer) with a 3.40 or higher cumulative grade point average and demonstrate the *Alpha Chi* values of truth and character. These students participate in all *Alpha Chi* activities and serve as associates during their sophomore year only. In order to become regular members of the Society, they must be eligible for and receive membership based on the appropriate *Alpha Chi* eligibility requirements for junior and seniors.

Further information about *Alpha Chi* membership and activities is available from the Society's faculty sponsor, or the office of the academic dean.

### ***Psi Chi***

The Colby-Sawyer chapter of the international honor society in Psychology was installed in 1999. The purpose of this honor society is to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of psychology. To be eligible for membership, a student must rank in the top 35 percent of the class, have a minimum cumulative GPA of 3.0, a minimum GPA of 3.0 in Psychology courses, have completed at least three college semesters and nine credits of Psychology courses, and be enrolled in a program of study with strong psychological content (for example, Psychology or Child Development majors and Psychology minors). Further information is available from the society's faculty sponsor at Colby-Sawyer College or from the organization.

### ***Sigma Theta Tau***

The Colby-Sawyer College Honor Society for Nursing was founded in the fall of 2000, as a first step in becoming a chapter of the *Sigma Theta Tau*, the international honor society in nursing. *Sigma Theta Tau* is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Although chapters are housed in institution of higher education, active members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. Undergraduate nursing students may be invited to become members if they have completed one-half of the nursing curriculum, have a minimum GPA of 3.0, rank in the upper 35 percent of their graduating class, meet the expectation of academic integrity, and obtain two endorsements. For further information about *Sigma Theta Tau*, contact the faculty sponsor in the Department of Nursing.

# Academic Support Services

## Academic Advising

Opportunities for educational planning are provided to assist students in realizing the full value of their college experience. All Colby-Sawyer students have an academic advisor who takes a personal interest in their progress. This advisor confers with the student at regular intervals, giving advice on both academic and career matters, including the choice of a career or graduate school. In addition, the advisor can provide assistance if further academic, career, or personal counseling is needed and can make the necessary referrals. While students have the responsibility for successful completion of degree requirements in their chosen field of concentration, advisors will assist in the design and implementation of educational goals and serve as a resource for selecting appropriate courses. A student also may request a conference with a member of the faculty or administration at any time.

## Academic Development Center

The Academic Development Center is a tutoring facility designed to provide all Colby-Sawyer College students with academic support services. Staffed by professional learning specialists, professional tutors, and student academic counselors, the Center offers individualized tutorials in specific courses as well as in reading, writing, time management, and academic skills. The goal of staff members, whose services are available during the day and evening hours, is to help students at all levels of academic achievement reach their full intellectual potential. Tutorials are free of charge to Colby-Sawyer students and can be set up on a regular basis or by making appointments as needed.

### Students with Learning Disabilities

Colby-Sawyer College welcomes qualified students with learning disabilities. Support services are provided for these students to assure accessibility of all college programs. These services emphasize development of study strategies, appropriate academic and living accommodations, and self-advocacy skills. Support services are coordinated by learning specialists located at the Academic Development Center in James House. These services are provided by the college free of charge. Copies of the college's Policy and Procedure for Accommodating Students with Disabilities and additional information are available from the Academic Development Center.

### Student Academic Counselors

Student Academic Counselors comprise the peer-tutoring staff at the Academic Development Center. They are selected and trained to conduct individualized tutorials in specific courses as well as in general areas such as writing and study strategies. Their services are free of charge to Colby-Sawyer students.

## Career Development Center

The Harrington Center for Career Development and Community Service is staffed by professionals who offer a variety of services to students. The Center has career exploration and job placement resources as well as information concerning internship sites for students, job listings, and community service opportunities. The staff of

the Harrington Center also co-administers the college's student-employment program, trains student employees and supervisors, and maintains personnel files on student employees.

Students are encouraged to follow a planned succession of activities that help them assess their interests and abilities, coordinate majors with career fields, participate in videotaped interview practice sessions, conduct long-range graduate school planning, and identify internship and community service opportunities to enhance their job-search success. Upon completion of college, students should be able to identify and achieve goals, make well-informed decisions, and implement appropriate and professional job-search strategies.

Students have access to FOCUS II, a computerized guidance program that helps students develop a model for career decision making. FOCUS II contains the latest information about work activities, job entry requirements, salary levels, work conditions, market outlooks for over 2,000 occupations, and career strategies for students. Other computerized resources include GRE test preparation programs, on-line job vacancy lists called Jobline, alumni career-volunteer database, internship opportunities, and [www.MonsterTrak.com](http://www.MonsterTrak.com).

The Center also sponsors Career Panels that give students the opportunity to learn from alumni and other professionals about various careers, and a community service program that includes visiting the elderly, tutoring at local schools, Habitat for Humanity work, Special Olympics, and various human-service activities.

The Harrington Center Internet Web site provides students and alumni with up-to-date information on all programs and services offered by the Center, plus online resources and links to enhance job-search opportunities.

## Special Academic Programs

### English Language and American Culture Program

Through all of its programs, Colby-Sawyer College encourages students of varied backgrounds and abilities to realize their full intellectual and personal potential so that they may gain understanding about themselves, others, and the major forces shaping our rapidly changing and pluralistic world.

To this end, the college has committed itself to attracting international students to Colby-Sawyer and to preparing and supporting them as they pursue an American college education. This preparation and support are provided by the English Language and American Culture Program for international students. Students enrolled in the English Language and American Culture program are eligible for all the college's services and are further supported through a program of advising which is designed especially for international students.

The **English Language** component of the Program provides classes in English as a Second Language (ESL) to prepare students to be able to study successfully at Colby-Sawyer College. The ESL courses carry academic credit that may be applied toward graduation in the same way that foreign language study earns elective credit.

ESL courses are designed to serve students who:

- have achieved 500 on the TOEFL test but need to strengthen their English academic skills

The **American Culture** component provides international students with:

- advice concerning immigration and tax regulation
- help with issues and problems which arise from living in a new culture
- native English-speaking conversation partners
- opportunities for educational field trips and social activities
- home stays with English-speaking hosts
- on-campus residential experiences that maximize the possibility of learning English and understanding American culture

**Note:** In order to enroll in WRT 105: Writing I, international students must have received a minimum of 173 (Computer-Based) or 500 (Paper-Based) on either the International or the Institutional TOEFL test, the latter to be administered by ELAC staff. Students who have passed ESL 205: Advanced ESL, but who have not achieved the minimum TOEFL score will be given the subsequent two semesters to do so. If after two semesters the student's TOEFL score is still below the minimum score, a committee to be chaired by the director of ELAC will convene to determine if the student may continue enrollment at the college.

## Honors Program

The Colby-Sawyer Honors Program was established in the academic year of 1994 – 1995 to allow students to pursue advanced interdisciplinary study throughout their four years at Colby-Sawyer while providing opportunities for in-depth learning and challenging discussion. The Honors Program undertakes the creation of an environment in and out of the classroom conducive to intellectual exploration and creativity for highly motivated students who elect this optional intensive experience in the liberal arts.

The honors curriculum is composed of elective courses with honors designation. Each semester, the faculty offers two interdisciplinary courses for those in the Honors Program or other students who submit a petition. On completion of five honors courses, graduating students receive an Honors Certificate and an Honors designation is added to their diplomas and transcripts.

In order to be offered as part of the Honors curriculum, a course must adopt an interdisciplinary focus, require no prerequisites, use a seminar/discussion format, assign primary sources and advanced readings, and incorporate a research component. Honors courses usually enroll 8-15 students, with 20 as the upper limit. Honors students may also propose one course in the regular curriculum to be designated as an honors contract course. In the fall of 2002, as part of the new Liberal Education Program, students entering the Honors Program will enroll in an Honors Pathway Seminar.

