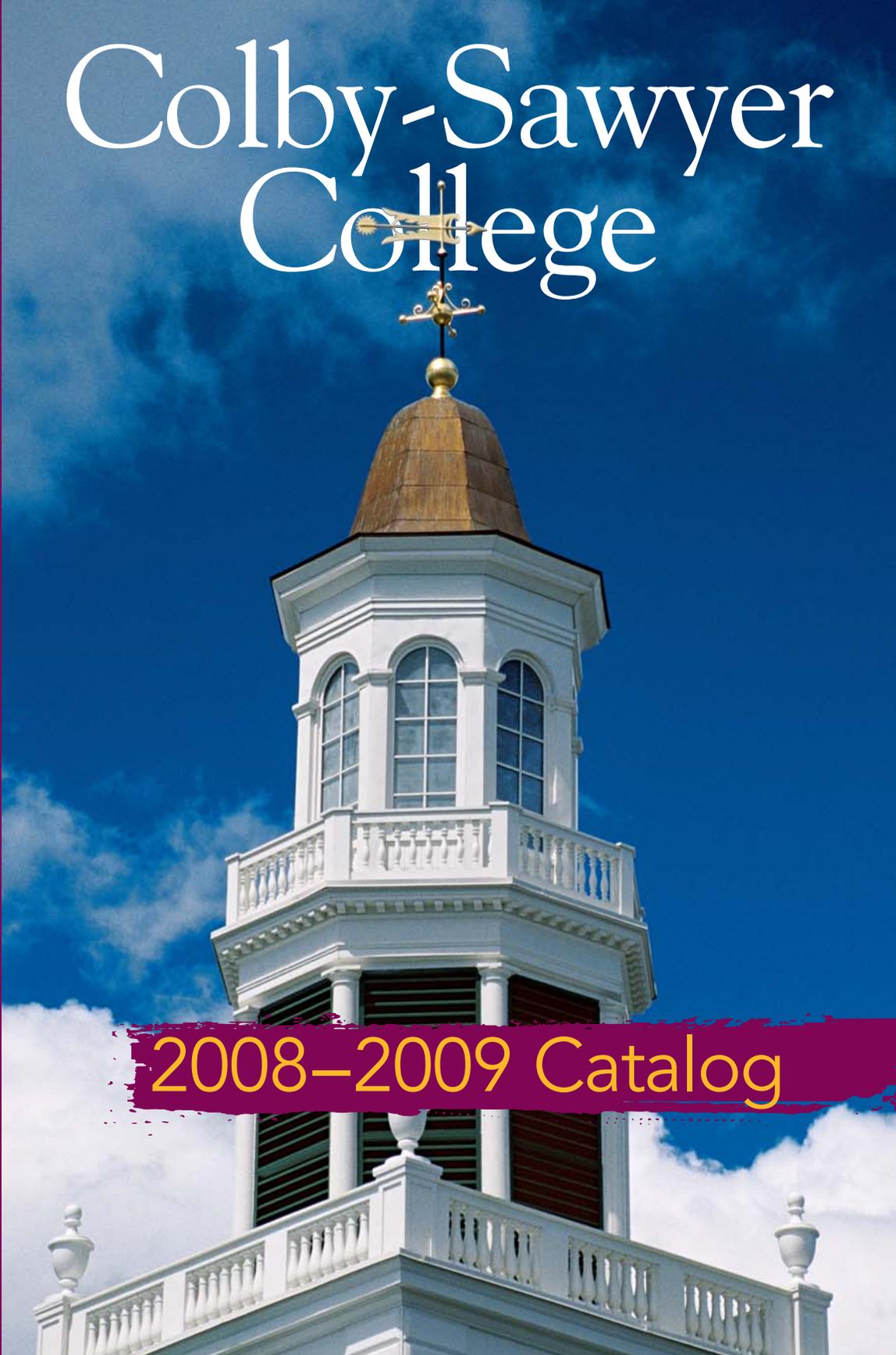


# Colby-Sawyer College

A photograph of a white, octagonal tower with a copper dome and a weather vane, set against a blue sky with clouds. The tower has a balcony with white balustrade and arched windows. The weather vane is gold and features a cross and a sun.

2008–2009 Catalog

# Catalog

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**2008–2009**



Colby-Sawyer College

541 Main Street  
New London, NH 03257

(603) 526-3000

[www.colby-sawyer.edu](http://www.colby-sawyer.edu)

## Notice of Nondiscrimination

Under institutional policy, as well as under state and federal law (including Title IX of the Education Amendments of 1972 and the Age Discrimination Act) Colby-Sawyer College admits students of any race, color, gender, or national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. Similarly, Colby-Sawyer College does not discriminate on the basis of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin in employment or in the administration of its educational policies, mission, scholarship and loan programs, athletic and other college administered programs.

Colby-Sawyer College has designated multiple individuals to coordinate its nondiscrimination compliance efforts. Questions, complaints, or concerns about issues of discrimination or harassment, including complaints of sex discrimination in violation of Title IX and age discrimination in violation of the Age Discrimination Act, may be directed as follows:

- For students: associate dean of students, Ware Campus Center, room 203; phone: 603-526-3755.
- For non-faculty employees: director of human resources, Colgate 123; phone: 603-526-3740.
- For faculty: academic vice-president and dean of faculty, Colgate 131; phone: 603-526-3760.

In addition, complaints of discrimination on the basis of sex may be directed to: Assistant Secretary, United States Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

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

- For complaints about students: Student Handbook, Section-Academic and Student Life Standards of Conduct
- For complaints about non-faculty employees: Staff Handbook, Section 2
- For complaints about faculty: Faculty Handbook, Section 2.10.3 and 2.10.4

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

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Programs that award degrees appear in bold print.

# Colby-Sawyer College

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## **NEASC**

**New England Association  
of Schools and Colleges  
Accredited Member**

Colby-Sawyer College is accredited by the New England Association of Schools and Colleges Inc., through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the NEASC should be directed to the administrative staff of the institution. Individuals also may contact

Commission on the Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433, USA  
(781) 271-0022, Fax (781) 271-0950  
[www.neasc.org/cihe/cihe.htm](http://www.neasc.org/cihe/cihe.htm)

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# College Academic Calendar 2008–2009

## Fall Semester

New Students Arrive and Orientation Begins	September 5
Convocation	September 5
Returning Students Arrive	September 7
First Day of Classes	September 8
Deadline to Add/Drop Classes	September 15
Spring Internship Application Deadline	October 4
Pass/Fail Deadline	October 4
Family Weekend	October 10–12
Major Acceptance and Teacher Certification Applications Deadline	October 17
Deadline to Remove an Incomplete Grade	October 17
Fall Recess (no classes)	October 20–21
Admissions Fall Open House	October 25
Deadline to Submit Midsemester Grades	October 27
Deadline to Withdraw from Classes	November 5
Spring Registration	November 10–13
Thanksgiving Recess (no classes)	November 26–28
Last Day of Classes	December 12
Reading Days	December 13, 14
Final Examinations	December 15–18

## Spring Semester

New and Returning Students Arrive	January 19
First Day of Classes	January 20
Deadline to Add/Drop Classes	January 27
Pass/Fail Deadline	February 13
Winter Recess (no classes)	February 16
Major Acceptance and Teacher Certification Applications Deadline	February 27
Deadline to Remove an Incomplete Grade	February 27
Summer and Fall Internship Application Deadline	March 4
Spring Recess (no classes)	March 7–15
Deadline to Submit Midsemester Grades	March 16
Deadline to Withdraw from Classes	March 25
Fall Registration	March 30, 31, April 1
Admissions Accepted Students Days	April 10, 17
Susan Colby Colgate Scholars' Symposium	April 22
Last Day of Classes	April 28
Reading Days	April 29, May 2 and 3
Final Examinations	April 30, May 1, 4 and 5
Commencement	May 9



# **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 coequal 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; and
- prepares graduates to define and pursue varied personal, educational and career options.

## Key Elements of the Mission

- **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 essential for all students.

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; 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.

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.

### **The Learning Outcomes**

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.

### **Colby-Sawyer students will:**

- **Learn and use a broad body of knowledge with depth in their major fields**

Through their liberal arts education, students will acquire knowledge produced by their experiences and the scholarly disciplines and will develop interdisciplinary understanding. Through their major program of study, students will gain significant depth of disciplinary knowledge, integrating the liberal arts and sciences with career preparation.

- **Enrich and deepen their self-knowledge**

Students will explore the elements of their private and public selves and integrate their personal, social and academic experiences. They will explore the roles of intellect, emotion, body and spirit in a person's well-being; and strive to lead lives that demonstrate responsibility to themselves, their society, and the earth.

- **Think creatively and critically**

Students will analyze, evaluate, understand, and synthesize new information and respond to it in considered and creative ways. They will develop qualitative and quantitative skills and use evidence to support and question opinions, ideas, and beliefs in personal, public, and professional life. They will be able to put ideas together in new ways and to engage in hypothetical reasoning—to imagine that which does not yet exist.

- **Communicate and interact effectively**

Students will articulate and understand their experiences through speaking, reading, writing, listening, movement, and the various modes of artistic appreciation and expression. They will develop competence with new and traditional methods of communication. They will apply these skills, demonstrating effective collaboration in their personal, social, and professional lives.

- **Act ethically and professionally**

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

- **Understand and employ multiple perspectives**

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

## **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 these ends, 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; and
- 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; and
- 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; and
- 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, and volunteer and community settings; and
- assists students in making connections among disciplines and areas of experience and between their college and professional pursuits.

## History of Colby-Sawyer College

Colby-Sawyer College has responded to changing times and the educational needs of students. The college originated 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 and 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 90 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 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 introduce baccalaureate programs. As these programs were gradually expanded, 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, each one leaving an individual stamp on the college as a scholar and an 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 Susan Colgate Cleveland 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 served as the seventh president of Colby-Sawyer College from 1996 to 2005. She led the largest capital campaign in college history, raising more than \$40 million for endowment, capital projects and academic support. Earlier in her tenure, President Ponder led a drive to return a historic building, now named Lethbridge Lodge, to campus for student use, extended the college's contiguous landholdings to 200 acres, and built two new residence halls, Danforth and Lawson Halls.

In August 2006, Thomas C. Galligan Jr., the former dean and professor of law at the University of Tennessee College of Law, took office as the college's eighth president. Following a nationwide search, President Galligan was selected unanimously by the Board of Trustees.

## Campus Facilities

Colby-Sawyer is located on the crest of a hill in New London, New Hampshire, in the heart of the Lake Sunapee Region. The combination of beautifully maintained grounds and stately buildings creates an environment conducive to learning. Campus architecture ranges from the classic Georgian style of Colgate Hall to the contemporary architecture of the Susan Colgate Cleveland Library/Learning Center. The campus is safe, comfortable and accessible. Students can walk to all buildings without leaving the campus or requiring special transportation.

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

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

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

The center, located on the third floor of Colgate Hall, was a gift from Martine Baker-Anderson '59, in memory of her father, Elbert H. Baker II—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 technology-enabled classrooms; offices for the student newspaper, *The Colby-Sawyer Courier*; a video studio and editing room; and academic spaces.

### **Caretakers Cottage (1930)**

The cottage is a nine-room building built in 1930 as a residence for the farm manager of the Colby Homestead. It was renovated in 1992. Situated near the Susan Colgate Cleveland Library/Learning Center, it now houses College Communications, the Office of Institutional Research, and the college grants writer.

### **Colby Farm (2005)**

Colby Farm consists of a 12,000 sq. ft. former private residence and 18 acres of land. The building was acquired in 2005 through the generosity of the owner, Michael DiLorenzo. The building currently provides housing for guests of the college, staff residence space, and room for occasional departmental retreats and meetings. The barns and garages provide storage for facilities, equipment and supplies.

### **Colby Homestead (1800)**

Beginning in February 2004, the Advancement Office (including Alumni Relations, Development, Research, Stewardship, the office of the Vice President of Advancement and the Adventures in Learning Program) have been located in the Colby Homestead. Previously, the building served as a private residence for college staff and administrators. The historic building, which the college purchased in 1981, once was the home of Anthony Colby, the governor of New Hampshire (1846–1847).

**Colgate Hall (1911)**

The central building on campus is Colgate Hall, built in 1911 to house the entire teaching and living facilities of Colby Academy. Reconstructed, altered and enlarged many times, this building constitutes the center of the college. Visitors are welcomed to Colgate Hall in the elegant Thornton Living Room. Colgate Hall houses the Admissions Office, other administrative offices, classrooms, bookstore, student computer facilities, and Campus Safety. It also houses the departments of Business Administration, Social Sciences and Education, Nursing, and Humanities.

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

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

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

The five-level structure houses Information Resources, which provides print and electronic resources, including full-text databases, books, periodicals, video-tapes, DVDs and compact discs. With its spectacular view of the surrounding mountains, the library is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with 30 PCs and a 25-seat computer classroom.

**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.

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

The Curtis L. Ivey Science Center is a two-story, 32,000-square-foot building that houses the Natural Sciences Department and the Institute for Community and Environment. As the new center for science education, the facility accommodates eight laboratories and six classrooms, with faculty offices and student spaces on both floors. A 180-seat auditorium is located on the first floor. The building was named for Curtis L. and Doris Ivey, who contributed a major gift for science education in memory of their children, Curtis Ivey Jr. and Elizabeth Ivey Jurgenson.

**James House (1931)**

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

**Lethbridge Lodge (1998)**

From 1934 until 1996, the Lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London's first meeting house, originally erected in 1788. The Lodge was reconstructed on campus in 1998 and named Lethbridge Lodge in honor of trustee and friend George M. "Bud" Lethbridge, in May 2004. The building has a great room with a fireplace, snack bar and Internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access. During the summer it is used for alumni activities.

**Mercer Hall (1963/2002)**

Mercer Hall houses the Exercise and Sport Sciences Department. The building includes refurbished classrooms, conference areas, laboratories, and office space for students, faculty and staff. A 20-foot addition, a climbing wall, an expanse of windows overlooking Mount Kearsarge, and a colonnade were also included in the renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer '41, the building was rededicated in the fall of 2002. It was originally built in 1963 with funds raised by Dr. Eugene Austin, second president of the college.

**President's House (1937)**

The President's House on Main Street, across from the campus, was one of several gifts from Mary Colgate to the college. Surrounded by spacious lawns and well-groomed gardens, this house provides a gracious setting for social and celebratory events.

**Reichhold Center (1962)**

The center was made possible through the generosity of Mr. Henry H. Reichhold, father of Colby-Sawyer alumna Ingrid Reichhold Wagner '51. The former science center provides classrooms, faculty offices and a photography darkroom for the Art Department.

**Sawyer Fine Arts Center (1959)**

The Sawyer Fine Arts Center was named in honor of Dr. H. Leslie Sawyer, who served as headmaster of Colby Academy from 1922 to 1928 and as first president of the college from 1928 until his retirement in 1955. The center includes classrooms, the art history media library, art studios dedicated to study in ceramics, design, drawing, graphic design, printmaking, and sculpture. The center also provides the Marian Graves Mugar Gallery, the Everett and Ruth Woodman Dance Studio, and the Sawyer Theatre and stagecraft studios and offices for the Fine and Performing Arts Department. There are additional fine arts studios for painting and photography in Colgate Hall.

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

The Fine and Performing Arts Department and the Mugar 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 design, drawing, 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 three fully equipped studios for graphic design students. The studios, located in the Sawyer Fine Arts Center, offer current graphic design technology, including Macintosh computers, digital imaging equipment and large-format color printers.

**Ware Campus Center (1987)**

The Ware Campus Center, named in honor of Judge Martha Ware '37, former trustee, provides a common gathering place and is the site of many educational and social events. The center houses the campus dining room, Hicks Alumni Lounge, Campus Activities, Wheeler Hall, the mailroom, 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, and the assistant dean of students; Residential Education; Citizenship Education; space for clubs and organizations; Students in Free Enterprise; Ware Conference Room; and the Board of Trustees Conference Room.

**Wesson Honors Suite (2008)**

The Wesson Honors Suite, located on the fourth floor of Colgate Hall, was opened in 2008 and funded by the continued generosity of Bill and Jan Wesson and the college. The suite provides space for honors students to study and gather twenty-four hours a day in a space provided with computers and wireless internet access. As part of the program's mission "to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college," two of the three rooms are available to any constituency in the college as a place for gathering.

**Windy Hill School (1976)**

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 are also offered here.

## Residence Halls

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

### **Abbey Hall (1940)**

Abbey Hall was named to honor Mrs. Emily F. Abbey Gill, who made generous contributions to leading New England colleges especially concerned with the education of women. Abbey Hall accommodates 66 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 Hall accommodates 61 students.

### **Best Hall (1954)**

Best Hall was named for Dr. Samuel M. Best, football coach at Colby Academy, member of the Board of Trustees from 1933 until 1968, and chair from 1933 until 1968. Best Hall 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 New London Academy in 1837. The home he built in 1816 still stands on Main Street, one block east of the campus. His grandchildren, Wilfred E. Burpee, class of 1882, and Mary Burpee Macomber, class of 1885, served as trustees from 1907 to 1948 and from 1905 to 1952 respectively. Erected wing-by-wing over three years, Burpee Hall housed the library collection until 1949. Burpee Hall accommodates 116 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 19th-century New Hampshire governor, and his daughter Susan was the first teacher and principal. Colby Hall accommodates 55 students.

### **Danforth Hall (2001)**

Danforth Hall was named in recognition of Peter D. Danforth, who served the college as a trustee from 1983 to 1992 and again from 1999 to 2006. The hall opened in fall 2001 as a residential facility for 102 students who live in 10- and 11-person suites with single and double rooms. It also features a conservatory, greenhouse, and the Harrington Center for Career Development and Community Service.

**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 chair. Lawson Hall has an elevator and accommodates 107 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 Hall accommodates 39 students.

**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 chair of the Board of Trustees. Page Hall accommodates 48 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 Hall accommodates 59 students.

## Athletic and 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.

**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 among the nation's top 75 public courses.

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

The center is named for Dan Hogan, a former trustee, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation and community fitness. The 63,000-square-foot building contains the Coffin Field House with its suspended running/walking track; the Knight Natatorium six-lane swimming pool, locker rooms and aerobics studio; the Elizabeth Kind Van Cise Fitness Center; Athletic Department 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. It is the primary facility for indoor athletic events at the college.

### **Kelsey Athletic Fields and Mercer Field**

The Kelsey Athletic Fields, dedicated in 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 baseball diamond, soccer/lacrosse field and an 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, named in honor of Bill and Mona Mercer, is a competition field near Lawson Hall and complements the range of athletic and recreational sports facilities at the college.

### **Patricia D. Kelsey Tennis Courts**

Six composition tennis courts are available for outdoor use from early spring until late fall. Relocated in 2001, these courts offer unparalleled views of Mount Kearsarge.

### **Lakes and Mountains**

Within minutes of campus, Lake Sunapee, Little Lake Sunapee and Pleasant Lake provide students opportunities for boating, fishing and swimming. The college is ideally located for hiking enthusiasts, with Mount Kearsarge and Mount Sunapee each a 10-minute drive from campus. The college's location in the midst of ski country offers many opportunities for alpine downhill and cross-country skiers and snowboarders. Mount Sunapee, Eastman Ski Touring Center and Ragged Mountain Ski Area are a short drive from the college.

### **Equestrian Facilities**

Complete equestrian facilities are available to students within minutes of campus at Hiddenbrook Farm in Grantham. These facilities include an indoor riding arena used for lessons, varsity practices and equestrian events. Stables also are available for boarding horses.



# **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.

## Liberal Education Program

The goals of the liberal education program are to provide students with the skills needed to do successful college-level work, to obtain exposure to and to appreciate the integration of a variety of disciplinary areas. Students must complete the five components of the Liberal Education Program: Proficiencies, Pathway, Exploration Courses, Capstone, and Portfolio.

### 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 Proficiency–WRT 105: Writing I** (students must earn a minimum grade of C)

It is the purpose of the writing proficiency to initiate students into the rigors and rewards of academic writing. Through assignments including the academic argument, the research paper, and the personal essay, the course seeks to build solid foundations in each of four areas critical to written work at the college level and beyond: rhetoric, critical thinking/reading, processes, and conventions. Students leaving the course will recognize that learning to write well is a lifelong process requiring time, practice and diligence. It is assumed that skills acquired in the writing proficiency course will be reinforced across the curriculum as students continue their education at the college.

#### Learning Objectives

1. recognize and employ a variety of rhetorical strategies to create essays, arguments and research papers;
2. develop the critical reading, writing and thinking skills needed to enter scholarly conversations with thinkers from both within and without the college community;
3. understand writing as a process that involves prewriting, writing and rewriting;
4. practice the conventions of academic writing;
5. become acquainted with library resources; and
6. learn to give, receive and evaluate criticism of written work.

**Quantitative Literacy—Any math course numbered 122 or above**

The underlying purpose of the quantitative literacy proficiency at Colby-Sawyer College is to teach students the necessary skills and tools to understand and use quantitative information to function effectively in their personal, public, and professional lives. An educated citizen in our increasingly information centered world must efficiently gather information, analyze and use it to make well-reasoned decisions on a variety of issues. The ability to display quantitative information is also an integral part of effective communication skills. Skills acquired in the quantitative literacy proficiency course will be reinforced across the curriculum as students continue their education at the college.

**Learning Objectives**

1. apply basic arithmetical, algebraic and geometric tools in everyday settings and distinguish between the appropriate use and misuse of numerical information;
2. use inductive and deductive thinking skills and understand fallacies in logic;
3. understand, correctly summarize, and use quantitative information given in the form of descriptive statistics and graphical displays;
4. use hypothetical reasoning to develop and test hypotheses and to draw correct inferences and make well reasoned decisions from collected data; and
5. improve students' attitude toward and confidence in using quantitative subjects and tools.

**Computing Literacy—CIS 105: Computer Concepts and Applications or  
CIS 201: Computer Applications for Data Analysis**

To be an informed citizen and an effective contributor to society increasingly requires the use of computer technology. Furthermore, the computer tools available and their uses are constantly changing, so the ability to engage new technology is more important than developing specific skills in selected software programs. Thus, the computing proficiency emphasizes students' developing experience with current uses of computing technology and with the ever-present need to embrace new technological tools. Students also gain awareness of the impact of technology on themselves as individuals and on society as a whole. Across the curriculum experiences with computing will reinforce the skills acquired in the computing literacy proficiency course as students continue their education.

**Learning Objectives**

1. use computer technology as a tool for communication and problem solving;
2. practice methods to minimize the risks and reap the benefits of working in a networked environment;
3. utilize ethical and legal techniques in using and conveying information accessed via computer technology;

4. use creative and critical thinking to propose and evaluate technology-based solutions to a variety of problems; and
5. develop personal strategies for maintaining computer literacy through self-directed, life-long learning.

## 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; and
- 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. A variety of Pathway choices are offered each fall semester. This year's Pathway choices are listed in the Major Programs and Course Offerings section of this catalog. A Pathway includes:

- PTH 101: First Year Seminar. This three-credit seminar is taken in the first semester.
- Three Stepping Stone courses chosen from at least 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.
- PTH 201: Sophomore Seminar. This three-credit seminar is taken in the fourth semester.

Students who do not earn a passing grade in PTH 101: First Year Seminar, must enroll and successfully complete another First Year Seminar as soon as one is offered. Students also must successfully complete the three Stepping Stone courses before or during the semester in which they enroll in PTH 201: Sophomore Seminar.

### Transfer Students

Students who transfer less than 24 credits to Colby-Sawyer must complete each of the Pathway requirements including the First Year and Sophomore Seminars and

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

three Stepping Stone courses. The registrar determines if transfer credit will be awarded for a course that is the equivalent of a Stepping Stone course.

Students who transfer at least 24 credits are exempt from the First Year Pathway Seminar. However, the remainder of the Pathway courses, three stepping Stone courses and the Pathway Sophomore Seminar are required. Transfer Students must officially declare a Pathway by submitting the completed Intent to Declare a Pathway form to the registrar's office no later than the first week of classes for the first semester of the student's enrollment.

### 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 are:**

- to foster interdisciplinary thinking;
- to emphasize the connectedness of learning;
- to allow the student to acquire breadth of understanding and perspective;  
and
- to support the free exploration of ideas and perspectives.

#### Requirements

Students are required to take a total of eight Exploration courses. Some of these courses will be Pathway Stepping Stone courses, and some also may 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 from 2 of the following areas:

Environmental Literacy	Media Literacy
Global Perspectives	Wellness

### Exploration Areas

#### 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:* BIO 100; BUS 321; ENV 100, 207, 312, 321; PHI 312

## **Fine and Performing Arts**

The arts offer an understanding of culture through the study of art objects, visual communication, live theatre, dance and movement studies, music, voice and writing. These arts courses are interdisciplinary in nature and require an understanding of cultural and historical contexts to grasp the intent of the artist. The study of the fine and performing arts provides students with a comprehensive view of the ways artists make work within the historical, scholarly, and technical frameworks of the visual arts, performance arts.

*Courses:* ART 100, 110, 125, 230, 234, 240, 245, 260, 270; COM 101; DAN 110, 120, 130, 240; MUS 103; THE 102, 140, 201, 230; WRT 201

## **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 244; ENG 224, 248, 249; GOV 100; 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 201; ARH 201, 202; HIS 101, 102, 217, 218

## **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:* HUM 203; PHI 100, 110, 111, 205, 213, 214, 221, 305; REL 100, 205, 206, 234, 237; 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:* ENG 213, 215, 216, 218, 220, 221, 222, 226, 229, 231, 232, 244, 245, 247, 251, 265; ENV 215, 229

### **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, 227, 241, 243; ENV 204; WST 243

### **Science**

Science is a basic and formative part of the 21st-century world, and each citizen must make personal and public choices that require knowledge about the content and method of science. Science courses focus on basic scientific principles and methods, the 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; CHE 101; ENV 107, 120, 201, 203; PHY 101; SCI 112, 120, 130, 140

### **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; ECO 100, 101, 102; EDU 201; ENV 116; PSY 101; SOC 101

### **Wellness**

The Wellness model focuses on 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 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

The goal of the Capstone is 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.

## 5. Portfolio

*Purpose:* To provide students with an opportunity to concretely demonstrate how they have met the college learning outcomes.

### Requirements

The liberal education portfolio is a selective and reflective demonstration of the achievement of learning outcomes through students' experiences over their years of learning at Colby-Sawyer College, both inside and outside of the classroom. Students are authors of their own portfolios, which include reflections on a range of experiences across the major, across the liberal education program and across the college. The portfolio demonstrates personal and professional growth throughout the college years.

Portfolio elements include:

- writing portfolio assignments from WRT 105: Writing I ;
- reflective pieces of writing from the PTH 101: Pathway First Year Seminar and PTH 201: Pathway Sophomore Seminar;
- material submitted in application for Major Acceptance and other material specified by the particular major; and
- reflections and other material from the Capstone Experience.

## Baccalaureate Degree Programs

Colby-Sawyer offers a wide range of major programs. 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 grade point average of 2.0 and a minimum of 120 credit hours for the baccalaureate degree are required. Degrees are awarded at commencement, following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail in the Major Programs and Course Offerings section of this catalog.

The faculty and staff who serve as advisors and mentors for students take seriously their responsibility to assist students in planning and making decisions about course selection, choice of major, and career opportunities. 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's Major Programs:****For the Bachelor of Arts Degree (B.A.)**

Art History  
Art–Studio Art  
    Ceramics  
    Graphic Design  
    Painting  
    Photography  
    Printmaking  
    Sculpture  
Biology  
Communication Studies  
Creative Writing  
English  
History, Society and Culture  
Psychology

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

Art–Studio Art  
    Ceramics  
    Painting  
    Photography  
    Printmaking  
    Sculpture  
Graphic Design

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

Business Administration  
Child Development  
Environmental Science  
    Aquatic  
    Terrestrial  
Environmental Studies  
Exercise and Sport Sciences  
    Athletic Training  
    Exercise Science  
    Sport Management  
Nursing

**Teacher Preparation Program**

Colby-Sawyer offers New Hampshire Teacher Certification in Early Childhood Education (N–3). Information on preparation for graduate school is in the Education Minor section of the catalog.

**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 Liberal Arts. 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. To graduate with an associate degree, students must earn a minimum 2.0 cumulative grade point average and complete 60 credit hours of study, including the requirements in liberal education. Students who enroll in the Associate Degree Program often continue for two more years to earn a baccalaureate degree. This progress toward the bachelors degree can readily be done at Colby-Sawyer or elsewhere.

## Minor Programs

Students pursuing baccalaureate degrees who wish to have a concentrated program of study in addition to their major 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. Students may take no more than three credit hours of independent study to satisfy minor requirements. No more than two courses completed to satisfy the requirements for a minor may be counted toward the requirements for any major or another minor. Declaration of Minor forms are available in the Registrar's Office.

The following minors are offered:

American Studies	English
Art History	History
Studio Art	Philosophy
Biology	Psychology
Business Administration	Sociology
Child Development	Theatre
Communication Studies	Women's Studies
Education	Writing for Publication
Environmental Studies	

## Additional Curricular Opportunities

Certain majors can lead students into pre-law, pre-medical, pre-veterinary, and pre-physical therapy professional programs. Information is in the Additional Curricular Opportunities section of the catalog.

# **MAJOR PROGRAMS AND COURSE OFFERINGS**

# American Studies

P. ANDERSON, M. MEADE

## American Studies Minor

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

### Requirements

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 or 400 level. The other nine credits of work may be done in any other courses in American studies, American literature (ENG 215, 221, 222, 224, 226, 229, 247, 324, 333, 339) or American history (HIS 101, 102, 301, 307, 309, 310, 323; HSC 250, 350) or in any of the following: ARH 315; COM 227, 235, 241, 325, 341; ENV 215, 229, 323; GOV 202, 301; PHI 111; SOC 101, 203, 304; WST 111. Please refer to the Minor Programs section of the catalog for further information.

## Course Offerings

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

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

Exploration Area: History

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

These courses offer students in-depth study of topics in American studies that are not part of the regularly scheduled course offerings. The topics are announced before registration.

### **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 Program faculty. Internships are available in areas of teaching, journalism, law, government, museum curatorship, and library work. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Preinternship seminar, permission of the instructor

### **AME 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 between course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the American Studies Program faculty. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

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

This course examines the myths and realities associated with the American Dream of Success, as reflected in the literature and film from the past hundred years. After briefly tracing the history of this ideal, the course focuses on how it has been treated by modern writers and filmmakers, including Fitzgerald, Miller, Hellman, Salinger, Chaplin, Welles, Wilder and Spike Lee. Offered spring of odd-numbered years.

*Prerequisite:* One 200-level literature or film course

**AME/COM 341 History of U.S. Mass Media** 3 credit hours

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

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

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

## Arts

L. BARNETT, D. CAMPBELL, B. CLANCY, D. ERNSTER, N. GAFFNEY, B. GIBBS-RILEY,  
D. GOTTSEGEN, J. KEENAN, R. TOLLEY, K. TUPPER, B. YARBOROUGH

The mission of the Department of Fine and Performing Arts at Colby-Sawyer College is to offer quality educational opportunities in the arts by providing programs in art history, studio art and design disciplines, with additional experiences in dance, music, and theatre. In an environment conducive to interdisciplinary exploration of art history, the arts and technology, the department offers Bachelor of Arts in Art History, Bachelor of Arts and Bachelor of Fine Arts degrees in Studio Art, and a Bachelor of Fine Arts in Graphic Design.

The department also offers minors in art history, studio art, and theatre. These minors are designed to add a rich dimension to other majors across the campus. An understanding of historical perspectives, adding knowledge of contemporary trends, and employing interdisciplinary approaches are important mechanisms that move students toward becoming intellectually vibrant individuals. Information about opportunities in dance, music and theatre can be found in other sections of this catalog.

### Bachelor of Arts: Art History

The study of the history of visual culture is a vital component of the liberal arts educational model, providing students an understanding of how art and the built environment have responded to and shaped significant historical events, projected and constructed social meaning, and enriched human experience across cultural and

geographical boundaries. It encourages and enables students to analyze and interpret the visual culture of their own world.

The Bachelor of Arts degree in Art History, which is offered in the Department of Fine and Performing Arts, is intended for students considering a career in museum curatorship or education, historic preservation, art conservation, or a related historical field. The program begins with a two-term introductory survey and fundamental studio work before continuing through intermediate-level courses in more focused historical and geographical areas. In order to gain an interdisciplinary perspective, students must also integrate courses in other departments that complement their art historical interests. Students may arrange internships in an art historical field, although this is not a degree requirement. The major culminates in a senior seminar (which art history minors are also encouraged to take) and a Capstone thesis based on intensive, independent research.

More information on the Fine and Performing Arts Department and the other curriculum areas that contribute to the art history degree can be found in other sections of this catalog.

### Major Requirements

Liberal Education Program requirements

ART 125 and one introductory studio course chosen from: ART 110, 230, 234, 240, 245, 260, or 270

ARH 201, 202, 324, 325, 333

ARH 300-level European Art (under development) or 315

ARH 365 or 375 or 380

HSC 100

Two non-ARH 100- or 200-level courses from the following: AME 201;

COM 203, 227, 235, 241, 244; COM/WST 243; ENG/ENV 215; ENG 221, 222, 226, 231, 232, 247, 265; HIS 101, 102, 217, 218; PHI 100, 221; PHI/WST 111; REL 100, 206, 234, 237; THE 201, 202

Two non-ARH 300-level courses from the following: AME 305; AME/COM 341;

ENG 317, 324, 339; ENG/WST 331; HIS 301, 307, 309, 310, 317, 319, 321, 324; PHI 308

ARH 400-level Senior Seminar

ARH 400-level Senior Capstone

ARH 285 or 485 recommended

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum average of C (2.0) in ARH 201 and 202, and HSC 100
- Liberal Education Portfolio review
- Brief personal statement on research and methodology

When applying for Major Acceptance, students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

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

WRT 105  
 CIS 105 or 201  
 PTH 101  
 ARH 201  
 Liberal Education Course

Math Requirement  
 ART 125 or Intro. Studio Course  
 ARH 202  
 Liberal Education Course  
 Elective

**Sophomore Year**

ART 125 or Intro. Studio Course  
 HSC 100  
 ARH 300-level or  
 Liberal Education Course  
 ARH 300-level  
 Elective

PTH 201  
 Non-ARH 100/200-level  
 ARH 300-level or  
 Liberal Education Course  
 Liberal Education Course  
 Elective

**Junior Year**

ARH 300-level or  
 Liberal Education Course  
 ARH 300-level or  
 Liberal Education Course  
 Non-ARH 100/200-level  
 Non-ARH or Elective  
 Elective

ARH 300-level or  
 Liberal Education Course  
 ARH 300-level or  
 Liberal Education Course  
 Non-ARH 300-level or Elective  
 Liberal Education Course  
 Elective

**Senior Year**

Non-ARH 300-level or Elective  
 ARH 300-level or Elective  
 ARH 400-level Senior Seminar  
 Elective  
 Elective

ARH 300-level or Elective  
 ARH 300-level or Elective  
 ARH 400-level Capstone  
 Elective  
 Elective

**Total credit hours: 120 minimum****Art History Minor****Requirements**

The minor consists of 18 credit hours in the following required courses:  
 One introductory studio course: ART 110, 125, 230, 234, 240, 245,  
 260, or 270  
 ARH 201, 202  
 Two courses from the following: ARH 315, 324, 325, 333  
 One course from the following: ARH 365, 375, 380  
 ARH 400-level Senior Seminar strongly recommended

## Art History Course Offerings

### **ARH 201 History of Western Art I**

**3 credit hours**

This course surveys developments in painting, sculpture, and architecture in Western cultures from pre-history through the Gothic period in Europe (ca. 1400 CE). While identifying typical formal characteristics of artistic production in each successive civilization, the course emphasizes a fundamental historical understanding of those civilizations as well. Art and architecture are considered as expressions of specific contexts of culture, society, religion, and politics. Offered fall.

Exploration Area: History

### **ARH 202 History of Western Art II**

**3 credit hours**

This course surveys developments in painting, sculpture, and architecture in Western cultures from the early Renaissance (ca. 1300) to the present. While identifying typical formal characteristics of artistic production in each successive period, the course emphasizes a fundamental historical understanding of those periods as well. Art and architecture are considered as expressions of specific contexts of culture, society, religion, and politics. Offered spring.

Exploration Area: History

*Prerequisite:* ARH 201 strongly recommended, but not required

### **ARH 250, 350, 450 Topics in Art History**

**1–3 credit hours**

These courses offer students in-depth study of topics in art history that are not part of the regularly scheduled course offerings. Topics are announced before registration. Offered fall and spring.

### **ARH 285, 485 Art History Internship**

**0–6 credit hours**

Qualified students may arrange internships of either 120 or 240 hours to gain on-site experience in fields related to art and architectural history, including museums and galleries, the college's Permanent Collection, historic preservation firms, auction houses, or other organizations. A faculty member serves as the student's sponsor. Students must submit an application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Upon completing the internship, students submit a written report to their faculty sponsor. Graded Pass/Fail. Offered fall, spring, and summer.

*Prerequisite:* Permission of faculty sponsor and department chair.

Major Acceptance required for ARH 485

### **ARH 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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Students develop an independent study course in consultation with a faculty member in the Fine and Performing Arts Department. Independent study courses may not be used to meet a major requirement; only one may be used to meet the requirements for a minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**ARH 300-level European Art, 1400 to 1750  
(under development)****3 credit hours**

This course offers close study of the art and architecture of Europe from the Renaissance through the Rococo, a period that established fundamental artistic and theoretical traditions in modern Western culture. Major themes include the patronage roles of church and state, the cyclical popularity of aesthetic standards, the authority of academic institutions, and the rise of artistic professionalism and the art market. Offered fall of odd-numbered years.

*Prerequisite:* ARH 202, ARH 201 recommended, relevant coursework in history acceptable with permission of the instructor

**ARH 315 American Art****3 credit hours**

This course examines the history of American painting, sculpture, and occasionally architecture from the pre-colonial period to the mid-twentieth century. The course focuses on the United States and its evolving relationship with European traditions, considering issues of formal and visual analysis alongside questions of national identity, artistic independence, cultural and social change, and modernity. Offered spring of even-numbered years.

*Prerequisite:* ARH 202, ARH 201 also recommended, relevant coursework in history acceptable with permission of the instructor

**ARH 324 Nineteenth-Century Art****3 credit hours**

This course investigates the evolution of “modern” painting, sculpture, photography, and architecture, with a focus on Europe. From eighteenth-century Neoclassicism through the complex expressions of Symbolism and Art Nouveau around 1900, the course examines how artists and architects fashioned themselves and their work as modern, amidst unprecedented changes in industry and technology, political and economic structures, and social and national identity. Offered fall of even-numbered years.

*Prerequisite:* ARH 202, ARH 201 also recommended, relevant coursework in history acceptable with permission of the instructor

**ARH 325 Twentieth-Century Art****3 credit hours**

This course follows developments in painting, sculpture, photography, and art criticism in Europe and the United States during the twentieth century. From the century’s early avant-garde movements, through two World Wars and the Cold War, to the diverse expressions of Post-Modernism and contemporary trends, the course considers art’s social and historical context while scrutinizing its formal and expressive characteristics. Offered spring of odd-numbered years.

*Prerequisite:* ARH 202, ARH 201 also recommended, relevant coursework in history acceptable with permission of the instructor

**ARH 333 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. 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.

*Prerequisite:* ARH 201 or 202

**ARH 365 Modern Architecture****3 credit hours**

The built environment is the most visible expression of cultural, social, and political history. This course explores architecture in Europe and the United States from the mid-eighteenth century to the present, surveying the period's major buildings, architects, and patrons. While identifying characteristics of form, style, and design, the course also raises issues of industrialization and technology, nationalism and historicism, modernity, and architectural training and theory. Offered spring of 2009; spring of even-numbered years thereafter.

*Prerequisites:* ARH 201, 202

**ARH/HIS 375 Urbanism and City Planning in the Modern West****3 credit hours**

This course investigates urban planning in modern Europe and the United States, encompassing Renaissance, Baroque, and Neoclassical city design, industrialization and its urbanistic consequences, and the challenges that have faced cities and suburbs in the last century. Students consider the strategies (religious, propagandistic, aesthetic, commercial, reformist, utopian, etc.) that architects, theorists, social critics, politicians, and others have proposed for various urban contexts. Offered fall of even-numbered years.

