



School of Business & Social Sciences

School of Nursing & Health Sciences



School of Arts & Sciences

Colby·Sawyer College

2020-2021

Undergraduate Catalog

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

NOTICE OF NONDISCRIMINATION

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

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

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

- **For Students**
 - **Robin Burroughs Davis**, Vice President for Student Development and Dean of Students Room 105, Ware Student Center, 603.526.3752, Lead Title IX Coordinator
 - **Lisa Lacombe**, Director of Hogan Sports Center/Recreation Hogan Sports Center, Hogan Sports Center Room 001, 603.526.3775 Deputy Title IX Coordinator
- **For Faculty**
 - **Laura Sykes**, Academic Vice President and Dean of Faculty Room 131, Colgate Hall, 603.526.3760, Deputy Title IX Coordinator
- **For Staff**
 - **Heather Zahn**, Director of Human Resources Room 230A, Colgate Hall, 603.526.3584, Deputy Title IX Coordinator

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

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

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

ACCREDITATION

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

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

Commission on Institutions of Higher Education
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-mail: info@neche.org

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

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

TABLE OF CONTENTS

Notice of Nondiscrimination	2
Accreditation.....	3
College Mission Statement, Philosophy and Values	5
The Undergraduate Curriculum.....	7
Liberal Education Program.....	8
Bachelor Degrees	16
Associate Degrees.....	16
Professional Learners and Graduate Programs.....	17
Minors.....	17
Certificate Program.....	18
Distance Education.....	18
Undergraduate Programs	20
Undergraduate Minors.....	109
Certificate Program	117
Undergraduate Course Descriptions	118
Additional Curricular Opportunities	207
Academic Policies.....	221
Campus Space and Facilities.....	251
Governing Body.....	258
Faculty.....	259
Faculty Emeriti	266
Index.....	267

COLLEGE MISSION STATEMENT, PHILOSOPHY AND VALUES

COLBY-SAWYER COLLEGE MISSION STATEMENT

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

PHILOSOPHY

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

VALUES

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

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

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

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

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

THE UNDERGRADUATE CURRICULUM

AN OVERVIEW OF THE CURRICULUM

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

THE UNDERGRADUATE LEARNING OUTCOMES

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

Colby-Sawyer College students will:

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

make moral distinctions, attain the qualities of character required to act on their ethical principles, and behave in a professional manner.

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

LIBERAL EDUCATION PROGRAM

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

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

Proficiencies

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

Writing Proficiency

WRT 101

Credits: 4

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

Learning Outcomes for WRT 101

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

Undergraduate Curriculum

community.

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

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

Learning Outcomes for Writing Intensive Courses

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

Quantitative Literacy (QL)

Credits: 4

Any mathematics course numbered MAT 122 or above; BUS 220

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

Learning Outcomes for QL Proficiency

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

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

First Year Experience (FYE)

Credits: 4

Vision Statement for First-Year Experience:

The First-Year Experience lays the foundation for Colby-Sawyer College students' transformative education. By looking deeply at the way experts from different disciplines think about a complex global issue, this course creates opportunities for students to discover agency in their academic lives and connect their learning to their personal and professional goals. Students will develop the critical reading and writing skills needed to manage complexity and they will collaborate with faculty and with each other to apply these skills to a real-world problem. They'll also think deeply about broader life skills and their own physical and psychological health,

enhancing their ability to contribute to society in a vital and intentional way. Through this process, students will engage with the dynamic, diverse, and interdependent communities in which they reside, both locally and globally.

FYE Course Description:

The world is a complex place with complex problems. How is the food on our table affected by economics, cultural practices, government, and even advertising? As technology and automation continue to advance, how should we as humans think about work, productivity, and ourselves? In the face of climate change and its effects, how should we think about wellness, economic growth, inequality, and social justice?

Your First-Year Experience is an opportunity to tackle one of these global issues head on. In this class, you'll look deeply at how experts from different disciplines think about a thorny global problem. You'll collaborate with your classmates and various faculty members to ask questions and break new ground. The goal isn't to solve one of these complex global issues by the end of the semester. Instead, this class is an opportunity to ask deep questions, think about them from a variety of perspectives, and begin coming up with potential solutions. You'll be challenged to think critically, to collaborate, and to think about where your life fits in with the complex world around you. It's your first step in your academic career at CSC and the first step in your journey to become an active citizen who can lead a healthy, thoughtful, and fulfilling life in our global community.

FYE Course Outcomes:

- You will analyze a contemporary global issue from a variety of disciplinary perspectives. Through class discussions, presentations, and essays, you will show how multiple disciplines help us appreciate the true complexity of a pressing contemporary issue.
- You will employ critical reading and writing skills through reading responses and analytical essays.
- You will reflect how facets of your own personal health and well-being relate to a contemporary global issue through reflective writing and communication.
- You will practice effective oral communication skills through class discussions and oral presentations.
- You will engage in collaborative group practices through class discussions and group projects.
- You will connect your learning in class to your personal and professional goals through reflective writing and communication.

Liberal Education Core Courses

Vision Statement for Core Courses:

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

Undergraduate Curriculum

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

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

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

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

Liberal Education Core Areas

Arts:

Credits: 4

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

Arts Skill Sets:

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

Choose one course from the following list of courses: ART 100, 110, 230, 234, 240, 245, 260, 270; COM 101; GD 125; MUS 103, 108; THE 140, 230; WRT 201.

Historical Perspectives:

Credits: 4

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

insight into today's complex challenges and helps students develop the judgment necessary for thoughtful civic discourse and civil action.

Historical Perspectives Skill Sets:

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

Choose one course from the following list of courses: ARH 203; BUS 233; COM 220; HIS 103, 104, 209, 218

Humanities:

Credits: 4

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

Humanities Skill Sets:

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

Choose one course from the following list of courses: COM 204, 236; ESS 207; HIS 212; PHI 100, 210, 213, 305; POL 203; REL 105, 206, 237; WGS 111, 211.

Literature:

Credits: 4

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

Literature Skill Sets:

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

Choose one course from the following list of courses: COM 240; ENG 213, 215, 216, 221, 222, 229, 234, 238, 239, 242, 244, 265, 266.

Undergraduate Curriculum

Science:

Credits: 4

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

Science Skill Sets:

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

Choose one course from the following list of lab courses: BIO 106, 107, 108, 121, 206; CHE 101; ENV 101, 120, 201; PHY 101; SCI 112, 130.

Social Science:

Credits: 4

The Social Sciences focus on interactions among people, society, and institutions, based primarily in the present. Social Science courses provide an understanding of society and an introduction to multiple methods of inquiry and analysis using empirical evidence to test ideas. Through the study of the social sciences, students will develop critical thinking skills to explore the relationship between personal and social worlds, and apply principles and theories of various disciplines in the creation of an informed perspective of their own responsibility as community members.

Social Science Skill Sets:

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

Choose one course from the following list of courses: BUS 115; CHI 101; ECO 201; EDU 201, 204; HEA 100; HPS 100; POL 100, 101, 204; PSY 101; SOC 101.

Integrative Experience

Credits: 4

Vision Statement for the Integrative Experience:

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

Integrative Experience Course Description:

The challenges of the twenty-first century underscore the need for connection and

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

Integrative Experiences are 300 level courses that are noted in the course descriptions section of the catalog and include IE 300 and ENV 325. A prerequisite of Integrative Experience courses is the completion of four Liberal Arts Core courses.

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

IE Course Outcomes:

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

Internship, Capstone and Learning Portfolio

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

Learning Portfolio

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

Undergraduate Curriculum

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

Purpose:

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

Internship

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

Capstone

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

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

BACCALAUREATE DEGREES

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

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

COLBY-SAWYER COLLEGE'S MAJORS

Bachelor of Arts Degree (B.A.)

Addiction Studies	Child Psychology
Art–Studio Art	Forensic Psychology
Creative and Professional Writing	Counseling and Substance Abuse
Crime and Legal Studies	Neuroscience
Graphic Design	Self-Designed Major
History and Political Studies	Sociology
Psychology	

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

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

Bachelor of Science Degree (B.S.)

Biology	Healthcare Administration
Business Administration	Medical Lab Science
Child Development	Nursing
Child Development Education Prep	Public Health
Environmental Science	Social Work
Environmental Studies	Sport Management
Exercise Science	Sport Studies
Exercise Science with Optional	Sport Business
Pre-Athletic Training	Sport Information and Media
Health Science*	Sport and Recreation Leadership

Associate of Liberal Arts Degree (A.L.A.)

- Liberal Arts

Associate of Science Degree (A.S.)

- Health Science*

*Colby-Sawyer College offers an associate degree and a bachelor degree in Health Science. To earn an associate degree, students must earn a minimum 2.00 cumulative grade point average and complete 60 credits of study, and meet the liberal education program requirements of the degree. To earn a bachelor degree, students must earn a minimum 2.00 cumulative grade point average and complete 120 credits of study, and meet the liberal education program requirements of the degree.

Undergraduate Curriculum

COLBY-SAWYER COLLEGE'S PROFESSIONAL LEARNERS AND GRADUATE PROGRAMS

For full detail on the following programs please see the catalog for Professional Learners and Graduate Studies.

Associate of Science Degree (A.S.)

Health Science with a program of:
Medical Assistant (online)
Pharmacy Technician (online)
Surgical Technician (online)

Bachelor of Science Degree (B.S.)

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

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

Clinical Nurse Leader
Nursing Education
Nursing Management and Executive Leadership

MINORS

Students pursuing baccalaureate degrees who wish to have a concentrated area of study in addition to their major may pursue a minor program. Minors require at least 16 but no more than 24 credits in prescribed courses. A minimum of eight credits must be at the 300-400 level. Students may take no more than four credits of independent study to satisfy minor requirements. No more than two courses completed to satisfy the requirements for a minor may be counted toward the requirements for any major or another minor. Students must earn a minimum cumulative GPA of 2.00 in all courses that count for a declared minor with the exception of programs that have specific or more restrictive requirements. Change of Major or Minor forms are available online by going to [myColby-Sawyer](#) and accessing the [myRegistrar](#) site. The following minors are offered:

Accounting + Finance	Graphic Design
Studio Art	Health Care Management
Biology	Health Studies
Business Administration	History
Chemistry	Legal Studies
Child Development	Political Studies
Child Psychology	Psychology
Contemporary Marketing	Sociology
Counseling and Substance Abuse	Sustainability
Education	Women's and Gender Studies
Entrepreneurship	Writing
Environmental Studies	

CERTIFICATE PROGRAM

Coaching

DISTANCE EDUCATION

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

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

Compliance

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

Before submitting an allegation, it is important that students first contact the appropriate official(s) at Colby-Sawyer College, following the grievance procedure outlined in this catalog. Grade appeals and conduct complaints are expressly excluded by SARA. To file a complaint against a New Hampshire institution with the NH Department of Education, Division of Higher Education, Higher Education Commission, one must exhaust all avenues with the college for resolution. In accordance with standard practice for SARA states, the Division has established a web page for recording of a complaint against a participating New Hampshire institution: www.education.nh.gov/highered/compliance-allegation.htm.

Definitions for online students

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

International students and distance education:

- Students on an F-1 Student Visa may take only one online class of the minimum 12 credit hours needed for a full course of study in each semester. If that threshold is met, they may take additional online classes.

Undergraduate Curriculum

- International students may apply to 100% online degree programs from their home countries. Colby-Sawyer College does not issue I-20 Forms (US Department of Homeland Security Certificates of Eligibility for student visas), and therefore cannot fulfill requests for student visas for international students enrolled in 100% online degree programs.

UNDERGRADUATE MAJORS

LIBERAL ARTS ASSOCIATE DEGREE

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

Associate degree candidates follow the Liberal Education Program, which introduces students to the liberal arts and sciences, helps them develop competency in writing and mathematics, and permits them to explore other fields. Students in this program work closely with an advisor to choose elective courses that meet their educational, career or exploration goals. As such, students selecting this program may choose to focus on a disciplinary area or theme or explore the broader disciplines in their elective courses. To earn an associate degree, students must earn a minimum 2.00 cumulative grade point average and complete 60 credits of study, including the 40 credit requirement of the liberal education program. Students who earn the associate degree often continue for two more years to earn a baccalaureate degree. This progress toward a bachelor degree can readily be done at Colby-Sawyer College. Transfer students are welcome to the program. Registration for summer online courses enables faster completion.

Program Learning Outcomes:

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

Requirements:

- Proficiencies
 - Writing Proficiency: WRT 101
 - Quantitative Literacy: Any mathematics course numbered MAT 122 or above; BUS 220
- First Year Experience: FYE 101
- Core Courses: Students are required to take a total of six Liberal Education Core courses (24 credits)
 - Arts: ART 100, 110, 230, 234, 240, 245, 260, 270; COM 101; GD 125, MUS 103, 108; THE 140, 230; WRT 201
 - Historical Perspectives: ARH 203; BUS 233; COM 220; HIS 103, 104, 209, 218,
 - Humanities: COM 204; HIS 212; PHI 100, 210, 213, 305; POL 203; REL 105, 206, 237; WGS 111, 211
 - Literature: COM 240; ENG 213, 215, 216, 221, 222, 229, 234, 238, 239, 242, 244, 265, 266
 - Science: BIO 106, 107, 108, 121, 206; CHE 101; ENV 101, 120, 201; PHY 101; SCI 112, 130
 - Social Sciences: BUS 115; CHI 101; ECO 201; EDU 201, 204; HEA 100; HPS 100; POL 101, 204; PSY 101; SOC 101

Undergraduate Curriculum

- Integrative Experience Course: IE 300, ENV 325

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

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
Lib Ed	4 cr.	Humanities Core Course
Elective	4 cr.	Free Elective Course
Spring		
Lib Ed	4 cr.	Fine and Performing Arts Core Course
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Social Sciences Core Course
Elective	4 cr.	Free Elective Course

SECOND YEAR

Fall		
Lib Ed	4 cr.	Science Core Course
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
Lib Ed	4 cr.	History Core Course
Lib Ed	4 cr.	Literature Core Course
Elective	4 cr.	Free Elective Course

ASSOCIATE OF SCIENCE DEGREE

Associate of Science in Health Science (A.S.)

Program Description/Mission

Colby-Sawyer College seeks to provide students an associate of science degree in health science, balanced with core Liberal Education courses. The core program opens many career paths for students who want to help others, while the liberal arts courses enhance communication, critical thinking, and professional skills.

Colby-Sawyer College seeks to provide students an associate of science degree in health science, balanced with core Liberal Education courses.

Undergraduate Curriculum

Objective: It is our goal to prepare students to enter the thriving field of allied health systems. We provide a liberal arts education with core courses in health and wellness and associated sciences to prepare students to diagnose, evaluate, and/or treat disease, promote health and wellness in various populations and through different types of organizations.

Program Learning Outcomes:

- Identify common terminology, tools, and practices used in health and wellness systems;
- Synthesize various theories of human behavior among societal cohorts;
- Discover and assess community resources for patients of health and wellness providers;
- Describe potential risks to wellness stemming from behavioral, environmental, and social factors;
- Practice appropriate scientific inquiry, mathematical fluency, and lab techniques for problem solving.

Health Science (A.S.) Progress to Completion Requirements:

BIO 106, 108 or 205; ESS 100, 105; HEA 100, 105; PHI 305; PSY 101

Recommendation: to fulfill the Writing Intensive requirement please consider enrolling in ESS218 or ESS 225 as a lower level elective.

Suggested Registration Sequence: A.S. in Health Science

Fall		
FYE 101	4 cr.	First Year Experience
MAT 206 or MAT 220	4 cr.	Algebra and Trigonometry or Statistics
HEA 100	4 cr.	Introduction to Healthcare Systems
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
BIO 106	4 cr.	The Chemical and Cellular Basis of Life (QL)
HEA 105	1 cr.	Vocabulary of Health
ESS 105	1 cr.	First Aid and CPR
ESS 100	4 cr.	Personal Health and Wellness
Free Electives	4 cr.	Free Electives
Fall		
BIO 108 or BIO 205	4 cr.	Human Biology or Anatomy and Physiology
PSY 101	4 cr.	Introduction to Psychology
300 level Free Electives	4 cr.	Free Electives
300 level Free Electives	4 cr.	Free Electives

Undergraduate Curriculum

Spring		
PHI 305	4 cr.	Biomedical Ethics
300 level Free Electives	4 cr.	Free Electives
Free Electives	4 cr.	Free Electives
Free Electives	4 cr.	Free Electives

**A maximum of two courses may double count for credit within the Liberal Education Requirement and the Program Requirements. Therefore, 8 additional credits are allotted for free electives.*

WI: Writing Intensive; QL: Quantitative Literacy

ADDICTION STUDIES

Addiction Studies: Bachelor of Art (B.A.)

Program Description/Mission

Addiction Studies is an interdisciplinary major designed to provide the education, technology, and clinical training needed to prepare students entering an addiction-related healthcare setting. The curriculum emphasizes alcohol and other drug addictions while exploring the broader range of addictive behaviors (e.g., gambling and sexual) and the co-occurrence of other mental disorders with addiction are considered as well. Our graduates will be prepared to work in a variety of settings, including outpatient clinics, hospitals, schools, the criminal justice system, and government agencies and drug courts.

Addiction Studies Learning Outcomes

- Identify, define, and explain the key terminology, concepts, principles, theories, and models from the field of addiction studies
- Explain the interaction between genetic, biological, psychology, and environmental factors in the causes of substance misuse problems
- Explore dynamics of a chemically dependent family
- Integrate the assessment and treatment of addiction disorders and co-morbid disorders
- Describe the importance of cultural competence and how it relates to becoming an effective addiction specialist
- Demonstrate ethical behavior
- Apply principles of effective oral and written communications with clients, families, and colleagues

Addiction Studies B.A. Progress to Completion Requirements:

- PSY 101 – minimum grade of C
- PSY 245, 302, 308, 486, 485
- SOC 101, 218
- PBH 230, 232
- BIO 205, 223
- 16 elective credits: PBH 332, 401; PSY 306, 369, 372, 373, 374, 327; SOC 304, 3XX (Addictions and Society)

Undergraduate Curriculum

Program credit requirements: 62 credits (including 4 credits minimum internship)

Suggested Registration Sequence: B.A. Addiction Studies

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
PBH 230	4 cr.	Introduction to Public Health
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Spring		
SOC 101	4 cr.	Introduction to Sociology
PSY 245	4 cr.	Introduction to Addiction Studies (WI)
PBH 232	4 cr.	Mental Health Systems
MAT	4 cr.	Quantitative Literacy Proficiency

SOPHOMORE YEAR

Fall		
BIO 205	4 cr.	Human Anatomy and Physiology I
SOC 218	4 cr.	U.S. Social Problems
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 223	4 cr.	Genetics
300 level elective	4 cr.	Addiction Studies elective
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
PSY302	4 cr.	Statistical Methods in Psychology (QL)
300 level elective	4 cr.	Addiction Studies elective
IE	4 cr.	Integrative Experience Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
PSY 308	4 cr.	Research Methods in Psychology

Undergraduate Curriculum

300 level elective	4 cr.	Addiction Studies elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

STUDIO ART

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

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

In addition to Studio Art, the School of Arts and Sciences offers B.F.A. and B.A. degrees in Graphic Design, as well as minors in Art History, Studio Art, and Graphic Design. Our school supports performance and production opportunities in dance,

music and theater, which are allied arts and vital components of the larger collegiate environment. (Please reference other specific catalog headings for Graphic Design, Dance, Music, and Theater for more information about these areas of study.)

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

Program Description/Mission

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

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

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

Studio Art B.A. Learning Outcomes

Students in this major will:

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

Undergraduate Curriculum

- *Understand and employ multiple perspectives*

B.A. Studio Art students will critically analyze their own work and the work of others using the multiple perspectives of design, historical content, conceptual approaches, and contemporary cultural references.

Studio Art B.A. Progress to Completion Requirements:

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

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

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

Required courses:

- ART 110, 425, 426, 485
- GD 125
- ARH 203
- Three 200 level Studio Art courses chosen from: ART 210, 230, 234, 240, 245, 260, 270; GD 213; THE 230
- Two 300 level Studio Art courses chosen from: ART 310, 311, 330, 331, 340, 341, 345, 346, 350, 360, 361, 370, 371,: GD 312, 327, 328, 339, 350
- One 300 level Art history course chosen from: ARH 321, 336, 340, 350, 380

Suggested Registration Sequence: B.A. Studio Art

FIRST YEAR

Fall		
ART 110	4 cr.	Drawing Foundations
GD 125	4 cr.	Design and Digital Media Foundations
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
ART 200 level	4 cr.	200 level Studio Course (QL)
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course

Undergraduate Curriculum

Lib Ed	4 cr.	Liberal Education Core Course
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SOPHOMORE YEAR

Fall		
ART 200 level	4 cr.	200 level Studio Course (QL)
ARH 203	4 cr.	Art History Survey (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Spring		
ART 200 level	4 cr.	200 level Studio Course (QL)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
ART 300 level	4 cr.	300 level Studio Course
ARH 300 level or Elective	4 cr.	300 level Art History Course or Free Elective Course
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Spring		
ART 300 level	4 cr.	300 level Studio Course
ART 485	1-4 cr.	Studio Art Internship
Elective or ARH 300 level	4 cr.	Free Elective Course or 300 level Art History Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
ART 425	3 cr.	Professional Practices and Portfolio (WI)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
ART 426	1 cr.	Gallery and Portfolio Presentation
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Studio Art Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

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

Program Description/Mission

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

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

Studio Art B.F.A. Learning Outcomes

Students in this major will:

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

procedures and protocols in the studio. Students will exhibit artwork that demonstrates appropriate craftsmanship and work that meets professional exhibition standards.

- *Understand and employ multiple perspectives*

B.F.A. Studio Art students will competently analyze their work and the work of others using the multiple perspectives of formal design principles, historical content, conceptual approaches, and contemporary cultural references.

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

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

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

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

Required courses:

- ART 110, 425, 426, 485; GD 125; ARH 203
- Four 200 level studio courses chosen from: ART 210, 230, 234, 240, 245, 260, 270; GD 213; THE 230
- Four 300 to 400 level Studio Art courses in one concentration area:
 - Drawing: ART 310, 311, 410, 411
 - Painting: ART 330, 331, 334, 430, 431, 434
 - Printmaking: ART 340, 341, 440, 441
 - Sculpture: ART 345, 346, 445, 446
 - Photography: ART 360, 361, 460, 461
 - Ceramics: ART 370, 371, 470, 471
- Two 300 level Art History course chosen from: ARH 321, 336, 340, 350, 380
- One Exhibition Foundations course (ART 111-118 depending on semester)

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

FIRST YEAR

Fall		
ART 110	4 cr.	Drawing Foundations
GD 125	4 cr.	Design and Digital Media Foundations

Undergraduate Curriculum

FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
ART 200 level	4 cr.	200 level Studio Course (QL)
ART 200 level	4 cr.	200 level Studio Course (QL)
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
ARH 203	4 cr.	Art History Survey (WI)
ART 200 level	4 cr.	200 level Studio Course (QL)
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ART 200 level	4 cr.	200 level Studio Course (QL)
ARH 300 level or Elective	4 cr.	300 level Art History course or Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
ART 300 level	4 cr.	300 level Studio Course in Concentration
ARH 300 level or IE	4 cr.	300 level Art History Course or Integrative Experience Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
ART 300 level	4 cr.	300 level Studio Course in Concentration
ARH 300 level or IE	4 cr.	300 level Art History Course or Integrative Experience Course
ART 485	1-4 cr.	Studio Art Internship
Elective(s)	4-7 cr.	Free Elective Course(s)

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Studio Art Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

BIOLOGY

Biology: Bachelor of Science (B.S.)

Program Description/Mission

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

Biology Learning Outcomes:

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

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

Undergraduate Curriculum

- Writing scientifically

Biology B.S. Progress to Completion Requirements:

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

- BIO 106, 107, 221, 223, 351, 485, 486, 487; CHE 101, 102
- Two courses selected from CHE 307, 308; PHY 101, 102
- A total of 16 credits, of which twelve credits are at the 300 to 400 level chosen from BIO 205, 206, 278, 304, 314, 317, 318, 319, 321, 322, 323, 325, 331, 332, 378, 406, 407, 478; ENV 100, 319, 334, 363, 362, 366; ESS 324, 326; PBH 330; PSY 216
- MAT 220 or 221

Suggested Registration Sequence: B.S. Biology

FIRST YEAR*

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

Fall

BIO 107 or BIO 106	4 cr.	Introduction to Ecology (QL) (WI) or Chemical and Cellular Basis of Life (QL)
CHE 101 or MAT 206	4 cr.	Principles of Chemistry I* or Algebra and Trigonometry
WRT 101 or Lib Ed	4 cr.	Introduction to Academic Writing or Liberal Education Core Course
FYE 101	4 cr.	First Year Experience

Spring

BIO 106 or BIO 107	4 cr.	Chemical and Cellular Basis of Life (QL) or Introduction to Ecology (QL) (WI)
CHE 102 or Lib Ed	4 cr.	Principles of Chemistry II (QL) or Liberal Education Core Course
Lib Ed or WRT 101	4 cr.	Liberal Education Core Course or Introduction to Academic Writing
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall

BIO 221 or BIO 223	2 or 4 cr.	Evolution (WI) or Genetics
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Undergraduate Curriculum

MAT 220 or MAT 221	4 cr.	Introduction to Statistics or Calculus I
CHE 307 or PHY 101	4 cr.	Organic Chemistry I (QL) or Introduction to Physics I (QL)
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 221 or BIO 223	2 or 4 cr.	Evolution (WI) or Genetics
CHE 308 or PHY 102	4 cr.	Organic Chemistry II (QL) or Introduction to Physics II (QL)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
BIO 200-400 level	4 cr.	Biology Elective
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
BIO 300-400 level	4 cr.	Biology Elective
BIO 351	1 cr.	Research Design (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	5 cr.	Free Elective Courses
Summer		
BIO 485	1-3 cr.	Biology Internship

SENIOR YEAR

Fall		
BIO 300-400 level	4 cr.	Biology Elective
BIO 486	2 cr.	Senior Research I
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

Spring		
BIO 300-400 level	4 cr.	Biology Elective
BIO 487	1 cr.	Senior Research II (Capstone) (WI) (QL)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Biology Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

BUSINESS ADMINISTRATION

The Business Administration major is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.

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

Program Description/Mission

The Business Administration major at Colby-Sawyer College provides a broad undergraduate business foundation with the opportunity to focus in several disciplines via optional minors. We prepare students for careers in an evolving world where strong independent judgment, decision making, quantitative, computing, and written skills are critical. We hold high expectations of our students and work closely with them to develop core competencies that hiring managers and recruiters for business organizations are seeking.

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 prepares graduates for positions in business settings in a variety of industries, as well as not-for-profit organizations. Our graduates range from entrepreneurs and self-employed business owners to employees of large corporations. Alumni often continue their studies in graduate school.

In our introductory courses, business administration students learn and explore the terminology, underlying concepts, and analytical techniques necessary to understand how organizations function. Higher-level courses foster the development of decision-making skills and promote practical application of key concepts. We achieve these outcomes by utilizing various computer tools such as Excel, Access, and statistical packages, as well as simulations and case studies. Students will gain knowledge and skills in various functional areas including marketing, finance, operations, and human resource management. The opportunity

to focus in more detail is available through the following minors: *Accounting + Finance, Contemporary Marketing, Entrepreneurship, and Health Care Management*. These minors, as well as a business administration minor are available to non-business majors to enhance their own degree.

An important feature of the business administration program is the integration of off-campus field study experiences including internships at various business locations, as well as on campus activities such as industry networking, professional development with business leaders, and the management of real funds in a student managed investment fund.

Business Administration Learning Outcomes

Business Administration majors will:

- Understand and explain the interrelationship between a global business world and social, economic, political, legal, ethical, and environmental influences.
- Collect, analyze, and apply quantitative and qualitative data to make effective recommendations for solving problems and planning initiatives.
- Synthesize data and information and exercise critical thinking to plan, implement, and assess projects.
- Produce and utilize financial statements, economic principles, computer analytics, and management techniques to support the operational, tactical, and strategic functions of a business.
- Develop, implement, and evaluate effective marketing strategies.
- Create and deliver articulate, professional oral and written presentations using multiple channels.
- Develop tools for career readiness such as resumes, professional profiles, and interviewing techniques to prepare for a successful job search as they transition into the workplace.
- Implement professional and ethical behavior in a work environment, as applied through experiential learning and internships.

Business Administration B.S. Progress to Completion Requirements:

- ACC 216
- BUS 101, 204, 220, 231, 301, 312, 316, 318, 353, 401, 403, 425, 460, 485
- ECO 201
- 4 elective credits from any ACC or BUS course not listed above; ESS319, 348; HCA 301, 305, 310

A minimum grade of 'C' (2.00) in ACC 216, BUS 204, 231.

Suggested Registration Sequence: B.S. Business Administration

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience

Undergraduate Curriculum

WRT 101	4 cr.	Introduction to Academic Writing
BUS 101	2 cr.	First Year Business Seminar
BUS 220 or BUS 231	4 cr.	Business Statistics (QL) or Marketing Principles
Spring		
Lib Ed	4 cr.	Liberal Education Core Course
BUS 204	4 cr.	Management Principles (WI)
Lib Ed	4 cr.	Liberal Education Core Course
ACC 216, BUS 220 or BUS 231	4 cr.	Financial Accounting I (QL), Business Statistics (QL) or Marketing Principles

SOPHOMORE YEAR

Fall		
ACC 216, BUS 220 or BUS 231	4 cr.	Financial Accounting I (QL), Business Statistics (QL) or Marketing Principles
Elective	4 cr.	Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ECO 201	4 cr.	Principles of Economics
BUS 312	4 cr.	Business Computing
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
BUS 301	1 cr.	Junior Seminar
BUS 318	4 cr.	Corporate Finance
BUS 316	4 cr.	Human Resource Management
Free Elective or IE	4 cr.	Free Elective Course or Integrative Experience Course
Spring		
BUS 353	4 cr.	Business Ethics and Law
Free Elective or IE	4 cr.	Free Elective Course or Integrative Experience Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
SUMMER		
BUS 485	5 cr.	Business Administration Internship

SENIOR YEAR

Fall		
BUS 401	1 cr.	Senior Seminar
BUS 403	4 cr.	Organizational Behavior (WI)
BUS 425	4 cr.	Quantitative Management
Elective	4 cr.	Free Elective Course
Spring		
BUS 460	4 cr.	Strategic Management
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there are also several Business-related Minors. For more information, please refer to the Undergraduate Minors portion of the catalog.

CHILD DEVELOPMENT

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

Program Description/Mission

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

Electives in the program are available to guide students in their career interests such as Early Childhood, Applied Behavior Analysis, or Elementary School. Students interested in teaching in elementary schools are encouraged to pursue the Elementary Education Prep option.

Students seeking New Hampshire Teacher Certification in Elementary Education complete the degree requirements for the Bachelor of Science in Child Development with Elementary Education Prep and qualify for certification by passing certification exams, completing additional coursework in education at a partner school, meeting NH Department of Education certification requirements and successfully completing a student teaching internship. Students may choose to pursue graduate work in Education or to continue in their studies with our partner schools. Students who meet the requirements for entrance into Upper Valley Educators Institute have the option of utilizing the accelerated track for completion of their degree in 3½ years to

Undergraduate Curriculum

obtain certification in a total of four years of college work. If state certification requirements change, some course offerings may be adjusted to maintain compliance.

Child Development Learning Outcomes

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

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

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

Child Development with Education Prep B.S. Progress to Completion Requirements:

- CHI 101, 105, 206, 309, 318, 321, 333, 488; EDU 201, 305, 490
- Pre-Internship Seminar
- A minimum grade of C in CHI 101 and a GPA of 3.0 or above in the major is required for graduation.

Child Development B.S. Progress to Completion Requirements:

- CHI 101, 105, 206, 309, 318, 321
- Pre-Internship Seminar
- CHI Electives (ten credits): CHI 102, 104, 201, 207, 212, 285, 250/350, 314, 317, 322, 326, 323, 333; EDU 201, 204; ESS 204
- CHI 485 or EDU 490
- CHI 488

Early Childhood Specialty:

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

- CHI 201, 207

Elementary Education:

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

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

Undergraduate Curriculum

Suggested Registration Sequence: B.S. Child Development

FIRST YEAR

Fall		
CHI 101	4 cr.	Child Growth and Development
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
MAT	4 cr.	Quantitative Literacy Proficiency
Spring		
Lib Ed	4 cr.	Liberal Education Core Course
CHI 207 or CHI elective	2 cr.	Developmentally Appropriate Practices or other Child Development Elective
Elective	4 cr.	Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

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

JUNIOR YEAR

Fall		
CHI 318	4 cr.	Research Methods for Child Development (QL)
CHI elective	4 cr.	Child Development Elective
Elective	4 cr.	Free Elective Course
IE	4 cr.	Integrative Experience Course
Spring		
CHI 321	4 cr.	Advanced Early and Middle Childhood Development
Lib Ed	4 cr.	Liberal Education Core Course

Undergraduate Curriculum

Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
CHI 485 or EDU 490	4-16 cr. 16 cr.	Child Development Internship – Minimum 4 credits; additional courses below if needed
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
CHI 488	4 cr.	Capstone: Child Development (WI)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

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

FIRST YEAR

Fall		
CHI 101	4 cr.	Child Growth and Development
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
EDU 201	4 cr.	Foundations of Education
Spring		
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
CHI 333	4 cr.	Math/Science/Technology for Educators
CHI 206	4 cr.	Family and Community Collaboration (WI)
CHI 105	2 cr.	Health, Safety and Nutrition for Children

Undergraduate Curriculum

Elective	4 cr.	Free Elective Course
Spring		
CHI 309	4 cr.	Exceptional Students
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
		*Praxis I Recommended

JUNIOR YEAR

Fall		
CHI 318	4 cr.	Research Methods for Child Development (QL)
Lib Ed	4 cr.	Liberal Education Core Course
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Spring		
CHI 321	4 cr.	Advanced Early and Middle Childhood
EDU 305	4 cr.	Methods of Teaching
Elective	4 cr.	Free Elective Course
Elective	2 cr.	Free Elective Course

SENIOR YEAR

Fall		
EDU 490	16 cr.	Student Teaching
Spring		
CHI 488	4 cr.	Capstone: Child Development (WI)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

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

FIRST YEAR

Fall		
CHI 101	4 cr.	Child Growth and Development

Undergraduate Curriculum

WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
EDU 201	4 cr.	Foundations of Education
Spring		
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free elective

SOPHOMORE YEAR

Fall		
Lib Ed	4 cr.	Liberal Education Core Course
CHI 206	4 cr.	Family and Community Collaboration (WI)
CHI 333	4 cr.	Math/Science/Technology for Educators
CHI 105	2 cr.	Health, Safety and Nutrition for Children
Elective	2 cr.	Free Elective Course
Spring		
CHI 309	4 cr.	Exceptional Students
CHI 321	4 cr.	Advanced Early and Middle Childhood Development
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
		*Praxis I

SUMMER (ANY YEAR)

Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
CHI 318	4 cr.	Research Methods for Child Development (QL)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

IE	4 cr.	Integrative Experience Course
Spring		
EDU 305	4 cr.	Methods of Teaching
CHI 488	4 cr.	Capstone: Child Development (WI)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
EDU 490	16 cr.	Student Teaching
		*Apply for Admittance to UVEI Accelerated Track

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Child Development Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

CURRENT COMMUNICATION STUDIES STUDENTS*

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

*Please note that additional elective options to satisfy major requirements have been added to this list since the 2019-20 catalog.

Major Requirements for Current Communication Studies Students (Please note that this major is no longer accepting students.)

- COM 204, 216 (must receive a minimum grade of C in each)
- One production course from the following: COM 214, 228, GD 125
- COM 220, 325, 485 (one to four credits), 486, 487; HUM 210
- Choose 20 credits from the following courses (12 credits must be at the 300-level): ART 260, BUS 231, 354, 407; GD 125, 328; COM 228, 240, 243, 250, 303, 312, 321, 326, 328, 334, 344, 345, 346, 350, 360; WRT 201, 208, 301, 302, 311

CREATIVE AND PROFESSIONAL WRITING

Creative and Professional Writing: Bachelor of Arts (B.A.)

Program Description/Mission

The School of Arts and Sciences offers a major in Creative and Professional Writing that provides students with the opportunity to gain pre-professional skills in editing, publishing, and other writing related fields, while cultivating creative

Undergraduate Curriculum

expression. Through extensive practice in various genres (poetry, fiction, writing for publication, creative nonfiction, etc.), students will develop valuable and versatile writing skills. Courses in copyediting and graphic design will give students important professional skills in editing, design, and production that are essential for today's digital contexts. Upon graduation, students will be prepared to enter professions requiring excellent skills in communication and teaching, creative expression, creative problem-solving, information literacy, analysis, writing, and critical thinking. They will be prepared to work in professional publication industries, continue the study of writing and editing at the graduate level, and submit their creative work for publication.