Entering students are admitted to the Honors Program based on superior academic performance in high school or at another college, and expressed interest in the program. Current students who are on the Dean's List (GPA 3.5 or above) or who express strong interest in the program also may apply to the coordinator of the Honors Program for admission to the program. In order to continue in the program, students must earn Dean's List status at least every other semester.

## **Student Exchange**

### **The New Hampshire College and University Council**

Colby-Sawyer College is a member of the New Hampshire College and University Council, an academic consortium which includes Daniel Webster College, Franklin Pierce College, Keene State College, New England College, Plymouth State College, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire.

Altogether more than 20,000 students are enrolled in consortium institutions. These students are able to benefit from student and faculty exchange, special workshops and seminars, enlarged library resources, and full- and part-time study on other consortium campuses.

Qualified students, with appropriate approval of the Registrar, may enroll in one or more courses or for the fall or spring semester (excluding summer) in residence at one of the NHCUC institutions listed above on a space-available basis. Such study is considered Colby-Sawyer sponsored and may be used to meet the Residence Requirement. The registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit. Credit hours and grades will be recorded on the student's transcript and calculated into the student's GPA.

No extra financial charge is made other than special course fees, such as laboratory fees. Students must provide their own transportation and, when applicable, must make their own arrangements for room and board at the institution they intend to visit. The consortium network of schools offers the variety of courses usually found only on a large university campus but retains the small-college environment with respect to academic support, residency, social life, and student development opportunities.

## **Internships Across the Curriculum**

In keeping with its mission to integrate the liberal arts and sciences innovatively with career preparation, Colby-Sawyer offers opportunities to gain practical experience in a chosen field through internships in a wide range of organizations.

Internships are field experiences designed to provide a student learning opportunity under collaborative supervision among Colby-Sawyer faculty, staff, and work-site professionals. Internships offer the opportunity for students to enhance their academic programs with work experience related to career interests in business, industry, government, healthcare, sports, science, education, human services, plus many other opportunities in a national or international setting.

It is strongly recommended that each student take an internship while enrolled at the college. Programs in education, athletic training, and nursing have specific certification and accreditation requirements and related information can be found in their respective sections.

Internships are arranged through the Harrington Center for Career Development with approval and evaluation by discipline faculty sponsors. Specific information on policies and procedures as well as student, faculty sponsor, and career development responsibilities is available from the Harrington Center for Career Development and Community Service. Colby-Sawyer faculty must submit grades by October 1 for summer internships.

## **Rationale**

Internships Across the Curriculum support the mission of the college to “combine the values of liberal studies in the traditional arts and sciences with those of professional preparation.” Yearly placement survey results show that Colby-Sawyer students consistently achieve employment and graduate school goals in areas related to their majors. It is evident in feedback from employers that the amount of internship experience our graduates have had during their course of study is what makes them stand out from other candidates.

## **Eligibility Requirements**

Any matriculating student is eligible for an internship provided that the student:

- has earned enough credits for sophomore status
- has submitted a résumé and Internship Request form to the Harrington Center for Career Development
- has satisfactorily completed a pre-internship seminar instructed by the Harrington Center for Career Development
- meets the criteria established by the college and by each discipline for participation and has department approval
- has a different experience for each subsequent internship
- has a college-approved on-site supervisor.

## **Guidelines**

Each department may have established prerequisites for students wishing to undertake internships. However, the following general guidelines are:

- that students must register for each internship with the registrar’s office
- that internships may or may not carry credit
- that internships numbered 285 and 485 will be graded on a pass/fail basis
- that 40 site-directed hours equals one credit
- that internships are either 285 (exploratory) or 485 (advanced)
- that internship credit is limited to a maximum of 15 credits towards graduation
- that in a given semester, a student may take only one internship
- that the internship will be a different experience each time for each student;
- that an interdisciplinary internship (INT 285) is available

## **Teaching Assistantships**

Qualified juniors and seniors may apply to work with faculty members as teaching assistants in courses at the 100 and 200 levels. If they are accepted for an assistantship, students enroll in the course designated 480: Teaching Assistantship, in the relevant academic area.

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

The rules governing assistantships are listed below.

- A student may earn up to three credit hours toward graduation for teaching assistantships. This can be done in one three-credit course or in any combination.
- Course credit toward major requirements is a departmental decision.
- The course will be graded unless the student chooses the pass/fail option.
- The credit hours granted should follow regular guidelines for the department and may differ with the nature of the course (lecture, laboratory, studio).
- Teaching assistantships are limited to juniors and seniors.
- The assistant must work in a 100- or 200-level course.
- The student must have received a 3.0 or better in the course or its equivalent.
- The student must have a 3.0 cumulative grade point average.

## **Independent Study**

Courses numbered 295, 395 and 495 may be developed by students in subject areas not ordinarily offered at the college. However, not all departments offer all levels of independent study. The distinction among levels depends on the focus of the proposed course, the amount of previous work done in the field, and the extent of student independence. In general, the higher the level, the greater the expectations. Independent study courses may not be used to meet major requirements.

Proposal forms and guidelines are available in the registrar's office. Completed proposals should be submitted, with departmental approval, to the academic dean during the normal registration period for the next semester. Under special circumstances, the academic dean may extend the period for submission of independent study proposals, but in no case will proposals be accepted after the third day of the first week of classes of the fall and spring semesters.

## **Study Abroad**

Students are strongly encouraged to study abroad at some time during their undergraduate years. Colby-Sawyer is an Institutional Associate of the Institute for Study Abroad of Butler University. The Institute offers programs for study abroad in countries such as: Argentina, Australia, Chile, Costa Rica, Cuba, England, Ireland, New Zealand, Northern Ireland, and Scotland.

### **Michael Alexander Weiner Fellowship**

The Michael Alexander Weiner International Fellowship is a competitive program, which gives one or two students per year a grant on their return from travel abroad. This fellowship is an opportunity to frame what students will learn while abroad with an eye to how that experience might contribute to the Colby-Sawyer College community, especially within the academic program.

This fellowship is open to eligible sophomores and juniors who will be returning to Colby-Sawyer College for at least one year of full-time matriculation. Students must have a minimum cumulative grade point average of 3.0 or better. Students must submit a letter of application to the director of international programs by October 15 for spring semester study abroad, or February 15 for fall semester study abroad.



The director of international programs has information on these and other opportunities that allow students to earn college credit for a semester, year, or summer program. Students interested in study abroad should start their planning as soon as possible in their first year. Colby-Sawyer financial aid eligibility does not extend to these programs. However, students may be eligible for other scholarships and federal aid.

## **ROTC Programs**

Students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps at the University of New Hampshire. Students should be aware that not all ROTC courses will carry transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or part of tuition, mandatory university fees, and required textbooks for all courses. More specific information can be obtained by contacting the Recruiting Officer at the University of New Hampshire, Durham, NH 03825, or by calling Air Force ROTC (603) 862-1480 or Army ROTC (603) 862-1460.



**ADMISSIONS  
AND  
FINANCIAL AID**

## Admissions

Colby-Sawyer welcomes applications from students who will benefit from and contribute to the educational environment of the college, which is based on a commitment to excellent instruction and personalized faculty-student relationships. The Admissions Office selects those candidates who demonstrate academic ability, intellectual curiosity, motivation, self-initiative, and leadership potential. The college actively seeks diversity in its student body, and no person is excluded on the grounds of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin.