*Prerequisites:* ARH 201 and 202, or relevant coursework in history acceptable with permission of the instructor

**ARH 380 History of Graphic Design****3 credit hours**

This course surveys graphic design from prehistory to the present. Within the context of cultural, socio-political, technological, and artistic movements, students examine the work of various nations and individuals who have shaped contemporary practice and theory. While focusing on graphic design, the course introduces parallel developments in industrial design and architecture. Assignments encourage students to examine historical influences in their own work. Offered fall.

*Prerequisites:* ARH 201, 202

**ARH 400-level Senior Seminar in Art History  
(under development)****3 credit hours**

The Senior Seminar is an intensive, student-driven forum for collective investigation, exchange, and research. With minimal guidance and facilitation from faculty, students determine topics and reading lists that provide the basis for weekly discussion. The course culminates in substantial student presentations of individual research. Offered fall.

*Prerequisites:* Senior standing and completion of at least two 300-level ARH courses

**ARH 400-level Senior Thesis (Capstone)  
(under development)****3 credit hours**

The Senior Thesis is an independent research project of significant scale, involving considerable scholarly rigor, intellectual content, and depth of research. In addition to the written thesis itself, students will orally present their research to their peers in a group forum. Offered spring.

*Prerequisites:* Major Acceptance and ARH 401

## Bachelor of Arts: Studio Art

Bachelor of Arts in Studio Art major provides the 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 completing a series of introductory courses, students select an area of concentration in ceramics, graphic design, painting, photography, printmaking, or sculpture in order to complete their studio sequence.

In addition to the studio sequence, each student takes two semesters of art history survey and two upper-level art history courses. 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 in Studio Art is the recommended degree option for those students seeking further study at the graduate level in teaching.

### Major Requirements

Liberal Education Program requirements

ARH 201, 202

ART 110, 125, 132, 230 or 234, 240, 245, 270, 425

One additional introductory studio course from: ART 210, 213, 260

Two 300-level art history courses

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

ART 285 or 485 highly recommended

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade average of C (2.0) in ART 110, 125; ARH 201 or 202; and at least one 200-level studio course
- A portfolio review by Art Department faculty
- A written artist's statement

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

ART 110 or 125

CIS 105 or 201

PTH 101

Liberal Education Course

Math Requirement

ART 125 or 110

Intro. Studio Course or ART 132

Liberal Education Course

Elective

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
ART 132 or Intro. Studio Course	Intro. Studio Course
ARH 201	Intro. Studio Course
Liberal Education Course	ARH202
Liberal Education Course	PTH 201
Elective	Liberal Education Course
<b>Junior Year</b>	
Intro. Studio Course	Intro. Studio Course
Art History 300-level Course	Studio Concentration Course
Liberal Education Course	Liberal Education Course
Elective	Elective
Elective	Elective
<b>Senior Year</b>	
Studio Concentration Course	Studio Concentration Course
ART 425 or Elective	ART 425 or Elective
Art History 300-level Course	Elective
Elective	Elective
Elective	Elective

**Total credit hours: 120 minimum**

**Bachelor of Fine Arts: Studio Art**

The Fine and Performing Arts Department offers a Bachelor of Fine Arts with a major in Studio Art that provides the 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. The faculty encourages students to deepen their self-knowledge through understanding multiple perspectives, through creative and reflective enterprise and through developing an awareness of the importance of informed judgment.

In addition to the studio component of the program, students take two semesters of art history survey and three upper-level art history courses. Seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their Capstone Experience. The BFA program is recommended for those students who may want to go on to teach at the college level and therefore are planning to continue fine arts studies at the graduate level.

**Major Requirements**

- Liberal Education Program requirements
- ARH 201, 202
- ART 110, 125, 132, 210, 213, 230 or 234, 240, 245, 260, 270, 425
- Three 300-level art history courses
- Major Concentration: Four 300- or 400-level courses in one studio concentration area
- ART 285 or 485 recommended

## Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade average of C (2.0) in ART 110, 125; ARH 201 or 202; and at least two introductory studio courses
- A portfolio review by Art Department faculty
- A written artist's statement

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	ART 125 or 110
ART 110 or 125	Intro. Studio Course or ART 132
CIS 105 or 201	Math Requirement
PTH 101	Liberal Education Course
Liberal Education Course	Elective
<b>Sophomore Year</b>	
ART 132 or Intro. Studio Course	Intro. Studio Course
Intro. Studio Course	Intro. Studio Course
ARH 201	ARH202
Liberal Education Course	PTH 201
Liberal Education Course	Elective
<b>Junior Year</b>	
Intro. Studio Course	Intro. Studio Course
Intro. Studio Course	Studio Concentration Course
Studio Concentration Course	Liberal Education Course
Art History 300-level Course	Liberal Education Course
Liberal Education Course	Elective
<b>Senior Year</b>	
Studio Concentration Course	Studio Concentration Course
Art History 300-level Course	Art History 300-level Course
ART 425 or Elective	ART 425 or Elective
Elective	Elective
Elective	Elective

**Total credit hours: 120 minimum**

## Bachelor of Fine Arts: Graphic Design

The Fine and Performing Arts Department offers a Bachelor of Fine Arts with a major in Graphic Design 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-art graphic computer methodologies. The major requires a 240-hour internship with a graphic design firm. In addition to graphic design studio courses, each student takes two semesters of a survey of art history, the History of Graphic Design and two additional upper-level art history courses.

Seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their Capstone Experience.

### Major Requirements

Liberal Education Program requirements

ARH 201, 202

ART 110, 125, 132, 210, 213, 217, 230 or 234, 240, 260, 245 or 270, 313, 425

ARH 380 and two additional 300-level art history courses

Major concentration: ART 421, 422, 423

ART 485

A minor in business administration or communication studies is recommended.

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade average of C (2.0) in ART 110, 125; 201 or 202; and at least two graphic design studio courses
- A portfolio review by Art Department faculty
- A written artist's statement

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	ART 110
ART 132	ART 213
ART 125	Liberal Education Course
PTH 101	Math Requirement
ARH 201	ARH 202

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
Intro. Studio Course	Intro. Studio Course
ART 217	ART 313
ARH 380	CIS 105 or 201
Liberal Education Course	PTH 201
Liberal Education Course	Elective
<b>Junior Year</b>	
Intro. Studio Course	Intro. Studio course
ART 421	Liberal Education Course
Intro. Studio Course	Liberal Education Course
Liberal Education Course	Art History 300-level Course
Elective	Elective
	ART 485 Summer Internship
<b>Senior Year</b>	
ART 422	ART 423
Art History 300-level Course	Elective
ART 425 or Elective	ART 425 or Elective
ART 485 or Elective	Elective
Elective	Elective

**Total credit hours: 120 minimum**

**Studio Art Minor**

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

ARH 201 or 202, and one additional art history course

ART 110 and 125

Two courses from ART 210, 213, 230, 234, 240, 245, 260, 270

Two 300- or 400-level studio art courses in one discipline

Please refer to the Minor Programs section of the catalog for further information.

**Gladys Greenbaum Meyers Juried Student Art Exhibition**

Each year the Fine and Performing Arts Department offers every student the opportunity to enter the Juried Student Art Exhibition. This annual exhibit showcasing student work is made possible by a significant gift from Gladys Greenbaum Meyers '39, an avid and longtime supporter of the arts.

**Senior Art Exhibition**

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

## Course Offerings

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

**3 credit hours**

This introductory course is designed to acquaint students with major periods of cultural history. This course affords each student the opportunity to learn the basic visual vocabulary necessary for making informed critical judgments about art. The course work establishes a framework of understanding through a process of introducing and discussing a variety of historical and contemporary visual ideas, through analysis and writing about art, and through small hands-on project-based learning activities. The students think creatively and critically about the art and have the opportunity to become more visually literate individuals. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **ART 110 Drawing I**

**3 credit hours**

Through studio practice, this course introduces the student to the basic elements of line, shape, space, value and texture, by way of the expressive medium of drawing. The use of the principles of design, as they apply to each individual drawing, is emphasized. Students develop the skills of critical observation and visual organization, each internalizing their understanding of these foundation concepts and are expected to employ them in all future art courses. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **ART 125 Design**

**3 credit hours**

This course offers students an introduction to the theory and practical application of the elements and principles of two-dimensional design. Emphasis is given to the principles of design as the foundational basis for compositional problem-solving. Students will demonstrate an understanding of visual cause and effect in art-making. Students are expected to integrate practical knowledge from this course into future art courses, or their independent art endeavors. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **ART 129 Exhibition Production Lab**

**1 credit hour**

This course introduces the many aspects of art gallery operations and management. The students gain experience 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 nonprofit status. May be repeated for credit. Offered fall and spring.

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

### **ART 132 Computer Applications for the Artist**

**3 credit hours**

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

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

This course continues the development of perceptual skills and technical mastery of various media with particular emphasis on drawing the human figure from life. Several approaches to life drawing are used. These approaches 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 fall and 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 exercises explore options for image making and creation of symbols from type to image. Working methods combine traditional hand skills with an introduction to basic computer technology. Offered spring.

*Prerequisite:* ART 132

**ART 217 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 proficiency should include development of integrated typographic layouts, type and system development, typographic principles, and interaction of type choices with text context. Offered fall.

*Prerequisite:* ART 213

**ART 230 Painting I****3 credit hours**

This course introduces 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. Students complete several paintings and learn how to prepare them for exhibition. Offered fall and spring.

Exploration Area: Fine and Performing Arts

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

This course offers students an introduction to the materials, basic techniques, and expressive potential of the watercolor medium. Emphasis is given to the unique attributes of watercolor, including transparency, fluidity, brilliance and spontaneity. Students are expected to integrate these qualities and methods into their own personal style of visual expression. Students demonstrate proficiency through practical exercises, ambitious assignments, quizzes, class critiques, a final portfolio, and risk-taking. Offered fall and spring.

Exploration Area: Fine and Performing Arts

**ART 240 Printmaking I****3 credit hours**

This course introduces the four basic printmaking areas: intaglio (etching, engraving, aquatint, etc.); stone lithography; relief (woodcut, linocut); and screen printing. 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

### **ART 245 Sculpture I**

**3 credit hours**

Students develop an understanding of the basic elements of three-dimensional ideation and sculpture construction. Students create sculptures derived from their own imaginations, while exploring methods of assemblage, including the additive and subtractive processes. Tool usage, armature building, clay modeling techniques, and a variety of methodologies associated with designing, building, and finishing a three-dimensional object are covered. Emphasis is placed on learning studio safety protocols and using safe practices. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **ART 250, 350, 450 Topics in Art**

**1–3 credit hours**

These courses offer students in-depth study of topics in art that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

### **ART 260 Photography I**

**3 credit hours**

This course introduces basic theories and mechanical skills necessary to use a single-lens reflex camera, process film, and print black-and-white photographs. Creative exercises are designed to develop the student's understanding of the camera and lenses, and 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 and it is recommended that each student have a digital camera. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **ART 270 Ceramics I**

**3 credit hours**

This course introduces basic techniques of hand-built 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. Studio safety is emphasized. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **ART 285 Art Internship**

**0–3 credit hours**

Qualified students may arrange internships related to the arts or art organizations, such as museums, art centers, design firms, artist studios, the college's Marian Graves Mugar Gallery, 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. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Pre-internship seminar, permission of the faculty sponsor

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Fine and Performing Arts Department. May not be used to meet a major requirement. May be repeated for credit. Only one independent study course may be used to meet the requirement for a minor. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**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. Developing their own lines of experimentation and study, students select media according to individual expressive needs. Offered fall and spring.

*Prerequisites:* For ART 310: ART 210. For ART 311: ART 310

**ART 313 Graphic Design II** **3 credit hours**

Students explore aesthetic and communication issues by addressing 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 spring.

*Prerequisite:* ART 217

**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. Beginning level skills are developed toward greater technical proficiency and increased personal expression. Students examine several theories of art and strive to apply them to their work. Offered fall and spring.

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

**ART 334 Watercolor II** **3 credit hours**

This intermediate level course expands technical proficiency as students continue experimentation with the unique attributes of the watercolor medium, which include transparency, fluidity, brilliance and spontaneity. Creative and personal expressions are further developed through student-designed series projects. Students demonstrate proficiency through practical exercises, ambitious assignments, class critiques, a self-designed series project, a final portfolio, and risk-taking. Students also may be asked to prepare and present a class demonstration, and/or conduct a class critique. Offered fall and spring

*Prerequisites:* ART 110, 125, 234

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

The intermediate level introduces processes, techniques and materials that build upon those covered in ART 240. Students are introduced to monotypes, collographs, chine collé (Chinese collage), multicolor printing in relief, and 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. These courses encourage experimentation 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 345, 346 Sculpture II and Sculpture III** **3 credit hours**

These courses are structured at the intermediate level and introduce students to techniques such as woodworking and welding (both arc and oxygen acetylene). Working with plastics, glass and nonferrous metals also may be options. Students expand their ideas through using a sketchbook and constructing working maquettes. Students learn the proper use of machinery, tools and 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 345: ART 110, 125, 245. For ART 346: ART 345

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

This course allows students to refine the techniques introduced in ART 260 and to expand their knowledge of printing techniques, film development techniques, and the use of various specialized light-sensitive materials. Digital imaging and color photography is introduced. Each student must have a fully adjustable 35 mm film camera and light 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 techniques. Students produce a body of work that demonstrates individual expression and advanced technical proficiency. Additional emphasis is placed on glaze chemistry, kiln-firing principles, and the study of contemporary developments in the field. Fine craftsmanship and the development of a personal vision emerge through additional studio experience and use of materials. Offered fall and spring.

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

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

Course activities are largely determined on an individual basis. With the instructor's guidance, each student learns to synthesize early drawing experiences into strong visual statements and build upon them to a new creative level. 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**

The primary goal of this course is to introduce students to a variety of publication design problems so that students develop hands-on skills with aspects of page layout and relevant computer programs. The production component of this course intro-

duces students to a variety of design problems within the parameters of 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. Emphasis is on print production and Web design elements are introduced in this course. Offered fall.

*Prerequisites:* For ART 421: ART 213, 223, 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. A crucial part of the project is the development of a corporate identity manual that defines and demonstrates the design system. Presentation-quality comprehensive dummies of stationery, product packaging, information pamphlets, annual reports, signage, and other applications of the identity system are required. Offered fall.

*Prerequisites:* ART 320, 421

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

This course explores the visual and verbal aspects of advertising, marketing and promotional design. Topics include writing headlines and advertising copy; understanding the role of demographics in marketing; and understanding specific art and copy requirements, insertion schedules, deadline dates, and placement rates for advertising in periodicals. 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.

*Prerequisites:* ART 320, 421

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

This course provides students with insight and practical skills in regard to planning, organizing, and developing a professional portfolio. Students are expected to develop a portfolio that represents their individual strengths, artistic skill, and creativity. Students learn to promote themselves with cover letters, résumés, artistic statements, interviewing skills and portfolio presentations. Students are required to exhibit their work in the Senior Exhibition in the Mugar Art Gallery. Offered fall and spring.

*Prerequisite:* Senior standing

**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 are 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 Watercolor III** **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. This course may be used to satisfy a painting concentration course requirement. Offered fall and spring.

*Prerequisite:* ART 334

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

In these courses students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Students create in-depth experimentation with color printing (intaglio and lithography) and explore in 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 the business aspects of printmaking. Offered fall and spring.

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

**ART 445, 446 Sculpture IV and Sculpture V** **3 credit hours**

These courses are structured at the advanced level and may incorporate learning techniques or processes new to the students. Students are encouraged to work on projects evolving from their knowledge of sculpture techniques. Students explore three-dimensional solutions to art making and create individually expressive works. Problem solving and self-criticism are major parts of this course. Offered fall and spring.

*Prerequisites:* For ART 445: ART 346. For ART 446: ART 445

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

Students in these courses further explore image-making options in photography. Emphasis is placed on producing work of consistently high quality while developing an artistically cohesive body of work. Each student produces a portfolio of professional quality. Each student must have a fully adjustable 35 mm film camera and light meter. 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-built and/or hand-built forms occupies students for at least one-half term. Students gain further experience in firing electric, gas, salt and Raku kilns. Visits to practicing potters and museums, plus 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 100- and 200-level courses. 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 department chair

**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. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Art or Graphic Design Major Acceptance, pre-internship seminar, permission of the faculty sponsor and department chair. Graphic Design majors must complete ART 320 and 421.

### **ART 490 Advanced Graphic Design**

**3 credit hours**

Graphic design knowledge and skills previously gained are applied toward complex design problems. The main focus is on developing 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 planning, organizing, and developing advanced problem-solving design strategies. The course is organized around special topics and current trends in the graphic design field. Offered fall and spring.

*Prerequisites:* ART 320, 421, 422, 423, permission of the instructor

## **Biology**

K. BIESZCZAD, N. BAER, L. BATALDEN, C. KELLOGG, B. STEELE, K. STOEDEFALKE,  
W. THOMAS, P. WHITE

### **Bachelor of Arts: Biology**

The biology program offered by the Natural Sciences Department at Colby-Sawyer College is designed to take advantage of the wide variety of 'natural classrooms' in the Lake Sunapee region of New Hampshire and the laboratory facilities of the Ivey 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 academic 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. All students engage in a rigorous 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 Ivey Science Center. An active Biology Majors Club supports a wide variety of cocurricular activities that are conceived and planned by students. Trips to museums, aquaria, and national wildlife refuges, and participation in the Northeast New England Biological Conference are among the opportunities sponsored by the 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 calculus, organic chemistry and physics to fulfill the necessary admission requirements. **Information on pre-medical and pre-veterinarian studies is available in the Additional Curricular Opportunities section of the catalog.**

## Major Requirements

Liberal Education Program requirements

BIO 106, 107, 212, 217, 485, 486, 487

CHE 101, 102

Two courses selected from CHE 307, 308; PHY 101, 102

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

At least one organismal/environmental course selected from: BIO 314, 317, 318, 366, 407, or BIO 350 or 450

At least one cellular/molecular course selected from: BIO/ENV 100;

BIO 304, 321, 402, 406 or BIO 350 or 450

MAT 220 or 221

SCI 109 strongly recommended

Students must have a minimum C (2.0) cumulative GPA in all BIO courses to graduate.

\* Includes all BIO courses plus ESS 324, 326, 419, 424, and PSY 215.

## Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)

- A minimum C (2.0) average in BIO 106 and 107

- Written statements that address the following (to be produced in consultation with the student's advisor early in spring semester of sophomore year):

1. strengths and weaknesses in biological subject matter and academic skills, e.g., writing, public speaking; and

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

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	BIO 106
BIO/ENV 107	CHE 102
CHE 101 or MAT 123*	CIS 201 or 105**
PTH 101	Liberal Education Course
SCI 109 or Liberal Education course *	SCI 108 recommended
<b>Sophomore Year</b>	
BIO 212	BIO 217 or Biology Elective
MAT 220 or 221	CHE 308 or PHY 102
CHE 307 or PHY 101	PTH 201
Liberal Education Course	Liberal Education Course
SCI 109 recommended	SCI 108 recommended

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Junior Year</b>	
Biology Elective	Biology 300- or 400-level Elective
Biology 300- or 400-level Elective	CHE 308 or PHY 102
CHE 307 or PHY 101	BIO 217 or Liberal Education Course
Liberal Education Course	Liberal Education Course
SCI 109 recommended	SCI 108 recommended
	BIO 485 Summer Internship

**Senior Year**

Biology 300- or 400-level Elective	Biology 300- or 400-level Elective
BIO 486	Elective or BIO 485
SCI 109 recommended	BIO 487
Elective	SCI 108 recommended
Elective	

**Total Credit Hours: 120 minimum**

\* Students who have successfully completed two years of high school algebra (B- or above) should take CHE 101 and SCI 109. Others should take MAT 123 and another liberal education course, then take CHE 101 and 102 in their sophomore year. Students unsure of their preparation can request a placement test.

\*\* Students who have taken BIO/ENV 107 and CHE 101 should take CIS 201 unless they have very little experience with computer applications.

**Biology Minor****Requirements**

BIO 106 and BIO/ENV 107; either BIO 212 or 217; three additional three- or four-credit courses in BIO, at least two of which must be at the 300 or 400 level. Please refer to the Minor Programs section of the catalog for further information.

**Course Offerings****BIO/ENV 100 Exploring Nature: A Sense of Our Natural Place 3 credit hours**

The study of our natural world has fascinated people throughout time. People have studied it to determine what, how, where, and why certain plants and animals exist in a place. Students learn identification skills and understand the functional relationships between flora and fauna that provide a strong foundation for future environmental studies, and a lifetime of enjoyment in the art and science of natural history exploration. Offered fall and spring.

Exploration Area: Environmental Literacy

**BIO 106 The Chemical and Cellular Basis of Life 4 credit hours**

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

Exploration Area: Science

**BIO/ENV 107 Interactions in Ecology****4 credit hours**

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

Exploration Area: Science

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

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

*Prerequisite:* BIO 106

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

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

*Prerequisite:* BIO 205

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

This course involves the study of the fundamental principles of microbiology and the relationship of microorganisms to disease. Microbial morphology, growth, metabolism, genetics, diversity, ecology and viruses are stressed in the lectures. Laboratory work includes the preparation of media, cultural methods, microscopic work, control of organisms by physical and cultural means, and quantitative techniques. Offered spring.

*Prerequisite:* BIO 106

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

Biologists estimate there are 30 million species on earth. Students learn the major types of animals, plants, fungi, protists and bacteria, paying attention to how each organism is adapted to its environment. Students also learn how evolution works, from mutations in DNA to changes in frequency of genes and the formation of new species. 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. Students examine the physiology of plants, animals and fungi, as well as the essential anatomy of each. Students also explore tissues, organs and organ systems in animals, and transport, nutrition, reproduction, and control mechanisms in plants. Labs concentrate on anatomical studies and physiological experiments. Offered spring of odd-numbered years.

*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. If one-credit hour topics courses are taken, a total of three credits may count as one of the required upper level BIO courses.

**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. May not be used as a biology major requirement. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* Preinternship seminar, permission of the faculty sponsor and department chair

**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 course level depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence. Each independent study course is developed in consultation with a faculty member. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirement for a minor. May be repeated for credit. Offered fall and spring.

*Prerequisites:* BIO 106, BIO/ENV 107, permission of the instructor and the department chair

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

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta oxidation, fatty acid biosynthesis, and the urea cycle. Standard laboratory techniques of the biochemist are introduced. This cellular/molecular course is offered fall of even numbered years.

*Prerequisite:* CHE 201 or permission of instructor

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

Students study what animals do, how they do it, and why. Behavior is thought of as an adaptation that has evolved through natural selection. Topics include feeding behavior, habitat selection, sexual selection, mating systems, parental care, orientation, communication and social organization. Students observe animals and conduct experiments during lab exercises and field trips. This organismal/environmental course is offered spring of even-numbered years.

*Prerequisite:* BIO/ENV 107

**BIO/ENV 317 Aquatic Ecology****3 credit hours**

This course explores the aquatic organisms that contribute to the structure and function of freshwater ecosystems. Students build their understanding of aquatic ecosystems as they examine both plant and animal physiology, and population and community dynamics. Aquatic ecosystem processes and services, including; primary and secondary production, food web dynamics, and nutrient cycling are explored. Offered fall of even-numbered years.

*Prerequisite:* BIO/ENV 107

**BIO/ENV 318 Terrestrial Ecology****3 credit hours**

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

*Prerequisite:* BIO/ENV 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 offered fall of odd-numbered years.

*Prerequisite:* BIO 106

**BIO/ENV334 River Communities****3 credit hours**

This field based course exposes students to the societal needs for water, such as potable urban use, agriculture, and industry, as well as the need to sustain the biological functions of the river systems using the Colorado River system as a case study. Part of the field experience is a 4 day raft trip on the river studying the geology, biology, and historical artifacts. There is an estimated fee of \$1,800 for the course.

Participants in this course receive an incomplete 'I' at the end of the Spring term. Final course grades will be posted upon returning from the field component after the Spring term has ended. Students should consider this as it may delay official graduation of seniors until the final grade is submitted. Offered spring of odd-numbered years.

*Prerequisites:* One of the following: SCI/ENV 120; SCI 112, 130; BIO 106, BIO/ENV107; ENV 201, 203; ENV/BIO 100

**BIO/ENV 366 Desert Communities****3 credit hours**

This is a field study course to the Sonoran Desert in Arizona. Students apply ecological principles to the Sonoran Desert in order to understand how this region is similar and different to their own biome and to other deserts in the southwest. Students meet regularly before and after the trip and travel to Arizona during spring break. There is an estimated fee of \$700 for this course. Offered spring of even-numbered years.

*Prerequisite:* One of the following: ENV/SCI 120; SCI 130; BIO 106; BIO/ENV 107; ENV 101, 201, 202

**BIO 386 Student Research****0–4 credit hours**

This course allows students to investigate a biological phenomenon of interest. Working closely with a faculty member, a student identifies a project, performs a background literature search, designs and conducts experiments and measurements, and writes a report and/or presents a seminar.

Students enrolled in BIO 386 meet regularly with seniors enrolled in BIO 486 or 487. May be repeated only once for credit. May be used as a biology major course requirement. Offered fall and spring.

*Prerequisites:* BIO 106, BIO/ENV 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 offered spring of odd-numbered years.

*Prerequisite:* BIO 106

**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 offered spring of even-numbered years.

*Prerequisite:* BIO 106

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

This course investigates the scientific basis behind topics in the field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on the ecological basis of the problem and relate that background to practical considerations and case studies. This organismal/environmental course is offered spring of odd-numbered years.

*Prerequisite:* BIO/ENV 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 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. May not be used as a biology major requirement. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**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 are determined by the Natural Sciences Department in conjunction with the on-site supervisor. An oral presentation to the Natural Sciences Department of the results

of the internship is required. A minimum of 120 hours is required for this internship. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* Biology Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

**BIO 486 Biology Senior Project I (Capstone) 2 credit hours**

Seniors in biology must complete a research project. Each student works independently under the supervision of a faculty member and one faculty member coordinates all projects and meets weekly with the students. Students complete a literature search, develop methods, and present a preliminary report and seminar. The student's project is completed in BIO 487. Offered fall.

*Prerequisites:* BIO 212, 217, Biology Major Acceptance

**BIO 487 Biology Senior Project II (Capstone) 2 credit hours**

This is a continuation of the project begun in BIO 486. In this course students complete the project started in BIO 486 by collecting and analyzing data and preparing a final presentation and paper. Offered spring.

*Prerequisite:* BIO 486

## Business Administration

W. BORGAN, B. COOK, E. CROCKFORD, J. FERRIES, M. GOLDMAN, C. KUBIK,  
L. MALAN, J. MURPHY, A. QUINN, W. SPEAR, E. SZALVAI, D. SWANZ, J. VALLEE

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

Case studies and other simulation techniques give students the opportunity to gain skills in applying knowledge to concrete situations. An important feature of the program is integration of off-campus field experiences and internships with classroom study. Particular attention is given to personal and societal value issues as they pertain to working in an organization and to balancing the various demands of personal needs, family expectations, and career expectations. Graduates are working in a variety of organizations across the country, in such fields as marketing, finance, accounting, personnel, communications, brokerage, and retail.

## Major Requirements

Liberal Education Program requirements

BUS 115 or 116, 215, 216, 217, 224, 231, 305, 312, 316, 318, 403, 412, 460, 485, 486

ECO 101, 102

MAT 220

### Business Electives:

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

Human Resource Management	Management	Marketing	Finance
BUS 302	BUS 320	BUS 325	BUS 313
BUS 324	BUS/ENV 321	BUS 328	BUS 319
BUS 331	BUS 323	BUS 407	BUS/ECO 203
	BUS 327	BUS 411	
	BUS 361		
	BUS 404		
	BUS 406		

Depending on the topic, BUS 350 can be used as a management, marketing or finance elective.

## Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in BUS 115 or 116, 215, 216
- Submit a 1–2 page reflective paper to the student's academic advisor that discusses reasons for wanting to becoming a business administration major and a statement of long term goals
- Submit a current resume to student's academic advisor.

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	BUS 215
BUS 115	BUS 216
PTH 101	MAT 220
Liberal Education Course	Liberal Education Course
CIS 105 or 201	Liberal Education Course

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
BUS 224	BUS 231
BUS 312	ECO 102
ECO 101	PTH 201
BUS 217	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Junior Year</b>	
BUS 305	BUS 316
BUS 318	Business Elective
Business Elective	Elective
Business Elective	Elective
Elective	Elective
BUS 485 Internship	
<b>Senior Year</b>	
BUS 403	BUS 460
BUS 412	Business Elective
BUS 486	Elective
Business Elective	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 by combining a working knowledge of essential business principles with the student's chosen field of concentration.

**Note:** Students majoring in Exercise and Sport Sciences–Sport Management and minoring in Business Administration should refer to the Exercise and Sport Sciences–Sport Management section of the catalog for clarification of requirements.

**Requirements**

BUS 115 or 116, 215, 216, 231, 316

Any 300- or 400-level business elective

Please refer to the Minor Programs section of the catalog for further information.

## Course Offerings

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

**3 credit hours**

This course analyzes the functioning of organizations in our society and the way in which organizations cope with external forces in a changing and uncertain global environment. The course focuses on the internal arrangement and practices of organizations, covering aspects such as management, employees, customers, finance and controls. Students may not receive credit for both BUS 115 and BUS/ENV 116. Offered fall and spring.

Exploration Area: Social Sciences

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

**3 credit hours**

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/ENV 116. Offered spring.

Exploration Area: Social Sciences

### **BUS/ECO 203 Money and Banking**

**3 credit hours**

This course is a study of the money and banking structure in America. Topics include the role of the banking system and other financial institutions in the supply and control of money; relationship of money to government with reference to the Federal Reserve; examination of monetary theory and national income analysis; and development of overall economic policy, including international involvements. Offered fall of even-numbered years.

*Prerequisite:* ECO 101

### **BUS 215 Management**

**3 credit hours**

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

*Prerequisite:* WRT 105

### **BUS 216 Financial Accounting I**

**3 credit hours**

This course 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.

*Prerequisite:* BUS 115 or 116

### **BUS 217 Business Ethics**

**3 credit hours**

This course provides a basic foundation of moral philosophy for ethical behavior with emphasis on the business arena. Students learn to appreciate the importance of business ethics and its impact on organizations and society, including legal issues,

regulating corporate behavior, and acceptable practices in business both domestically and globally. Stakeholder obligations are viewed via use of case analysis. Offered fall and spring.

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

Building on the financial 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 quality control. Offered fall and spring.

*Prerequisites:* BUS 115, 216

**BUS 226 Introduction to Personal Finance****3 credit hours**

This course explores the world of money management, insurance, investments, taxes, pensions and employee benefits. At course conclusion, students understand the basics of financial planning: building a budget, benefits of paying yourself first, transferring risk through insurance, maximizing employer pension plans, and effects of taxation. This course is intended for non-business students nearing the end of their college courses. Offered spring.

*Prerequisite:* MAT 122 or above, junior standing or above

**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 distributing goods and services. They study market environments and marketing information systems, and analyze consumer and industrial markets. Students assume marketing management responsibilities for a high-tech company in a competitive industry, using a computer simulation. Offered fall and spring.

*Prerequisite:* BUS 115 or 116

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

These courses offer students in-depth study of topics in business that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

**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. 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. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Preinternship seminar, permission of the faculty sponsor and department chair

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

Qualified students may develop independent study courses in areas not ordinarily offered at the college. Each independent study course is developed in consultation

with a faculty member in the Business Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirement for a minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

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

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

*Prerequisites:* BUS 115 or 116, WRT 105, junior standing or above

**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. Offered fall and spring.

*Prerequisites:* BUS 115, sophomore standing or above

**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 or 201; MAT 220 or PSY 302

**BUS 313 Financial Accounting II** **3 credit hours**

This course continues the study of accounting concepts. Students learn to analyze and interpret financial statements. Actual company annual reports, 10K, and proxy statements are fully analyzed in order to make financing, investing and operating evaluations. The course is taught from an accounting user perspective. Offered fall.

*Prerequisite:* BUS 216

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

The field of 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, selecting, training and counseling employees, compensation management, and labor relations. Offered fall and spring.

*Prerequisites:* WRT 105, junior standing or above; or permission of the instructor

**BUS 318 Corporate 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 analyses are studied, and emphasis is put on investment decisions. Student teams manage a hypothetical portfolio as an integral part of the course. Case studies and guest speakers also are used. Visits to various types of financial institutions are normally offered as part of this course. Offered fall.

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

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

This course examines changes resulting from advances in technology and how they relate to administration and management. Cases and readings present a representative sampling of the disruptions technological innovations cause to the managerial process. The goal of the course is to prepare the student to manage the unexpected. Offered spring.

*Prerequisites:* BUS 115, CIS 105

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

An external dimension of increasing importance to organizations is the natural or physical environment. Students explore critical issues facing organizations in regard to the environment. Students use literature, readings, case studies, current examples, debate, site visits, outdoor walks and personal reflection to better understand their own relation to nature, the challenges facing organizations, and ways to address them. Offered fall.

*Prerequisites:* WRT 105, sophomore standing or above

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 coping with growing internationalization of the marketplace. This course explores opposing perspectives and searches for practical solutions to global problems. Offered spring.

*Prerequisites:* WRT 105, sophomore standing or above

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. Some of the more contemporary developments in American and global labor relations are discussed. This course also develops negotiating skills in general settings (in addition to labor negotiations) by means of role playing and case studies. Offered spring.

*Prerequisite:* BUS 115

**BUS 325 Consumer Behavior****3 credit hours**

This course takes an interdisciplinary approach to the study of consumers and decision-making processes for the purpose of systematically defining the organization's target market. Students explore behavior that consumers display in searching for, purchasing, using, evaluating and disposing of products. This course addresses psychological and sociological foundations of human behavior and how firms research these areas and design strategies. Offered fall.

*Prerequisite:* BUS 231

**BUS/ENV 327 Non-Profit Organizations****3 credit hours**

In this course students review reasons for the growth of non-profit organizations and discuss their economic, social and political ramifications. Particular reference is made to the development of non-profit organizations concerned with the environment, healthcare, visual and performing arts and diverse international activities. Students explore key policy issues such as managerial structure, the role of the board, and fundraising, among others. Offered fall of odd numbered years.

*Prerequisites:* BUS 115 or BUS 116

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

This course focuses on e-commerce and the Internet. Issues such as the regulatory environment, security, risks, and the impact of e-commerce and the Internet on globalization are explained. Students look at e-commerce from the perspective of consumers, business partners, suppliers, system developers and internal company users. Offered spring.

*Prerequisites:* CIS 105, junior standing or above

**BUS 331 Conflict Management and 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, and role-playing students investigate theoretical and applied issues in causes of conflict, problem solving, conflict handling, and creativity. Students look at constructive conflict, escalation practices, justice, peacekeeping and prevention. The class examines types of alternative dispute resolution. Offered fall.

*Prerequisite:* WRT 105, sophomore standing or above

**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. Offered fall.

*Prerequisites:* WRT 105, sophomore standing or above

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

This course looks at the way in which the interaction of people inside organizations contributes to overall organizational effectiveness and success. The classroom serves not only as a vehicle to achieve learning objectives but also as an object of analysis and interpretation. Topics such as group cohesion, diversity, leadership and organizational culture are addressed. Offered fall.

*Prerequisites:* BUS 215, 316

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

This course concentrates on the quantitative dimension of decision making. 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; 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.

*Prerequisite:* BUS 231

**BUS 411 Market Research** **3 credit hours**

This course introduces students to techniques of gathering, analyzing and using information to aid marketing decisions. 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; MAT 220

**BUS 412 Operations Management** **3 credit hours**

This course deals with complex organizational systems designed to coordinate a 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 or BUS/ENV 116, 224, 312; MAT 220

**BUS 460 Strategic Management (Capstone)** **4 credit hours**

In this integrative capstone, students bring together learning from all liberal arts and business courses taken. This includes integrating the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates a computer simulated airline. The experience culminates in a professional presentation by each group, open to the Colby-Sawyer campus and community. Offered spring.

*Prerequisites:* BUS 231, 312, 316, 318, 403, 412, Major Acceptance and senior standing

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 the instructor and the department chair

**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 completed between the beginning of the junior year and prior to the start of the senior year. During the internship, the student files weekly activity reports with the designated department faculty member. Graded Pass/Fail. Offered spring, summer and fall.

*Prerequisites:* Business Administration Major Acceptance, pre internship seminar, permission of the faculty sponsor and department chair

**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 career. An oral presentation based on the student's internship experiences is required. A 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. Graded Pass/Fail. Offered fall.

*Prerequisites:* BUS 485, senior standing

## Chemistry

C. COOLIDGE, H. PINE

**CHE 101 Chemical Principles I****4 credit hours**

Topics covered in this course include basic properties of matter, stoichiometry, the interactions of light and matter, an introduction to quantum theory, the electronic structure of the atom, chemical periodicity, thermochemistry, bonding theories, and the properties of gases. The laboratory exercises introduce students to various quantitative methods of analysis, including gravimetric analysis, titrations and visible spectroscopy. Offered fall.

*Prerequisite:* Successful completion (B- or better) of two years of high school algebra or MAT 123.

Exploration Area: Science

**CHE 102 Chemical Principles II****4 credit hours**

This course builds upon the principles developed in CHE 101. Topics include properties of liquids, solids and solutions; kinetics; chemical equilibria; acid/base chemistry; solubility equilibria; electrochemistry; nuclear chemistry; and an introduction to organic chemistry. The laboratory provides additional experience with instrumental and noninstrumental methods of analysis, synthesis and solution equilibria. Offered spring.

*Prerequisite:* CHE 101

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence. Each independent study course is developed in consultation with a faculty member in the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

*Prerequisites:* CHE 102, permission of the instructor and the department chair

**CHE 307 Organic Chemistry I** **4 credit hours**

Topics covered in the first semester of organic chemistry include the structure of organic compounds, organic nomenclature, stereochemistry, and an introduction to organic reaction mechanisms, including radical halogenation, nucleophilic substitution and elimination. Laboratory work emphasizes the mastery of basic techniques of organic chemistry, including recrystallization, extraction, distillation, and the determination of physical properties. Offered fall of odd-numbered years.

*Prerequisite:* CHE 102

**CHE 308 Organic Chemistry II** **4 credit hours**

The study of organic chemistry continues, using a mechanistic and synthetic approach to functional group chemistry. Organic spectroscopy is emphasized. The behavior of alcohols, ethers, aldehydes and ketones, and carboxylic acids and their derivatives are examined in greater detail. The course concludes with an introduction to important classes of biomolecules, including lipids, carbohydrates and proteins. Laboratory work emphasizes synthetic organic chemistry and qualitative organic analysis. Offered spring of even-numbered years.

*Prerequisite:* CHE 307

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

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta oxidation, fatty acid biosynthesis, and the urea cycle. Standard laboratory techniques of the biochemist are introduced. This cellular/molecular course is offered fall of even numbered years.

*Prerequisite:* CHE 307 or permission of instructor

**CHE/ENV300-level Environmental Chemistry  
(under development)** **3 credit hours**

This course studies the quantitative aspects of environmentally important chemical cycles. Students take a systems approach by studying the chemical cycles within the atmospheric, hydrospheric, and lithospheric segments of the environment. Specific topics include ozone formation/destruction, photochemical smog, acid rain, dissolved metals, dissolved nutrients, sewage treatment, and soil structure. Laboratory work will focus on the quantitative measurements of some of these systems. Offered: Spring of odd-numbered years.

*Prerequisites:* CHE101 and CHE102

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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.

*Prerequisites:* CHE 102, permission of the instructor and the department chair

## Child Development

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

### Bachelor of Science: Child Development

The Social Sciences and Education Department offers a Bachelor of Science in Child Development that 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 Program provides students with additional courses in education and a teaching internship leading to N–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. Graduates are prepared to pursue advanced studies in related fields. **The college has an affiliation agreement to assist qualified Baccalaureate degree graduates from Colby-Sawyer into Masters Degree programs at Springfield College. Information is available in the Graduate School Opportunities section of the catalog.**

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 Boston Children's Museum, Division for Children, Youth and Families, Montshire Museum, Spaulding Youth Center, Special Olympics, Windy Hill School (campus laboratory school) and Dartmouth-Hitchcock Medical Center in New Hampshire. 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. Students design their own internship experiences with the support and approval of the department.