Creative and Professional Writing Learning Outcomes:

Students will be able to:

- Develop skills in developmental editing, copy editing, and proofreading
- Use the vocabulary of creative and professional writing genres
- Analyze and interpret creative and critical texts
- Understand and employ digital storytelling techniques in multimedia productions
- Compose well-crafted creative work that undergoes substantial revision
- Demonstrate fluency with the major forms of professional communication and tailor that knowledge to a particular professional context
- Demonstrate the integration of theory and practice of creative and professional writing

Creative and Professional Writing B.A. Progress to Completion Requirements:

- COM 204
- ENG 242
- GD 125
- HUM 210
- WRT 201, 216, 328, 485, 488, 489
- One 200 Level Cross-Disciplinary Elective from: ART 260, BUS 231, COM 228, GD 213, THE 140
- Two 300 Writing Electives from: COM 303, 312; WRT 301, 302, 311, 330, 335
- One 300-400 Level Digital Storytelling Elective: BUS 354, 407; COM 328, GD 312, 327, 328, 339

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

FIRST YEAR

Fall		
ENG 242	4 cr.	The Art of Reading
COM204	4 cr.	Media Criticism
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing

Undergraduate Curriculum

Spring		
GD 125	4 cr.	Digital and Design Media Foundation
WRT 201	4 cr.	Introduction to Creative Writing (WI)
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Core Course

SOPHOMORE YEAR

Fall		
2XX or Elective	4 cr.	200 Level Cross-Disciplinary Elective or Free Elective
Lib Ed	4 cr.	Core Course
Lib Ed	4 cr.	Core Course
Elective	4 cr.	Free Elective Course
Spring		
COM 216	4 cr.	Writing for Public Communication
WRT 3XX	4 cr.	300 Level Writing Elective (WI) or Free Elective
2XX or Elective	4 cr.	200 Level Cross-Disciplinary Elective or Free Elective
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
WRT 328	4 cr.	Copyediting or Free Elective
WRT 3XX	4 cr.	300 Level Writing Elective (WI) or Free Elective
3XX/4XX or Elective	4 cr.	300-400 Level Digital Storytelling Elective or Free Elective
IE	4 cr.	Integrative Experience Course or Free Elective
Spring		
WRT 485	1-6 cr.	Writing Internship
HUM 210	1 or 4 cr.	Digital Humanities (QL) or Free Elective
IE	4 cr.	Integrative Experience Course or Free Elective
3XX/4XX or Elective	4 cr.	300-400 Level Digital Storytelling Elective or Free Elective

SENIOR YEAR

Fall		
WRT 488	4 cr.	Capstone Proposal

Undergraduate Curriculum

WRT 328	4 cr.	Copyediting or Free Elective
3XX/4XX or Elective	4 cr.	300-400 Level Digital Storytelling Elective or Free Elective
Elective	4-6 cr.	Free Elective Course
Spring		
WRT 489	2 cr.	Capstone Experience
WRT 3XX/4XX	4 cr.	300-400 Level Digital Storytelling Elective or Free Elective
HUM 210	1 or 4 cr.	Digital Humanities (QL) or Free Elective
Elective	4-8 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Writing Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

CRIME AND LEGAL STUDIES

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

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

Crime and Legal Studies Learning Outcomes:

Students in the Crime and Legal Studies major will:

- review the history of the American criminal justice system
- describe comparative criminal justice systems
- identify and apply legal concepts and terminology in substantive area of criminal law
- review procedural and evidentiary rules and to understand the relationship between procedural rules and substantive law
- identify and interpret constitutional constraints on law enforcement
- identify and assess the procedures in the major areas of the criminal justice system, including policing, courts, corrections, and juvenile justice system
- critically analyze scholarly research, government crime statistics, and public policy
- evaluate qualitative and quantitative data for its accuracy and its impact on public policy

Undergraduate Curriculum

- identify problems facing criminal justice organizations through the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs
- propose possible solutions to the contemporary problems facing criminal justice organizations
- engage in critical and creative thinking using evidence-based analysis to address problems
- identify vulnerable populations, such as racial and ethnic minorities, juveniles, and gender and sexual minorities, in the criminal systems, and identify the roles criminal and legal personnel can play to assist these people in the legal system

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

Required courses:

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

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

FIRST YEAR

Fall		
WRT 101	4 cr.	Introduction to Academic Writing
CLS 100	4 cr.	Introduction to Crime and Legal Studies
FYE 101	4 cr.	First Year Experience
SOC 101	4 cr.	Introduction to Sociology
Spring		
PSY 101	4 cr.	Introduction to Psychology
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
CLS 200	4 cr.	Juvenile Justice
SOC 218 or SOC 210	4 cr.	U.S. Social Problems (WI) or Intimate Partner Violence (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

Spring		
CLS 300	4 cr.	Criminology
SOC 210 or SOC 218	4 cr.	Intimate Partner Violence (WI) or U.S. Social Problems (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

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

SENIOR YEAR

Fall		
SOC 486	4 cr.	Advanced Seminar Capstone
Elective	4 cr.	300 level CLS Elective
IE	4 cr.	Integrative Experience Course
CLS 485	4-12 cr.	Crime and Legal Studies Internship
Spring		
CLS Elective	4 cr.	Elective in Crime and Legal Studies
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

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

Highly-qualified and motivated students interested in pursuing a juris doctorate degree may, if they meet GPA eligibility requirements, enter into a dual degree program with Vermont Law School. Students in this program are able to complete their baccalaureate degree and earn a juris doctorate in as little as five years.

Undergraduate Curriculum

Students interested in this program should contact their academic advisor or the college's law school articulation agreement coordinator for more information. Students do not need to be a CLS major to participate in the Vermont Law program. Suggested Registration for Crime and Legal Studies: Vermont Law 3+3

FIRST YEAR

Fall		
WRT 101	4 cr.	Introduction to Academic Writing
CLS 100	4 cr.	Introduction to Crime and Legal Studies
FYE 101	4 cr.	First Year Experience
SOC 101	4 cr.	Introduction to Sociology
Spring		
PSY 101	4 cr.	Introduction to Psychology
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
CLS 200	4 cr.	Juvenile Justice
SOC 218 or SOC 210	4 cr.	Intimate Partner Violence (WI) or U.S. Social Problems (WI)
Liberal Ed	4 cr.	Liberal Education Core Course
PHI 213	4 cr.	Ethics
Spring		
CLS 300	4 cr.	Criminology
SOC 210 or SOC 218	4 cr.	Intimate Partner Violence (WI) or U.S. Social Problems (WI)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
CLS 330	4 cr.	Criminal Law
CLS 485 or Elective	4-12 cr.	Crime and Legal Studies Internship or Free Elective Course

Undergraduate Curriculum

CLS Elective	4 cr.	Elective in Crime and Legal Studies
SOC 486	4 cr.	Advanced Seminar Capstone
Spring		
CLS 320	4 cr.	Social Stratification and Crime
CLS 485 or Elective	4-12 cr.	Crime and Legal Studies Internship or Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course
IE	4 cr.	Integrative Experience Course

SENIOR YEAR

VT Law School Electives	24 cr.	24 free elective credits earned at Vermont Law School and transferred back
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WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Legal Studies Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES

Program Description/Mission:

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

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

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

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

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

Environmental Science Learning Outcomes:

Upon completion of this program students will:

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

Environmental Science B.S. Progress to Completion Requirements:

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

*ENV 301 and 302 must be taken in consecutive semesters; if ENV 301 needs to be repeated, then ENV 302 cannot be taken until ENV 301 is repeated.

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

Undergraduate Curriculum

Suggested Registration Sequence: B.S. Environmental Science

FIRST YEAR

Fall		
ENV 120	4 cr.	Introduction to Environmental Science (WI)
BIO 107	4 cr.	Introduction to Ecology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Spring		
ENV 100	4 cr.	Exploring Nature: A Sense of Place
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
MAT	4 cr.	Quantitative Literacy Proficiency

SOPHOMORE YEAR

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

JUNIOR YEAR

Fall		
ENV 301	8 cr.	Community-Based Project I
ENV 330 or Elective	4 cr.	Soil and Water Chemistry or Free Elective Course
IE	4 cr.	Integrative Experience Course
Spring		
ENV 302	4 cr.	Community-Based Project II
ENV 487	2 cr.	Senior Capstone Seminar I (QL) (WI)

Undergraduate Curriculum

Elective	4 cr.	Free Elective Course
Elective or ENV 485	4 cr. 4-6 cr.	Free Elective Course or Internship or Service Learning Experience (if not taken during the summer)
Summer		
ENV 485	4-6 cr.	Internship or Service Learning Experience

SENIOR YEAR

Fall		
ENV 401	1 cr.	Senior Seminar
Elective or ENV 330	4 cr.	Free Elective Course or Soil and Water Chemistry
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
ENV 488	2 cr.	Senior Capstone Seminar II (WI)
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also an Environmental Studies Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

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

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

Environmental Studies Learning Outcomes:

Upon completion of this program students will:

- locate, evaluate and share information effectively and responsibly;
- demonstrate an understanding of group/team dynamics, the ability to assess teamwork, and work effectively in a team;
- communicate informed and responsible action to address ethical, social, and environmental challenges. They will evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and

Undergraduate Curriculum

- even conflicting positions (i.e. cultural, disciplinary, and ethical);
- critically analyze and engage with complex, interdependent global systems (social, economic and environmental) and develop both a functional and a working knowledge of interactions within and among natural and global systems with an emphasis on human impacts, sustainability and problem-solving; and
- assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings and develop a personal statement/philosophy with regard to principles of ethics and sustainability.

Environmental Studies B.S. Progress to Completion Requirements:

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

*ENV 301 and 302 must be taken in consecutive semesters; if ENV301 needs to be repeated, then ENV 302 cannot be taken until ENV 301 is repeated.

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

Suggested Registration Sequence: B.S. Environmental Studies

FIRST YEAR

Fall		
ENV 120	4 cr.	Introduction to Environmental Science (WI)
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ENV 100	4 cr.	Exploring Nature: A Sense of Place
ECO 201	4 cr.	Principles of Economics
Lib Ed	4 cr.	Liberal Education Core Course
MAT	4 cr.	Quantitative Literacy Proficiency

SOPHOMORE YEAR

Fall		
ENV 201	4 cr.	Water Resources
ENV 218 or Elective	4 cr.	Principles and Practices of Sustainability or Free Elective

Undergraduate Curriculum

Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ENV 204	4 cr.	Geographic Information Systems I
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
ENV 301	8 cr.	Community-Based Project I
IE	4 cr.	Integrative Experience Course
Elective or ENV 218	4 cr.	Free Elective Course or Principles and Practices of Sustainability
Spring		
ENV 302	4 cr.	Community-Based Project II
ENV 306 or Elective	4 cr.	Introduction to Environmental Law and Policy or Free Elective Course
ENV 487	2 cr.	Senior Capstone Seminar I (WI) (QL)
Elective or ENV 485	4 cr. 4-6 cr.	Free Elective Course or Internship or Service Learning Experience (if not taken during the summer)
Summer		
ENV 485	4-6 cr.	Internship or Service Learning Experience

SENIOR YEAR

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

Undergraduate Curriculum

Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also an Environmental Studies Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

EXERCISE SCIENCE

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

Program Description/Mission

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

Exercise Science Learning Outcomes

Exercise Science students will:

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

Exercise Science B.S. Progress to Completion Requirements:

- BIO 205, 206
 - CHE 101, 102
 - ESS 100, 211, 225, 285, 324, 326, 421, 485, 487, 488
 - PSY 303
 - Elective Courses (Minimum of eight credits from the list of courses below)
 - ESS 204, 250*, 309, 310, 313, 315, 318, 321, 323, 329, 350*, 450*
- *specifically designate as an Exercise Science elective

Undergraduate Curriculum

Suggested Registration Sequence: B.S. Exercise Science

FIRST YEAR

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

SOPHOMORE YEAR

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

JUNIOR YEAR

Fall		
ESS 324	4 cr.	Exercise Physiology
ESS Elective or Free Elective	4 cr.	ESS Elective or Free Elective
IE	4 cr.	Integrative Experience Course

Undergraduate Curriculum

ESS 285 or Free Elective	2-4 cr.	Internship in Exercise and Sport Sciences or Free Elective
Spring		
ESS 326	4 cr.	Biomechanics (QL)
ESS 421	4 cr.	Exercise Prescription
ESS Elective	4 cr.	ESS Elective
ESS 285 or Free Elective	2-4 cr.	Internship in Exercise and Sport Sciences or Free Elective

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

Exercise Science: Bachelor of Science with Option of Pre-Athletic Training (B.S.)

Program Description/Mission

Highly qualified and motivated students interested in pursuing a master's in athletic training, if they meet prerequisite and GPA eligibility requirements, enter into a 3+2 B.S. of Exercise Science to M.S. of Athletic Training degree with Plymouth State University (PSU). Students in this program are able to complete their baccalaureate degree in Exercise Science and earn a master's of science in Athletic Training in as little as five years. Students interested in this program should contact their academic advisor or the college's B.S. to M.S.A.T. articulation agreement coordinator for more information. Students must be Exercise Science majors to be eligible.

Exercise Science with Option of Pre-Athletic Training Learning Outcomes

To be eligible students will:

- Major in Exercise Science

Undergraduate Curriculum

- Complete a minimum 90 credits of B.S. degree at Colby-Sawyer College
- Possess a minimum overall GPA of 3.2
- Complete all Colby-Sawyer general education and major requirements
- Have a minimum grade of “B” in ESS 211, 324, 326 and 421
- Complete 50 hours of observation under direct supervision of a licensed Athletic Trainer
- Complete PSU Graduate Program Admissions Application by spring of year three at CSC.

Exercise Science with option of Pre-Athletic Training B.S. Progress to Completion Requirements:

- BIO 106 or BIO 121
- BIO 205, 206
- CHE 101, 102
- ESS 100, 105, 211*, 225, 324*, 326*, 421*, 487, 488
- MAT 220
- PHY 101
- PSY 101, 303

*Designates a minimum grade of “B” required to meet PSU prerequisite.

Suggested Registration Sequence: B.S. Exercise Science with option of Pre-Athletic Training

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
ESS 225	4 cr.	Introduction to Exercise Science (WI)
BIO 106 or BIO 121	4 cr.	The Chemical and Cellular Basis of Life or Microbiology
Spring		
BIO 205	4 cr.	Human Anatomy and Physiology I
ESS 100	4 cr.	Personal Health and Wellness
ESS 105	1 cr.	First Aid and CPR
ESS 211	4 cr.	Nutrition Principles
PSY101	4 cr.	Introduction to Psychology

SOPHOMORE YEAR

Fall		
BIO 206	4 cr.	Human Anatomy and Physiology II
CHE 101	4 cr.	Principles of Chemistry I

Undergraduate Curriculum

MAT 220	4 cr.	Statistics
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
CHE 102	4 cr.	Principles of Chemical II
ESS 326	4 cr.	Biomechanics (QL)
PSY 303	4 cr.	Sport and Exercise Psychology
Lib Ed	4 cr.	Liberal Education Core Course

JUNIOR YEAR

Fall		
ESS 324	4 cr.	Exercise Physiology
ESS 487	2 cr.	Research in Exercise and Sport Sciences: Critical Components (WI)
IE	4 cr.	Integrative Experience Course
PHY 101	4 cr.	Physics I
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ESS 421	4 cr.	Exercise Prescription
ESS 488	2 cr.	Research in Exercise and Sport Sciences: Assessment and Analysis (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

WI: Writing Intensive; QL: Quantitative Literacy

SENIOR YEAR

Students who complete Plymouth State University's pre-requisites and have earned a 3.2 minimum GPA will un-enroll from CSC and gain entry to the Plymouth State University's 3+2 Program. Students will enroll in and complete 32 graduate credits at PSU which will transfer back to CSC to complete the B.S. degree.

GRAPHIC DESIGN

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

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

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

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

Program Description/Mission

The Bachelor of Arts (B.A.) degree in Graphic Design provides a substantial course of study for students who intend to pursue professional careers in or related to the graphic design field. Through applied design experiences in a range of media and contexts, coupled with complementary learning about studio art, art history, and professional practices, this degree enables the development of versatile creative and critical thinking skills that can be applied in many professions.

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

Graphic Design Learning Outcomes

- *Learn and Use Depth in Their Major Field*
Graphic design students will demonstrate comprehension, application, and synthesis of conceptual, formal, and technical attributes of design in their visual communication solutions. B.A. Graphic Design students will develop portfolios that demonstrate breadth; entry-level competency in several areas of design; and transfer of concepts, principles, and practices between areas of design.
- *Enrich and Deepen Their Self-Knowledge*
Graphic design students will engage actively and reflectively in design processes

Undergraduate Curriculum

such as research, analysis, idea generation, iteration, and evaluation.

- *Think Creatively and Critically*
Graphic design students will develop creative, informed, and appropriate visual responses to communication problems.
- *Communicate and Interact Effectively*
Graphic design students will communicate and interact effectively with faculty, peers, clients, and internship colleagues in critiques, presentations, collaborations, conversations, and correspondence.
- *Act Ethically and Professionally*
Graphic design students will demonstrate respect for project content and intent, others' work (both that of peers and that which is copyrighted or otherwise credited), and professional standards (such as those for craft, exhibition, and presentation).
- *Understand and Employ Multiple Perspectives*
Graphic design students will demonstrate understanding of and appropriate responses to various types of content, media formats, and audience contexts in their design processes and solutions.

Graphic Design B.A. Progress to Completion Requirements:

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

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

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

Required courses:

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

Undergraduate Curriculum

Suggested Registration Sequence: B.A. Graphic Design

FIRST YEAR

Fall		
GD 125	4 cr.	Design and Digital Media Foundations
ART 110	4 cr.	Drawing Foundations
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
GD 213	4 cr.	Visual Communication
ART 200 level	4 cr.	200 level Studio course
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
GD 312	4 cr.	Typography (QL)
ARH 203	4 cr.	Art History Survey (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
GD 327	4 cr.	Information Design (QL)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
GD 328 or GD 300-400 level or Elective	4 cr.	Interactive Design (QL) or GD 300 or 400 level course or Free Elective Course
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

Spring

GD 400 level or Elective	4 cr.	GD 400 level course or Free Elective Course
GD 485	1-4 cr.	Graphic Design Internship
Elective	4 cr.	Free Elective Course
Elective	0-4 cr.	Free Elective Course

SENIOR YEAR

Fall

ART 425	3 cr.	Professional Practices and Portfolio (WI)
GD 328 or GD 300-400 level or Elective	4 cr.	Interactive Design (QL) or GD 300 or 400 level course or Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

Spring

ART 426	1 cr.	Gallery and Portfolio Presentation
GD 400 level or Elective	4 cr.	GD 400 level course or Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Graphic Design Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

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

Program Description/Mission

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

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

Graphic Design Learning Outcomes

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

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

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

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

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

Required courses:

- ART 110, 425, 426
- GD 125, 213, 312, 327, 328, 485, 490

Undergraduate Curriculum

- ARH 203
- 200 level Studio Art course: ART 210, 230, 234, 240, 245, 270, or THE 230
- ART 260 or COM 228
- BUS 231 or ENV 218 or ARH 300 level course
- Three GD 300-400 level electives

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

FIRST YEAR

Fall		
GD 125	4 cr.	Design and Digital Media Foundations
ART 110	4 cr.	Drawing Foundations
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
GD 213	4 cr.	Visual Communication
ART 200 level	4 cr.	200 level Studio course
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
GD 312	4 cr.	Typography (QL)
ARH 203	4 cr.	Art History Survey (WI)
GD 328 or GD 300 level or Lib Ed	4 cr.	Interactive Design (QL) or Graphic Design 300 level course or Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
GD 327	4 cr.	Information Design (QL)
ART 260 or COM 228	4 cr.	Photography I or Video Production I
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed or Elective	4 cr.	Liberal Education Core Course or Free Elective Course

Undergraduate Curriculum

JUNIOR YEAR

Fall		
GD 300-400 level	4 cr.	One 300-400 level Graphic Design Elective
GD 328 or Elective	4 cr.	Interactive Design (QL) or Free Elective Course
BUS 231 or ENV 218 or ARH 300 level	4 cr.	Marketing or Principles and Practice of Sustainability or 300 level Art History course
IE or Elective	4 cr.	Integrative Experience Course or Free Elective Course
Spring		
GD 490 or GD 400 level	4 cr.	Design Methodologies or Graphic Design 400 level elective
GD 485	1-4 cr.	Graphic Design Internship
Lib Ed or Elective	4 cr.	Liberal Education Core Course or Free Elective Course
IE or Elective	4 cr.	Integrative Experience Course or Free Elective Course

SENIOR YEAR

Fall		
ART 425	3 cr.	Professional Practices and Portfolio (WI)
GD 300-400 level or Elective	4 cr.	Graphic Design 300-400 level elective or Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
ART 426	1 cr.	Gallery and Portfolio Presentation
GD 490 or GD 400 level	4 cr.	Design Methodologies or Graphic Design 400 level course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Graphic Design Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

Undergraduate Curriculum

HEALTH SCIENCE

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

Program Mission/Description

Colby-Sawyer College seeks to provide students a Bachelor of science degree in health science, balanced with core Liberal Education courses. Students graduating with a B.S. in Health Science will be prepared to enter a variety of health and wellness related fields in a diverse range of organizations and systems. From government to private non-profit, to clinical or community health systems, the preparation of our students is focused on the broad skills of critical thinking, exceptional communication skills, ethical and professional behavior, and those required for success in the growing health and wellness occupations.

The Bachelor of Science degree in Health Science (B.S.) provides a 4-year traditional path for those wishing to enter health and wellness occupations, while also creating a gateway for higher degree attainment for those who have an Associate of Science degree by providing a 2+2 model.

Objective: It is our goal to prepare students to enter the thriving field of allied health systems. We provide a liberal arts education with core courses in health and wellness and associated sciences to prepare students to diagnose, evaluate, and/or treat disease, promote health and wellness in various populations and through different types of organizations. Students may choose to follow a broad health science curriculum, or to utilize their free electives to focus on a pathway that is based more in Science, Wellness, or Administration.

Health Science Learning Outcomes:

Health Science students will:

- Identify common terminology, tools, and practices used in health and wellness systems;
- Synthesize various theories of human behavior among societal cohorts;
- Discover and assess community resources for patients of health and wellness providers;
- Describe potential risks to wellness stemming from behavioral, environmental, and social factors;
- Practice appropriate scientific inquiry, mathematical fluency, and research and/or lab techniques for problem solving;
- Assess external issues regarding technology, demographics, regulatory and other influences as they impact health and wellness systems and activities.

Health Science B.S. Progress to Completion Requirements:

- BIO 106, 205, 206, 223, 304, 323
- CHE 101, 102, 307 (must meet math requirement for these courses)
- ESS 100
- HEA 101, 105
- HS 485
- PBH 306, 330
- BIO351, 486 and 487

Undergraduate Curriculum

Students interested in using electives to further their study in healthcare could add:

- BUS 324, 338, 353, 421, 425
- ESS 220, 313
- HEA 105, 304
- Seminars: HEA 109, 110, 111, 112, 113, 114, 115, 116
- PBH230

The following free elective courses can be used to follow pathways related to the major:

Science Pathway: BIO 309, 321, 322, 331, 332; CHE 308; HEA 304

Wellness Pathway: ESS 105, 211, 324; HEA 109; PBH232, 332; PSY 303, 316

Administrative Pathway: BUS 204, 231, 316, 324, 338; HCA 301; HEA 109

Suggested Registration Sequence: B.S. Health Science

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
HEA 100	4 cr.	Introduction to Health Care Systems
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 106	4 cr.	The Chemical and Cellular Basis of Life
ESS 100	4 cr.	Personal Health and Wellness
MAT 220	4 cr.	Statistics
HEA 105	1 cr.	The Vocabulary of Health

SOPHOMORE YEAR

Fall		
BIO 205	4 cr.	Human Anatomy and Physiology I
CHE 101	4 cr.	Principles of Chemistry I (+ Lab)
BIO 223	4 cr.	Genetics (+ Lab)
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 206	4 cr.	Human Anatomy and Physiology II
CHE 102	4 cr.	Principles of Chemistry II (+ Lab)

Undergraduate Curriculum

Lib Ed	4 cr.	Liberal Education Core Course
COM 216	4 cr.	Writing for Public Communication (WI)

JUNIOR YEAR

Fall		
CHE 307	4 cr.	Organic Chemistry I (+ Lab)
PBH 306	4 cr.	Health Research Methods
Free Elective	4 cr.	Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 323 or Free Elective	4 cr.	Advanced Microbiology or Free Elective Course
IE	4 cr.	Integrative Experience Course
Free Elective	4 cr.	Free Elective Course
BIO 351	1 cr.	Research Design
Summer		
HS 485	3 cr.	Health Science Internship

SENIOR YEAR

Fall		
BIO 304	4 cr.	Biochemistry (+ Lab)
PBH 330	4 cr.	Epidemiology (QL)
BIO 486	2 cr.	Senior Research I
Free Elective	4 cr.	Free Elective Course
Spring		
BIO 487	1 cr.	Senior Research II
BIO 323 or Free Elective	4 cr.	Advanced Microbiology or Free Elective Course
Free Elective	4 cr.	Free Elective Course
Free Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

HEALTHCARE ADMINISTRATION

Healthcare Administration: Bachelor of Science (B.S.)

Program Description/Mission

The mission of Colby-Sawyer's Healthcare Administration program is to integrate the liberal education foundation with a more focused preparation in managing diverse healthcare systems. Our students will gain professional knowledge of management and the growing and dynamic healthcare industry through classroom work, field study, and community partnerships.

This major provides a solid foundation in the liberal arts and offers an understanding of healthcare organization operations, financing, management, marketing and delivery of health care services. This major integrates the classroom, research, and field experiences to provide students with the necessary disciplinary knowledge and practical skills to manage the sustainable delivery of high-quality clinical health care. This major prepares students for entry-level positions in health care and the knowledge and skills necessary for administrative positions in nursing homes, hospitals, assisted living facilities, rehabilitation facilities, managed care and other organizations providing health services. The major also prepares graduates for more specialized study at the graduate level.

Healthcare Administration Learning Outcomes:

Healthcare Administration students will:

- Demonstrate knowledge of various healthcare delivery systems and the associated operational, human, marketing, and financial aspects associated with each;
- Assess the legal, regulatory, and economic environment, technological developments, demographic changes, as they impact organizations, managerial decision-making, and more particularly the health care industry;
- Recognize important external and internal factors and trends impacting the industry and be prepared to assess current policies as well as recommend and adopt changes as needed;
- Examine the dynamic nature of healthcare administration and demonstrate the and leadership skills to manage resources as needed within this environment;
- Integrate all facets of healthcare administration with real-world challenges via the extensive use of case-studies, internships, and community partnerships.

Healthcare Administration B.S. Progress to Completion Requirements:

- ACC 216
- BUS 101, 204, 220, 231, 312, 316, 401*, 403
- ECO 201
- HCA 301, 305, 310, 460, 485
- HEA 100
- PHI 305

*BUS 401 must be completed at Colby-Sawyer College

Students interested in using electives to further their study in healthcare could add:

Undergraduate Curriculum

- BUS 324, 338, 353, 421, 425
- HEA 105, 304
- Seminars: HEA 109, 110, 111, 112, 113, 114, 115, 116
- PBH230

Suggested Registration Sequence: B.S. Healthcare Administration

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
BUS 101	2 cr.	Business Seminar
HEA 100	4 cr.	Introduction to Healthcare Systems
Spring		
BUS 204 or BUS 231	4 cr.	Management Principles (WI) or Marketing Principles
BUS 220	4 cr.	Business Statistics
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
BUS 231 or BUS 204	4 cr.	Marketing Principles or Management Principles (WI)
ACC 216	4 cr.	Financial Accounting I (QL)
Lib Ed	4 cr.	Liberal Education Core Course
ECO 201	4 cr.	Principles of Economics
Spring		
HCA 305	4 cr.	Marketing of Healthcare
PHI 305	4 cr.	Biomedical Ethics
Lib Ed	4 cr.	Liberal Education Core Course
Free Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
HCA 310	4 cr.	Healthcare Administration
BUS 316	4 cr.	Human Resource Management

Undergraduate Curriculum

BUS 312	4 cr.	Business Computing
IE	4 cr.	Integrative Experience Course
Spring		
HCA 301	4 cr.	Financial Management in Healthcare
Lib Ed	4 cr.	Liberal Education Core Course
Free Elective	4 cr.	Free Elective Course
Free Elective	4 cr.	Free Elective Course
Summer		
HCA 485	5 cr.	Healthcare Administration Internship

SENIOR YEAR

Fall		
BUS 401	1 cr.	Senior Seminar
BUS 403	4 cr.	Organizational Behavior (WI)
Free Elective	4 cr.	Free Elective Course
Free Elective	4 cr.	Free Elective Course
Spring		
HCA 460	4 cr.	Healthcare Strategic Management
Free Elective	4 cr.	Free Elective Course
Free Elective	4 cr.	Free Elective Course
Free Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

HISTORY AND POLITICAL STUDIES

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

Program Description/Mission

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

Undergraduate Curriculum

History and Political Studies Learning Outcomes

Students in the History and Political Studies major will:

- acquire a broad understanding of the world that encompasses the historical and/or political experience of the peoples of Africa, the Americas, Asia, Europe, and particularly the United States;
- understand the processes of historical, social, political and cultural development;
- be able to think about and discuss historical and political themes in a creative and critical manner;
- be able to write, communicate and teach others about past and contemporary cultures and political systems; and
- be able to appreciate the value of scholarly debate and use multiple-perspectives in the study of past and present societies.

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

Required courses:

- One HIS 100 level course
- HIS 218
- One HIS 200 level course
- Two HIS 300 level courses
- HPS 100, 485, 486, 487
- HUM 210
- POL 100 or 101
- One POL 200 level course
- Two POL 300 level courses

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

FIRST YEAR

Fall		
WRT 101	4 cr.	Introduction to Academic Writing
Lib Ed	4 cr.	Liberal Education Core Course
HIS 100 level	4 cr.	100 level HIS Course
FYE 101	4 cr.	First Year Experience
Spring		
POL 100 level	4 cr.	100 level POL Course
HPS 100	4 cr.	The Detective: Introduction to History and Political Studies (WI)
MAT	4 cr.	Quantitative Literacy Proficiency
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall		
HIS 218	4 cr.	West and the World

Undergraduate Curriculum

POL 200 level	4 cr.	200 level POL Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Spring		
HIS 200 level	4 cr.	200 level HIS Course
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
HIS 300 level	4 cr.	300 level HIS Course
HPS 485	3-12 cr.	History and Political Studies Internship
POL 300 level	4 cr.	300 level POL Course
IE	4 cr.	Integrative Experience Course
Spring		
HIS 300 level	4 cr.	300 level HIS Course
POL 300 level	4 cr.	300 level POL Course
HUM 210	1 cr.	Introduction to the Digital Humanities (QL)
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

Undergraduate Curriculum

Please note that there is also a History Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

WESSON HONORS PROGRAM

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

MEDICAL LAB SCIENCE

Medical Lab Science: Bachelor of Science (B.S.)

Program Description/Mission

The mission of Colby-Sawyer's Medical Lab Science program is to integrate the liberal education foundation with a more focused preparation in practical laboratory experience in medical, clinical, and public health settings. Colby-Sawyer seeks to graduate professionally prepared laboratory scientists proficient in the area of clinical and medical laboratory work.

Program Overview

The Bachelor of Science degree in Medical Lab Science prepares students for career paths in various fields from hospitals and clinics to government, university, or industrial laboratories. MLS graduates become vital partners with other health care related providers and researchers. The MLS degree will provide the critical thinking, multiple perspectives, and communication skills inherent in the Liberal Arts, with a focus on quantitative reasoning, hands-on testing and diagnosis and progressive testing for various diseases.

Medical Lab Science Learning Outcomes

Students in the Medical Lab Science major will:

- Demonstrate quality scientific testing in a variety of laboratory services;
- Analytically assess data to correctly interpret results;
- Identify and correct technical, equipment, or other problems in laboratory procedures;
- Adhere to standard operating procedures, appropriate and ethical communication practices, and requisite safety policies;
- Application of governmental and regulatory requirements to laboratory operations.

Medical Lab Science B.S. Progress to Completion Requirements:

Required courses:

- BIO 106, 205, 206, 223, 304, 322, 323;
- CHE 101, 102, 307;
- HEA 100, 304;

Undergraduate Curriculum

- PBH 306;
- MLS 486, 487

Suggested Registration Sequence: B.S. Medical Lab Science

FIRST YEAR

Fall		
BIO 106	4 cr.	The Chemical and Cellular Basis of Life (+ lab) (QL)
CHE 101	4 cr.	Principles of Chemistry I (+lab)
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Spring		
BIO 205	4 cr.	Human Anatomy and Physiology I (+lab)
CHE 102	4 cr.	Principles of Chemistry II (+lab)
HEA 100	4 cr.	Introduction to Health Care Systems
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
CHE 307	4 cr.	Organic Chemistry I
BIO 322 or HEA 304	4 cr.	Immunology or Introduction to Genomics
BIO 206	4 cr.	Human Anatomy and Physiology II (+lab)
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 223 or BIO 323	4 cr.	Genetics (+lab) or Advanced Microbiology (+lab)
MAT 220	4 cr.	Statistics
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
BIO 304	4 cr.	Biochemistry (+lab)
BIO 322 or HEA 304	4 cr.	Immunology or Introduction to Genomics

Undergraduate Curriculum

PBH 306	4 cr.	Health Research Methods (QL)
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 223 or BIO 323	4 cr.	Genetics (+lab) or Advanced Microbiology (+lab)
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
MLS 486	14 cr.	Practicum I (WI)
Spring		
MLS 487	14 cr.	Practicum II (WI)

WI: Writing Intensive; QL: Quantitative Literacy

NURSING

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

Nursing: Bachelor of Science (B.S.)

Program Description/Mission

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

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

In addition to a liberal education, the core components of the program in nursing are grounded in the Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and include the competencies and knowledge essential to basic

nursing practice, the values of the healing professions, and the development of the professional role of the nurse.

Admission for Students Interested in the Nursing Major:

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

Transfer Students:

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

Nursing Program Academic Policies:

A minimum grade of B- is required in BIO 121, 205, 206; PSY 101; SOC 101; and all nursing courses. Students may only repeat one nursing course one time if necessary. All required BIO courses must be completed at Colby-Sawyer College.

For external transfer students only: BIO courses taken at outside institutions may be considered for transfer with a grade of B or better after approval of equivalency. If necessary, students may repeat BIO 121 one time only. Students may not repeat BIO 205 or 206. All required BIO courses must be completed for progression to the junior nursing curriculum.

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

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

Clinical Education:

Clinical courses are taught by nursing faculty who are responsible for assisting students in the integration of theory and practice in a clinical setting. During the spring of the senior year, students complete a Capstone clinical preceptorship, working one-on-one with a nurse-preceptor in a clinical setting under the guidance

Undergraduate Curriculum

of nursing faculty. During the senior year, students also develop and implement a Capstone leadership project, addressing a health care issue they have identified.

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

At the time clinical experiences begin, every nursing student must have on record in the School of Nursing and Health Sciences evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider/Professional Rescuer level, issued by either the American Red Cross or the American Heart Association. In addition, nursing students must comply with all clinical agency health requirements that will be specified during NUR 203 Introduction to Professional Nursing. Students may not attend clinical internships without proper documentation of all health and safety requirements on file in the School of Nursing and Health Sciences. A criminal background check and a urine drug screening test are agency requirements. Random urine drug screening may also be conducted at the discretion of the program. All annual and bi-annual requirements should be completed during the summer months so that none expire during the school year. Laptop (not “tablet”) computers that have the capability of meeting the operating system requirements of the college, and that have sufficient battery capability for a three hour testing session, are required. Additional fees for the Assessment Technologies Institute (ATI) testing package will be required.

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

Nursing Program Learning Outcomes

Upon completion of degree requirements, students are able to:

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

Undergraduate Curriculum

- rights, and professional codes and standards.
- Understand the micro-systems and macro-systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.

Nursing B.S. Progress to Completion Requirements

Required Courses:

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

Suggested Registration Sequence: B.S. Nursing

FIRST YEAR

Fall		
BIO 121	4 cr.	Basic Microbiology
FYE 101	4 cr.	First Year Experience
NUR 101	1 cr.	First Year Nursing Seminar
PSY 101	4 cr.	Introduction to Psychology
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
BIO 205	4 cr.	Anatomy and Physiology I
NUR 203	3 cr.	Introduction to Professional Nursing
SOC 101	4 cr.	Introduction to Sociology
WRT 101	4 cr.	Introduction to Academic Writing

SOPHOMORE YEAR

Fall		
BIO 206	4 cr.	Anatomy and Physiology II
NUR 212	2 cr.	Health Assessment
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
NUR 222	4 cr.	Fundamentals of Nursing
NUR 207	3 cr.	Pharmacology

Undergraduate Curriculum

PSY 240	4 cr.	Life Span Development
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
NUR 313	4 cr.	Maternal-Child Nursing (WI)
NUR 314	4 cr.	Pediatric Nursing
NUR 334	4 cr.	Mental Health Nursing
ITS	4 cr.	Integrated Studies
Spring		
MAT 220	4 cr.	Introduction to Statistics (QL)
NUR 309	2 cr.	Community and Public Health Nursing
NUR 332	9 cr.	Adult Medical-Surgical Nursing I
NUR 336	3 cr.	Nursing Research and Evidence-Based Practice (QL)

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

PSYCHOLOGY

Psychology: Bachelor of Arts (B.A.)

Program Description/Mission:

Psychology is the science of behavior and mental processes. The Psychology Major provides students with a broad foundation in current psychology including the methodologies, problems, bodies of knowledge and perspectives. Senior psychology majors are required to design and implement an original research project in a selected area of psychological inquiry. In addition, seniors are required to complete

an internship offered in a variety of diverse settings. The psychology program prepares graduates to work in entry-level positions in the mental health field and to pursue graduate work in psychology or any related field.

Learning Outcomes for Psychology

- Identify, define, and explain the key terminology, concepts, principles, theories, and models from the field of psychology
- Apply basic research methods in psychology, including research design, data analysis, and interpretation
- Apply critical analysis and creative thinking skills, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes
- Demonstrate ethical and social responsibility in a diverse world
- Apply principles of effective oral and written communication
- Develop insight into their own and others' behavior and mental processes
- Emerge from the major with realistic ideas about how to ethically and professionally implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings

Psychology B.A. Progress to Completion Requirements:

- PSY 101 – minimum grade of C
- PSY 104, 202, 204, 211, 216, 302, 308, 485, 486
- Four 300 to 400 level psychology electives

Program Credit Requirement: 52 credits (including 4 credit minimum internship)

Suggested Registration Sequence: B.A. Psychology

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
PSY 202	4 cr.	Personality Psychology
Spring		
PSY 104	2 cr.	Writing in Psychology (WI)
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall		
PSY 204	4 cr.	Social Psychology
PSY 216	4 cr.	Neuroscience

Undergraduate Curriculum

Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Spring		
PSY 211	4 cr.	Cognitive Psychology
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
PSY 302	4 cr.	Statistical Methods in Psychology (QL)
PSY 300-400 level	4 cr.	PSY 300-400 Psychology Elective
IE	4 cr.	Integrative Experience Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
PSY 308	4 cr.	Research Methods in Psychology
PSY 300-400 level	4 cr.	PSY 300-400 Psychology Elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Psychology Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

Psychology with Child Psychology Concentration: Bachelor of Arts (B.A.)

Program Description/Mission:

In addition to the general psychology mission, the primary goal of the Child Psychology Concentration is for students to learn about the unique psychological needs of children and adolescents, as well as developmental considerations in psychopathology, assessment, and treatment, including the role of family and social contexts.