### Admissions Requirements

The primary factor in the selection process is a careful review of the applicant's high school transcript. The college requires that prospective students present at least 15 units of college preparatory work, including four years of college-preparatory English, three years of mathematics, two years of the same foreign language, three or more years of social studies and two or more years of a laboratory science. The Admissions Office also places emphasis on the results of standardized testing, the required essay, counselor and teacher recommendations, and extra-curricular activities. A personal interview with a member of the admissions staff is recommended.

Students who apply for admission to the college with the intention of pursuing a major in Nursing are strongly encouraged to have three years of college-preparatory laboratory sciences, including biology and chemistry.

Applicants whose academic preparation does not include the required college preparatory coursework may also apply. They must, however, present other evidence which will support their ability to master college-level work.

### Campus Visit Program

Students and their families are invited to visit the campus either during the week or on scheduled Saturdays. Because there are no Saturday classes, a weekday visit allows visitors to observe the college in action.

During the fall and winter months, there are several days set aside for Colby-Sawyer College Discovery Days. On these days, a prospective student is paired with a Colby-Sawyer host to experience "a day in the life of a CSC student." With his or her host, the student will attend class, visit residence halls, eat lunch in our dining hall and browse through the campus bookstore. The Admissions Office also sponsors a Fall Open House in October and a Spring Open House for Accepted Students in April.

To arrange your visit to Colby-Sawyer College, please call the admissions office at 1-800-272-1015 or 603-526-3700, or e-mail: [csadmiss@colby-sawyer.edu](mailto:csadmiss@colby-sawyer.edu).

### Admissions Procedures

The following guidelines are offered to assist students who wish to apply for admission to Colby-Sawyer College:

1. **Application:** Current application forms may be obtained from a high school guidance counselor, transfer counselor, or from the Admissions Office at Colby-Sawyer College. Applicants may also choose to use the Common Application Form or College Link or to download the PDF version of the Colby-Sawyer Application For Admission at [www.colby-sawyer.edu](http://www.colby-sawyer.edu).

Applicants should complete the application form including the required essay and mail or deliver it with the non-refundable application fee of \$40 to:

Admissions Office  
Colby-Sawyer College  
100 Main Street  
New London, NH 03257

- 2. Transcript:** Applicants should ask their secondary school guidance office to send to the Admissions Office an official transcript that includes first marking period senior-year grades. A student who has attended another college must send an official transcript to the Admissions Office along with a college catalog that contains descriptions of all courses taken.
- 3. Recommendations:** Students are required to provide two academic recommendations with the admissions application: one from a guidance counselor and a second from a teacher.
- 4. SAT or ACT Test Results:** Test results from the College Examination Board Scholastic Assessment Test (SAT) or the American College Testing (ACT) Program are required. The scores from these examinations should either be sent directly from the test center to the Admissions Office or should be included on an applicant's official transcript. The Colby-Sawyer College number for the SAT is 3281; for ACT it is 2506. The test should be taken early in the candidate's senior year, although it is recommended that students take the test in their junior year. By beginning the process during the spring of their junior year, students have ample time to retake the test during the fall of their senior year should they choose to do so.
- 5. Acceptance:** Beginning in December, the admissions committee reviews applications as they become complete, and students are notified as soon as a decision is made. Accepted students are asked to confirm their intention to attend Colby-Sawyer by forwarding an enrollment deposit of \$400. This deposit is refundable until May 1. At the time of enrollment, applicants must have a high school diploma or the equivalent.
- 6. Early High School Graduates:** Colby-Sawyer is pleased to consider applications from students who have completed three years of high school, provided high school graduation requirements have been fulfilled. Application procedures are the same as those outlined above, and it is expected that candidates will present evidence of strong support from their guidance counselor and/or principal.

## Early Notification Program

Students with a 3.3 GPA and 1100 SAT or 24 ACT scores are eligible to apply to the Early Notification Program. Students accepted under this program will be awarded a four-year, renewable \$5,000 Presidential Scholarship and be invited to join the Honors Program. Applications for Early Notification admission must be submitted before December 1. Students will be notified by the end of December of their Early Notification admissions decision. This is a non-binding acceptance; applicants will have until May 1 to make their enrollment decision. Applications not accepted as part of the Early Notification Program will be reviewed as part of our regular applicant pool.

## **Advanced Placement**

Colby-Sawyer College recognizes meritorious secondary school work by granting advanced placement and/or credit for those who have taken enriched or accelerated courses before entering college. Applicants qualify for credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests or through the College-Level Examination Program. Credit will be given if a score of three or higher is achieved. For further information regarding credit for advanced placement courses/tests, please contact the Registrar's Office at 603-526-3673.

## **Deferred Admission**

Admitted students who have submitted their enrollment deposit of \$400 are eligible to delay their college attendance up to two semesters under the Deferred Admissions Plan. Applicants are encouraged to apply for admission during their senior year of high school and to request a deferral after acceptance. If not already forwarded, the Deferral Request should be accompanied by an enrollment deposit of \$400, which is not refundable after May 1 of the year of initial acceptance. The Deferral Request also should include the student's plans for this period of time.

## **Re-enrolling Students**

Except for those on official leaves of absence, any previously enrolled student who has been away from the college for more than one year must reapply through the admissions office. Students on official leaves of absence or who have been away from the college for less than one year should contact the registrar's office.

## **International Students**

Colby-Sawyer is authorized under Federal law to enroll non-immigrant, international students. Admissions procedures are generally the same as those noted above. Instead of the SAT, students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) administered by the College Board. The applicant must take the TOEFL during the year of application so that the score accurately reflects the student's command of the English language. Further information is available from the Admissions Office or from TOEFL, Box 899, Princeton, NJ, 08541, U.S.A. Foreign nationals must submit proof of their ability to support themselves financially while studying in the U.S. A modest amount of financial assistance is available for international students.

## **Guidelines for Students Intending to Major in Nursing**

The Nursing program is a rigorous course of study, and enrollment may be limited. The Department of Nursing strongly recommends that students who apply for admission to the college with the intention of pursuing a major in nursing have three years of college-preparatory laboratory sciences, including biology and chemistry; minimum SAT combined score of 1000; and a minimum high school GPA of 2.5. Students who do not meet these criteria may still apply for admission to the College with the intention of pursuing the Nursing major. Their qualifications will be evaluated in the context of their overall performance and in comparison to other applicants, both at the time of admission and Major Acceptance.

## **Transfer Students**

Colby-Sawyer welcomes applications from those students who have previously attended other accredited educational institutions. Students with an associate degree from an accredited college 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. Students who have an associate degree that does not have liberal education or similar requirements will have their work evaluated on a course-by-course basis. Students who do not have an associate degree, or who do not have a cumulative grade point average of 2.00 or higher, will also be evaluated on a course-by-course basis. In all cases, credit is given for courses that have been completed with grades of C or above and which are pertinent to the educational mission of Colby-Sawyer, which means they will be equivalent to courses offered here.

The registrar will make 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. Transfer students should note that at least one-half of the prescribed credits for a Colby-Sawyer degree, including the final 30 credit hours, must be sponsored by Colby-Sawyer, whether taken on or off campus. It is the responsibility of students to provide catalogue descriptions of all courses offered in transfer.

Admissions procedures are the same as those outlined above, although special emphasis is given to the college transcript showing work most recently completed. An official high school transcript is, however, still required. Colby-Sawyer requires a Dean's Recommendation Form from the school the student is currently attending (or has attended most recently) and a course catalog from every school at which the student has taken a course. Forms may be obtained by contacting the Admissions Office at 603-526-3700 or 800-272-1015, or by email: [csadmiss@colby-sawyer.edu](mailto:csadmiss@colby-sawyer.edu). Transfer students are welcome to begin their studies in September or January. It is strongly recommended that prospective transfer students visit the college for a campus tour and an interview.