#### Major Requirements

Liberal Education Program 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

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 Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade of C (2.0) in each of these courses: PSY 203 and CHI 205
- A Major Acceptance essay (see the social sciences and education department chair for details)

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	PSY 203
PSY 101	SOC 203
SOC 101	Math Requirement
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Second Year</b>	
CHI 205 or Liberal Education Course	Liberal Education Course or CHI 205
PSY 200- or 300-level Course	PSY 200- or 300-level Course
HIS 102 or Elective	HIS 102 or Elective
CIS 105 or 201	PTH 201
Liberal Education Course	Liberal Education Course
<b>Third Year</b>	
CHI 309 or PSY 306	PSY 401
CHI 306	CHI 308
SOC 304	CHI 312
Elective	Elective
Elective	Elective
<b>Fourth Year</b>	
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 with Early Childhood Education Certification

Students seeking New Hampshire Teacher Certification in Early Childhood Education (N–3) complete the degree requirement for the B.S. in Child Development and qualify for certification by completing additional coursework in education. The program requirements, courses, minimum grades, and the suggested registration are in the Education section of this catalog.

### Child Development Minor Requirements

The child development minor consists of 18 credit hours: PSY 101, 203; CHI 205, 306; and four additional credit hours of coursework chosen from psychology, sociology or child development courses at the 300 or 400 level currently required for the child development major with or without teacher certification. Please refer to the section of the catalog entitled Minor Programs for further information.

### 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/lab is required. Students may choose from several types of placements in preschools, Head Start programs, 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, child-care centers, hospitals, schools, and special education programs. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* PSY 203, CHI 205, preinternship seminar, permission of the faculty sponsor and department chair

#### **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. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for additional credit. Only one independent study course may be used to meet the requirement for a minor. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**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 student learns to assess children's behavior in all domains, to plan activities 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. A four-hour-per-week practicum/lab at the Windy Hill School is required. Offered fall.

*Prerequisites:* PSY 203, 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 develop a semester-long project that incorporates literacy, mathematics, the arts, science, technology and social studies. A practicum/lab is required in which each student works four hours a week at Windy Hill School or at a local elementary school. Offered spring.

*Prerequisite:* CHI 306

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

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

*Prerequisite:* PSY 203 or 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 and physical disabilities as well as giftedness are examined with a view toward intervention and/or educational remediation. Student, teacher, parent, and administrative involvement in providing services for educationally handicapped children is examined. Offered fall.

*Prerequisite:* PSY 203 or 206 or 240

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

This course introduces 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 how this process relates to 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/lab 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 theories of teaching young children and research on literacy development to classroom practices in early childhood education. Emphasis is placed on understanding how children develop literacy and how this process 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/lab at 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 issues that lay 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/lab at a social service organization is required. Offered spring.

*Prerequisites:* CHI 205, PSY 203

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

This course applies 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 an understanding of this process informs appropriate practices. Students learn to plan, implement, and assess mathematics-learning activities that support the individual child in the classroom setting. Offered spring.

*Prerequisite:* Math requirement

**CHI/PSY 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.

*Prerequisite:* CHI 205 or PSY 200-level course

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

These courses offer students in-depth study of topics in child development that are not part of the regularly scheduled course offerings. The topics are 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****1–3 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, 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 100- and 200-level courses. 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 department chair

**CHI 485 Child Development Internship and  
Professional Development Seminar (Capstone)****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; 2.5 site-directed hours per week equals one credit hour. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* Child Development Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

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

This internship is required of those students who are applying for New Hampshire Teacher Certification in Early Childhood Education. It is a full-time, semester-long program in a kindergarten, or 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 program. 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, 311; CHI 308, 309; acceptance into the Teacher Preparation Program; permission of the faculty sponsor and department chair

# Communication Studies

P. ANDERSON, D. BERGHORN, K. BERTHIAUME, H. FULLER, M. MCLAUGHLIN,  
M. MCMAHON, M. MEADE, A. METZEGEN, D. REED

## 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, and print and writing.

### Major Requirements

Liberal Education Program requirements

#### Communication Core Courses

COM 203, 216, 325, 341

#### Specialization Course Requirements

A total of 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>Audiovisual 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 214	COM 205	COM 211
COM 222	COM 208	COM 227
COM 228	COM 303	COM 235
COM 314	COM 305	COM 241 or 243 or 244
COM 316	COM 311	COM 310
COM 319	COM 312	COM 321
COM 328	COM 326	COM 360

Depending on the topic, COM 250 and 350 may fit into the above three categories.

### Senior Requirements (3–9 credit hours)

For their Capstone Experience (COM 470), all students design, create and publicly present a communication project. This project can be a service-based project (such as a video, audio program, print communications, or multi-media communications), or a research project. Students 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 complete a minor in any one of the disciplines offered by the college. Please refer to the Minor Programs section of the catalog for further information.

## Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade of C (2.0) in COM 203, 216
- Meet with a Communication Studies faculty advisor to review coursework, scheduling and academic and professional goals
- Declare a minor
- Complete an application that includes a faculty recommendation form, a copy of the student's transcript, and a copy of the portfolio reflective essay written in COM 216

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	Math
COM 203	Communication Course
CIS 105 or 201	Liberal Education Course
PTH 101	Liberal Education Course
Liberal Education Course	Elective or Minor Course
<b>Sophomore Year</b>	
COM 216	Communication Course
Communication Course	Communication Course
Liberal Education Course	Liberal Education Course
Liberal Education Course	PTH 201
Elective or Minor Course	Elective or Minor Course
<b>Junior Year</b>	
COM 341	COM 325
Communication Course	Communication Course
Communication Course	Communication Course
Elective or Minor Course	Elective or Minor Course
Elective	Elective
COM 485 Summer Internship	
<b>Senior Year</b>	
Communication Course	COM 470
Communication Course	Elective or Minor Course
COM 475 or 485	Elective or Minor Course
Elective or Minor Course	Elective
Elective	Elective

**Total credit hours: 120 minimum**

## Communication Studies Minor

### Requirements

The minor in communication studies consists of 18 credit hours:

COM 203

Two additional communication core courses

Three communication electives, two must be at the 300-level

Please refer to the Minor Programs section of the catalog for further information.

### Course Offerings

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

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

Exploration Area: Fine and Performing Arts

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

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

Exploration Area: Media Literacy

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

Students learn the basic elements of journalism and study the basic forms of journalistic writing: editorials, news articles and feature stories. Offered fall.

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

The Colby-Sawyer Courier is a student-run newspaper serving the campus community. A student may earn credit as a writer or an editor. Writers are required to write six stories, attend by-weekly critiques and help with copy editing. Editor's responsibilities may include assigning stories, copyediting, layout, composing paper sections, reporting and other duties as explained in the newspaper's mission statement. This course may be repeated for up to six credits. Offered fall and spring.

*Prerequisite:* WRT 105; and COM 205 or ART 260

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

A comprehensive introduction to desktop publishing, this course introduces students to creating flyers, brochures, and newsletters. Students learn to write, edit, design and compose on desktop using page layout and image editing programs. Basic design principles and audience need analysis are emphasized. Offered fall.

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

**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 of odd-numbered years.

**COM 214 Audio Production I****3 credit hours**

This first course in audio production introduces fundamentals of writing for radio; sound recording; voice work; editing and mixing. Students listen to a variety of pieces, but the emphasis is on student production. Individual projects and group collaborations are assigned; history and theory are introduced to provide context for production activities. Offered fall or spring, three semesters out of four.

*Prerequisite:* COM 203 or instructor's permission.

**COM 215 Radio Station Operations Practicum****1 credit hour**

With instructor, students develop and execute projects supporting programming, legal, regulatory and/or technical aspects of radio station operations at WSCS-FM. Requirements include a signed learning contract by end of the second week, 40 logged hours per credit and a weekly meeting with instructor. Can be repeated for a total of 6 credits. Offered fall and spring.

*Prerequisite:* COM 214 or TWO satisfactory semesters as live on-air host, or instructor's permission.

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

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 fall.

*Prerequisite:* WRT 105

**COM 222 Internet Publishing****3 credit hours**

This course is an introduction to publishing on the Internet with World Wide Web technologies. Class time and assignments center on (X)HTML coding, CSS and introductory Photoshop. Topics include identifying and addressing user requirements, information architecture, screen and interaction design, file organization and management for an ongoing presence, how to stay abreast of evolving technologies and associated best practices. Offered spring.

*Prerequisite or co-requisite:* CIS 105

**COM 227 Film, Technology and Truth:****Cinematic Representations of Media****3 credit hours**

This course focuses on how themes of media are portrayed within cinema. Students will consider the films from a variety of perspectives, including technical, aesthetic, social, and cultural. Themes include: image and reality; technologically enhanced truth; experience and perception; making media; media industries; media convergences and reactions to new media. Offered fall.

Exploration Area: Media Literacy

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

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

*Prerequisite:* COM 203

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

This course examines the history and development of documentary film and video. Through a series of screenings, readings, and discussions, a diverse sample of U.S. and international films are considered. Offered fall and/or spring

Exploration Area: Media Literacy

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

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

Exploration area: Media Literacy

**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: Media Literacy

**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 20th century, examining important aesthetic movements such as Russian montage, German expressionism, Italian neorealism, French and Australian new waves and Third World cinema, as well as major figures like Eisenstein, Fellini, Bergman, Truffaut, Kurosawa, Bunuel, Wertmüller, Armstrong, Meirelles, and Yimou. Offered spring of even-numbered years.

Exploration Area: Global Perspectives

**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. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Preinternship seminar, permission of the faculty sponsor and department chair

**COM 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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in Communication Studies. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for a minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

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

Students pursue advanced study of sports journalism by writing game analysis stories, press releases, commentaries, feature stories and audio scripts. Students study the field of sports public relations, with particular attention paid to the role of new media in sports promotion. Because this course focuses on game coverage, an extensive knowledge of sports is required. Offered spring of odd-numbered years.

*Prerequisite:* WRT/COM 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 or sports journalism. Using database research techniques, students produce magazine-length articles. Offered spring.

*Prerequisite:* WRT/COM 205

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

Students use experience, research, theory to explore “new media.” Topics reflect changing landscape and student interests (such as: blogs, gaming, Second Life, social networks, collaborative web). Central questions examine metaphors for “new media,” investigate deep transformations implicit in shift to digital representations of the world, and ask, “So what?” Small-group, presentation and writing assignments encourage students to assess “fit” between theory and personal experience. Offered fall.

*Prerequisites:* CIS 105 and either COM 203 or instructor permission

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

This course is 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 audiovisual media. Offered fall of even-numbered years.

*Prerequisite:* COM 216

**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. Offered spring of even-numbered years.

*Prerequisite:* One 200-level WRT or COM course.

**COM 314 Audio Production II****3 credit hours**

This second course in audio production builds on COM 214. Radio as an expressive medium is explored through projects that require more awareness of audience, new skills in interviewing, field production and program development. Focus typically includes documentary feature production, live event coverage. This course is required for majors who intend to do an audio Capstone. Offered every third semester.

*Prerequisite:* COM 214 or Instructor permission

**COM 316 Multimedia Production I****3 credit hours**

Introduction to multimedia communication using Flash and elementary ActionScript. Projects include simple animation (frame-by-frame and tweened), game development, integrating multiple media in interactive “widgets” for deployment on the web or on CD-ROM. Assumes at least elementary training/experience in at least one of the following: audio or video production, or photography, or graphic design. Offered fall or spring.

*Prerequisite:* COM 222 or COM 208 or ART 132 or instructor permission

**COM 319 Multimedia Production II****3 credit hours**

Advanced course in interactive communication production centers on interactive technologies in common use on the World Wide Web. Contact instructor for current specifics. Students undertake a series of hands-on projects, culminating in the development of an original interactive application that meets a user need. Topics include surveillance of current state-of-the-art, skill development and user testing. Offered fall or spring.

*Prerequisite:* COM 316 or instructor permission

**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 of even-numbered years.

*Prerequisite:* COM 203 or 205 or 216

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

The First Amendment of the Constitution establishes freedom of speech as one of our democratic society’s fundamental freedoms. This course traces the origin of this freedom and its development in American law. Students explore and identify legal issues associated with the First Amendment, including topics of libel, obscenity, privacy, and intellectual property. Students also consider a range of ethical issues present in the mass media industries and their products. Offered spring.

*Prerequisite:* COM 203

**COM/WRT 326 Investigative Reporting****3 credit hours**

Students learn to use data bases, government reports, police logs, public meeting minutes, and other public information sources to report on local governments. Students learn to analyze statistics, interpret rulings, apply regulations, develop follow-up research strategies, synthesize findings and create over-views of social issues that effect local citizens. Offered fall of even-numbered years.

*Prerequisite:* COM 205

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

Building on knowledge and techniques learned in Video Production I, students expand and enhance their facility with and understanding of video production. The course includes an introduction to the department's television studio, as well as advanced editing techniques and DVD authoring. Creativity and personal expression are encouraged as students write, direct, and produce their own projects. Offered fall.

*Prerequisite:* COM 228

**COM/AME 341 History of U.S. Mass Media****3 credit hours**

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

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

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

This course considers relationships among popular culture, mass media, gender, race, class, and sexuality. Students learn reading strategies, analytical tools, and theoretical models for better understanding the role communication media play in our gendered selves. Offered spring of odd-numbered years.

*Prerequisite:* COM 203 or PHI/WST 111

**COM 470 Capstone Experience in Communication Studies****3 credit hours**

The Capstone project requires senior Communication Studies majors to conduct field-related research or to create a media project that serves the communication needs of a campus or community-service organization. Projects have included audio, video or multimedia productions, public relations campaigns, series of articles, online or print publications, advanced research projects or creative works; however, students must have achieved competency in the selected medium. Students must have an approved project prior to the beginning of the spring semester. Offered spring.

*Prerequisite:* Major Acceptance and designated 300-level courses appropriate to student's proposed project; consult program faculty for specifics before November 1 of the preceding semester.

**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 involves leadership positions in print, audio and/or video production in practical situations with on-campus professional communicators. Examples: the editor of The Colby-Sawyer 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. Offered fall or spring.

*Prerequisites:* Majors and minors only, permission of the 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 100- and 200-level courses. 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 department chair

**COM 485 Communication Studies Internship****0–6 credit hours**

This is an option for qualified students in the Communication Studies Program to gain work 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 thorough on-campus preparation (both formal and informal training) and completion of an introductory course in appropriate medium, they also must seek internships that stretch their experience beyond the campus. Students work under the supervision of both an on-the-job supervisor and a member of the faculty. A public presentation based on the internship is given after the semester of the internship. For major requirement, this internship must include 120 contact hours (the equivalent of three credit hours). Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Communication Studies Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

## Computing

M. ALLEN, L. BAINES

**CIS 105 Computers Concepts and Applications****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 for today's information-based society. Students also use the Internet for research, collaboration and online learning. Offered fall and spring.

**CIS 250 Computer Applications for Data Analysis****3 credit hours**

In this hands-on course, students learn to use data analysis tools in Excel, Access, and SPSS. Students learn strategies for transforming raw data into information. Students also explore ethical issues arising from advancements in technology that enable collection of data from numerous sources. In addition, students use the Internet for research, collaboration, and online learning. Offered fall and spring.

# Dance

S. BARNARD

## **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 body placement, the muscular/core strength that leads to free and graceful movement, the relationship between music and movement, and standard ballet vocabulary. Offered fall.

Exploration Area: Fine and Performing Arts

## **DAN 120 Jazz Dance Technique I**

**3 credit hours**

In this course, basic jazz dance warm-ups, isolations, and combinations are practiced. Theory, technical development, and standard jazz dance vocabulary are emphasized. Offered spring.

Exploration Area: Fine and Performing Arts

## **DAN 130 Modern Dance Technique I**

**3 credit hours**

This course provides a beginning experience in modern dance technique. Through the theory and practice of modern dance technique and improvisation, students will develop core strength, freedom of movement, body and kinesthetic awareness, and an understanding of modern dance vocabulary. Offered fall.

Exploration Area: Fine and Performing Arts

## **DAN 210 Ballet Technique II**

**3 credit hours**

This class builds on the skills and vocabulary learned in DAN 110. More emphasis is placed on technical and rhythmic precision, body and spatial awareness, and development of a ballet style. Barre work will progress to center Barre work, adagio, and allegro phrases. Offered fall.

*Prerequisite:* DAN 110 or permission of professor

## **DAN 220 Jazz Dance Technique II**

**3 credit hours**

This level builds on the jazz dance skills learned in DAN 120. More emphasis is placed on body and spatial awareness, clarity of expression, rhythm, and on developing the jazz dance style. Students learn center Barre work and 'across the floor' movement patterns which will develop into more complex jazz dance combinations. Offered spring.

*Prerequisite:* DAN 120 or permission of professor

## **DAN 230 Modern Dance Technique II**

**3 credit hours**

A continuation of DAN 130, this level reinforces the development of body and spatial awareness, clarity of expression, rhythm and phrasing, and deepens the movement theory behind modern dance. Students will learn center Barre work and 'across the floor' movement which will develop into more complex modern dance combinations. Offered fall.

*Prerequisite:* DAN 130 or permission of professor

**DAN 240 Making Dances: An Exploration in Choreography I 3 credit hours**

This class is for the beginner as well as experienced choreographer. In a safe and nurturing (though challenging) class environment, students learn to create finished products with the language of movement. Through exploration of movement structures, other choreographers' work, music, and relationship to the arts, students create a solo, duet, and small group work to be performed in a student/faculty dance concert in the spring. Offered spring.

Exploration Area: Fine and Performing Arts

**DAN 320 Jazz Dance Technique III 3 credit hours**

A continuation of DAN 120 and 220, this class is for the intermediate +-level jazz dance student. Emphasis is placed on continued technical development, developing a more mature jazz dance style, and a solid grasp of rhythm, movement theory, and movement memory. Offered spring.

*Prerequisite:* DAN 220 or permission of professor

**DAN 330 Modern Dance Technique III 3 credit hours**

A continuation of DAN 130 and 230, this class is geared towards the intermediate +-level modern dance student. Emphasis is placed on full embodiment of the movement, enhanced kinesthetic awareness, and the integrated use of varied movement qualities to further communicate and express. Offered fall.

*Prerequisite:* DAN 230 or permission of professor

**DAN 340 Making Dances: An Exploration in Choreography II 3 credit hours**

This class is an extension of DAN 240 and challenges the student choreographer to take more risks with movement invention, music choices, and be open to the possibility of working with live musicians or collaborating with other artists. New works culminate with a spring dance performance. Offered spring.

*Prerequisite:* A previous dance technique course, DAN 250, or permission of the professor.

**DAN 440 Making Dances: An Exploration in Choreography III 3 credit hours**

This course is an extension of DAN 340 and challenges the experienced student choreographer to explore, deeply, the total performance experience. Opportunities are provided to visit a prominent choreographer's rehearsal process and performance. New concert dance works are created by the student for a spring performance. Offered spring.

*Prerequisite:* A previous dance technique course and DAN 350, or permission of the professor.

# Economics

A. QUINN

## **ECO 100 Liberal Arts Economics**

**3 credit hours**

This course is designed to allow a student to explore basic economic concepts. Knowledge of economic theory is of importance to students in all careers and of practical value to every student. In this course the non-business major is introduced to basic economic principles, monetary and fiscal policy, and the interrelationship between the U.S. and world economies. This course is intended for non-business majors and does not meet the economic course requirements for the business major. Offered spring

Exploration Area: Social Sciences

## **ECO 101 Macroeconomics**

**3 credit hours**

The course introduces 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 reference is made to the role of women in the American economic system. Offered fall.

Exploration Area: Social Sciences

## **ECO 102 Microeconomics**

**3 credit hours**

The course introduces 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. Offered spring.

Exploration Area: Social Sciences

## **ECO/BUS 203 Money and Banking**

**3 credit hours**

This course is a study of the money and banking structure in America. Topics include the role of the banking system and other financial institutions in the supply and control of money; relationship of money to government with reference to the Federal Reserve; examination of monetary theory and national income analysis; and development of overall economic policy, including international involvements. 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. Each independent study course is developed in consultation with a faculty member in the Business Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirement for a minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

## Education

J. BLISS, M. CLEMENT, J. EWING, J. FERRIERA, D. TERRELL

Colby-Sawyer students may earn New Hampshire Teacher Certification in Early Childhood Education (grades N–3). 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.

The education option requires 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 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 by the cooperating teacher.

### Admission to the Teacher Preparation Program

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 in Early Childhood Education (N–3). Students complete the necessary form with the assistance and approval of their advisor 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 in the Student Teaching Internship (CHI 490).

**Note:** In order to be recommended for certification, a student must earn a State of New Hampshire passing score on the Praxis I and Praxis II (Early Childhood Education Content Knowledge) exams. Further information is available from the department chair.

*The State of New Hampshire Board of Education also requires prospective teachers to pass Praxis exams for certification. In the most recent year, 87 percent of Colby-Sawyer's precertification students passed these exams. The precertification exams differ for each state. The requirements for teacher certification may change at any time if the State of New Hampshire sets new standards or requirements.*

## Child Development with Early Childhood Education Certification

Through this program students can earn New Hampshire Teacher Certification in Early Childhood Education (N–3). This certification provides the necessary credentials for teaching kindergarten through third grade. New Hampshire certification transfers to most other states. *The State of New Hampshire may change its certification standards at any time. Therefore, program requirements may change.*

Students seeking early childhood education certification complete the major requirements for the B.S. in Child Development and additional courses. 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.

### Child Development Major Requirements

CHI 205, 306, 308

PSY 101, 203, 401, 404

Two PSY courses at the 200 level or above

SOC 101, 203, 304

HIS 102

### Early Childhood Education Certification Requirements

Completion of the liberal education and major requirements for the B.S. in Child Development

WRT 105—minimum grade of C+

MAT 122 or above—minimum grade of C+

Exploration Literature course—minimum grade of C+

Successful completion of Major Acceptance and application for the Teacher Preparation Program

Minimum cumulative GPA of 2.5

CHI 306—class and practicum/lab minimum grade of B-

Successful completion of CHI 306 portfolio review

CHI 307 practicum/lab—minimum grade of B-

CHI 310 practicum/lab—minimum grade of B-

CHI 311 practicum/lab—minimum grade of B-

CHI 309, 313, 490

EDU 201—minimum grade of C+

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	PSY 203
PSY 101	SOC 203
SOC 101	Math Requirement
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
CHI 205 or EDU 201	EDU 201 or CHI 205
HIS 102 or Elective	HIS 102 or Elective
PSY Course 200-level or above	PSY Course 200-level or above
CIS 105 or 201	PTH 201
Liberal Education Course	Liberal Education Course
<b>Junior Year</b>	
CHI 306	CHI 307
CHI 310	CHI 308
CHI 309	CHI 311
SOC 304	CHI 313
PSY 404 or Liberal Education Course	PSY 401 or Elective
<b>Senior Year</b>	
PSY 404; or Liberal Education Course and Electives; or CHI 490	PSY 401; or Liberal Education Course and Electives; or CHI 490

CHI 285 or 430 is strongly recommended during the senior year in the semester when CHI 490 is not taken.

**Total credit hours: 120 minimum**

**Education Minor**

The Education minor allows all Colby-Sawyer students to explore the field of education through a combination of coursework and fieldwork. This minor provides students with a broad background of knowledge in education, psychology, and sociology, all areas which intersect in school environments.

**Note:** Students who complete this minor are not eligible for New Hampshire Teacher Certification.

**Requirements**

The minor in education consists of 19 credit hours that include EDU 201, EDU 305, PSY 101, PSY 206 or PSY 240 [Students interested in pursuing graduate work in Physical Education may substitute ESS 204: Motor Development], SOC 101 and three additional credit hours chosen from CHI 309, CHI/PSY 320, EDU 350, EDU 485, PSY 306, PSY 415, SOC 304. Please refer to the section of the catalog entitled Minor Programs for further information.

## 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 United States as they have evolved over time. Students analyze the interaction of ideas and practices in past and current contexts. Exploratory assignments and projects 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. Offered fall and spring.

Exploration Area: Social Sciences

### **EDU 250, 350 Topics in Education**

**1–3 credit hours**

These courses offer students in-depth study of topics in education that are not part of the regularly scheduled course offerings. The topics are announced before registration.

### **EDU 285 Education Internship**

**0–3 credit hours**

This internship allows students to observe and participate in classes at the college or at local schools. Students develop a focus question or questions for their work in a school or schools and keep a journal related to their work. Students may present their findings to one of their on-going education classes. Five hours in the classroom and one hour per week with the professor equals one credit hour. This internship may be repeated for a maximum of three credits. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* Preinternship seminar, permission of the faculty sponsor and department chair

### **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. Assignments and projects are implemented in the schools. (Not offered to students who matriculate after fall 2007.) Beginning Fall 2009, this course will be offered as a 4 credit course with a practicum. Opportunities for applied work and in-depth study of children and adolescents are provided through the required four-hour-per-week practicum/lab experience in local schools. Offered fall.

*Prerequisite:* EDU 201

### **EDU 306 Methods of Teaching in Middle and Secondary Schools**

**4 credit hours**

This course prepares students for various aspects of student teaching. Topics include school climate, student diversity, lesson planning and implementation, assessment, classroom management, computer technology and audio visual media, 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 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. (Not offered to students who matriculate after fall 2007.)

*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, students become informed decision-makers in the classroom and collaborative leaders in the school rather than passive technicians and followers. Offered spring. (Not offered to students who matriculate after fall 2007.)

*Prerequisites:* EDU 201, 305; PSY 240

### **EDU 485 Education Internship**

**0–15 credit hours**

In this course students work in an educational setting with children in the middle- and high-school years. Placements include, but are not limited to private schools and, 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. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* EDU 201, 305, 306, preinternship seminar, permission of the instructor

### **EDU 490 Student Teaching Internship**

**15 credit hours**

This is a semester-long internship 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 by content area faculty, and regular seminar meetings are held with other student teachers. Students seeking the B.S. in Studio Art with education certification must complete 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. Students earn a letter grade. Offered fall and spring. (Not offered to students who matriculate after fall 2007.)

*Prerequisites:* EDU 201, 305, 306 (for English language arts and social studies) or 307 (for art), acceptance into the Teacher Preparation Program, permission of the faculty sponsor and department chair

# English

P. ANDERSON, D. BERGHORN, E. CHRUSCIEL, D. ELLIOTT, T. KEALY, M. MCMAHON,  
A.P. STECKER, O. SMITH, M.WILEY

## Bachelor of Arts: English

The Humanities Department offers an English major, a curriculum of literary studies, that provides an opportunity for personal, academic, and professional growth through study of literature and mastery of written expression. Specifically, students increase their understanding of the depth and variety of human experiences by exploring the literature of different cultures in an interdisciplinary way; develop close working relationships with faculty members that offer intellectual challenge while encouraging creative and unique courses of study; 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.

### Major Requirements

Liberal Education Program requirements

ENG 160—minimum grade of C

ENG 200-level courses: 18 credit hours

Two survey courses: ENG 221, 222, 231, 232, 248, or 249

Two genre courses: ENG 213, 220, 226, 244, 245, 251, or 265

Two interdisciplinary/cultural courses: AME 201; ENG 215, 216, 224, 229,  
or 247; ENV 215, 229

ENG 300- and 400-level courses: 18–24 credit hours

ENG 342, 485, 487, 488

Four additional 300-level courses: AME 305; ENG 317, 324, 331, 332, 333,  
335, 338, 339, or 350

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in ENG 160 and in one 200-level literature course
- Meet with a member of the English faculty to review coursework, GPA and professional goals
- Submit an electronic English major portfolio that will include an essay from WRT 105, the final reflective essay from ENG 160, and material from a 200-level literature course of the student's choosing. The portfolio must include the Major Acceptance application that lists grades, courses taken in the major and overall GPA.
- Submit a letter to introduce the portfolio explaining the reasons for wanting to major in English.

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the

requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	ENG 200-level Survey Course
ENG 160	ENG 200-level Genre Course
Math Requirement	ENG 200-level Interdisciplinary/ Cultural Course
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Sophomore Year</b>	
ENG 200-level Survey or Genre Course	ENG 200-level Survey or Genre Course
ENG 200-level Interdisciplinary/ Cultural Course	ENG 300-level Literature Course
CIS 105 or 201	Liberal Education Course
Liberal Education Course	PTH 201
Elective	Elective
<b>Junior Year</b>	
ENG 300-level Literature Course	ENG 342
ENG 300-level Literature Course	ENG 485
Liberal Education Course	Elective
Elective	Elective
Elective	Elective
<b>Senior Year</b>	
ENG 300-level Literature Course	ENG 488
ENG 487	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 Minor

#### Requirements

The English minor consists of 18 credit hours of courses that satisfy the English major. ENG 160 is required, and at least six of the remaining 15 credit hours must be at the 300 or 400 level. Please refer to the Minor Programs section of the catalog for further information.

## Course Offerings

### **ENG 160 Thinking About Literature**

**3 credit hours**

Students take a creative and critical approach to such questions as what is literature, how do literary texts relate to each other, and how does literature relate to ordinary life. Students learn critical vocabulary and read a variety of texts to develop a more creative and playful process of engaging with literary texts. A minimum grade of C is required for English majors. Offered fall.

### **ENG 213 The Poem**

**3 credit hours**

This course explores the ways of reading and understanding poetry of many cultures and literary periods. The material ranges from ancient poetry to contemporary song lyrics. This course investigates the origin of poetry and addresses such questions as ‘where does poetry come from?’; ‘what is it that we pay tribute to when we write poetry?’ Offered fall of even-numbered years.

Exploration Area: Literature

### **ENG/ENV 215 Visions of Nature: The Literary Tradition**

**3 credit hours**

Using examples of the nature writing tradition begun by Gilbert White and continued by writers such as Edward Abbey, Rachel Carson, Charles Darwin, Annie Dillard, Michael Pollan, Wallace Stegner, Henry David Thoreau, this course examines the sources of the nature-writing tradition in prose and poetry. Students explore definitions of the pastoral, wilderness, the birth of environmentalism looks toward eco-centric visions for the 21st-century. Offered spring.

Exploration Area: 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, Irish nationalism, and Ireland’s hold on the Irish-American imagination. Students read a sampling from Ireland’s rich literary heritage ranging from ancient heroic narratives to writers more familiar to 21st-century readers, such as Heaney and McCourt. Offered spring of even-numbered years.

Exploration Area: Literature

### **ENG 218 Perspectives in Children’s Literature**

**3 credit hours**

Students explore what role literature for young children plays in the social, psychological and cultural life of young people and of the adults who care for them. This is not a survey course. Rather, it is an in-depth look at how particular books help to shape a child’s moral and social development. Offered spring of even-numbered years.

Exploration Area: Literature

### **ENG 220 Adolescent Literature**

**3 credit hours**

Students enrolled in this course work to identify those criteria that set literature written exclusively for adolescents apart from that written for a more general readership. Students also reflect on and write about their own adolescence in ways that will help them understand this literature in deeper, more personal context. Offered spring of odd-numbered years.

Exploration Area: 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

**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. Students read the works of Emily Dickson, Robert Frost, Allen Ginsberg, Langston Hughes, Zora Neale Hurston, Flannery O'Connor, Eudora Welty, and Walt Whitman. Offered spring of even-numbered years.

Exploration Area: Literature

**ENG 224 The Novel****3 credit hours**

Students study the written literature, oral traditions and music from the Caribbean. Topics such as the relation of literature to oral tradition, the emergence of new literature in a post-colonial context, the experience of immigration, and the aesthetic legacy of Africa in the Caribbean are considered. Offered fall of odd-numbered years.

Exploration area: Global perspectives

**ENG 226 American Poets, The Puritans to the Present****3 credit hours**

This course explores the writing of major American poets from the 17th century to the 21st century in the context of American social and intellectual history. This course satisfies a survey requirement for the English major. Offered spring of odd numbered years.

Exploration Area: Literature

**ENG/ENV 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 chants from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Sherman Alexie, Michael Dorris, Louise Erdrich, Joy Harjo, Leslie Silko, and N. Scott Momaday. Offered fall of even-numbered years.

Exploration Area: Literature

**ENG 231 British Literature I****3 credit hours**

Anglo-Saxon, Medieval, Elizabethan, Restoration, and 18th-century figures are approached within the contexts of social and religious roles/concepts, aesthetic forms and conventions, and literary themes. Student read the works of Chaucer, Milton, Shakespeare, Donne, Swift, Pope, Johnson and others. Offered fall of even-numbered years.

Exploration area: Literature

**ENG 232 British Literature II****3 credit hours**

Students study writers from 1780-present such as Wordsworth, Blake, Carroll, Kipling, Woolf, and Rushdie. A theme, such as childhood or Empire, is chosen each year for particular attention. Students gain a greater understanding of particular authors, how they learn from each other, and the influence of social life on literary texts. Offered spring of odd-numbered years.

Exploration area: 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

**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

**ENG 247 Encountering America****3 credit hours**

The Americas proved to be the meeting ground of cultures which were vastly different in religion, technology and culture. This course examines the encounters which took place across North, Central and South America as they were experienced by Native Americans, Europeans and West Africans. Early and modern texts are studied to consider the perplexing situation of confronting the unimaginable. Offered spring of even-numbered years.

Exploration Area: Literature

**ENG 248 World Literature I: Foundations of Culture****3 credit hours**

This course introduces the origins of human expression in non-Western cultures. The readings begin with some of the first works of recorded literature and ends with the discovery of new worlds. Students study the contexts and meanings of the texts as well as the new and important perspectives they can bring to our own lives. Offered fall.

Exploration Area: Global Perspectives

**ENG 249 World Literature II: Modern World Literature****3 credit hours**

This course focuses on non-Western literary expression after the age of exploration and the discovery of new worlds. The course examines cultural expression in language and art, the impact of emigration and exile on identity and gender, what it means to create art in a postcolonial world, and the relationship between literary expression and globalization. Offered spring.

Exploration Area: Global Perspectives

**ENG 250, 350 Topics in English****1–3 credit hours**

These courses offer students in-depth study of topics in English that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

**ENG 251 Modern Drama****3 credit hours**

This course introduces students to the various forms of modern drama through the study of plays and playwrights from different cultures. Of particular interest are 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 writers include Beckett, Chekhov, Ibsen, O'Neill, Pirandello, Williams, and Wilson. Offered spring of even-numbered years.

Exploration Area: 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

**ENG 285 English Internship****0–3 credit hours**

Qualified sophomores, juniors, and seniors may arrange internships related to English with a faculty member in the Humanities Department. The goal is to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promotion of literature, literacy and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers' organizations, arts councils, historical societies, and the like. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Preinternship seminar, permission of the faculty sponsor and department chair

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Humanities Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**ENG 317 The Romantic Rebellion****3 credit hours**

Students study Romantic poetry and prose within the political context of the time. The late 18th century was a time of near revolution in Great Britain where ideas about democracy, slavery, gender, class structure and even literature were intensely debated. Wordsworth, Coleridge, Blake, Mary Shelley and others participated in these debates. Offered spring of even-numbered years.

*Prerequisite:* one 200- level literature course.

**ENG 324 Literature of the American Renaissance****3 credit hours**

This course explores the major figures of mid-19th century American literature—Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and Dickinson—by examining their works in considerable detail, understanding their contributions to the American Renaissance in the context of the times when they were created and tracing the connections and influences these authors had on the works of one another. Offered fall of odd-number years.

*Prerequisite:* One 200-level literature course

**ENG/WST 331 Images of Women in Literature** **3 credit hours**

This course examines the various ways women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Writers studied include Zora Neale Hurston, Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, Arundhati Roy, and Margaret Atwood, as well as feminist literary critics and theorists. Offered fall of odd-numbered years.

*Prerequisite:* One 200-level literature course

**ENG 332 Study of Language** **3 credit hours**

This course examines current theories of language acquisition, the history and development of the English language, and grammar. Students conduct fieldwork regarding language acquisition, generate “dialect geographies,” trace word history/etymology, and analyze a work of literature using linguistic theories. Offered spring of odd-numbered years.

*Prerequisite:* One 200-level literature course

**ENG 333 The Flying Africans and the Talking Book** **3 credit hours**

African Americans have had a complex relation to literature and literacy. On the one hand, the ability to read and write was a means to freedom and to progress. On the other, African Americans always had a great faith in the power of the spoken words as a means of creative and even magical power. The creativity of both oral and written expression will be studied in this course. Offered spring of odd-numbered years.

*Prerequisite:* one 200-level literature course.

**ENG 335 Autobiography: The Tentative Self** **3 credit hours**

This course introduces hybrid literary genre 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. Examples of autobiography performed as confession, apologia, profession of faith, or transformation of experience are included and represented in forms as diverse as letters and fiction. Offered fall of even-numbered years.

*Prerequisite:* one 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 mostly published since the 1960s and excerpts from recent theoretical essays. This course also explores the differences between Modernism and Postmodernism in the example of chosen novels. Offered fall of even-numbered years.

*Prerequisite:* One 200-level literature course

**ENG 339 Modernism: Literature from 1890–1940** **3 credit hours**

This course examines representative works of poetry, fiction and drama from the experimental literary movement known as modernism, exploring the social, cultural, and aesthetic influences that gave rise to this literature and which are reflected in it, including links with the art, music and film of the period. Among the writers to be considered are Cather, Eliot, Faulkner, Hemingway, Joyce, Pirandello, Pound, Stein, Toomer and Woolf. Offered spring of even-numbered years.

*Prerequisite:* One 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. This course prepares them for the extended senior capstone project. Offered spring.

*Prerequisite:* ENG 160

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

**ENG 485 English Internship****0–6 credit hours**

All English majors are required to complete a 400-level internship to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promoting of literature, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers' organizations, arts councils, historical societies, and the like. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* English Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

**ENG 487 The Capstone Proposal****1 credit hour**

Students design and complete the proposal and an annotated bibliography for the Capstone Project they write the following semester. Students plan their project with both the instructor and their advisor for the project. Proposals are evaluated by the instructor, their advisor, and another member of the department. Graded Pass/Fail.

*Prerequisites:* ENG 342, English major.

**ENG 488 The Capstone Experience:****Senior Seminar in Literary Studies****2 credit hours**

Students complete a significant, independent project in a workshop setting. Students draw upon their own interests, developing their skills to a more professional level, and design a project that consolidates their own approach to literary studies. Students present the project on Scholars Day. Three faculty members, including the instructor and the advisor assess the final essay.

*Prerequisites:* ENG 487 or permission of the instructor.

## English as a Second Language

D. ELLIOTT

### ESL 205 Advanced ESL

3 credit hours

This class acquaints students with basic rhetorical strategies as well as such synthesizing skills as summarizing and paraphrasing. Tense formation and use, passive voice, clause structure, and gerunds and infinitives provide a grammatical focus. Listening and note-taking exercises are limited to those associated with academic lectures. Students also read a short novel such as Ocatvia Butler's, *Kindred*.

## Environmental Science and Environmental Studies

L. ALEXANDER, N. BAER, M GOLDMAN, L. MALAN, H. PINE, A.P. STECKER, B. STEELE

Several essential features of the Environmental program provide students with a unique and exciting learning experience. First, the program is preprofessional and designed to provide students with the necessary “hands-on” skills they need 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 student projects are linked closely with the local community. 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. These academic and professional opportunities in the environmental discipline provide an educational experience that students are unlikely to encounter at any other small liberal arts college.

Students in both the Environmental Science and Environmental Studies majors start with a foundation of core courses and after this the two majors diverge. There are two different concentrations to select from in the Environmental Science major: terrestrial and aquatic. Students in the Environmental Studies major have a more interdisciplinary focus and an opportunity to develop a concentration in their area of interest related to the environment. Students in both majors come back together to share the Community-Based Research project and capstone courses.

### Bachelor of Science: Environmental Science

The Environmental Science major is for those students whose interest in the environment has a more scientific focus. The program is designed to prepare students to enter the field with the skills environmental professionals are using in the workplace. There are two different concentrations to select from in this major: terrestrial and aquatic. These two concentrations take full advantage of the fact that we are surrounded by lakes and forests and students have the benefit of field research at their doorstep. Students selecting the Aquatic concentration will have a stronger chemistry component and students selecting the Terrestrial concentration have more of a conservation biology focus.

## Major Requirements

Liberal Education Program requirements

Students majoring in Environmental Science choose a concentration in either aquatic or terrestrial studies.

### Environmental Science—Aquatic

ENV/BIO 100; ENV/SCI 120 ; ENV 201, 203

ENV/BIO 107, CHE 101, CHE 102, ENV 200-level (geology), ENV/BIO 317,  
ENV 300-level (environmental chemistry)

ENV 301, 302, 485, 486

MAT 220

### Environmental Science—Terrestrial

ENV/BIO 100, ENV/SCI 120, ENV 201, 203

ENV/BIO107, ENV 204, ENV/BIO 314, ENV 200-level (geology), ENV/BIO 318,  
ENV 407

ENV 301, 302, 485, 486

MAT 220

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in ENV/BIO 100, ENV/SCI 120, ENV 201 and ENV 203.

**Note:** There is no major acceptance essay for Environmental Science. A liberal education learning outcomes reflection is completed in ENV 301 and is added to the liberal education portfolio in lieu of a major acceptance essay.