Learning Outcomes for Psychology with Child Psychology Concentration

In addition to the general psychology outcomes, students will

- Identify, define, and explain the key terminology, concepts, principles, theories, and models from the field of psychology and child psychology
- Compare roles of biological, cognitive, and socio-emotional processes in child development

Psychology with Child Psychology Concentration B.A. Progress to Completion

Requirements:

- PSY 101 – minimum grade of C
- CHI 101 - minimum grade of C
- PSY 104, 202, 204, 211, 216, 302, 308, 485, 486
- PSY 321, 322, 371
- One PSY 300-400 level psychology elective or one CHI 300-400 level child development elective

Program Credit Requirement: 56 credits (including 4 credit minimum internship)

Suggested Registration Sequence: B.A. Psychology with Child Psychology Concentration

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
PSY202	4 cr.	Personality Psychology
Spring		
PSY 104	2 cr.	Writing in Psychology (WI)
MAT	4 cr.	Quantitative Literacy Proficiency
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

SOPHOMORE YEAR

Fall		
PSY 204	4 cr.	Social Psychology
PSY 216	4 cr.	Neuroscience
CHI 101	4 cr.	Child Development
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
PSY 211	4 cr.	Cognitive Psychology
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
PSY 302	4 cr.	Statistical Methods in Psychology (QL)
PSY 321	4 cr.	Issues in Child Psychology
IE	4 cr.	Integrative Experience Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
PSY 308	4 cr.	Research Methods in Psychology
PSY322	4 cr.	Issues in Adolescent Psychology
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

Undergraduate Curriculum

PSY 371	4 cr.	Child and Adolescent Psychopathology
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Child Psychology Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

Psychology with Forensic Psychology Concentration: Bachelor of Arts (B.A.)

Program Description/Mission:

In addition to the general psychology mission, the primary goal of this concentration is to introduce students to the field of psychology and law and forensic psychology. These two fields are intimately related; psychology is the study of the human mind and behavior while law is the societal regulation of human behavior.

Learning Outcomes for Psychology with Forensic Psychology Concentration

In addition to the general psychology outcomes students will

- Identify, define, and explain the key terminology, concepts, principles, theories, and models from the field of forensic psychology
- Develop critical reasoning skills through the reading and discussion of research in the field of forensic psychology

Psychology with Forensic Psychology Concentration B.A. Progress to Completion Requirements:

- PSY 101 – minimum grade of C
- PSY 104, 202, 204, 211, 216, 302, 308, 485, 486
- PSY 306, 317, 354
- One PSY 300-400 level psychology elective or one CLS 300-400 level crime and legal studies elective

Program Credit Requirement: 52 credits (including 4 credit minimum internship)

Suggested Registration Sequence: B.A. Psychology with Forensic Psychology Concentration

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
PSY 202	4 cr.	Personality Psychology
Spring		
PSY 104	2 cr.	Writing in Psychology (WI)
MAT	4 cr.	Quantitative Literacy Proficiency

Undergraduate Curriculum

Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall		
PSY 204	4 cr.	Social Psychology
PSY 216	4 cr.	Neuroscience
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Spring		
PSY 211	4 cr.	Cognitive Psychology
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
PSY 302	4 cr.	Statistical Methods in Psychology (QL)
PSY 306	4 cr.	Psychopathology
PSY 317	4 cr.	Forensic Psychology
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
PSY 308	4 cr.	Research Methods in Psychology
PSY 354	4 cr.	Psychology and law
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
PSY 486	2 cr.	Advanced Research Seminar (Capstone for Psychology) (WI)
PSY/CLS 300	4 cr.	PSY 300-400 Psychology Elective or CLS 300-400 Crime and Legal Studies elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

Spring		
PSY 485	4-16 cr.	Psychology Internship and Professional Development Seminar
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Psychology with Counseling and Substance Abuse Concentration: Bachelor of Arts (B.A.)

Program Description/Mission:

In addition to the general psychology mission, the primary goals of this concentration are to deepen students understanding of substance use disorders, to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and to increase the student's level of confidence relative to providing substance abuse evaluation, education and treatment services.

Learning Outcomes for Psychology with Counseling and Substance Abuse Concentration

In addition to the general psychology outcomes, students will

- Identify, define, and explain the key terminology, concepts, principles, theories, and models for conceptualizing substance abuse and dependence from the field of psychology
- Differentiate between the different substance abuse disorders using the Diagnostic and Statistical Manual of Mental Disorders #4, Text Revision (DSM IV-TR)
- Identify strategies for engaging and retaining the substance abuser and significant others in treatment

Psychology with Counseling and Substance Abuse Concentration B.A. Progress to Completion Requirements:

- PSY 101 – minimum grade of C
- PSY 245
- PSY 104, 202, 204, 211, 216, 302, 308, 485, 486
- PSY 306, 310, 369, 372, 373

Program Credit Requirement: 56 credits (including 4 credit minimum internship)

Suggested Registration Sequence: B.A. Psychology with Counseling and Substance Abuse Concentration

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing

Undergraduate Curriculum

FYE 101	4 cr.	First Year Experience
PSY 202	4 cr.	Personality Psychology
Spring		
PSY 104	2 cr.	Writing in Psychology (WI)
MAT	4 cr.	Quantitative Literacy Proficiency
PSY 245	4 cr.	Introduction to Addiction Studies (WI)
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
PSY 204	4 cr.	Social Psychology
PSY 216	4 cr.	Neuroscience
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Spring		
PSY 211	4 cr.	Cognitive Psychology
PSY 373	4 cr.	Screening and Assessment of Addiction Disorders
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
PSY 302	4 cr.	Statistical Methods in Psychology (QL)
300 Level PSY	4 cr.	Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling
IE	4 cr.	Integrative Experience Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
PSY 308	4 cr.	Research Methods in Psychology
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
PSY 486	2 cr.	Advanced Research Seminar (Capstone for Psychology) (WI)
300 Level PSY	4 cr.	Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling
300 Level PSY	4 cr.	Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling
Elective	4 cr.	Free Elective Course
Spring		
PSY 485	4-16 cr.	Psychology Internship and Professional Development Seminar
300 Level PSY	4 cr.	Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Psychology with Neuroscience Concentration: Bachelor of Arts (B.A.)

Program Description/Mission:

In addition to the general psychology mission, the primary goal of this concentration is to introduce students to the field of neuroscience. Neuroscience is a multidisciplinary field that seeks to understand the complex relationship between the nervous system and behavior in humans and other animals. Students will learn about brain function and its impact on physical, cognitive, and socio-emotional development.

Learning Outcomes for Psychology with Neuroscience Concentration

In addition to the general psychology outcomes, students will

- Develop a knowledge base in neuroscience
- Develop knowledge in the field of neuroscience and explore the applied and research questions in the field utilizing scientific inquiry and critical thinking

Psychology with Neuroscience Concentration B.A. Progress to Completion

Requirements:

- PSY 101 – minimum grade of C
- PSY 104, 211, 216, 302, 308, 485, 486
- BIO 106, 205, 305
- CHE 101, 102
- PSY 306, PSY 327

Program Credit Requirement: 56 credits (including 4 credit minimum internship)

Undergraduate Curriculum

Suggested Registration Sequence: B.A. Psychology with Neuroscience Concentration

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
BIO 106	4 cr.	The Chemical and Cellular Basis of Life (+lab)
Spring		
PSY 104	2 cr.	Writing in Psychology (WI)
MAT	4 cr.	Quantitative Literacy Proficiency
BIO 205	4 cr.	Human Anatomy and Physiology I (+lab)
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
CHE 101	4 cr.	Principles of Chemistry I (+lab)
PSY 216	4 cr.	Neuroscience
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
CHE 102	4 cr.	Principles of Chemistry II (+lab)
PSY 211	4 cr.	Cognitive Psychology
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
PSY 302	4 cr.	Statistical Methods in Psychology (QL)
BIO 305	4 cr.	Biochemistry
PSY 306	4 cr.	Psychopathology
IE	4 cr.	Integrative Experience Course
Spring		
PSY 308	4 cr.	Research Methods in Psychology
PSY 327	4 cr.	Psychopharmacology
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

PUBLIC HEALTH

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

Program Description/Mission:

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

Public Health Learning Outcomes

Upon completion of degree requirements, students are able to:

- Discuss the philosophy of public health including core values, concepts and functions across the globe and in society
- Apply the basic concepts, methods and tools of public health data collection, use and analysis
- Identify basic processes, approaches and interventions that identify and address the major public health-related needs and concerns of populations
- Analyze the socioeconomic, behavioral, biological and environmental factors that impact human health and contribute to health disparities
- Define the fundamental characteristics and organizational structures of the U.S. health system as well as the differences of systems in other countries

Undergraduate Curriculum

- Appreciate the role of health promotion and disease prevention of public health problems and explain how public health can utilize social and behavioral interventions across the lifespan to improve the health of populations
- Assess individual and social accountability, including civic responsibility and ethical reasoning, as they apply to the health of populations
- Demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate information, to make sound decisions and solve problems (via written and oral presentation) as they apply to public health
- Relate the importance of assessment, planning and evaluation components of public health project implementation
- Employ public health-specific health communication strategies appropriately

Public Health B.S. Progress to Completion Requirements:

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

Suggested Registration Sequence: B.S. Public Health

FIRST YEAR

Fall		
BIO 108	4 cr.	Human Biology
FYE 101	4 cr.	First Year Experience
HEA 100	4 cr.	Introduction to Health Care Systems
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
SOC 101	4 cr.	Introduction to Sociology
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

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

Undergraduate Curriculum

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

JUNIOR YEAR

Fall		
PBH 306	4 cr.	Health Studies Research (QL)
PBH 330	4 cr.	Epidemiology (QL)
Elective	4 cr.	Free Elective Course
IE	4 cr.	Integrative Experience Course
Spring		
PBH 332	4 cr.	Prevention of Illness and Injury
PHI 305	4 cr.	Biomedical Ethics
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Health Studies Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

Undergraduate Curriculum

SELF-DESIGNED MAJOR

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

Program Description/Mission:

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

Self-Designed Major Learning Outcomes:

Students in the Self-Designed Major will:

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

Self-Designed Major Progress to Completion Requirements:

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

Creating a Self-Designed Major:

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

Undergraduate Curriculum

No more than 40% of the courses in the student's Self-Designed major may come from a single major. The Self-Designed Major proposal will include designation of one Writing Intensive course and one Applied Quantitative Reasoning course. Upon completing 45 credits students will formally submit their Self-Designed Major course study proposal to a panel composed of the Self-Designed Major program coordinator, the student's academic advisor, the Academic Vice President and Dean of Faculty, and two faculty members from disciplines included in the self-designed major selected by the student, for approval. Any alteration of the student's curriculum must be approved by the coordinator of the program, the student's academic advisor, and the Academic Vice President and Dean of Faculty.

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

FIRST YEAR

Fall		
ITS 100	4 cr.	Introduction to Integrative Studies (WI)
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
MAT	4 cr.	Quantitative Literacy Proficiency
Elective	4 cr.	Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
SDM Course	4 cr.	SDM Program Course
Lib Ed	4 cr.	Liberal Education Core Course
SDM Course	4 cr.	SDM Program Course
SDM Course	4 cr.	SDM Program Course
Spring		
SDM Course	4 cr.	SDM Program Course
Lib Ed	4 cr.	Liberal Education Core Course
SDM Course	4 cr.	SDM Program Course
SDM 285	1-4 cr.	SDM Introductory Internship

Undergraduate Curriculum

JUNIOR YEAR

Fall		
SDM Course	4 cr.	SDM Program Course
SDM Course	4 cr.	SDM Program Course
SDM 485	3-12 cr.	SDM Advanced Internship * if internship is for less than 4 credits a free elective should be taken in addition to the internship for full-time status
Spring		
IE	4 cr.	Integrative Experience Course
SDM Course	4 cr.	SDM Program Course
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
XXX 486	1-4 cr.	Research Methods Course According to Concentration
SDM Course	4 cr.	SDM Program Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
XXX 487	2-4 cr.	Capstone Course According to Concentration
SDM Course	4 cr.	SDM Program Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

SOCIAL WORK

Social Work: Bachelor of Science (B.S.)

Program Description/Mission:

The Colby-Sawyer Bachelor's in Social Work degree prepares generalist social work professionals for employment in a wide and varied range of social service, health, mental health, and community-based settings. Additional focus within a disciplinary or occupational pathway can be pursued in Child, Family, and School Social Work, Criminal Justice Social Work, Medical and Hospital Social Work, Mental Health and Substance abuse.

Students will acquire social work knowledge and field experience in a variety of disciplines, including psychology, healthcare, sociology, and social work. They will be prepared to provide leadership in the development of support systems that promote social justice, economic access and equity, basic human rights. Students will learn to improve the quality of life through classwork and field experiences, as they seek to improve the lives of individuals, families, and communities.

Overview:

Students studying in the B.S.W. program will complete the Liberal Education core, and foundational requirements in the major. Electives within the major and free electives may be used to complete a pathway which emphasizes a more focused disciplinary or occupational route. Students may also choose to complete a minor in a complementing specialty, or simply to enjoy coursework from other disciplines.

Graduates of the Colby-Sawyer B.S.W. are prepared to work in a variety of occupational settings and organizations. This includes, but is not limited to clinics, hospitals, non-profit agencies, substance or mental health facilities, outpatient providers, school, family, or community agencies, schools, and criminal justice systems. Students in the BSW program are further prepared to enter a graduate M.S.W. program.

Social Work Student Learning Outcomes

Upon completion of the B.S.W. program, students will:

- Practice the values, principles, ethical and professional behaviors that guide the social work profession;
- Positively impact the psychological, biological, social, spiritual, and cultural factors that impact individuals and families;
- Commit to social justice, advocating to those who may be victimized or oppressed, or unable to find or utilize appropriate resources for their own betterment;
- Identify social policy that impacts the delivery of and access to social services and resources;
- Apply knowledge of human behavior, social environments, policies, and practices from a multi-disciplinary framework to benefit clients and constituents;
- Collect, assess, analyze, and apply intervention strategies based on research and the values and needs of the client.

Social Work B.S. Progress to Completion Requirements:

- SW 205, 210, 305, 405, 406 (SW 405 and 406 must be taken in sequence)
- PBH 230
- PHI 213 OR 305
- PSY 101
- SOC 101, 317, 319, 333, 486

While students may opt to complete the generalist BSW – specific career preparation can be achieved via individualized concentrations:

Undergraduate Curriculum

Child, Family, and School Social Work Concentration

A focus on preparing the BSW graduate to enter the field of social work within a school district, or family/child court systems, among other options. The focus is on the developmental needs of children and families, often within atypical or distressed family situations.

Criminal Justice Social Work Concentration

Students choosing to pursue social work in the areas of the court systems, governmental policy/advocacy, correctional facilities/systems, parole work etc., may focus in the area of criminal justice more specifically than the generalized BSW.

Medical and Hospital Social Work Concentration

For those students wishing to work in a more clinical setting, the Medical and Hospital Social Work pathway will assist with didactic preparation, as well as focusing the field studies within a clinical setting. This pathway is most likely to require further education into the MSW and state licensure in order to work as clinical licensed social workers in clinical healthcare settings/systems.

Mental Health and Substance Abuse Concentration

This path will prepare the student interested in in-patient or out-patient mental health and/or substance abuse counseling, resource provision, and advocacy. The need for further study to an MSW and further licensure may be dependent upon the type of system in which the student chooses to work

Suggested Registration Sequence: B.S. in Social Work

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
SOC 101	4 cr.	Introduction to Sociology
PSY 101	4 cr.	Introduction to Psychology
Spring		
PHI 213 or 305	4 cr.	Ethics or Biomedical Ethics
PSY 240	4 cr.	Life Span Development
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
PBH 230	4 cr.	Introduction to Public Health
SW 205	4 cr.	Introduction to Human Services

Undergraduate Curriculum

MAT 220	4 cr.	Statistics
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
SW 210	4 cr.	Social Welfare Policy (WI)
BSW Elective	4 cr.	Elective in Major
Free Elective	4 cr.	Free Elective Course
Lib Ed	4 cr.	Liberal Education Core Course

JUNIOR YEAR

Fall		
SW 305	4 cr.	Social Justice and Advocacy
BSW Elective	4 cr.	Elective in Major
SOC 317 or SOC 319	4 cr.	U.S. Social Problems or Global Social Problems
Free Elective	4 cr.	Free Elective Course
Spring		
SOC 333	4 cr.	Research Methods in Sociology (QL)
SOC 317 or SOC 319	4 cr.	U.S. Social Problems or Global Social Problems
IE	4 cr.	Integrative Experience Course

SENIOR YEAR

Fall		
SW 405	6 cr.	Social Work Practice Field Study I
SOC 486	4 cr.	Advanced Seminar Capstone
Free Elective	2 cr.	Free Elective Course
Spring		
SW 406	6 cr.	Social Work Practice Field Study II
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

SOCIOLOGY

Sociology: Bachelor of Arts (B.A.)

Program Description/Mission:

The Sociology major complements and strengthens the introduction to the liberal arts our students receive. Majors acquire a broad exposure to the discipline of

Undergraduate Curriculum

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

Sociology Learning Outcomes

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

Upon graduation, students will demonstrate:

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

Sociology B.A. Progress to Completion Requirements:

- SOC 101, 316, 333, 485, 486
- Twenty four additional sociology elective credits (at least 16 credits at the 300 or 400 level) chosen from the following: CLS300, 320; PSY 204; SOC 203, 210, 218, 250, 303, 304, 310, 319, 322, 350; WGS 111;

Suggested Registration Sequence: B.A. Sociology

FIRST YEAR

Fall		
SOC 101	4 cr.	Introduction to Sociology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
SOC 200 level	4 cr.	200 level Sociology elective
Lib Ed	4 cr.	Liberal Education Core Course

Undergraduate Curriculum

Lib Ed	4 cr.	Liberal Education Core Course
MAT	4 cr.	Quantitative Literacy Proficiency

SOPHOMORE YEAR

Fall		
SOC 200 level	4 cr.	200 level Sociology elective
Lib Ed or SOC 316	4 cr.	Liberal Education Core Course or Social Theory (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Elective	4 cr.	Free Elective Course
Spring		
SOC 300 level	4 cr.	300 level Sociology elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
SOC 316 or SOC elective	4 cr.	Social Theory (WI) or 300 level Sociology elective
SOC 300 level	4 cr.	300 level Sociology elective
IE	4 cr.	Integrative Experience Course
Elective	4 cr.	Free Elective Course
Spring		
SOC 333	4 cr.	Research Methods in Sociology (QL)
SOC 300 level	4 cr.	300 level Sociology elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
SOC 486	4 cr.	Advanced Seminar Capstone (Capstone for Sociology) (WI)
SOC 316 or SOC elective	4 cr.	Social Theory (WI) or 300 level Sociology elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

Undergraduate Curriculum

Spring		
SOC 485	4-12 cr.	Sociology Internship
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WI: Writing Intensive; QL: Quantitative Literacy

Please note that there is also a Sociology Minor. For more information, please refer to the Undergraduate Minors portion of the catalog.

SPORT MANAGEMENT

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

Program Description/Mission:

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

Sport Management Generalist Concentration

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

Sport Studies Concentration

The Sport Studies option is an interdisciplinary concentration designed for students interested in studying sport from a broad cultural perspective, or for students

interested in pursuing career opportunities in sport-related fields. In this concentration, students take a broad range of courses in psychological, sociological, and historical aspects of sport and physical activity.

Sport Business Concentration

Sport is a multi-billion dollar industry in the United States. Industry growth has led to an increased need for well-trained professionals with a well-rounded sport business education. Students selecting the sport business concentration will have the opportunity to further enhance their general management and leadership skills with emphasis on financial management, administration, sport and environmental law, ethics, and computer applications. The sport business concentration is designed to effectively expose students to current applications related to sport business and prepare them to be successful working professionals. Students with a sport business concentration may pursue careers globally with professional sport franchises, various intercollegiate and interscholastic athletic departments, recreation departments, sport and entertainment facilities, and sporting goods retailers.

Sport Information and Media Concentration

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

Sport and Recreation Leadership Concentration

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

Sport Management Learning Outcomes

Sport Management students will:

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

Undergraduate Curriculum

facility and event

- Apply sociological theories and influences to sport context

Sport Management B.S. Progress to Completion Requirements:

- ACC 216
- ECO 201
- ESS 100, 114, 214, 218, 285, 348, 426, 428, 485, 487, 488
- SOC 303
- Sport Management Elective Courses; choose 10 credits from the following (4 credits must be designated as ESS):
 - Sport Studies Concentration: ESS 207, 213, 309, 322, 345; PSY 303; SOC 304
 - Sport Business Concentration: BUS 204, 231, 323, 329, 340, 354, 366, 407, 415; ESS 312, 319, 345; GD 125
 - Sport Information and Media Concentration: BUS 231, 354, 407; COM 204, 228, 303, 337; ESS 309, 322, 345; GD 125; WRT 216
 - Sport and Recreation Leadership Concentration: BUS 204, 231, 336, 340, 407, 421; CHI 101, 105, 322; ESS 204, 211, 309, 312, 329, 345; ENV 321, 325, 362; GD 125; PSY 303
 - Sport Management Generalist Concentration: Any courses from the above lists

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

Suggested Registration Sequence: B.S. Sport Management

FIRST YEAR

Fall		
FYE 101	4 cr.	First Year Experience
WRT 101	4 cr.	Introduction to Academic Writing
ESS 114	4 cr.	Introduction to Sport Management
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ESS 100	4 cr.	Personal Health and Wellness
MAT	4 cr.	Quantitative Literacy Proficiency
Elective	4 cr.	Sport Management Concentration course or Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

SOPHOMORE YEAR

Fall		
ESS 214	4 cr.	Facility Planning and Event Management

Undergraduate Curriculum

ECO 201 or ACC 216	4 cr.	Principles of Economics or Financial Accounting I (QL)
SM Concentration	4 cr.	Sport Management Concentration Option
Lib Ed	4 cr.	Liberal Education Core Course
Spring		
ACC 216 or ECO 201	4 cr.	Financial Accounting I (QL) or Principles of Economics
ESS 218	4 cr.	Ethics, Leadership, and Governance in Sport (WI)
Lib Ed	4 cr.	Liberal Education Core Course
Lib Ed	4 cr.	Liberal Education Core Course

JUNIOR YEAR

Fall		
SOC 303	4 cr.	Sociological Aspects of Sport
Elective	4 cr.	Free Elective Course
ESS 285	3-4 cr.	Internship in Exercise and Sport Sciences
IE	4 cr.	Integrative Experience Course
Spring		
ESS 348	4 cr.	Sport Marketing and Sales
Elective	4 cr.	Sport Management Concentration Option
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI: Writing Intensive; QL: Quantitative Literacy

UNDERGRADUATE MINORS

ACCOUNTING + FINANCE MINOR

The minor in Accounting + Finance provides students with a quantitative understanding of businesses in both the for-profit and not-for-profit environment. Students in the minor study financial accounting, financial analysis, and corporate finance, which provide a strong foundation for advanced study in additional accounting or finance courses of their choosing based on their career aspirations. The minor is designed to allow students to choose among Accounting, Business Administration, and Sport Management financial electives. The Accounting + Finance minor is designed for non-Business and Business Administration majors.

Requirements:

The minor in Accounting + Finance consists of 20 credits. In addition to the core credits, students must elect eight credits with at least four credits from the 300 or 400 level.

- ACC 216; ACC 217; BUS 318
- Choose at least eight credits from the following list of elective courses (with at least four credits from the 300 or 400 level):
 - Suggested Accounting Track: ACC 301, ACC 342, ACC 349; ACC 351; BUS 416
 - Suggested Finance Track: BUS 226; BUS 343, BUS 348; BUS 416; BUS 419; ECO 201; ESS 319; HCA 301

Other elective courses/independent courses by approval of the Dean of the School of Business and Social Sciences.

STUDIO ART MINOR

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

Requirements:

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

BIOLOGY MINOR

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

Requirements:

Twenty credits, including:

- BIO 106, 107, and 221

Eight credits at the 300 to 400 level out of 10 total credits chosen from: BIO 205, 206, 223, 304, 314, 317, 318, 319, 321, 322, 323, 325, 331, 332, 406, 407; ENV 100, 319, 334, 362, 363, 364, 366; ESS 324, 326; PBH 330; PSY 216

BUSINESS ADMINISTRATION MINOR

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

Requirements:

- ACC 216; BUS 204, 231
- Eight 300 or 400 level credits from any ACC or BUS courses; other allowed elective courses are ESS 319, 348; HCA 301, 305, 310

CHEMISTRY MINOR

The minor in Chemistry allows students to use this option to pursue laboratory research, education, or augment their transcript for application to graduate study.

Requirements:

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

- CHE 101, 102, 307, 308
- BIO 304 or ENV 330

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

CHILD DEVELOPMENT MINOR

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

Requirements:

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

Undergraduate Curriculum

CHILD PSYCHOLOGY MINOR

The Child Psychology minor is for non-psychology majors and allows students to study this specific sub-discipline in psychology. The primary goal of this minor is to deepen students' understanding of children and adolescents, and to facilitate work in areas with children and families. Students outside of the psychology major may take this minor. The minor in Child Psychology will consist of 20 credits of psychology/child development courses.

Requirements:

- PSY 101
- CHI 101
- PSY 321 or PSY 322
- PSY 371
- One CHI 300-400 level Child Development elective

CONTEMPORARY MARKETING MINOR

The minor in Contemporary Marketing prepares students from a variety of majors for work in industry that may include, but is not limited to, advertising, design, digital and social media, marketing, market research, public relations, and sales. Through real world applications and examples of traditional marketing functions and the evolving digital marketing environment, students will gain core knowledge and skills in marketing with emphasis in their area of discipline. From growing their own business or freelancing to pursuing a career with a for profit company or not for profit organization, students who graduate with a minor in Contemporary Marketing will be equipped to demonstrate creativity, sound judgment, and successful business principles when reaching their customers.

Requirements:

The minor in Contemporary Marketing consists of 20 credits. In addition to the core credits, students must elect eight credits, with at least four credits from the 300 or 400 level.

- BUS 231; BUS 339; BUS 415 or BUS 407
- Choose at least eight credits from the following list of elective courses, four of which must be at the 300 or 400 level: ART 110 or any 200-level ART course; BUS 336, 338, 344, 347, 354; BUS 407 if not taken as core credits; BUS 415 if not taken as core credits; COM 220; ESS 214, 348; GD 125; HCA 305

COUNSELING AND SUBSTANCE ABUSE MINOR

The Counseling and Substance Abuse minor allows students to study this specific sub-discipline in psychology. The primary goal of this minor is to deepen students' understanding of substance use disorders, to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes. Students outside of the Substance Abuse major may take this minor. The minor in Counseling and Substance Abuse consists of 20 credits of psychology courses.

Requirements:

- PSY 101, PSY 245, PSY 369

- PSY 310 or PSY 372
- PSY 3XX

EDUCATION MINOR

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

Students with an interest in teaching in public schools may be eligible to obtain education certification through a joint program with Upper Valley Educators Institute. Students who meet GPA requirements and have completed the Education Minor in addition to EDU 490 are able to gain certification, in addition to their baccalaureate degree, in as little as four years. Students interested in this program should contact their academic advisor or the college's Education coordinator for more information.

Requirements:

The Education Minor consists of 16 credits that include:

- CHI 101, 309
- EDU 201, 305
- Note: EDU 490 is also required for admittance to the Accelerated Education program for certification

ENTREPRENEURSHIP MINOR

Entrepreneurship is the mechanism by which new products, services, and organizational processes are identified, refined, and realized as a sustainable part of society. The minor provides students with the background to undertake entrepreneurial activities in both the for-profit and not-for-profit sectors. Designed so students may select specific courses that focus on the profession of their choice, the program provides an education in and experience with the techniques and methods involved in new venture development. While administratively hosted within the School of Business and Social Sciences the Entrepreneurship Minor connects entrepreneurial efforts among multiple majors at Colby-Sawyer College through a coordinated curriculum.

Requirements:

The minor in Entrepreneurship consists of 20 credits.

- BUS 115 or BUS 204, BUS 367, BUS 366
- Elective Courses: Select a minimum of 8 credits from the courses below: ACC 216, ART 110, ART 111-118, any 200 level ART course, ART 425, BUS 231, 338, 339, 341, 343, 344, 347, 407, 420; COM 204, 216; ENV 321, 325; ESS 313, 319, 348; SUS 220

Undergraduate Curriculum

ENVIRONMENTAL STUDIES MINOR

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

Requirements:

The minor consists of 20 credit hours:

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

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

GRAPHIC DESIGN MINOR

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

Requirements:

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

HEALTH CARE MANAGEMENT MINOR

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

Requirements:

- HEA 100; BUS 204; HCA 310
- Six credits chosen from the following (at least four credits must be at the 300/400 level): BUS 316, 324, 340, 352, 403, 421; HEA 105, 109, 110, 111, 112, 113, 114, 115, 116; ESS 410; HCA 301, 305; PBH 230, 232, 306, 401; PHI 305; PSY 316

HEALTH STUDIES MINOR

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

Requirements:

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

- HEA 100
- PBH 230
- BIO 108 or BIO 205 and BIO 206
- Any eight credits chosen from the following: (courses may have additional pre-requisites) ESS 321; HCA 301, 305, 310; PBH 306, 330, 332; PHI 305; PSY 316, 323, 369; SOC 304; Approved 300 to 400 level topics courses

HISTORY MINOR

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

Requirements:

The minor in History consists of 16 credit hours of history courses. HPS 100 is required. Students then choose the remaining 12 credits from any HPS or HIS course; at least eight credits must be at the 300 or 400 levels. BUS 233 American Capitalism and Labor and ESS 322 History of Sport may be used to satisfy a minor requirement.

LEGAL STUDIES MINOR

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

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

Requirements:

- The minor in Legal Studies consists of 16 credits. In addition to the core credits, at least four of the elective credits must be at the 300 to 400 level.
- PHI 210; POL 301
- Choose at least eight credits from the following list of elective courses; four of these credits must be at the 300 to 400 level: BUS 353; COM 325; ENV 306; ESS 426; PHI 213; PSY 354

POLITICAL STUDIES MINOR

The Political Studies minor explores the ways that communities allocate the power

Undergraduate Curriculum

to make decisions. The courses focus on the analysis of both national and international structures, past and present, creating a global perspective that is an excellent complement to a major program of study.

Requirements:

The Political Studies Minor requires 16 credit hours of coursework:

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

PSYCHOLOGY MINOR

The minor in Psychology allows students to study sub-disciplines in psychology. A Psychology minor can be beneficial to any students who value the basic understanding of human behavior. The minor in Psychology consists of 20 credits of psychology courses.

Requirements:

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

SOCIOLOGY MINOR

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

Requirements:

The Sociology Minor consists of 20 credits:

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

SUSTAINABILITY MINOR

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

Requirements:

- ENV 120, 218, 325
- 8 credits (at least 4 credits at 300-400 level) chosen from any of the following:
 - Economic Stability (ACC 216; BUS 115, 204, 367, 421; ECO 201)
 - Ecological Balance (BIO 107; ENV 100, 120, 201, 214, 224, 305, 306, 310, 316, 319, 321, 334, 362, 366, 412; SCI 130)

- Social Justice (BUS 233, EDU 201; ENV 306; PSY 354; SOC 101, 218, 304; WGS 111)
- Personal Well-Being (ESS 100; HEA 100; PBH 230; PSY 316, 323; SUS 250)

WOMEN'S AND GENDER STUDIES MINOR

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

Requirements:

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

- WGS 111, 211
- Eight credits from the following courses (eight credits at the 300 and 400 level): COM 243, 346, 358; ESS 309; SOC 203, 218, 319, 322; WGS 211, 250, 350, 450, and additional topics courses designated as Women's and Gender Studies courses

WRITING MINOR

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

Requirements:

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

- WRT 101, 201
- Electives: COM 303, 312, 326; WRT 250, 301, 302, 304, 311, 330, 335, 350

CERTIFICATE PROGRAM

COACHING CERTIFICATE

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

Requirements: Total credits 16 to 17

- ESS 100
- ESS 105 (competency requirement, CPR certification must be valid for graduation)
- ESS 206 or ESS 324
- ESS 328
- Students must take four credits from the following elective list: ESS 204, 211, 218, 318, 326, 329; PSY 303

UNDERGRADUATE COURSE DESCRIPTIONS

DEFINITIONS OF COURSES

(WI) writing intensive course

(QL) Quantitative Literacy that is not coded MAT

Course Delivery Methods

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

- **Traditional Course:** A course that meets weekly on campus. Dates, times and locations are scheduled and published on standard registration documents.
- **Online Course:** A course with between 80% and 100% of content and interaction delivered online through Moodle. Unless published on standard registration documents, there are no real time or face to face meetings. Students participate in weekly online discussions and complete weekly assignments. Students should plan on committing about ten hours per week for a 4 credit course
 - 8 week online courses (sessions 201 and 202 may only be taken by students seeking a 100% online degree.
 - Full term online courses (Session 011) may be taken by all students. We do not recommend that first year students take online classes.
 - Only one full term online course may be taken each term.
- **Hybrid Course:** A course with 30% to 79% of content and interaction delivered online through Moodle. Hybrid courses use online discussions. All real time, face to face meetings, dates, times, and locations are scheduled and published on standard registration documents.

Special Arrangement Course

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

By Arrangement Course

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

Independent Study

Qualified students may develop independent study courses in areas not ordinarily offered at the college. These courses are numbered 295, 395, and 495 and carry the coding of the specific program. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and

Undergraduate Curriculum

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

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

Research Assistantships

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

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

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

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

The following policies govern assistantships:

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

Teaching Assistantships

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

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

The following policies govern assistantships:

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

Topics Courses

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

Variable Credit Courses

These courses can be taken for between one and four credits. Refer to the catalog to see which courses are available for variable credit. Variable credit courses registration forms must be submitted to the registrar's office via an electronic permission form found on [myRegistrar](#).

Undergraduate Curriculum

ACCOUNTING

ACC 216 Financial Accounting I

Credits: 4

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

ACC 217 Financial Analysis and Reporting

Credits: 4

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

ACC 301 Intermediate Accounting I

Credits: 4

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

ACC 342 Taxation

Credits: 4

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

ACC 349 Auditing and Financial Fraud

Credits: 4

This course covers concepts, practices, and procedures of auditing and compliance at various types of institutions. Company requirements of internal audit, external audit, and compliance, including the Sarbanes-Oxley Act requirements, are studied from a management perspective. Guest speakers are used to illustrate the public and managerial accounting perspectives. Prerequisite: ACC 217 Offered fall of even-numbered years

ACC 351 Business Lab Assistant

Credits: 2

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

ART HISTORY

ARH 203 Art History Survey

Credits: 4

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

Offered fall

Liberal Education Core or Exploration Area: History

ARH 321 History of Photography

Credits: 4

The course surveys photography from the early 19th century to the present.

Structured around five time periods, the course focuses on several specific photographers, images, and styles. It also examines parallel historical

developments, and their influence on photography. Prerequisite: Completion of 3

Exploration or Core Liberal Education Areas Offered fall of odd-numbered years

Integrative Studies Course

ARH 336 History of Modern to Contemporary Art

Credits: 4

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

Prerequisite: ARH 203

Offered spring of even-numbered years

ARH 340 History of East Asian Art and Culture

Credits: 4

This course examines 4 major artistic traditions in East Asia: Indian, Chinese, Korean and Japanese. Painting, architecture, sculpture and the decorative arts are examined and interpreted within a chronological, cultural and contextual framework.

Attention to the influence of politics, religion, nature, and philosophy on

the major art forms is central to the course. Prerequisite: Completion of three

Exploration or Core Liberal Education Areas

Offered spring of odd-numbered years

Integrative Studies Course

ARH 380 History of Graphic Design

Credits: 4

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.

Prerequisite: ARH 203

Offered fall of even-numbered years

Undergraduate Curriculum

STUDIO ART

ART 100 Introduction to Visual Art

Credits: 4

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

Offered summer online

Liberal Education Core or Exploration Area: Arts

ART 110 Drawing Foundations

Credits: 4

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

Offered fall and spring

Liberal Education Core or Exploration Area: Arts

ART 111-118 Exhibition Foundations

Credits: 1

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

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

Offered fall and spring

ART 210 Drawing II

Credits: 4

This course emphasizes the conceptual processes of idea development. Students' perceptual and technical skills are advanced, with focus on drawing the human figure from life. Several approaches to life-drawing are used, including the study of anatomy, the analytical approach to drawing, and the more gestured and intuitive approaches. Materials investigation continues to be a part of each assignment group. (QL) Prerequisite: ART 110

Offered fall and spring

ART 230 Painting I

Credits: 4

Through studio practice, this course introduces students to painting and the basic elements of design and composition. Paint and related media become tools for self-

expression. Students develop skills of critical observation and methods of visual organization; internalizing their understanding of the history and concepts of painting. Students learn how to prepare a surface for painting, explore multiple techniques and strategies for creating and executing work, and engage in critical analysis through critiques. Students complete several paintings and learn how to prepare them for exhibition. (QL) Offered fall and spring
Liberal Education Core or Exploration Area: Arts

ART 234 Watercolor I

Credits: 4

This course offers students an introduction to the materials, basic techniques, and expressive potential of the watercolor medium. It emphasizes the unique attributes of watercolor, including transparency, fluidity, brilliance and spontaneity. Students are expected to integrate these qualities into their own style of visual expression, which they develop through practical exercises and tests, risk-taking, class critiques and a final portfolio. (QL) Offered fall and spring
Liberal Education Core or Exploration Area: Arts

ART 240 Printmaking I

Credits: 4

This course introduces three basic printmaking areas: relief, intaglio and monotype. It emphasizes the student's development of ideas and imagery, and the understanding, vocabulary and use of the printmaking processes. Students view contemporary and Old Master prints and learn the proper manner of caring for and presenting original prints for exhibition. (QL) Offered fall and spring
Liberal Education Core or Exploration Area: Arts

ART 245 Sculpture I

Credits: 4

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

ART 260 Photography I

Credits: 4

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

Undergraduate Curriculum

ART 270 Ceramics I

Credits: 4

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

Offered fall and spring

Liberal Education Core or Exploration Area: Arts

ART 285 Art Internship

Credits: 1-4

This introductory elective art internship is designed to provide BA and BFA Studio Art majors with exploratory, on-site art and design related work experiences and opportunities in related businesses or nonprofit organizations. A studio art or graphic design faculty member serves as the student's internship sponsor. An internship contract must be submitted to the Harrington Center, and study plans must be submitted to an art faculty advisor of choice for approval prior to the beginning of the internship. Graded Pass/Fail.