## **Transfer Policy for Athletic Training Program**

Given the rather specific nature of an education for the health professions, transfer students with prior athletic training education will be evaluated on an individual basis. In direct consultation, the student and the Athletic Training Education Program (ATEP) director will develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student's complete incorporation into the program at the college. Transfer students are required to provide the ATEP director with course descriptions and appropriately dated syllabi from all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and March 1 if enrolling in the fall semester. Transfer students are held to all major acceptance requirements and will go through the process at the end of the semester in which they complete these requirements. See the requirements for Major Acceptance in Exercise and Sport Sciences. As is also the case with students who begin their education at Colby-Sawyer College, admission to the college does not guarantee major acceptance in the Athletic Training Program. Students must be enrolled in Colby-Sawyer's Athletic Training Education Program for

a minimum of two calendar years prior to graduation to graduate with a specialization in athletic training.

## **Students Planning to Transfer into Nursing**

Students transferring into the Nursing program are welcome at Colby-Sawyer College. Students with prior nursing education are evaluated on an individual basis, and a plan of study is developed that builds on previous learning while ensuring the student will be fully incorporated into the program while at the college. Transfer credit for nursing course(s) taken at another institution is awarded by course comparison. Transfer students are asked to supply copies of course descriptions from the catalogues and/or syllabi of the institution(s) from which they wish to transfer credit. All courses must transfer with a grade of C or better. Further information is available from the Department of Nursing and the registrar.

## **Academic Renewal**

A Colby-Sawyer College student who withdraws and re-enrolls after a period of five years or more may elect to apply for Academic Renewal. More detailed information can be found in the section entitled Academic Standards and Regulations.

## **Mid-Year Entrance**

Students who wish to begin their studies at Colby-Sawyer during the spring semester are encouraged to apply before December 15 and to follow the admissions procedures outlined above. Students graduating from high school or wishing to transfer from another institution in the middle of the academic year are also encouraged to apply for admission. For further information contact the Admissions Office at 603-526-3700 or 1-800-272-1015, or by e-mail: csadmiss@colby-sawyer.edu.

## **Special Students**

A special student at Colby-Sawyer is one who has not applied for or been admitted to a degree program, but who wishes to study on a part-time or full-time basis. For example, qualified high school students are allowed to register for one course per semester without tuition charge. Other special students include persons who wish to explore the Colby-Sawyer curriculum for a semester while on leave from their home institutions, students who wish to return to academic pursuits, and students pursuing independent study from another institution. For information and an application for special student registration, contact the Admissions Office.



# Financial Aid

## Policy

Through our scholarship and financial aid programs, Colby-Sawyer offers assistance to approximately 70 percent of our student body. This aid is made possible through several sources including endowment income and scholarships, operating income, grant and loan funds, and funds provided through state and federal programs. Financial assistance is awarded through the Office of Financial Aid.

Students who have achieved academic and special talent success as well as those who have demonstrated financial need will be offered financial aid. Eligible candidates include students who have been accepted for admission and are full-time degree candidates.

Students wishing to be considered for financial aid need to have received a high school diploma or GED (general equivalency diploma).

Financial aid is awarded on an annual basis, and usually includes a combination of scholarships, grants, loans, and on-campus part-time work. One half of the total amount awarded through grants or loans is applied to each semester's bill. Payment for on-campus employment is made directly to the student. Students are expected to contribute to their cost of education through loans, part-time work during the year, and summer employment.

All financial aid is calculated on the basis that students will be enrolled as full-time students. Students enrolled as part time students will have their financial aid award adjusted according to their enrollment status. Colby-Sawyer assistance is granted only to full-time students. Federal assistance will be prorated according to the number of credits taken. Further information regarding Colby-Sawyer College financial aid can be obtained by contacting the Office of Financial Aid at 1-800-272-1015 or 603-526-3717 or by email: [cscfinaid@colby-sawyer.edu](mailto:cscfinaid@colby-sawyer.edu).

## Procedure For Entering Students

Students interested in receiving financial aid from Colby-Sawyer College need to:

- become accepted for admission before March 1 through completing the application for admission with all requested supplemental information
- complete and mail the Free Application for Federal Student Aid (FAFSA) in the envelope provided. You may also complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). *We suggest sending the FAFSA by February 15 to ensure the designated processor will receive it prior to March 1.* The FAFSA is available from a secondary school guidance counselor as well as the college financial aid office.
- complete and mail the Colby-Sawyer Financial Aid Application before March 1. *We also suggest sending the Colby-Sawyer Financial Aid Application to the Office of Financial Aid by February 15.*

## Procedure for Renewal of Awards

The college is committed to renewing the financial aid of students whose need continues and whose academic and personal records indicate satisfactory progress and a contribution to college life. A Free Application for Federal Student Aid (FAFSA) and a Colby-Sawyer College Student Application for Financial Aid must be filed each

year. Forms may be obtained from the Office of Financial Aid. The Colby-Sawyer application should be completed and returned to the Office of Financial Aid before March 1.

The Free Application for Federal Student Aid should be completed, mailed in the envelope provided, and received by the designated processor before March 1. You may also complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). *We suggest sending the FAFSA by February 15 to ensure the designated processor will receive it prior to March 1.*

Students are required to pay the commitment deposit and register for the upcoming semester before they are considered for assistance. Returning students will be notified of their financial award decisions before the end of the spring semester.

## **Loss of Eligibility for Financial Aid/Tuition Remission**

Regulations require that students receiving assistance from any federal program must maintain satisfactory academic progress in their course of study. Students receiving assistance from other college sources are required to follow the same federal guidelines. The college will evaluate students' progress at the end of each semester. Financial aid will be withheld if any of the following apply to students:

- have not maintained a cumulative 2.00 grade point average for two or more semesters
- have a term GPA below 2.00 for the second consecutive semester
- fail to complete any credit hours for a term
- have exceeded the maximum time for their academic program. Students may receive financial aid for 12 semesters as long as they maintain satisfactory academic progress

A student who loses eligibility for financial aid or tuition remission through failure to meet institutional standards for renewal may appeal to the Financial Aid Office. The appeal must be made in writing to the dean of financial aid within 10 working days after the notice and must explain the extenuating circumstances that provide evidence to support the appeal.

# **Scholarships, Grants, and Loans**

## **Merit Awards for Entering Students**

Colby-Sawyer College offers several four-year, renewable merit awards ranging up to \$5,000 per year given to incoming students without regard to financial need. These awards were instituted to reward aptitudes, talents, and commitments displayed in high school, which the college would like to see nurtured and further developed. All students who are accepted to the college prior to February 1 and who meet the minimum 2.5 high school grade point average with 950 SAT or 20 composite ACT score or higher, will be considered for this selective scholarship program. Selection will be based on the student's scholarship application and demonstrated involvement in the areas of leadership, community service, music, art, and creative writing. Merit award applications and further information can be obtained from the Admissions Office.

## College-Wide Merit Awards

### **Edith B. Long Scholarships in Art**

Established in 1964 in memory of “Coco” Long, class of 1964, these scholarships are awarded each year to returning students who demonstrate outstanding ability and interest in art. Candidates should apply, with their entries, to the Annual Juried Student Exhibition held in late March.