### Environmental Science—Aquatic Concentration

#### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	ENV/SCI 120
ENV/BIO 100	MAT 220
ENV/BIO 107	CIS 105 or CIS 201
PTH 101	Liberal Education Course
Liberal Education Course	Elective
<b>Sophomore Year</b>	
ENV 201	ENV 203
CHE 101	CHE 102
Liberal Education Course	PTH 201
Liberal Education Course	Liberal Education Course
Elective	Elective
<b>Junior Year</b>	
ENV 301	ENV 302
ENV 317 or ENV 200-level (Geology)	ENV 300-level (Environmental Chemistry)
Liberal Education Course	Liberal Education Course
	Elective
	ENV 485 Summer Internship

**Suggested Registration (continued)***Fall**Spring***Senior Year**

ENV 317 or ENV 200-level (Geology)	ENV 486
Liberal Education Course	Elective
Elective	Elective
Elective	Elective
Elective	

**Total minimum credit hours: 120****Environmental Science—Terrestrial Concentration****Suggested Registration***Fall**Spring***First Year**

WRT 105	ENV/SCI 120
ENV/BIO 100	MAT 220
ENV/BIO 107	CIS 105 or CIS 201
PTH 101	Liberal Education Course
Liberal Education Course	Elective

**Sophomore Year**

ENV 201	ENV 203
ENV 318 or ENV/SCI 200-level (Geology)	ENV 204
Liberal Education Course	PTH 201
Liberal Education Course	Liberal Education Course
Elective	Elective

**Junior Year**

ENV 301	ENV 302
ENV 318 or ENV/SCI 200-level (Geology)	BIO 314 or ENV 407
Liberal Education Course	Liberal Education Course
	Elective
	ENV 485 Summer Internship

**Senior Year**

Liberal Education Course	ENV 486
Liberal Education Course	BIO 314 or ENV 407
Elective	Elective
Elective	Elective
Elective	

**Total minimum credit hours: 120**

## Bachelor of Science: Environmental Studies

This major is for students whose environmental interest is more interdisciplinary. Required study areas provide an introduction to ecology, business, nature writing, ethics, and psychology or sociology where links can be made between each of these areas and the environment. Students choose program electives in their area of interest, and a minor to add depth to a discipline and to merge their environmental interest with a field in which they wish to work. This major prepares students for a career with a solid understanding of environmental issues and policy.

### Major Requirements

Liberal Education Program requirements

ENV/BIO 100 ; ENV/SCI 120 ; ENV 201, 203

ENV 301, 302, 485, 486

MAT 220

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

These include

ENV/BIO 107

BUS 115 or ENV/BUS 116

ENV/ENG 215

PHI 213

PSY 101 or SOC 101

**Electives:** Chose two of the following courses for a minimum of six credits, one course must be at the 300/400 level

AME 201

ENV/PHI 312

ENV 350

ENV 204

ENV/BIO 317

ENV/BIO 366

ENV 207

ENV/BIO 318

ENV 404

ENV 200-level (geology)

ENV 300-level (env. chem.)

ENV/BIO 407

ENV/ENG 229

ENV/BUS 321

ENV 450

ENV 250

ENV/HIS 323

ENV 470

ENV 304

ENV/BUS 327

ENV 480

ENV/SOC 305

ENV/BIO 334

### Minor Requirement

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. Refer to the Minor Programs section of the catalog for further information.

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in ENV/BIO 100, ENV/SCI 120, ENV 201 and ENV 203.

**Note:** There is no major acceptance essay for Environmental Studies. A liberal education learning outcomes reflection is completed in ENV 301 and is added to the liberal education portfolio in lieu of a major acceptance essay.

**Suggested Registration**

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	BUS 116 or BUS 115
ENV/BIO 100	ENV/SCI 120
ENV/BIO 107	Liberal Education Course
Liberal Education Course	CIS 105 or CIS 201
PTH 101	Elective
<b>Sophomore Year</b>	
ENV 201	ENV 203
MAT 220	ENG 215
PHI 213	Liberal Education Course or
SOC 101 or PSY 101	Minor Course
Liberal Education Course	PTH 201
	Elective
<b>Junior Year</b>	
ENV 301	ENV 302
Liberal Education Course or	Liberal Education Course
Minor Course	Minor Course
ENV Elective	Elective
	ENV 485 Summer Internship
<b>Senior Year</b>	
Liberal Education Course	ENV 486
Minor Course	Minor Course
Minor Course	Elective
Elective	ENV Elective
Elective	

**Total minimum credit hours: 120**

**Environmental Studies Minor****Requirements**

The minor in environmental studies consists of 21 credit hours. Students wishing to minor in environmental studies must take the following courses:

ENV/BIO 100, ENV/SCI 120, and ENV 201 or ENV 203

Three additional courses, two of which must be at the 300 or 400 level, chosen from the list of required areas of study and the list of elective courses. Please refer to the Minor Programs section of the catalog for further information.

## Course Offerings

### **ENV/BIO 100 Exploring Nature: A Sense Of Our Natural Place** 3 credit hours

The study of our natural world has fascinated people throughout time. People have studied it to determine what, how, where, and why certain plants and animals exist in a place. Students learn identification skills and understand the functional relationships between flora and fauna that will provide a strong foundation for future environmental studies, and a lifetime of enjoyment in the art and science of natural history exploration. Offered fall and spring.

Exploration Area: Environmental Literacy

### **ENV/BIO 107 Interactions in Ecology** 4 credit hours

This course introduces biology as a study of patterns in nature and their causes. Using outdoor sites, students measure and observe plants and animals, and design independent investigations to explain the patterns students 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

### **ENV/SCI 108 Environmental Science Seminar** 1 credit hour

The Natural Sciences Department provides a program of speakers in the spring semester that focus on environmental topics. Seminars are open to the public. Students receive one credit hour for attendance at 80 percent of the semester's talks and producing several short writing assignments. May be repeated for credit. Graded Pass/Fail. Offered spring.

### **ENV/BUS 116 Introduction to Organizations (Environmental)** 3 credit hours

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/ENV 116. Offered spring.

Exploration Area: Social Sciences

### **ENV/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. Laboratory exercises are included. Topics include population control, ozone layer depletion, loss of species diversity, rain forest depletion, global warming, recycling, toxic wastes, and air and water pollution. Offered fall and spring.

Exploration Area: Science

### **ENV 201 Water Resources** 4 credit hours

This course will explore aquatic ecosystems, an essential resource for human life that we often take for granted. Students will explore streams, lakes, wetlands, estuaries, and marine ecosystems, learning how humans impact water resources, and the broad implications of these alterations. The class will examine ecological, economical, soci-

etal, and political aspects of water resources. Students will participate in a variety of field based laboratory investigations on and off-campus. Offered fall.

Exploration Area: Science

### **ENV 203 Climate Change**

**4 credit hours**

Climate is a fundamental component of life on Earth. This course explores the theory and dynamics of climate change over millions of years and also looks at evidence and consequences of more recent change. Students will learn how science, ethics, economics, public policy, and the study of human activities can affect environmental problems and solutions. Field study experiences complement classroom work. Offered spring.

Exploration Area: Science

### **ENV 204 Geographic Information Systems I**

**3 credit hours**

Geographic Information Systems (GIS) is a computer application that uses spatially-referenced information to analyze data and display results in map form. This course introduces students to concepts and skills that will help them interpret GIS displays as well as create their own maps. A good deal of time is spent critiquing cartographic technique and the ways it can be used to influence how map readers will interpret the media. Offered spring.

Exploration Area: Media Literacy

### **ENV/SCI 200-level Introduction to Physical Geology (under development)**

**4 credit hours**

In this course students gain an understanding of the forces that shaped rocks, the types of rocks on earth's surface and human impact on geology. Students are exposed to the physical and chemical properties of soils and their relative impact on the overlying biology. Students also learn about specific events such as volcanoes and features like glaciers and deserts. Offered fall of even-numbered years.

Exploration Area: Science

### **ENV 207 Global Environmental Issues**

**3 credit hours**

This course will take a multi-disciplinary approach to global environmental issues such as climate change, biodiversity conservation, environmental justice, poverty reduction, and resource depletion. The scientific, social, economic and political consequences and approaches to global environmental issues will be explored by means of "place-based perception." Simply, we will get to know our own local environment and use that knowledge to expand the scope and scale of understanding. Offered fall of even-numbered years.

Exploration Area: Environmental Literacy

### **ENV/ENG 215 Visions of Nature: The Literary Tradition**

**3 credit hours**

Using examples of the nature writing tradition begun by Gilbert White and continued by writers such as Edward Abbey, Rachel Carson, Charles Darwin, Annie Dillard, Michael Pollan, Wallace Stegner, Henry David Thoreau, this course examines the sources of the nature-writing tradition in prose and poetry. Students explore definitions of the pastoral, wilderness, the birth of environmentalism looks toward eco-centric visions for the 21st-century. Offered spring.

Exploration Area: Literature

**ENV/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 chants from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Sherman Alexie, Michael Dorris, Louise Erdrich, Joy Harjo, Leslie Silko, and N. Scott Momaday. Offered fall of even-numbered years.

Exploration Area: Literature

**ENV 250, 350, 450 Special Topics in Environmental Studies** 3–4 credit hours

These courses offer students in-depth study of topics in community and environmental studies that are not part of the regularly scheduled course offerings. The topics are announced before registration.

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

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

*Prerequisite:* Permission of the instructor and the Environmental Studies department chair.

**ENV 301 Community-Based Research Project I** 9 credit hours

The third year is the defining characteristic of the Environmental Program. All students majoring in environmental studies and environmental science take ENV 301 and 302 for 15 total credit hours during the third year. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits. A new project is developed each year with a local community partner. Offered fall.

*Prerequisites:* Major acceptance or permission of the department.

**ENV 302 Community-Based Research Project II** 6 credit hours

This course is the second, required component of the Community-Based Research Project. Students continue the yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits, developing important skills in group-oriented tasks. Students must enroll in both ENV 301 (fall) and ENV 302 (spring). Offered spring.

*Prerequisite:* ENV 301

**ENV 304 Geographic Information Systems II** 3 credit hours

Students in this course should be proficient in the basics of Geographic Information Systems (GIS) and the ESRI ArcGIS software platform, including bringing data into a project, manipulating it, and creating a map layout. In this intermediate course students are expected to move from tutorial-based learning and exercises to developing their own research project. Offered spring.

*Prerequisite:* ENV 204

**ENV/SOC 305 Environmental Sociology** **3 credit hours**

This course examines how social organizations and structures such as the distribution of power and the construction of meaning shape and are shaped by what we call “nature” or the “environment.” Students seek to understand how environmental problems have roots in social processes such as culture, community and social inequality, and how that affects the way we solve environmental problems. Offered fall of even-numbered years.

*Prerequisite:* SOC 101

**ENV/CHE 300-level Environmental Chemistry  
(under development)** **3 credit hours**

This course will study the quantitative aspects of environmentally important chemical cycles. We will take a systems approach by studying the chemical cycles within the atmospheric, hydrospheric, and lithospheric segments of the environment. Specific topics will include ozone formation/destruction, photochemical smog, acid rain, dissolved metals, dissolved nutrients, sewage treatment, and soil structure. Laboratory work will focus on the quantitative measurements of some of these systems. Offered: Spring of odd-numbered years.

*Prerequisites:* CHE101 and CHE102

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

Environmental philosophy is the philosophical study of the natural world and its relation to human beings. Students study several significant areas in environmental thought, including environmental ethics, animal ethics, ecofeminism, and political ecology. Artificial and urban environments, as well as land and environmental art, may also be covered. Offered spring of even-numbered years.

*Prerequisite:* Sophomore standing or above

Exploration Area: Environmental Literacy

**ENV/BIO 317 Aquatic Ecology** **3 credit hours**

This course explores the aquatic organisms that contribute to the structure and function of freshwater ecosystems. Students build their understanding of aquatic ecosystems as they examine both plant and animal physiology, and population and community dynamics. Aquatic ecosystem processes and services, including; primary and secondary production, food web dynamics, and nutrient cycling are explored. Offered fall of even-numbered years

*Prerequisite:* ENV/BIO 107

**ENV/BIO 318 Terrestrial Ecology** **3 credit hours**

In this course, students explore the aspects of ecology, applying them to organisms that live on land. Students discover the details of behavioral, population, community, and physiological ecology. Students become familiar with conceptual and mathematical models and their use in ecological studies as well how to evaluate studies reported in the scientific literature. Offered fall of odd-numbered years.

*Prerequisite:* ENV/BIO 107

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

An external dimension of increasing importance to organizations is the natural or physical environment. Students explore critical issues facing organizations in regard to the environment. Students use literature, readings, case studies, current examples,

debate, site visits, outdoor walks and personal reflection to better understand their own relation to nature, the challenges facing organizations, and ways to address them. Offered fall.

*Prerequisites:* WRT 105, sophomore standing or above

Exploration Area: Environmental Literacy

**ENV/HIS 323 White Mountain History** **3 credit hours**

This course uses the White Mountains region of New Hampshire as a case study about the manner in which humans and the natural environment interact, especially through resource extraction and tourism. Students study the history of the region, including the people, communities, and political and economic change, as well as the ecological and social effects of human actions. Offered fall even-numbered years.

*Prerequisites:* HIS 100- or 200-level course or one ENG 200-level course.

**ENV/BUS 327 Non-Profit Organizations** **3 credit hours**

In this course students review reasons for the growth of non-profit organizations and discuss their economic, social and political ramifications. Particular reference is made to the development of non-profit organizations concerned with the environment, healthcare, visual and performing arts and diverse international activities. Students explore key policy issues such as managerial structure, the role of the board, and fundraising, among others. Offered fall of odd numbered years.

*Prerequisites:* BUS 115 or BUS 116

**ENV/BIO 334 River Communities** **3 credit hours**

This field based course exposes students to the societal needs for water, such as potable urban use, agriculture, and industry, as well as the need to sustain the biological functions of the river systems using the Colorado River system as a case study. Part of the field experience is a 4 day raft trip on the river studying the geology, biology, and historical artifacts. There is an estimated fee of \$1,800 for the course.

Participants in this course receive an incomplete 'I' at the end of the Spring term. Final course grades will be posted upon returning from the field component after the Spring term has ended. Students should consider this as it may delay official graduation of seniors until the final grade is submitted. Offered spring of odd-numbered years.

*Prerequisites:* One of the following: SCI/ENV 120; SCI 112, 130; BIO 106, BIO/ENV107; ENV 201, 203; ENV/BIO 100

**ENV/BIO 366 Desert Communities** **3 credit hours**

This is a field study course to the Sonoran Desert in Arizona. Students apply ecological principles to the Sonoran Desert in order to understand how this region is similar and different to their own biome and to other deserts in the southwest. Students meet regularly before and after the trip and travel to Arizona during spring break. There is an estimated fee of \$700 for this course. Offered spring of even-numbered years.

*Prerequisite:* One of the following: ENV/SCI 120; SCI 130; BIO 106; BIO/ENV 107; ENV 101, 201, 202

**ENV 404 Geographic Information Systems III** **3 credit hours**

Students in this course should be able to use the ESRI ArcGIS platform to plan and execute a research project using GIS. Students in this course will learn to use an ESRI

ArcGIS extension of their choice, demonstrating proficiency with that extension by incorporating its use in a project. The final product will be a professional presentation of their research project. Offered spring.

*Prerequisite:* ENV 304

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

This course investigates the scientific basis behind topics in the field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on the ecological basis of the problem and relate that background to practical considerations and case studies. This organismal/environmental course is offered spring of odd-numbered years.

*Prerequisite:* BIO 107

**ENV 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 will assist in the design, implementation and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the research project and the relevant methodological and ethical issues. May be repeated for up to 8 credits. Offered fall and spring.

*Prerequisite:* Permission of the instructor and department chair.

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair.

**ENV 485 Environmental Studies/Science Internship** **0–6 credit hours**

Through a 240-hour-minimum-internship, students gain professional experience in applying the skills and methods associated with a B.S. in Studies/Science. Students must follow the internship requirements developed by the staff of the Harrington Center for Career Development. An poster presentation of the internship is required. Course may be repeated for credit, however, 240-hour-minimum is not required. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair.

**ENV 486 Capstone** **3 credit hours**

The final component of the program is an independent research project. . In consultation with faculty member, students identify a topic, complete a literature review, determine research and analytical methodologies, prepare a proposal, conduct research and analysis, and present their findings. in a final written report and an oral presentation. This course also addresses the professional development following graduation. Offered spring.

*Prerequisite:* Major acceptance

# Exercise and Sport Sciences

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K. STOEDEFALKE, P. THURBER, S. WATTS

## 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.

The Athletic Training Education Program, accredited by the Commission on Accreditation of Athletic Training Education, 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 and universities, professional sports, sports medicine clinics, or corporate or 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 internship/field experiences. Sites for these experiences are arranged in consultation with the department. **Information on pre-law, pre-physical therapy, pre-medical and pre-veterinarian studies is available in the Additional Curricular Opportunities section of the catalog. The college has an affiliation agreement to assist qualified Baccalaureate degree graduates from Colby-Sawyer into Masters Degree programs at Springfield College. Information is available in the Graduate School Opportunities section of the catalog.**

### Major Requirements for all Exercise and Sport Sciences (ESS) Programs

Liberal Education Program requirements

Competency Requirement: ESS 105 (The certifying organization must be approved by the ESS department. First aid and CPR certification must be kept current.)

Foundation requirements: ESS 100, 101, 451, 452

Students must have a minimum cumulative GPA of C (2.0) in ESS 100, 101, 105, 451, 452 and all other required courses in the program of study within the major to graduate.

## Dual Programs of Study

Students may choose to complete two programs of study. Students must complete Major Acceptance requirements for both programs 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 Education Program is accredited by the Commission on Accreditation of Athletic Training Education. Upon completion of degree requirements, graduates are eligible to take the Board of Certification, Inc., 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.

**Program Requirements** (in addition to requirements for all Exercise and Sport Sciences Major programs)

BIO 106, 205\*, 206\*

MAT 123 or higher

SCI 201

PSY 101

ESS 106\*, 150, 215\*, 216\*, 231, 234, 307\*, 311\*, 316\*, 323, 324, 330, 331, 333, 334, 410\*, 431, 432, 433, 434, 440\*, 441\*

\*A minimum grade of C (2.0) is required for each of these courses.

Students also must:

1. complete a minimum of 800 clinical hours under the direct supervision of a certified athletic trainer.
2. be enrolled in Colby-Sawyer's Athletic Training Education Program for a minimum of two years.
3. demonstrate competence in all athletic training proficiencies.

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

## Complementary Courses (recommended but not required)

CHE 101, 102

ESS 204, 318, 326, 421, 424

MAT 220

PHY 101, 102

PSY 303

## Major Acceptance Requirements

Admission to the college does not guarantee Major Acceptance into the Athletic Training Education Program (ATEP). In the fall of the sophomore year (or later for transfer students and students reapplying for Major Acceptance), the candidate must make formal application to the program, which includes the following requirements:

- A minimum cumulative GPA of 2.0
- Students must have a minimum grade of C (2.0) in BIO 205 and ESS 106 and a minimum combined average of C (2.0) in BIO 205, ESS 101, and ESS 106.
- Current certification in first aid and CPR for the professional rescuer
- Completed Hepatitis B Virus inoculation series or signed declination
- Signed Technical Standards for Athletic Training Education Program Admission form (available for review on the program Web site or from the program director)
- A signed Oath of Confidentiality form
- Completion of 80 hours of supervised athletic training observation
- Submission of an Athletic Training Observation Log documenting learning experiences
- Successful completion of a skills test in applying elementary athletic taping/wrapping procedures
- Completed Application for Major Acceptance form
- Two completed Faculty Recommendation forms
- A personal statement explaining why the student wants to be admitted to the Athletic Training Education Program
- Participation in a personal interview with members of the clinical instruction staff

The application deadline for the ATEP is the Colby-Sawyer Major Acceptance application deadline during the fall of the student's sophomore year. This date is published in this catalog and on the college Web site.

Students who have further questions should contact the ATEP Director or the Exercise and Sport Sciences Department chair.

Acceptance in the exercise and sport sciences major is a prerequisite for all ESS 300- and 400-level courses and internships unless permission is granted by the department.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	BIO 205
BIO 106	ESS 100
ESS 101	ESS 105
PTH 101	ESS 106
Liberal Education Course	Liberal Education Course

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
ESS 323	BIO 206
ESS 150	ESS 216
ESS 215	ESS 231
CIS 105 or 201	ESS 234
Liberal Education Course	PSY 101
	PTH 201
<b>Junior Year</b>	
ESS 307	ESS 316
ESS 324	ESS 311
ESS 330	ESS 331
ESS 333	ESS 334
MAT 123 or higher	SCI 201
Elective	Liberal Education Course
	Elective
<b>Senior Year</b>	
ESS 410	ESS 432
ESS 431	ESS 434
ESS 433	ESS 441
ESS 440	ESS 452
ESS 451	Liberal Education Course
Liberal Education Course	Elective

**Transfer Policy for Athletic Training Education Program**

Given the 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 for all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and by March 1 if enrolling in the fall semester. Transfer students are held to all Major Acceptance requirements and go through the process at the end of the semester in which they complete these requirements. As also is 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 (ES) 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.

### Program Requirements (in addition to requirements for all Exercise and Sport Sciences Major programs)

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 350, 450 (Only one special topics course that is specially designated as an ESS/ES elective 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 or 495, 426, 486

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in ESS 101; ESS 204 or 205; BIO 205
- A Major Acceptance essay. See the ESS department chair or academic advisor for details.

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	BIO 106
CHE 101	CHE 102
ESS 101	ESS 105
Liberal Education Course	ESS 100
PTH 101	CIS 105 or 201

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
BIO 205	BIO 206
MAT 123 or higher	SCI 201
ESS 205	ESS 204
Liberal Education Course	PTH 201
Liberal Education Course	Liberal Education Course
<b>Junior Year</b>	
PSY 303	ESS 285A
ESS 324	ESS 326
Liberal Education Course	ESS 421
ESS/ES Elective	Elective
Elective	Liberal Education Course
	ESS 485A Summer Internship
<b>Senior Year</b>	
ESS 313	ESS 424
ESS 451	ESS 452
Liberal Education Course	ESS 485A or Elective
ESS/ES Elective	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 standards of the National Association for Sport and Physical Education and the North American Society for Sport Management. Students are prepared to enter careers in the sport industry as well as to pursue graduate studies in related fields.

**Program Requirements** (in addition to requirements for all Exercise and Sport Sciences Major programs)

- 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 328, 395 or 495, 486

## Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in ESS 101, 104; BUS 115 or 116
- A Major Acceptance essay. See ESS department chair or academic advisor for details

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

**Note:** Students majoring in Exercise and Sport Sciences–Sport Management and minoring in Business Administration must complete BUS 115 or BUS/ENV 116, BUS 215, BUS 216, BUS 231, BUS 302, BUS 316 and 2 additional BUS 200, 300, or 400-level courses.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	BUS 115 or 116 or Math
ESS 101	CIS 105 or 201
BUS 115 or Math	ESS 104
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Sophomore Year</b>	
BUS 231	BUS 216
ECO 101	ESS 248
ESS 100	PTH 201
ESS 105	Liberal Education Course
ESS 203	Elective
Liberal Education Course	
<b>Junior Year</b>	
BUS 302 or Elective	ESS 312
ESS 285B	ESS 314
ESS 317	SOC 303
ESS/SM Elective	Liberal Education Course
Liberal Education Course	Liberal Education Course
	ESS 485B Summer Internship
<b>Senior Year</b>	
BUS 302 or Elective	ESS 428
ESS 426	ESS 452
ESS 451	Elective
Elective	Elective or ESS 485B
Elective	Elective

## Coaching Certificate Program

The Coaching Certificate Program systematically educates students who are interested in pursuing careers in coaching as well as students who plan to coach athletics on a part time basis. Students are introduced to the core knowledge and experiential components of sport coaching. The certificate is a formal acknowledgement of training in coaching that is recognized by most states in the U.S. and all states in New England. The Coaching Certificate provides a coaching specific education for students at Colby-Sawyer College who are pursuing associate or bachelor degrees. Granting of the coaching certificate will only occur upon the completion of the following curriculum and the award of an associates or bachelors degree.

### Requirements

ESS 100

ESS 105

ESS 206 or ESS 324 (Students will receive credit for only one course)

ESS 328

Total credits 11 - 12

### Complementary Courses (not required)

BIO 205, BIO 206

ESS 204, ESS 318, ESS 326, ESS 402

PSY 303

SCI 201

## 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 aerobic training. 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 discipline of exercise and sport sciences with regard to related professions. Course content includes explorations of the historical and philosophical foundations of exercise and sport sciences. 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 these topics to make links among the sport industry 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** **1 credit hour**

This course is designed to prepare students with basic knowledge and skills in first aid and CPR for the professional rescuer. Additionally, components of the emergency medical service system are discussed. Offered fall and spring.

**ESS 106 Prevention and Care of Athletic Injuries** **4 credit hours**

This course introduces the student to the profession of athletic training. Particular emphasis is placed on the prevention of injuries to the physically active individual. Topics include conditioning, protective equipment, preparticipation screening, and environmental risk factors. Advanced topics of emergency care also are covered. The student becomes familiar with common medical and human anatomical terminology and injury mechanisms. Offered spring.

*Prerequisites or corequisites:* ESS 105, 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. Graded Pass/Fail. 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 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 206 Sport Science Applied to Coaching****3 credit hours**

The focus of this course is the basic science of exercise physiology and athletic performance as it applies to coaching. Topics include how the body responds to exercise, how to train the body to maximize health and athletic performance, basic movement and mechanical principles, risks associated with exercise, injury prevention strategies, and the influence of nutrition on exercise and athletic performance. Students may not receive credit for this course and ESS 324. Offered Spring of odd years.

*Prerequisite:* ESS 100

**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 procedures for the evaluation of posture, gait and the lower 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 procedures for the evaluation of the spine, abdomen and thorax, head, face and upper extremity. Offered spring.

*Prerequisites:* ESS 215

**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 spring.

*Prerequisite:* ESS 106

**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 of the course. 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 unique aspects of sport and leisure service marketing, economic feasibility studies, data collection, market segmentation, competitive analyses, consumer behavior, marketing mixes, public relations, sponsorships, media promotions, and marketing plans. Offered spring.

*Prerequisites:* BUS 231, CIS 105

**ESS 250, 350, 450 Special Topics****1–3 credit hours**

These courses offer students an avenue for exploration of specific current and relevant 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. The topics are announced before registration. Offered fall and spring.

**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 professional interests. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Major Acceptance, preinternship seminar, current first aid and CPR certification, permission of the faculty sponsor and department chair

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in 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 instructor and the department chair

**ESS 307 Therapeutic Modalities****3 credit hours**

This course focuses on the theory, principles and physiological effects of therapeutic modalities used in the treatment of injuries to 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:* ESS 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 concerning gender issues. This course may be used to satisfy a 300-level course requirement for the Women's Studies minor. Offered fall of odd-numbered years.

*Prerequisite:* ESS 101 or Social Sciences Exploration Area course

**ESS 310 Exercise Management for Individuals with Chronic Diseases****3 credit hours**

This course focuses on guidelines for developing exercise programs for people 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 odd-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 spring.

*Prerequisites:* PSY 101, ESS 231

**ESS 312 Athletics Administration** **3 credit hours**

This course prepares students to organize and administer a program of intramural sports, club sports, and interscholastic and intercollegiate sports at the public school and college level. Consideration is given to both the challenges and standards associated with such programs. Offered spring.

*Prerequisite:* BUS 115 or 116

**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 facilities. Topics include leadership, scheduling, personnel management, program evaluation, equipment purchasing, market analysis, facility management and budget issues. Offered fall of even-numbered years.

*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 facilities. Offered spring.

*Prerequisite:* BUS 231

**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 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 focuses on 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. 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 the design of sport-specific training programs. Offered spring of even-numbered years.

*Prerequisite:* ESS 324

**ESS/HIS 322 History of Sport****3 credit hours**

This course examines the development of sport as an integral part of American life from the Colonial period to the late 20th century. In particular, special attention is given to identifying sport practices in the context of changing work/leisure patterns and other economic, social, and cultural movements. Offered fall of even-numbered years.

*Prerequisite:* History Exploration Area course

**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 fall.

*Prerequisite:* BIO 205

**ESS 324 Exercise Physiology****4 credit hours**

This course concentrates on physiological adaptations made by the human organism to the stress of exercise. Acute and chronic adaptations are reviewed. Some of the topics covered include the effects of exercise on the cardiovascular and pulmonary systems, the nutritional basis for human performance, physical training techniques, ergogenic aids, environmental factors, exercise, and energy for physical activity. A required laboratory involving scientific instrumentation supplements lecture materials. Offered fall.

*Prerequisites:* BIO 205, 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 supplement classroom instruction. Offered spring.

*Prerequisites:* BIO 205, MAT 123

**ESS 328 Theory of Coaching****4 credit hours**

This course is an overview of current theory and practice in coaching education. Topics include sport pedagogy, physiology, psychology, administration, and risk management. This course addresses issues common across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching. Principles of coaching will be applied in a laboratory setting. Offered Spring of even years.

*Prerequisite:* ESS 100

**ESS 330 Athletic Training Practicum II****1 credit hour**

This course is a structured clinical experience in posture and gait analysis and assessment procedures for the 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.

*Prerequisite:* ESS 215

**ESS 331 Athletic Training Practicum III****1 credit hour**

This course is a structured clinical experience in assessment procedures for the spine, trunk, head, and upper 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 spring.

*Prerequisites:* ESS 216

**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 as well as strategies for successful communication, group dynamics, problem solving and decision making. Offered fall.

*Prerequisite:* ESS 317 or ESS 324

**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:* ESS 307

**ESS 419 Rapid Interpretation of EKGs** **3 credit hours**

This course focuses both on the interpretation of normal and abnormal EKGs and on the pathological basis of abnormal EKGs. Arrhythmias, heart blocks, hypertrophies and axis deviation are examples of topics covered. Offered spring of even-numbered years.

*Prerequisite:* ESS 324

**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 *Resource Manual Guidelines for Exercise and Testing Prescription* published 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 ESS 421. 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, and evaluating cardiovascular and pulmonary responses to exercise; skeletal muscle adaptations to exercise; and many other current topics in exercise physiology. Offered spring.

*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, product liability and tort law; and risk-management techniques. Offered fall.

*Prerequisite:* ESS 312

**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 the Exercise and Sport Sciences and Business Administration programs. Course content includes organizing, motivating, planning, staffing and supervising. Emphasis is on the practical application of the Sport Management knowledge base. Offered spring.

*Prerequisites:* ESS 248, 314, 317

**ESS 431 Athletic Training Practicum IV** **1 credit hour**

This course is a structured clinical experience in the application of therapeutic modalities and exercise techniques, 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 307 and ESS 316

**ESS 432 Athletic Training Practicum V** **1 credit hour**

This course is a structured clinical experience in the application of general medical assessment, the nutritional aspects of injury prevention and recovery 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 311, ESS 440, and SCI 201

**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 interdependence 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 spring.

*Prerequisites:* ESS 307, 316

**ESS 451 Research in Exercise and Sport Sciences:****Critical Components (Capstone)****2 credit hours**

In this first semester of the Capstone students explore, in depth, a topic of their choosing. This exploration involves reviewing and synthesizing the primary literature in the area as well as developing an original area of inquiry and the methods necessary to complete the investigation. Throughout the process, students review, learn, and incorporate basic techniques and procedures associated with the research process. Offered fall.

*Prerequisite:* ESS 312 or ESS 324

**ESS 452 Research in Exercise and Sport Sciences:****Assessment and Analysis (Capstone)****2 credit hours**

In this course students complete the investigation of the topic they 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 100- and 200-level courses. 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 department chair

**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. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Completion of 70 percent of total credit hours required in the major, preinternship seminar, current first aid and CPR certification, ESS 285, permission of the faculty sponsor and department chair

## Government

E. BOYER, H. CLEVELAND, R. HANSON

**GOV 100 Comparative Government and Geography****3 credit hours**

This course examines political and geographic ways of understanding how people interact with their physical surroundings and with each other. Topics include the development of political ideologies; the nature of democracy and its challenges in the modern world; the relationship of geography and government, and structure and interactions of nation-states; the geopolitics of the modern world; and the political implications of environmental issues. Offered fall and spring.

Exploration Area: Global Perspectives

**GOV 202 The American Presidency****3 credit hours**

This course analyzes the role and powers of the American president. Changes that have taken place since the framing of the Constitution, and reasons for those changes, are examined. Students also examine the effectiveness of the current institution of the presidency.

*Prerequisite:* One GOV course

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the course number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Social Sciences and Education Department. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**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 GOV 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, and 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.

*Prerequisite:* Sophomore standing or above

**GOV 304 The Far East in Modern Times****3 credit hours**

This course examines the governments of China and Japan since they were opened up to the West in the middle of the 19th 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, World War II and modern Japan.

*Prerequisite:* Sophomore standing or above

# History, Society and Culture

E. BOYER, D. BURLEY, J. CARROLL, H. CLEVELAND, M. FLYNN, T. GALLIGAN,  
R. HANSON, S. LEBEAU, C. RICHTER

## 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 prepare students interested in pursuing further study in any of its fields as well as students 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. **Information on pre-law studies is available in the Additional Curricular Opportunities section of the catalog.**

### Major Requirements

Liberal Education Program requirements

GOV 100, any GOV 200- or 300-level course

HIS 101, 102, 217, 218

HSC 100, 400, 401, 485

Three additional 300- or 400-level history courses; at least one U.S. history:

HIS 301, 307, 309, 310, 323; ESS 322 and one non-U.S. history course:

HIS 317, 319, 321, 324.

SOC 101 and one 300- or 400-level SOC course

Two culture courses from the following: AME 201, 305, 341; ART 201, 202, 302;

COM 203, 341; ENG 216, 224, 229, 247, 248, 249, 324, 331, 333, 339;

ENV 229; PHI 205, 308; PSY 221; REL 205, 234; WST 331

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in any two of the following courses: HSC 100; HIS 101, 102; GOV 100; SOC 101
- Portfolio review

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

*Fall*

*Spring*

#### First Year

WRT 105

HSC 100

HIS 101

PTH 101

Elective

GOV 100

HIS 102

Math Requirement

Liberal Education Course

Liberal Education Course

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Sophomore Year</b>	
HIS 217	HIS 218
SOC 101	Culture Course
CIS 105 or 201	Liberal Education Course
Liberal Education Course	PTH 201
Liberal Education Course	Elective
<b>Junior Year</b>	
HIS 300-level Course	HIS 300-level Course
SOC 300-400 level Course	HIS 300-level Course
Culture Course	GOV 200-300 level Course
Elective	Elective
Elective	Elective
<b>Senior Year</b>	
HSC 400	HSC 401
HIS 300-level Course	HSC 485
Elective	Elective
Elective	Elective
Elective	Elective

Total minimum credit hours: 120

**History Minor****Requirements**

The minor in history consists of 18 credit hours of history courses, including six credits chosen from HSC 100, HIS 101, HIS 102, HIS 217, and HIS 218. Six of the remaining 12 credits must be at the 300- and 400-levels. ESS 322: History of Sport may be used to satisfy a minor requirement. Please refer to the minor programs section of the catalog for further information.

**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. 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 and spring.

Exploration Area: 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. This course examines the United States' quest for power and progress at home and abroad. Offered fall and spring.

Exploration Area: History

**HIS 217 The West and the World I****3 credit hours**

This course examines the development of the West and its interactions with other parts of the world from antiquity into the 17th century. Special attention is given to issues of political expansion and cultural exchange. Topics include the ancient foundations of Western Civilization, the rise of Christianity and Islam and the formation of a Mediterranean World, and the transformation of European society during the Middle Ages, the Renaissance, and the Reformation. From the crusades to the conquest of the New World, the West can best be understood through a global perspective. Offered fall.

Exploration Area: History

**HIS 218 The West and the World II****3 credit hours**

This course examines the changing relationship of the West and other parts of the world from the 18th century to the present. Special emphasis is placed on the dramatic political and economic transformations occurring during this period. Topics include the spread of nationalism, the global implications of the industrial revolution and European imperialism, the revolutions in France and Russia, two world wars, and decolonization. From slavery and capitalism in the Atlantic to the new era of globalization, the West and the world are profoundly interconnected. Offered spring.

Exploration Area: History

**HIS 250, 350 Topics in History****3 credit hours**

These courses offer students in-depth study of topics in history that are not part of the regularly scheduled course offerings. The topics are announced before registration.

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**HIS 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 extensively use the Colby-Sawyer archives. Offered spring of odd-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**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 20th 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 1960s, liberalism, the rise of conservatism, and the end of the Cold War. Offered fall of odd-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**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 counter-culture, the peace movement, feminism, and environmentalism), the Vietnam War, liberalism and the conservative backlash, and popular culture. Offered fall of even-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**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-20th 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.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**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 what events lead to these upheavals, what new societies revolutionary governments have created, and what changed and what remained the same. Offered fall of even-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**HIS 319 Modern Mexico****3 credit hours**

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. Offered fall of odd-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**HIS 321 Contemporary Europe****3 credit hours**

This course is an intensive study of the political, economic, social and cultural history of 20th-century Europe with special emphasis on region, from its division and reconstruction at the end of World War II into the present, post-Cold War new order. Topics include the postwar economic recovery of Europe, the Sovietization of Eastern Europe, decolonization, the flowering of the welfare state, relations with the United States, and efforts at European unity. Offered fall of odd-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**HIS/ESS 322 History of Sport****3 credit hours**

This course examines the development of sport as an integral part of American life from the Colonial period to the late 20th century. In particular, special attention is given to identifying sport practices in the context of changing work/leisure patterns and other economic, social, and cultural movements. Offered fall of even-numbered years.

*Prerequisite:* History Exploration Area course

**HIS/ENV 323 White Mountain History****3 credit hours**

This course uses the White Mountains region of New Hampshire as a case study about the manner in which humans and the natural environment interact, especially through resource extraction and tourism. Students study the history of the region, including the people, communities, and political and economic change, as well as the ecological and social effects of human actions. Offered fall even-numbered years.

*Prerequisites:* HIS 100- or 200-level course or one ENG 200-level course.

**HIS 324 The Colonial Experience in the Modern World****3 credit hours**

This course examines the development, impact and experience of modern colonialism from the 19th century to the present day. Particular attention is given to the reciprocal influences between Western powers and colonized regions in Africa and Asia. Through class discussion, primary source readings, and written assignments, students will examine strategies of resistance; struggles for liberation; and the economic, social and cultural legacy of colonialism. Offered spring of odd-numbered years.

*Prerequisite:* One 100- or 200-level HIS, HSC or GOV course

**HIS/ARH 375 Urbanism and City Planning in the Modern West** **3 credit hours**

This course investigates urban planning in modern Europe and the United States, encompassing Renaissance, Baroque, and Neoclassical city design, industrialization and its urbanistic consequences, and the challenges that have faced cities and sub-

urbs in the last century. Students consider the strategies (religious, propagandistic, aesthetic, commercial, reformist, utopian, etc.) that architects, theorists, social critics, politicians, and others have proposed for various urban contexts. Offered fall of even-numbered years.

*Prerequisites:* ARH 201 and 202, or permission of the instructor

### **HIS 480 Teaching Assistantship**

**1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

## **History, Society and Culture Course Offerings**

### **HSC 100 The Detective: Introduction to**

#### **History, Society and Culture Studies**

**3 credit hours**

This course provides an introduction to the “detective work” necessary to study history, society and culture. It considers epistemological issues such as fact, truth and inference and begins introducing the research methods: electronic and published sources for finding 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 history, society and culture. Offered fall.

### **HSC 250, 350 Topics in 18th- and 19th-Century American History**

**3 credit hours**

These courses offer students in-depth study of topics in United States history that are not part of the regularly scheduled course offerings. The topics are announced before registration.

### **HSC 400 History, Society and Culture Research Methods**

**3 credit hours**

Seniors in the HSC program design a research plan that facilitates an original exploration of a particular theme drawn from history, society and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences, such as surveys, archival research and oral history interviews. This plan synthesizes their own and existing research and thinking. Students then carry out the research plan in HSC 401. Offered fall.

*Prerequisites:* Major Acceptance in History, Society and Culture, senior standing

### **HSC 401 Advanced Research Seminar (Capstone)**

**3 credit hours**

In this course, students carry out the research projects they designed in HSC 400. The final project must make extensive use of primary research and appropriate research methods. A faculty sponsor guides students as they implement the research project, helping them analyze findings and present their conclusions. Formal presentation of the results at the end of the project is required. Offered spring.