Offered fall, spring, and summer

ART 310 Drawing III

Credits: 4

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

Offered fall and spring

ART 311 Drawing IV

Credits: 4

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

Offered fall and spring

ART 330 Painting II

Credits: 4

At this level, students begin to use painting as a more personal, creative means of expression. Beginning level skills are developed toward greater technical proficiency and personal visual formulation. Students examine historical and theoretical trends and contemporary methodologies and strive to apply them to their work. Prerequisites: ART 110, 125 or 133, and 230

Offered fall and spring

ART 331 Painting III

Credits: 4

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

Offered fall and spring

ART 334 Watercolor II

Credits: 4

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

Offered fall and spring

ART 340 Printmaking II

Credits: 4

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

Offered fall or spring

ART 341 Printmaking III

Credits: 4

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

Prerequisite: ART 340

Offered fall or spring

ART 345 Sculpture II

Credits: 4

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

Offered fall and spring

ART 346 Sculpture III

Credits: 4

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

Offered fall and spring

Undergraduate Curriculum

ART 360 Photography II

Credits: 4

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

Offered fall and spring

ART 361 Photography III

Credits: 4

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

Prerequisite: ART 360

Offered fall and spring

ART 370 Ceramics II

Credits: 4

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

Offered fall and spring

ART 371 Ceramics III

Credits: 4

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

Offered fall and spring

ART 410 Drawing V

Credits: 4

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

Prerequisite: ART 311

Offered fall and spring

ART 411 Drawing VI

Credits: 4

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

Offered fall and spring

ART 425 Professional Practices and Portfolio

Credits: 3

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

Prerequisites: Studio Art or Graphic Design major; senior standing Offered fall

ART 426 Gallery and Portfolio Presentation

Credits: 1

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

Offered spring

ART 430 Painting IV

Credits: 4

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

Prerequisites: ART 331 Offered fall and spring

ART 431 Painting V

Credits: 4

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

Offered fall and spring

ART 434 Watercolor III

Credits: 4

At this level students are expected to work with considerable independence, demonstrating technical proficiency, craftsmanship, and understanding of art theory. Students are expected to produce distinctive, personal work that demonstrates a high degree of finish, aesthetic sophistication, and honesty. Prerequisites: ART 334

Offered fall and spring

ART 440 Printmaking IV

Credits: 4

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

341

Offered fall or spring

Undergraduate Curriculum

ART 441 Printmaking V

Credits: 4

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

Offered fall or spring

ART 445 Sculpture IV

Credits: 4

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

Offered fall and spring

ART 446 Sculpture V

Credits: 4

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

Prerequisite: ART 445

Offered fall and spring

ART 460 Photography IV

Credits: 4

Students in this course explore image-making options in photography. Emphasis falls on producing consistently high quality photographs while developing a single artistically cohesive body of work. Each student produces a professional level portfolio. A manually adjustable, interchangeable lens digital camera is required (a digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended). Prerequisite: ART 361

Offered fall and spring

ART 461 Photography V

Credits: 4

Students in this course further explore image-making options in photography. Emphasis falls on producing consistently high quality photographs while developing a single artistically cohesive body of work. Each student produces a professional-level portfolio. A manually adjustable, interchangeable lens digital camera is required (a digital single lens reflex camera [DSLR] with a normal [non-wide/non-telephoto] prime [non-zoom] lens is strongly recommended). Prerequisite: ART 460

Offered fall and spring

ART 470 Ceramics IV

Credits: 4

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

ART 471 Ceramics V

Credits: 4

Building on the knowledge gained in ART 470, the studio work in a major series of wheel-built and/or hand-built forms occupies students for at least half of the term. Students gain further experience in firing electric, gas, salt, and Raku kilns. Benefiting from frequent critique sessions and visits to museums and practicing potters, students foster a more critical, mature view of their work. Emphasis is on consistently producing work of individual creativity and high quality. Prerequisite: ART 470 Offered fall and spring

ART 485 Art Internship

Credits: 1-4

An advanced internship is required for all students in the Studio Art major. This requirement will provide art students with experiences in art related businesses and nonprofits organizations. Art majors may arrange internships with correlative art or design businesses, art centers, design firms, artist and artisan studios. An art faculty member serves as the student's faculty sponsor. Internships are arranged through the Harrington Center with approval and evaluation by the faculty sponsor and the Harrington Center. Specific information is available from the Harrington Center. Graded pass/fail. Prerequisites: Pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Arts and Sciences.

Offered fall, spring and summer

BIOLOGY

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

Credits: 4

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

Liberal Education Core or Exploration Area: Science

BIO 107 Introduction to Ecology (+lab)

Credits: 4

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

Offered fall and spring

Liberal Education Core or Exploration Area: Science

Undergraduate Curriculum

BIO 108 Human Biology (+lab)

Credits: 4

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

Offered fall

Liberal Education Core or Exploration Area: Science

BIO 121 Basic Microbiology (+lab)

Credits: 4

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

Offered fall and spring (*fall registration available only to students majoring in nursing*)

Liberal Education Core or Exploration Area: Science

BIO 205 Human Anatomy and Physiology I (+lab)

Credits: 4

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

Offered fall and spring

BIO 206 Human Anatomy and Physiology II (+lab)

Credits: 4

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

Prerequisite: BIO 205

Offered fall and spring

Liberal Education Core or Exploration Area: Science

BIO 221 Evolution

Credits: 2

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

Offered fall

BIO 223 Genetics (+lab)

Credits: 4

Both classical and modern topics are covered as students learn about the nature of the gene, gene action and its control, transmission of inherited characteristics, and

behavior of genes in populations. The course also focuses on recent developments in genetic research and technology. A \$50 lab fee is charged. Prerequisite: BIO 106
Offered spring

BIO 240 Biomedical Research I

Credits: 4

This course involves students in biomedical research under the supervision of faculty. Teams of students will work on their own research projects. In addition to lab work, students will learn the biological concepts underlying their projects, conduct literature reviews, discuss current literature, collaborate with appropriate colleagues, and present their research at a state-wide or regional scientific conference. Prerequisite: BIO 106
Offered summer

BIO 285 Biology Internship

Credits: 1-4

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

BIO 304 Biochemistry (+lab)

Credits: 4

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta oxidation, fatty acid biosynthesis, and the urea cycle. Standard laboratory techniques of the biochemist are introduced. A \$50 lab fee is charged. Prerequisite: CHE 307 or permission of instructor
Offered fall

BIO 314 Animal Behavior (+lab)

Credits: 4

Students study what animals do, how they do it, and why. Behavior is thought of as an adaptation that has evolved through natural selection. Topics include feeding behavior, habitat selection, sexual selection, mating systems, parental care, orientation, communication and social organization. Students observe animals and conduct experiments during lab exercises and field trips. A \$50 lab fee is charged. Prerequisite: BIO 107
Offered spring of even-numbered years

BIO 317 Aquatic Ecology

Credits: 4

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

Undergraduate Curriculum

BIO 318 Terrestrial Ecology

Credits: 4

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

Offered fall of odd-numbered years

BIO 319 Virology

Credits: 2

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

Offered spring of even-numbered years

BIO 321 Cell Biology (+lab)

Credits: 4

This course includes considerations of microscopy, organization, replication, and expression of genetic material, membrane structure and physiology, organelle structure and function, cell-cell interactions, cytoskeletal organization and function, and cell mobility. Laboratory focuses on cell manipulation and culturing, protein expression and analyses. A \$50 lab fee is charged. Prerequisite: BIO 106

Offered spring of odd-numbered years

BIO 322 Immunology

Credits: 2

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

Offered fall of even-numbered years

BIO 323 Advanced Microbiology (+lab)

Credits: 4

This course will deal with the history of microbiology, classification, identification and understanding of the biology of microorganisms. This will include colonization and growth, microbial metabolism, biosynthesis, nutrition, and molecular genetics. The structure and function of viruses and history of microbiology will also be covered. Special emphasis will be placed on the role of microorganisms in disease states from the standpoints of host-parasite relationships, immunology and epidemiology. Laboratory sessions will be geared toward a practical understanding of the culture, isolation and microscopic identification of unknown microorganisms. A \$50 lab fee is charged. Prerequisites: BIO 106

Offered spring of even-numbered years

BIO 325 Animal Physiology

Credits: 2

In this course students examine the physiology of animal species, and address essential anatomy and basic principles that underlie physiological processes.

Students explore tissues, organs and organ systems of animals, with an emphasis on structure/function relationships. Physiological adaptations across animal species and species diversity are also included in class discussions. Prerequisite: BIO 106
Offered fall of odd-numbered years

BIO 331 Toxicology

Credits: 2

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

BIO 332 Concepts in Pharmacology

Credits: 2

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

BIO 340 Biomedical Research II

Credits: 4

This course involves students in biomedical research under the supervision of faculty. Teams of students will work on their own research projects. In addition to lab work, students will learn the biological concepts underlying their projects, conduct literature reviews, discuss current literature, collaborate with appropriate colleagues, and present their research at a state-wide or regional scientific conference. Prerequisite: BIO 106
Offered summer

BIO 351 Research Design

Credits: 1

This course is the first of three comprising the senior research requirement. A student works closely with a faculty member to identify a topic for senior research, perform the literature search, determine the approaches and procedures to be employed, compile a list of necessary supplies, and develop a timetable for the project. (WI) Prerequisites: BIO 221, 223
Offered spring

BIO 406 Biology of Development (+lab)

Credits: 4

Control of development in all stages of the life cycles of animals and plants is discussed. Laboratory work includes experiments with both animal and plant systems. Topics include fertilization, morphogenic movements, control of cell division, cell differentiation, and cell death in the normal development of organisms. A \$50 lab fee is charged. Prerequisite: BIO 106
Offered spring of even-numbered years

BIO 407 Conservation Biology

Credits: 4

This course investigates the scientific basis behind topics in the field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on

Undergraduate Curriculum

the ecological basis of the problem and the application of the science to finding practical approaches to enhance conservation efforts. Discussions of case studies and research help students gain a global perspective of conservation biology.

Prerequisite: BIO 107

Offered spring of odd-numbered years

BIO 440 Biomedical Research III

Credits: 4

This course involves students in biomedical research under the supervision of faculty. Teams of students will work on their own research projects. In addition to lab work, students will learn the biological concepts underlying their projects, conduct literature reviews, discuss current literature, collaborate with appropriate colleagues, and present their research at a state-wide or regional scientific conference. Prerequisite: BIO 106

Offered summer

BIO 485 Biology Internship

Credits: 1–3

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

Offered fall, spring, and summer

BIO 486 Senior Research I

Credits: 2

Seniors continue their research project. Each student works independently under the supervision of a faculty member to implement the project conceived during BIO 351. A faculty member meets weekly with all seniors to coordinate the projects. Students are expected to collect a substantial body of data. A \$50 lab fee is charged.

Prerequisite: BIO 351

Offered fall

BIO 487 Senior Research II (Capstone)

Credits: 1

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

Offered spring

BUSINESS ADMINISTRATION

BUS 101 First Year Business Seminar

Credits: 2

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

Offered fall

BUS 115 Essentials of Business

Credits: 4

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

Offered fall

Liberal Education Core or Exploration Area: Social Sciences

BUS 204 Management Principles

Credits: 4

This course is designed for both business and non-business majors to develop management skills such as decision making, motivating, communicating, team building, conflict management and empowering others. Students are encouraged to view management quite broadly as it applies to their own social, family, work, and school lives. The focus is on managing as an individual, within groups, and as the member of some form of organization – including those in which students will pursue their career aspirations – no matter the discipline. Students are engaged in hands-on exercises, case studies and group assignments. This course will begin the preparation for future management or self-employed roles. It is also useful for anyone who will enter the workforce and face the challenges inherent in managing oneself and working with others effectively. (WI) Prerequisite: WRT 101 or eligible AP credit.

Offered fall and spring

BUS 219 Introduction to Investing

Credits: 2

This course provides an introduction to the stock market. Students will study various investment concepts, terminology, mechanics, and analysis common to the stock market. Emphasis will be placed on a stock's underlying financial data. This course is designed for non-business majors as it assumes that this is a new topic for students. Students who have taken BUS416 are not eligible to take this course.

Prerequisites: Successful completion of math proficiency. (QL) Sophomore standing or above.

Offered fall

BUS 220 Business Statistics

Credits: 4

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

Offered fall and spring

BUS 226 Introduction to Personal Finance

Credits: 2

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

Offered fall

Undergraduate Curriculum

BUS 231 Marketing Principles

Credits: 4

This course is designed to help students develop an understanding of the basic elements of marketing. There are four major components of the course: marketing principles, a marketing computer simulation, a marketing plan project, and an advertising project. Students survey the fundamentals of marketing, including planning, pricing, promoting, and distributing goods and services. Students study market environments and marketing information systems, and analyze consumer and industrial markets.

Offered fall and spring

BUS 233 American Capitalism and Labor

Credits: 4

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

Offered fall of odd-numbered years

Liberal Education Core or Exploration Area: History

BUS 285 Business Internship

Credits: 1-4

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

Offered fall, spring and summer

BUS 301 Junior Seminar

Credits: 1

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

Offered fall

BUS 312 Business Computing

Credits: 4

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

Prerequisite: BUS 220

Offered fall and spring

BUS 316 Human Resource Management

Credits: 4

This course is designed to examine the role of human resources in contemporary organizations. Subject matter includes the following critical components of a human

resources department: recruitment and staffing; training and development; compensation and benefits; workplace safety; employee and labor relations; and leadership development. Prerequisites: BUS 204, PSY 101 or permission of the instructor Offered fall

BUS 318 Corporate Finance

Credits: 4

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

BUS 323 International Management

Credits: 4

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

BUS 324 Labor Relations and Negotiations

Credits: 2

This course explores the dynamic relationship between employers, organized labor and the various levels of government. Some of the more contemporary developments in American and global labor relations are discussed. This course also develops negotiating skills in labor negotiations by means of role playing and case studies. Prerequisites: BUS 204; BUS 316 is helpful Offered spring of even-numbered years

BUS 336 Hospitality, Retail and Service Management

Credits: 4

This course studies the service industry – a growth sector in the United States for many years as manufacturing has declined. The focus is on service management (industry trends, managing people, customer service, marketing, operations, and financial issues) and on the hospitality and event management areas, as well as managing in a retail setting. Prerequisites: BUS 204, 231 Offered fall of odd-numbered years

BUS 338 Project Management

Credits: 2

Project Management is the discipline of planning, organizing, finding and managing resources in order to attain desired objectives. Project Management is generally in operations, but may be utilized in any function of the organization. It is a blended role though; one that necessarily requires knowledge in operations, finance, marketing, and interpersonal skills and leadership. Prerequisites: ACC 216; BUS 204, 231 and junior standing or above. Offered spring of even-numbered years

BUS 339 Sales and Strategic Marketing

Credits: 4

The class builds upon the basic concepts learned in the marketing course and places emphasis on the strategic sales and marketing decisions that managers and entrepreneurs must make each and every day. The course helps clarify the

Undergraduate Curriculum

interrelationship of corporate, business-level, and marketing and sales strategies for organizations. It also provides tools and processes to help decision makers identify weaknesses, leverage strengths and address external opportunities and threats.

Prerequisites: BUS 231

Offered fall

BUS 340 Conflict Management, Arbitration and Mediation **Credits: 4**

We will investigate the theory of conflict in a variety of venues, but particularly in business settings. Using lecture, discussions, research, case studies, role playing, and an interactive web site, we will review theoretical and applied issues in causes of conflict, prevention, use in problem solving, and creativity. We will look at constructive conflict, escalation practices, justice, and peacekeeping. We will examine types of Alternative Dispute Resolution commonly used in legal, political and business environments. Prerequisites: BUS 115 or 204

Offered fall of even-numbered years

BUS 343 Real Estate **Credits: 2**

This course covers the basics of real estate and introduces students to real estate terminology. It discusses types of real estate, relevant legal issues involved in owning real estate, and real estate contracts. The course also explains the advantages of owning real estate as well as the requirements to be licensed to sell real estate. Prerequisites: Any math proficiency

Offered spring of even-numbered years

BUS 347 Event Management **Credits: 2**

The principles of event management are explored and then applied through the analysis of case studies and projects. The types of events considered in this course include entertainment events, corporate events, and conventions. Students explore the success factors of event management. The course looks at the entire planning process from defining the objectives, developing a plan and budget, arranging resources, promoting the event and implementation. Prerequisites: ACC 216, BUS 204, 231

Offered spring of even-numbered years

BUS 352 Effective Performance Management **Credits: 4**

This course examines every facet of performance management, including its definition, purpose, benefits, and application in most organizations. The potential costs – both direct and indirect – of performance management, particularly when it is planned and implemented poorly, will also be studied, as will evaluation tools and resulting developmental intervention. Students will learn how to create and implement a successful program in performance assessment and improvement. Students will evaluate and create effective performance appraisal processes, measurement criteria, instruments, and systems. Students will discover methods to train those who must give the evaluations, and assess the results of the appraisal program itself. Feedback, coaching, mentoring, motivation, effective job description and job design will all play a part in the study of performance. Prerequisites: BUS 115, or BUS 204, or PSY 101

Offered spring of odd years

BUS 353 Business Ethics and Law **Credits: 4**

This course prepares students for professional work that requires an understanding of ethical and legal requirements within the organization, and the impact of those

requirements on the community and global reach in which it operates. This course will focus on appropriate acceptable ethical practices and conduct. The complexities of business law will be examined in total, with more focused examination of various kinds of law, that govern business organizations. Topics of study include ethics and law in terms of environmental, global, and employee rights, and the legal and political issues which impact both strategic management and decision making.

Prerequisites: BUS 115 or BUS 204 or BUS 215 or any POL course Offered spring

BUS 354 Marketing Communications

Credits: 4

This course explores the planning activities for integrated marketing communication functions such as social media marketing, direct marketing, advertising, sales promotion, personal selling and public relations. Case studies and projects will focus on how to develop effective communications for a marketing campaign.

Additional focus will be on the area of public relations, which is used to communicate about the company and its products to customers, shareholders and the public at large. Prerequisites: BUS 231. Offered fall of odd number years.

BUS 366 Be Your Own Boss

Credits: 4

This hands-on course guides students through the process of starting a business. The course will show students in every major how and where to get the necessary licenses and insurance, build a webpage and social media presence, reach customers, receive payments, and hire the first employee. Students will work individually or in teams to take a business idea from concept to launch. Example start-ups include personal trainer or coach, traveling nurse, artist, journalist, studio/store/restaurant owner, environmental non-profit, real estate and property management, web content creator, childcare facility owner, and graphic designer.

Prerequisites: Junior standing, MAT proficiency; plus completion of three Exploration or Core Liberal Education Areas Offered fall
Integrative Studies Course

BUS 367 Entrepreneurship

Credits: 4

The course covers the theory, concepts, research, and practice of starting and running a small business. Students will identify a real opportunity, then build a business plan, marketing plan, organizational plan and a financial plan to exploit the opportunity. This process will challenge students to think about protecting ideas, growing the business, securing capital, and exiting the business. The course is designed in such a way as to create an atmosphere of collective learning.

Prerequisites: BUS 115 or BUS 204; and junior standing or above Offered spring

BUS 401 Senior Seminar

Credits: 1

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

Undergraduate Curriculum

BUS 403 Organizational Behavior

Credits: 4

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

Prerequisites: BUS 204 or PSY 101, junior standing or above

Offered fall

BUS 407 Advertising and Social Media

Credits: 4

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

Offered fall of even-numbered years

BUS 415 Consumer Behavior and Market Research

Credits: 4

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

Offered spring

BUS 416 Investment Management

Credits: 4

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

Offered spring

BUS 419 Financial Markets and Institutions

Credits: 4

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

Offered every other year

BUS 420 Start-up Business Launch

Credits: 2

This course involves one-on-one coaching and mentoring for new business start-ups in any discipline. Start-up businesses can be full-time businesses, part-time side projects, or anywhere in between. Prerequisites: BUS 366 or BUS 367

Offered spring and summer

BUS 421 Leadership, Power and Politics

Credits: 4

This class is both a traditional leadership management class and an untraditional class that looks at the theories and practice of leadership in light of power and politics. Leaders need power; yet leaders often abuse their power. This course looks at both internal and external politics. This course moves beyond traditional leadership theory to look at the application of those theories in the real-world in which business operates. Prerequisites: BUS 204, any HIS course

Offered fall of odd-numbered years

BUS 425 Quantitative Management

Credits: 4

This course covers data-driven theory and practice in management science and operations. Quantitative management theory has a direct impact on the profitability and competitiveness of an organization. This course couples mathematics with the concepts and applications of motivation theory, productivity, and work management. Model formulation lies at the heart of quantitative management methodologies.

Consequently, the course emphasizes the art of model formulation, the role of a model, and the analysis of model results. Prerequisites: ACC 216, BUS 204, 220, 231 or 348, BUS 312 and at least junior standing

Offered fall

BUS 460 Strategic Management

Credits: 4

In this integrative capstone, students bring together learning from all liberal arts and business courses. This includes integrating the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates a computer simulation. The experience culminates in a professional presentation by each group, open to the Colby-Sawyer campus and community. This course must be completed at Colby-Sawyer College. Prerequisites: BUS 318, 403, 425, ECO 201, and senior standing

Offered spring

BUS 485 Business Administration Internship

Credits: 5

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

Offered spring, summer and fall

CHEMISTRY

CHE 101 Principles of Chemistry I (+lab)

Credits: 4

Topics covered in this course include basic properties of matter, stoichiometry, the interactions of light and matter, an introduction to quantum theory, the electronic structure of the atom, chemical periodicity, thermochemistry, bonding theories, and the properties of gases. The laboratory exercises introduce students to various quantitative methods of analysis, including gravimetric analysis, titrations and visible spectroscopy. A \$50 lab fee is charged. (QL) Prerequisite: Successful

Undergraduate Curriculum

completion (B- or better) of two years of high school algebra or MAT 206

Offered fall

Liberal Education Core or Exploration Area: Science

CHE 102 Principles of Chemistry II (+lab)

Credits: 4

This course builds upon the principles developed in CHE 101. Topics include properties of liquids, solids and solutions; kinetics; chemical equilibria; acid/base chemistry; solubility equilibria; electrochemistry; thermodynamics; and an introduction to organic chemistry. The laboratory provides additional experience with instrumental and non-instrumental methods of analysis, synthesis and purification, and solution equilibria. (QL) A \$50 lab fee is charged. Prerequisite: CHE 101

Offered spring

CHE 307 Organic Chemistry I (+lab)

Credits: 4

Topics covered in the first semester of organic chemistry include the structure of organic compounds, organic nomenclature, stereochemistry, and an introduction to organic reaction mechanisms, including radical halogenation, nucleophilic substitution and elimination. Laboratory work emphasizes the mastery of basic techniques of organic chemistry, including recrystallization, extraction, distillation, and the determination of physical properties. A \$50 lab fee is charged. (QL)

Prerequisite: CHE 102

Offered fall

CHE 308 Organic Chemistry II (+lab)

Credits: 4

The study of organic chemistry continues, using a mechanistic and synthetic approach to functional group chemistry. Organic spectroscopy is emphasized. The behavior of alcohols, ethers, aldehydes and ketones, and carboxylic acids and their derivatives are examined in greater detail. The course concludes with an introduction to important classes of biomolecules, including lipids, carbohydrates and proteins. Laboratory work emphasizes synthetic organic chemistry and qualitative organic analysis. (QL) A \$50 lab fee is charged. Prerequisite: CHE 307

Offered spring

CHILD DEVELOPMENT

CHI 101 Child Growth and Development

Credits: 4

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

Offered fall

Liberal Education Core or Exploration Area: Social Science

CHI 104 Cultural Context of Child Development

Credits: 4

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

Offered spring of even-numbered years

CHI 105 Health, Safety and Nutrition for Children

Credits: 2

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

Offered Fall

CHI 201 Infant and Toddler Development

Credits: 4

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

Offered spring

CHI 206 Family and Community Collaboration

Credits: 4

This course provides an introduction to the research, applied, and ethical aspects of working with children and families from diverse backgrounds. Students will apply several theoretical frameworks to explore the nested and multi-layered interactions between the child, family, community and society and policies and services available to them. (WI) Prerequisite: CHI 101

Offered fall

CHI 207 Developmentally Appropriate Practices

Credits: 2

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

Offered spring

CHI 212 Children, Families and the Media

Credits: 4

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

Offered spring of even-numbered years

CHI 285 Child Development Internship

Credits: 1–4

Students enroll in this internship to gain additional experience working with children. Students identify a site of interest in collaboration with a child development faculty member and develop learning goals and assignments. Various placement sites are possible and depend on student interest; these include, but are not limited to, child-care centers, hospitals, schools, social service agencies and special education programs. Graded Pass/Fail. Prerequisites: CHI 101, pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Business and Social Sciences

Offered fall spring and summer

Undergraduate Curriculum

CHI 309 Exceptional Students

Credits: 4

This course addresses issues of exceptionality in children, including both developmental disabilities and giftedness. The focus is on those issues that affect children's success in school, effective services and ways to adapt the environment to maximize learning. High incidence disabilities, such as learning disabilities, autism spectrum disorders, intellectual and developmental disabilities, emotional and behavioral disorders and communication disorders are emphasized. Student, teacher, parent and administrative involvement are examined. Prerequisites: CHI 101

Offered spring

CHI 314 Language and Creative Arts

Credits: 4

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

Offered fall

CHI 318 Research Methods for Child Development

Credits: 4

This course prepares students to understand and apply empirical research. Students will learn about a variety of methods used to study development, gain knowledge of research design, and utilize basic statistical techniques to analyze data. (QL)

Offered fall

CHI 321 Advanced Early and Middle Childhood Development

Credits: 4

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

Offered spring

CHI 322 Play, Leisure and Well Being

Credits: 4

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

Offered fall of odd-numbered years

CHI 323 Early Intervention

Credits: 4

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

Offered spring of odd-numbered years

CHI 325 Literacy Instructional Strategies

Credits: 4

This course introduces students to the theories and practices underlying children's literacy development. Emphasis is placed on understanding how young children,

Undergraduate Curriculum

develop reading, writing, and spelling skills. Through readings, discussions, assignments, hands-on experiences, and instructional technology students learn how to plan, implement and assess activities that support and guide children in their literacy development. Prerequisite: CHI 101 Offered fall of odd-numbered years

CHI 326 Literature through a Developmental Lens

Credits: 4

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

CHI 333 Math, Science, and Technology for Children

Credits: 4

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

CHI 485 Child Development Internship

Credits: 4–16

The internship is composed of a seminar and internship in a setting serving children and/or families. The seminar focuses on exploring evidence based practice, self-reflection, application of child development knowledge to applied settings and deepening knowledge of development in areas of focus associated with internship work. Professional development and preparation is also a focus of the class. Prerequisite: Senior standing in Child Development. Special permission from the Education Director is required to complete the CHI 485 Internship in a public school. Offered fall

CHI 488 Capstone: Child Development

Credits: 4

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

COMMUNICATION STUDIES

COM 101 Introduction to Public Speaking

Credits: 4

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

Liberal Education Core or Exploration Area: Arts

COM 204 Media Criticism

Credits: 4

This course is an introduction to the Media and Communication major. Students

Undergraduate Curriculum

learn to analyze and critique contemporary genres of media, to look critically at mass media institutions and how these institutions influence media content, and to consider what kinds of larger implications the mass media have on our lives and culture.

Offered fall and spring

Liberal Education Core or Exploration Area: Humanities

COM 216 Writing for Public Communication

Credits: 4

Please see WRT 216

COM 220 History of U.S. Mass Media

Credits: 4

This course considers the development of U.S. mass media, with particular reference to significant influences of the 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 of odd-numbered years

Liberal Education Core or Exploration Area: History

COM 228 Video Production I

Credits: 4

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

Offered fall and spring

COM 236 Documentary Film

Credits: 4

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

Offered spring of odd numbered years

Liberal Education Core or Exploration Area: Humanities

COM 240 American Film

Credits: 4

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

Offered fall of even-numbered years

Liberal Education Core or Exploration Area: Literature

COM 243 Women in Film

Credits: 4

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

Offered fall or spring as needed

COM 285 Media and Communication Internship

Credits: 1-4

This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. The student works under the supervision of both a site evaluator, who is required to submit a final evaluation of the intern's performance, and a member of the faculty. The student is required to submit a final written paper and a final oral report to the faculty member. Graded Pass/Fail. Prerequisites: pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Arts and Sciences
Offered fall, spring and summer

COM 303 Writing about Sports

Credits: 4

This is an advanced writing course in sports journalism which utilizes print, broadcast and digital formats. The components include game analysis, commentary, editorials, Op-Ed pieces, blog writing, quantitative research skills, public relations and investigative journalism. Prerequisite: ESS 114 or ESS 225 or WRT 101
Offered spring of odd-numbered years

COM 312 Writing About the Arts

Credits: 4

Writing about the Arts focuses on the features aspect of print, broadcast and digital journalism, including interest or Point of View stories, reviews, analyses and columns about the arts: works of art, artist profiles, recorded and live performances, broadcast and cable programming literature, Claymation, anime, theater, photography, internet art and blog art reviews. Prerequisite: one 200 level COM or WRT course
Offered spring of even-numbered years

COM 321 Digital Journalism

Credits: 4

COM 321 examines digital journalism which includes the development, analysis, and social implications of digital journalism including broadcasting, cable, satellite, online websites, blogs and citizen journalism. We will examine the historical, social, cultural, economic, and political influences, as well as the impact these areas have on digital journalism. Prerequisites: COM 204, 216
Offered fall or spring as needed

COM 325 Media Law and Ethics

Credits: 4

The First Amendment of the Constitution establishes freedom of speech as one of our democratic society's fundamental freedoms. This course traces the origin of this freedom and its development in American law. Students explore and identify legal issues associated with the First Amendment, including topics of libel, obscenity, privacy, and intellectual property. Students also consider a range of ethical issues present in the mass media industries and their products. Prerequisite: COM 204
Offered spring

COM 326 Investigative Journalism

Credits: 4

Investigative Journalism is a specialized form of journalism incorporating the use of information sources including federal, state and local government reports, police logs and reports, public meeting records, databases, interviewing strategies of public and official figures, private citizens, the "quilting" of various informational sources, and editing in- depth pieces of writing, whether in print, broadcast or digital formats. Prerequisite: COM 216
Offered fall or spring as needed

Undergraduate Curriculum

COM 328 Video Production II

Credits: 4

Building on knowledge and techniques learned in Video Production I, students expand and enhance their understanding of video production. The course introduces students to advanced lighting and editing techniques. Creativity and personal expression are encouraged as students write, direct, and produce their own projects. Prerequisite: COM 228 Offered fall and spring

COM 334 Cartoons in American Culture

Credits: 4

Editorial cartoons, comics and animated films have played an important role in America by creating, enhancing and critiquing cultural symbols and behaviors. This course will explore the history of the cartoon in America, focusing on key illustrators, animators and publications. We will analyze the use of humor as cultural commentary. Special emphasis will be placed on the cartoon in war times and the use of animation for propaganda and military training will be discussed. Prerequisite: Completion of three Exploration or Core Liberal Education Areas Offered fall of odd-numbered years Integrative Studies Course

COM 337 Public Relations Writing

Credits: 4

Public Relations Writing is a "hands on," project-oriented (team and individual) course studying, then applying, theories of public relations in a variety of settings. Past and current case studies, typical PR problems in industry, labor, non-profit and entertainment are analyzed. The course emphasizes students' writing, problem solving, research techniques, and utilizing successful strategies and skills. Prerequisite: COM 216 Offered fall or spring as needed

COM 344 International Film

Credits: 4

This course focuses the history of international films as it has developed in more than a dozen foreign countries from the silent period to the present, examining such cinematic movements as Russian montage, German expressionism, Italian neorealism, French and Australian new waves and Third World cinema, as well as major figures like Eisenstein, Bergman, Truffaut, Kurosawa, Kieslowski, Meirelles and Yimou. Prerequisite: COM 240, 243 or ENG 265 Offered spring of even-numbered years

COM 345 Movie Mavericks

Credits: 4

This course examines the work of contemporary film directors and writers in the U.S. whose originality, independence and unconventional approaches to moviemaking have contributed to the evolution of the industry and the creation of many of its finest works. Students will focus on the aesthetic styles and thematic concerns of films which challenge the conventions of classic Hollywood cinema. Prerequisite: COM 240, 243, or ENG 265 Offered fall or spring as needed

COM 346 Gender, Culture and Technology

Credits: 4

Students will participate in a multi-university DOCC (Distributed Open Collaborative Course), investigating ways in which universities and colleges work together across digital platforms to investigate issues of gender, technology and culture. Topics may include: identity and subjectivity; technological activism; gender, race, and

Undergraduate Curriculum

sexualities; place and globalism; labor; ethics; epistemology; distance learning; and the transformative potentials of new technologies. Prerequisite: WGS 111

Offered fall of odd-numbered years

COM 358 Race, Class, Gender, and Media

Credits: 4

This course considers relationships among popular culture, mass media and identity: gender, race, class, and sexuality. Students learn reading strategies, analytical tools, and theoretical models for better understanding the role communication media play in our identities. Prerequisite: COM 204 or WGS 111

Offered fall or spring as needed

COM 485 Media and Communication Internship

Credits: 1-4

This internship provides qualified students in the Communication Studies Major the opportunity to gain work experience by means of an apprenticeship in an off-campus professional communication position that involves significant activity and responsibility. Students work under the supervision of both an on-the-job supervisor and a member of the faculty. A public presentation based on the internship is given after the semester of the internship. Graded Pass/Fail.

Prerequisites: pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Arts and Sciences

Offered fall, spring and summer

COM 486 Capstone Preparation

Credits: 2

The Capstone Experience is an opportunity for seniors in the Communication Studies program to design and carry out a long-term project. During the preparation semester, students will work with faculty advisors to select and propose an appropriate project. This course also introduces students to careers in corporate and service aspects of Communication Studies. Students will meet media and communication professionals, prepare résumés and cover letters, and create comprehensive portfolios. (WI) Prerequisite: Senior Communication Studies major

Offered fall

COM 487 Capstone: Communication Studies

Credits: 2

The Capstone Experience is an opportunity for seniors in the Communication Studies program to design and carry out a long-term project. The project will be a research study, media production, or a service learning project providing the communication needs of a campus or nonprofit organization. Projects include audio, video or multimedia productions, public relations campaigns, on-line or print publications, advanced research projects or creative works. (WI) Prerequisite: COM 486

Offered fall and spring

CRIME AND LEGAL STUDIES

CLS 100 Introduction to Crime and Legal Studies

Credits: 4

This course provides a basic overview of the American criminal justice system, including law enforcement, prosecution/defense, courts, probation, parole, corrections, and related public policy issues. We will use a social scientific perspective to discuss the history and philosophy of our criminal justice system and

Undergraduate Curriculum

its relationship with larger political structures. Careers related to crime and legal studies will also be explored. Offered fall

CLS 200 Juvenile Justice

Credits: 4

We will take a social justice approach in examining and critiquing issues in juvenile delinquency and juvenile justice. We will analyze the nature, extent, and causes of juvenile delinquency. Further, we will explore the history, evolving philosophy, contemporary organization, processes, and functions of the American juvenile justice system. Topics include, but are not limited to, survey of juvenile law, comparative analysis of adult and juvenile systems, and prevention of juvenile delinquency. Prerequisite: One of the following: CHI 101; CLS 100; PSY 101; or SOC 101 Offered fall

CLS 300 Criminology

Credits: 4

This course provides a broad overview of sociological and psychological theories of criminal behavior and social control. Students learn how to analyze theories and research on crime for the purpose of advancing theory as well as developing policies for crime prevention and control. Prerequisite: CLS 100 or permission of instructor Offered spring

CLS 320 Social Stratification and Crime

Credits: 4

This course uses theory and empirical study to examine how inequalities embedded within social structures affect individuals and processes involved in the definition, construction, and responses to crime, victimization, and the law. Emphasis will be placed on socioeconomic status, race/ethnicity, and gender as factors. This course will look at rates of violence, disparities in punishments and treatment within the legal system, and the overrepresentation of poor and minority groups in the American criminal justice system. Finally, we will examine how barriers to equality are maintained, and how scholars and others propose these barriers can be eliminated or reduced. Prerequisite: CLS 100 or SOC 101, or permission of instructor Offered spring

CLS 330 Criminal Law

Credits: 4

This course provides a basic overview and multi-disciplinary analysis of Criminal Law in the United States. We will begin with an examination of theories of punishment before turning to the general principles of criminal liability and Constitutional limits on Criminal Law. From this foundation we will examine cases pertaining to various dimensions of criminal law before turning to an analysis of criminal defense and exculpation. Prerequisite: CLS 100 or permission of instructor Offered fall

CLS 485 Internship

Credits: 4-12

Through this 160 hour minimum internship, students gain professional experience by applying analytical skills learned in their Crime and Legal Studies course work. Students may choose from a variety of internship options including community and governmental agencies, the criminal justice system, law offices, or others that assist entry into a professional career. Graded Pass/Fail. Prerequisites: Crime and Legal Studies major, junior standing or above; pre-internship seminar; permission of the faculty sponsor and the Dean for the School of Business and Social Sciences.

Offered fall, spring and summer

ECONOMICS

ECO 201 Principles of Economics

Credits: 4

Economics deals with the concept of scarcity – the way in which organizations and individuals allocate the resources they have among the competing uses for those resources. It is divided into two separate but related areas. Macroeconomics examines the issues that face nations, such as unemployment, inflation, economic fluctuations and growth, aggregate demand and supply, and fiscal and monetary policy. Microeconomics addresses the economy from the standpoint of the individual and the firm. It considers production and costs, market structures, labor markets, income distribution, and poverty.

Offered fall and spring

Liberal Education Core or Exploration Area: Social Sciences

EDUCATION

EDU 201 Foundations of Education

Credits: 4

This course explores the social, political and philosophical forces behind school structures and practices in the United States as they have evolved over time. Students analyze the interaction of ideas and practices in past, current and future contexts. Critical thinking skills are developed so students think seriously about education as a potential career. Course readings, class activities, and projects provide students with a framework from which they can formulate their own educational principles and standards. 10 hours of supervised classroom experience is included. Students seeking certification are required to achieve a score of B or higher.

Offered fall

Liberal Education Core or Exploration Area: Social Sciences

EDU 204 Educational Technology

Credits: 4

This course introduces and applies educational multimedia technology in 21st century teaching and learning in a dynamic global society. Students will develop relevant learning experiences incorporating contemporary technological resources to maximize content learning in varied contexts. Students will be guided to examine/shape their educational philosophy and expand their technological literacy and skills by applying Google tools, Web 2.0 platforms and portable mobile technologies to support K-12 student learning. Prerequisite: sophomore or above standing

Offered spring

Liberal Education Core or Exploration Area: Social Sciences

EDU 210 Classroom Practices

Credits: 2

Students will learn about teaching practices through a seminar component and observation and interaction with an experienced classroom teacher in an area school. Thirty hours of supervised classroom hours are included.

Offered fall

EDU 305 Methods in Teaching

Credits: 4

Students will teach and critique lessons and apply and develop assessment tools. Curriculum models and frameworks are introduced and applied. Opportunities for work with children and adolescents are provided through the 30-hour practicum.

Undergraduate Curriculum

Students seeking certification are required to achieve a score of B+ or higher and to pass the appropriate Praxis exams. Offered spring

EDU 320 Classroom Management

Credits: 4

This course will present best practices for establishing a safe, effective, and engaging classroom environment. Pre-service teachers will have opportunities to observe and practice strategies for organizing classroom space, materials, and schedules. Ways to set high expectations for individual and group behavior will be examined, as well as how to respond or accommodate inappropriate behavior. Emphasis will be placed on theory, research, and practical applications of classroom management procedures. 20 hours of supervised classroom experiences are included.