### **Charlotte Cobb Stahl Scholarship Fund**

Established in 1994 in memory of a member of the class of 1951, these scholarships are awarded each year to students enrolled in the fine arts course of study. Candidates should apply, with their entries, to the Annual Juried Student Exhibition held in late March.

### **Sawyer Fellowships**

Sawyer Fellowships are designed to recognize and to promote high levels of achievement by upperclassmen in all aspects of campus life at the college. The Sawyer Fellowships recognize students who have demonstrated the potential to make strong contributions to campus life in academic programs, the fine and performing arts, residential life, co-curricular life, and other aspects of the educational program. They are awarded by the academic dean of the college to students who are nominated by the faculty and administrative staff and reviewed by an advisory committee. These Fellowships may be renewed for Fellows who continue to maintain a high level of achievement. Awards range from \$500 to \$1,500 with the Fellow receiving one-half of the grant each semester of the academic year for which the grant is made.

## Scholarship Funds

Many scholarships have been established through the interest and generosity of alumni, parents, and friends of Colby-Sawyer. Some honor individuals; some reflect gratitude of alumni for their education at Colby-Sawyer; others express the desire to assist a small liberal arts college.

## Grants-in-Aid

Grants-in-Aid represent the major portion of the financial aid program. A grant-in-aid is a form of gift aid, financial aid which the student need not repay.

### **Colby-Sawyer College Grants-in-Aid**

Grant monies are derived from gifts from alumni, trustees, friends of the college, and foundations, as well as from current income. Amounts vary from a minimum of \$100 to a maximum of \$16,000. Recipients must be enrolled full time and demonstrate financial need.

## Federal Grants

### **Federal Supplemental Educational Opportunity Grants**

The Federal Supplemental Educational Opportunity Grant program provides awards up to \$3,000 for students with exceptional financial need. Funds from this federal program are administered by the college.

### **Federal Pell Grant Program**

This federal student aid program provides direct grants ranging from \$400 to \$4,000. Students apply for the Federal Pell Grant Program through the Free Application for Federal Student Aid (FAFSA).

## **Loans**

### **Colby-Sawyer College Loans**

When there is evidence of need, loans are available directly from Colby-Sawyer College. The maximum loan per year is \$3,000. No interest is charged while the recipient is enrolled as a full-time student at this or any other accredited educational institution. Beginning immediately thereafter, interest accrues at the rate of 9 percent per annum. Repayment on loans, beginning six months after termination of full-time enrollment, starts at a minimum of \$600 per annum, payable at a minimum of \$150 per quarter.

### **Federal Loans**

#### **Federal Perkins Loans**

Federal Perkins Loans are authorized by federal legislation and administered by the college. Applicants must be citizens or permanent residents of the United States. Further information is available through the Financial Aid Office.

#### **Federal Stafford Loan Program**

This is a low-interest educational loan program under which first-year students may borrow up to \$2,625, sophomores \$3,500, and juniors and seniors \$5,500 per academic year from participating lending institutions. Information is available through the Financial Aid Office.

## **Other Sources of Financial Aid**

### **State Incentive Grant Program**

Students apply for their Incentive Grant Program through the Free Application for Federal Student Aid (FAFSA). The amount of the grant and the eligibility criteria are determined by each state.

### **Local or National Scholarships**

There are many scholarships that are awarded by fraternal and religious organizations, businesses, industries, labor unions, etc. Information is available in guidance offices and local libraries.

## **Employment Opportunities**

Part-time, on-campus employment during the academic year is usually awarded as a part of a financial aid "package." Campus jobs are posted in the Financial Aid Office and payment is at hourly rates established by state and federal legislation. *Students cannot be employed on campus without showing proof of eligibility to work in the United States as required by the Immigration Reform and Control Act of 1986.*

## **FINANCIAL INFORMATION**

# Financial Information

## Classifications

### Resident Student

A student is defined as a resident when living in a college-operated living area. A resident student is required to carry at least 12 credit hours in the fall and spring semesters. Students with special needs may petition for a waiver from the vice president for student development and the academic dean. All resident students must participate in the board plan.

### Non-resident Student

A non-resident student is one who does not live in college facilities.

### Full-Time Student

Any student taking at least 12 credit hours per semester is a full-time student and receives all the benefits and privileges of that status. A full-time student might be a resident or a non-resident.

### Part-Time Student

Any student taking fewer than 12 credit hours per semester is defined as a part-time student. Part-time students are charged on a credit-hour basis.

### Audit Student

Credit courses may be audited on a no-credit basis, provided space is available, the professor's permission is secured, and the registrar is informed. Full-time students may audit as many courses as they wish at no additional fee. Other students may audit one or more courses at the special fee listed in this *Catalog*.

## Annual Charges

The annual comprehensive fee includes full-time study during the fall and spring semesters, admission to all co-curricular events at student rates, and access to all student services. The fees for 2002-2003 are as listed below.

Full-time non-resident student, comprehensive fee .....	\$21,140
Full-time resident student, comprehensive fee, based on shared room .....	\$29,250
Tuition .....	\$21,140
Board .....	\$4,510
Room .....	\$3,600

Room charges are based on shared occupancy. Some rooms have additional charges per year as shown below:

Single room .....	\$500
Single room with private bath .....	\$900
Shared room with private bath .....	Charges vary

Students should plan to spend an estimated \$1,500 per year on books, supplies, and personal expenses.

A Returning Student deposit of \$200 is required before a student may register for classes. This deposit is credited toward the comprehensive fee and is non-refundable.

An initial Enrollment deposit of \$400 is required of all first-time Colby-Sawyer students and is only refundable before May 1, upon written request. After May 1, students not matriculating forfeit the deposit. Once a student has matriculated, this deposit is held by the college for the entire time the student is enrolled. The deposit will be refunded after a student’s graduation, or withdrawal, and after any outstanding charges have been deducted.

Students are billed twice a year in July and November. Fall tuition and fees are due August 1 and spring tuition and fees are due December 1. All checks and money orders should be made payable to Colby-Sawyer College and mailed to the Business Office, P.O. Box 1497, New London, NH 03257. MasterCard and Visa are accepted.

Full payment or enrollment in the Tuition Management Systems payment plan must be completed before a student may complete registration. Grades, transcripts, and diplomas will not be released until all obligations are paid in full. **Students with past-due balances as of 12 noon on the last day of final exams before graduation are not eligible to participate in the Commencement ceremony.** Unpaid balances of more than 30 days will be assessed a 1-1/2 percent per month finance charge. The college reserves the right to assign unpaid accounts to an outside agency and to take legal action.

### Calendar for Payment for 2002-2003 Resident Fees

By March 14 for returning students:	
Returning Student Deposit (non-refundable) .....	\$200
By May 1 for new entering students:	
Continuing Enrollment Deposit .....	\$400
By August 15 for fall enrollment .....	\$14,620
By December 1 for spring enrollment .....	\$14,620

Colby-Sawyer College reserves the right to make revisions to the fee schedule at any time without prior notice.

### Special Fees

<b>General</b>	Audit fee (per credit hour for part-time students) .....	\$140
	Course change/drop/add fee, after first week of classes (student initiated) .....	\$15
	CSC credit examination fee per credit hour (for fewer than 12 credit hours or more than 18 credit hours) .....	\$55
	Course fee per credit hour (for fewer than 12 credit hours or more than 18 credit hours) .....	\$705
	Car registration fee (annually) Resident and non-resident students .....	\$50
	Replacement I.D. fee .....	\$10
	Returned check .....	\$25
	Telephone late payment fee .....	\$10

**Course-Related Fees**

Applied Music and Ensemble Module Courses (per credit hour) .... \$200  
PED 140, 141, 240, 241, 340, 341 ..... \$615

**Payment Plan**

Tuition Management Systems, a monthly payment plan, is available whereby tuition fees for full time students may be paid on a monthly basis through an outside agency. Information is mailed to all students and is available online at [www.afford.com](http://www.afford.com).