*Prerequisite:* HSC 400

**HSC 485 History, Society and Culture Internship** 0–6 credit hours

Through this 120-hour-minimum-internship, students gain professional experience in applying the skills and methods associated with the study of history, society, and culture 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. The minimum 120-hours required for the HSC major must be completed at a single internship site. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* Junior standing or above, pre-internship seminar, permission of the faculty sponsor and department chair

## Humanities

T. KEALY, M. MEADE, O. SMITH

**HUM 109 Humanities Seminar** 1 credit hour

The Humanities Department hosts a program of speakers on various topics in humanities. Seminar topics reflect the diversity within the humanities, drawing from such fields as comparative literature, classics, philosophy, English, communication studies, linguistics, languages and the arts. Seminars are open to the public. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

**HUM 150, 250, 350 Topics in Humanities** 1–3 credit hours

These courses offer students in-depth study of topics in Humanities that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

**HUM 203 Yoga: The Movement of Consciousness** 3 credit hours

Students are familiar with yoga as a physical practice. In this course students learn about the philosophy and literature of yoga, including both modern and ancient texts. Yoga grows out of the ancient philosophy of India based on the discipline of self knowledge to achieve enlightenment. It offers new concepts for engaging with the present world.

Exploration Area: Humanities

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

## 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 choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisite:* Preinternship seminar, permission of the instructor

## Mathematics

A. CAHOON, S. KILIC-BAHI

### **MAT 122 Topics in Liberal Arts Math**

**3 credit hours**

Students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen. Topics include logic, personal finance, descriptive statistics, and probability. The use of spreadsheets is integrated into this course. The emphasis in this course is not on proofs and derivations but on reasoning skills. Offered fall and spring.

### **MAT 123 College Algebra**

**3 credit hours**

This course features a contemporary approach to algebra and focuses on using algebra in realistic situations. The course concentrates on the concepts of variable and function, with an emphasis on understanding the behavior of linear, quadratic, rational, exponential, and trigonometric functions, as well as on solving related equations. Offered fall and spring.

### **MAT 212 Precalculus**

**3 credit hours**

Designed for students who have successfully completed two high school courses 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 calculus is an integral component of the course. Offered fall and spring.

*Prerequisite:* Successful completion (B- or better) of two years of high school algebra or MAT 123

### **MAT 220 Introduction to Statistics**

**3 credit hours**

This course provides an overview of the field of statistics including gathering, and analyzing numerical information. Students study the concepts of sampling, experimentation, and measurement and examine statistical methods to study them. Students study confidence intervals and hypothesis testing, including t-tests, F-tests, Chi-Square tests, regressions, and analysis of variance. The use of statistical software and/or graphing calculators is included. Offered fall and spring.

**MAT 221 Calculus I****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. A working knowledge of algebra is expected. Offered fall.

*Prerequisite:* Successful completion (B- or better) of three years of high school math or MAT 212

**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. 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**

These courses offer students in-depth study of topics in mathematics that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

**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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence. Each independent study course is developed in consultation with a faculty member in the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

*Prerequisites:* MAT 220 or 221, permission of the instructor and the department chair

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

## Modern Languages

D. HILL

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.

**FRE 101, 102 Elementary French** **3 credit hours each**

These courses are an introduction to spoken and written French. Students engage in active practice by 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.

*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**

These courses offer students in-depth study of topics in French that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

*Prerequisite:* FRE 204 or permission of the instructor

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

**SPA 101, 102 Elementary Spanish** **3 credit hours each**

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 augment 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.

*Prerequisite:* For SPA 203: SPA 102 or permission of instructor.

For SPA 204: SPA 203 or permission of instructor

**SPA 250, 350 Topics in Spanish** **1–3 credit hours**

These courses offer students in-depth topics in Spanish that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

# Music

S. CANCIO-BELLO, G. ROBINSON, P. SANBORN

A variety of applied 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 three credit hours
- One 45-minute lesson and five hours of practice per week carry two credit hours
- One 30-minute lesson and five hours of practice per week carry one 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. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **MUS 110, 210, 310, 410 Applied Music: Piano, Voice, Winds, and Strings**

**1–3 credit hours**

Individual instruction facilitates the development of technical abilities required on a given instrument. Students may select from the following: piano, voice, flute, violin, cello and guitar. (The level of instruction is 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.

### **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. 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 one another and to perform music at the college level and in the community. The level is dependent upon the musical expertise of student. Graded Pass/Fail. See the Financial Information section of this catalog for the ensemble module fee. Offered fall and spring.

# Nursing

P. BUTLER, K. CRAIG, S. GOLDBERG, S. HAIRE, B. HENSEL, J. HUBER, J. JOY-CLARK, J. LOFTUS, M. LIM-MORISON, J. MILLER, M. MORAN, T. O'SHANA, S. REEVES, J. ROCKWELL, M. SCOTT, R. VEBELL, S. WIITALA

## Bachelor of Science: Nursing

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.*

### Mission Statement

The program leading to a Bachelor of Science 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-RN) 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.

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 by using the core competencies and knowledge that underlie state and national standards of basic practice; and
- perform the professional nursing roles that serve the health-care interests of the public.

Colby-Sawyer College is a member of the American Association of Colleges of Nursing. The Nursing Program is accredited by the Commission on Collegiate Nursing Education (2002–2012) and fully approved by the New Hampshire Board of Nursing (2003–2008).

### Academic Policies

Students are admitted to the college and then apply to the nursing major during the fall of their sophomore year. Students must demonstrate competence in both the classroom and the clinical/lab components of the nursing courses 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 class-

room performance must successfully repeat both the classroom and clinical components of the course before they can progress in the major. Permission to repeat a clinical course must be granted by the nursing department chair and will be considered only when space permits.

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting.

### **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. 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. 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 Memorial Hospital, Elliot Hospital, Lake Sunapee Region Visiting Nurse Association, St. Joseph's Hospital, the Visiting Nurse Alliance and Hospice of Vermont and New Hampshire Inc., and New Hampshire area schools in addition to other health and human services organizations.

Every nursing student, at the time of Major Acceptance, must have on record in the Nursing Department evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider level, issued by either the American Red Cross or the American Heart Association. In addition, nursing students must comply with all clinical agency health requirements which will be specified during the first nursing course, NUR 203: Introduction to Professional Nursing. Students may not attend clinical internships without proper documentation of ALL health and safety requirements on file in the Nursing Department. All annual and bi-annual requirements should be completed during the summer months so that none expire during the school year.

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

### **Major Requirements for Entering 2008 Students**

Liberal Education Program requirements

BIO 106, 205, 206, 207

MAT 220

NUR 203, 230, 307, 309, 313, 314, 332, 334, 336, 405, 407, 408, 442, 445, 446

PHI 305

PSY 101, 240

SCI 201

SOC 101, 203

*Requirements, continued next page*

A minimum grade of B- (2.7) is required in all BIO, all NUR courses, PSY 101 and SOC 101. All required science courses must be completed at Colby-Sawyer College. Students may not repeat BIO 205, 206, and 207; and only one NUR course may be repeated.

### Major Acceptance Requirements

Students applying for Major acceptance in the fall 2009, must complete the requirements listed below.

- A minimum cumulative GPA of 2.7
- A minimum grade of B- (2.7) in BIO 106, 205, 206; NUR 203; PSY 101; SOC 101; a passing grade in CIS 105
- Major Acceptance Application form
- One letter of recommendation
- A one-page self-evaluation

Major Acceptance into the nursing program occurs in the fall of the sophomore year. Students will be informed of their status before the beginning of the spring semester.

Admission to the college does not guarantee Major Acceptance into the nursing program. Each year, the nursing department selects a pre-determined number of students for study. Acceptance to the major is a competitive and merit-based process.

### Transfer Students

The Colby-Sawyer College nursing curriculum is designed for the student seeking a Bachelor of Science in Nursing. The ability to accept transfer students seeking entry into the Nursing Program will be evaluated on an individual basis and will be considered only when space permits. Priority for entrance to the nursing program is given to enrolled Colby-Sawyer College students. Further information is available from the Admissions Office and the Registrar's Office.

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	CIS 105 or 201
BIO 106	SOC 101
PSY 101	BIO 205
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Sophomore Year</b>	
BIO 206	NUR 230
NUR 203	NUR 307
SOC 203	SCI 201
PSY 240	PTH 201
Liberal Education Course	

**Suggested Registration (continued)**

<i>Fall</i>	<i>Spring</i>
<b>Junior Year</b>	
BIO 207	NUR 309
NUR 313 and NUR 314 or NUR 332 and NUR 334	NUR 332 and NUR 334 or NUR 313 and NUR 314
MAT 220	NUR 336 Liberal Education Course
<b>Senior Year</b>	
NUR 405	NUR 408
NUR 407	NUR 442
NUR 445	NUR 446
PHI 305	Elective*
Elective*	

\* Students are encouraged to take two free electives, but it is not required.

**Total credit hours: 120 minimum**

**Course Offerings**

**Interpreting NUR Course credits:**

**Total credit hours (class credits.clinical credits.lab credits)**

**NUR 203 Introduction to Professional Nursing** **3 credit hours (3.0.0)**

This nonclinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care, therapeutic communication, principles of patient teaching, the 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. Topics include assessment of the biopsychosocial and spiritual needs of the client, physical examination skills, basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication, and nursing documentation. Offered spring.

*Prerequisites:* NUR 203; BIO 205, 206; or *Co-requisites:* BIO 207; SCI 201

**NUR 307 Pharmacology** **3 credit hours (3.0.0)**

This nonclinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they relate to each physiological system. This course is open to non-nursing majors. Offered fall.

*Prerequisites:* BIO 106, 205, 206

**NUR 309 Community-Based Nursing Care** **2 credit hours (2.0.0)**

This nonclinical 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 spring.

*Prerequisites:* PSY 101; SOC 101

**NUR 313 Nursing Practice: Care of the Childbearing Family** **4 credit hours (2.2.0)**

This clinical course introduces the role of care provider for families experiencing normative childbearing and childbirth. Topics include prenatal, neonatal, family development, reproductive health, labor and birth, and related nursing interventions in maternal-infant care. Nursing assessment of the childbearing family unit is conducted in a community setting. Offered fall and spring.

*Prerequisites:* NUR 230

**NUR 314 Nursing Practice: Child Health** **4 credit hours (2.2.0)**

This clinical course introduces the role of care provider for families experiencing normative childrearing and for children and adolescents who require restorative care. Topics include child and family development, nursing interventions with children, and management of childhood illnesses. Offered fall and spring.

*Prerequisites:* NUR 230

**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, neurological and musculoskeletal), fluid/electrolyte balances, perioperative care, health promotion, and prevention in chronic disease. Offered fall and spring.

*Prerequisite:* NUR 230

**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 syndrome), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention, and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder). Offered fall and spring.

*Prerequisite:* NUR 230

**NUR 336 Healthcare Research and Policy** **3 credit hours (3.0.0)**

This nonclinical course focuses on evidence-based practice. Students identify a clinical problem, review sources of evidence, and develop a policy statement or program

objectives to address the problem. Topics include the research process, literature critique and review, the clinical value compass and models of continuous quality improvement, and policy development. This course is open to non-nursing majors. Offered spring.

*Prerequisite:* MAT 220

**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. Topics include pathophysiology and acute complications of disease, therapeutic nursing interventions in multisystem organ failure, shock, burns, interpretation of cardiac arrhythmias, fluid/electrolyte imbalances, palliative care, pain management, hospice, and discharge planning. Offered fall.

*Prerequisites:* NUR 332, 334, 336

**NUR 407 Community Capstone I** **3 credit hours (2.1.0)**

In this clinical course, the focus is on the community as client. The nursing role includes acting as provider, manager, and coordinator of care for individuals, families and communities. Nursing care includes planning health promotion through normative transitions across the life span, prevention of events that compromise health, and management and maintenance of optimal health for persons with chronic illness and disability. Course emphasis is on assessing and planning 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.

*Prerequisites:* NUR 309, 332, 334, 336

**NUR 408 Community Capstone II** **2 credit hours (1.1.0)**

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 in this course 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 one another's experiences. Student projects/interventions are presented to a group jointly identified by student, faculty, and community mentors. Offered spring.

*Prerequisites:* NUR 309, 405, 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 in the hospital setting to acutely ill individuals and their families. Students work under the guidance of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and responsibilities to develop management and leadership skills as they assume a

professional role. 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 the professional role of nurses. Offered spring.

*Prerequisite:* NUR 405, 407

### **NUR 445 NCLEX-RN Preparation I**

**0 credit hours**

Students prepare for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. A self-assessment is completed and a plan of study is developed in preparation for the NCLEX-RN exam. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Offered fall

*Prerequisite:* Senior status in the Nursing major

### **NUR 446 NCLEX-RN Preparation II**

**1 credit hour**

Students continue preparation for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. Based on the assessment and plan developed in NUR 445, students implement an individualized study plan and evaluate its effectiveness. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Graded Pass/Fail. Offered spring.

*Prerequisite:* Senior status in the Nursing major

### **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 course is developed under the direction of a faculty member in the Nursing Department. May not be used to meet a major requirement. Offered spring and fall.

*Prerequisites:* NUR 332, 334, 336

## **Pathway**

L. ALEXANDER, M. ALLEN, J. AUSTIN, N. BAER, L. BARNETT, D. BERGHORN, G. BLISS, J. CARROLL, B. CROCKFORD, R. DAVIS, S. GOLDBERG, R. HANSON, T. KEALY, J. KEENAN, J. MURPHY, B. PIETLICKI, A.P. STECKER, K. STOEDEFALKE, P. WHITE, M. WILEY

The Pathway Program provides the foundation for the Liberal Education Program at Colby-Sawyer College. The goal of the Pathway is to introduce students to the demands and pleasures of rigorous intellectual endeavors and help them develop good habits of the mind. Each Pathway has an interdisciplinary theme that defines the First Year Seminar, the Pathway's three Stepping Stone courses, and the Sophomore Seminar. Pathway professors and peer mentors strive to help students develop their full potential and achieve the learning outcomes of the college. While each Pathway has its own theme and pursues the education goals of the college's liberal education program in its own manner, all Pathways share certain characteristic features:

- Students learn how to formulate important, illuminating questions, and then how to answer them using information drawn over time from a diversity of sources.

- The central theme is developed through multiple media approaches and with an emphasis on historical context.
- There are extensive and intensive opportunities for students to develop their skills in reading, writing and oral communication throughout the two-year curriculum.

**PTH 101 First Year Seminar****3 credit hours**

In the first semester of a student's study at Colby-Sawyer, the college offers a variety of First Year Pathway Seminars, which are theme-based and interdisciplinary. The goals of the first year seminar are

- to introduce students to the demands and pleasures of rigorous intellectual endeavors and to develop good habits of the mind necessary for college-level work;
- to develop students' ability to work collaboratively in a community of colearners;
- to help students appreciate the interconnectedness of knowledge from different disciplines across the breadth of human experience; and
- to help each student achieve the clarity and perspective to choose an area of concentration while gaining the tools and experience to carry out upper-level study.

Students who do not earn a passing grade in PTH 101: First Year Seminar must enroll and successfully complete another First Year Seminar as soon as one is offered. Students must also successfully complete the three Stepping Stone courses before or during the semester in which they enroll in PTH 201: Sophomore Seminar.

The First Year Seminar courses are offered fall semester. A complete list of this year's Pathway and Stepping Stone courses appears below.

**PTH 201 Sophomore Seminar****3 credit hours**

The development of basic skills begun in the First Year Seminar continues and intensifies in the Sophomore Seminar. Students' ability to view material from multiple perspectives is evident in all aspects of their work as they construct and demonstrate an in-depth understanding of the Pathway theme. The Sophomore Seminar concludes with an integrated, collaborative and investigational project that culminates the Pathway learning experience. Work done in the sophomore seminar reflects students' growing ability to apply the Colby-Sawyer learning outcomes to their own educational experiences; thus, the seminar includes a written essay in which students reflect on the meaning of the learning outcomes and how they have made progress toward achieving them. Offered spring.

**PTH 380 Pathway Peer Mentor****1-3 credit hours**

A Pathway peer mentor is a sophomore, junior or senior who works with a faculty member to provide new students at the college with a unique educational experience in the First Year Seminar or the Sophomore Seminar. The peer mentor will serve as a more experienced co-learner in the Pathway and provide first year or sophomore Pathway students with guidance and information to help them address their academic and social adaptation needs. May be repeated for up to a total of three credits. Offered fall and spring.

## Pathways and Stepping Stones Offered Fall 2008:

### PTH 101A Food for Thought

3 credit hours

The First Year Seminar uses food as a media to explore a variety of cultural, social, and global perspectives. Students work to build their understanding of dietary needs, and how location and culture shape our diet. The framework is intended to have students investigate where their food comes from, and the social, economic, political and environmental considerations that can play a strong role in what we eat. During the Sophomore Seminar the theme students work around is how food is used as expression. This student driven exploration examines historic and current trends, as well as look to the future to project how the quality, quantity, and role of food may change.

Stepping Stone Options: COM 203 or COM 227; ENG/ENV 215,  
ENG/ENV 229, or ENG 247; ESS 100 or SCI 201; HIS 217 or HIS 218;  
PHI 213 or PHI/REL 205

### PTH 101B The Long and Winding Road:

#### Exploring the Detour of Emerging Adulthood

3 credit hours

As a first-year student are you an adolescent or an adult, or perhaps somewhere in between? What factors help us to identify our current stage of development? How do we know when we've successfully transitioned to the next stage? This Pathway guides the student in answering these questions by exploring a new developmental stage called Emerging Adulthood (Arnett, 2000).

In the First Year Seminar students begin this exploration by defining themselves and answering the age-old question, who am I. This intellectual path winds through wooded areas (structures of adult thought), cozy meadows (friendship and romance), and opens up to mountain vistas (the sources of meaning in life).

In the Sophomore Seminar the path becomes a superhighway with numerous exits where we'll get off to explore the economy, a sense of community, and the media. Students look at whether Emerging Adulthood exists in other cultures, whether war and tragedy contribute to arrested development, and the nature of globalization.

Stepping Stones Options: AME 201; ECO 100 or PSY 101 or SOC 101;  
ENG 247; ENG 248 or PSY 221; PHI 100 or PHI/REL 205

### PTH 101C Striving for Balance in Life

3 credit hours

This Pathway explores the basic concepts of achieving balance in life with a focus on family, work, leisure, time, and money. Students are asked to devise and implement a "life balance" plan. In addition, students explore the impact of individual decisions on family and society at large.

During the Sophomore Seminar students reflect on their experiences over the prior 18 months, in regard to implementation of their "life balance" plan they devised during the first Pathway course, and their success in working towards their goals. This provides students opportunity for personal growth and development when faced with the realization that this achievement is a continual challenge and involves reassessment at various points in life.

Stepping Stones Options: BIO/ENV 107 or ENV/SCI 120; ART 110 or ART 230,  
or ART 260 or ART 270; HUM 203 or PHI 110 or PHI 213; BUS 115 or  
BUS/ENV 116 or ECO 100; ESS 100 or NUR 203

**PTH 101D Exploration: From Dream to Discovery** **3 credit hours**

Humans have engaged in exploration for as long as we have inhabited the earth. There are a variety of motives behind exploration ranging from satisfying one's curiosity to gaining political power to acquiring economic advantage.

In the First Year Seminar students ask questions around the theme of exploration in an effort to understand the process, progress, and change humans make through discovery. The common story of exploration students use in class is the Lewis and Clark expedition. In the Sophomore Seminar students revisit their questions and integrate new perspectives gained from their Stepping Stone classes. Students incorporate what they have learned in this Pathway to plan an exploration relevant to their own life.

Stepping Stones Options: BIO/ENV 100; BIO/ENV 107 or ENV/SCI 120 or SCI 130; ENG 247; ENG 248 or PSY 221; PSY 101 or SOC 101

**PTH101E Can't We All Just Get Along?** **3 credit hours**

This interdisciplinary journey focuses on conflict; internal, external, interpersonal, structural, dyadic, and group. The benefits and drawbacks of conflict, as well as how individuals manage and resolve conflict are discussed, as is the cause of escalating conflict and violence in the world.

In the First Year Seminar the primary study is on individual and interpersonal conflict. Students study their own reaction to conflict and how they generally resolve it—for good or ill. In the Sophomore Seminar students apply the conflict theory learned in the first seminar to the more global issues of resource scarcity, political, historical and religious conflicts; how and why they occur and what the potential is for resolution.

Stepping Stones Options: AME 201 or HIS 101 or HIS 102; ART 100 or MUS 103 or THE 102 or WRT 201; BIO/ENV107 or ENV/SCI 120 or SCI 130 or SCI 140; ECO 100 or ECO101 or ECO 102 or SOC 101; PHI 100 or PHI 213 or REL 237

**PTH 101F Art in the Landscape/Landscape as Art** **3 credit hours**

The relationship between architecture, landscape architecture, and art in the landscape has a history of its own and the lines between the different disciplines are intertwined and at times have become one entity. Works like those of architect Frank Lloyd Wright and landscape architect James Rose are good examples of architecture, landscape architecture and art merging into whole concepts.

The First Year Seminar explores the basic elements of design and the vocabulary necessary for the understanding of sculptural form and landscape design. In the Sophomore Seminar, students review the enduring understandings to develop additional areas of inquiry on such topics as the politics and protocols of creating art in the landscape, public art-parks, malls, cemeteries, monuments and memorials, and gardens and landscape as art-botani-callegends, environmental issues, social and political histories, and time.

Stepping Stones Options: ART 125; BIO/ENV 107; BUS 115 or BUS/ENV 116 or EDU 201; ARH 201 or ARH 202 or HIS 102; ENV/SCI 120 or SCI 130

**PTH 101G Starting Over****3 credit hours**

This Pathway explores the concept and many connotations of starting over from the simplistic to the sophisticated. Students explore why and how individuals and groups decide to, or are forced to, start over. Students study and question these, as well as our own, life stories and in the process consider cultural, religious, philosophical, political, and societal differences that may exist.

In the First Year Seminar students are exposed to individual starting over experiences through reflection, discussion, readings and videos. For example, you are starting over as a first year student. In the Sophomore Seminar we expand our study to include a broader group of individuals, communities, colonies, nations, and economies.

Stepping Stones Options: AME 201 or HIS 101; ENG/ENV 229 or ENG 247; ECO 100 or ECO 101 or SOC 101; GOV 100 or PSY 221; PHI 100 or REL 100

**PTH 101H Time: Past, Present, and Future**

This Pathway centers on the question: What is the meaning of time? Most people agree that there is not enough time in a day, but how did we arrive at this point in our society? Students explore how various disciplines, such as science, philosophy, religion, history and sociology influence conceptions of time in various cultures.

The First Year Seminar examines the meaning of time in contemporary American society, and explores the scientific discoveries, social norms, customs, religious or philosophic beliefs and historical events that contribute to our current conception of time. The Sophomore Seminar begins by investigating the meaning of time in various cultures, and explores how science, religion, philosophy, historical events, and social factors influence the present perception of time within each culture.

Stepping Stones Options: ENG 248 or PSY 221; ESS 100; HIS 217 or HIS 218; REL 100 or REL 234; SCI 112 or SCI 130 or SCI 140

**PTH101I Honors Pathway Betwixt and Between:  
An Introduction to College Honors****3 credit hours**

This Pathway proposes to examine the ways we map paths from one place, one creative, cultural, or intellectual experience, one set of relationships to another. In popular usage we might call this living on the edge. The disciplines of anthropology and environmental studies introduce fruitful ways of thinking about living on or at the edge in their emphasis on the opportunity at the edges to encounter diverse species, ideas, and experiences. Students are encouraged to ask impertinent questions about change and growth and devise ways to map their own process of being in-between. In this sense, the course intends to cultivate the practice of daring map-making, cartography that recognizes the value of exploring terra incognita.

In the First Year Seminar students will read, discuss, and write about shared texts and then be encouraged in the Sophomore Seminar to bring the texts of their lives and texts they choose to deepen and amplify the course's central questions.

Stepping Stones Options: ART 100; COM 203; ENG 248 or ENG 249; HIS 217 or HIS 218; PHI 213

**PTH 101J Growing Up in the 21st-century: Where's the Child? 3 credit hours**

This Pathway explores the role of physiological, psychological and sociological aspects of children in the 21st-century. This course undertakes an interdisciplinary study of the youth experience to examine questions related growing up in the 21st-century. Through readings, class discussions and personal reflection, we hope to uncover “Growing Up in the 21st-century, Where's the Child?”

In the First Year Seminar the emphasis is on understanding the interaction and interrelatedness of the child with parents, friends and community. Students examine how these relationships have evolved over time. Through readings, class discussions and personal reflection, students' understanding of the child in current society will be enriched.

The Sophomore Pathway is structured as a seminar course, geared toward individual self-learning. Students determine their learning path in the First Year Seminar with the emphasis being “Growing Up in the 21st-century.”

Stepping Stone Options: ENG 218 or ENG 220; HIS 102; PHI 100 or PHI 213; PSY 101 or SOC 101 or EDU 201; PSY 221

**PTH101 K Freedom and Fear: Living the First Amendment 3 credit hours**

In this Pathway students explore the freedoms granted in the Constitution's first amendment: freedom of speech, religion, press, assembly and petition. In times of social threats, the rights of individuals are often suppressed. Students read about the ways in which people whose freedoms were taken away have challenged the laws. Students think about the importance of these freedoms in their lives.

In the First Year Seminar focus is on individual fights for freedom. In the Sophomore Seminar focus is on the Constitutional history and Supreme Court decisions that have defined freedom in American culture.

Stepping Stone Options: ART 100; COM 203; HIS 101 or HIS 102; REL 100 or REL 206; SOC 101

**PTH 101L Adventures on the Silk Road 3 credit hours**

Follow in the footsteps of Marco Polo and Genghis Kahn as they discover hidden treasures in central Asia. In this Pathway students explore the cultural traditions of central Asia and how they have influenced our own culture. The First Year Seminar studies the history of Eurasia; the Sophomore Seminar examines the current issues of the region.

Stepping Stones Options: MUS 103; COM 244; ARH 201 or HIS 217 or HIS 218; ENV/SCI 120; SOC 101

**PTH 101M SPAM—Sports, Politics, America and the Media: A Critical Examination at the Intersection of Sports and Politics in American Life 3 credit hours**

Professional sports are often considered to be a microcosm of society, while politics is viewed as a high-stakes, winner-take-all competition. In either case, there is almost always a result, one with a victor and a defeated opponent. Both institutions use terms like ‘game plan’, ‘execution’, and ‘teamwork’, but the vernacular has become increasingly shared in recent years.

The First Year Seminar aims to explore topics such as politics, economics, race, and mass media through the lens of current issues at the political-athletic interface. The

Pathway employs sports-related topics to discuss larger societal issues. What is Congress's role in the policing of professional sports? Are the nation's resources being used wisely? How do the media influence our perception? The Sophomore Seminar intends to reverse the focus; what lessons from the First Year Seminar appear relevant in our political machine?

Stepping Stone Options: PSY 101 or SOC 101; BUS 115 or BUS /ENV 116 or ECO 100 or ECO 101; COM 203 or COM 227; HIS 102; PHI 100 or PHI 110

**PTH 101N Interior Dialogues: Our Search for Values** **3 credit hours**

We hear so many voices in our heads: our church, our teachers, our families, our friends, the news, a song, and 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 helps students to begin to answer these questions, to become the author of their own belief systems, to explore new beliefs and ideas, and to think about how to address beliefs that are different from their own. The goals of the First Year Seminar and the Sophomore Seminar are to help students to understand the nature of belief and to learn how to construct their own values and beliefs.

Stepping Stones Options: ENG 248 or ENG 249; ESS 100 or PSY 214; HIS 101 or HIS 102; PHI/REL 205 or PHI 213; SOC 101

**PTH101O Awakening the Best: Invoking the Citizen Leader** **3 credit hours**

This Pathway explores the life stories and histories of United States and world leaders as we attempt to answer the following questions: Are there certain personality traits that great leaders share? To what extent is context responsible for creating leaders, Mahatma Gandhi, for example? Students read about and discuss the concepts of leading from the middle, servant leadership, and citizen leaders.

In the First Year Seminar students explore concepts and biographies. Students leave with their own ideas of what makes a leader. In the Sophomore Seminar students put theory to action through individual and group leadership projects.

Stepping Stone Options: BUS 115 or BUS/ENV 116; GOV 100 or PSY 221; HIS 101 or HIS 102; PHI 213; PSY 101 or SOC 101

**PTH 101P The Seven Deadly Sins** **3 credit hours**

This Pathway examines our notions of sin. The early Christian church cited pride, greed, envy, wrath, lust, gluttony and sloth as the Seven Deadly Sins. Do we in 21st-century America still see these seven vices as "Deadly Sins?" What is sin, and who has the power to define it? Does punishment always follow, and who or what does it out: God, our fellow humans, or the universe in general? What possibilities exist for repentance and atonement, and what limits these possibilities? We will posit answers to these and other questions as we read, discuss, and write about selected novels and films.

During the First Year Seminar students focus on individuals committing "sin," receiving or escaping punishment, repenting or not repenting, and making atonement or failing to do so. During the Sophomore Seminar students look at the notions of "sin" developed in the First Year Seminar and apply them to community and

global issues such as poverty, environmental degradation, scarcity of global resources, and social and political conflicts.

Stepping Stone Options: ARH 201 or ARH 202; ART 100; BUS 115 or BUS/ENV 116 or ECO 100; COM 203 or COM 227; PHI 100 or REL 100; ENG 248 or ENG 249 or PSY 221

### **PTH 101Q Outsiders: Marginality, Social Change and Social Justice**

**3 credit hours**

This Pathway explores how individuals or groups who are viewed as outsiders in society respond and, in many cases, act to change the world in which they live. Students study the experiences of individuals who, at various times, have clashed with powerful institutions; the immigrant experience, both historically and in the present; and the experiences of people whose lifestyles are often viewed as being on the margins of their communities.

In the First Year Seminar, students use autobiographical and biographical works to raise questions about marginalization, social power, and social change. In the Sophomore Seminar, students focus on broader issues related to the extension of human rights to outsiders by studying the immigrant and refugee experiences, at least one international ethnic or religious conflict, and a social movement.

Stepping Stones Options: AME 201 or HIS 217 or HIS 218; ENG 220 or ENG/ENV 229; GOV 100 or PSY 221; PHI 100 or PHI 110 or PHI/WST 111; PSY 101 or SOC 101

### **PTH 101R Catharsis: A Theatrical Journey**

**3 credit hours**

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

The First Year Seminar is organized around the belief that “if you can do theatre, you can do anything.” Students work with each other to develop scenes from plays and to communicate a unified presentation. In the Sophomore Seminar students write a play that is an expression of their academic experience.

Stepping Stones Options: BIO/ENV 107; BUS 115 or BUS/ENV 116; PHI 100; PSY 101; THE 102 or WRT 201

### **PTH 101S Intercultural Ceramics: History, Aesthetics and Production**

**3 credit hours**

This Pathway examines the major ceramic traditions of Asia, Europe, and America. Students 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, students develop a foundation for understanding, interpreting, and appreciating the range of expression and meanings in the field of ceramic art.

Stepping Stones Options: ARH 201 or ARH 202; ENG/ENV 229; PHI/REL 205; SCI 130; SOC 101

# Philosophy

C. GREENMAN, C. LABARBERA, A.P. STECKER, P. STEESE, M. WILEY

## Philosophy Minor

The minor in philosophy provides in-depth 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. Please refer to the Minor Programs section of this catalog for further information.

## Requirements

The minor in philosophy consists of 18 credit hours of study, including PHI 100, PHI 110, and at least six 300- or 400-level philosophy credit hours. 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).

## Course Offerings

### PHI 100 Introduction to Philosophy

3 credit hours

This course is an introduction to aims and methods of philosophy, approached from the standpoint of Socrates' dictum, "The unexamined life is not worth living." Students study key topics from the history of philosophy, including the nature of truth, reality, and the self. The course emphasizes how philosophy contributes to the expansion of intellectual and personal horizons. Offered fall and spring.

Exploration Area: Humanities

### PHI 110 Introduction to Logic

3 credit hours

This course is an introduction to logic and critical thinking, including the study of syllogisms, fallacies, and arguments. Students learn how to evaluate arguments in various contexts, from everyday conversations to controversial public debates. The course also examines the relation between logic and language, and between reason and meaningful discourse. Offered spring.

Exploration Area: Humanities

### PHI/WST 111 Introduction to Women's Studies

3 credit hours

Women's studies is an academic response to the movement toward women's equality. This course introduces students to women's studies through the lens of philosophy, especially feminism and feminist philosophy. Students study the concept of gender and how it intersects with class, race, and sexuality. The history of feminism and the contemporary issues facing women are also emphasized. Offered fall.

Exploration Area: Humanities

### PHI/REL 205 Philosophy of Religion

3 credit hours

In this course, students study philosophical theories and concepts of religion. Topics include arguments for and against God's existence, the notion of divinity, and the

problem of evil. Western and non-Western traditions may be discussed. Emphasis is placed on understanding key religious concepts and their importance for philosophy. Offered fall of odd-numbered years.

Exploration Area: Humanities

**PHI 213 Foundations of Ethics**

**3 credit hours**

Ethics is the study of how we should live. This course is divided among the study of major ethical theories, including virtue theory, deontology, and utilitarianism, consideration of how these theories can be applied to ethical questions, and the general consideration of how principled, theoretical thinking can help us understand our world. Offered fall and spring.

Exploration Area: 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. Students also consider pressing social issues like the right to same-sex marriage, feminist and non-feminist appraisals of pornography, and the validity of polygamy. This course may be used to satisfy a requirement for the Women's Studies minor. Offered spring of odd-numbered years.

Exploration Area: Humanities

**PHI 221 Aesthetics**

**3 credit hours**

Aesthetics is the philosophical study of art (broadly construed), beauty, and feeling. In this course, students study major figures and theories in aesthetics and apply them to specific artworks and experiences. Questions addressed include: What is art? What makes something beautiful? Is taste subjective? How does art relate to society? Offered fall of even-numbered years.

Exploration Area: Humanities

**PHI 250, 350 Topics in Philosophy**

**1–3 credit hours**

These courses offer students in-depth study of topics in philosophy that are 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 credits**

Qualified students may develop independent study courses in philosophy. The course level depends on the course topic and the extent of student independence. Each independent study course is developed in consultation with a member of the philosophy faculty. Only one course may be used to meet Philosophy minor requirements. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**PHI 305 Biomedical Ethics**

**3 credit hours**

This course examines fundamental ethical concepts and applies them to issues in health care and in the biological sciences. Students study major ethical theories, case studies, and contemporary arguments to develop a reflective approach to biomedical issues. Emphasis is placed on the challenges that health care professionals face in their work. Offered fall.

*Prerequisite:* Sophomore standing or above

Exploration Area: Humanities

**PHI 308 Social and Political Philosophy****3 credit hours**

This course is an introduction to social and political theory. Students study major figures and texts from the history of philosophy, including work by Plato, Hobbes, Marx, and others. Students analyze major concepts like power, justice, and democracy. Emphasis is placed on relating theory to social and political issues in the contemporary world. Offered fall of odd-numbered years.

*Prerequisite:* Any 100- or 200-level Philosophy course

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

Environmental philosophy is the philosophical study of the natural world and its relation to human beings. Students study several significant areas in environmental thought, including environmental ethics, animal ethics, ecofeminism, and political ecology. Artificial and urban environments, as well as land and environmental art, may also be covered. Offered spring of even-numbered years.

*Prerequisite:* Sophomore standing or above

Exploration Area: Environmental Literacy

## Physics

A. CAHOON

**PHY 101 Introduction to Physics I****4 credit hours**

The topics included in this course are classical mechanics, statics, simple machines, energy, and the properties of matter. The experimental, historical and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions and laboratory experiences. Offered fall of even-numbered years.

*Prerequisite:* MAT 123 or successful completion (B- or better) of two years of high school algebra

Exploration Area: Science

**PHY 102 Introduction to Physics II****4 credit hours**

In this course, the development of physical concepts continues with topics in sound, electromagnetism, light and quantum mechanics. Much of the material is developed through student involvement in classroom activities, discussions and laboratory experience. Offered spring of odd-numbered years.

*Prerequisite:* PHY 101

# Psychology

M. ABECASSIS, D. BURLEY, J. CARROLL, M. CLEMENT, R.T. COY, J. EWING,  
L. GARRIOCH, A. LYON, R. MEDBERY, B. PIETLICKI, B. QUINN, C. STEIN, K. TAYLOR

## Bachelor of Arts: Psychology

The Social Sciences and Education Department offer a Psychology major that 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. **The college has an affiliation agreement to assist qualified Baccalaureate degree graduates from Colby-Sawyer into Masters Degree programs at Springfield College. Information is available in the Graduate School Opportunities section of the catalog.**

### Major Requirements

Liberal Education Program requirements

PSY 101, 202, 210, 215, 302, 304, 308, 318, 460, 485

One developmental psychology course chosen from PSY 203, 206, or 227

Four focus courses chosen from 200-, 300-, and 400-level psychology and sociology courses; at least three of these courses must be 300- or 400-level psychology courses.

SOC 101

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in PSY 101 and a 200-level psychology course
- A Major Acceptance essay (see the Social Sciences and Education department chair for details).

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

## Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
PSY101	PSY 202
WRT 105	CIS105 or 201
SOC 101	PSY Dev. Course or Elective
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Sophomore Year</b>	
PSY Dev. Course or Elective	PSY/SOC 300/400
Liberal Education Course	Liberal Education Course
Liberal Education Course	PSY 210
PSY 215	Math Requirement
Elective	PTH 201
<b>Junior Year</b>	
PSY 302	PSY 308
PSY 304	PSY/SOC 300/400
PSY 318	Liberal Education Course or Elective
PSY/SOC 300/400	Elective
Liberal Education Course or Elective	Liberal Education Course
<b>Senior Year</b>	
PSY460	PSY 485
PSY/SOC 300/400	Liberal Education Course
PSY/SOC 300/400	Elective
Elective	
Elective	

**Total credit hours: 120 minimum**

### Psychology Minor

#### Requirements

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 or 400 level. Please refer to the Minor Programs section of the catalog 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

#### **PSY 109 Psychology Seminar**

**1 credit hour**

This seminar offers psychology majors the opportunity to hear from speakers about their research and professional work within the field of psychology. Seminars are

open to students outside the psychology major. May be repeated for credit. Graded pass/fail. Offered spring.

**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, Maslow and 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 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 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 215 Biological Psychology****3 credit hours**

Psychology is the scientific study of behavior and mental processes. Biological psychology takes a biological approach to understanding behavior. This course introduces students to the methods biological psychologists employ to investigate the biological underpinnings of behavior. It explores what is currently known about the biological basis of emotional responses, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several neurological disorders. Offered fall.

*Prerequisite:* PSY 101

**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. Offered fall and spring.

Exploration Area: Global Perspectives

**PSY 227 Adult Psychology****3 credit hours**

This course provides an overview of physical, cognitive, personality, and social development across the adult life span, starting from high school graduation through death. Students examine how individuals progress through a series of predictable stages during their lifetime, how they cope with the challenges of each stage, and whether aging should be viewed pessimistically as a series of losses or optimistically as increasing gains in wisdom and experience. Offered fall.

*Prerequisite:* PSY 101

**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 semester are announced before registration.

*Prerequisite:* For PSY 250: one 100-level PSY course

For PSY 350: one 200-level PSY course

For PSY 450: one 300-level PSY course

**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. Only one independent study course may be used to meet the requirements for a minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

### **PSY 302 Statistical Methods for Psychology**

**3 credit hours**

This course introduces students to the application of statistics to the research process in psychology. Statistics are used to describe and to critically evaluate information. This course introduces two branches of statistics: descriptive and inferential. Students will learn about central tendency, variability, z-scores, correlation, linear regression, probability, parametric tests such as z-test, and t-tests. Offered fall.

*Prerequisite:* PSY 101 and junior standing recommended

### **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 304 Experimental Social Psychology**

**4 credit hours**

This course will introduce students to theories and research about many topics that are important in their everyday lives. Throughout the course, students will explore the theme of the interplay between people and their environment. Topics examined through discussion, and readings include attraction and intimate relationships, conformity, persuasion, and reasons for aggressive behavior. The laboratory portion of the course will be devoted primarily to the design, implementation and write-up of social psychology experiments. Offered fall.

*Prerequisite:* PSY 101 or SOC 101 and junior standing

### **PSY 306 Abnormal Psychology**

**3 credit hours**

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. The multiperspective approach includes the major viewpoints on mental and emotional disorder, including the cognitive, neuropsychological, interpersonal, and existential perspectives. Students apply classroom 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 spring.