Prerequisite: Any 100 level course within one's major

Offered spring

EDU 490 Student Teaching

Credits: 16

This course represents a full-time 14-week teaching experience under the mentorship of an experienced classroom teacher in an area school with faculty supervision. The purpose of the student teaching program is for the student to demonstrate competency in the planning, implementation, and documentation of learning and development in a classroom setting serving diverse children and families. A seminar component will include professional development through discussion of educational issues and applications of theories and teaching methods through field experiences in local schools. Graded Pass/Fail. Prerequisite: Junior or senior standing, enrollment in Education Minor, and recommendation of faculty.

Offered fall

ENGLISH

ENG 213 The Poem

Credits: 4

This course explores the ways of reading and understanding poetry of many cultures and literary periods. The material ranges from ancient poetry to contemporary song lyrics. This course investigates the origin of poetry and addresses such questions as "Where does poetry come from?" "What is it that we pay tribute to when we write poetry?"

Offered fall of even-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 215 Visions of Nature

Credits: 4

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

Offered fall

Liberal Education Core or Exploration Area: Literature

ENG 216 Irish Literature

Credits: 4

This course examines Irish literature in its cultural context. Special attention is given to Anglo-Irish relations, Catholicism, the Famine, Irish nationalism, and Ireland's hold on the Irish-American imagination. Students read a sampling from Ireland's rich literary heritage ranging from ancient heroic narratives to writers

more familiar to 21st century readers, such as Heaney and McCourt.

Offered spring of even-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 221 American Literature I

Credits: 4

This course is the study of selected representative works by American writers before 1865. Special attention is paid to literary periods, major literary themes, and major authors.

Offered fall of odd-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 222 American Literature II

Credits: 4

This course is the study of selected representative works by American writers from 1865 to the present. Special attention is paid to literary periods, major literary themes, and major authors.

Offered spring of even-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 229 Native American Literature

Credits: 4

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

Offered spring of odd-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 234 Mythology and Folklore

Credits: 4

This course introduces students to the genre of mythology and folklore. Students study ancient and modern stories from a variety of cultures and discuss how myths serve as foundations for spiritual discovery and expression while defining cultural beliefs and values.

Offered spring

Liberal Education Core or Exploration Area: Literature

ENG 238 World Literature I

Credits: 4

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

Offered fall of even-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 239 World Literature II

Credits: 4

This course focuses on modern European and non-Western literature. Students examine cultural expression in language and art, the impact of emigration and exile on identity and gender, and the deep connections among globalization, politics, and the literary imagination.

Offered spring of odd-numbered years

Liberal Education Core or Exploration Area: Literature

ENG 242 The Art of Reading

Credits: 4

In this course students approach such questions as “What is literature?” “How do

Undergraduate Curriculum

literary texts relate to each other?" and "How does literature relate to ordinary life?" Students learn critical vocabulary and perform close readings in a variety of literary genres. Students focus on the conventions pertinent to different literary forms as well as the way in which social and cultural concerns impact theory formation. Students will be expected to complete an in-depth research project on a body of imaginative literature defined by culture, genre or theme. Offered fall
Liberal Education Core or Exploration Area: Literature

ENG 244 The Novel in a Global World

Credits: 4

This course focuses on novels that portray a modern, globalized world and how individuals cope with cultural change. The underlying questions that we explore are: "What makes us who we are as individuals?" "How is identity shaped by environment?" and "What happens when individuals need to reinvent themselves in a new environment?" Offered spring
Liberal Education Core or Exploration Area: Literature

ENG 265 Literature and Film

Credits: 4

This course explores the similarities and differences in both the form and content of works of literature – short stories, novels, nonfiction, drama – and their cinematic adaptations. Using literary and filmic examples from a variety of cultural traditions, the course considers how the two media draw on their unique aesthetic elements to develop characters, themes, narrative lines and points of view. Offered fall of odd-numbered years
Liberal Education Core or Exploration Area: Literature

ENG 266 African American Literature

Credits: 4

This course is a historical survey of African American Literature. Students will study a wide variety of genres – the slave narrative, folklore, the blues, the novel, poetry – to better understand the unique contributions writers of African descent have made to the American imagination. Other possible topics include the Harlem Renaissance, the Black Arts Movement, and African American women authors. Offered spring of even-numbered years
Liberal Education Core or Exploration Area: Literature

ENG 338 Contemporary Fiction and Narrative Theory

Credits: 4

The purpose of this course is to study contemporary fiction using the tools provided by literary theory. Students read a wide-range of experimental texts and excerpts from recent theoretical essays. This course also explores the differences between Modernism and Postmodernism using course texts. Prerequisite: one 200 level literature course Offered fall of even-numbered years

ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES

ENV 101 Exploring Nature: A Sense of Place (+Lab)

Credits: 4

The study of our natural world has fascinated people throughout time. For centuries people have studied it to determine what, how, where, and why certain plants and animals exist in a place. This connection to our natural world also increases our sense of place. It provides us with an understanding of the changes in geological

time (like glaciers), helps us identify trends (like climate change), and also provides us with evidence of the history of human land-use in this place. A strong connection to our place helps us in defining our own identity, our community and the contribution we make. Exploring your natural surroundings is a way to explore who you are and where you fit in the picture.. A \$50 lab fee is charged. Offered fall
Liberal Education Core or Exploration Area: Science

ENV 105 The Science of Maple Sugaring **Credits: 2**

Students contribute to the preparation, processing and production of maple syrup on campus. Students gain an understanding of the physiological aspects of spring sap runs, learn forest management strategies to maximize sugaring yields, assess innovative technologies used in sugaring, as well as market and sell our maple syrup. Students gain hands on experience as they assist in running the college's sugar house. Offered spring

ENV 120 Introduction to Environmental Science (+lab) **Credits: 4**

This course examines environmental systems and the pressure humans exert on the earth. Topics such as population, climate change, pollution, sustainability and resource use will be studied in the classroom, field, and in laboratory exercises. Students will use quantitative skills to evaluate scientific data. Attention will be devoted to mitigating environmental problems and understanding one's ecological footprint. A \$50 lab fee is charged. (WI) Offered fall and spring
Liberal Education Core or Exploration Area: Science

ENV 201 Water Resources (+lab) **Credits: 4**

This course explores aquatic ecosystems, an essential resource for human life that is often taken for granted. Students explore streams, lakes, wetlands, estuaries, and marine ecosystems, learning how humans impact water resources, and the broad implications of these alterations. The class examines ecological, economical, societal, and political aspects of water resources. Students participate in a variety of field based laboratory investigations on and off-campus. A \$50 lab fee is charged. (QL) Offered fall

Liberal Education Core or Exploration Area: Science

ENV 204 Geographic Information Systems I **Credits: 4**

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

ENV 218 Principles and Practice of Sustainability **Credits: 4**

In this course, students learn to take a whole systems approach to some of the interconnected social, economic and environmental issues that impact human quality of life on personal, regional and global levels. Students will examine some of the ecological and value-based drivers of these challenges. They will explore ways that the active integration of mindsets, practices and tools from multiple fields can

Undergraduate Curriculum

leverage deeper understanding and more effective, broad-based solutions.

Offered fall of even years

ENV 285 Internship or Service Learning Experience **Credits: 1-6**

Through a 40-hour minimum internship or service learning experience, students gain professional experience in applying the skills and methods associated with a B.S. degree in Environmental Studies or Environmental Science. In addition to working at the internship site, students critically evaluate their site for sustainability practices and environmental impact, submitting weekly reports to their faculty sponsor that address these issues, among others. Students must follow the internship requirements developed by the staff of the Harrington Center for Experiential Learning. This internship opportunity does not satisfy the internship requirement for the majors (ENV485). Prerequisites: pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Arts and Sciences

Offered fall, spring and summer

ENV 301 Community-Based Project I (+lab) **Credits: 8**

The third year is the defining characteristic of the Environmental Program. All students majoring in environmental studies and environmental science take ENV 301 and 302 for 12 total credits during the third year. In addition to traditional classroom and laboratory exercises students are immersed in an in-depth, yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits. A new project is developed each year with a local community partner.

Prerequisites: Junior standing, and an average GPA of 2.00 in the following courses: ENV 100, 120, and 201

Offered fall

ENV 302 Community-Based Project II (+lab) **Credits: 4**

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

Offered spring

ENV 304 Geographic Information Systems II **Credits: 4**

Students in this course should be proficient in the basics of Geographic Information Systems (GIS) and the ESRI ArcGIS software platform, including bringing data into a project, manipulating it, and creating a map layout. In this intermediate course students are expected to move from tutorial-based learning and exercises to developing their own research project. Prerequisite: ENV 204

Offered spring

ENV 306 Introduction Environmental Law and Policy **Credits: 4**

In this course students learn the history and application as well as interpretation of environmental policy and law. Several of the most important federal environmental laws and acts are studied and a number of international agreements such as the Montreal and Kyoto protocols. Current environmental challenges are explored especially with respect to how they might be addressed using law and policy.

Prerequisite: Sophomore standing or above

Offered spring of even-numbered years

ENV 308 Permaculture Design Certification

Credits: 4

Permaculture is the study and practice of the way human beings as individuals and societies can participate in the creation of ethical and ecological support systems. This course will present a whole systems design approach that integrates plants, animals, buildings, people, communities, and the landscapes that surround us. The course is designed to introduce students to the ethics, principles and practice of permaculture design through collaboration on real-world projects with an eye towards repairing, restoring and regenerating human ecosystems. Prerequisite: If taken as Integrative Studies course, Completion of three Exploration or Core Liberal Education Areas. Extra fee for community members.

Offered spring of even-numbered years
Integrative Studies Course

ENV 315 Sustainable Food Systems

Credits: 4

We eat food every day, but our choices have implications. A food system is the function of several forces and factors like history, laws, policy and economy. Not only does our personal wellbeing depend on food, but public health, poverty, and community resilience are all related to food. This course will focus on the production, distribution and consumption of food – in ways that are economically, environmentally and socially sustainable. This course will take an interdisciplinary approach to the topic and will look at food systems from multiple perspectives. Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered fall
Integrative Studies Course

ENV 319 Marine Communities

Credits: 4

Marine Communities is a field course where the student will learn about, and apply, aspects of several disciplines including biology, ecology, geology, ornithology, as well as others. As we study these topics we will bring together a broader picture of understanding as we tie all of it in with socio-economic aspects unique to these communities. We will explore how humans both impact and have been impacted by marine communities as well as the responses to these impacts. We will use Martha's Vineyard as a living classroom to gain a deeper understanding of these topics and venture to apply our understanding to other marine communities around the world. There is an additional fee for this course; please see course schedule for details.

Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered fall of even-numbered years
Integrative Studies Course

ENV 321 Sustainable Organizations

Credits: 4

This course explores ways to build stronger sustainable organizations. Students use literature, readings, case studies, current examples, debate, site visits, outdoor walks and personal reflection to better understand their own relation to nature, the challenges facing organizations, and ways to address them. Students also gain the practical experience by conducting a carbon footprint audit for an organization.

Prerequisites: sophomore standing or above

Offered fall of odd years

Undergraduate Curriculum

ENV 325 Global Sustainability

Credits: 4

This course utilizes a global framework to situate sustainability. Weaving environmental, developmental, cultural, historical, political, psychological, philosophical and economic perspectives to understand sustainability, we will investigate the complex nature of global crises now confronting humankind and the natural world. Working cooperatively, students will research and present global solution sets for these manifold problems. Students will address these complex global problems by "acting locally" and by working with a community partner on a local issue. Examples include: food security, public health, personal wellbeing, biodiversity. Prerequisite: Completion of four Exploration or Core Liberal Education Areas

Offered spring
Integrative Experience/Integrative Studies

ENV 330 Soil and Water Chemistry (+lab)

Credits: 4

Soil and Water Chemistry is the application of chemical principles to the study of the geosphere and hydrosphere. Soil chemistry includes soil formation, solid and solution phase chemistry, ion exchange processes and soil nutrients. Water chemistry concentrates on chemical equilibrium, acid-base chemistry, oxidation-reduction reactions and chemical limnology. Students will build upon fundamentals gained in Principles of Chemistry and Water Resources, focusing on local soil and surface water resources. Students will perform standard analytical techniques in laboratory classes to assess soil and water samples, preparing them for careers in analytical labs and further graduate study. A \$50 lab fee is charged. Prerequisites: CHE 101 and ENV 201

Offered fall of even-numbered years

ENV 334 River Communities

Credits: 4

This field based course exposes students to the societal needs for water, such as potable urban use, agriculture, and industry, as well as the need to sustain the biological functions of the river systems using the Colorado River system as a case study. Part of the field experience is a four day raft trip on the river studying the geology, biology, and historical artifacts. There is an additional fee for this course; please see course schedule for details. Participants in this course receive a grade of incomplete at the end of the spring semester. Final course grades are posted upon returning from the field component after the spring term has ended. Students should consider this as it may delay official graduation of seniors until the final grade is submitted. Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered spring of odd-numbered years
Integrative Studies Course

ENV 362 Alpine Communities

Credits: 4

The White Mountains region of New Hampshire is relatively small, has always been sparsely populated, and is a difficult region to navigate. In this field study course we will look at issues relating to history, societies, cultures, business, ecology, politics, and environmental impacts of the region, including its extensive alpine zone. The region is within a day's drive to a quarter of the nation's people, and as such, the land has been abused and overused in many areas. Today debates rage over proposed roadless areas, how much and where logging should occur, who should have access to certain areas and what activities should be permitted. In addition to

our in-classroom study, we will travel to the region for a day trip and spend 4 days camping and hiking on Mt. Washington. Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered fall of odd-numbered years
Integrative Studies Course

ENV 363 Tropical Communities

Credits: 4

Tropical communities will explore the importance of earth's most diverse ecosystem, coral reefs, on not only marine plant and animal biodiversity but also on the local and global economy and environment. We will investigate the impact of climate change, fishing, land-use practices, ocean acidification, and pollution on these ecosystems. Students will build a foundation of knowledge on the biology, tropical ecology, and geology of these marine ecosystems on the island San Salvador in the Bahamas. We will examine the culture, epidemiology, and history of this island so as to develop an appreciation of the impacts marine ecosystems have on food, culture, people, health and climate both locally and globally. The course will conclude with a 10-day trip to San Salvador during the January break. During the trip students will work in small groups to complete a unique research project.

Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered fall of odd-numbered years
Integrative Studies Course

ENV 366 Desert Communities

Credits: 4

This is a field study course to the Sonoran Desert in Arizona. Students apply ecological principles to the Sonoran Desert in order to understand how this region is similar and different to their own biome and to other deserts in the southwest. Students meet regularly before and after the trip and travel to Arizona during spring break. There is an additional fee for this course; please see course schedule for details. Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered spring of even-numbered years
Integrative Studies Course

ENV 401 Senior Seminar

Credits: 1

The senior seminar is designed to facilitate the integration of conceptual and practical learning in Environmental Studies and Environmental Science and serve as a transition between college and career. The seminar will focus on professionalism, lessons learned from the ENV485 internship experience, and career building practices. It is an opportunity to learn from professionals in the field and practice presentation and interview skills. A mock job interview, an internship presentation, and various professional writing and reporting assignments are required.

Prerequisites: ENV485 and senior standing

Offered fall

ENV 404 Geographic Information Systems III

Credits: 4

Students in this course should be able to use the ESRI ArcGIS platform to plan and execute a research project using GIS. Students will learn to use an ESRI ArcGIS extension of their choice, demonstrating proficiency with that extension by incorporating its use in a project. The final product is a professional presentation of their research project. Prerequisite: ENV 304

Offered spring

Undergraduate Curriculum

ENV 485 Internship or Service Learning Experience

Credits: 4–6

Through a 160-hour minimum internship or service learning experience, students gain professional experience in applying the skills and methods associated with a B.S. degree in Environmental Studies or Environmental Science. In addition to working at the internship site, students critically evaluate their site for sustainability practices and environmental impact, submitting weekly reports to their faculty sponsor that address these issues, among others. Students must follow the internship requirements developed by the staff of the Harrington Center for Experiential Learning. Prerequisites: pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Arts and Sciences

Offered fall, spring and summer

ENV 487 Senior Capstone Seminar I

Credits: 2

This independent research project is completed in an area relevant to the study of environmental studies and sciences. Students learn to develop a research question, become familiar with quantitative and qualitative research methods, and write a literature review and a research proposal. Class sessions are discussion based as students apply the readings to the development of their research question and proposal. (WI) (QL) Prerequisite: ENV 301

Offered spring

ENV 488 Senior Capstone Seminar II

Credits: 2

The final component of the major is an independent research project. In consultation with faculty member students identify a topic, complete a literature review, determine research and analytical methodologies, prepare a proposal, conduct research and analysis, and present their findings in a final written report and an oral presentation. This course also addresses professional development following graduation. (WI) Prerequisite: ENV 487

Offered fall

EXERCISE AND SPORT SCIENCES

ESS 100 Personal Health and Wellness

Credits: 4

This course is an introduction to concepts and applications of lifetime personal health and wellness. Topics covered include components of fitness, cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexual health and sexually transmitted diseases, ergogenic aids and substance abuse. The course includes practical applications of certain topics through activities such as fitness testing, circuit training, weight training and aerobic training. Students will be required to commit to a weekly exercise program as well as commit to working on a second realm of wellness.

Offered fall and spring

ESS 103 Fitness Training for Life and Sport

Credit: 1

This class is designed for everyone. Whether you wish to better execute the movements of daily living, prepare to participate in recreational activities, improve your sport performance, or reduce your risk of injury, this fitness training class is for you. Emphasis will be placed on enhancing your speed, power, agility, balance, coordination, and reaction time through a well-designed training program. The overall objective is to help you meet your personal fitness and training goals. Class participants must come prepared to participate in physical activity every class.

Offered fall and spring

ESS 105 First Aid and CPR

Credit: 1

This course is designed to prepare students with basic knowledge and skills in first aid and CPR for workplaces, schools, and individuals. Additionally, components of the emergency medical service system are discussed. There is an additional fee charged for American Red Cross certification. This course is offered as a hybrid course with meeting times for skills testing. Offered fall and spring

ESS 114 Introduction to Sport Management

Credits: 4

This course will seek to provide the student with an overview of the sport industry and cover the basic fundamental knowledge and skill sets required of a sport manager. This course introduces topics such as management; leadership and governance; communications and media; sport marketing and sales; sponsorship; sport finance and economics; facility and event management; legal principles; ethics; and global sport. The class will explore the aforementioned topics in order to make links between the segments, delineate larger concepts and issues within each, and draw conclusions related to overreaching policy implications. Offered fall

ESS 204 Motor Development

Credits: 4

This course is designed to introduce students to the changes in motor behavior and skill performance across the lifespan. The lifespan approach is used because of the increased recognition of the importance of physical activity for all ages. In order to understand this approach, factors related to physical growth and maturation are explored. Offered spring of even-numbered years

ESS 206 Sport Science Applied to Coaching

Credits: 4

The focus of this course is the basic science of exercise physiology and athletic performance as it applies to coaching. Topics include how the body responds to exercise, how to train the body to maximize health and athletic performance including periodization of training, basic movement and mechanical principles, risks associated with exercise, injury prevention strategies, and influence of nutrition on exercise and athletic performance. Offered spring of even-numbered years

ESS 207 Philosophy of Sport

Credits: 4

The philosophy of sport course explores metaphysical, axiological, ethical, epistemological, and aesthetic questions about sport. Critical thinking, writing, and reasoning skills are developed through the examination of topic areas within the philosophy of sport. Topics covered involve aspects associated with foundations of philosophy, exploring the meaning of sport and games, theories of ethics, rights and responsibilities, concepts of morality, questions of social responsibility, equity and fairness in sport, and application of critical reasoning skills.

Offered fall of odd-numbered years

Liberal Education Core or Exploration Area: Humanities

ESS 209 Acute Care - Injury and Illness (+lab)

Credits: 4

This course provides students with knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. Focus is on planning for, examining, and managing immediate, emergent and acute situations particularly for physically active individuals. Students become certified in CPR for Professional

Undergraduate Curriculum

Rescuers and Health Care Providers, and are responsible for the fee associated with this certification. Laboratory experiences are used to supplement classroom instruction. Prerequisite: ESS 106 Offered fall

ESS 210 Sport History Credits: 4

This course will examine the history of sports in the United States and the world from the colonial period to the present. During the semester, you will learn how various types of sports emerged, how views and functions of sports changed over time, and how the world of sports often transcends athletic competition.

Throughout the course you will be asked to consider how sports has mirrored and sometimes shaped issues around race, ethnicity, gender, class, amateurism, professionalism and politics. Offered fall.

Liberal Education Core or Exploration Area: History

ESS 211 Nutrition Principles Credits: 4

The focus of the course is to introduce the principles of nutritional sciences as related to human physiology, health promotion and disease prevention. Topics are selected from areas of normal and therapeutic nutrition and include issues of contemporary interest and concern. The course offers a framework for students to understand the potential role of nutrition in health and disease by providing an overview of the biological significance of food and nutrition. There are opportunities for students to make personal and professional connections through the analysis and development of nutrition plans. Offered fall and spring

ESS 213 Philosophy of Sport Credits: 4

The philosophy of sport course explores metaphysical, axiological, ethical, epistemological, and aesthetic questions about sport. Critical thinking, writing, and reasoning skills are developed through the examination of topic areas within the philosophy of sport. Topics covered involve aspects associated with foundations of philosophy, exploring the meaning of sport and games, theories of ethics, rights and responsibilities, concepts of morality, questions of social responsibility, equity and fairness in sport, and application of critical reasoning skills. Offered fall

Liberal Education Core or Exploration Area: Humanities

ESS 214 Facility Planning and Event Management Credits: 4

The primary focus of this course is the multifaceted aspects of facility and event management. Course materials are designed to explore the many aspects of sport event and facility management including sport event operations, facility design and construction, human resource management, risk management, liability and negligence, revenues and expenses, ticketing and box office management, alcohol and food management, and contracts. Offered fall

ESS 215 Clinical Examination and Diagnosis: Lower Body (+lab) Credits: 4

This course instructs assessment procedures and evaluation techniques for lower body injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to athletes and physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to

accurately diagnose the injury. Prerequisites: ESS 225, BIO 205 or BIO 206

Offered fall

ESS 216 Clinical Examination and Diagnosis: Upper Body (+lab) Credits: 4

This course instructs assessment procedures and evaluation techniques for abdominal and upper body injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to athletes and physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to accurately diagnose the injury. Prerequisites: ESS 225; BIO 205 or BIO 206

Offered spring

ESS 218 Ethics, Leadership, and Governance in Sport Credits: 4

Students are introduced to moral and ethical issues related to sport leadership. The development of a personal code of ethics and an understanding of social responsibility in the sport management setting are specific goals of this course. In addition, the course focuses on the skills, roles and functions of sport managers as they relate to leadership and governance of sport organizations. Students will be challenged to integrate management and leadership theories with governance and policy practices. Specifically, this course concentrates on the governance structure, organization, and policy issues of various amateur and professional sport organizations. (WI)

Offered spring

ESS 225 Introduction to Exercise Science Credits: 4

This class will explore various concepts related to the exercise science field. Specific focus will be on the disciplines of exercise physiology, exercise prescription, biomechanics, motor development, and sport psychology. Students will explore these topics through readings, classroom discussions, written assignments, and laboratory activities. Students will demonstrate the ability to assess various physiological measures. This is a writing intensive class (WI).

Offered fall

ESS 234 Clinical Experience in Athletic Training I Credits: 2

This is a clinical course in which students will complete supervised clinical experiences in athletic training under the guidance of a preceptor. Students begin the process of integrating knowledge, skills, and clinical decision-making into actual client/patient care. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries is required. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisite: ESS 106 and 209

Offered spring

ESS 285 Internship Exercise and Sport Sciences Credits: 2-4

This 80 hour minimum experience (2 credits) for exercise science majors and 120 hour minimum experience (3 credits) for sport management majors is organized to allow for student participation in programs relevant to the student's major and professional interests. Graded Pass/Fail. Prerequisites: pre-internship seminar; current first aid and CPR certification; completion of 45 credit hours; permission of the faculty sponsor and the Dean for the School of Nursing and Health Sciences.

Offered fall, spring and summer

Undergraduate Curriculum

ESS 307 Basic Therapeutic Intervention (+lab)

Credits: 4

This course focuses on the theory, principles, physiological effects, and application of various therapeutic interventions designed to maximize patient's participation and health-related quality of life. The indications, contraindications, and operational protocols for common therapeutic interventions and pharmacological agents to moderate pain and inflammation and restore function are addressed. Emphasis is placed on determining therapeutic goals, appropriate use of progression, and ability to return to athletic participation. Laboratory experiences are used to supplement classroom instructions. (QL) Prerequisite: ESS 215 or 216

Offered fall

ESS 309 Gender and Sport

Credits: 4

Gender issues and sport will be examined through a multidisciplinary approach utilizing theoretical constructs. Biophysical, sociocultural, political, sexual, and legislative perspectives will be explored. Prerequisite: Completion of three

Exploration or Core Liberal Education Areas

Offered fall even-numbered years
Integrative Studies course

ESS 311 Clinical Interventions and Referral

Credits: 2

This course is ideal for students who wish to work with athletes or physically active people in a health care setting. This course prepares students to recognize patients who are exhibiting unhealthy social, emotional, and/or mental behaviors of the physically active population. Emphasis is placed on recognition, intervention, and appropriate referral. Prerequisite: ESS 209

Offered spring

ESS 312 Sport and Recreation Programming and Administration **Credits: 4**

This course is intended to prepare students to successfully organize, administer, and facilitate athletic programs at the interscholastic, intercollegiate, and recreational levels. Topics include leadership, organizational design, hiring, staff development, performance evaluation, compensation strategies, scheduling, programming, fundraising, fiscal management, legal issues, health and safety issues, and equipment and facility maintenance. Challenges and standards associated with administration and programming are considered. Prerequisite: sophomore standing or above

Offered spring odd years

ESS 313 Fitness Management

Credits: 4

This course prepares students to organize and administer fitness programs and facilities. Business principles and administrative responsibilities related to managing fitness programs and facilities will be examined. Topics include leadership, organizational design, hiring, staff development, performance evaluation, compensations strategies, sales and marketing, programming, customer service, fiscal management, legal issues, health and safety issues, and equipment and facility maintenance. Prerequisite: ESS 225

Offered fall of even-numbered years

ESS 315 Leading Group Exercise

Credits: 2

This course is designed to prepare students in leading group exercise programs. Various principles, concepts and guidelines related to group exercise programs are examined through practical application and classroom activities. Students explore several types of group exercises, including conditioning, aqua aerobics, yoga, spinning and step aerobics. Prerequisite: ESS 225

Offered fall of even-numbered years

ESS 316 Advanced Therapeutic Intervention (+lab)

Credits: 4

This course is designed to build upon the basic foundation of therapeutic interventions established in ESS 307, and to provide students with an integrated approach to the treatment of athletic injuries. Emphasis is placed on the indications, contraindications, and operational protocols for advanced therapeutic interventions relative to progressing through healing and restoring normal function and upper level performance for physically active individuals. Laboratory experiences are used to supplement classroom instructions. Prerequisite: ESS 307 Offered spring

ESS 318 Strength and Conditioning

Credits: 4

This course takes a multifaceted approach to the science and application of strength training. Topics covered include: exercise physiology concepts and applications, testing and evaluation, flexibility and exercise techniques, program design, and periodization. This course also provides a practical challenge for the student to apply scientific concepts and principles into the development of sport or client specific training programs. Students will keep a journal of exercise habits, observe and reflect on personal training appointments, summarize peer reviewed literature in the strength and conditioning field, and develop a comprehensive training program for a client of their choosing. Prerequisite: ESS 324

Offered spring of odd-numbered years

ESS 319 Sport Finance

Credits: 4

This course will provide students with an understanding of financial theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, supply and demand concepts in the sport industry, and other financial theories pertinent to sport industry professionals. Offered spring odd years

ESS 321 Foundations of Health Education

Credits: 4

This course provides students with a fundamental understanding of the education process including instruction design, program delivery, learner assessment, educational planning and strategies, intervention development, and evaluation techniques. In addition, this course challenges students on current health education issues, implementation strategies, theoretical concepts, Code of Ethics, and cultural competence when communicating health and health education information.

Students build the foundation for upper-level coursework with an understanding of the health education role in the current health care environment. Prerequisite: ESS 100 or HEA 100 Offered fall of odd-numbered years

ESS 323 Applied Kinesiology and Clinical Technique

Credits: 4

This course introduces students to the concepts and principles related to the study of human motion including normal osteokinematics, arthrokinematics and pathomechanics. This course focuses on the influence of anatomical structure, with an emphasis on the skeletal, neural, and muscular systems. Principles of posture, ergonomics and gait analysis are discussed. The fabrication and application of orthotics and dynamic taping and bracing techniques to assist with preventative measures and normal kinematics are covered. Prerequisite: BIO 205

Offered spring

Undergraduate Curriculum

ESS 324 Exercise Physiology (+lab)

Credits: 4

This course concentrates on physiological adaptations made by the human organism to the stress of exercise. Acute and chronic adaptations are reviewed. Some of the topics covered include the effects of exercise on the cardiovascular and pulmonary systems, the nutritional basis for human performance, physical training techniques, ergogenic aids, environmental factors, exercise, and energy for physical activity.

Laboratory work that involves scientific instrumentation is included. Prerequisites: BIO 108 or BIO 205 and 206
Offered fall

ESS 326 Biomechanics (+lab)

Credits: 4

This course is designed to introduce students to the facts, concepts, and principles related to the study of human motion. The focus of the course will be the influence of mechanical principles on movement. The analysis of human movement will be approached from qualitative and quantitative perspectives. In order to understand the mechanical principles of movement, it is essential that students have a strong anatomical foundation. (QL) Prerequisite: BIO 205 and MAT 206 or higher

Offered spring

ESS 328 Theory of Coaching

Credits: 4

This course is an overview of current theory and practice in coaching education. Topics include sport pedagogy, physiology, psychology, administration, and risk management. This course addresses issues common across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching. Principles of coaching are applied in a laboratory setting. Prerequisite: ESS 100
Offered fall of odd-numbered years

ESS 329 Sport Nutrition

Credits: 4

Sport nutrition combines the sciences of exercise physiology and nutrition. Students will enhance their exercise physiology knowledge with an understanding of the relationship among essential nutrients, energy metabolism and optimal sport performance. Students will also learn to assess a CSC athlete's diet and provide the athlete with a dietary prescription aimed at enhancing performance. Prerequisite: ESS 100 or ESS 211
Offered spring of even-numbered years

ESS 333 Clinical Experience in Athletic Training II

Credits: 2-4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries and clinical exam and diagnosis of injuries is required. The incorporation of evidence-based practice principles and foundational behaviors in the context of real patient care are assessed. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisites: ESS 209, ESS 215 or ESS 216
Offered fall

ESS 334 Clinical Experience in Athletic Training III

Credits: 2-4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including clinical exam and diagnosis of injuries and basic therapeutic interventions is required. The incorporation of evidence-based practice principles and

foundational behaviors in the context of real patient care are assessed. Students are responsible for costs associated with travel to and from their clinical experiences.

Prerequisites: ESS 209, ESS 215 or ESS 216

Offered spring

ESS 345 Global Sport

Credits: 4

Students will explore the political, socio-economical, historical, cultural, ethical, gender and racial perspectives of international sport. This course encompasses the identification and study of popular amateur and professional international sports. In addition, there is a focus on the framework of sport ranging from newly introduced grassroots sports to recognized international sport organizations and governing agencies. Prerequisites: Completion of three Exploration or Core Liberal Education Areas

Offered spring

Integrative Studies Course

ESS 348 Sport Marketing and Sales

Credits: 4

This course extends student understanding of basic marketing principles and applies that understanding to sales and marketing in sport business. Topics include sales and marketing aspects of sport, economic research and feasibility studies, data collection, segmentation, analysis, consumer behavior, public relations, sponsorships, media, promotion, placement, networking, and cultivating sales opportunity. Prerequisite: sophomore standing or above

Offered spring

ESS 410 Athletic Health Care Administration

Credits: 2

This course addresses the organizational and administrative aspects of athletic health care management for various employment settings. Emphasis is placed on students developing an understanding of human resources, risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. (QL) (WI) Prerequisite: ESS 106

Offered fall

ESS 421 Exercise Prescription (+lab)

Credits: 4

This course centers on the development of skills and knowledge related to exercise testing, prescription, measurement and evaluation in both the health and chronic disease populations. Topics include medical/health screening, exercise test administration and evaluation, metabolic calculations, exercise program development, and medications specific to chronic disease. This course closely follows the American College of Sports Medicine Certified Exercise Physiologist (C-EP) curriculum. Upon complete of the course, students will be prepared to take the C-EP (seniors) or Certified Personal Trainer (Juniors) certification exams.

Prerequisite: ESS 324

Offered spring

ESS 426 Sport Law

Credits: 4

This course examines the legal aspects of sport (i.e., coaching; administering fitness; instructional, recreational, and athletic programs; sport marketing). Areas of study include, but are not limited to: constitutions; legislative enactments; case law related to administrative, constitutional, contract, labor, product liability, and tort law; and risk management techniques. Prerequisite: junior standing or above

Offered spring

Undergraduate Curriculum

ESS 428 Senior Seminar in Sport Management

Credits: 2

This course brings together all aspects of sport management building on the foundation and specialized course Prerequisites in the Exercise and Sport Sciences and Business Administration programs. Course content includes organizing, motivating, planning, staffing, and supervising. Emphasis is on the practical application of the sport management knowledge base. Prerequisite: senior standing

Offered fall

ESS 433 Clinical Experience in Athletic Training IV

Credits: 2-4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care. A demonstration of proficiency in skills up to and including advanced therapeutic interventions is required. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisite: ESS 316

Offered fall

ESS 434 Clinical Experience in Athletic Training V

Credits: 2-4

This advanced course is designed to provide clinical experience in a variety of athletic training and health care settings under direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care in orthopedic and non-orthopedic settings. A demonstration of proficiency in skills up to and including advance therapeutic interventions is required. Students are responsible for costs associated with travel to and from their clinical experiences. Prerequisite: ESS 433

Offered spring

ESS 443 Advanced Care and Prevention (+lab)

Credits: 4

This is an advanced course for athletic training students as they build a foundational understanding of disease, disorders, illness and other general medical conditions affecting the health of physically active people across the lifespan. Emphasis is placed on understanding the inner workings of the body systems. Students learn to recognize signs, symptoms and predisposing factors of pathology. Additionally, students practice standard techniques and procedures for clinical examination and appropriate referral. Laboratory experiences are used to supplement classroom instruction. Prerequisite: ESS 209

Offered fall

ESS 449 Senior Seminar in Athletic Training

Credits: 2

This course focuses on advanced concepts in professional development. You will complete a self-assessment and develop a plan for continued professional development. Minimum standards for the Board of Certification exam are required and emphasized with integration of third-party programing to support students' development. Strategies related to the promotion of the field of athletic training are explored. Students are responsible for costs associated with class related travel and workshops associated with the course. Prerequisite: Senior standing in ATEP

Offered spring

ESS 485 Internship in Exercise and Sport Sciences

Credits: 5-12

This 200 hour minimum experience in exercise and sport sciences is organized to allow for student participation in programs relevant to the student's major and

interests. This final required internship experience serves as an opportunity to apply and more fully develop those professional competencies necessary for a successful work experience. Graded Pass/Fail. Prerequisites: junior status; pre-internship seminar; current first aid and CPR certification; ESS 285; permission of the faculty sponsor and the Dean for the School of Nursing and Health Sciences

Offered fall, spring, and summer

ESS 487 Research in ESS: Critical Components

Credits: 2

In this first semester of the capstone students explore a topic of their choosing. This exploration involves reviewing and synthesizing the primary literature in the area as well as developing an original area of inquiry and the methods necessary to complete the investigation. Throughout the process, students review, learn, and incorporate basic techniques and procedures associated with the research process. (WI) Prerequisite: Athletic Training: ESS 316 or permission of instructor; Exercise Science: two of the following – ESS 324, 326, or PSY 303, or permission of the instructor; Sport Management: two of the following – SOC 303, 214, or 348, or permission of the instructor

Offered fall

ESS 488 Research in ESS: Assessment and Analysis

Credits: 2

In this course students complete the investigation of the topic they designed in ESS 487 and present the results and analysis of their findings. Emphasis is placed on the analysis of various types of data and information as well as the interpretation of the findings. (WI) Prerequisite: ESS 487

Offered spring

FIRST YEAR EXPERIENCE

First Year Experience courses are offered each fall, and the individual course topic descriptions are available at the time of registration.

GRAPHIC DESIGN

GD 125 Design and Digital Media Foundations

Credits: 4

Using the computer as a tool for both experimentation and creative production, this course introduces the elements and principles of two-dimensional design. Integrating technical and formal (visual) learning, students will become proficient with current software for making and editing images while simultaneously developing and applying understanding of composition, color, and other fundamental attributes of design and visual art.

Offered fall and spring

Liberal Education Core or Exploration Area: Arts

GD 213 Visual Communication

Credits: 4

This introductory graphic design course provides a foundation in visual communication and creative problem-solving. Projects, readings, and exercises focus on form, concept, abstraction, composition, type and image, and semiotics. Working methods range from traditional hand skills and studio art media to digital media. Prerequisite: GD 125

Offered spring

Undergraduate Curriculum

GD 285 Graphic Design Internship

Credits: 1-4

This introductory elective internship is intended to provide any students in the Graphic Design Program (BFA, BA, or Minor) with exploratory, on-site design-related work experiences and opportunities. Internships may be completed in design studios or firms, or in-house in businesses or nonprofit organizations. A graphic design or studio art faculty member serves as the student's internship sponsor. An application must be submitted and approved by the faculty advisor and the Harrington Center prior to the beginning of the internship. Graded Pass/Fail.

Prerequisite: sophomore standing

Offered fall, spring, and summer.