**Refunds**

A refund will be issued on a credit balance statement only. All requests for refunds must be submitted in writing to the Business Office. Refunds will be handled through the Accounts Payable office at the college. Please allow two to four weeks for processing.

**Loan and Scholarship Checks**

Loan and outside scholarship checks that are co-payable to the student and the college will be credited to the student’s account. No refund will be made until such time as the student’s account shows a credit balance. Students are advised to plan living and bookstore expenses accordingly.

**Tuition, Room, and Board Refunds**

**for Withdrawal or Leave of Absence**

The college has adopted the following tuition refund policy. Students who withdraw or are granted a leave of absence will receive the following refund, less any Colby-Sawyer Grant refunds:

<b>Time of Withdrawal/LOA</b>	<b>Refund Due</b>
Prior to first day of classes	100 percent
Within first week of classes	75 percent
Within second week of classes	50 percent
Within third week of classes	25 percent
After third week of classes	0

The Registrar’s Office will determine the official date of withdrawal or leave of absence.

**Administrative Withdrawal Refunds**

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 dismissal of a student. In addition, no refund will be granted for students who lose their residency privileges due to an administrative action.

**Federal IV Refund Policy**

Students receiving federal financial aid will receive a refund based on the current policy specified by Title IV regulations. When students use financial aid to pay for tuition, fees, and on campus housing, any refundable amount is returned to the appropriate Title IV program (i.e. Pell Grant, FSEOG; and Perkins, Plus, and Stafford loans). The full amount of a student’s refund will be used to restore funds to the Title IV federal account from which aid was received regardless of any unpaid balance that may still be owed to Colby-Sawyer College. Students considering withdrawing or taking a leave of absence from the college during a semester are encouraged to contact the business office.



**Course Overload and Special Course Fees Refund Policy**

No adjustment or refund of special fees will be made to the student's account beyond the end of the first week of classes. Students who drop a course which carries a special fee after the first week of classes will receive no refund.

**Adjustments for Course Changes**

Although courses may be dropped later in the semester without academic penalty, the college will make no fee adjustments after the third week of class.

**Tuition Insurance Refund Plan**

Colby-Sawyer College offers a voluntary tuition insurance plan administered by AWG Dewar, Inc. The Tuition Refund Plan goes beyond the college's published refund policy providing a 100 percent refund for accidents and illness. Withdrawals for emotional or psychological reasons are covered at 60 percent.

Enrollment forms and information are mailed mid-summer. Families choosing to enroll do so directly with AWG Dewar before fall classes begin.



## **STUDENT DEVELOPMENT**

## Student Development

The college experience and learning environment extends beyond the walls of the classroom at Colby-Sawyer College. Student involvement in campus life not only enhances a student's experience; it is vital for the college community to continue to be such a dynamic, engaging place. Experiences outside of the classroom provide students the opportunity to: critically reflect on their strengths, weaknesses, and personal qualities; develop and practice critical skills like managing time, conflict, and multiple tasks; and develop strategies for building and working with teams. Getting involved makes students feel like they are part of the community and fosters a sense of responsibility and respect for our community. The following is a brief summary of the exciting and rewarding programs and opportunities in which students can participate and grow at Colby-Sawyer. More detailed descriptions of programs and services can be found in the *Student Handbook*.

### Athletics and Recreation

There are three primary avenues for athletic/recreational involvement at Colby-Sawyer College: club sports, the intramural/recreational sports program, and varsity athletics. All varsity team members must be full-time students in good academic standing (see Athletic Eligibility). All entering student-athletes must undergo a complete physical examination before participating on any intercollegiate team.

#### Club Sports

Intercollegiate competition against organized teams throughout the New England region is available in women's softball, rugby, nordic ski racing, ice hockey, and cycling. Other active groups include the running club, golf club, snowboard club, and outing club. New club teams may be formed in response to student interest combined with coaching support and activity-funding authorization.

#### Intramurals and Recreation

Recreational activities are offered for students, faculty, and staff in fitness, informal recreation, intramurals, and special events. The Van Cise Fitness Center offers cardiovascular and muscle strengthening equipment, as well as aerobic sessions and special events designed with fitness in mind. Informal recreation includes "drop-in" activities such as basketball, volleyball, racquetball, squash, tennis, and swimming. Some examples of intramural sports are basketball, volleyball, floor hockey, and flag football. Teams are often formed according to hall of residence.

#### Varsity – NCAA Division III

Intercollegiate competition is available for the dedicated student-athlete in a variety of team and individual sports. Varsity competition for women is offered in alpine ski racing, basketball, lacrosse, riding, soccer, swimming and diving, tennis, track and field, and volleyball. Varsity competition for men is offered in alpine ski racing, baseball, basketball, riding, soccer, swimming and diving, tennis, and track and field.

Colby-Sawyer College maintains a high-quality program of club, intramural/recreational, and varsity athletics and has a reputation for success in sports throughout the state and region. The college recognizes and encourages the educational value of athletics and continuously challenges and supports students in reaching their

optimal level of performance and satisfaction in sports as an important part of their total college experience.

## Campus Activities

Students make things happen at Colby-Sawyer College by participating in and collaborating with faculty, staff, and other students in the development of a wide variety of campus activities. Students are encouraged to become involved through existing student organizations, departmental organizations, traditional activities, and through programs such as Mountain Day, Family Weekend, Spring Weekend, and volunteer opportunities.

## Student Government Association

Every enrolled student is a member of the Student Government Association (SGA). Students are expected to participate in elections, attend open forums, bring issues to the Students Issues Committee, and educate themselves about campus procedures and student responsibilities. The SGA is comprised of an Executive Council and Senate whose members serve on the following three standing committees.

- The *Clubs and Organizations Committee*, in conjunction with the treasurer, monitors the expenditures of those clubs and organizations that receive allocation from the SGA. This committee also maintains club and organization recognition forms and constitutions.
- The *Media Committee* communicates the mission, goals, and activities of SGA to the student body and campus community.
- The *Students Issues Committee* coordinates investigative panels to examine campus issues brought forward by members of the student body and recommends potential solutions.

Auxiliary bodies of the SGA include the Executive Advisory Board, comprised of the students appointed to the faculty and staff committees, and the Senate Advisory Board, comprised of appointed representatives from each of the academic majors. These auxiliary bodies advise the president, vice president, and senate members and serve on ad hoc committees when necessary.

## Student Organizations

Student organizations based on student initiative include Campus Activities Board, *Colbyan* yearbook, Community Service, *Courier* student newspaper, CSC Green, CSC Players, Dance Club, Outing Club, Photography Club, Safe Zones, Sexual Assault and Violence Education, Student Government Association, and Word Order.

## Departmental Organizations

Organizations sponsored by numerous departments of the college include: Art Students League; Biology Majors; Child Development and Education Majors; Key Association; Exercise and Sport Sciences Majors Club; History, Society, and Culture Majors Club; Psychology Club; Student Academic Counselors; Students in Free Enterprise (SIFE); Student Nurses Association; and WSCS Radio Station.

## **Key Association**

The Colby-Sawyer Key Association is composed of a select group of students who have expressed a strong interest in welcoming visitors to the campus. A small group of Key Representatives give tours every day and are compensated for this work. A much larger group of volunteer Keys help with the open houses and special tour groups. Key representatives are proud of Colby-Sawyer and are eager to acquaint incoming students with the opportunities available to them. Candidates for membership are reviewed at the end of each academic year. Selection is based on candidates' abilities to express themselves, enthusiasm for Colby-Sawyer, and willingness to assume responsibility.