*Prerequisite:* PSY 302

**PSY 310 Theories of Counseling****3 credit hours**

This course introduces students to the field of counseling psychology and provides an overview of the major theories of counseling. Students learn about psychological theory—psychodynamic, cognitive-behavioral, humanistic, transpersonal, and systemic—serves as the foundation of counseling and the ways in which counseling goals and methods emerge from these theories. The course includes a practical component and addresses the major ethical concerns in the field of counseling. Offered spring.

*Prerequisite:* PSY 318

**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 318 Fundamentals of Helping Interaction****3 credit hours**

Students explore the art and science of relating to others with sensitivity, objectivity, empathy and genuineness. The course addresses the nature of “helping,” attributes of skillful “helpers,” and the special dimensions and dynamics of the therapeutic relationship. Students develop skills in listening, reflecting, responding and problem solving. Students also gain an understanding of the many ethical issues involved in the helping professions. This course is intended for students preparing for internships and careers the field of psychology as well as those in nursing and teaching. Offered fall.

*Prerequisites:* PSY 202 or a developmental PSY course, and junior standing

**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 205 or PSY 200-level course

**PSY 354 Psychology and Law****3 credit hours**

This course introduces students to the role of psychology in the legal system. Students examine and evaluate the assumptions made by the legal system about psychological and scientific issues. Students seek to understand how the legal system actually works, not how the law assumes that it works. This course examines the

complex relationships between psychology and the law, explores the many roles of psychologists in the legal system, and provides insight into the past and anticipated future of this dynamic interdisciplinary field. Offered spring.

*Prerequisites:* PSY 200-level course and junior standing

### **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. Students must complete this Capstone experience at Colby-Sawyer College. Offered fall.

*Prerequisites:* PSY 302 and PSY 308

### **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 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 100- and 200-level courses. 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.* Graded Pass/Fail. Offered spring.

*Prerequisites:* Psychology Major Acceptance, pre-internship seminar permission of the faculty sponsor and department chair

## Religious Studies

C. KRAJEWSKI, E. KRAJEWSKI, C. GREENMAN

**REL 100 The Meaning of Life:****Introduction to Religious Studies****3 credit hours**

This course is an introduction to the study of ancient and contemporary religions, centered on the question, what is the meaning of life? Through the analysis of key texts in several traditions, students investigate deeply held human values and their expression in religion. Emphasis is placed on making the traditions meaningful, regardless of a student's religious commitments. Offered fall and spring.

Exploration Area: Humanities

**REL/PHI 205 Philosophy of Religion****3 credit hours**

In this course, students study philosophical theories and concepts of religion. Topics include arguments for and against God's existence, the notion of divinity, and the problem of evil. Western and non-Western traditions may be discussed. Emphasis is placed on understanding key religious concepts and their importance for philosophy. Offered fall of odd-numbered years.

Exploration Area: Humanities

**REL 206 The Meaning of Death****3 credit hours**

In this course, students are introduced to how various religious traditions have responded to death. Is life worth living if death is its outcome? If God exists and is good, why do death, evil, and suffering exist? Is there an afterlife? Emphasis is placed on the close reading of texts and their application to contemporary life. Offered spring of even-numbered years.

Exploration Area: Humanities

**REL 234 Myth and Folklore****3 credit hours**

This course introduces students to mythology and folklore from a variety of cultures and epochs. Myths and folk tales not only serve as explanations for natural phenomena; they also create foundations for spiritual discovery. Students study ancient and modern stories and attempt to describe the role that myth plays in people's lives. Offered spring of odd-numbered years.

Exploration Area: Humanities

**REL 237 Comparative Religion****3 credit hours**

This course explores two or more religious traditions in significant depth. The goal is to delve more deeply into the ideas and practices of the religions than is possible in REL 100: The Meaning of Life. Emphasis is placed on the interpretation of texts, and on making the traditions meaningful, regardless of a student's religious commitments. Offered fall of even-numbered years.

Exploration Area: Humanities

**REL 250, 350 Topics in Religion****1- 3 credit hours**

These courses offer students in-depth study of topics in religion that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

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

Qualified students may develop independent study courses in religious studies. The distinction among course levels depends on the course topic and the extent of student independence. Each independent study is developed in consultation with a member of the religious studies faculty. Only one course may be used to meet Philosophy minor requirements. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the humanities department chair

## Science

L. ALEXANDER, N. BAER, L. BATALDEN, K.-L. BOYLE, A. CAHOON, S. KILIC-BAHI,  
H. PINE, B. STEELE, K. STOEFELKE, W. THOMAS, L. WILDER, P. WHITE

**SCI/ENV 108 Environmental Science Seminar****1 credit hour**

The Natural Sciences Department provides a program of speakers in the spring semester that focus on environmental topics. Seminars are open to the public. Students receive one credit hour for attendance at 80 percent of the semester's talks and producing several short writing assignments. May be repeated for credit. Graded Pass/Fail. Offered spring.

**SCI 109 Science Seminar****1 credit hour**

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

**SCI 112 Introduction to Astronomy****4 credit hours**

This laboratory course provides a hands-on introduction to astronomy. Students take an historical perspective, noting major theoretical developments in astronomy such as the work of Galileo, Kepler, Newton, Einstein, Hubble, and Hawking, and also a practical perspective, discussing the exploration of space by satellites, shuttles, and telescopes. Laboratory work involves computer demonstrations and night sky observations. Offered spring of odd-numbered years

Exploration Area: Science

**SCI/ENV 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. Laboratory exercises are included. Topics include population control, ozone layer depletion, loss of species diversity, rain forest depletion, global warming, recycling, toxic wastes, and air and water pollution. Offered fall and spring.

Exploration Area: Science

**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 audiovisual materials and laboratory activities. Offered fall and spring.

Exploration Area: Science

**SCI 140 Science from Stone Age to Space Age****4 credit hours**

Students ponder the questions that humans have asked about the world since the dawn of civilization. Focus is on how the questions were asked, how they were answered, and how those answers changed. The course examines how the process of science paralleled other developments in society. During labs, students replicate some simple observations that led to major discoveries. Offered fall of odd-numbered years.

Exploration Area: Science

**SCI 201 Nutrition****3 credit hours**

The course provides a general background of the functions of food and its relation to mental and physical well being. Concentration is focused on topics of current interest. 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

**SCI/ENV200-level Introduction to Physical Geology  
(under development)****4 credit hours**

In this course students gain an understanding of the forces that shaped rocks, the types of rocks on earth's surface and human's impact on geology. Students are exposed to the physical and chemical properties of soils and their relative impact on the overlying biology. Students also learn about specific events like volcanoes and features such as glaciers and deserts. Offered fall of even-numbered years.

# Sociology

D. BURLEY, J. CARROLL, P. ELLER

## Sociology Minor

The Social Sciences and Education Department offers a minor in sociology that allows students to study the role that the broader social context has on human experience. Following an introductory course, students choose from a variety of topical courses with a sociological theme. Please refer to the Minor Programs section of the catalog for further information.

## Requirements

The minor in sociology consists of 18 credit hours that include SOC 101 and five other courses chosen from SOC 203, 250, 302, 303, 305, 313, 304, 350, 402, 450; PSY 304, 308, or 313; PHI 111/WST 111. Of the six courses, two must be at the 300 or 400 levels and at least four must be in sociology.

## Course Offerings

### **SOC 101 Individual and Community**

**3 credit hours**

This course explores the interrelationship 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

### **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 systems of sexual behavior, mate selection, marital roles, parenting and child rearing. The course also deals with a number of family problems, such as domestic violence and divorce. Offered fall and spring.

*Prerequisite:* SOC 101

### **SOC 250, 350 Topics in Sociology**

**1–3 credit hours**

These courses offer students in-depth study of topics in sociology that are not part of the regularly scheduled course offerings. The topics are announced before registration.

*Prerequisites:* For SOC 250: one 100-level SOC course

For SOC 350: one 200-level SOC course

### **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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Social Sciences and Education Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit.

*Prerequisite:* Permission of the instructor and the department chair

**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, literature, and 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 or PSY 101 or one 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 sport 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/ENV 305 Environmental Sociology****3 credit hours**

This course examines how social organizations and structures such as the distribution of power and the construction of meaning shape and are shaped by what we call “nature” or the “environment.” Students seek to understand how environmental problems have roots in social processes such as culture, community and social inequality, and how that affects the way we solve environmental problems. Offered fall of even-numbered years.

*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. This course may be used to satisfy a requirement for the Women’s Studies minor. Offered fall of odd-numbered years.

*Prerequisites:* SOC 101 or PSY 101

**SOC 402 Criminology****3 credit hours**

Criminology is a 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 familiar with

both theory and practice, with an eye toward future trends in our criminal legal system. Offered spring of even-numbered years.

*Prerequisites:* SOC 101, one 200-level SOC 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 100- and 200-level courses. 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 department chair

## **Theatre**

G. BLISS, M. LOVELL

### **Theatre Minor**

The Fine and Performing Arts Department offers a minor in theatre that provides students an opportunity to pursue a concentrated program focusing on acting, performing, writing, and technical operation. A wide range of theatrical productions provide students with choices centered on their interests. The minor in theatre consists of 21 credit hours.

### **Requirements**

Due to the course sequencing, students intending to minor in Theatre should be aware of the importance of careful planning in order to complete the requirements of the minor. The following courses are required:

THE 140, 230

Choose one course from the following: THE 201 or 202

Choose 2 courses from the following: THE 240, 260; COM 203; ENG 231, 251

Choose two 300- or 400-level courses from the following: THE 330, 340, 360, 440; COM 311, 312; WRT 311, 312

## **Course Offerings**

### **THE 102 Introduction to Theatre Arts**

**3 credit hours**

This course familiarizes students with several aspects of the theatre arts and provides a basis for further participation in or increased appreciation for acting, dance, design, directing, dramatic literature and technical theatre. Theater is art and art reflects life. Theatre and the dramatic arts are explored through an historical study, reading and seeing plays, writing critical responses, and participating in acting exercises and scene work. Offered fall and spring.

Exploration Area: Fine and Performing Arts

### **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

**THE 201 20th-century Performing Arts History** **3 credit hours**

This course is a survey of the beginnings of 20th-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, dance, opera, and mime. Offered spring of odd-numbered years.

Exploration Area: Fine and Performing Arts

**THE 202 Theatre History** **3 credit hours**

Major periods of theatre from ancient Greece to the 20th century are studied. Students consider great plays and playwrights, physical theatres and production techniques, and the place of theatre performance in the culture of the day. Through dramatic analysis and criticism, the student gains a wide perspective and appreciation of theatre as art, literature, and entertainment. Offered spring of even-numbered years.

**THE 230 Stagecraft I** **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. Offered fall and spring.

Exploration Area: Fine and Performing Arts

**THE 240 Acting II** **3 credit hours**

A continuation of THE 140, the course emphasizes interpreting roles from plays: training in character definition and analysis. Various acting styles are discussed. Offered fall.

*Prerequisite:* THE 140

**THE 260 Directing I** **3 credit hours**

Students learn the fundamentals of play directing. Students work directly with the show director 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 fall and spring.

**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 offered at the college. 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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each

independent study course is developed in consultation with a faculty member in the Performing Arts Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the department

**THE 330 Stagecraft II****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. Offered fall and spring.

*Prerequisite:* THE 230

**THE 340 Acting III****3 credit hours**

A continuation of THE 240, the course concentrates on the rehearsal of scenes from period plays and one-act plays written 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 THE 260, this course examines more difficult and complex problems, both technical and artistic, that a theatre director must face. Students work as assistants to the show director during the main stage play. Students in this course direct a one-act play as their final project. Offered fall and spring.

*Prerequisite:* THE 260

**THE 440 Acting IV****3 credit hours**

Individual projects and audition styles are emphasized. Students perform monologues in preparation for professional auditions. Offered fall.

*Prerequisite:* THE 340

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

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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 department chair

## Women's Studies

P. ANDERSON, D. BERGHORN, C. GREENMAN, M. MEADE, 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 PHI/WST 111. The sequence of required courses 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 PHI 111/WST 111, and at least six credit hours of 300- or 400-level women's studies courses. The courses ESS 309: Gender and Sport, SOC 203: Sociology of the Family, and SOC/PSY 313: Domestic Violence, may be taken to satisfy a minor requirement (at the 200- or 300-level respectively). Please refer to the Minor Programs section of the catalog for further information.

## Course Offerings

### **WST/PHI 111 Introduction to Women's Studies** **3 credit hours**

Women's studies is an academic response to the movement toward women's equality. This course introduces students to women's studies through the lens of philosophy, especially feminism and feminist philosophy. Students study the concept of gender and how it intersects with class, race, and sexuality. The history of feminism and the contemporary issues facing women are also emphasized. Offered fall.

Exploration Area: Humanities

### **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: Media Literacy

### **WST 250, 350 Topics in Women's Studies** **1–3 credit hours**

These courses offer students study in-depth of topics in women's studies, such as psychology of gender, gender and art, gender and science, gender and the historian, and gender and management, that are not part of the regularly scheduled course offerings. Topics are announced before 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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Humanities Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

### **WST/ENG 331 Images of Women in Literature** **3 credit hours**

This course examines the various ways women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Writers studied include Zora Neale Hurston, Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, Arundhati Roy, and Margaret Atwood, as well as feminist literary critics and theorists. Offered fall of odd-numbered years.

*Prerequisite:* One 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 odd-numbered years.

*Prerequisite:* COM 203 or PHI/WST 111

## Writing

C. ANDREWS, C. BALDWIN-DIMEO, D. BERGHORN, E. CHRUSCIEL, R. DAVIS,  
D. ELLIOTT, G. HIRSCH, T. KEALY, D. MCKEW, M. McLAUGHLIN, M. McMAHON,  
A. METZGEN, M. PERKINS, O. SMITH, A.P. STECKER, N. SUBIK, M. WILEY

## Bachelor of Arts: Creative Writing

The Humanities Department offers a major in Creative Writing which prepares students to publish their writings, to continue to study writing and literature in graduate school, to use creative writing and literature as tools to understand themselves and their world, and to enter professions that require excellent communications skills. This major is composed of liberal education courses, courses in English, and courses in Creative Writing, roughly following the traditional formula for undergraduate majors in the liberal arts with a third of the courses in liberal education, a third of the courses in the major, and a third of the courses as electives. The members of the writing faculty encourage students to explore disciplines and subject areas beyond English and Creative Writing.

### Major Requirements

ENG 160

Four 200-level literature courses from the following:

Two genre courses: ENG 213, 244, 245 or 251

Two survey courses: ENG 221, 222, 231, 232, 248 or 249

Four 300-level literature courses from: AME 305, ENG 317, 324, 331, 332, 333, 335, 338, 339 or 350

Five creative writing courses: WRT 201, 208, 301, 302, 311

WRT 420 (3 credit hours), 485

### Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum of C (2.0) average in ENG 160 and one 200-level creative writing course
- Meet with a member of the creative writing faculty to review course work, GPA and professional goals
- Submit an electronic Creative Writing portfolio that will include an essay from WRT 105, the final reflective essay from ENG 160, and material from a 200-level creative writing course of the student's choosing. The portfolio must include the Major Acceptance application that lists grades, courses taken in the major, overall GPA and faculty recommendation.
- Submit a letter to introduce the portfolio explaining the reasons for wanting to major in Creative Writing.

When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

### Suggested Registration

<i>Fall</i>	<i>Spring</i>
<b>First Year</b>	
WRT 105	WRT 201
ENG 160	ENG 200-level Genre Course
Math Requirement	ENG 200-level Survey Course
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
<b>Sophomore Year</b>	
ENG 200-level Survey or Genre Course	ENG 200-level Survey or Genre
WRT 208	ENG 300-level Literature Course
CIS 105 or 201	PTH 201
Liberal Education Course	Liberal Education Course Elective
Elective	Elective
<b>Junior Year</b>	
WRT 301	WRT 302
ENG 300-level Literature Course	ENG 300-level Literature course
Liberal Education Course	WRT 485
Elective	Elective
Elective	Elective
<b>Senior Year</b>	
ENG 300-level Literature Course	WRT 420
WRT 311	Elective
Elective	Elective
Elective	Elective
Elective	Elective

Recommended electives: courses in philosophy, religion, American studies, women's studies, communication studies, and film.

**Total credit hours: 120 minimum**

### 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, nonfiction, poetry and plays. Please see the Minor Programs section of the catalog for further information.

## Requirements

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, 326

WRT 301, 302, 314, 350, 414, 420

## Course Offerings

### WRT 105 Writing I

3 credit hours

Students learn to use writing as a tool for learning and as a means of communication. Through daily writing assignments students develop personal writing processes that will allow them to be effective learners, writers and readers. Through assignments involving research, argumentation, critical analysis and a writing portfolio, students also develop academic or professional writing styles. 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 (2.0). If the minimum grade is not earned on the first attempt, the student must repeat the course 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 minimum grade of C (2.0) 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

### WRT/COM 205 Introductory Journalism

3 credit hours

Students learn the basic elements of journalism and study the basic forms of journalistic writing: editorials, news articles and feature stories. Offered fall.

### WRT/COM 207 Newspaper Practicum

1 credit hour

The Colby-Sawyer Courier is a student-run newspaper serving the campus community. Credit for this course is based on work as editor and/or writer for the paper. Duties may include assigning stories, copyediting, layout, designing and composing paper sections, and reporting. This course may be repeated for up to six credits. Offered fall and spring.

*Prerequisite:* WRT 105; and COM 205 or ART 260

### 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 fall and spring.

*Prerequisites:* WRT 201, junior standing or above

**WRT 214, 314, 414 The Literary Magazine** **1 credit hour**

This course involves students with the production of the campus literary magazine. Students participate in the editorial processes necessary to produce a literary periodical. This course may be repeated for credit. Offered fall and spring.

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

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 fall.

*Prerequisite:* WRT 105

**WRT 250, 350 Topics in Writing** **1–3 credit hours**

These courses offer students in-depth study of topics in writing that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

**WRT 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 course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Humanities Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**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.

*Prerequisite:* WRT 208

**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.

*Prerequisite:* WRT 208

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

Students pursue advanced study of sports journalism by writing game analysis stories, press releases, commentaries, feature stories and audio scripts. Students study the field of sports public relations, with particular attention paid to the role of new media in sports promotion. Because this course focuses on game coverage, an extensive knowledge of sports is required. 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 or sports journalism. Using database research techniques, students produce magazine-length articles. Offered spring.

*Prerequisite:* WRT/COM 205

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

This course is 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 audiovisual media. Offered fall of even-numbered years.

*Prerequisite:* COM 216

**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. Offered spring of even-numbered years.

*Prerequisite:* One 200-level WRT or COM course.

**WRT/COM 326 Investigative Reporting** 3 credit hours

Students learn to use data bases, government reports, police logs, public meeting minutes, and other public information sources to report on local governments. Students learn to analyze statistics, interpret rulings, apply regulations, develop follow-up research strategies, synthesize findings and create over-views of social issues that effect local citizens. Offered fall of even-numbered years.

*Prerequisite:* COM 205

**WRT 420 Writing for Publication Seminar** 1–3 credit hours

Students will prepare and present a creative thesis consisting of their best work (length requirements to vary depending upon genre.) Additionally, students will write a craft and reflection essay, demonstrating special knowledge in an area of their choice. This essay will serve as the foundation for a seminar to be facilitated by the student. Offered spring.

*Prerequisite:* Creative Writing Major or Minor

**WRT 485 Creative Writing Internship** 0–6 credit hours

All Creative Writing majors are required to complete a 400-level internship to gain practical experience under the supervision of both a professional in the field and a member of the Creative Writing faculty. Any organization involved in writing or publishing, or the promotion of writing, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, writers' organizations, arts councils, and the like. Graded Pass/Fail. Offered fall, spring and summer.

*Prerequisites:* Creative Writing Major Acceptance, pre-internship seminar, permission of the faculty sponsor and department chair

# Additional Curricular Opportunities

## Pre-Medical Curriculum

The requirements for a pre-med program can be fulfilled in combination with any major. The Department of Natural Sciences offers advice and assistance to students interested in medical and other health related professional schools. This includes dentistry, optometry, physician's assistant, doctor of podiatry, doctor of osteopathy as well as medical or veterinary school (see also Pre-Veterinary Curriculum). All interested students meet with a pre-med/pre-vet advisor to discuss career planning and preparing for admissions requirements. Students explore careers that meet their interests and learn about educational opportunities and requirements. Practitioners and school representatives are invited to campus to assist students in their plans for the future. Required courses at most medical schools (some schools may have more requirements):

BIO 106, 107

CHE 101, 102, 307, 308

MAT 221, 222 or 220

PHY 101, 102

The Liberal Education program will fulfill all other requirements. There is much overlap of courses with the Biology major. Suggested registration is similar to Biology with the courses above added.

## Pre-Veterinary Curriculum

The requirements for a pre-veterinary program can be fulfilled in combination with any major. However, most of the required courses are in the Biology major. The Department of Natural Sciences offers advice and assistance to students interested in veterinary and other health related professional schools. Students across campus meet with a pre-med/pre-vet advisor to discuss career planning and preparing for admissions requirements. Students explore careers that meet their interests and learn about educational opportunities and requirements. Practitioners and school representatives are invited to campus to assist students in their plans for the future.

The requirements for schools of veterinary medicine may have more specific requirements, but the following courses will fulfill the requirements of most schools:

BIO 106, 107, 304, 402

CHE 101, 102, 307, 308

MAT 221, 220

PHY 101, 102

PSY 101

SOC 101

Suggested registration similar to Pre-medical or Biology with the courses above added.

## Pre-Physical Therapy Curriculum

Professional programs in physical therapy are either master's degrees (2 years) or doctorates in physical therapy (3 years) although the trend is toward the doctorate. An undergraduate degree is typically required for admission to a graduate program in physical therapy. Students interested in physical therapy should regularly check the American Physical Therapy Association Web site for information about the requirements of selected programs and work with their advisor to identify and select

the necessary courses.

Physical therapy schools select students on the basis of: (a) academic excellence; (b) Graduate Record Exam scores; (c) letters of reference from professors and physical therapists; (d) clinical observation experience; (e) an essay, and (e) an interview. Admission to physical therapy programs is competitive.

Students have pursued physical therapy programs from a variety of different routes including the athletic training and exercise science programs as well as the biology major. However, students may choose any major and take the suggested prerequisites. Typical courses required before entry into a graduate level program in physical therapy are:

BIO 106, 205, 206

CHE 101, 102

ESS 323, 324

MAT 123, 220

PHI 213

PHY 101, 102

PSY 101, 240

Some programs require MAT 212 or 221; BIO 321; and CHE 307 or 304. Most programs in physical therapy require 100 hours or more of observation in a physical therapy setting. The student may choose to do an internship in that type of setting or seek this experience outside of the class setting.

## **Pre-Law Curriculum**

Students who enter law school come from any number of academic majors. Pre-law students should take courses that allow for continued development in their ability to think critically, communicate and listen effectively, conduct library research, and contribute to the community. A good pre-law education helps students develop these skills and provides a solid foundation in understanding the American political system, understanding social interactions and issues of diversity, and demonstrating basic quantitative literacy skills.

The Liberal Education Program at Colby-Sawyer College in conjunction with a major program of study provides many opportunities for students to fine tune the skills needed to be successful in law school. For further information regarding law school preparation students are advised to contact their academic advisor and check out the American Bar Association (Section of Legal Education and Admission to the Bar) website at [www.abanet.org/legaled/prelaw](http://www.abanet.org/legaled/prelaw)

## **Graduate School Opportunities**

The college has an affiliation agreement to assist qualified Baccalaureate degree graduates from Colby-Sawyer into Masters Degree programs at Springfield College. This opportunity is available for students who want to pursue advanced work in: Athletic Training, Exercise Physiology, Health Promotion and Disease Prevention, Clinical Exercise Physiology Track, Sport and Exercise Psychology, Strength and Conditioning, Athletic Counseling, Clinical Mental Health Counseling, Industrial/Organizational Psychology, Marriage and Family Therapy, School Guidance Counseling and Student Personnel Administration. For additional information contact the department chairs of Exercise and Sport Sciences or Social Sciences and Education.



# **ACADEMIC POLICIES**

# Academic Standards and Requirements

## 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 no later than March 1, for May graduation or December 1, for December graduation. Students who miss these deadlines may need to wait until the next official graduation date. Students must earn a minimum cumulative grade point average (GPA) of 2.0, and have completed a minimum of 120 credit hours for the baccalaureate degree of 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.

During each academic year there are two graduation dates; one in December and one in May. The college's commencement ceremony is held in May. Students planning to complete graduation requirements in December must have completed all course work and have official grades on file in the Registrar's Office by December 30. Students who qualify for December graduation will not be considered to have graduated until after the vote of the faculty of the college and the board of trustees. These votes occur in late February and diplomas are available in early March.

Students who plan to complete graduation requirements in December may choose to participate in commencement in either the previous or following spring ceremony. To participate in the previous spring ceremony, baccalaureate candidate students must have earned a minimum 2.0 GPA, completed Major Acceptance, and earned at least 105 credit hours by the date of commencement. Associate degree candidates must have earned a minimum 2.0 GPA and at least 53 credit hours successfully completed by the date of commencement to participate in the previous spring ceremony. 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 are responsible for completing requirements for the major listed in the catalog for the year they complete Major Acceptance. Exceptions to this must be approved by the academic dean. Refer to the requirements listed for each major.

## Liberal Education Requirements

Students must fulfill the Liberal Education Program 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 associate and bachelor's 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 Council (NHCUC) campus. (See the section of this catalog 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 write to the registrar for permission to compensate for deficiency at another accredited institution. 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 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. 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's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257, or write directly to the College-Level Examination Program, Box 6600, Princeton, NJ 08541-6600.

## **Excelsior College Examination Program**

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's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257, or write directly to Excelsior College, 7 Columbia Circle, Albany, NY 12203-5159.

## **Off-Campus Coursework**

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 (2.0) 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 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 the student'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 the College Calendar.)

## Course Level Numbering

Course levels are indicated as follows:

- 100—Introduction to subject or survey of a discipline
- 200—Increased depth of study combined with application of theory
- 300—Analysis, synthesis, evaluation of theory or data
- 400—Creation of new ideas, behaviors or objects of art

## 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		

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, 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.  Students who withdraw after the deadline to drop a course with no penalty (see the College Calendar) will receive a grade of F.
I	An incomplete is awarded only in unusual or extenuating circumstances that are beyond the student's control. Prior to the end of a semester the student and professor must agree that an incomplete is appropriate. The student will be permitted to satisfactorily complete the coursework until six weeks after the beginning of the following fall or spring semester. After that, work may no longer be submitted and the I will be 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 p.m. on the deadline date. (See the College Calendar.)
W	Courses dropped between the first and ninth weeks will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether a student- or professor-initiated withdrawal, automatically becomes an F.  Students who withdraw from the college before the deadline to drop a course with no penalty (see the College Calendar) will receive a W for their courses.
P	Pass in a Pass/Fail course
NF	Failure in a Pass/Fail course
WA	Administrative withdrawal
CR	Credit granted, no grade
AU	Audit (no grade or credit granted)

NR	No grade reported
NC	No credit granted
E	Exempt
[ ]	Repeated course. Only the latest registration affects cumulative average

## **IQ.Web**

IQ.Web is the college's web-based academic records management system accessible from both on- and off-campus computers through the Colby-Sawyer College Web site. IQ.Web allows students to view their course registration, class schedule, midsemester grades, final grades, and unofficial transcripts. Students are given user names and passwords to access their IQ.Web account at the beginning of their first semester of enrollment.

Students are responsible for reviewing their IQ.Web accounts on a regular basis to monitor their academic progress and to ensure the accuracy of the academic information on file in the registrar's office. Each semester students are expected to review their:

1. current semester's course registration:
  - at the beginning of the semester
  - after the deadline to Add/Drop courses
  - after the deadline to Withdraw from courses
  - any time they have submitted a Change of Course form
2. next semester's course registration:
  - after registration for the upcoming semester
  - any time they have submitted a Change of Course form
3. grades:
  - after the deadline to submit Midsemester grades
  - at the end of the semester

## **Repeating Courses**

Unless restricted by a specific department's requirements, 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. The student receives credit for a course only once regardless of how many times it is repeated. 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 (2.0) in WRT 105: Writing I, the student must repeat the course no later than the third semester of the student's enrollment. If the required grade is not earned on the second attempt, WRT 105 must be retaken every semester thereafter, without exception, until a minimum grade of C (2.0) 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, Wesson Honors courses and liberal education courses must be taken for a letter grade. Prior to the end of the fourth week of fall or spring classes, students wishing to elect the Pass/Fail option 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 the 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 taken:

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 submits a written petition describing the facts of the case to the professor's supervising chair. The chair may ask for documentation to support the student's claims. The chair meets with the professor and investigates the dispute. The chair makes a written determination with copies to the student and the professor.
3. If the student disputes the chair's findings, s/he may appeal to the academic dean via a written petition describing the facts of the case and basis of the dispute, including all pertinent documentation. Copies of the petition should be provided to the professor and the chair.
4. The academic dean reviews the student documentation and speaks with the department chair to review the facts of the investigation and basis for the chair's earlier determination. The academic dean makes a final decision.

In the event there is a **conflict of interest** among the parties to whom the appeal is addressed:

1. If the disputed grade was given by a professor who is also the chair, the professor, in consultation with the student, will select another professor from within the same department, to whom the student submits a written petition.
2. If the academic dean is the professor of the class in which the grade is disputed, or is the academic advisor to that student, the director of academic affairs will select a senior faculty member who serves as a department chair or on the Academic Review Board. The student will submit a written petition to this individual who will render a final decision.

**Deadline:** A written grade appeal must be received by the chair of the department by the deadline to remove an incomplete grade in the semester following the grade in question. See the academic calendar for the specific date in any given year.

All grade appeal documentation will be retained on file in the Academic Dean's office.

## Satisfactory Progress

Colby-Sawyer College recognizes that students progress through their academic careers at different rates. However, full-time students with a minimum of 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 with less than 12 credit hours are expected to complete their degree requirements on a pro-rata basis. 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 2.0 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 satisfactory standard of 2.0 will be placed on academic probation and notified in writing of their status. Academic probation indicates that students must improve their performance or risk suspension or dismissal at the end of the next semester. A student whose GPA is exceptionally low may be suspended or dismissed without having been placed on probation.

Students on academic probation risk losing their financial aid or tuition-remission assistance. Students are urged to meet with their advisor and the director of academic affairs to plan a strategy to improve their academic performance. Students may reduce their course load, retake courses, and/or reduce their extracurricular commitments to improve their grades. In addition, students should take advantage of the services of the Academic Development Center.

## Academic Suspension and/or Dismissal

Students on probation who do not achieve the minimum satisfactory grade point average (GPA) at the end of the next semester may be suspended or dismissed from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the end of the next semester following notification of probation also may be suspended or dismissed. A student whose GPA is exceptionally low may be suspended or dismissed without having been placed on probation.

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. If the student remains below the minimum standard the director of academic affairs 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, usually one semester. Students seeking readmission will be asked to furnish information in the form of transcripts and/or professional letters of reference that indicate the student's ability to do satisfactory academic work at Colby-Sawyer. Decisions to readmit students are made by the academic dean in consultation with members of the Academic Review Board. Students who do not return to the college after a one- or two-semester suspension will be withdrawn from the college effective

the final day of the last semester they were enrolled. Students who are dismissed from Colby-Sawyer may not be readmitted.

## Academic Appeals

Students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board (ARB) for reversal of their suspension or dismissal. The letter of suspension or dismissal will include the date that the student's appeal must be received by the director of academic affairs and the dates of the ARB hearings.

1. Students who choose to appeal must send a written request for a hearing to the director of academic affairs. The appeal should contain any extenuating circumstances beyond the student's control that warrant return to the college and a strategy for achieving success that includes a plan to avoid future academic difficulties.
2. The director of academic affairs will set the ARB hearing date and time once the student's appeal is received.
3. Students must attend their hearing which is usually scheduled in early January (after the fall semester) or June (after the spring semester). For students who cannot attend a hearing during the usual dates, the first opportunity for a hearing will be the first day of classes for the upcoming semester.
4. Family members and legal council are not permitted to attend the hearing.
5. The members of the ARB will have a copy of the student's academic record which may include midsemester grades and records of academic dishonesty.
6. The chair will communicate the board's decision to the student after the hearing and in a letter to the student.
7. The decision of the Academic Review Board is final.

## Academic Review Board

1. The Academic Review Board's (ARB) responsibilities are to review student petitions concerning academic appeals of notices of suspension, dismissal, denial of a major, and academic dishonesty.
2. The members of the ARB will be the chair of the ARB, two faculty members from the ARB committee, assistant dean of students or designee, and director of academic affairs (ex-officio) or designee. The director of academic affairs will serve as the coordinator of the ARB.

## Athletic Eligibility

All varsity team members must be full-time students with a minimum of 12 credit hours. A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing (minimum 2.0 GPA) is eligible for participation in intercollegiate athletics. A student athlete must complete 24 credit hours during the previous year to be eligible for the following year. Athletic eligibility is monitored annually by the Athletic Department prior to the beginning of fall semester classes. Students who have not attained satisfactory academic standing prior to this time will be ineligible for varsity athletic participation. Also, students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate ath-

letics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the National Collegiate Athletic Association (NCAA) faculty athletic representative for athletic eligibility reinstatement.

## **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 a satisfactory academic average.

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 excessively absent 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 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 the representation of the work as one's own. Examples include these situations:

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. The faculty member discusses 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.
4. 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 may be used and other penalties may be levied.
  5. 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, and/or (3) 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, nonvoting member), two faculty members, two students, and a staff member selected by the academic dean. In the event that a faculty member and/or student feels that he or 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 advisor from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisors may confer with the student or faculty member during the hearing but may not participate in the hearing or speak in place of the involved party.

### **Notice**

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.

### **Midsemester Grades**

A professor may confer at any time during the semester with a student believed to be in academic difficulty. Midsemester grades may be issued by professors to inform students of their progress in a course at midsemester. Midsemester grades are required for first-year students and for students whose midsemester grade is below C. These grades are available to the student, the student's academic advisor, and the director of academic affairs. Students should confer with both the professor and academic advisor to determine the best method of ensuring students' academic progress and success.

### **Adding, Dropping, and Withdrawing from Courses**

The College Calendar has specific dates for adding, dropping, and withdrawing from courses. All course changes must be submitted to the registrar's office on an Add/Drop form by the appropriate date. The student must obtain the signatures of the course's professor and his/her advisor prior to submitting the form. The responsibility for completing and submitting the form rests with the student. It is recommended that students check their course registrations periodically for accuracy and confirmation of changes submitted. A student cannot receive a grade for a course in

which s/he is not officially registered. Conversely, a student remains enrolled in a course(s) and is responsible for fulfilling course requirements until s/he has filed a completed Add/Drop form with the registrar's office.

**Adding Courses:** Students may add courses and make credit adjustments to variable credit courses until the end of the first week of classes. (See College Calendar)

**Dropping Courses:** Students may drop courses until the end of the first week of classes. Courses dropped during this period will not appear on the student's academic transcript. (See College Calendar)

**Withdrawing from Courses:** Students may withdraw from a course without grade penalty between the second week and the eighth week of classes. Courses will appear on the student's academic transcript with a grade of either W (Withdrawn) or WA (Administratively Withdrawn) depending on the circumstances. Grades of W and WA are not factored in the grade point average. (See College Calendar)

A grade of F (Failure) will be posted to the student's transcript for any course(s) from which the student is withdrawn after the deadline to withdraw from courses, whether student- or professor-initiated.

A professor may withdraw a student from a course at any time during the semester by providing a written explanation and notification to the academic dean, the registrar, the advisor, and the student.

## **Part-time Status**

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.

No changes in the final exam schedule may be made by students or faculty. Students with three exams in one day may contact the registrar at least one week prior to the start of the exam period if they wish to reschedule one exam. All students are expected to schedule travel arrangements and other appointments in a manner that avoids conflict with the exam schedule.

## **Leave of Absence Policy**

Colby-Sawyer allows students to interrupt their study for two semesters for an Educational Leave of Absence (ELOA). Students may apply for an ELOA to study at another approved institution here or abroad and request that the grades and credits be accepted by Colby-Sawyer College.

The Colby-Sawyer College registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.0) in each course to receive transfer credit. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student's permanent record and cumula-

tive grade point average. It is the student's responsibility to provide the Colby-Sawyer College Registrar's Office with an official transcript for courses taken at another college or university.

An ELOA does not affect the completion of college residency or academic requirements. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. However, it does not guarantee the student's return to the residence hall occupied prior to the leave.

### **Application for an Educational Leave of Absence**

Students who choose to take an Educational Leave of Absence (ELOA) should have an exit interview with the director of academic affairs and complete the Application for an Educational Leave of Absence form. Also, students must have exit interviews with other appropriate offices. Applications are available from the Office of Academic Affairs. The academic dean must approve an ELOA in advance.

### **Returning from an Educational Leave of Absence**

Students who plan to return to the college after an Educational Leave of Absence (ELOA) must register for courses by June 1 for the fall semester or by January 1 for the spring semester. Students who do not register for courses by these dates will be withdrawn from the college, and the withdrawal will be dated from the last day of the semester for which they began their ELOA.

Prior to returning to the college, the student is responsible for contacting the Registrar's, Business, Financial Aid, Residential Education (if a resident student), and International Students (if a F-1 student) Offices.

### **Withdrawal Policy**

Enrolled students who withdraw during a semester before the deadline to drop a course with no penalty will receive a W for their courses. Students who withdraw after the deadline to drop a course with no penalty but before the semester ends will receive a grade of F in each of their courses. See the College Calendar for specific dates.

Students who do not register for courses by June 1 for the fall semester or by January 1 for the spring semester will be administratively withdrawn from the college, and the withdrawal will be dated from the last day of the semester for which they were enrolled.

### **Student-initiated Withdrawal**

Students who *choose* to withdraw from the college should have an exit interview with the director of academic affairs and complete the Application for Withdrawal form.

### **Suspension**

The college reserves the right to place students on an administrative suspension for academic, behavior, financial, social or medical reasons. Students who are suspended from the college will be administratively withdrawn. Students who wish to return to the college should refer to the procedures below.

### **Dismissal**

Students who are dismissed from Colby-Sawyer will be administratively withdrawn and may not be readmitted.

## **Procedures for Returning from a Withdrawal**

### **Student-initiated Withdrawal**

A student who wants to re-enroll within one year after a student-initiated withdrawal must submit a written request for reinstatement to the Registrar's Office. Students who want to return after one year away from the college must reapply to the college through the Admissions Office.

### **Administrative Withdrawal**

Students who are suspended are eligible to reapply to the college after a specific period of time. Students who plan to return to the college from an administrative suspension must submit the appropriate documentation to the dean of students and/or the academic dean before being reinstated. Decisions to readmit will be made by the appropriate administrative staff member.

## **Transcript Policy**

Official transcripts are maintained by the Registrar's Office for 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 a fee 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. Requests for transcripts must include the student's signature and dates of enrollment at Colby-Sawyer College and be sent to the Registrar's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257.

## **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, the student must retake these courses 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. Academic Renewal forms 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 apply for acceptance into the major of their choice by submitting the Major Acceptance form to the appropriate department chair. Refer to the requirements listed for each major. Acceptance requires that a student earn a minimum 2.0 cumulative grade point average and fulfill the requirements specified by the major. When applying for Major Acceptance students must follow the Major Acceptance requirements listed in the catalog for the year in which they apply. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete Major Acceptance. Exceptions to either of these policies must be approved by the academic dean.

Major Acceptance application forms are available from academic advisors. 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 during 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 no later than 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 a double major 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.

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 (such as a BA, BFA or BS), but only one diploma if the degrees are the same.

## Release of Educational Records

The Family Educational Rights and Privacy Act (FERPA) states that upon reaching the age of 18 or attendance at a post-secondary institution (regardless of age) FERPA rights transfer to the student. Colby-Sawyer College releases to students information from their educational records such as grades earned and academic status. Both midsemester and final grades are available to students from their on-line IQ.Web

accounts. Students are encouraged to share this information with their parents or guardians.

Under certain circumstances, however, grades and/or information concerning academic status may be released directly to parents or other individuals. Annually, students are asked to provide names and addresses of their parent(s) or other individuals to whom the grade reports and letters of academic status may be released. This form is available from the colleges' Web site. Those records are released directly to the individual(s) identified by the student under any of the following conditions:

1. Midsemester Grades:

- students who have two or more midsemester grades below C
- students who are on academic probation from the previous semester and have at least one midsemester grade below C

2. Final Grades:

- students who have been placed on dean's list
- students who have been placed on academic probation
- students who have been suspended for academic reasons
- students who have been dismissed for academic reasons

Students who wish to have grade reports mailed to themselves and/or parents/guardians regardless of academic standing must complete a separate authorization form available in the registrar's office and from the college's Web site.