GD 312 Typography

Credits: 4

This intermediate graphic design course provides a focused foundation in typography. Projects, readings, and exercises address type anatomy and classification, typeface selection, typographic principles, expressive typography, syntax, typesetting best practices, grids and typographic layouts, and typographic systems. (QL) Prerequisite: GD 125 (and GD 213 recommended)

Offered fall

GD 327 Information Design

Credits: 4

This intermediate graphic design course builds on students' visual communication and typography skills by providing an introduction to information design principles and demanding more extensive research and analysis of content, context, and audience/users in creative problem-solving. Topics of exploration include the organization and classification of information, the visualization of data, and the development of visual systems. (QL) Prerequisites: GD 125, 213, 312

Offered spring

GD 328 Interactive Design

Credits: 4

This intermediate graphic design course provides both a conceptual introduction to interactive design principles and a hands-on introduction to contemporary technical practices and approaches employed in web and mobile design. By developing basic understanding of coding, working knowledge of styling, familiarity with current programs and content management systems, and fluency with relevant terminology, students will become able to plan, organize, envision, and construct interactive projects for digital contexts. (QL) Prerequisites: GD 125 and two 200 to 300 level GD or ART studio courses (GD 213, 312 recommended)

Offered fall of odd-numbered years

GD 339 Motion Design

Credits: 4

This intermediate course provides an introduction to motion design principles and technologies, equipping students with the skills needed to create narrative, sequential, and time-based digital works. Based on student interest, project contexts can range from interactive design to installation art. Students will become familiar with software for video, animation, and sound as well as professional working methods such as iteration and storyboarding. Prerequisites: GD 125 and two 200 level GD or ART studio courses (GD 213 recommended)

Offered fall of even-numbered years

GD 422 Identity System Design

Credits: 4

This advanced graphic design course provides an extensive introduction to the design of corporate, institutional, and product identity systems. Applications of identity design systems include (but are not limited to) logos, collateral materials, publications, packaging, environmental graphics, and digital media. An emphasis is placed upon the design of contextually relevant and meaningful applications.

Prerequisites: GD 125, 213, 312, 327 Offered spring of even-numbered years

GD 427 Information Design II

Credits: 4

This advanced graphic design course provides an opportunity for interested students to build on the design, research, and analysis skills developed in GD 327 Information Design. Students will develop independent projects to challenge and further their capabilities in the organization and classification of information, the visualization of data, and the development of visual systems. This class will be stacked concurrently with GD 327, so students should be prepared both to work independently during class and to interact periodically with the Information Design cohort for critiques and other in-class activities. Prerequisites: GD 327

Offered spring

GD 485 Graphic Design Internship

Credits: 1-4

An internship is required for all students in the Graphic Design major, both B.A. and B.F.A. Students arrange internships that offer experiences with mentoring professionals in client-based design firms, design studios, or in-house design departments. A faculty member serves as the student's internship sponsor. Students must submit an Internship Contract application to the Harrington Center for Experiential Learning for approval prior to beginning the internship. Graded Pass/Fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center. Prerequisites: junior standing or above; GD major; two 300 level graphic design courses; pre-internship seminar; permission of faculty sponsor and the Dean for the School of Arts and Sciences Offered fall, spring, and summer

GD 490 Design Methodologies

Credits: 4

This advanced graphic design course focuses on context, process, and theory and provides the opportunity for students to apply their design capabilities to complex and integrated independent projects. Students will be expected to engage in relevant research, to consider conceptual possibilities for visual communication broadly and deeply, and to develop advanced creative problem-solving skills.

Prerequisites: GD 125, 213, 312, 327 and one additional 300-400 level GD course
Offered spring of odd-numbered years

HEALTH SCIENCE

HS 485 Health Science Internship

Credits: 3

Students in this course enroll in a department-approved internship with an appropriate health-related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of

Undergraduate Curriculum

the internship experience is required. A minimum of 120 hours is required for this internship. Graded Pass/Fail. Prerequisites: Pre-internship seminar; permission of faculty sponsor and Dean of the School of Nursing and Health Sciences

Offered fall spring and summer

HEALTH STUDIES

HEA 100 Introduction Health Care Systems

Credits: 4

This course provides students with an overview and analysis of the American health care delivery system. Cultural, political, economic and environmental factors that affect health care delivery are explored from a variety of perspectives. Specific internal and external forces influencing health care delivery are discussed.

Examination of structure, organization, function and roles provide students with an introduction to the complexity of and unique characteristics of the system. Health care systems from other countries are examined from a comparative point of view.

Offered fall and spring

Liberal Education Core or Exploration Area: Social Sciences

HEA 105 The Vocabulary of Health

Credits: 1

This course introduces students to the vocabulary, taxonomy and terminology related to body systems necessary to communicate information in the specialized environment of health care. Students learn the derivations and practice the principles of medical word formation, including the basic guidelines of accepted naming conventions, identifying suffixes and prefixes, and combining forms related to the structures and functions of the associated systems of the body.

Offered fall and spring

HEA 109, 111, 113, 115 Health Studies Seminar

Credits: 1

Several programs cooperate to provide a program of speakers that focus on topics in the health care fields. Seminars are open to the public. Students receive one credit for attendance at 80 percent of the semester's talks and produce several short writing assignments. Course content varies from term to term. Graded Pass/Fail.

Offered fall

HEA 110, 112, 114, 116 Health Studies Seminar

Credits: 1

Several programs cooperate to provide a program of speakers that focus on topics in the health care fields. Seminars are open to the public. Students receive one credit for attendance at 80 percent of the semester's talks and produce several short writing assignments. Course content varies from term to term. Graded Pass/Fail.

Offered spring

HEA 304 Introduction to Genomics

Credits: 2

Genomics is a rapidly growing field impacting health care delivery. This introductory on-line course will give an understanding of genetic testing, ethical and social issues with genetic testing and promote an individual or family's ability to make an informed decision on genetic testing. In addition, students will read and discuss *The Emperor of All Maladies* to understand the genetic component to cancer.

Prerequisite: One Science Core course

Offered fall

HEALTHCARE ADMINISTRATION

HCA 301 Financial Management in Healthcare

Credits: 4

This course integrates knowledge of the health care industry, accounting, economics, healthcare payment systems and costs associated with providers. Students explore the role of financial managers in healthcare settings, the stakeholders impacted by financial policy decisions, and legal requirements for individual health care. Skills are developed in reimbursement strategies, capital budgeting, financial statement analysis, forecasting, and economic outcomes. Prerequisites: ACC 216; HEA 100 or permission from the instructor. Offered spring of even numbered years.

Offered fall

HCA 305 Marketing of Healthcare

Credits: 4

This course examines the role of marketing in the delivery of healthcare in society. Topics include basic principles and key concepts related to the development and evaluation of marketing plans in health services organizations, including the roles of consumer behavior, competitive analysis and long-term marketing planning. Discussion covers the elements of the marketing process and integration of these into healthcare marketing plans. Prerequisites: BUS 231; HEA 100 or permission from the instructor.

Offered spring of odd numbered years

HCA 310 Healthcare Administration

Credits: 4

This course focuses on the development of management in health care organizations. Management unique to health care systems will be explored in-depth through the use of directed readings, case studies, and class discussion. Topics of health care economics, finance and law will be explored. Prerequisites: HEA100, BUS204

Offered fall of odd- numbered years.

HCA 460 Healthcare Strategic Management

Credits: 4

In this capstone students bring together learning from liberal arts, business and healthcare management courses taken. This includes integrating the functional elements of business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates application of such integration to a healthcare simulation or case study. The experience culminates in a professional presentation by students, open to the campus and community. Prerequisites: BUS 312; BUS 403; ECO 201; HCA 301, 305, 485; HEA 100; PHI 305.

Offered spring

HCA 485 Healthcare Administration Internship

Credits: 5

Students in this course enroll for varied credit in a department approved internship with an appropriate health-related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of the internship experience is required. A minimum of 200 hours is required for this internship. Graded Pass/Fail. Prerequisites: pre-internship seminar; permission of faculty sponsor and department chair.

Offered fall, spring and summer

Undergraduate Curriculum

HISTORY

HIS 103 American Rebels

Credits: 4

Rebels founded its first colonies and a group of rebels led those colonies to independence and the eventual creation of a new global order. The rebel tradition has continued with legions of dreamers and activists: Confederates and abolitionists, muckrakers and suffragettes, beats, hippies and yippies, and the founders of new religions. This course explores rebels famous and less known, giving students the opportunity to locate and explore rebels that interest them and share their research.

Offered fall

Liberal Education Core or Exploration Area: History

HIS 104 American Nightmares and Dreams

Credits: 4

People have seen the United States as the land where all could achieve the dreams of freedom and prosperity. For many the American Dream has been a nightmare. Dreams of racial supremacy, gaining endless wealth, protecting the traditional family, territorial expansion, defending the nation and procuring overseas markets have all meant nightmares for some. This course explores American dreams and nightmares from the discovery of the New World through today.

Offered spring

Liberal Education Core or Exploration Area: History

HIS 209 Hollywood History

Credits: 4

Movies and films shape popular notions about history. Scholars often reject movies as lacking historical value because film makers are not historians. Students debate the veracity and historical value of movie depictions of the past and explore differences and similarities between the work of historians and film makers. Students consider films as visions and producers of national mythology and popularly held understandings of the past.

Offered fall of every third year

Liberal Education Core or Exploration Area: History

HIS 212 God's Country: Religion in America

Credits: 4

The U.S. Constitution establishes a separation between church and state and yet religion and churches remain important components of the American culture and the nation's politics. This course considers debates about the spirituality of the founding fathers and their intentions regarding the wall separating church and state. This course considers religion-political debates over such issues as abortion, gay rights, prayer in the schools, and state support for religious schools.

Offered spring every third year

Liberal Education Core or Exploration Area: Humanities

HIS 218 The West and the World

Credits: 4

This course is a general survey of western civilization from the early modern era through the present, with special focus upon developing a better understanding of how the modern era unfolded and upon the interaction between western civilization and the wider world. Students learn how to use their understanding of the past as a means for developing a critical understanding of the present.

Offered spring

Liberal Education Core or Exploration Area: History

HIS 222 American Popular Culture

Credits: 4

From the X Men to Mad Men, from Facebook to the Social Network, from Elvis Presley and Little Richard to Justin Bieber and Lady Gaga, from Mary Tyler Moore to the Kardashians. Popular culture is often dismissed as low brow and lacking any redeeming value. This course analyzes the history of American popular culture, drawing on a variety of disciplines including sociology, Women's and Gender Studies, anthropology, and cultural studies. Offered spring of every third year

HIS 309 America in the Sixties

Credits: 4

What were the Sixties really like? This course examines the turbulent 1960s, one of the most significant decades in American history. Using primary and secondary readings, documentary films, and oral history, the course focuses on the social movements of the Sixties, the civil rights movement, the New Left, the counterculture, the peace movement, feminism, and environmentalism, the Vietnam War, liberalism and the conservative backlash, and popular culture. Prerequisite: one 100 or 200 level HIS, HPS or POL course Offered fall of every third year

HIS 317 Revolutions and Revolutionaries

Credits: 4

Our world is the child of revolutions and revolutionaries. The French and English revolutions created modern politics. The Commercial and Industrial Revolutions spawned a global market economy. Marxism, nationalism and other ideologies have sparked revolutionary efforts to create new societies. This course explores revolutions and the people who have inspired and led them. Students study what events lead to these upheavals, what new societies revolutionary governments have created, and what changed and what remained the same. Prerequisite: one 100 or 200 level HIS, HPS or POL course Offered spring of every third year

HIS 319 Modern Mexico

Credits: 4

United States and Mexican commerce continues to grow, especially with NAFTA, making Mexico the nation's third-largest trade partner. Numerous Americans visit Mexico as tourists while, every year, thousands of Mexicans immigrate to the United States, exercising an increasing and controversial impact on politics, the economy and culture. In this course students become more literate about Mexico, familiarizing themselves with the basic events, people, and ideas that have shaped Mexican culture. Prerequisite: one 100 or 200 level HIS, HPS or POL course Offered fall of every third year

HISTORY AND POLITICAL STUDIES

HPS 100 The Detective: Introduction to HPS

Credits: 4

This course provides an introduction to the detective work necessary to study history and political studies. It considers epistemological issues such as fact, truth and inference and introduces research methods. Opportunities for deepening archival and primary document research and analysis and gaining an introduction to careers in archival and public history are provided through the required practicum experience in the Colby-Sawyer College archives. (WI) Offered spring
Liberal Education Core or Exploration Area: Social Sciences

Undergraduate Curriculum

HPS 240 CSC Oral History Project

Credits: 1-4

Oral history is an important tool utilized by contemporary historians and other social scientists. Documenting the voices of those often excluded by more traditional historical methods, oral history has expanded the subjects of history (women, laborers, ethnic and racial groups, gays and lesbians, etc.) and has resulted in new interpretations of the past and present. Students participate in an on-going project directed by the college's archives to create an oral history of the college and surrounding community. Prerequisite: permission of the instructor and the Dean for the School of Business and Social Sciences. Repeatable for a total of 4 credits, content will vary each time the course is taken. Offered fall and spring

HPS 285 HPS Internship

Credits: 1-4

This internship gives students the opportunity to gain experience in the skills associated with the study of history and political studies as well as with career opportunities available to graduates. Internships include archives and historical societies, museums, law offices, political campaigns and public radio. Graded Pass/Fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center. Prerequisites: pre-internship seminar; sophomore or above standing; permission of faculty sponsor and the Dean for the School of Business and Social Sciences. Offered fall, spring and summer

HPS 485 HPS Internship

Credits: 3-12

Through this 120-hour minimum internship students gain professional experience in applying the skills and methods associated with the study of history, society and culture as well as career opportunities available to graduates. Internships include archives and historical societies, museums, law offices, political campaigns and public radio. Generally, this course is completed at a single internship site, but may be divided between two sites with the permission of the instructor. Graded Pass/Fail. Specific information is available from the Harrington Center. Prerequisites: pre-internship seminar; sophomore standing or above; permission of faculty sponsor and the Dean for the School of Business and Social Sciences. Offered fall spring and summer

HPS 486 HPS Research Methods

Credits: 3

Students design a research plan that facilitates an original exploration of a particular theme drawn from history, society and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences, such as surveys, archival research and oral history interviews. This plan synthesizes their own and existing research and thinking. Students carry out the research plan in HPS 487. (WI) (QL)Prerequisite: senior standing Offered fall

HPS 487 HPS Advanced Research Seminar

Credits: 3

In this course students carry out the research projects they designed in HPS 486. The final project must make extensive use of primary research and appropriate research methods. A faculty sponsor guides students as they implement the research project, helping them analyze findings and present their conclusions.

Formal presentation of the results at the end of the project is required. (WI)

Prerequisite: HPS 486

Offered spring

WESSON HONORS

FYE 101 Wesson Honors First Year Experience

Credits: 4

This interdisciplinary course is designed to introduce students in the Wesson Honors Program to the opportunities, challenges, and obligations that membership in the program entails. The course uses selective texts and/or themes from fiction and non-fiction, film, and other genres. (Topics change)

HON 200 or 300 Level Honors Contract

Credits: varies

An Honors Contract is a proposal negotiated between the student, a faculty member, and the Honors Coordinator to add an interdisciplinary component to a regular catalog course. The student, the Honors Coordinator, and the professor discuss in advance how that component will be manifest in the class (i.e. extra papers, class presentations, poster project, a presentation on Scholars' Symposium Day, etc.). A contract must be proposed, submitted and approved by the Honors Coordinator before the Add/Drop period at the beginning of the semester.

HON 300 level Wesson Honors Integrated Studies Course

Credits: 4

Topics will vary from semester to semester, but will follow the Liberal Education requirement to present courses in advanced interdisciplinary study. Some topics have been *Studies in Autobiography or Self-Life Writing*, *The Coming of Age Narrative*, and *What Is Intelligence?*

HON 380 Wesson Honors First Year Experience Peer Mentor

Credits: 4

Students assist the course's professor with introducing students to the shape of the Wesson Honors Program's interdisciplinary courses, the pedagogy of asking questions, and presentation of independent research.

HON 486 Wesson Honors Capstone Seminar

Credits: 2

The Honors Capstone culminates the Wesson Honors Program and receipt of the Honors Certificate at graduation. Students meet together with the Honors Coordinator to refine the honors component of their major capstone, undertake a service project, and share their work with each other and the review the process of interdisciplinary thinking. Graded Pass/Fail.

Offered spring

HUMANITIES

HUM 210 Introduction to the Digital Humanities

Credits: 1

This course is an introduction to the field of digital humanities. This introduction covers the theory behind the quantitative approach to cultural artifacts, leading methods current in the field, application of these methods to real-world data, and assessment of the applicability of the digital humanities in pursuits intellectual, academic, and professional. (QL)

Offered spring of even-numbered years

Undergraduate Curriculum

INTEGRATIVE EXPERIENCE

IE 300 Level Courses

Credits: 4

Liberal Education 300 level Integrative Experience courses are offered each term and the individual course descriptions are available at the time of registration. See also: ENV 325 -Prerequisite: Completion of four Core Liberal Education Areas

INTEGRATIVE STUDIES

ITS 100 Introduction to Integrative Studies

Credits: 4

This course introduces students to the integrative aspect of a Liberal Arts-infused education. Students explore how insights from various academic areas inform their understanding of complex issues as well as the methods utilized by different disciplines and how they contribute to integrative understanding. Students develop skills in interdisciplinary and integrative research and problem solving, in oral and written communication, and the integration of diverse perspectives. (WI)

Offered fall and spring

ITS 221 Peer Education: Practice and Theory

Credits: 2

This course will address the growth and development that students experience during their college years and the role of peer educators in student support services. Students will gain an understanding of how important factors influence a person's education: social class, values, race, ethnicity, gender and language. Theories of nonhierarchical learning will be explored. Using these theories, students will then develop practical strategies for working with peers. Course completion will lead to College Reading and Learning Association tutor certification and preference in hiring at the Student Learning Collaborative. Prerequisite: WRT 101

Offered spring

INTERDISCIPLINARY STUDIES

INT 010 Introduction to Career Development

Credits: 1

This interdisciplinary seminar is designed to assist students in preparation for their career and internship searches. The seminar will cover career development deliverables such as resume writing, cover letter writing, interviewing, networking and general business etiquette and communication. In addition, administrative requirements to applying for and completing the internship will be covered. Students must pass the course in order to satisfy pre-internship seminar requirements. Graded Pass/Fail

Offered fall and spring

INT 120 Applications of Microsoft Excel

Credits: 2

This hands-on course familiarizes students with key features of Microsoft Excel, including entering and formatting data, creating formulas, creating graphs, and using basic data analysis tools. Since computer software is constantly changing, strategies for independently learning new software will also be emphasized.

Offered fall

INT 200 Professional Writing Seminar

Credits: 2

This course introduces students to various technical and professional writing skills

required in most organizations today. Students will learn and practice fundamental business writing skills by reading, drafting, and revising various communications such as emails, memoranda, letters, proposals, reports, and resumes. Proper and professional use of mechanical writing skills and formatting will be emphasized. This course also offers an overview of citing credible sources and preparing a reference list in APA format, as well as the appropriate use of appendices in work-related reports. Instructional methods will include a combination of oral and written presentations, discussion forums, and skills practice on both an individual and collaborative basis. Prerequisite: WRT 101. Offered spring

INT 285, 485 Interdisciplinary Internships

Credits: 1-6

An INT 285 internship may be taken for 1 to 3 credits; an INT 485 internship for 1 to 6 credits. These interdisciplinary internships are designed to provide students an opportunity to explore areas of interest or to link their field of study to other academic or occupational areas. The internship can be completed in a variety of private or public settings and it can require students to draw correlations between various academic areas and the learning objectives of the internship experience. Students choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Graded Pass/Fail. Prerequisite: pre-internship seminar, permission of the instructor. Offered fall, spring and summer

INTERNATIONAL STUDIES

IST 101 Introduction to International Studies

Credits: 4

This course provides an introduction to the field of international studies. Students explore such themes as the emergence of the nation-state and the modern system of international relations, nationalism vs. global citizenry, the environment and ecological commons, globalization and culture, transnational movement and identity, terrorism, the global drug trade, how globalization shapes our personal lives and local communities, and the future of international collaboration and organization. Offered spring of odd-numbered years

IST 150, 250 Special Topics in IST

Credits: 4

The main objectives of this course are for students to gain beginning level reading, writing, and speaking comprehension of a language (such as French, Mandarin or Spanish) while exploring and learning to appreciate historical and cultural aspects through diverse media. This satisfies a language major course requirement for History and Political Studies, and Multi-Disciplinary Studies; and a course requirement for the International Studies minor. Offered fall and spring

MATHEMATICS

MAT 122 Quantitative Reasoning

Credits: 4

Students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen. Topics include logic, personal finance, descriptive statistics, and probability. The use of spreadsheets is integrated into this course. Offered fall and spring

Undergraduate Curriculum

MAT 206 Algebra and Trigonometry

Credits: 4

This course focuses on the concept of a function and its inverse. The study of linear, quadratic, exponential, logarithmic, and trigonometric functions and their applications are integral components of the course. The concept of a matrix as a tool to solve equations with more than one unknown will also be introduced in this course. Prerequisite: MAT 122 or 2 years of high school algebra

Offered fall and spring

MAT 220 Introduction to Statistics

Credits: 4

This course provides an overview of the field of statistics including gathering and analyzing numerical information. Students study the concepts of sampling, experimentation, and measurement and examine statistical methods to study them. Students study confidence intervals and hypothesis testing, including t-tests, F-tests, Chi-Square tests, regressions, and analysis of variance. The use of statistical software and/or graphing calculators is included.

Offered fall and spring

MAT 221 Calculus I

Credits: 4

Calculus involves the study of how quantities change. The ideas of infinity, limits, and continuity are developed, leading to the concept of the derivative of a function. The process of differentiation is then applied to the study of motion, optimization, and other areas. A working knowledge of algebra and trigonometry is expected.

Prerequisite: MAT 206

Offered spring

MAT 222 Calculus II

Credits: 4

This course focuses on the integral calculus as an extension of the differential calculus that is introduced in MAT 221. Topics include differential equations, techniques of integration, and applications thereof. Prerequisite: MAT 221

Offered spring

MAT 304 Calculus III

Credits: 4

This hybrid course continues and extends the ideas introduced in Calculus I and II to analyze functions of more than one variable. Topics include parametrization of curves, vector operations, partial differentiation, multiple integration, and integration in vector fields. The utility of these mathematical tools will be demonstrated through application to numerous real world systems. Prerequisite: MAT 222

Offered spring

MEDICAL LAB SCIENCE

MLS 486 Medical Lab Science 4th Year Practicum I

Credits: 14

This semester-long practicum prepares students for careers as a Medical Laboratory Scientists as they work directly with laboratory professionals in a clinical laboratory. Laboratory disciplines include Clinical Chemistry, Urinalysis, and Microbiology. Weekly lectures provide essential theory and background for clinical tests. Students are required to integrate knowledge of biology, physiology and chemistry as they perform and interpret laboratory results. (WI) Prerequisites: Senior MLS major in good academic standing.

Offered fall

MLS 487 Medical Lab Science 4th Year Practicum II

Credits: 14

This semester-long practicum prepares students for careers as a Medical Laboratory Scientists as they work directly with laboratory professionals in a clinical laboratory. Laboratory disciplines include Clinical Chemistry, Urinalysis, and Microbiology. Weekly lectures provide essential theory and background for clinical tests. Students are required to integrate knowledge of biology, physiology and chemistry as they perform and interpret laboratory results. (WI) Prerequisites: MLS 486, senior MLS major in good academic standing. Offered spring

MUSIC

MUS 103 Music Appreciation

Credits: 4

This music survey course explores ancient to contemporary musical styles. Students become acquainted with the historical periods, genres, and styles of music, and with elements of the musical art such as melody, harmony, lecture form, and notation. The course studies each genre in terms of structure, style, cultural context, and meaning, by developing specific techniques of interpretation. Offered spring
Liberal Education Core or Exploration Area: Arts

MUS 108 Music Theory and Composition Fundamentals

Credits: 4

This course introduces the elements of music, notation, principles of musical structure, harmony and analysis, and basic music composition principles. Through reading, listening, demonstration and writing, students will develop a foundation for music composition as well as beginning composition skills. The ability to play an instrument, even as a beginner, is encouraged but not required. Offered fall
Liberal Education Core or Exploration Area: Arts

MUS 110/111 Applied Music: Vocal and Instrumental

Credits: 1-4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Offered fall/spring

MUS 131-138 Colby-Sawyer College Singers

Credits: 1

The Colby-Sawyer College chorus is open to students as an opportunity for musical expression. The chorus presents one performance each semester of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. Course content varies from term to term. No audition is necessary. Offered fall and spring

MUS 210/211 Applied Music: Vocal and Instrumental II

Credits: 1-4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an

Undergraduate Curriculum

initial assessment; no audition is necessary. A fee is charged per credit.

Prerequisite: successful completion of one course from the previous level

Offered fall/spring

MUS 310/311 Applied Music: Vocal and Instrumental III Credits: 1-4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Prerequisite: successful completion of one course from the previous level

Offered fall/spring

MUS 410/411 Applied Music: Vocal and Instrumental IV Credits: 1-4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. Course content varies from term to term. A fee is charged per credit. Prerequisite: successful completion of one course from the previous level

Offered fall/spring

NURSING

[Interpreting NUR course credits: **total credits (class credits.clinical credits)**, for instance, **Credits: 3 (3.0)**]

NUR 101 First Year Nursing Seminar Credits: 1 (1.0)

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

Offered fall

NUR 203 Introduction to Professional Nursing Credits: 3 (3.0)

This nonclinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care, therapeutic communication, principles of patient teaching, the bio-psychosocial model of health, the nursing process and critical thinking on which clinical judgment is based.

Offered spring

NUR 207 Pharmacology Credits: 3 (3.0)

This nonclinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they relate to each physiological system. This course is open to non-nursing majors with permission of instructor. Prerequisites: BIO 121, 205, 206; co-requisite: NUR 222

Offered spring

NUR 212 Health Assessment

Credits: 2 (1.1)

This course focuses on the development of health assessment skills essential to the role of the professional nurse caring for people throughout the aging process. Emphasis is on the psychomotor and assessment skills required to distinguish normal from abnormal findings. Attention is placed on integrating the knowledge and skills necessary for history taking, physical and psychosocial examination, and documentation. Guided classroom, laboratory and simulation learning opportunities are utilized. Prerequisite or co-requisite: NUR 203 Offered fall

NUR 222 Fundamentals of Nursing

Credits: 4 (2.2)

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals. Topics include basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication, and nursing documentation. Prerequisite: NUR 212; co-requisite: NUR 207 Offered spring

NUR 309 Community and Public Health Nursing

Credits: 2 (2.0)

This is a nonclinical course that introduces the concepts of population-centered health care in the community. The focus is on the community as the client and also as the context of care for individuals, families and aggregates. Topics include community and health care systems, nursing roles and functions in the community, vulnerable populations, public health and community health issues and epidemiology. Prerequisite: NUR 222 Offered fall and spring

NUR 313 Maternal-Child Nursing

Credits: 4 (2.2)

This clinical course introduces the role of care provider for families experiencing normative childbearing and childbirth. Topics include prenatal development, neonatal assessment, family development, reproductive health, labor and birth, and related nursing interventions in maternal-infant care. (WI) Prerequisite: NUR 222 Offered fall and spring

NUR 314 Pediatric Nursing

Credits: 4 (2.2)

This clinical course introduces the role of care provider for families experiencing normative childrearing and for children and adolescents who require restorative care. Topics include child and family development, nursing interventions with children, and management of childhood illnesses. Prerequisite: NUR 222 Offered fall and spring

NUR 332 Adult Medical-Surgical Nursing I

Credits: 9 (5.4)

In this clinical course students provide restorative care for adults in an acute care setting and begin to develop skills in the management of care for adults and their families. Topics include pathophysiology of disease, therapeutic nursing interventions with acute manifestations of diseases in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neurological and musculoskeletal), fluid and electrolyte balances, perioperative care, health promotion, and prevention. Prerequisite: NUR 222 Offered fall and spring

Undergraduate Curriculum

NUR 334 Mental Health Nursing

Credits: 4 (2.2)

In this clinical course, students provide restorative care for adults with psychiatric illness in an inpatient setting and develop skills in the assessment and management of mental health for adults and their families. Topics include psychiatric illnesses (depression, schizophrenia, anxiety, and post-traumatic stress syndrome), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention, and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder). Prerequisite: NUR 222

Offered fall and spring

NUR 336 Nursing Research and Evidence-Based Practice

Credits: 3 (3.0)

This nonclinical course focuses on evidence-based practice. Students identify a clinical problem, review sources of evidence, and develop a policy statement or program objectives to address the problem. Topics include the research process, literature critique and review, the clinical value compass and models of continuous quality improvement, and policy development. (QL) Prerequisite or co-requisite: MAT 220

Offered fall and spring

NUR 405 Adult Medical-Surgical Nursing II

Credits: 7 (4.3)

In this clinical course, the students provide and manage care for adults with complex chronic diseases and their families, in an inpatient setting. Topics include pathophysiology and complications of disease, therapeutic nursing interventions, interpretation of cardiac arrhythmias, acid-base imbalances, palliative care, pain management, hospice, and discharge planning. (WI) Prerequisite: completion of all 300 level NUR courses

Offered fall

NUR 407 Nursing Leadership Capstone I

Credits: 2 (2.0)

The nursing role includes acting as provider, manager, and coordinator of care for individuals, families and communities. This includes planning health promotion through normative transitions across the life span, prevention of events that compromise health, and management and maintenance of optimal health for persons with chronic illness and disability. Students work with community mentors to identify and plan interventions based on the capacities of the community and the nursing program. (WI) Prerequisite: completion of all 300 level NUR courses

Offered fall

NUR 408 Nursing Leadership Capstone II

Credits: 2 (2.0)

Students continue to work with partnering agencies to implement and evaluate the interventions that were designed in Leadership Capstone I. There is a greater focus on the leadership role of nurses in non-acute care settings. Topics include cultural influences on health, the role of human service organizations, expanded roles of nursing, the group process, interdisciplinary collaboration and evaluation methods. Weekly clinical seminar meetings allow students to benefit from the group experiences. Student projects are presented to internal and external audiences.

Prerequisite: NUR 407

Offered spring

NUR 442

Clinical Capstone: Nursing Management of Patient Care

Credits: 8 (2.6)

Students provide and coordinate complex restorative nursing care in the inpatient

setting to acutely ill individuals and their families. Students work under the guidance of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and responsibilities to develop management and leadership skills as they assume a professional role. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and the professional role of nurses.

Prerequisite: NUR 405

Offered spring

NUR 445 NCLEX-RN Preparation I

Credits: 0

Students prepare for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. A self-assessment is completed and a plan of study is developed in preparation for the NCLEX-RN exam. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Graded Pass/Fail. Prerequisite: senior status in the Nursing major

Offered fall

NUR 446 NCLEX-RN Preparation II

Credits: 2 (2.0)

Students continue preparation for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. Based on the assessment and plan developed in NUR 445, students implement an individualized study plan and evaluate its effectiveness. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Prerequisite: senior status in the Nursing major

Offered spring

PHILOSOPHY

PHI 100 Introduction to Philosophy

Credits: 4

This course is an introduction to philosophy, and to the great ideas and arguments that comprise it. We read some of the most influential works of human thought, from the ancient, modern, and contemporary periods, and relate them to our everyday lives. We ask questions like: How should we live? Who am I? Does God exist? Do I have a free will? What is the meaning of society?

Offered fall

Liberal Education Core or Exploration Area: Humanities

PHI 210 Logic and Critical Thinking

Credits: 4

This course is an introduction to critical thinking and to informal and formal logic. We investigate and practice the skills used in good reasoning. Students learn about the nature of arguments, fallacies, induction and deduction, and other aspects of logic and critical thinking. In coming to grips with all of these, students develop their ability to identify arguments in everyday contexts, analyze and evaluate arguments, and create strong arguments of their own.

Offered spring of odd-numbered years

Liberal Education Core or Exploration Area: Humanities

PHI 213 Ethics

Credits: 4

Ethics is the study of how we should live. In this course, we examine major ethical theories from the Western tradition, such as virtue theory, deontology, consequentialism, and social contract theory, and apply these theories to issues in

Undergraduate Curriculum

everyday life. We also consider social, cultural, and political contexts in which ethical decision-making happens. Offered spring of even-numbered years
Liberal Education Core or Exploration Area: Humanities

PHI 305 Biomedical Ethics

Credits: 4

This course examines ethical concepts and applies them to health and medicine. We discuss major ethical theories, case studies, and arguments and develop a reflective approach to biomedical issues. Along the way we draw on our knowledge of medical science, health care policy, and the historical, cultural, and religious perspectives relating to health care.

Offered fall and spring

Liberal Education Core or Exploration Area: Humanities

PHYSICS

PHY 101 Introduction to Physics I (+lab)

Credits: 4

The topics included in this course are classical mechanics, statics, simple machines, energy and the properties of matter. The experimental, historical and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions and laboratory experiences. A \$50 lab fee is charged. (QL)

Prerequisite: MAT 206 or successful completion (B- or better) of two years of high school algebra

Offered fall

Liberal Education Core or Exploration Area: Science

PHY 102 Introduction to Physics II (+lab)

Credits: 4

In this course the development of physical concepts continues with topics in sound, electromagnetism, light and quantum mechanics. Much of the material is developed through student involvement in classroom activities, discussions and laboratory experience. A \$50 lab fee is charged. (QL) Prerequisite: PHY 101

Offered spring

POLITICAL STUDIES

POL 100 World Politics

Credits: 4

The goal of this course is to provide students with a framework to help make sense of the 21st century global community. Topics discussed include: the differences between democratic and authoritarian states; economic, cultural, or institutional preconditions for democracy; ways various political systems manage internal dissension and conflict; and the difficult transition from autocratic systems of repression to democratic systems.

Offered fall

Liberal Education Core or Exploration Area: Social Science

POL 101 Introduction to American Politics

Credits: 4

In this course students examine the political, social, and economic institutions that make up the American political system. After discussing the theoretical foundations of the American experiment in democracy, students analyze how these theoretical foundations were translated into concrete political institutions. Through the analysis of history, current controversies, case studies, and simulations students see

how the institutions of the American regime come together to form a logical and rational political system. Offered spring
Liberal Education Core or Exploration Area: Social Science

POL 202 The American Presidency

Credits: 4

This course analyzes the role and powers of the American president. Changes that have taken place since the framing of the Constitution, and reasons for those changes, are examined. Students also examine the effectiveness of the current institution of the presidency. Offered fall of every third year

POL 203 Political Ideas and Ideologies

Credits: 4

This course explores an aspect of political life which is all around us, yet rarely studied closely: political ideologies. This course explores important philosophical questions that ideologies seek to answer, such as: What is a political community and what is its proper role in life? What is justice? How should individuals relate to the state? What is power and how should it be limited? When is change necessary, and how should that change come about? Offered fall of every third year

Core Area: Humanities

POL 204 American Foreign Policy

Credits: 4

The United States' road to global leadership was a twisting one that began with a nation that spurned any entangling alliances and only in the mid-20th century embraced the role of a world leader. This course surveys the political and ideological development of United States foreign relations and diplomacy from the Revolution to the present post-Cold War era. Offered spring of every third year

Core Area: Social Sciences

POL 209 Contemporary Latin America

Credits: 4

Latin America is a diverse and vibrant region and the home of some of the world's most dynamic economies and areas of great poverty. Students examine issues in Latin America today: the struggle to create a functional democracy; the war on drugs; relations with the United States; the benefits and challenges of globalization; rebel and reform movements; and the counter-revolutionary response to popular mobilizations, environmental problems, immigration, and economic development and inequality. Offered fall of every third year

POL 301 The U.S. Constitution

Credits: 4

This course is a study of the U.S. Constitution, its philosophical background, the articles that provide the framework for our system of government, and the changes that have occurred as a result of amendments. Special emphasis is given to various interpretations of the Constitution by the judicial branch as well as current constitutional crises. Prerequisite: one POL course or permission of the instructor

Offered Fall

POL 303 Politics of Sub-Saharan Africa

Credits: 4

The goal of this course is to construct and apply a conceptual framework within which to analyze the incredibly complex and varied political landscape of the African continent. In discussing the construction, consolidation, and overthrow of the

Undergraduate Curriculum

colonial regime, students analyze the ways in which the colonial powers left their imprint on both the African people and the post-colonial African state. Then this course looks at the political issues currently facing the African continent.

Prerequisite: one POL 100 or 200 level course Offered spring of every third year

POL 304 Marx and Marxism

Credits: 4

Karl Marx continues to be many things to many different people, but the fate of Marx and Marxism for the 21st Century remains unclear. The early years of this century have been marked by economic insecurities, growing economic inequality, the continued vitality of repressive regimes, and escalating environmental degradation; in what ways is Marx helpful in making sense of this situation and/or proposing alternatives? This course will pose a single question that we will approach from a number of angles: what is dead and what is alive in the thought of Karl Marx?

Prerequisite: one POL 100 or 200 level course Offered spring of every third year

POL 307 America in the Cold War Era, 1945-1990

Credits: 4

This course examines the conflict between the United States and U.S.S.R and how this conflict affected American politics, culture and society. This course is devoted to the study of key events: What disputes remain regarding the historical record of this era? How did the Cold War impact the daily lives of Americans? What are the enduring lessons of the Cold War, and in what ways can these lessons be applied to the global and domestic politics of the 21st century? Prerequisite: one POL 100 or 200 level course Offered spring of every third year

POL 312 Politics of the Middle East

Credits: 4

More than any other region in the developing world, the Middle East has experienced internal crises and stirred emotion in the West. Do crises like the persistent Arab-Israeli conflict, the rise of political Islam, the terrorist attacks of September 11th, and the Gulf Wars point to something unique in the civilizations of the Middle East, or are these crises the result of political processes shared by all modern states? The goal of this course is to critically analyze a wide range of answers to this important question. Prerequisite: one 100 or 200 level POL course Offered spring of every third year

PSYCHOLOGY

PSY 101 Introduction to Psychology

Credits: 4

This course surveys the major areas of psychology and emphasizes an understanding of research methods, theories, and findings in the field of psychology. Students study human behavior from multiple perspectives including cognitive, behavioral, and physiological. Students learn about challenging issues faced by psychologists, and practice hypothetical and problem-solving skills in the context of psychology. Offered fall and spring

Liberal Education Core or Exploration Area: Social Sciences

PSY 104 Writing in Psychology

Credits: 2

Psychologists write about human behavior. Thus, it is essential for psychology students to learn the writing conventions of APA (American Psychological Association) style and format. This course will help students develop their scientific

investigative and writing skills. Students will be introduced to the type of writing expected of psychology majors. Most of that writing will involve research; thus this course will help students to read and think critically about research. (WI)

Prerequisite: PSY 101

Offered spring

PSY 202 Personality Psychology

Credits: 4

This course introduces students to the major classic theories of personality and to the social and cultural influences on personality development. Students will explore the ideas of Freud and his psychoanalytic theory, the humanistic models of Maslow and Rogers, Skinner's behaviorism, Bandura's social-cognitive perspective and Eastern psychologies. Students will enhance their knowledge through reading, discussion, and case studies. As the major theories and research in the field of personality are covered, students will be asked to relate this material to their own lives. Prerequisite: PSY 101

Offered fall

PSY 204 Social Psychology

Credits: 4

Social psychologists strive to understand how other people influence our thoughts, feelings and behavior. This course will introduce students to theories and research that are an important part of our everyday lives, including topics such as intimate relationships, conformity, persuasion and reasons for aggressive behavior.