## **Community Service Opportunities, Leadership Development, and Citizenship Development**

The college, through its volunteer service opportunities and leadership development programs, provides a laboratory for developing citizenship skills. The Harrington Center for Career Development maintains an active volunteer program. It provides traditional volunteer situations at the New London Hospital, local nursing homes, Special Olympics, After-School Buddy programs, literacy programs for children (through arrangements with the local community and schools), Habitat for Humanity, and Alternative Spring Break programs. Seasonal volunteer opportunities also exist such as Thanksgiving baskets, holiday toy drives, and the ABC Quilt project.

The Leadership Expedition, directed by the associate dean of students, is a four-year program that provides a series of specially tailored workshops for each class year: Emerging Leaders (first year); Exploring Leaders (sophomore year); Evolving Leaders (junior year); and Expanding Leaders (senior year). Students are nominated by faculty and staff members and may choose to complete only part or the entire sequence of leadership programs.

To supplement and enhance the abilities of students to emerge as citizen leaders, the citizenship education office plans and implements regular seminars and workshops for students to learn to be more effective community members and to shape our community. Students are strongly encouraged to be involved in our college community, our local community, and our global community.

## **Citizenship Education**

Members of the Colby-Sawyer community are provided a living, learning, and working environment which is inclusive and caring. The citizenship education office works to educate community members about their individual rights and responsibilities.

## **Code of Community Responsibility**

Students, faculty, and staff who join Colby-Sawyer College become members of a unique academic community with strong traditions and a commitment to developing personal excellence. Community living demands that individuals balance personal freedoms with respect for the rights of others. The policies and procedures of the college, as described in the *Catalog* and the *Student Handbook*, comprise the Code of Community Responsibility which exists to clarify standards within the college community. Once the privilege of membership in this community is granted, individuals are bound to this agreement. It follows, therefore, that any violation of a Colby-Sawyer College policy is a violation of the Code of Community Responsibility.

Violations include, but are not limited to, alcohol/drug violations, acts of violence, harassment, hazing, intolerance, and other instances of unacceptable conduct as described in the provisions of the Judicial System of Colby-Sawyer College.

The college's judicial system addresses infractions of the Code of Community Responsibility, residential education and academic policies and procedures, theft of, or damage to, property of the college or of a member of the college community, and other community issues as necessary. The most serious and/or sensitive cases are heard by an Administrative Hearing. If a student is found responsible, sanctions for behavior may include suspension or dismissal from the college.

### **Community Council**

Community Council works in conjunction with the Director of Citizenship Education to promote positive community interaction. The Community Council comprises no more than eight students, two staff members, and two faculty members dedicated to taking an active role in developing a positive campus environment. Community Council is open to full-time students who are in good academic standing. All students will complete a written application for service. Final selection decisions are determined by a selection committee made up of student development staff and seated Community Council members. Members should be committed to an initial training period (approximately six hours) and evening hearings scheduled on a case-by-case basis throughout the academic year.

### **Residential Education**

Colby-Sawyer College residential living facilities are laboratories for learning in which residential students are challenged to investigate the many dimensions of human interaction and to explore current social issues as a vehicle for personal and social development as well as for acquiring leadership skills. Eleven residential living facilities range in capacity from 35 to 115 students.

Students select rooms in the spring through a seniority lottery system, and new students are assigned housing by the Residential Education Department. All first-year students are required to live on campus for one year. Exceptions may be granted for students living within a 30 mile radius of the college and upper-class transfer students. On-campus housing is available for unmarried, traditional-age students only.

Every residence hall has undergraduate staff members who serve as peer advisors to the students in the hall. They get to know students on an individual basis and also work with them to create positive, supportive communities in the halls. Student staff are supervised by resident directors, staff members who live on campus and facilitate community development in one building or a cluster of buildings. The hall staff reports to the director of residential education, who provides training and consultation to assist them in cultivating a positive residence hall environment.

### **Resident Directors**

A live-in resident director (RD) is assigned to each residence hall, or in the case of smaller halls, each cluster. RDs are staff members who serve as role models, resources, and advisors. RDs also are responsible for developing community within the halls, planning educational and social programming, meeting with students involved in conduct violations, insuring that the halls are safe and healthy learning environments, and supervising resident assistants.

## **Resident Assistants**

Resident assistants (RAs) are primarily responsible for getting to know a small number of students and for helping them to get to know each other. They are peer advisors who work with their staffs to address student concerns through programming, intervention, and referral. They share responsibility with RDs for intervening in conduct situations and maintaining high standards for the hall community and facility.

## **Campus Services**

Campus services include an on-campus automatic teller machine (ATM), the Campus Bookstore (operated by Follett), full dining services (operated by Sodexo Services), and mail services. Each residence hall room has Internet, telephone, and individual voice mail services. Long-distance service is available through the use of a personal access code (PAC). Laundry machines are provided by MacGray.

## **Baird Health and Counseling Center**

The Baird Health and Counseling Center provides holistic, primary health and counseling services to all full-time matriculated students. Health services at the Baird Center include the treatment of common acute and chronic problems, physical exams, including well-person exams, contraceptive services, and immunizations. Counseling services include separation anxiety, relationship problems, eating disorders, substance abuse, as well as a number of other issues facing young adults. The professional staff includes nurse practitioners, a registered nurse, qualified counselors, an office manager, and a consulting physician. Referrals to outside physicians and agencies are available through the Baird Center. After-hour emergencies are referred to New London Hospital, which is one mile from campus.

Matriculating students enrolled in at least nine credits are required to have complete medical records, including a health history, a physical exam, and an up-to-date immunization record on file in the Health Center. All full-time, matriculated Colby-Sawyer College students have a health insurance policy that will provide coverage up to \$1,000. All students are encouraged to have additional private coverage that would coordinate with the college policy. An additional policy can be purchased through the college's insurance agent.

## **Campus Safety**

Colby-Sawyer College provides 24-hour campus safety coverage throughout the year. Campus Safety professionals work to create an atmosphere that is safe and conducive to a positive residential learning environment. This is accomplished through community education and enforcement, with a wide range of services tailored to the needs of students, staff, and faculty. Offerings include crime prevention programs and information, fire safety, the supply and processing of ID cards, vehicle parking and registration, regular campus patrols monitoring the safety and security of community members and physical plant, policy enforcement, safety escorts, lost-and-found services, disabled motorist assistance, operation engrave, key control and management, and college van-driver training and registration. Campus Safety personnel are active in the community and participate in programs that include Rape Aggression Defense (RAD) training, Sexual Assault and Violence Education (SAVE), and Help and Observation in a Protected Environment (HOPE).