## **Family Education Rights and Privacy Act (FERPA) Policy**

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) allows students certain rights with respect to their educational records. These rights include:

**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. Students 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 disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the college in an administrative, supervisory, academic, or support staff position (including campus safety and health staff); a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a college employee assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

The college expressly reserves the right to release information about a student to parents, guardians, or other appropriate persons when necessary to ensure or protect the health, safety, and well being of the student or other persons.

**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:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## **Directory Information Public Notice**

Colby-Sawyer College, at its discretion, may provide directory information in accordance with the provisions of the Family Educational Rights and Privacy Act. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Colby-Sawyer College includes the following: student's name, college address, college telephone number, college e-mail address, major field of study, enrollment status, grade level, date of birth, participation in officially recognized activities and sports, dates of attendance, degrees, honors and awards received, and most recent education agency or institution attended.

Students may request to withhold directory information by notifying the academic dean in writing. **Note that 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 nondisclosure will be honored by the college for no more than one academic year. Reauthorization 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.

# Honors and Awards

## Graduation Honors

Students graduate cum laude, magna cum laude, or summa cum laude according to the following minimum requirements:

<b>cum laude</b>	Cumulative grade point average of 3.50 to 3.64 at the time of graduation
<b>magna cum laude</b>	Cumulative grade point average of 3.65 to 3.79 at the time of graduation
<b>summa cum laude</b>	Cumulative grade point average of 3.80 or higher at the time of graduation

## Academic Awards

All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

### Alpha Chi Award

This award is given to a graduating Alpha Chi student who, in the opinion 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.

### Athletic Academic Honor Roll

In the fall of 2002, the Athletic Department instituted the Athletic Academic Honor Roll. Each semester the director of athletics and the faculty athletics representative publicly recognize student-athletes who have earned a 3.0 GPA or higher for a term.

### Baccalaureate Awards

Baccalaureate awards are presented to the graduating students in each baccalaureate program who are selected by the faculty for their interest in and excellence within the major. The Dr. Margaret “Marnie” Kurtz Award is given to a student whose major is business administration, the Carl M. Cochran Award 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 to 1976, may be awarded annually to a student for excellence in British literature.

**Gula Graves Plummer Award**

This award is given to the student or students who have distinguished themselves through the exercise of spiritual and/or moral leadership in the college community or through academic work informed by their religious commitments.

**Scholar-Athlete Award**

The Wynne Jesser McGrew Senior Scholar-Athlete Award may be given to the graduating female senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

The Senior Scholar-Athlete Award may be given to the graduating male senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

**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 junior 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**

All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

**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 awards are given to students who have made a distinguished contribution to campus life through significant services to a particular organization or a major campus event. These 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 '33 and grandmother of Judeen Cameron Barwood '59.

**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 Association member who exemplifies the very best qualities of the Key Association Tour Guide. He or she must be responsible, articulate, 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 cocurricular 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**

All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

**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 3.5 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 10 percent of the junior or senior class and demonstrate the Alpha Chi values of truth and character. Each candidate must have completed at least one-half of the credits for graduation and have been enrolled as a full-time student at Colby-Sawyer College for at least one academic year prior to election.

Alpha Chi Associate membership is awarded to sophomores who have completed at least 24 credit hours (one-half at Colby-Sawyer) with a 3.5 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. To become regular members of the society, they must fulfill 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.

### **Lambda Pi Eta Honor Society**

The purpose of this national honor society in communication studies is to foster and reward outstanding scholastic achievement in the field of communication. Members must have completed 60 credit hours, with 12 in communication studies courses, have a minimum cumulative GPA of 3.0, a minimum GPA of 3.25 in communication studies courses, and rank in the top 30% of their class.

### **Psi Chi**

The Colby-Sawyer chapter of Psi Chi, the National Honor Society in Psychology, was installed in 1999. The purpose of this honor society is to encourage, stimulate and maintain excellence in scholarship, and to advance the science of psychology. To be eligible for membership, a student must rank in the top 35 percent of the class, have a minimum cumulative GPA of 3.0, have completed at least three college semesters and nine credits of psychology courses with a minimum GPA of B (3.0) in those courses, and be enrolled in a program of study with strong psychological content (for example, the psychology or child development majors and psychology minor). Further information is available from the society's faculty sponsor at Colby-Sawyer College or from the national organization.

### **Sigma Beta Delta**

Sigma Beta Delta, the Colby-Sawyer College chapter of the International Honor Society in Business, Management and Administration, honors academic excellence and integrity of business administration majors. To be eligible for membership, business administration majors must rank in the top 20 percent of seniors or the top 10 percent of juniors and have a minimum cumulative GPA of 3.0. In addition, students must have a record of academic honesty and integrity and embrace the ideals of Sigma Beta Delta through practice of its principles of wisdom, honorable service, and the pursuit of meaningful aspirations. Further information is available from the college's faculty sponsor or from Sigma Beta Delta.

### **Colby-Sawyer College Honor Society for Nursing**

The Colby-Sawyer College Honor Society for Nursing was founded in the fall of 2000 as a first step in becoming a chapter of 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 institutions 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 of the honor society if they have achieved senior standing in the nursing program, 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 faculty endorsements. For further information about the Honor Society or Sigma Theta Tau, contact the faculty sponsor.

## **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 assist in the design and implementation of educational goals and serve as a resource for selecting appropriate courses.

### **Academic Development Center**

The Academic Development Center offers support to all full time Colby-Sawyer students free of charge. The Center's staff includes learning specialists, professional writing and math consultants, professional mentors, and peer academic consultants. The Center's mission is to support and challenge students in their development as active learners. It carries out this mission in the following ways:

#### **Study Skills and Mentorship**

Study skills training is delivered through one-on-one meetings and group workshops. Students may make appointments with peer or professional tutors to discuss time management and organization strategies or to review effective approaches for note taking, reading and test preparation. These sessions focus on developing skills that are effective and appropriate to each student's particular learning style.

#### **Content Area Tutoring**

This peer tutorial service, available for most first- and second-year courses and select upper-level courses, helps students to maximize their learning in specific classes. Students can meet with peer tutors to improve their understanding of

course concepts, review for exams or develop study strategies targeted to a particular course.

### **Mentoring**

Professional mentors are available to meet with students one-on-one. The role of the mentor is to help students clarify academic goals and strategize ways in which to attain them. The mentor also provides support and direction to the student as he/she works through the process of applying these strategies. The goal of the mentorship program is to support students in identifying and developing specific strategies for successfully engaging in the learning process.

### **Writing Consultation**

The Academic Development Center's peer and professional writing consultants are trained to assist students with all stages of the writing process. Consultants are available to help students brainstorm, outline a paper, clarify thinking or develop editing skills. Writing sessions offer supportive, objective and helpful feedback on student writing.

### **Disability Services**

Support services for students with disabilities are coordinated through the Academic Development Center. The Center's learning specialist works with students to identify and document reasonable and appropriate accommodations and to offer referrals to other campus resources. Colby-Sawyer *does not* offer college remedial courses or programs. Students who feel they could benefit from remediation or specialized programs to further develop compensatory learning strategies are advised to first consider a transition program that offers these types of courses and support.

## **Career Development Center**

The Harrington Center for Career Development and Community Service, located in Danforth Hall is staffed by professionals who offer a variety of services to students. The center has career exploration and job development resources as well as information concerning internship sites for students, job listings and community service opportunities. The staff of the Harrington Center also coadministers 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 and graduate school search strategies.

Students have access to FOCUS on the Web, a computerized guidance program that helps students develop a model for career decision making. FOCUS on the Web contains the latest information about work activities, job entry requirements, salary levels, work conditions and market outlooks for over 2,000 occupations. Other computerized resources include an online job vacancy listing called Jobline; alumni career-volunteer database; internship opportunities; and Career Search, a searchable

database of over 4 million large and small employers nationwide.

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, volunteering with Habitat for Humanity and Special Olympics, and engaging in various human service activities.

The Harrington Center 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. 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 that is designed especially for international students.

#### **English Language Component**

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 modern 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.

#### **American Culture Component**

The American Culture component provides international students with

- advice concerning immigration and tax regulation;
- help with issues and problems that 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; and
- on-campus residential experiences that maximize the possibility of learning English and understanding American culture.

#### **Wesson Honors Program**

The Colby-Sawyer College Wesson Honors Program is designed to provide highly motivated students with an optional intensive experience in the liberal arts. By cre-

ating academic, cultural, and social opportunities for integrative and interdisciplinary intellectual discovery, the program challenges students not only to widen their own avenues of intellectual exploration but to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college. The academic courses in the program introduce students to a rich body of interdisciplinary knowledge and the process of interdisciplinary thinking. Small seminar class meetings encourage lively exchanges between students and professors.

Students with a minimum 3.5 GPA are eligible for the Wesson Honors Program. Students accepted into this program will be awarded a Wesson Honors Scholarship and will be enrolled in the Honors Program. This scholarship will be awarded annually to students who maintain good standing in the program. To sustain good standing in the program, students must maintain dean's list status (earn a minimum 3.5 grade point average at least every other semester) and take at least one honors course each year.

Students entering the Wesson Honors Program are encouraged to enroll in the Honors Pathway Seminar to begin their participation in the program and advance toward an Honors Certificate at graduation. To receive an Honors Certificate, a student must complete the Honors Pathway sequence in the first and second years (6 credit hours), three additional honors courses (9 credit hours), or two honors courses and one honors contract (9 credit hours), and an Honors Capstone course (3 credit hours). Students who do not complete the Honors Pathway but plan to earn an Honors Certificate must meet with the honors coordinator to work out a plan to fulfill the requirements.

The Wesson Honors Program maintains an affiliation with the National Collegiate Honors Council and mirrors its high academic standards. Additional information is available from the honors coordinator.

## **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 University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire.

Altogether more than 20,000 students are enrolled in consortium institutions. These students are able to benefit from student and faculty exchange, special workshops and seminars, enlarged library resources, and full- and part-time study on other consortium campuses.

Qualified students, with appropriate approval of the registrar, may enroll in one or more courses or for the fall or spring semester (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 (2.0) 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 students with learning opportunities 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, health care, sports, science, education, human services, plus many other opportunities in a national setting.

Most programs require that students 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 the departments' respective sections.

Internships are arranged through the Harrington Center for Career Development and Community Service with approval and evaluation by faculty sponsors. Specific information on policies and procedures as well as student, faculty sponsor, and career development center responsibilities is available from the Harrington Center.

### **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 Application form to the Harrington Center;
- has satisfactorily completed the Preinternship Seminar offered by the Harrington Center;
- meets the criteria established by the college and by each discipline for participation and has departmental approval;
- has a different experience for each subsequent internship (i.e., no family members are members of the on-site staff, no former supervisors on or off campus may act as supervisors for this internship, the student meets academic qualifications if necessary, etc.); and
- has a college-approved on-site supervisor.

## Guidelines

Each department may have established prerequisites for students wishing to undertake internships. However, these are the general guidelines:

- Students must register for each internship with the Registrar's Office.
- Internships may or may not carry credit.
- Internships numbered 285 and 485 will be graded on a Pass/Fail basis.
- Forty site-directed hours equals one credit for all majors except Child Development and Psychology.
- Internships are either 285 (exploratory) or 485 (advanced).
- Internship credit is limited to a maximum of 15 credits towards graduation.
- In a given semester, a student may take only one internship.
- The internship will be a different experience each time for each student.
- An interdisciplinary internship (INT 285) is available.

**For students enrolled in Summer internships the deadline to Add/Drop is five weeks prior to the start of the fall semester. The deadline to Withdraw is three weeks prior to the start of the fall semester.**

## Teaching Assistantships

Qualified juniors and seniors may apply to work with faculty members as teaching assistants in 100- and 200-level courses. If they are accepted for an assistantship, students enroll in the course designated 480: Teaching Assistantship in the relevant academic area.

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

- A student may earn up to three credit hours for teaching assistantships, in one three-credit course or in any combination of courses.
- Course credit toward major or minor requirements is a departmental decision.
- The course will be graded unless the student chooses the Pass/Fail option.
- 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 B (3.0) or better in the course or its equivalent.
- The student must have a minimum 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 course 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 expectation. ***Independent study courses may not be used to meet major requirements. Only one independent study course may be used to meet the requirement for a minor.***

Proposal forms and guidelines are available in the Registrar's Office and from the faculty. Completed proposals should be submitted, with departmental approval, to the academic dean during the normal registration period for the next semester. Under special circumstances, the academic dean may extend the period for submission of independent study proposals, but in no case will proposals be accepted after the third day of the first week of classes of the fall and spring semesters.

## Study Abroad

Students are encouraged to adopt a perspective on learning that reaches beyond their own regional and cultural vision. Studying abroad allows students to travel internationally and experience other countries and cultures.

Colby-Sawyer College recognizes the value that students with international experience bring to the classroom and their other academic endeavors. Students who study abroad also satisfy these learning outcomes: enrich and deepen their self knowledge, communicate and interact effectively, and understand and employ multiple perspectives. A liberal arts curriculum combined with an education abroad strengthens students' ability to pursue vocations in the global community.

Students interested in study abroad programs can receive information and assistance from the Office of Academic Affairs and International Programs. Colby-Sawyer has affiliations with five programs for students who want to study abroad in various countries, including Australia, Austria, China, Czech Republic, England, France, Hungary, Ireland, Italy, Latin America, Mexico, New Zealand, Poland, Russia, South Africa and Spain. These affiliate institutions include: Academic Programs International, American Institute of Foreign Study, Center for International Studies, Institute for Study Abroad Butler University, Semester at Sea, and The School for Field Studies. More information is available at the college's Website.

## ROTC Programs

Students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps (ROTC) at the University of New Hampshire. Students should be aware that 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 partial tuition, mandatory university fees, and costs for required textbooks for all courses. More specific information can be obtained by contacting Air Force ROTC (603) 862-1480 or Army ROTC (603) 862-1078.

**ADMISSIONS  
AND  
FINANCIAL AID**

## Admissions

Colby-Sawyer College seeks 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 committee selects for admission students 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 basis of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin.

### Campus Visits

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 have a more complete experience. Personal interviews in the Admissions Office are scheduled Monday through Saturday. While not required, interviews are used in the evaluation of a candidate and, therefore, are highly recommended.

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 Colby-Sawyer student.” With a host, students attend classes, visit residence halls, eat lunch in the dining hall and browse through the campus bookstore. The Admissions Office also sponsors a Fall Open House in October and two Accepted Students Days in April. Please call the Admissions Office at (800) 272-1015 or (603) 526-3700 or email [admissions@colby-sawyer.edu](mailto:admissions@colby-sawyer.edu) to arrange a visit.

### Admissions Requirements

The primary factor in the selection process is a careful review of the student's high school transcript. Most successful applicants for admission have prepared for a Colby-Sawyer education by taking a college preparatory program in high school including four years of English, three years of mathematics, two years of the same foreign language, three years of social studies, and three years of a laboratory science. The Admissions Office also places emphasis on the required essay, counselor and teacher recommendations and extracurricular activities. A personal interview with a member of the admissions staff is highly recommended. Standardized test results are an optional component to an application. Students who apply for admission to the college with the intention of pursuing a major in nursing are strongly encouraged to have a minimum of three years of laboratory science, 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 that will support their ability to master college-level work.

### First-Year Admission Early Action

Early Action is a non-binding early admission program for high school seniors. Students who apply for Early Action acceptance will receive notification of admission by January 15, and are able to receive financial aid estimates before formally applying for financial aid. Completed Early Action applications must be postmarked by December 1.

## First-Year Admission Regular Decision

Regular Decision applications for incoming first-year students wishing to enroll for fall classes must be postmarked by April 1, for the college's priority deadline. If completed applications have been received early enough, notifications of decision may be mailed as early as January 1. Regular Decision application carries no binding agreement to enroll at Colby-Sawyer.

Incoming first-year students who wish to enroll for spring classes must postmark their applications by January 1. Notifications for these applications may be mailed as early as October for spring enrollment.

Accepted students are asked to confirm their intention to attend Colby-Sawyer by sending an enrollment deposit of \$500. This deposit is refundable until May 1. At the time of enrollment, applicants must have a high school diploma or the equivalent.

## 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 the Admissions Office at Colby-Sawyer College. Applicants may apply electronically or download the PDF version of the Colby-Sawyer Application for Admission form at [www.colby-sawyer.edu](http://www.colby-sawyer.edu). Colby-Sawyer also accepts the Common Application and the Universal Application. Applicants should complete the application form, including the required personal statement, and mail or deliver it with the nonrefundable application fee of \$45.00 to:  

Admissions Office  
Colby-Sawyer College  
541 Main Street  
New London, NH 03257
2. **Transcript:** Applicants should ask their secondary school guidance office to send an official transcript that includes the first marking period grades of the senior year to the Admissions Office. 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 one from a teacher.
4. **Optional SAT or ACT Test Results:** Test results from the College Examinations Board Scholastic Assessment Test (SAT) or the American College Testing Program (ACT) may be submitted when a student feels the results strengthen their application to Colby-Sawyer.

## Admissions Procedures for International Students

Admissions procedures and deadlines 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. Students are required to earn a minimum 173 (CBT)/500 (PBT) TOEFL score. 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 Services, Box 6151, Princeton, NJ 08541-6151, USA. Once accepted for admission, international students must submit proof of their ability to support themselves financially while studying in the United States. A modest amount of financial assistance is available for international students.

## **Admissions Procedures for Home Schooled Students**

Colby-Sawyer welcomes applications from home schooled students wishing to pursue a liberal arts education. The college appreciates the unique perspective they bring to the classroom and recognizes the important contributions made by these students as a part of student life. Colby-Sawyer makes a conscious effort to accommodate the special circumstances of home schooled students during the admission process. In order to facilitate the evaluation of an applicant's candidacy, students submit the following items in addition to the admissions procedures and requirements listed above:

- A transcript or portfolio detailing high school coursework considered most indicative of the applicant's academic achievements
- Two letters of recommendation from sources outside the home who have knowledge of the applicant's academic or extracurricular achievements

## **Admissions Procedures for the Wesson Honors Program**

Students with a minimum 3.5 GPA are eligible for the Wesson Honors Program and are automatically enrolled in the program. Students accepted into this program will be awarded a four-year, renewable \$15,000 Wesson Honors Scholarship if they are in good standing in the program.

## **Admission for Students Interested in the Nursing Major**

Admission to the college does not guarantee formal acceptance in to the nursing major. Acceptance to the major is a competitive and merit-based process during the sophomore year.

The nursing program at Colby-Sawyer is especially selective. Students who intend to major in nursing are strongly encouraged to apply early. Students who apply for admission to the college with the intention of pursuing a major in nursing should have a minimum of three years of college-preparatory laboratory sciences, including biology and chemistry and a minimum high school grade point average of 2.75 (B-).

## **Transfer Admission**

Colby-Sawyer welcomes applications from those students who have previously attended other accredited schools. 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. Transferring students must postmark their applications for spring admission by December 14 and for fall admission by July 1. Notifications may be mailed as early as October for spring

admission and January for fall admission. Applicants may apply electronically or download the PDF version of the Colby-Sawyer Application for Admission form at [www.colby-sawyer.edu](http://www.colby-sawyer.edu).

Student's work from other accredited colleges will be evaluated on a course-by-course basis. In all cases, credit will only be given for courses that have been completed with minimum grades of C (2.0) and are equivalent to courses offered at Colby-Sawyer. The registrar works individually with students and makes the final determination regarding the transfer of individual courses. Grades earned in courses taken before matriculation at Colby-Sawyer will not be included when computing the cumulative grade point average. Only a maximum of 60 credit hours will be allowed for transfer to Colby-Sawyer. At least 50 percent of the required credits for an associate and bachelor degree including the final 30 credit hours must be Colby-Sawyer sponsored whether taken on or off campus.

Admissions requirements are the same as those outlined in the Admissions Procedures section of this catalog, although special emphasis is given to the college transcript showing work most recently completed. An official high school final transcript is still required. Colby-Sawyer requires a dean's recommendation from the school the student is currently attending (or most recently attended). It is the responsibility of students to provide catalog descriptions of all courses offered in transfer. Forms may be obtained by contacting the Admissions Office at (603) 526-3700 or (800) 272-1015 or by emailing [admissions@colby-sawyer.edu](mailto:admissions@colby-sawyer.edu).

## **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. Credit will be given if a score of three or higher is achieved on the College Board Advance Placement Tests; and given on a case-by-case basis through the College-Level Examination Program. For further information regarding credit for advanced placement courses and tests, please contact the Registrar's office at (603) 526-3673.

## **Transfer Policy for Athletic Training Program**

Given the 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 section of this catalog.

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.

## Deferred Admission

Admitted students who have submitted their enrollment deposit of \$500 are eligible to delay their college attendance up to two semesters under Deferred Admission. Applicants are encouraged to apply for admission during their senior year of high school and to request a deferral after acceptance. If the enrollment deposit is not already received, the deferral request should be accompanied by an enrollment deposit of \$500, which is not refundable after May 1 of the year of acceptance. The deferral request should include the student's plans for the semester(s) of deferral. A request for deferred admission must be filed with the admissions committee.

## Nondegree Students

A nondegree 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, students may wish to explore the Colby-Sawyer curriculum for a semester while on leave from their home institutions. Others may wish to attend classes at Colby-Sawyer to return to academic pursuits. For information and an application for nondegree student course registration, contact the Admissions Office. See the financial information section for information about cost of enrolling in a course.

## Local Area High School Students Enrollment

Exceptional high school seniors who wish to enroll for a minimum of three credits but no more than six credits in an academic year at Colby-Sawyer College may do so by submitting a Nondegree Student Admission Application, an official copy of their high school transcript, a letter of recommendation from a guidance counselor and a \$15 non-refundable application fee. Interested students must submit their application as soon as possible but no later than four weeks prior to the start of an academic semester.

Candidates for non-degree student admission must meet the following criteria:

- be a high school senior with a cumulative grade point average of 3.25 in a college preparatory curriculum
- must have completed a minimum of 13 units of college preparatory work, including three years of English, three years of mathematics, two years of the same foreign language, three years of social studies, and two years of a laboratory science
- be in good academic and social standing at the high school presently attending

Applications will be reviewed by the Admissions Committee on a rolling basis. Accepted students may contact the Registrar's office for assistance in selecting a college course. For information and an application for non-degree student course registration, contact the Admissions Office. Information about the cost of enrolling in a course can be obtained from the Admissions Office.

## 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 academic policies section of the catalog.

## Re-enrolling Students

Any previously enrolled students, except for those on official leaves of absence, who have been away from the college for more than one year must reapply through the Admissions Office. Students who have been on official leaves of absence or who have been away from the college for less than one year should contact the Registrar's Office.

# Financial Aid

## Policy

Colby-Sawyer supports a need and merit-based financial aid policy that is representative of its academic goals. Colby-Sawyer offers assistance to approximately 85 percent of enrolled students. 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 aid is awarded through the Financial Aid Office.

Financial aid packages are provided in the form of scholarships, grants, loans and employment, either singly or in combination. Except as otherwise noted, financial aid is based on demonstrated need, academic merit, and citizenship requirements for financial aid established by the federal government. All students who plan to attend Colby-Sawyer are encouraged to apply for financial assistance.

Financial aid is awarded on an annual basis. One half of the total amount awarded through scholarships, 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 full-time. Students enrolled less than full time will have their financial aid award adjusted according to their enrollment status. Colby-Sawyer assistance is granted only to full-time students. However, for less than full-time students, federal assistance will be prorated according to the number of credits taken. Further information regarding the college's financial aid can be obtained by contacting the Financial Aid office at (800) 272-1015 or (603) 526-3717 or by emailing [cscfinaid@colby-sawyer.edu](mailto:cscfinaid@colby-sawyer.edu).

## Procedure For Entering Students

Students interested in receiving financial aid from Colby-Sawyer College should:

- be accepted for admission by March 1 to receive priority consideration (students accepted after this date will be awarded financial aid as funds become available) and

- complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). (*Students are urged to send the FAFSA to the federal processing center by February 15*).

## **Procedure for Returning Students**

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) must be filed each year. The FAFSA should be completed online no later than March 1 to receive priority consideration. Returning students will be notified of their financial award decisions in early June after satisfactory academic standing and progress have been determined.

## **Procedure for Tuition Remission and Exchange Programs**

This policy outlines the admission and financial aid procedures for those candidates who are eligible for approved tuition exchange programs (Council of Independent Colleges, National Tuition Exchange or the New Hampshire College and University Council):

- Colby-Sawyer College will notify applicants of their admission to the college as described in the admissions section of the catalog.
- Students who are seeking tuition exchange will be notified of their admission status into one of the exchange programs on or about March 15.
- Once notified by the college, students must communicate their intent to enroll by submitting a \$500 enrollment deposit and notification form by May 1.
- All exchange programs are valid for a maximum benefit of four years (eight continuous semesters) of undergraduate study.
- All students are required to submit the Free Application for Federal Student Aid (FAFSA) no later than April 1. If a student is selected to enroll through one of the exchange programs, institutional scholarships and grants will be replaced by the tuition waiver. Students who are awarded any federal financial aid by submitting the FAFSA form, (grants, loans or work study eligibility), may use these funds to assist in meeting educational costs. Federal funds awarded to students will not reduce the tuition waiver. Students who enroll through one of the exchange programs must submit the FAFSA annually.
- Participating students must submit, if required by the appropriate tuition exchange program, a renewal application by the established deadline. Students must maintain satisfactory academic progress and must be in satisfactory standing as outlined in the college's catalog.
- This policy may be amended at the discretion of Colby-Sawyer at any time without advance notice. For additional information on the college's admission and financial aid policies regarding tuition exchange, contact the vice president for enrollment management.

## **Loss of Eligibility for Financial Aid and Tuition Exchange or Remission**

Federal, state and institutional regulations require that students receiving financial aid must maintain satisfactory academic standing and progress. Financial aid may be withdrawn if a student fails to meet the minimum cumulative grade point average of 2.0. Students are expected to maintain satisfactory academic standing and progress as defined in the Academic Policies section of the catalog.

Once a year, following the spring semester, the cumulative grade point average and number of credits earned by each financial aid recipient will be reviewed. Students who have not met the standards for satisfactory academic progress and/or satisfactory academic standing will be notified of their status and may be placed on financial aid probation. A student may remain on financial aid probation for no more than two consecutive semesters and still receive financial aid. Upon the conclusion of the following spring semester, a student who has not earned satisfactory academic progress will be denied financial aid for the next semester. Appeals to this decision may be made in writing within 10 days of receipt of the financial aid decision and must explain the extenuating circumstances that provide evidence to support their appeal. All appeals should be directed to the Director of Financial Aid. Financial assistance may be reinstated on a probationary period, as funds allow, when the student meets either the minimum standard or the conditions required by the Financial Aid Appeals Committee.

Once a student, whose aid had been withdrawn, earns satisfactory academic standing and meets the criteria for satisfactory academic progress he or she must file a petition for reinstatement of financial aid.

## **Scholarships, Grants and Loans**

### **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 and others express the desire to assist a small liberal arts college. Colby-Sawyer does not award athletic scholarships.

### **Endowed Scholarships**

Through the generosity of alumni and friends, the college has an extensive endowed scholarship program for those students who meet the established criteria. Endowed scholarships are awarded by the Financial Aid Office and in certain cases by the faculty. For a complete list of available endowed scholarships for this academic year, please see the director of financial aid.

### **Merit Awards for Entering Students**

Colby-Sawyer offers several four-year, renewable merit awards which are given to incoming students regardless of financial need. These selective scholarship awards were instituted to reward academic excellence and commitments to leadership and community service displayed in high school that the college would like to see nurtured and further developed. For the 2008–2009 academic year, all students who are

accepted to the college prior to March 1 with a minimum high school 3.00 grade point average will be considered for this selective scholarship program. Merit award applications and further information can be obtained from the Admissions Office.

## Grants

### Colby-Sawyer 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 that the student need not repay). Grant monies are derived from gifts from alumni, trustees, friends of the college, foundations, as well as from the college's current income. Amounts vary depending on individual financial need. For the 2007-2008 academic year, first year students received grants between \$100 and \$25,000. Recipients must be enrolled full-time and demonstrate financial need.

### Federal Grants

#### Federal Supplemental Educational Opportunity Grants (SEOG)

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 \$4,731. Students apply for the Federal Pell Grant through the Free Application for Federal Student Aid (FAFSA).

## Loans

### Federal Loans

#### Federal Perkins Loans

Federal Perkins Loans are authorized by federal legislation and administered by the college. Because of the limited amount of funds in the Perkins Loan program, priority for loans from this source of assistance will be extended to students who are determined by the college to be most in need.

#### Federal Stafford Loan

This is a low-interest, educational loan program under which first-year students may borrow up to \$3,500, sophomores \$4,500, and juniors and seniors \$5,500 per academic year. Repayment begins six months after graduation from undergraduate and graduate school. Termination of studies may affect the repayment schedule. Deferment of repayment for up to three years for military service, Peace Corps or VISTA is permitted. Up to one year of deferment may be allowed while actively seeking but not finding full-time employment.

#### Federal Parent Loans for Undergraduate Students (PLUS)

PLUS is a federal loan program through which parents may borrow up to the total cost of education minus other financial aid offered to the student. The rate of interest for all federal loans is variable based on the Treasury Bill. Rates are established as of July 1.

## **Other Sources of Financial Aid**

### **State Incentive Grant Program**

Students apply for their state's 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, local libraries, and on-line.

### **Student Employment Opportunities**

Part-time, on-campus employment during the academic year is awarded as a part of a financial aid package. Eligibility to participate in the Federal Work Study Program is determined by the Expected Family Contribution calculation on a student's FAFSA application. Students eligible for the Federal Work Study Program have the ability to earn up to \$2,000 during the school year. The \$2,000 maximum eligibility is based on working 10 hours per week, each week the school is in session. Campus jobs are posted on the Harrington Center Website 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 Residential Education Office and the academic dean. All resident students must participate in the board plan.

### Nonresident Student

A nonresident 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 may be a resident or a nonresident.

### 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 if 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 cocurricular events at student rates, and access to all student services. The fees for 2008–2009 are listed below.

Full-time nonresident student, comprehensive fee . . . . .	\$29,620
Full-time resident student, comprehensive fee, based on shared room . . .	\$39,960
Tuition . . . . .	\$29,620
Room and Board . . . . .	\$10,340

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.

An initial enrollment deposit of \$500 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 15, 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 Financial Services Office, 541 Main Street, New London, NH 03257. MasterCard, Discover Card, Visa and American Express 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 1.5 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 2008–2009 Resident Fees

By May 1 for new entering students:

Continuing enrollment deposit . . . . . \$500

By August 15 for fall enrollment . . . . . \$19,980

By December 1 for spring enrollment . . . . . \$19,980

Colby-Sawyer College reserves the right to make revisions to the fee schedule at any time without prior notice.

## Special Fees

Applied music and ensemble module courses (per credit hour) . . . . .	\$200
Audit fee (per credit hour for part-time students) . . . . .	\$140
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) . . . . .	\$990
Horseback riding lessons . . . . .	\$600
Car registration fee (annually)	
Resident and nonresident students . . . . .	\$50
Replacement ID fee . . . . .	\$10
Returned check . . . . .	\$25

## 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

Refunds are issued on a credit balance statement only. All requests for refunds must be submitted in writing to the Financial Services Office. Please allow two to four weeks for processing.

Students should complete an exit interview with the director of academic affairs and must file a Withdrawal form with the Registrar's Office to qualify for a comprehensive fee (tuition, room and board) refund. Non-attendance or failing to complete the withdrawal process as outlined in the college's catalog does not constitute an official withdrawal; and a refund or credit cannot be allowed on that basis. The comprehensive fee refund is granted based upon the date last date of attendance as listed on the Withdrawal form. The college's institutionally endowed scholarships and special fees are not refundable.

### 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

The refund of the college's institutional grants and/or scholarships (excluding institutionally endowed scholarships) and tuition, room and board will be based upon the following scale:

Time of Withdrawal	Refund Due
Prior to first day of classes	100 percent
During the first two weeks of classes	80 percent
During the third week of classes	60 percent
During the fourth week of classes	40 percent
During the fifth week of classes	20 percent
After the fifth week of classes	0

The Registrar's Office will determine the official date of withdrawal. Questions about refunds can be answered by the Financial Services Office. Information regarding the federal refund policy can be found below.

### Administrative Withdrawal Refunds

No refunds for tuition, fees or housing are given for administrative withdrawals, including, but not limited to, disciplinary action that results in the suspension or dismissal of a student. In addition, no refund is 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, Federal Supplemental Educational Opportunity Grant; 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 from the college during a semester are encouraged to contact the Financial Services 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 that 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 first 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 midsummer. Families choosing to enroll do so directly with AWG Dewar before fall classes begin by mail or at [www.collegerefund.com](http://www.collegerefund.com).



## **STUDENT SERVICES**

# Student Services

## Academic Advisors

All Colby-Sawyer students have academic advisors who take a personal interest in their progress. This advisor confers with the student at regular intervals to give advice on academic matters and career or graduate school choices and to make the necessary referrals to other campus services. Advisors assist students in the design and implementation of educational goals and serve as a resource for selecting appropriate courses.

## Academic Development Center

The Academic Development Center offers a variety of academic support services to all Colby-Sawyer students. The Center is located in the James House, and all of its services are provided free of charge. Staffed by a director, an assistant director, a learning specialist, writing and math consultants, and peer academic consultants, the Center's mission is to support and challenge students in their development as active learners.

## Baird Health and Counseling Center

Baird Health and Counseling Center (BHCC) provides confidential health care services to all full-time matriculated students, including both physical and psychological services. The center is open Monday through Friday, 8 a.m.–5:30 p.m. Emergency care after hours and on weekends is available at New London Hospital Emergency Department. The director of BHCC and/or a counselor are on call during the academic year for psychological emergencies and can be contacted through the Campus Safety Office.

Health services provided by BHCC include the treatment of common acute and chronic problems, medication refills, women's health care, contraceptive services, STD testing, physical exams and immunizations. Counseling services address transitional issues, relationship problems, alcohol and other substances use, eating disorders and a number of other issues facing young adults.

All full-time, matriculated students are required to have primary health care insurance. A supplemental health care plan is available for students who do not have coverage through a family plan, or for those who have insurance plans that do not offer sufficient coverage. For more information regarding insurance benefits and additional coverage, contact BHCC.

## Bookstore

The college bookstore in Colgate Hall, operated by Follett, carries textbooks, supplies, clothing, gifts and snacks. Students may pay for merchandise with a personal check, cash and SmartCard bookstore account. MasterCard, American Express, Discover and VISA cards are also accepted.

## Campus Activities Office

The Campus Activities Office facilitates the activities of a variety of campus groups and organizations, including activities in the Ware Campus Center, Lethbridge Lodge and Sawyer Fine Arts Center. The office also maintains a master

calendar for all campus events and activities, and coordinates campus leisure and social programs and events.

## **Campus Safety**

Campus Safety works to protect all members of the college community and the security of buildings and property. Campus Safety promotes individual responsibility and community commitment through education, empowerment and enforcement, using proactive partnerships throughout the college community. The college's Web site has information about policies and procedures.

## **Career Development Center**

The Harrington Center for Career Development and Community Service offers a wide variety of programs, services and resources to assist students with career and graduate school planning and internships. The center offers a career library, ongoing workshops, computer-assisted guidance, individual career counseling, videotaped mock interviews, an alumni network, internship database, job fairs and community service opportunities. The college's Web site has more information about policies and procedures.

## **Cash Machines**

An automatic teller machine (ATM) is available in the Hogan Sports Center. Other cash machines are available at several banks in town. Students are urged to establish accounts with local banks to assure check-cashing and other privileges.

## **Child Care**

The college's Windy Hill School accommodates children from ages 15 months through kindergarten. Children can be registered with the director of Windy Hill School, and financial arrangements can be made through the Financial Services Office. Individual arrangements can be made with students wishing to offer child care through postings in the Ware Campus Center or the Harrington Center.

## **Clubs, Leadership and Organizations**

### **Biology Majors Club**

The Biology Majors Club provides biology majors and others with an interest in biology the opportunity to plan and carry out activities related to the life sciences outside the classroom setting.

### **Campus Activities Board**

The Campus Activities Board is a student organization responsible for developing and implementing a variety of social, cultural, educational and recreational activities. The group is made up of a variety of committees, each focusing on a specific type of activity.

### **Class Boards**

There are four class boards, one for each matriculating class. These four boards are comprised of class officers elected annually by their class. These boards promote class unity and facilitate communication among class members, address class issues when appropriate or bring those issues to representatives of the Student Government if necessary, plan and implement activities for their class, and initiate fund-raising activities to support class programming.

### **Community Service**

The community Service Club supports service opportunities for students, faculty and staff by creating awareness of need and fostering action through volunteer service in the local community.

### **Colby-Sawyer Courier (newspaper)**

*The Colby-Sawyer Courier* is a student-run publication that strives to provide full and accurate coverage of campus life, events and issues. The paper is a forum for the exchange of viewpoints, comments and criticisms.

### **Dance Club**

The Dance Club is open to all students regardless of their level of experience. The club welcomes enthusiasm and interest in learning ballet, tap, jazz and exercises. The group meets regularly and a performance is scheduled each semester.

### **Exercise and Sport Sciences Majors Club**

The objective of the Exercise and Sport Sciences Majors Club is to promote understanding among the programs of athletic training, exercise science, and sport management, while providing students with hands-on experience in their particular fields. All of the club's activities are designed to enhance the department's curriculum by allowing students the opportunity to apply the knowledge they have gained in the classroom. Students also participate in service activities.

### **Key Association**

The Colby-Sawyer College Key Association is comprised of a select group of students who have expressed a strong interest in welcoming visitors to campus. Key members serve as ambassadors of Colby-Sawyer and are eager to acquaint prospective students with the opportunities available to them. Selection is based on character, enthusiasm, the candidate's ability to express himself or herself, assume responsibility, and academic eligibility. Key members are compensated for their work which includes: campus tours, overnight visits, panel discussions, and special events.

### **Leadership Expedition**

Students who complete four years of the Leadership Expedition Program and more than 36 hours of leadership training receive a Leadership Expedition Certificate. The training sessions focus on enriching and deepening students' self-knowledge, thinking creatively and critically, communicating and interacting effectively, acting ethically and professionally, and understanding and employing multiple perspectives.

### **Philosophers for Higher Intellectual Learning**

Philosophers for Higher Intellectual Learning (PHIL) is the student Philosophy Club at Colby-Sawyer. PHIL is dedicated to enhancing the intellectual life of Colby-Sawyer by providing an informal, student-led forum for the discussion of ideas. All students are welcome.

### **Psychology Club**

The Psychology Club is open to all students with an interest in psychology. Its purpose is to provide students an opportunity to engage in activities related to psychology and to enhance their knowledge of the field. This purpose is achieved through guest speakers, films and discussions held throughout the year.

**Safe Zones**

Safe Zones is a campus organization with the purpose of creating a safe environment for gay, lesbian, straight, bisexual and transgender members of the community.

**Student Government Association (SGA)**

The SGA has three standing committees: Student Issues, Media, and Clubs and Organizations. The senate and executive council oversee these committees. (See the SGA Constitution for more details.)

**Students in Free Enterprise (SIFE)**

The purpose of SIFE is to work in partnership with businesses and higher education, providing college students the leadership experience of establishing free enterprise community outreach programs that teach others how market economies and businesses operate and how people can use this knowledge to better themselves, their country and their community.

**Student Nurses Association (SNA)**

The SNA is composed of students interested in or majoring in nursing who want to work together on campus projects that support the ideals of the nursing profession. The association works closely with the Nursing Department and the Baird Health and Counseling Center to organize and implement health-related activities on campus.

**Word Order**

Word Order is a club for students interested in creative writing and in literature generally. This club sponsors slam poetry events, poetry contests and posts poetry throughout the campus. The Club is student run and students are free to generate the types of activities that interest them including, watching films together that are relevant to literary topics.

**WSCS Radio Station (90.9 FM)**

This club is for students interested in all aspects of radio work, including station management, audio production, and broadcasting on WSCS. It also helps students explore possible career opportunities in radio.

**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 Code of Community Responsibility, which exists to clarify reasonable balance points within this community, is available on the college's Web site.