Throughout this course, students will explore the interplay between people and their environment (i.e. the development of self, social influences on individuals, group interactions, and larger social systems). Prerequisite: PSY 101

Offered fall

PSY 211 Cognitive Psychology

Credits: 4

This course introduces students to a variety of topics within the field of cognition by exploring how the mind extracts information from the environment (attention and perception), stores it for later use (learning and memory), and then retrieves it when it becomes useful (language, problem solving, decision making). Prerequisite: PSY 101

Offered spring

PSY 216 Neuroscience

Credits: 4

This course studies the biological basis of the mind and behavior. It begins with a review of fundamental principles of behavior from the perspectives of biology, neuroscience and neuroanatomy. Selected topics will then be covered in more detail, including: Neurophysiology, Psychopharmacology, Sensory and Motor systems, Hormones, and Addiction. This course involves lab exercises, which will include activities on brain anatomy, perception, and research design. Prerequisite: PSY 101

Offered fall

PSY 240 Life Span Development

Credits: 4

This course explores the journey of the individual from conception to death. Students trace individual physical, cognitive, and socio-emotional development chronologically, exploring the issues pertaining to each stage. This course helps all students understand others and gain some insight into their own history. It is particularly designed to help future nurses and mental-health professionals who are responsible, in some way, for the care of others. Prerequisite: PSY 101

Offered online in the fall and in class in the spring

Undergraduate Curriculum

PSY 245 Introduction to Addiction Studies

Credits: 4

This course provides an in-depth perspective of the effects of psychological and physiological dependency on health, families, and communities based on a bio-psycho-social perspective. Students will develop an understanding of the addictive and recovery process, including the reciprocal interaction between individuals and the various social, economic, and political systems of which they are a part. (WI)

Offered spring

PSY 285 Psychology Internship

Credits: 1-4

Qualified sophomores, juniors, and seniors may arrange internships related to psychology with a member of the Psychology faculty. Internships are available in a variety of psychology related settings that include child protection agencies, juvenile justice services, schools, adolescent group homes, and rehabilitation facilities.

Prerequisites: two 200 level psychology courses; sophomore standing; pre-internship seminar; permission of faculty sponsor and the Dean for the School of Business and Social Sciences.

Offered fall, spring and summer

PSY 302 Statistical Methods for Psychology

Credits: 4

Statistics is the science of reasoning from data. Data and statistical thinking abound in everyday life and in almost all academic disciplines, so the ability to reason with data is essential to educated citizenship. This course introduces concepts that will provide the student with a solid understanding of statistical procedures. The goal of the course is to demystify statistics and enable students to comprehend the evidence and logic behind statistical analysis. (QL) Prerequisites: PSY 101; junior standing recommended

Offered fall

PSY 303 Sport and Exercise Psychology

Credits: 4

This course is designed to examine and apply the psychological effects of sport and exercise on human behavior. This is accomplished by investigations of concepts and theories which analyze sports, exercise, and physical activity. Topics of discussion include: anxiety, arousal, attention, personality structures, motivation, and intervention strategies. Prerequisite: PSY 101 or ESS 114 or ESS 225

Offered spring

PSY 306 Psychopathology

Credits: 4

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. Students will be exposed to the science of abnormal psychology and will gain insight into the impact of behavioral disorders on the individual, family, community, and society. Students will also learn about the diagnosis and treatment of some common disorders. Upon completion of this course, students should have a thorough understanding of psychopathology and its correlates. Prerequisites: PSY 101; PSY 202; junior standing recommended

Offered fall of even-numbered years

PSY 308 Research Methods in Psychology

Credits: 4

This course provides students with a detailed understanding of experimental, observational, and survey research methods. Emphasis is placed on framing research questions, defining variables and rendering them operational, sampling,

assuring internal and external validity, and drawing appropriate conclusions.

Students design original research projects. Prerequisites: PSY 101, 302

Offered spring

PSY 310 Counseling Psychology

Credits: 4

This course introduces students to the field of counseling psychology and provides an overview of the major theories of counseling and the methods used to put those theories to work in the helping relationship. Students will develop an understanding of how counseling practice is grounded in theory. In addition, students will learn and practice some basic “helping” skills – the foundation of counseling techniques. This course is particularly applicable to students who are preparing for internships in psychology and for those who will pursue careers or graduate work in psychology and related fields (like education and nursing).

Prerequisites: PSY 101, 202, junior standing Offered fall of odd-numbered years

PSY 312 Human Sexuality

Credits: 4

This course provides students with an introduction to a variety of topics related to human sexuality, including cultural and personal aspects of human sexuality across the life cycle, sexual diversity, attitudes and myths about sex and sexuality, and the creation and dissolution of relationships. Offered spring of even numbered years

PSY 316 Health Psychology

Credits: 4

The course will examine the role of psychological factors in several health related areas. Topics will include aspects of health research, adherence to medical advice, stress, pain and methods of coping with these. Other topics to be covered include behavior involved with chronic diseases and illness. We will also look at behavioral health, specifically concerned with the use of alcohol and tobacco. Throughout the course we will explore the underlying psychological theories and methods employed in this area as well as some of the clinical applications in this field. Prerequisites: PSY 101, one 200 level PSY course Offered spring of even-numbered years

PSY 317 Forensic Psychology

Credits: 4

Forensic psychology is the interface between psychology and the law. This course will survey the major areas of forensic psychology, including, history of forensic psychology, psychopathy, violent risk assessment, insanity and criminal responsibility, criminal and civil responsibility, child custody and juvenile delinquency. Students will have the opportunity to explore the role of race, ethnicity, gender, and social-economic status in this discipline. Prerequisite: Completion of three Exploration or Core Liberal Education Areas

Offered fall of even numbered years
Integrative Studies course

PSY 321 Issues in Child Psychology

Credits: 4

This course provides an in-depth exploration into the science of child psychology spanning from the prenatal period to pre-adolescence. Students will examine the biological, cognitive and socio-emotional changes that occur during this time period. Additional developmental topics will be discussed including epigenetics, prenatal programming, attachment, gender, socio-metrics, intelligence, humor, and additional

Undergraduate Curriculum

issues intended to cater to student interests. Prerequisite: PSY 101 or CHI 101
Offered fall of even numbered years

PSY 322 Issues in Adolescent Psychology

Credits: 4

This course examines development during the adolescent and emerging adulthood years. Specifically, students will explore normal physical, cognitive, moral, socio-cultural and emotional changes that occur during this stage. Students will consider issues such as sexuality, dating, family and peer relationships. They will also consider problems that are particularly prevalent during adolescence, such as drug and alcohol use, eating disorders, depression, suicide, and teen pregnancy. Students will have the opportunity to read current and classic research in the areas of adolescence and emerging adulthood. Cultural and diversity issues will be discussed throughout the course. Prerequisite: PSY 101 or CHI 101

Offered spring of odd numbered years

PSY 323 Positive Psychology

Credits: 4

Much of the research and practice of clinical psychology to date has focused on the diagnosis and treatment of psychopathology. Many psychologists today believe that a focus on a disease model (curing illness) is incomplete. Psychology is also the study of human strengths, optimism, happiness, hope, and resilience. This course is an overview of some of the research and concepts in the new and growing field of positive psychology. Students will have an opportunity to explore the concepts firsthand. Students will learn practical ways of using one's character strengths to promote and maintain their own lives and to enhance the lives of others.

Prerequisite: PSY 101

Offered spring of odd numbered years

PSY 326 Group Dynamics and Processes

Credits: 4

Groups are a bastion of human experience. This course examines the dynamic nature of human group interaction and process. Students will explore the scientific study of group behavior while integrating theory, research and application. Also students will engage in in-class exercises to explore the real-life application of various aspects of group dynamics including (but not limited to) leadership, motivation, perception, power, authority, conformity and decision-making. Intercultural communication and dynamics will be explored. Prerequisite: PSY 101; sophomore standing.

Offered spring of even-numbered years

PSY 327 Psychopharmacology

Credits: 4

This course will examine the field of psychopharmacology (the study of drugs that affect the brain) including their pharmacodynamics and pharmacokinetic properties. The focus will be on therapeutic drugs used in the treatment of mental illness, such as antidepressants, mood stabilizers and antipsychotics. It will also explore the potential use of non-traditional medicines for mental disorders such as cannabis, MDMA and psychedelics. Other topics will include pediatric and geriatric psychopharmacology, psychoactive herbs, and drug interactions. Prerequisites: PSY 101 and PSY 216

Offered spring of odd-numbered years

PSY 354 Psychology and Law

Credits: 4

This course introduces students to the role of psychology in the legal system. A

growing numbers of psychologists have become involved in a wide range of activities within the legal system (e.g., testify as expert witnesses; helping attorneys select juries; and preparing witnesses for trial). Students will examine and evaluate the assumptions made by the legal system about psychological and scientific issues. They will also seek to understand how the legal system actually works, not how the law assumes it works. Ultimately, this course will provide insight into the past and anticipated future of this dynamic interdisciplinary field. Prerequisites: PSY 101; sophomore standing
Offered spring of odd-numbered years

PSY 369 Drugs and Behavior

Credits: 4

This course will investigate drug use and drug actions, both licit and illicit. It will also consider the social and policy issues that surround their use. Accordingly, the specific coverage will span a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic use of behaviorally active drugs, the history of drug use, drug abuse and its prevention and treatment. Specific categories of drugs to be covered include: stimulants, depressants, inhalants, opioids, hallucinogens, and commonly used drugs, such as alcohol, nicotine and caffeine. Medications will also be examined including those for mental disorders and over-the-counter. Prerequisites: PSY 101, one 200 level PSY course
Offered fall of odd-numbered years

PSY 371 Child and Adolescent Psychopathology

Credits: 4

This course focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. Students will critically review common child and adolescent psychopathology and challenge social and cultural assumptions of what constitutes "normal" versus "pathological" behavior, cognition, and emotion. Students will learn about the defining characteristics, associated features, possible causes, research evidence, and current approaches to intervention and prevention for a wide range of child and adolescent mental health issues. Prerequisites: PSY 101 or CHI 101
Offered spring of even numbered years

PSY 372 Substance Abuse Counseling

Credits: 4

This course provides a comprehensive review of substance abuse treatment and rehabilitation. Students will focus on various evidence-based treatment approaches, treatment settings, and types of counseling, including individual, group, and family techniques. Prerequisites: PSY 101 and PSY 245
Offered fall of even numbered years

PSY 373 Screening and Assessment of Addiction Disorders

Credits: 4

Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies (including the use of wraparound assessment and intervention services), wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. Prerequisites: PSY 101 and PSY 245
Offered spring of even-numbered years

PSY 374 Case Management

Credits: 4

This course will assist students in developing the skills associated with effective case

Undergraduate Curriculum

management in a social service setting. Emphasis will be placed on communication, assessment, and planning. Case managers are generally responsible for coordinating the delivery of healthcare, including substance abuse treatment modalities. Prerequisites: PSY 101 and PSY 245 Offered fall of odd-numbered years

PSY 485 Psychology Internship and Professional Development Seminar Credits: 4-16

Students in this course work in psychology-related settings that include, but are not limited to, community mental health centers, child protection agencies, law enforcement, prisons, rehabilitation centers, schools, adolescent group homes, and marketing firms. Internships include a weekly seminar with the faculty sponsor in which students explore many components of the professional work experience including the process of helping, ethical practice, communication in the workplace, problem-solving and networking. Graded Pass/Fail. Prerequisites: pre-internship seminar; permission of the faculty sponsor and the Dean for the School of Business and Social Sciences. Offered spring

PSY 486 Psychology Capstone: Advanced Research Seminar Credits: 2

In this course, students design, carry out, and present the results of original research projects on topics of particular interest to them. Emphasis is placed on choosing methodologies, simple and complex designs, multivariate analysis, interpretation of results, and ethical considerations in psychological research. Students must complete this Capstone experience at Colby-Sawyer College. (WI) Prerequisites: PSY 101, 302, 308 Offered fall

PUBLIC HEALTH

PBH 230 Introduction to Public Health Credits: 4

This course introduces the basic principles of public health. The context and scope of public health are covered including history, philosophy, essential services, ethics, and application to current events. Public health is explored from both historical and modern perspectives. Some of the topics covered include social justice, health disparities, vulnerable populations and the role of governments in health care. Prerequisite or co-requisite: HEA 100 Offered fall

PBH 232 Mental Health Systems Credits: 2

This course focuses on the mental health delivery system and how people with mental illness interact with the public health and mental health system. The changing social constructions of mental illness and its evolution over time are explored as well as the related historical and contemporary public policy developments. Prerequisite: HEA 100 Offered spring

PBH 306 Health Research Methods Credits: 4

This course prepares students to effectively assess and apply research evidence and skills in health studies practice. Students will be able to evaluate the quality of health data, conduct a literature review and apply principles of ethics. Research skills including study design and data analysis will prepare students to design and evaluate a research project at the undergraduate level. (QL) Prerequisite or co-requisite: MAT 220 Offered fall

PBH 330 Epidemiology

Credits: 4

This course is designed to introduce students to the field of epidemiology. Students are presented with the historical role of epidemiology in the understanding of disease causation as well as the role of modern epidemiology in public health and health education. (QL) Prerequisites: MAT 220; PBH 230* and BIO 108 or BIO 106
*non PBH majors do not need the PBH230 prerequisite. Offered fall

PBH 332 Prevention of Illness and Injury

Credits: 4

Prevention of illness and injury, a thrust of the public health system, is vital to improving health care outcomes and controlling health care costs in the world today. This course explores and analyzes the multitude of systems and theories that contribute to the prevention of illness and injury. Prerequisite: PBH 230

Offered spring

PBH 401 Public Health Policy and Law

Credits: 2

Public health policies and laws represent responses to complex public health problems and are typically matters of significant local, state and national concern. The goal of health policy is to promote and protect the health and welfare of individuals and populations and the legal system is often the structure through which public policy is enacted. This course introduces students to the public health policy arena through the examination of current key issues in the field. (WI)
Prerequisite: PBH 230, 306; senior-level standing. Offered fall

PBH 485 Public Health Internship

Credits: 2-12

Students enroll for varied credit in a program approved internship with a public health related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of the internship experience is required. A minimum of 80 hours is required for this internship. Graded Pass/Fail. Prerequisites: PBH 230; pre-internship seminar; permission of faculty sponsor and program director

Offered fall, spring and summer

PBH 486 Public Health Capstone I

Credits: 2

Students propose, design and implement a comprehensive literature review in an area of interest within the public health field. Students meet weekly as a group with the course instructor to discuss design, methodology, results and progress toward completion of the review. (WI) Prerequisite: PBH 306 and senior-level standing in the major Offered fall

PBH 487 Public Health Capstone II

Credits: 2

In this course students design a project from their learning in PBH 486. In coordination with their capstone advisor students are expected to envision a project that appropriately responds to their literature review findings. Students give an oral presentation of their project and submit a final paper. Prerequisite: PBH 486

Offered spring

RELIGION

REL 105 World Religions

Credits: 4

This course is an introduction to the academic study of religion, covering both major

Undergraduate Curriculum

world religious traditions and the study of religion in general. Students will investigate the origins, beliefs, values, and practices of religions from different times and cultures, and will learn scholarly techniques to analyze, contextualize, and compare these various religions. Emphasis is placed on understanding different religions as social-historical phenomena. Offered fall of even-numbered years

Liberal Education Core or Exploration Area: Humanities

REL 206 The Meaning of Death

Credits: 4

In this course students are introduced to the beliefs and practices of various world religions in relation to death and dying, grief and bereavement. Emphasis is placed on the reading of personal accounts as well as primary and secondary religious texts with the goal of increasing appreciation of the role of religion at the end of life and the variety of means by which religion impacts people at this time of life.

Offered fall of odd-numbered years

Liberal Education Core or Exploration Area: Humanities

REL 237 Themes in Comparative Religion

Credits: 4

This course explores two or more religious traditions in significant depth. The goal is to delve more deeply into the ideas and practices of religions than is possible in REL 105. Special attention will be given to primary and secondary sources, and developing frameworks for conceptualizing differences and similarities within and among these traditions.

Offered spring of even-numbered years

Liberal Education Core or Exploration Area: Humanities

SCIENCE

SCI 112 Introduction to Astronomy (+lab)

Credits: 4

This laboratory course provides a hands-on introduction to astronomy. Students take an historical perspective, noting major theoretical developments in astronomy such as the work of Galileo, Kepler, Newton, Einstein, Hubble, and Hawking, and also a practical perspective, discussing the exploration of space by satellites, shuttles, and telescopes. Laboratory work involves computer demonstrations and night sky observations. A \$50 lab fee is charged.

Offered spring

Liberal Education Core or Exploration Area: Science

SCI 130 Earth Science (+lab)

Credits: 4

This course focuses on fundamentals of earth science, which include geology, meteorology, oceanography and astronomy. In addition to developing a basic comprehension of our physical environment, students study potential responses to hazards in the natural environment. Extensive use is made of audiovisual materials and laboratory activities. A \$50 lab fee is charged.

Offered spring

Liberal Education Core or Exploration Area: Science

SELF-DESIGNED

SDM 285 SDM Introductory Internship

Credits: 1-4

This multidisciplinary internship gives students the opportunity to explore potential career opportunities available to graduates with their Self-Designed major.

Internships can include a wide range of experiences suited to students' particular interests. Students must submit an Internship Contract application to the Harrington Center for Experiential Learning and a study plan to the Dean for the School of Business and Social Sciences for approval prior to beginning the internship. Graded pass/fail. Internships are arranged through the Harrington Center with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center. Prerequisite: pre-internship seminar; permission of faculty sponsor and the Dean for the School of Business and Social Sciences. Offered fall spring and summer

SDM 485 SDM Advanced Internship

Credits: 3-12

This internship provides students with an opportunity to explore areas of professional interest and development as well as potential careers. The internship can be completed in a variety of private or public settings and requires students to draw connections among the various academic areas and disciplines of the multidisciplinary studies major with the career or internship setting and the learning objectives of the internship experience. Students must complete a minimum of 120 on-site hours (equivalent of 3 credits). Graded pass/fail. Prerequisites: SDM 285; junior standing or above; pre-internship seminar; permission of faculty sponsor and the Dean for the School of Business and Social Sciences. Offered fall spring and summer

SOCIAL WORK

SW 205 Introduction to Human Services

Credits: 4

This course is designed to provide an overview to human services by introducing students to foundational skills, attitudes, and dispositions needed both in the field and related health and social service disciplines. We will emphasize the social, legal, and ethical aspects of human service and an understanding of historical and current trends affecting vulnerable populations. Offered fall

SW 210 Social Welfare Policy

Credits: 4

This course serves as an introduction to and analysis of social welfare policies and programs in the United States, with emphasis on the role of social, economic, and political forces in shaping policy development and change. The commitment and contributions of social work to social policy and social reform throughout history will be explored, and policies addressing or exploiting the vulnerabilities of oppressed and at-risk Americans over time will be highlighted. Prerequisite: SW 205 (WI) Offered fall

SW 305 Social Justice and Advocacy

Credits: 4

This course is designed to highlight social work's central commitments to diversity, human rights, and social and economic justice. The topics of this course include an examination of human rights and social and economic justice through study and scholarship, and preparing for work with diverse and at-risk populations. Emphasis will be placed on defining and developing skills for culturally competent social work and advocacy, and on promoting social justice and service to all persons. Prerequisites: SW 205; PSY 101, SOC 101, or PBH 230. Offered fall

Undergraduate Curriculum

SW 405 Social Work Practice Field Study I

Credits: 6

This course is designed to introduce students to client contact in an agency-type setting. Students in this course work in settings that include, but are not limited to, hospitals, community mental health centers, child protection agencies, schools, law enforcement, prisons, rehabilitation centers, adolescent group homes, and elder care facilities. Field service includes a weekly seminar with the faculty sponsor in which students explore many components of the professional work experience including the process of helping, ethical practice, communication, advocacy, and networking. A total of two hundred hours working in the field setting must be completed. Must be taken as the first of a two-part field service sequence. Prerequisites: SW 205, 210, and 305; pre-internship seminar; permission of the faculty field service sponsor and the Dean for the School of Business and Social Sciences.

Offered fall

SW 406 Social Work Practice Field Study II

Credits: 6

This course serves as the second in a two-part sequence. At least two hundred hours working in the field setting must be completed, providing students with, at a minimum, four hundred total hours of clinical service work in an agency-type setting across the final year of BSW study. Prerequisites: SW 405; permission of the faculty field service sponsor and the Dean for the School of Business and Social Sciences. Must be taken as the second of a two-part field service sequence.

Offered spring

SOCIOLOGY

SOC 101 Introduction to Sociology

Credits: 4

This course examines sociology as a scientific discipline with an introduction to its foundational themes, empirical concerns, and analytical approaches. Students will investigate the interrelationship between individual experience and broader social contexts emphasizing the effects of social class, race/ethnicity and gender on life experiences and opportunities. Students will gain knowledge and critical thinking skills regarding contemporary social life in the United States.

Offered fall and spring

Liberal Education Core or Exploration Area: Social Sciences

SOC 203 Sociology of the Family

Credits: 4

This course focuses on the structure of the American family and how this structure is changing as society changes. Major focus in on the diversity of family forms, roles in partnered relationships, and a variety of social problems associated with family life. The impact of political and economic systems on family life is also explored.

Prerequisite: SOC 101 or CHI 101

Offered fall of odd-numbered years

SOC 210 Intimate Partner Violence

Credits: 4

This course provides a thorough and critical look at intimate partner violence from a sociological perspective. Students will acquire the skills necessary to effectively study intimate partner violence in the United States through examination of history, theories, and methods, before proceeding to investigate how intimate partner violence is shaped by social location. Race, social class, gender, sexual orientation, family composition, religion, and military status will all be included. Throughout, students will analyze and evaluate social service responses to intimate partner violence. (WI) Prerequisite: SOC 101 or CLS 100

Offered spring

SOC 285 Exploratory Sociology Internship

Credits: 2-4

This exploratory internship gives students the opportunity to gain experience with the study of sociology as well as with career opportunities available to graduates. Graded Pass/Fail. Prerequisites: sophomore standing; pre-internship seminar
Offered fall, spring and summer

SOC 303 Sociological Aspects of Sport

Credits: 4

This course acquaints students with sport as a reflector and transmitter of values incorporated into the nature of sports in our society. Topics include: sport and mass media, violence in sport, deviant behavior and sport, issues of race and culture in sport, and gender in sport. Prerequisite: SOC 101 or ESS 114 or ESS 225

Offered fall

SOC 304 Race and Ethnic Relations

Credits: 4

This course examines how race and ethnicity continue to organize social relations and inequality in the United States and beyond. The course focuses on race and ethnicity as socially constructed categories and on contemporary forms of structural inequality. Topics may include issues in health care, residential segregation, access to education, the criminal justice system, media representations, and immigration. Discrimination at the interpersonal and institutional level will be featured as well as how race and ethnicity intersect with other forms of oppression such as gender and socio-economic class status. Prerequisite: SOC 101

Offered fall of odd-numbered years

SOC 310 Sociology Through Film

Credits: 4

Some scholars argue that films act as a mirror; that is, they can accurately reflect existing social trends, norms, and values. Others argue that films have the power to shape the development of trends. From this perspective, film is both a product and an agent of socialization. This course, therefore, is designed to explore, think critically about, and discuss society - on both a macro- and micro-level - through films, defined as products of and catalysts for change. Students will view a variety of films both in and out of class, and will work to connect sociological topics found in films such as power, stratification, and deviance to readings, writing assignments, and class discussion. Prerequisite: SOC 101

Offered spring of odd-numbered years

SOC 316 Social Theory

Credits: 4

This course provides an introduction to the central issues in sociological theory and a survey of both classical and modern sociological theorists. Sociological theory plays a critical role in the formation and development of sociology, in that it provide lenses through which to see the world; lenses that define the actors, contexts, and institutions that populate the realm of sociology. While sociology inculcates an awareness of how individual problems connect to social issues, it is sociological theory that structures the social world such that "problems" and "issues" first emerge. (WI) Prerequisite: SOC 101

Offered fall of even-numbered years

SOC 317 U.S. Social Problems

Credits: 4

U.S. Social Problems explores current, domestic issues through a sociological lens, taking into consideration the sociological imagination, and exploring the

Undergraduate Curriculum

constructivist approach to the study of conditions. Moreover, students will complete service to the community in order to experience first-hand work being done on the local level to combat issues such as poverty and addiction. Prerequisites: SOC 101
Offered fall of even-numbered years

SOC 319 Global Social Problems

Credits: 4

Our modern world is closely linked through trade, travel, and cutting-edge communication tools, and as such we have the ability to examine global issues like never before. This course will explore social problems across ever-more permeable international boundaries, and within specific regions of the world. Focus will be placed on contemporary issues concerning social justice and inequality, gender, terrorism, migration, urban conditions, and global climate change. Students will be required to demonstrate in-depth knowledge of, and critically evaluate, one issue.

Prerequisite: SOC 101

Offered spring of odd-numbered years

SOC 322 Gender and Society

Credits: 4

Gender and Society explores both “sex” and “gender” from a sociological perspective. We will examine and critique a variety of social institutions that produce, maintain, and enforce these categories as well as investigate how they are connected to social stratification and structures of race/ethnicity, socio-economic class, and sexualities. The course will investigate the lives of transgender individuals as well as various theories of sexual orientation. Central to the course is a focus on how an active, informed sociological imagination can promote a better understanding of the forces that shape our “individual” gendered lives. Prerequisite: SOC 101 or WGS 111

Offered spring of even-numbered years

SOC 333 Research Methods in Sociology

Credits: 4

This course provides exposure to the variety of quantitative and qualitative research methods used in sociology with the emphasis on survey research and statistical analysis using Statistical Package for the Social Sciences (SPSS). The course introduces descriptive and inferential statistics and the conditions under which they are meaningful. Students become familiar with issues related to measurement and data processing with an emphasis on research design. (QL) Prerequisites: SOC 101; junior standing recommended

Offered spring

SOC 485 Sociology Internship

Credits: 4-12

Through this minimum 160-hour internship students gain professional experience by applying skills learned in their sociology class work. Students may choose from a variety of internship options including community and government agencies, the criminal justice system, non-profits, or others that assist entry into a professional career. Students must work with a full-time sociology faculty member as their faculty sponsor. Graded Pass/Fail. Prerequisites: Sociology major; junior standing or above; pre-internship seminar; permission of faculty sponsor and the Dean for the School of Business and Social Sciences.

Offered fall, spring and summer

SOC 486 Advanced Seminar Capstone

Credits: 4

This course involves a semester of directed research in which students carry out an empirical research study. Students work closely with faculty and will present their

research to the college community at the spring Scholars Symposium. (WI)

Prerequisite: SOC 333

Offered fall

THEATER

THE 140 Acting Studio I

Credits: 4

An introductory course in acting technique with physical and vocal work included. Students will be introduced to the basic processes and vocabulary of the actor. Students will use in class scene work and production attendance to learn about the craft of performance. No prior acting experience is required. Rehearsal time outside of class is required

Offered fall

Liberal Education Core or Exploration Area: Arts

THE 230 Stagecraft

Credits: 4

Designed to provide students with a working knowledge of the artistic and technical skills essential to theater production, this course introduces the tools and hardware necessary for the creation of scenery, properties, sound effects and lighting. This course combines lecture and laboratory work and requires backstage participation in college productions. Students are required to learn and follow appropriate safety protocols for the studio and stage.

Offered fall and spring

Liberal Education Core or Exploration Area: Arts

THE 240 Acting Studio II

Credits: 4

This course builds on the processes and skills acquired in Acting Studio I with an increased focus on script analysis and the development of intentions, motivations and tactics through the performance of monologues and scenes written by modern realistic playwrights such as Miller, Williams, Mamet, Vogel and LaBute. Rehearsal time outside of class is required. Prerequisite: THE 140

Offered fall

THE 330 Advanced Stagecraft

Credits: 4

This course introduces the intermediate fundamentals of theatrical scenery and lighting, exploring color theory, design for diverse types of productions, and the director designer relationship. Students become familiar with architectural aspects of the stage and types of scenery and lighting, expanding their working knowledge of materials, tools and technical skills. Students learn by doing, participating on the tech crew for at least two Sawyer Center productions, and they are required to follow appropriate safety protocols. Prerequisite: THE 230

Offered fall and spring

THE 340 Acting Studio III

Credits: 4

This course focuses on intensive script analysis and performance of scenes and soliloquies from plays that demand a heightened performance style. The course will introduce acting theory through readings, videos, visiting lectures and field trips. Rehearsal time outside of class is required. Prerequisite: THE 240

Offered fall

THE 430 Theatrical Design

Credits: 4

Students study the principles of design, the development of a design concept, script

Undergraduate Curriculum

analysis from the designer's perspective, collaborative work, and the working parameters present in a theater. This course is suited for students who have experience working in the theater or those who want to apply design skills in other areas to theater, particularly sculpture and painting. Prerequisite: THE 330
Offered fall and spring

THE 440 Acting Studio IV

Credits: 4

This course focuses on the collaborative relationship between actor, director, playwright and designers. Students discover how creating new work together results in exciting theatrical events. Students will be expected to develop independent projects which will demonstrate a high level of understanding of the art of acting in a realized performance. Rehearsal time outside of class is required.
Prerequisites: THE 340
Offered fall

WOMEN'S AND GENDER STUDIES

WGS 111 Introduction to Gender Studies

Credits: 4

This course is an introduction to Women's and Gender Studies, an interdisciplinary field that examines the concept of gender and how it intersects with class, race, and sexuality. Students will become familiar with key issues and debates in the scholarship, as well as histories of feminism and feminist thought.

Offered fall and spring

Liberal Education Core or Exploration Area: Humanities

WGS 211 Introduction to LGBTQ Studies

Credits: 4

This course introduces Lesbian, Gay, Bisexual, Transgender, and Queer Studies. Students will uncover the history of modern, western ideas about sexuality and sexual and gender identity through a wide variety of texts and images across a range of disciplines and methodologies. Sexuality and gender will be considered not as "natural" or consistent phenomena, but as sets of cultural beliefs that have changed over time, manifesting themselves differently in varied cultural and historical contexts. Students will also discuss controversies in the contemporary period while being tolerant and respectful of differing viewpoints.

Offered spring of even numbered years

Liberal Education Core or Exploration Area: Humanities

WRITING

WRT 101 Introduction to Academic Writing

Credits: 4

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

Offered fall and spring

WRT 201 Introduction to Creative Writing

Credits: 4

This is an introductory course in the writing of fiction and poetry. In addition to practicing each of these forms, students read examples of contemporary poetry and fiction. (WI)

Offered spring

Liberal Education Core or Exploration Area: Arts

WRT 216 Writing for Public Communication

Credits: 4

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

101

Offered spring

WRT 285 Writing Internship

Credits: 1-4

This introductory elective internship is intended to provide any students in the Writing Program (major or minor) with exploratory, on-site writing-related work experiences and opportunities. The goal is to gain practical experience under the supervision of both a professional in the field and a member of the 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. Prerequisites: sophomore standing, pre-internship seminar, permission of the faculty sponsor and the Dean for the School of Arts and Sciences.

Offered fall, spring and summer

WRT 301 Intermediate Creative Writing: Poetry

Credits: 4

Students continue to develop their knowledge of poetry and the skills and discipline necessary to write. Students also gain knowledge about literary editing by working with the college's literary magazine. Prerequisite: WRT 201

Offered spring of odd-numbered years

WRT 302 Intermediate Creative Writing: Fiction

Credits: 4

Students continue to develop their knowledge of fiction and the skills and discipline necessary to write. Students also gain knowledge about literary editing by working with the college's literary magazine. Prerequisite: WRT 201

Offered spring of even-numbered years

WRT 304 Intermediate Creative Writing: Selected Genre Studies **Credits: 4**

This course provides an in-depth study of a creative writing genre other than poetry or fiction. Possible topics include the prose poem, the essay, writing for young people, playwriting, scriptwriting, and translation. Students also gain knowledge about literary editing by working with the college's literary magazine. Prerequisite:

WRT 201

Offered fall of odd-numbered years

WRT 311 Scriptwriting

Credits: 4

This course is an introduction to writing for the film and video screen. Through

Undergraduate Curriculum

class discussion, readings, and the analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of the audiovisual media. Prerequisite: WRT 201 or COM 216
Offered fall of even-numbered years

WRT 328 Copyediting

Credits: 4

This course provides an in-depth study of the editorial process and how it is applied in different professional settings. Through various exercises, students will learn about the different stages of the editorial process, different editorial expectations in various genres, and the differences between major style guides. Students will also work to prepare materials that could be useful for pursuing a professional position in the editorial field. Prerequisites: WRT 201 and WRT 216

Offered fall of even-numbered years

WRT 330 Creative Nonfiction

Credits: 4

This course provides an in-depth study of the editorial process and how it is applied in different professional settings. Through various exercises, students will learn about the different stages of the editorial process, different editorial expectations in various genres, and the differences between major style guides. Students will also work to prepare materials that could be useful for pursuing a professional position in the editorial field. Prerequisites: WRT 201 and WRT 216

Offered spring of even-numbered years

WRT 335 Writing About Science and Health

Credits: 4

This course provides an in-depth study of the editorial process and how it is applied in different professional settings. Through various exercises, students will learn about the different stages of the editorial process, different editorial expectations in various genres, and the differences between major style guides. Students will also work to prepare materials that could be useful for pursuing a professional position in the editorial field. Prerequisites: Completion of three Exploration or Core Liberal Education Areas

Offered fall of odd-numbered years

Integrative Experience Course

WRT 485 Writing Internship

Credits: 1-6

All Creative & Professional Writing majors are required to complete a minimum one-credit 400-level internship to gain practical experience under the supervision of both a professional in the field and a member of the Creative & Professional Writing faculty. Any organization involved in writing or publishing, or the promoting of literature, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers' organizations, arts councils, historical societies, and the like. Prerequisite: Creative & Professional Writing major; pre-internship seminar; permission of the faculty sponsor and the Dean for the School of Arts and Sciences.

Offered fall, spring and summer

WRT 488 Capstone Proposal

Credits: 4

The Capstone Proposal is an opportunity for seniors in the Creative & Professional

Writing major to design and carry out a long-term project. Projects may include audio, video, or multimedia productions, a collection of creative work, public relations campaigns, online publications, or advanced research projects. During the preparation semester, students will work with a faculty advisor to select and propose an individual project that is appropriate to their creative and professional goals. This course also helps students deepen their knowledge of potential careers in writing and editing, and aids in the development of a professional portfolio. Students will prepare resumes and cover letters, learn about graduate school options, and they will create comprehensive portfolios. (WI) Prerequisite: Creative and Professional Writing Major, senior
Offered fall

WRT 489 Capstone Experience: Senior Seminar in Creative & Professional Writing

Credits: 2

The Capstone Experience is an opportunity for seniors in the Creative and Professional Writing program to complete a long-term project that they have begun during the fall semester. The project can be a media production, a rigorously revised collection of creative work, a research study, or a service learning project for a campus or nonprofit organization. Students will give a short presentation of their project and a brief overview of their critical work on Scholars' Day. (WI) Prerequisite: WRT 488, Creative and Professional Writing Major, senior

Offered spring

ADDITIONAL CURRICULAR OPPORTUNITIES

UNDERGRADUATES TAKING GRADUATE LEVEL COURSES

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

INTERNSHIPS ACROSS THE CURRICULUM

In keeping with Colby-Sawyer College's goal to integrate the liberal arts and sciences with professional preparation, students have opportunities to gain practical experience in a chosen field through internships in a wide range of organizations. Internships are integrative learning experiences designed to provide students with learning opportunities under collaborative supervision among Colby-Sawyer College faculty, staff and work-site professionals. Internships allow students to enhance their academic programs with work experience related to career interests in business, industry, government, health care, sports, science, education, human services, plus many opportunities in national and international settings.

All majors require that students take an internship while enrolled at the college. Programs in athletic training and nursing have specific certification and accreditation requirements, and related information can be found in these respective sections. Internships are arranged through the Harrington Center for Experiential Learning with approval and evaluation by faculty sponsors. Specific information on internship policies and procedures as well as student, faculty sponsor, and career center responsibilities is available from the Harrington Center.

Internships Across the Curriculum support the goal of the college to integrate liberal arts and sciences with professional preparation. Yearly placement survey results show that Colby-Sawyer College students consistently achieve employment and admission to graduate school in areas related to their majors. It is evident in feedback from employers that the internship experience makes Colby-Sawyer graduates stand out from other job candidates.

Eligibility Requirements

Any matriculating student is eligible for an internship provided that the student:

- Has earned enough credits for sophomore status;
- Has completed internship requirements with the Harrington Center including: successful passing of either the Pre-Internship Seminar on *Moodle* or of INT 010 Introduction to Career Development, resume uploaded to Harrington Center through their online career services platform, currently Handshake, submission of Internship Intent Form, and create a basic *LinkedIn* account;
- Meets the criteria established by the college and by each discipline for

- participation and has program approval;
- Has a different experience for each subsequent internship;
- No former supervisors – on or off-campus – may act as supervisors for this internship;
- Has a college-approved on-site supervisor;
- No family members are members of the on-site staff;
- The student meets academic qualifications.

Students who are suspended from the college may not participate in internships.

Guidelines

Each major may have established prerequisites for students wishing to undertake internships. However, these are the general guidelines:

- Students will be registered for the internship by the Harrington Center upon approval of the Internship Contract arranged with the Harrington Center.
- Internships numbered 285 and 485 will be graded on a Pass/Fail basis.
- Forty site-directed hours equals one credit for all majors except Child Development and Psychology which have a required classroom component.
- Internships are either 285 (exploratory) or 485 (advanced).
- Internship credit is limited to a maximum of 16 credits towards graduation.
- In a given semester, a student is only allowed to take one internship.
- Each internship will be a different experience for each student.
- Interdisciplinary internships (INT 285, INT 485) are available.

For specific add, drop and withdrawal dates please refer to the Academic Calendar.

WESSON HONORS PROGRAM

The Wesson Honors Program is designed to provide highly motivated students with an optional intensive experience in the liberal arts. By creating academic, cultural, and social opportunities for integrative and interdisciplinary intellectual discovery, the program challenges students not only to widen their own avenues of intellectual exploration but to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college. The academic courses in the program introduce students to a rich body of interdisciplinary knowledge and the process of interdisciplinary thinking. Small seminar class meetings encourage lively exchanges between students and faculty members.