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Upon recommendation of the Academic Vice President and Dean of Faculty and with the concurrence of the Board of Trustees, retiring faculty members may be promoted to the rank of Faculty *Emeriti*. This honorary rank, awarded to full-time faculty who have devoted a significant portion of their professional lives to meeting the educational mission of the college, carries with it certain privileges and benefits. The following members have been so honored:

Reva E. Bailey, M.Ed.	1962-1986
Donald L. Campbell, M.F.A.	1960-1990
Boyd H. Carr, Ph.D.	1964-1981
Hilary P. Cleveland, Lic-es-sci.Pol.	1955-1991
Harold F. Currier, M.A.	1947-1979
Patricia M. Curtis, M.B.A.	1960-1998
Nancy J. Draper, Mus. M.	1952-1987
Larry B. Dufault, Ph.D., J.D.	1973-2000
Dorothy A. Egan, M.A.	1962-1996
Rebecca Irving, M.T., (A.S.C.P.)	1954-1982
Alf E. Jacobson, Ph.D.	1958-1986
Louise H. Koory, A.M.	1943-1976
Barbara J. MacDonald, M.A.	1962-1991
Mary Althea Parker, A.M.	1944-1972
Donald E. Robar, Ed.D.	1967-1996

## Faculty

**Maurissa Abecassis, 2000**

*Assistant Professor, Social Sciences and Education*

B.A., University of Winnipeg;

Ph.D., University of Minnesota

**Laura Alexander, 2001**

*Adjunct Instructor, Community and Environmental Studies*

B.S., Colby-Sawyer College;

M.S., Antioch New England Graduate School

**Patrick D. Anderson, 1977**

*Professor, Chair, Humanities*

A.B., University of Notre Dame;

M.A., Ph.D., University of Michigan

**Martha M. Andrea, 1978**

*Professor, Fine and Performing Arts*

B.F.A., Colorado State University;

M.F.A., West Virginia University

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*Assistant Professor, Nursing*

B.A., Smith College;

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*Professor, Fine and Performing Arts*

B.F.A., Boise State University;

M.F.A., Ohio State University

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B.A., Middlebury College;

M.B.A., Franklin Pierce College

**LaVonne M. O. Batalden, 1994**

*Assistant Professor, Natural Sciences*

B.A. Augsburg College;

M.S., Ph.D., University of Minnesota

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*Associate Professor, Humanities*

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*Associate Professor, Social Sciences and Education*

B.S., Western Oregon State College;

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M.F.A., University of Florida**John Blower, 2001***Adjunct Instructor, Information Resources*

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M.F.A., University of North Carolina**John J. Botta, 2000***Adjunct Assistant Professor, Social Sciences and Education*B.A., Seton Hall University;  
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J.D., New York Law School**Wende Butler Brock, 1999***Adjunct Instructor, Social Sciences and Education*B.S., St. Lawrence University;  
M.Ed., University of New Hampshire**John H. Callewaert, 2000***Assistant Professor, Social Sciences and Education, and Director, Institute for  
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M.S.N., Rivier College

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**Thomas P. Stark, 1999***Assistant Professor, Business Administration*B.S., Northeastern;  
M.B.A., Harvard University**Ann Page Stecker, 1980***Professor, Humanities**David H. Winton Endowed Chair*A.B., Randolph-Macon Woman's College;  
M.A., University of Virginia**Frederick Stecker, 1995***Adjunct Assistant Professor, Humanities*B.A., The University of the South;  
M.Div., Virginia Theological Seminary;  
D.Min., Bangor Theological Seminary**Benjamin B. Steele, 1988***Professor, Natural Sciences*B.A., Harvard University;  
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Ph.D., Dartmouth College**Peter G. Steese, 1991***Adjunct Assistant Professor, Humanities*

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M.Ed., Antioch New England Graduate School**Kerstin Stodefalke, 1990***Associate Professor, Exercise and Sport Sciences, and Natural Sciences*B.S., Pennsylvania State University;  
M.S., University of Montana  
Ph.D., University of Exeter**Olivia Storey, 1993***Associate Professor, Humanities*B.A., University of Massachusetts at Boston;  
M.A., Rutgers University;  
Ph.D., University of Birmingham**David G. Swanz, 2000***Adjunct Assistant Professor, Business Administration*B.S., University of Detroit;  
M.B.A., George Washington University**Holly E. Tatum, 2000***Assistant Professor, Social Sciences and Education*B.A. Mary Baldwin College;  
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B.S., Cornell University;

M.S., Adelphi University;

Ph.D., Boston College

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M.L.S., Rutgers University

**William A. Thomas, 1991***Associate Professor, Natural Sciences*

B.A., Hamilton College;

M.A., Ph.D., Princeton University

**Jean Sawyer Twombly, 1988***Assistant Professor, Fine and Performing Arts*

B.S., Susquehanna University;

M.M., Longy School of Music

**Renee Vebell, 2002***Adjunct Assistant Professor, Nursing*

B.S., Skidmore College;

M.S., New York University

**Eric B. Wadsworth, 1996***Assistant Professor, Business Administration*

B.A., Dartmouth College;

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B.S., University of Massachusetts-Dartmouth;

Ph.D., Indiana State University

**Leland A. Wilder, 1999***Adjunct Assistant Professor, Natural Sciences*

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*Assistant Professor, Humanities*

B.S., University of New Hampshire;  
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*Adjunct Instructor, Humanities*

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M.A.T., University of Massachusetts;  
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*Adjunct Instructor, Fine and Performing Arts*

B.S., University of Vermont;  
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*Adjunct Instructor, Natural Sciences*

B.S., State University of New York;  
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**Bert Yarborough, 1997**

*Adjunct Assistant Professor, Fine and Performing Arts*

B.A., Clemson University;  
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*Instructor, Natural Sciences*

B.S., University of New Hampshire;  
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# Offices of the College

## Office of the President

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## Office of Academic Affairs

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**David Elliott**, Director of English Language and American Culture Program

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**Nancy Teach**, Director of Academic Affairs and International Programs

**Kathleen Thies**, Chair, Nursing

**Carrie Thomas**, College Librarian

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and Dean of Admissions

**Rick Ellis**, Director of Admissions

**Beth Bryant Camp**, Associate Director of Admissions

**Scott Magrath**, Assistant Director of Admissions

**Jolene Mitchell**, Dean of Financial Aid

## Office of Student Development

**Eric R. Riedel**, Vice President for Student Development and Dean of Students

**Laura Alexander**, Director of Dan and Kathleen Hogan Sports Center

**Peter Berthiaume**, Director of Campus Safety

**Robin Burroughs Davis**, Assistant Dean for Student Development and  
Citizenship Education

**Adam Kamras**, Director of Sports Information

**Lisa Lacombe**, Director of Recreational Sports

**Deborah Field McGrath**, Director of Athletics

**Mary McLaughlin-Terry**, Director of Residential Education

**Jacqueline Webb**, Director of William T. Baird Health and Counseling Center

**Sharon Williamson**, Director of Campus Activities

## Office of Administration

**Douglas G. Atkins**, Vice President for Administration

**Mike Heffernan**, Director of Sodexo Food Services

**Bruno Migliorini**, Director of Sodexo Facilities Services

**Christine Riley**, Director of Human Resources

**Kim White**, Manager of Follett Bookstore



**Office of Business and Finance**

**Douglas W. Lyon**, Treasurer  
**Judith Condict**, Director of Institutional Research  
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**Office of Advancement**

**Donald A. Hasseltine**, Vice President for Advancement  
**Elizabeth A. Cahill**, Director of Development  
**Gaye LaCasce**, Director of Alumni Relations  
**David R. Morcom**, Executive Director of Publications  
**Kimberly Slover**, Director of Communications

## Colby-Sawyer Alumni Association

The Colby-Sawyer Alumni Association provides a vital link between the college and its more than 12,000 alumni. Students who have attended the college for one year or more automatically are members of the Alumni Association. The Alumni Office is located in Seamans Alumni House on the college campus.

The Colby-Sawyer Alumni Association furthers Colby-Sawyer's mission by assisting the college with student recruitment, scholarships, the Annual Fund, regional programs, and career development. The Alumni Council works closely with the Director of Alumni Relations in advising the college on those events and policies that jointly benefit alumni and Colby-Sawyer.

For further information, please contact:

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