**College Vans**

The college maintains a fleet of 15-passenger vans for the college community's use. Requests to use or operate a van are made through the Campus Safety Office.

## Computers

Computer labs are located in the Susan Colgate Cleveland Library/Learning Center and Colgate Hall. Students have access to these labs at designated hours. Wireless network access is now available across campus. The college provides file server personal directories for saving student work. Windows XP Professional is the environment for our standard applications, including Microsoft Office Suite, Internet Explorer for Internet access, and Exchange e-mail. The Microsoft Office Suite is available to students to load on their personal computers free of charge. College policy requires that all students have an active, updated antivirus program on their personal computers.

Information Resources provides technical support for the computer labs. Student computer lab-monitors are available to provide additional support. Network access is available for students from the residence halls by direct network or wireless connections. Information Resources supplies support for connectivity issues with students' in-room PCs.

College computing resources are offered to students under an acceptable use policy. Inappropriate use of college computers for any potentially harmful purpose such as threatening or sending obscene e-mail messages may result in disciplinary action. It is not permissible for students to install software or make changes to the configuration of any college computer. Penalties for such infractions may include cancellation of user accounts.

The college provides a Helpdesk from HelpSTAR™. The Information Resources Department (IR) has implemented special software designed to assist users across campus with technical issues, track, monitor, and communicate about service requests. Students, faculty and staff should direct all IR service requests through Helpdesk. The Helpdesk office is located in the Susan Colgate Cleveland Library/Learning Center. Requests for assistance can be made through the college's Web site, a campus e-mail account, or by telephone.

## Dan and Kathleen Hogan Sports Center

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 multipurpose Coffin Field House with its suspended running/walking track; the Knight Natatorium six-lane swimming pool, locker rooms, and aerobics studio; the Elizabeth Kind Van Cise Fitness Center; Athletic Department 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. It is the primary facility for indoor athletic events at the college.

## Food Services

The college food service is provided by Sodexo. All resident students are required to be on the meal plan. Before entering the dining room, resident students must present their ID card, which serves as a meal ticket. The ID/meal card is not transferable. Guests may purchase a meal by paying the posted prices at the entrance. Meal hours, prices and menus are posted outside the dining room and

may also be found on the Colby-Sawyer College Web site. Health Code standards require that shoes and shirts be worn in the dining room, and no animals are permitted on the premises.

### **Identification Cards**

The Campus Safety Office is responsible for issuing identification (ID) cards. The ID also is called a SmartCard and:

1. is used for access to the residence halls and many classroom and administrative buildings;
  2. is used for meals in the dining room;
  3. is used as identification for campus activities and facilities;
  4. is necessary for library lending; and
  5. is used for discounts at some local businesses and ski areas.
6. as the SmartCard, it is used for purchases in the campus bookstore, dining (Lethbridge Lodge and guest meals in the dining room) and miscellaneous—campus laundry, vending and library copy machines (see the section on SmartCard);

Lost cards must be reported to the Campus Safety Office, and a \$10 replacement fee is charged. Damaged cards should be taken to the Campus Safety Office for replacement and the director will determine if a replacement fee will be charged. Lending or other misuse of a card will result in a fine. Students must carry their IDs at all times while on campus.

### **Keys**

The college maintains an access system protect its community members, facilities, and property, and to safeguard information. The Campus Safety Office is responsible for issuing, installing, repairing and recapturing all locking devices.

Students whose work or academic responsibility requires them to enter a college building at a time when that building is locked must receive authorization in writing from the person in charge of the area before access can be granted by Campus Safety.

### **Lethbridge Lodge**

From 1934 until 1996, the Lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London's first meeting house, originally erected in 1788. The Lodge was reconstructed on campus in 1998 and was named Lethbridge Lodge in honor of trustee and friend George M. "Bud" Lethbridge, in May 2004. The building has a great room with a fireplace, snack bar and Internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access. During the summer it is used for alumni activities.

### **Library/Learning Center**

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 pro-

vides print and electronic resources, including full-text databases, books, periodicals, videotapes, audiocassettes and compact discs. Fully automated with an online catalog of holdings and access to the Internet, the library with its spectacular view of the surrounding mountains, is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with 30 PCs. A 25-seat computer classroom also is available for individual use when classes are not scheduled.

## Mail

Every resident and non-resident student is issued a mailbox in the college mail room for the academic year. The mail room is located in the Ware Campus Center. During posted hours, packages may be sent and received, and postage stamps are available for purchase. Mail room hours are 9 a.m. to 4 p.m., Monday–Friday. Campus information is distributed through the mail room, so students should check mailboxes frequently.

## Parking

Students, guests or employees who wish to have a vehicle on campus must register their vehicle(s) in order to avoid penalties. Online vehicle registration for the academic year begins in May. There is no additional charge for changing vehicle registration, or for summer/recess parking. Registration fees are as follows:

*Resident Students:*       \$50

*Guests:*                   Temporary permits are available for up to seven days at no charge. Guest's vehicles are the responsibility of the housing student or employee.

*Commuter Students*

*and Employees:*       Fee is waived.

Additional information is available on the college's Web site.

## Residential Education

Colby-Sawyer College residence halls are dynamic living and learning environments in which students are challenged to investigate the many dimensions of human interaction, explore current social issues as a vehicle for personal development, and develop leadership and membership skills.

Eleven residence halls range in size from 39 to 116 students. Each hall has live-in staff members who seek to know each resident of the hall, develop a community based on individual responsibility and respect for others, and provide opportunities for student learning. The members of the residence hall staff are resident directors and resident assistants.

### Resident Directors

Resident directors (RDs) are full-time, live-in professional staff members who are responsible for the overall management, administration and supervision of one to four residence halls. The RDs train and supervise RAs. Through community development and individual contact with residents, RDs work to maintain an atmosphere

that establishes an environment conducive to the intellectual and personal growth of each student. RDs coordinate educational and social programming, manage emergency situations, and meet with students who have violated the Code of Community Responsibility. Some RDs have a secondary assignment in Citizenship Education or Residential Education.

### **Resident Assistants**

Resident assistants (RAs) are undergraduate students who assist in the management of the residence hall by working to create a community atmosphere based on trust, respect, and adherence to the Code of Community Responsibility. The RA's primary goals are to get to know each resident and then to help residents get to know one another. By providing referrals to campus resources and helping students identify their needs and interests, RAs are instrumental in the success of all students.

### **Furnishings**

All residence hall rooms are furnished with a bed and mattress, desk, desk chair, and dresser for each resident. Students who would like to have their furniture removed from their room must contact their RAs, who will initiate a work order.

### **Occupancy**

During normal college vacations, the residence halls are closed, and unless special permission is received, students are expected to vacate their rooms 24 hours after their last class or exam or by 7 p.m. on the last exam day, whichever comes first. Traditional vacation periods include Thanksgiving recess, recess between semesters, and spring recess. Students are expected to formally check out with a member of the residential education staff and vacate their rooms 24 hours after their last class or final exam of the academic year. Graduating students may stay in their rooms through commencement.

Students given special permission to stay on campus must sign a temporary housing contract and adhere to the Code of Community Responsibility. Due to limited staff during vacations, students with special permission to stay on campus may not host guests or have alcohol on campus until the college officially opens. The same is true for the period immediately preceding the opening of college for the academic year.

### **SmartCard**

The SmartCard is the student's multipurpose college identification (ID) card issued upon arrival to campus. The student ID (SmartCard) gives access to campus buildings and can be used to make purchases on campus. Account choices are: bookstore, dining (Lethbridge Lodge and guest meals in the dining room), and miscellaneous (laundry, copy and vending machines). **Note:** Campus laundry machines do not accept cash.

SmartCard account(s) can be established 24/7 online using a credit card. For access go to [www.colby-sawyer.edu](http://www.colby-sawyer.edu) > web gateways > blackboard.

The Financial Services Office will accept cash, check or credit card payments in person (Minimum \$10) or mail a check payable (memo field: SmartCard) to Colby-Sawyer College, Financial Services Office, 541 Main Street, New London, NH 03257. Please include the student's name, ID number, telephone number and the account(s) to be funded.

Balances carry forward each semester and are refunded when the student withdraws or graduates. Returns/refunds on SmartCard purchases will be credited back to your SmartCard account. Funds may not be moved between accounts and cash withdrawals are not possible. For more information, please contact Financial Services (603-526-3454, 3746, or 3776) or email: [smartcard@colby-sawyer.edu](mailto:smartcard@colby-sawyer.edu)

## Special Events

A variety of special events occur throughout the academic year, such as:

<b>Commencement</b>	<b>Orientation</b>
<b>Convocation</b>	<b>Scholars' Symposium</b>
<b>Fall Fest</b>	<b>Spring Weekend</b>
<b>Family Weekend</b>	<b>Winter Carnival</b>
<b>Mountain Day</b>	

More information is available on the college's Web site.

## Sports

### Varsity Athletics—NCAA Division III

The athletics program views the goal of continuously challenging and supporting students in reaching their optimal level of performance and potential as an important part of the student-athlete's total college experience. All varsity team members must be full-time students (minimum 12 credit hours) and remain in good academic standing (minimum 2.0 GPA). Students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the National Collegiate Athletic Association (NCAA) faculty athletic representative for athletic eligibility reinstatement. All entering student-athletes must undergo a complete physical examination before participating on any intercollegiate team. Colby-Sawyer College does not offer athletic scholarships.

The intercollegiate athletic program consists of nine sports for women (basketball, lacrosse, equestrian, alpine ski racing, soccer, swimming and diving, tennis, track and field, and volleyball) and eight sports for men (baseball, basketball, equestrian, alpine ski racing, soccer, swimming and diving, tennis, and track and field). The college belongs to the NCAA Division III and competes against other independent colleges in the Northeast as a member of the Eastern College Athletic Conference (ECAC). The college is a member of The Commonwealth Coast Conference, which sponsors championships for baseball, basketball, lacrosse, soccer, tennis, track and field and volleyball. Students interested in participating in a varsity sport should contact the coach or athletic director.

## Recreational Sports

The recreational sports program offers students the opportunity to participate in sports through club sports, intramural sports and special events.

**Club Sports.** Club sports are organized by students with interests in a particular sport that is not offered at the varsity level. Clubs provide opportunities to compete with other club and varsity programs throughout New England. Active club sports include cross country running, field hockey, ice hockey, men's lacrosse, mountain bike racing, Nordic ski racing, men's and women's rugby, snowboarding and women's softball. New club teams may be formed in response to student interest combined with coaching support and activity-funding authorization. All club sports must adhere to the policies and standards set forth by the Recreational Sports Office.

**Intramural Sports.** Intramural sports provide opportunities for students, faculty and staff to participate at a competitive and recreational level in team and individual sports leagues. Sports offered for both men and women include basketball, floor hockey, flag football, indoor soccer and volleyball. Special events organized by the Recreational Sports Office include races, golf tournaments and wellness programs.

## Student Employment

There are a number of Federal Work-Study employment positions on campus. Students who are eligible to work should review available jobs and contact the appropriate supervisor. Payment is at hourly rates established by federal legislation. The Harrington Center maintains listings of campus job openings on their website.

## Telephone Service

All matriculated students are provided with the college's telephone service. Each resident and nonresident student is assigned a private voice-mailbox. Answering machines are *not* permitted. Long-distance calling service is available with a credit card or calling card.

## Ware Campus Center

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 and copying services. Also located in the Ware Campus Center are offices for the vice president for student development and dean of students, and the assistant dean of students; Residential Education Office; Citizenship Education Office; space for clubs and organizations; Ware Conference Room; and Board of Trustees Conference Room.



**COLLEGE GOVERNANCE  
AND  
CAMPUS DIRECTORY**

## College Governance

To meet its educational goals, the college is committed to collaborative planning and effort with all constituencies of the college and to across-the-college conversations. Established bodies for faculty participation include the academic departments and the committees of the college.

### Board of Trustees

Colby-Sawyer College is chartered under the laws of the State of New Hampshire, and ultimate responsibility for the college rests with the Board of Trustees. As such, it is the final institutional authority and grants all degrees awarded by the institution upon the certification of the registrar. Its primary responsibility is articulating general educational policies and academic goals. In so doing, it is obligated to protect the financial resources of the college, plan and direct the financial resources, and relate them to the current and future needs of the college.

### President

The president of the college is selected by the Board of Trustees and serves as chief executive officer of the college. The president is responsible for all college functions, activities and policies. The president has power, on behalf of the trustees, to perform all acts and execute all documents to carry out the actions of the board and its Executive Committee.

### Senior Staff

The senior staff provides effective administrative leadership for the college by planning, coordinating and evaluating all areas of college life; articulates the vision of the institution; and initiates, develops and implements strategies to achieve the goals and objectives of the college.

Members of the senior staff are the academic vice president and dean of faculty, the treasurer, the vice president for enrollment management, the vice president for advancement, the vice president for student development and dean of students, and the vice president for administration and assistant treasurer.

### Academic Affairs

The academic vice president and dean of faculty works with the faculty and academic affairs staff overseeing the development, implementation and evaluation of academic policies and programs; recommends to the president the allocation of resources among all academic offices; recommends to the president all appointments, promotion, tenure, and sabbatical leaves of personnel; and is responsible for coordinating the planning and budgeting process.

#### Academic Departments

- Business Administration
- Environmental Studies
- Exercise and Sport Sciences
- Fine and Performing Arts
- Natural Sciences
- Nursing
- Humanities
- Social Sciences and Education

#### Academic Advising

#### Academic Development Center

**Academic Affairs and International Programs**  
**Career Development and Community Service**  
**Academic Dean**  
**Faculty**  
**English Language and American Culture**  
**Information Resources**  
**Registrar**  
**Study Abroad**  
**Windy Hill School**

## Student Development

The vice president for student development and dean of students works with the student development staff overseeing the development, implementation and evaluation of student services.

<b>Baird Health and Counseling Center</b>	<b>Leadership Program</b>
<b>Campus Activities</b>	<b>Mailroom</b>
<b>Campus Safety</b>	<b>Orientation</b>
<b>Citizenship Education</b>	<b>Residential Education</b>

## Administration

The vice president for administration and assistant treasurer is responsible for athletics, recreation, physical plant programs, including major construction, management of risk reduction and insurance, personnel administration, purchasing, food services, bookstore and auxiliary activities.

<b>Athletics</b>	<b>Dan and Kathleen Hogan Sports Center</b>
<b>Bookstore</b>	<b>Human Resources</b>
<b>Facilities</b>	<b>Purchasing</b>
<b>Food Services</b>	<b>Recreation</b>
<b>Gordon Research Conferences</b>	

## Advancement

The vice president for advancement oversees programs and activities that connect alumni, parents and friends to the college and that encourage and invite philanthropic support of the college.

<b>Alumni Relations and Annual Giving</b>	<b>Stewardship</b>
<b>Development</b>	<b>Adventures in Learning</b>
<b>Planned Giving</b>	

## Finance

The treasurer is the chief financial officer of the college. The treasurer is responsible for accounting, budgeting, cash management, fiscal planning, financing and investments.

**Financial Services**  
**Institutional Research**

## Enrollment Management

The vice president for enrollment management is responsible for student recruitment and retention, and the positioning of the college in external affairs.

**Admissions**  
**Enrollment Operations**  
**Financial Aid**

# Campus Directory

## Board of Trustees

### Honorary Life Trustees

David L. Coffin P'76  
 Peter D. Danforth P'83, '84, GP'02  
 William H. Dunlap P'98

### Life Trustees Emeriti

Mary Trafton Simonds '38, P'64  
 Barbara Johnson Stearns '32

### Class I (Term Expires May 2009)

Anne Winton Black '73, '75, *chairman of the board*  
 Karen Craffey Eldred '86  
 Eleanor Morrison Goldthwait '51  
 G. William Helm Jr.  
 David B. Payne  
 Mark A. Peterson P'08  
 Richard N. Thielen  
 Jean M. Wheeler

### Class II (Term Expires May 2010)

Pamela Stanley Bright '61  
 Alice W. Brown  
 Joan Campbell Eliot '67  
 William E. Gundy  
 Joyce Juskalian Kolligian '55

### Class III (Term Expires May 2011)

William P. Clough III  
 Thomas C. Csatari  
 Richard Dulude, *vice chair*  
 Suzanne Simons Hammond '66, *executive secretary*  
 George A. Jamieson Jr.  
 Daniel H. Wolf

P = Parent

GP = Grandparent

## Emeriti

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:

<b>Martha M. Andrea</b> , M.F.A.	1978–2005
<b>Reva E. Bailey</b> , M.Ed.	1962–1986
<b>John Bott</b> , MFA	1977–2008
<b>Donald L. Campbell</b> , M.F.A.	1960–1990
<b>Boyd H. Carr</b> , Ph.D.	1964–1981
<b>Hilary P. Cleveland</b> , Lic-es-sci.Pol.	1955–1991
<b>Donald Coonley</b> , Ph.D.	1989–2007
<b>Patricia M. Curtis</b> , M.B.A.	1960–1998
<b>Nancy J. Draper</b> , Mus. M.	1952–1987
<b>Larry B. Dufault</b> , Ph.D., J.D.	1973–2000
<b>Dorothy A. Egan</b> , M.A.	1962–1996
<b>Rebecca Irving</b> , B.S., M.T., A.S.C.P., C.L.S.	1954–1982
<b>Alf E. Jacobson</b> , Ph.D.	1958–1986
<b>Barbara J. MacDonald</b> , M.A.	1962–1991
<b>Donald E. Robar</b> , Ed.D.	1967–1996

## Faculty

### **Maurissa Abecassis, 2000**

*Associate Professor, Social Sciences and Education*  
(sabbatical leave fall '08 and spring '09)  
B.A., University of Winnipeg;  
Ph.D., University of Minnesota

### **Laura Alexander, 1993**

*Assistant Professor, Environmental Studies*  
B.S., Colby-Sawyer College;  
M.S., Antioch University of New England

### **Maryann Allen, 2004**

*Assistant Professor, Natural Sciences*  
B.S., Pennsylvania State University;  
M.S., Drexel University

### **Patrick D. Anderson, 1977**

*Professor, Chair, Humanities*  
*Gibney Distinguished Professor*  
(sabbatical leave spring '09)  
A.B., University of Notre Dame;  
M.A., Ph.D., University of Michigan

### **Christiane-Marie Andrews, 2008**

*Adjunct Assistant Professor, Humanities*  
B.A., Bard College;  
M.A., Cornell University

### **Gregory R. Austin, 2005**

*Associate Professor, Exercise and Sport Sciences*  
B.P.E., Acadia University;  
M.S.P.E., Ph.D., Ohio University

### **Jennifer Austin, 2005**

*Assistant Professor, Exercise and Sport Sciences*  
B.S.A.T., M.S.P.E., Ph.D., Ohio University

### **Nicholas A. Baer, 2004**

*Assistant Professor, Natural Sciences*  
B.A., University of Vermont;  
Ph.D., University of Maryland

### **Linda Baines, 2004**

*Adjunct Assistant Professor, Natural Sciences*  
B.A., Rivier College  
M.B.A., Whittemore School,  
University of New Hampshire

### **Caren Baldwin-DiMeo, 2005**

*Adjunct Assistant Professor, Humanities*  
B.A., University of New Hampshire;  
M.F.A., Emerson College

### **Susan Barnard, 2002**

*Adjunct Associate Professor, Fine and Performing Arts*  
M.F.A., M.A., State University of New York College at Brockport;  
C.M.A., University of Utah

### **Loretta S. Wonacott Barnett, 1978**

*Professor, Chair, Fine and Performing Arts*  
B.F.A., Boise State University;  
M.F.A., Ohio State University

### **LaVonne M.O. Batalden, 1994**

*Associate Professor, Natural Sciences*  
B.A. Augsburg College;  
M.S., Ph.D., University of Minnesota

### **Donna E. Berghorn, 1991**

*Associate Professor, Humanities*  
B.A., Canisius College;  
M.S., Ph.D., Rensselaer Polytechnic Institute

### **Karin Berthiaume, 1991**

*Adjunct Assistant Professor, Humanities*  
B.A., Wittenberg University

### **Christine Konicki Bieszczad, 2008**

*Assistant Professor, Natural Sciences*  
B.S., St. Joseph College;  
Ph.D., Dartmouth Medical School

### **Janet C. Bliss, 1976**

*Assistant Professor, Social Sciences and Education*  
A.A., Colby Junior College;  
B.S., New England College;  
M.Ed., Wheelock College

**Gerald M. Bliss, 1988**

*Professor, Fine and Performing Arts*  
B.A., University of New Hampshire;  
M.F.A., University of Florida

**Wally Doris Borgen, 2008**

*Adjunct Associate Professor, Business Administration*  
A.A.S., Concordia College;  
B.B.A, M.S., Pace University;  
Ed.D., Northern Illinois University

**Eric M. Boyer, 2008**

*Assistant Professor, Social Sciences and Education*  
B.A., Indiana University of Pennsylvania

**Kim-Laura Boyle, 2007**

*Adjunct Assistant Professor, Natural Sciences*  
B.A., Colby-Sawyer College;  
M.S., University of North Carolina at Wilmington;  
DPT, Duke University

**Dexter Burley, 2005**

*Scholar in Residence, Social Sciences and Education*  
B.A., Marlboro College;  
M.A., Ph.D., University of New Hampshire

**Pamela Butler, 2007**

*Adjunct Assistant Professor, Nursing*  
B.S., Pennsylvania State University;  
M.S., St. Joseph's University

**Andrew Davis Cahoon, 2007**

*Visiting Assistant Professor, Natural Sciences*  
B.S., University of Maryland;  
M.Phil., M.S., Yale University

**Deborah M. Campbell, 2003**

*Adjunct Assistant Professor, Fine and Performing Arts*  
B.S., Northeastern University

**Susan Cancio-Bello, 2007**

*Adjunct Assistant Professor, Fine and Performing Arts*  
B.M., M.A., Appalachian State University

**Joseph C. Carroll, 1977**

*Professor, Social Sciences and Education*  
*M. Roy London Endowed Chair*  
B.A., Holy Cross College;  
M.A, Ph.D., University of New Hampshire

**Ewa Chrusciel, 2006**

*Assistant Professor, Humanities*  
M.A., Jagiellonian University, Krakow;  
Ph.D., Illinois State University

**Brian Carl Clancy, 2006**

*Assistant Professor, Fine and Performing Arts*  
B.A., Yale University;  
M.A., Ph.D., Rutgers University

**Marc A. Clement, 1974**

*Professor, Social Sciences and Education*  
B.A., Villanova University;  
M.S., Ph.D., University of Massachusetts

**Hilary P. Cleveland, 1955**

*Adjunct Associate Professor, Social Sciences and Education*  
B.A., Vassar College;  
Licence, Sciences Politiques,  
Institut Universitaire des Hautes Études Internationales

**Bradford E. Cook, 2002**

*Adjunct Assistant Professor, Business Administration*  
B.S., University of New Hampshire;  
J.D., Cornell University

**Cheryl Coolidge, 2002**

*Associate Professor, Natural Sciences*  
A.B., Bowdoin College;  
M.S., Northeastern University;  
Ph.D., University of Massachusetts, Lowell

**R. Todd Coy, 2005**

*Assistant Professor, Social Sciences  
and Education*

B.A., University of Houston;  
M.A., University of Houston,  
Clear Lake;  
Ph.D., Tufts University

**Kathleen Craig, 2005**

*Adjunct Assistant Professor, Nursing*  
B.S.N., Vermont College of Norwich  
University

**Elizabeth C. Crockford, 1993**

*Professor, Business Administration*  
B.A., College of the Holy Cross;  
M.B.A., New Hampshire College;  
Ph.D., Capella University

**Robin Burroughs Davis, 1996**

*Adjunct Assistant Professor, Humanities*  
B.A., M.S., Longwood College

**Lisa Dupuis, 2006**

*Clinical Assistant Professor, Exercise  
and Sport Sciences*  
B.S. Southern Connecticut State  
University;  
M.Ed., Boston College

**Jean Eckrich, 1995**

*Professor, Chair, Exercise and  
Sport Sciences*  
B.S., University of Delaware;  
M.S., University of Wyoming;  
Ph.D., Purdue University

**Philip Eller, 2004**

*Adjunct Assistant Professor, Social  
Sciences and Education*  
A.B., Drury University;  
M.A., Truman State University

**David Elliott, 1998**

*Instructor, Humanities*  
B.A., Ohio State University;  
M.A., School for International Training

**David Ernster, 1999**

*Adjunct Assistant Professor, Fine and  
Performing Arts*  
B.F.A., University of Iowa;  
M.F.A., West Virginia University

**Janice K. Ewing, 1995**

*Professor, Chair, Social Sciences  
and Education*  
B.A., University of British Columbia;  
M.A., Washington State University;  
Ph.D., University of South Carolina

**Malachy G. Flynn, 2007**

*Adjunct Assistant Professor, Social  
Sciences and Education*  
B.A., M.S., Iona College

**John Ferries, 2005**

*Adjunct Assistant Professor, Business  
Administration*  
B.A., Dartmouth College;  
M.B.A., Tuck School of Business

**Hester Fuller, 2003**

*Associate Professor, Humanities*  
A.B., Harvard-Radcliffe College;  
M.S., Columbia University;  
M.Ed., Ed.D., Harvard University

**Nicholas Gaffney, 2008**

*Assistant Professor, Fine and  
Performing Arts*  
B.A., New York University;  
M.F.A., Pratt Institute

**Thomas C. Galligan Jr., 2006**

*President of the College,  
Professor, Humanities*  
A.B., Stanford University;  
J.D., University of Puget Sound  
School of Law;  
L.L.M., Columbia University  
Law School

**Lynn J. Garrioch, 2001**

*Associate Professor, Social Sciences  
and Education*  
(sabbatical leave fall '08 and spring '09)  
B.A., Wilfrid Laurier University;  
M.A., Ph.D., University of Victoria

**Brandy Gibbs-Riley, 2007***Assistant Professor, Fine and Performing Arts*B.A., Bates College;  
M.F.A., Boston University**Shari Goldberg, 1994***Assistant Professor, Nursing*B.S., University of New Hampshire;  
M.S., Boston College**Maynard Goldman, 2004***Adjunct Assistant Professor, Business Administration and Environment Studies*B.A., University of Michigan;  
J.D., Harvard University**Daniel A. Gottsegen, 2007***Adjunct Professor, Fine and Performing Arts*B.A., Brown University;  
M.F.A., California College of Arts and Crafts, Oakland**Craig Greenman, 2004***Assistant Professor, Humanities*B.A., Valparaiso University;  
M.A., Ph.D., Loyola University, Chicago**Randall S. Hanson, 1996***Professor, Social Sciences and Education David H. Winton Endowed Chair*B.A., Washington University;  
M.A., Ph.D., Indiana University**Britta Hensel, 2007***Adjunct Assistant Professor, Nursing*B.A., Simmons College;  
M.S., University of New Hampshire**Delphine Hill, 2003***Adjunct Assistant Professor, Humanities*Diplôme d'Études Spécialisées Supérieures, Université de Dijon;  
Diplôme d'Ingénieur-Maître, Université de Marseille;  
Diplôme Universitaire Technologique, Université de Bourges-en-Bresse**Geoffrey D. Hirsch, 2007***Adjunct Assistant Professor, Humanities*B.A., University of Connecticut;  
M.A., Middlebury College Bread Loaf School of English**Joan Huber, 2001***Adjunct Assistant Professor, Nursing*B.S., Villanova University;  
M.S., University of California at San Francisco**Judith Joy-Clark, 2004***Assistant Professor, Nursing*B.A., M.S., State University of New York at Buffalo;  
Ph.D., University of Texas at Austin**Thomas Kealy, 2000***Associate Professor, Humanities*B.A., Wesleyan University;  
M.A., University of Rhode Island;  
Ph.D., University of Oregon**Jon P. Keenan, 1990***Professor, Fine and Performing Arts*Doshisha University (A.K.P.), Kyoto, Japan;  
B.A., University of New Hampshire;  
C.A.G.S./M.F.A., Kyoto University of Fine Arts Graduate School**Charles W. Kellogg***Adjunct Assistant Professor, Natural Sciences*B.A., M.A., University of Massachusetts;  
Ph.D., Duke University**Semra Kilic-Bahi, 2003***Assistant Professor, Natural Sciences*B.S., Middle East Technical University;  
M.S., University of Saskatchewan;  
Ph.D., University of New Hampshire**Charles Krajewski, 2001***Adjunct Assistant Professor, Humanities*B.S., University of Rhode Island;  
M.Div., Andover Newton Theological School

**Elizabeth M. Krajewski, 2003**

*Adjunct Assistant Professor, Humanities*  
B.Mus., University of Massachusetts;  
Clinical Pastoral Education, Rush-  
Presbyterian-St. Luke's Medical Center;  
M.Div., Seabury-Western Theological  
Seminary

**Christopher Kubik, 2006**

*Assistant Professor, Chair, Business  
Administration*  
B.S., Madonna University;  
M.B.A., University of Detroit

**Christopher La Barbera, 2008**

*Assistant Professor, Humanities*  
B.A., Dartmouth College;  
M.A., Stony Brook University

**Sandra S. LeBeau, 2004**

*Adjunct Associate Professor,  
Social Sciences and Education*  
B.A., Smith College;  
M.A., Yale University;  
Ph.D., University of Pittsburg

**Margie Lim-Morison, 2008**

*Adjunct Assistant Professor, Nursing*  
B.S.N., University of Connecticut;  
J.D., University of Colorado

**Joan Grady Loftus, 2008**

*Assistant Professor, Nursing*  
B.S., Wilkes College;  
M.S., Georgetown University

**Michael Lovell, 2000**

*Adjunct Assistant Professor,  
Fine and Performing Arts*  
B.F.A., Cornell University;  
M.F.A., School of the Art Institute  
of Chicago

**Amy Carrier Lyon, 2007**

*Adjunct Assistant Professor, Social  
Sciences and Education*  
B.S., Colby-Sawyer College;  
M.A., Dartmouth College

**Leon-C. Malan, 1994**

*Professor, Chair, Environmental Studies  
M. Roy London Endowed Chair*  
B.Com., University of Pretoria;  
M.B.A., University of Capetown;  
Ph.D., State University of New York,  
Albany;  
Ph.D., Antioch University  
New England

**Deborah McKew, 2006**

*Adjunct Assistant Professor, Humanities*  
B.A., Mount Holyoke College;  
M.S., Boston University

**Mary McLaughlin, 1995**

*Adjunct Assistant Professor, Humanities*  
B.A., University of New Hampshire;  
M.Ed., University of Vermont

**Michael E. McMahon, 1968**

*Associate Professor, Humanities*  
A.B., Colby College;  
M.A., University of Scranton

**Melissa Meade, 2004**

*Assistant Professor, Humanities*  
B.A., Purdue University;  
M.A., Ph.D., University of Washington  
at Seattle

**Russell E. Medbery, 2001**

*Associate Professor, Exercise and  
Sport Sciences*  
B.S., Trinity College;  
M.S., Purdue University;  
Ph.D., University of North Carolina at  
Greensboro

**Melisa Mena, 2006**

*Assistant Professor, Exercise and  
Sport Sciences*  
B.S., University of Pittsburgh;  
M.S., University of Florida  
Ph.D., University of Miami

**Asri-Ambrose Metzegen-Bundi, 2006**

*Assistant Professor, Humanities*  
B.A., Franklin Pierce College;  
M.A., Middlebury College

**Jillian R Miller, 2005**

*Adjunct Assistant Professor, Nursing*  
A.N.D., New Hampshire  
Technical Institute;  
B.S.N., University of Phoenix

**Douglas J. Moran, 1991**

*Affiliate Professor, Exercise and  
Sport Sciences*  
B.A., College of the Holy Cross;  
M.D., Georgetown University  
School of Medicine

**Mary E. Moran, 2005**

*Adjunct Assistant Professor, Nursing*  
B.S., St. Anselm College;  
M.P.A., Golden Gate University;  
M.S.N., University of Alabama

**Jody E. Murphy, 1997**

*Assistant Professor, Business  
Administration*  
B.S., Franklin Pierce College;  
M.B.A., New Hampshire College

**Isaac K. Nyamongo, 2008**

*Fulbright Scholar in Residence,  
Social Sciences and Education*  
B.S., M.S., Panjab University;  
Ph.D., University of Florida

**Tracia L. O'Shana, 2005**

*Adjunct Assistant Professor, Nursing*  
B.S. Rhode Island College;  
M.S. Graceland University

**Marla Perkins, 2007**

*Adjunct Assistant Professor, Humanities*  
B.A., Cedarville University;  
M.A., Syracuse University;  
M.A., State University of New York,  
University at Buffalo

**Basia M. Pietlicki, 2003**

*Assistant Professor, Social Sciences  
and Education*  
B.A., University of New Hampshire;  
M.A., University of Nevada;  
Psy.D., Forest Institute of Professional  
Psychology

**Harvey J. Pine, 2008**

*Assistant Professor, Environmental Studies*  
B.S., Muhlenberg College;  
M.S., Auburn University

**Anthony N. Quinn, 1991**

*Assistant Professor, Business  
Administration*  
B.S., Cornell University;  
M.S., University of Vermont

**Brenda R. Quinn, 2006**

*Adjunct Assistant Professor, Social  
Sciences and Education*  
B.A., Colby College;  
M.S.W., Boston University

**David B. Reed, 2007**

*Visiting Assistant Professor, Humanities*  
B.A., University of Pennsylvania;  
M.F.A., California Institute of the Arts

**Susan A. Reeves, 2002**

*Assistant Professor, Chair, Nursing*  
B.S.N., Colby-Sawyer College;  
M.S., University of New Hampshire

**Christopher Richter, 2007**

*Adjunct Assistant Professor, Social  
Sciences and Education*  
B.A., Catholic University of America;  
M.B.A., Southern New Hampshire  
University

**Gary Robinson, 1975**

*Adjunct Assistant Professor, Fine and  
Performing Arts*  
B.A., Franconia College

**Jill Rockwell, 2000**

*Adjunct Assistant Professor, Nursing*  
A.D., Rancho Santiago Junior College;  
M.S., Northeastern University

**Scott J. Roy, 2008**

*Clinical Assistant Professor,  
Exercise and Sport Sciences*  
B.S., Springfield College;  
M.S., University of Massachusetts at  
Amherst

**Pam Sanborn, 1999**

*Adjunct Assistant Professor, Fine and Performing Arts*

B.S., Colby-Sawyer College;  
B.A., Pepperdine University

**Mary Scott, 2007**

*Adjunct Assistant Professor, Nursing*  
A.S.N., New Hampshire Technical Institute;

B.S.N., University of New Hampshire;  
M.A., Massachusetts General Hospital Institute of Health Professionals

**Olivia S.J. Smith, 1993**

*Associate Professor, Humanities*

B.A., University of Massachusetts, Boston;  
M.A., Rutgers University;  
Ph.D., University of Birmingham

**Theodore J. Smith, 2005**

*Clinical Assistant Professor, Exercise and Sport Sciences*

B.S., M.S., Frostburg State University

**William F. Spear, 2008**

*Assistant Professor, Business Administration*

B.S., B.A., Emmanuel College;  
M.B.A., Norwich University

**Ann Page Stecker, 1980**

*Professor, Humanities*

*David H. Winton Endowed Chair*  
A.B., Randolph-Macon Woman's College;  
M.A., University of Virginia

**Benjamin B. Steele, 1988**

*Professor, Chair, Natural Sciences*

B.A., Harvard University;  
M.S., Utah State University;  
Ph.D., Dartmouth College

**Peter G. Steese, 1991**

*Adjunct Assistant Professor, Humanities*

B.A., M.A., University of Maryland

**Courtney Brooke Stein, 2008**

*Assistant Professor, Social Sciences and Education*

B.S., Southern Connecticut State University;  
Ph.D., Dartmouth College

**Kerstin Stoedefalke, 1990**

*Associate Professor, Exercise and Sport Sciences*

B.S., Pennsylvania State University;  
M.S., University of Montana;  
Ph.D., University of Exeter

**Nicole B. Subik, 2007**

*Adjunct Assistant Professor, Humanities*

B.A., Dickinson College;  
M.S.Ed., Simmons College

**David G. Swanz, 2000**

*Adjunct Assistant Professor, Business Administration*

B.S., University of Detroit;  
M.B.A., George Washington University

**Eva Szalvai, 2008**

*Assistant Professor, Business Administration*

M.S., Corvinus University of Economic Sciences, Budapest;  
M.A., University of Akron;  
Ph.D., Bowling Green State University

**Deborah A. Taylor, 1976**

*Academic Vice President and Dean of Faculty, Professor, Social Sciences and Education*

A.B., Cornell University;  
M.S., Ph.D., Rutgers University

**Kathy Taylor, 1994**

*Adjunct Assistant Professor, Social Sciences and Education*

B.A., M.S., Alfred University

**Dianna G. Terrell, 2008**

*Assistant Professor, Social Sciences and Education*

B.A., University of Vermont;

M.A., M.A.T., Tufts University

**Carrie Thomas, 1998**

*Assistant Professor, Information Resources*

B.A., Mount Holyoke College;

M.L.S., Rutgers University

**William A. Thomas, 1991**

*Professor, Natural Sciences*

B.A., Hamilton College;

M.A., Ph.D., Princeton University

**Peter J. Thurber, 2003**

*Clinical Assistant Professor, Exercise and Sport Sciences*

B.S., University of New Hampshire;

M.Ed., Plymouth State University

**Rebekah A.L. Tolley, 2005**

*Assistant Professor, Fine and Performing Arts*

B.F.A., Concordia University;

M.F.A., Temple University

**Kristin C. Tupper, 1998**

*Adjunct Assistant Professor, Fine and Performing Arts*

B.S., Bridgewater State College

**Jason Charles Vallee, 2008**

*Adjunct Associate Professor, Business Administration*

B.A., Plymouth State College;

M.A., University of Phoenix;

M.A., Fielding Graduate Institute;

Ph.D., Fielding Graduate University

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## Offices of the College

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Kimberly Slover, Director of Communications

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Caren Baldwin-DiMeo, Interim Director of Academic Development Center  
Loretta Barnett, Chair, Fine and Performing Arts  
Janet C. Bliss, Director of Windy Hill School  
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Jean Eckrich, Chair, Exercise and Sport Sciences  
David Elliott, Director of English Language and American Culture Program  
Janice K. Ewing, Chair, Social Sciences and Education  
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Carole H. Parsons, Registrar  
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Benjamin Steele, Chair, Natural Sciences  
Kathy Taylor, Director of Career Development and Internships  
Nancy L. Teach, Director of Academic Affairs and International Programs

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Karin Berthiaume, Assistant Director of Residential Education  
Peter Berthiaume, Director of Campus Safety  
Robin Burroughs Davis, Associate Dean of Students and Director of  
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Mary McLaughlin, Director of Residential Education  
Jacqueline Webb, Director of Baird Health and Counseling  
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Shannon Farr, Parent and Family Relations Coordinator  
Jennifer Jacques, Senior Associate Director of Admissions and Director of  
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Tracey Perkins, Director of Admissions Counseling  
Jessica Price, Assistant Director of Admissions  
Benjamin Reeder, Assistant Director of Admissions  
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**Sharon Beaudry**, Director of Human Resources  
**Michael Heffernan**, Director of Sodexho Food Services  
**Mairim Kilmister**, Manager of Follett Bookstore  
**Lisa Lacombe**, Director of Dan and Kathleen Hogan Sports Center and  
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**Debi Field McGrath**, Director of Athletics  
**Robert Morse**, Director of Sodexho Facilities Services  
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**Douglas W. Lyon**, Treasurer  
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**Elizabeth A. Cahill**, Vice President for Advancement  
**Tracey Austin**, Co-director of Alumni Relations and Annual Giving  
**Kathleen Carroll**, Director of Development  
**Jennifer Hastings**, Director of Advancement Operations  
**Christopher Reed**, Co-director of Alumni Relations and Annual Giving

**Colby-Sawyer Alumni Association**

The Colby-Sawyer Alumni Association comprises the 14,000 alumni of Colby Academy, Colby Junior College, Colby–New Hampshire College, and Colby-Sawyer College. Students who attend the college for at least two years are considered alumni, and become part of the Alumni Association.

The Alumni Association, through its hundreds of volunteers, works to support the college in many ways, including student recruitment, legacy scholarships, the annual fund, regional events and educational programming, career development, professional networking and mentoring. The goal of the Office of Alumni Relations is to provide opportunities for alumni to maintain ties with the college as well as with one another.

For further information, contact  
Alumni Relations  
(603) 526-3724 or (800) 266-8253  
alumni@colby-sawyer.edu  
[www.colby-sawyer.edu/alumni-friends](http://www.colby-sawyer.edu/alumni-friends)

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