Students with a minimum 3.75 high school grade point average are eligible for the Wesson Honors Program. To sustain good standing in the program, students must maintain dean's list status (earn a minimum 3.5 grade point average at least every other semester), take at least one honors course each year, and uphold the mission of the Wesson Honors Program.

Wesson Honors Program learning:

Upon completion of the program students will:

- demonstrate integrative and interdisciplinary thinking;
- learn to work collaboratively with other highly motivated students to widen their avenues of intellectual curiosity; and
- take leadership in the college's community of scholars as catalysts for inquiry and discussion.

Undergraduate Curriculum

A student must complete a minimum of 16 Honors credits, including the Wesson Honors Capstone Seminar (2 credits) to receive an Honors Certificate. Completion of Honors FYE 101 (4 credits) is highly recommended. Students who do not complete the Honors First Year Experience, but plan to earn an Honors Certificate, must meet with the Honors Coordinator to work out a plan to fulfill the requirements. The additional honors credits may be completed through honors topics courses (4 credits), honors Integrated Studies course, one honors peer mentor or teaching assistantship (1-4 credits), one honors contract (4 credits) or one honors independent study (1-4 credits).

STUDENT EXCHANGE

Colby-Sawyer College is a member of the New Hampshire College and University Council (NHCUC), an academic consortium which includes Franklin Pierce College, Keene State College, New England College, Plymouth State University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire. Altogether more than 20,000 students are enrolled in consortium institutions. These students are able to benefit from student and faculty exchange, special workshops and seminars, enlarged library resources, and full and part-time study on other consortium campuses.

Qualified students, with appropriate approval of the registrar, may enroll in one or more courses or for the fall or spring semester in residence at one of the NHCUC institutions listed above on a space-available basis. Such study is considered Colby-Sawyer College sponsored and may be used to meet the residence requirement.

The registrar must approve all courses prior to enrollment, and students must earn a minimum grade of C (2.00) to receive transfer credit. Credits and grades will be recorded on the student's transcript and calculated into the student's GPA.

No extra financial charge is made other than special course fees, such as laboratory fees. Students must provide their own transportation and, when applicable, must make their own arrangements for room and board at the institution at which they intend to enroll. The consortium network of schools offers the variety of courses usually found only on a large university campus but retains the small-college environment with respect to academic support, residency, social life and student development opportunities.

STUDY ABROAD / AWAY

The study abroad program at Colby-Sawyer College provides students the opportunity to acquire broad cultural knowledge and practical skills which will enable them to participate fully in a global society and to contribute to the internationalization of the Colby-Sawyer College campus through academically demanding international programs. Study abroad is open to Colby-Sawyer College students who have a 2.80 minimum cumulative GPA and are in good academic and social standing with the college.

Colby-Sawyer College program affiliates offer study opportunities that will complement a student's degree program. Students accepted to Colby-Sawyer College Study Abroad/Away maintain their enrollment status at Colby-Sawyer allowing them to carry their Pell Grants, Subsidized Stafford and Unsubsidized Stafford Loans into their international or domestic study programs. Please note: All final grades received while studying away/abroad with an affiliated program will transfer back to Colby-Sawyer College with their equivalent letter grade from the participating affiliated organization/institution. This includes grades below a 'C'.

Students interested in study abroad and study away programs can receive information and assistance from the Harrington Center for Experiential Learning. Colby-Sawyer College has affiliations with several programs allowing students to study in a wide variety of countries. These affiliate programs include: Academic Programs International, American Institute of Foreign Study, Council on International Educational Exchange, Florida Atlantic University, the School for Field Studies, Center for International Studies, and The Education Abroad Network.

To be eligible for study abroad, students must meet deadlines found on the Academic Calendar or with the Harrington Center. Students must initially apply to study abroad/away with the Harrington Center and then, upon approval, can apply to their program of choice.

WASHINGTON INTERNSHIP INSTITUTE (WII) AFFILIATION, WASHINGTON, D.C.

The Washington Internship Institute (WII) is an educational non-profit organization that provides college students from both the U.S. and abroad with internships in Washington, D.C. The Colby-Sawyer College in Washington, D.C., WII program delivers a combination of experiential learning principles and academic rigor resulting in a semester that is challenging and actively engages students in their communities. Our affiliation with WII will allow students to remain enrolled at Colby-Sawyer College (fall and spring terms) and the credits earned will appear as Colby-Sawyer College credits which will be added to a student's transcript upon completion of the WII course and receipt of the WII transcript.

Colby-Sawyer College students initially apply for this program through the Harrington Center for Experiential Learning and upon approval can then apply to the WII program.

Program Requirements for Admission:

- Students are juniors or seniors in good academic and social standing with a 2.50 minimum GPA at time of application.
- Sophomore students with excellent faculty references may apply.
- Harrington Center application deadlines are October 1st for spring semester and March 1st for fall semester and summer programs. Once accepted to Colby-Sawyer College study away students can apply directly to the WII program.

Undergraduate Curriculum

Washington Institute Internship Course Offerings

WII 301 Experiential Education Seminar

Credits: 3

This seminar provides a context for discussion, reflection and understanding of the internship experience related to their major and other courses. Graded by WII faculty.

WII 302 Environmental and Sustainability Policy Studies (ESPS) Credits: 3

Examines how U.S. environmental and sustainability policies are made, who and what influences their creation, and the scope and breadth of the field. ESPS introduces students to the players and institutions that shape environmental decision making on the major issues of our time including climate change, energy sustainability, manufacturing, architecture, urban planning, endangered species, the oceans, and many others. ESPS also critically analyzes the convergence of U.S. environmental policy with the challenges and realities of geopolitics. This is an exciting and challenging time for students to see firsthand the intersection between environmental decision making and the rapidly changing world of scientific discovery and domestic and international politics. Sample internships include: American Forests, American Rivers, Climate Institute, NOAA (National Oceanic and Atmospheric Administration), Sierra Club, U.S. Building Council, and World Wildlife Fund. Graded by WII faculty. Prerequisite: Completion of three Exploration or Core Liberal Education Areas Integrative Experience/Integrative Studies

WII 303 Inside Washington, D.C.

Credits: 3

This program welcomes all majors and is a multidisciplinary internship program examining the way in which diverse fields ranging from communication and literature to business, government, the arts, and education, converge in the nation's capital to create and influence today's politics and policy. Inside Washington combines an intensive academic seminar exploring the shape of recent U.S. history, current events, and the politics influencing the national agenda with a substantive, hands-on internship within a field of interest. Students will spend the semester reflecting on the many ways their academic fields and professional goals can make them more active citizens, and prepare them for a leadership role on the local, state, or global level. Sample internships include: Capitol Hill, U.S. Department of Justice, Meet the Press, Smithsonian Institute, Internal Revenue Service, Council on Economic Advisors, CNN (Cable News Network) and Newseum. Graded by WII faculty. Prerequisite: Completion of three Exploration or Core Liberal Education Areas Integrative Experience/Integrative Studies

WII 304 International and Foreign Policy Studies

Credits: 3

This is an intensive academic seminar drawing on the talent from several sectors, including the State Department and other government agencies, foreign policy think tanks, international non-governmental organizations, and embassies. Through academic and professional work, students will explore the contours of international relations in the 21st century. Study includes such vital diplomatic and national security questions as America's role in the tumultuous post Arab Spring Middle East, the future of Afghanistan, the continued challenge posed by transnational actors such as Al Qaeda, and the foreign policy implications of the declining world

economy. Sample internships include: U.S. Department of State, U.S. Department of Defense, Woodrow Wilson Center, Embassy of Kuwait, Atlantic Council, U.S. Coast Guard, and Amnesty International. Graded by WII faculty.

WII 305 Global Women's Leadership Development

Credits: 3

This program offers the opportunity to study key issues facing women around the world and in the U.S. as we move into the 21st century. Whether considering critical issues such as women's health, including child bearing and HIV/AIDS, gender and family, universal legal and human rights, women in war and in post-conflict circumstances, human trafficking, economic entrepreneurship and micro-lending, students will have a chance to critically assess case studies in an intensive academic seminar. Through a professional and academic experience, students will also consider these questions: how do we develop more opportunities for women in Congress and parliaments, state houses, executive corporate leadership, international organizations, non-profit leadership? Sample internships include: Vital Voices, Women's Policy, Inc., Women for Women, EMILY's List, National Democratic Institute, NAACP (National Association for the Advancement of Colored People), International Women's Forum, and International Republican Institute. Graded by WII faculty. Prerequisite: Completion of three Exploration or Core Liberal Education Areas Integrative Experience/ Integrative Studies

WII 485 Internship

Credits: 8 or 12

Students work four days per week at their individually determined internship (32 hours). Credits earned apply to student's major internship requirement. Graded by WII faculty.

ROTC PROGRAMS

If selected for this program, students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps (ROTC) at the University of New Hampshire. Students should be aware that most ROTC courses can transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or partial tuition, mandatory university fees, and costs for required textbooks for all courses. More specific information can be obtained by contacting:

ROTC Recruiting Officer
University of New Hampshire
Durham, NH 03825
or by calling:

Air Force ROTC 603.862.1480 or Army ROTC 603.862.1460

VETERAN EDUCATION BENEFITS

Colby Sawyer College is committed to supporting men and women who have served our nation through military service. The college serves veterans, service members and their families, who are accessing U.S. Department of Veterans Affairs (VA)

Undergraduate Curriculum

education benefits, often referred to as the GI Bill®.

Colby-Sawyer accepts credits earned through the military as transfer credit. For further information about this, please contact the Registrar's Office.

Students attending Colby-Sawyer College, who are eligible to receive VA Educational Benefits may qualify for one of the following Chapters of the GI Bill® of Educational Assistance:

- CHAPTER 30 Montgomery GI Bill®
- CHAPTER 31 Vocational Rehabilitation
- CHAPTER 33 Post 9/11 GI Bill®
- CHAPTER 33 Post 9/11 GI Bill® FRY Scholarship
- CHAPTER 35 Survivors' and Dependents' Educational Assistance Program
- CHAPTER 1606 Montgomery GI Bill® - Selected Reserve
- CHAPTER 1607 Reserve Educational Assistance Program

The Certificate of Eligibility must be submitted to the School Certifying Official (SCO). Any changes in enrollment must be communicated to the (SCO) immediately. Students are responsible for maintaining their benefit eligibility. The SCO does not have access to see this information. If certification is requested it will be processed, however, should the VA deny payment it is the student's responsibility to make payment arrangements with Student Accounts for all outstanding charges.

Yellow Ribbon

Colby-Sawyer College is a participant in the Yellow Ribbon program. The Yellow Ribbon program allows for additional funding for students who are 100% eligible for Chapter 33 Post 9/11 benefits beyond the tuition and fees cap.

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

School Certifying Officials:

Colleen DeAngelis or Kim Novak : 603.526.3744 or billing@colby-sawyer.edu

PRE-OCCUPATIONAL THERAPY TRACK

Undergraduate students who are considering pursuing occupational therapy at the graduate level may wish to explore entry level masters programs as well as entry level doctoral programs. If interested in occupational therapy, students should regularly check the Occupational Therapy Association website for information about prerequisite requirements for selected programs including the minimum grade required for these undergraduate courses. Academic advisors will assist with course selection and sequencing. Entrance to occupational therapy programs is competitive and admission is based on: (a) academic excellence, (b) Graduate Record Exam scores, (c) letters of reference from faculty members and occupational therapists, (d) clinical observation experiences, (e) an essay, (f) prerequisite courses, and (f) an interview.

There is no required major for admission to occupational therapy programs, but some common avenues are exercise science, athletic training, or biology. Please contact a faculty member in any of those areas for advice if considering pursuing graduate programs in occupational therapy. Some of the most common prerequisite courses are:

- Anatomy and Physiology (2 semesters)
- Statistics
- Introduction to Psychology
- Lifespan Development
- Abnormal Psychology
- Neuroscience
- Sociology or Anthropology or Culture
- Composition

Please note that there are other courses that specific programs require such as:

- Introduction to Research
- Structural Kinesiology
- Physics
- Chemistry
- Medical Terminology
- Ethics
- Biology elective

In addition to the prerequisite courses, most programs require observation hours in an occupational therapy clinic. Students may choose to do an internship in that type of setting or seek that experience outside of the class setting. Students are encouraged to review the requirements of the programs that they are considering.

PRE-PHYSICAL THERAPY TRACK

Professional programs in physical therapy require a doctoral degree in physical therapy (usually three years). An undergraduate degree is typically required for admission to a graduate program in physical therapy. Students interested in physical therapy should regularly check the American Physical Therapy Association website for information about the requirements of selected programs and work with their advisor to identify and select the necessary courses. Physical therapy schools select students on the basis of: a) academic excellence, b) Graduate Record Exam scores, c) letters of reference from faculty members and physical therapists, d) clinical observation experiences, e) an essay, and f) an interview. Admission to physical therapy programs is competitive.

Students have pursued physical therapy programs through a variety of different routes including the athletic training and exercise science majors as well as the biology major. Please contact a faculty member in any of those areas for advice if considering applying to physical therapy graduate programs. However, students may choose any major and take the suggested prerequisites. Typical courses required before entry into a graduate level program in physical therapy are: BIO 106, 205, 206; CHE 101, 102; ESS 323, 324; MAT 206, 220; PHY 101, 102; PSY 101, 240.

Undergraduate Curriculum

Some programs require BIO 121, 305; CHE 307, 308; MAT 221; PHI 213, while others allow for greater flexibility, which may include any upper level biology course and any upper level psychology course. It is advisable for students to review the requirements of the programs that they are considering. 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-ATHLETIC TRAINING TRACK

The information below is intended to assist students from any major with academic preparation for professional graduate studies in athletic training. For students interested in the Exercise Science Pre-Athletic Training option with Plymouth State University, please see the catalog section for the Exercise Science major.

Beginning in January 2023, professional programs in athletic training will only accept students at the master's degree level. An undergraduate degree is typically required for admission to a graduate program in athletic training with a minimum requirement of two-years enrollment. Students interested in athletic training should regularly check the Commission on Accreditation of Athletic Training Education (CAATE) website for information about the requirements of selected programs and work with their advisor to identify and select the necessary courses. Athletic Training schools select students on the basis of: a) academic excellence, b) Graduate Record Exam scores, c) letters of reference from faculty members and athletic trainers, d) clinical observation experiences, e) an essay, and f) an interview. Admission to athletic training programs is competitive.

Students may choose any major and take the necessary prerequisites to be a candidate for acceptance into athletic training graduate programs. Please contact a faculty member in exercise science for advice if considering applying to athletic training graduate programs. Typical courses required before entry into an accredited professional graduate level program in athletic training are: BIO 106 or 121, 205, 206; CHE 101; ESS 323, 324, 421; MAT 220; PHY 101; PSY 101.

Most programs will have requirements specific to their program. It is advisable for students to review the requirements of the programs that they are considering to advance their academic career. Most programs in in athletic training will require 100 hours or more of observation with a licensed athletic trainer practicing in the clinical setting. The student may choose to do an internship in that type of setting or seek this experience outside of the class setting.

Suggest registration sequence: Pre-Athletic Training

*It is recommended that students without a strong science or mathematics background (two years of high school algebra) consider mathematics preparation (MAT 206) prior to the chemistry and math sequence. Students can then enroll in chemistry 101 (CHE 101) and physics during their junior or senior year. Students are encouraged to contact their advisor for assistance.

Undergraduate Curriculum

FIRST YEAR		
Fall		
BIO 106 or BIO 121	4 cr.	Chemical and Cellular Basis of Life or Microbiology
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Lib Ed, Elective, or major requirement		Liberal Education Core Course, Elective, or major requirement
Spring		
BIO 205	4 cr.	Anatomy & Physiology I
ESS 211	4 cr.	Nutrition
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement

SOPHOMORE YEAR		
Fall		
BIO 206	4 cr.	Anatomy & Physiology II
CHE 101	4 cr.	Chemistry I
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Spring		
ESS 323	4 cr.	Applied Kinesiology and Clinical Techniques
PSY 101	4 cr.	Introduction to Psychology
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement

JUNIOR YEAR		
Fall		
ESS 324	4 cr.	Exercise Physiology

Undergraduate Curriculum

IE	4 cr.	Integrative Experience Course
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
PHY 101	4 cr.	Introduction to Physics I
Spring		
ESS 326	4 cr.	Biomechanics
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
MAT 220	4 cr.	Statistics

SENIOR YEAR

Fall		
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Spring		
ESS 421	4 cr.	Exercise Prescription
PSY 303	4 cr.	Sport and Exercise Psychology
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement

PRE-MEDICAL AND PRE-VETERINARY TRACK

Students wishing to pursue medical or veterinary school are required to take a number of courses, and most of these courses are found in the college's Biology major. However, students can have any major in addition to the Pre-Med and Pre-Vet tracks. The science faculty can offer advice and assistance to students interested in these as well as other health-related professional schools including dentistry, optometry, physician's assistant, doctor of podiatry, and doctor of osteopathy.

Interested students should meet with a science faculty member to discuss career planning and admission requirements. In addition, practitioners and school representatives are often invited to campus to assist students in their plans for the future.

Undergraduate Curriculum

The following are the core prerequisite courses required by most schools:

- Biology, at least two semesters (one semester should include BIO 106)
- General Chemistry and Organic Chemistry two semesters each (CHE 101, 102, 307, 308)
- Biochemistry one semester (BIO 304)
- Calculus and/or Statistics at least one semester (MAT 220 and/or 221)
- Physics two semesters (PHY 101, 102)

Many schools have specific requirements for upper-level biology courses such as genetics, microbiology, and cell biology, and additional subjects may include writing, psychology or sociology. In addition, pre-medical students need to consider biology coursework that will aid in preparation for the Medical College Admissions Test (MCAT). It is strongly suggested (but not required) that pre-medical and pre-veterinary students consider the biology major.

Suggested registration for biology majors who are on the pre-medical or pre-veterinary track is listed below. The Biology Program Coordinator can discuss the variations in pre-requisite coursework and can help students plan accordingly.

Suggested Registration Sequence: Pre-Medical or Pre-Veterinary Track*

FIRST YEAR

*It is recommended that students without a strong science or mathematics background (two years of high school algebra) consider mathematics preparation (MAT206) prior to the chemistry and math sequence. Students can then enroll in chemistry 101/102 second year, organic chemistry third year, and biochemistry and physics during their final year. Students are encouraged to contact their advisor for assistance.		
Fall		
BIO 107 or BIO 106	4 cr.	Introduction to Ecology or Chemical and Cellular Basis of Life
CHE 101	4 cr.	Principles of Chemistry I
WRT 101	4 cr.	Introduction to Academic Writing
FYE 101	4 cr.	First Year Experience
Spring		
BIO 106 or BIO 107	4 cr.	Chemical and Cellular Basis of Life or Introduction to Ecology
CHE 102	4 cr.	Principles of Chemistry II
PSY 101, SOC 101	4 cr.	Introductory Social Science course
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement

Undergraduate Curriculum

SOPHOMORE YEAR

Fall		
BIO 200 level or 300 level	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cellular Biology
MAT 220 or 221	4 cr.	Introduction to Statistics or Calculus
CHE 307	4 cr.	Organic Chemistry I
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Spring		
BIO 200 level or 300 level	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cellular Biology
MAT 221 or MAT 222	4 cr.	Introduction to Statistics or Calculus
CHE 308	4 cr.	Organic Chemistry II
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement

JUNIOR YEAR

Fall (possible study abroad)		
BIO 304	4 cr.	Biochemistry
BIO 327	4 cr.	Lab Techniques in Biology
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
PHY 101	4 cr.	Introduction to Physics I
Spring		
BIO 200 level to 400 level	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cell Biology
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
PHY 102	4 cr.	Introduction to Physics II

Undergraduate Curriculum

SENIOR YEAR

Fall		
BIO 200 level to 400 level	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cell Biology
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Spring		
BIO 200 level to 400 level	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Basic Microbiology, Cell Biology
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement
Lib Ed, Elective, or major requirement	4 cr.	Liberal Education Core Course, Elective, or major requirement

OTHER GRADUATE SCHOOL OPPORTUNITIES

The college has affiliation agreements to assist qualified baccalaureate degree graduates from Colby-Sawyer College to enter into graduate degree programs at Plymouth State University in New Hampshire, Springfield College and Wheelock College in Massachusetts, Vermont Law School and the University of New Haven in Connecticut (for Sport Management).

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

Academic Policies: Undergraduate & Graduate

ACADEMIC POLICIES

ACADEMIC CALENDAR

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

POLICIES AND DEADLINES FOR ENROLLMENT

The following guidelines are offered to assist students who wish to apply for admission to Colby-Sawyer College:

Application

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

Transcripts

Applicants are required to submit official transcripts from all secondary schools attended. Post-secondary transcripts should be provided for Transfer applicants.

Recommendations

Although letters of recommendation are considered optional for most of our undergraduate majors, one may be requested of a student if additional information is needed to make an accurate admission decision. Letters of recommendation are required for nursing graduate program applicants only.

Optional SAT or ACT Test Results

Test results from the College Examinations Board Scholastic Assessment Test (SAT) or the American College Testing Program (ACT) may be submitted to strengthen an application to Colby-Sawyer.

Note: SAT, ACT or The Test of Essential Academic Skills (TEAS), is required for all first-year nursing program applicants. Transfer students are not required to submit TEAS scores.

First-Year Admission Early Action

Early Action is a non-binding program for high school seniors. Students who apply for Early Action by December 1st will receive notification of an admission decision by January 15th.

First-Year Admission Regular Decision

Regular Decision applications for incoming first-year students wishing to enroll for the fall semester must be postmarked by April 1st, the college's priority deadline.

UNDERGRADUATE PROGRAM ANNUAL TUITION AND FEES: 2020-2021

Tuition and Fees:

Tuition	\$44,130.00
Room and Board	\$15,428.00
Mandatory Fees	800.00
Total	\$60,358.00

Academic Policies: Undergraduate & Graduate

This total fee includes; tuition (12-18 credits), standard room, board, laundry, technology, health, student activities and commencement fees. The College recommends each student allow for an additional expenditure of \$2,000 each year for books, supplies and personal expenses. Please note that a \$50 per course fee is charged for science lab courses.

Part-Time Tuition:

Tuition is assessed on a per-credit bases when students take less than twelve credits each semester. Per credit fee cost is \$1,471

Online Course Tuition: R.N. to B.S. in Nursing and R.R.T to B.S.R.T:

\$300 per credit; as well as a technology fee \$10 per credit each semester

Masters of Science in Nursing Program (MSN):

\$575 per-credit for Dartmouth Hitchcock Employees and affiliates and \$600 per credit for non-affiliated as well as a technology fee \$10 per credit each semester

Summer Online Course Tuition:

\$300 per credit; as well as a technology fee \$10 per credit each semester

Summer 2021 Internships:

\$300 base fee for 1st credit plus \$150 fee for each additional credit

Tuition Due Dates:

Summer Sessions	May 15th
Summer Internships	June 15th
Fall Incoming Students	July 15th
Fall Returning Students	August 1st
Spring All Students	December 1 st

Enrollment Deposit:

The \$500 deposit secures your enrollment as an incoming, matriculating student. The enrollment deposit is not applied to your college bill. The enrollment deposit is refundable upon commencement unless any monies are owed to the college on your behalf.

TUITION OR ROOM AND BOARD REFUNDS FOR WITHDRAWAL

If a student withdraws during the semester, the college will calculate a refund based on both college policy and federal law. The following information should be used as a guideline. To determine the refund on your individual college bill, please contact the Financial Services Office. The refund of the college's institutional grants and tuition, room and board will be based on the following:

Time of withdrawal / leave of absence refund due:

Prior to the 1 st day of classes	100%
During the first 2 weeks of classes	80%

Academic Policies: Undergraduate & Graduate

During the 3 rd week of classes	60%
During the 4 th week of classes	40%
During the 5 th week of classes	20%
After the 5 th week of classes	0%

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

No refunds for tuition, fees, or housing are given for administrative withdrawals such as, but not limited to, disciplinary action that results in the suspension or expulsion of a student.

GRADUATION REQUIREMENTS

Degrees are awarded by vote of the faculty of the college and the Board of Trustees to students who have completed the liberal education, major program and residence requirements.

General graduation guidelines:

- Students must earn a minimum cumulative grade point average (GPA) of 2.00, and have completed a minimum of 120 credits for the baccalaureate degree or 60 credits for the associate degree.
- Students must earn a minimum cumulative GPA of 2.00 in all courses that count for a declared major and minor with the exception of programs that have specific, restrictive requirements. Since some programs require a higher grade point average in the major, students should consult appropriate sections of the catalog for specific major program requirements. It is the responsibility of students to know the minimum quantitative and qualitative requirements of programs and to fulfill those requirements.
- Students who participate in a commencement ceremony prior to completion of all graduation requirements will be eligible for graduation honors once they have completed requirements.
- Students who have a cumulative GPA of 2.00 or higher, but do not have a GPA of 2.00 or higher in the major, may participate in the graduation ceremony, but will not receive their degrees until the minimum GPA of the major is achieved.

During each academic year, there are three graduation dates: October, February, and May. Following are the deadlines for these graduation dates. Students who miss these deadlines may need to wait until the next official graduation date.

- October graduation
 - Students planning to complete graduation requirements to graduate in October must have completed all course work and have official grades on file in the Registrar's Office by September 1.
- February graduation
 - Students planning to complete graduation requirements to graduate in February must have completed all course work and have official grades on file in the Registrar's Office by January 1.
- May graduation

Academic Policies: Undergraduate & Graduate

- Students planning to complete graduation requirements to graduate in May must have completed all course work and have official grades on file in the Registrar's Office no later than the Tuesday preceding the commencement ceremony.
- During the fall semester the Registrar's Office will contact students via e-mail asking them to fill out a graduation application. Students must apply for graduation with the Registrar's Office no later than February 1st. Graduation application forms are located on [myRegistrar](#). Diplomas will not be issued without a completed form on file.

The college holds one commencement ceremony annually at the end of the spring semester.

- Students who plan to graduate in October or February may choose to participate in the commencement ceremony held in the previous May or the ceremony held in the following May.
- To participate in the previous May commencement ceremony, baccalaureate candidate students must have earned a minimum 2.00 GPA and earned at least 104 credits by the Tuesday preceding the commencement ceremony.
- Associate degree candidates must have earned a minimum 2.00 GPA and have at least 53 credits successfully completed by the Tuesday preceding the commencement ceremony.

Final Credits Residency Requirements

To earn a degree from Colby-Sawyer College, students must take a prescribed number of credits at this institution. This includes Colby-Sawyer College online courses, summer residential classes, and off-campus experiences such as internships and enrollment through Colby-Sawyer College at a New Hampshire College and University Council (NHCUC) campus.

- To earn a bachelor's degree, the final 30 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- To earn an associate degree, the final 15 credits must be Colby-Sawyer College sponsored whether taken on or off campus.
- A student who takes all courses required in the degree program, but who is deficient in credits and/or grade point average, may write to the registrar for permission to compensate for deficiency at another accredited institution. Permission is granted through the approval of the permission form.
- Students must fill out a permission form located on [myRegistrar](#) to take a course at another institution. This form needs to be submitted and approved prior to enrolling in the course.

Liberal Education Requirements

- Students must fulfill the Liberal Education Program requirements that were published in the catalog the year in which they entered the college.
- With the exception of the A.S. in Health Science all students must complete 40 credits of Liberal Education requirements. Students seeking the A.S. must complete 20.

Academic Policies: Undergraduate & Graduate

Major Course Requirements

Students are responsible for completing requirements for the major listed in the Catalog for the year in which they entered Colby-Sawyer College. The registrar must approve exceptions to this. Refer to the requirements listed for each major.

Double Major

Students may pursue two major programs with the same degree rather than select a single major.

- No more than sixteen completed credits that satisfy the requirements for one of the majors may be counted toward the requirements for the other major.
- Students are required to complete the capstone and internship requirements of both majors. However, the student may create a synthesized internship project (for example, doing internships for both majors at the same site), as long as the internship requirements of both majors are completed and the internships have separate supervisors.
- Students may complete two majors with the same type of degree and be awarded a single degree (for example, a B.A. with a double major in Sociology and Psychology).

Double Degree

Students may pursue two major programs with different degree rather than select a single major.

- No more than sixteen completed credits that satisfy the requirements for one of the majors may be counted toward the requirements for the other major.
- Students are required to complete the capstone and internship requirements of both majors. However, the student may create a synthesized internship project (for example, doing internships for both majors at the same site), as long as the internship requirements of both majors are completed and the internships have separate supervisors.
- Students who wish to complete a second major and receive a different baccalaureate degree (for example, a B.S. in Business and a B.A. in Studio Art) must meet all the requirements for both degrees and complete a minimum total of 144 credits to receive both degrees.

Students who intend to pursue a double major or double degree must work out a plan, which provides details of how the requirements will be met for each major or degree. The plan is submitted to the advisor with a copy to the dean of each major's school. If the advisor approves the plan, in consultation with the appropriate school deans, the advisor signs the plan, and the student submits it to the academic vice president and dean of faculty and the registrar. Students are encouraged, when pursuing a double major, to keep in mind the additional credit hours necessary to complete both.

COURSE CREDIT AND COURSE LOAD

All courses are calculated on the basis of semester credits. Credits are tracked automatically through the registration system. Students should register for full-time credit and course loads in consultation with their advisors. Billing is based on

Academic Policies: Undergraduate & Graduate

student registration. A typical full-time student enrolls for twelve to eighteen credits.

- Enrollment in twelve credits is considered full-time status; sixteen credits constitute a normal course load; fewer than twelve credits reduces a student to part-time status.
- All courses need to meet the Federal definition of a credit hour.
- Residential students must begin each semester at full-time status.
- Registering for less than 12 credits could result in an extra semester to meet the 120 credits required for graduation.
- Decisions to drop below full-time over the course of the semester may have consequences, including:
 - athletic eligibility,
 - health insurance,
 - use of health and counseling services, and
 - an impact on financial aid.
- International students enrolled in fewer than twelve credits may no longer meet the requirements to keep their current visa status.
- Students enrolling for more than eighteen credits will be charged for the additional credits.
- Students taking six credits are considered half-time students and are eligible for partial federal financial aid, but no institutional financial aid.

Auditing Courses

Auditing a course is a way to prepare for a course taken in the future or to simply take a course that you are interested in but do not wish to receive credit. A student wishing to audit a course must complete a permission form, which is located on [myRegistrar](#).

- A full-time student may request to audit courses at no additional charge.
- A fee for auditing a course is charged to part-time students.
- Students may audit only when space is available and with the faculty member's permission.
- The faculty member will determine whether the student's work will be evaluated, however a grade of AU is awarded, which carries no credits.
- A change from audit to credit may be made at any time prior to the final date for adding courses. A fee adjustment will be made where applicable.
- No changes in audit/credit status are permitted after the add/drop period. (See the Academic Calendar for specific dates.)

Off-Campus Coursework for Current Students

A matriculated Colby-Sawyer College student may receive Colby-Sawyer College transfer credit for courses taken at other accredited institutions. To request prior approval to take courses at another institution a student must fill out the appropriate form on [myRegistrar](#).

- The registrar must approve all courses prior to enrollment at another institution.
- Students must earn a minimum grade of C (2.00) to receive transfer credit.
- For nursing majors, the Registrar must approve all courses prior to enrollment,

Academic Policies: Undergraduate & Graduate

and students must earn a minimum grade of B- (2.7) in PSY 101 and SOC 101 to receive transfer credit.

- Credits and grades will be recorded on the student's transcript and calculated into the student's GPA

Transfer Credits for Incoming Students

Entering matriculated students who have completed work at other accredited post-secondary institutions may be eligible to receive transfer credit. The determination about specific courses for transfer will be made by the registrar in consultation with the relevant schools.

Students must request that an official transcript be sent from the institution they attended to the registrar. Transcripts must come directly from the sending institution or, if delivered by the student, the transcript must be in a sealed and stamped envelope. Once received by the registrar, the registrar may ask the student to provide course descriptions for all work completed. Students will be notified when credits are applied to their transcript.

- A maximum of 90 credit hours will be allowed for transfer to a baccalaureate degree program at Colby-Sawyer College. The final 30 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- Students with a bachelor degree from an accredited liberal education based institution and a cumulative grade point average of 2.00 or higher will receive full credit for all liberal education requirements
- A maximum of 45 credits will be allowed for transfer to the associate degree program at Colby-Sawyer. The final 15 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- A maximum of nine credit hours will be allowed for transfer to a certificate program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- Students with an associate degree from the New Hampshire Community College system and a cumulative grade point average of 2.00 or higher will receive full credit for all courses taken and passed at the other college, provided that the degree has liberal education requirements similar to those at Colby-Sawyer.
- The work of students who have an associate degree with dissimilar or no liberal education requirements, do not have an associate degree, or do not have a cumulative grade point average of 2.00 or higher, will be evaluated on a course-by-course basis. In such cases, credit is given for courses that have been completed with grades of C or above which are pertinent to the educational mission of Colby-Sawyer and thus have course equivalents here.
- The registrar has the responsibility of making the final determination regarding transferability of individual courses.
- Grades earned in courses taken before matriculation at Colby-Sawyer will not be included when computing the cumulative grade point average.
- Continuing education credits (CEUs) are not accepted.

Graduate Transfer Credits

Colby-Sawyer College will accept up to 28 graduate transfer credits to an undergraduate program, provided that these credits are within a formal articulation

Academic Policies: Undergraduate & Graduate

agreement, pending Academic Policies Committee approval of the particular program.

Colby-Sawyer College Credit and National Examinations

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for specific courses in the curriculum may take credit examinations. Students should take a national exam when available; however, when there is no equivalent national examination, a student may be able to take a Colby-Sawyer College program examination. National exams include the College-Level Examination Program and Excelsior.

- College-Level Examination Program (CLEP)
Students may take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:
 - General examinations: Students will receive from four to eight credits (depending on the particular test taken) for each examination on which they score a C or better. In the case of a non-letter grade a score in the 50th percentile or higher is required. 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 College-Level Examination Program, Box 6600, Princeton, NJ, 08541-6600 or www.CLEP.collegeboard.org.
- 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 Excelsior College, 7 Columbia Circle, Albany, NY, 12203-5159 or www.excelsior.edu/exams.
- Colby-Sawyer College Credit Examination
 - The decision to allow the student to take the examination is the prerogative of the program faculty.
 - Group examinations may be scheduled when practical.
 - A Pass/Fail grade may be used only when the course does not satisfy a requirement.
 - The method of evaluation must be determined by the program faculty and communicated to the student prior to the administration of the examination.
 - Students must accept the grade assigned, which, along with the credit earned, will be recorded on their permanent transcript.
 - The maximum number of credits that may be earned by credit examination is sixteen.
 - A flat fee is required for credit examinations.
 - Credit examinations must be evaluated with a letter grade (A, B, C, D, F) if they are to be used as a substitute for a requirement in the major, minor, or in the Liberal Education Program.
 - If the student receives a passing grade on the examination they will be awarded the grades of 'CR' on their transcript.

Academic Policies: Undergraduate & Graduate

- For program exams students may petition in writing to the appropriate school dean for the course they wish to take the exam in.

Colby-Sawyer College Exemption Examinations

Exemption examinations enable students to waive a prerequisite by demonstrating an appropriate level of proficiency, which allows them to move to a higher level of study.

- The appropriate level of proficiency is determined by the faculty member who administers the examination. No credit or grade is earned.
- Students wishing to take an exemption exam may talk to their advisor and the dean of the school associated with the course they wish to be exempted from.

EXAMINATION POLICIES

There are many forms of examinations that faculty may choose to use during any course. These include but are not limited to tests, quizzes, mid-term exams, take home exams, and final exams.

- Faculty members may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance.
- No changes in the final exam schedule may be made by students or faculty.
- No test, quiz or exam may be given over the last five class meeting days prior to the start of final exams.
- Students with three exams in one day may contact the registrar at least one week prior to the start of the exam period if they wish to reschedule one exam.
- All students are expected to schedule travel arrangements and other appointments in a manner that avoids conflict with the exam schedule.
- Should an emergency occur and a student cannot make a scheduled final exam, the student must e-mail the Dean of Schools and provide proof of the emergency.

COURSE LEVEL NUMBERING

Course levels are indicated as follows:

- 100 – Introduction to subject or survey of a discipline
- 200 – Increased depth of study combined with application of theory
- 300 – Analysis, synthesis, evaluation of theory or data
- 400 – Creation of new ideas, behaviors or objects of art
- 500 – Graduate level courses

GRADING SYSTEM

A four-point letter grade system is used to indicate student achievement. The grade point average is calculated by multiplying the earned quality points for each course by the number of credits attempted for that course, then dividing by the total number of GPA credits attempted. Each letter grade has the following numerical quality-point value:

A = 4.00	B+ = 3.30	C+ = 2.30	D+ = 1.30	F = 0.00
A- = 3.70	B = 3.00	C = 2.00	D = 1.00	
	B- = 2.70	C- = 1.70	D- = 0.70	

Academic Policies: Undergraduate & Graduate

- **A, A-** indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge, and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled, and extensive knowledge of facts and principles has been demonstrated.
- **B+, B, B-** indicate good performance. A substantial amount of critical thinking, reflection, and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.
- **C+, C** indicate adequate performance. Critical thinking, reflection, and application of knowledge have been demonstrated at a competent level. Writing and communication skills also are at a competent level. Requirements of the course have been fulfilled, and an understanding of facts and principles has been demonstrated.
- **C-, D+, D, D-** indicate performance that is barely acceptable. Very little critical thinking, reflection, or application of knowledge has been demonstrated. Writing and communication skills often are inadequate. Some requirements may not have been fulfilled, and very little knowledge of facts and principles has been demonstrated. These are the lowest grades for which academic credit is given.
- **F** indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated, and requirements clearly have not been fulfilled. No college credit is given for this grade but it is factored into the GPA.

Students who withdraw from the college or from a course after the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a grade of F.

- **I** An incomplete is awarded only in unusual or extraordinary circumstances beyond the student's control. Prior to the end of the semester the student and the faculty member must agree that an incomplete is appropriate and agree upon a date by which all work will be submitted, no later than three weeks after the beginning of the following term. The student must file a permission form with the Academic Vice President and Dean of Faculty's Office no later than 5:00 p.m. of the last day of classes for the semester. Permission forms are located on the [myColby-Sawyer](#) site, in the [myRegistrar](#) section. If permission is granted, the student must submit all work by the agreed upon date and the faculty member must file a grade within seven days of that date.
- **W** Courses dropped between the end of the add/drop period and before the last day to withdraw from a course will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether a student or faculty member initiated withdrawal, automatically becomes an F (See the Academic Calendar). W's do not impact GPA

Academic Policies: Undergraduate & Graduate

Students who withdraw from the college or a course before the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a *W* for their courses.

- **WA** Administrative withdrawal (if given after the deadline to withdraw from a course, the grade of “F” will be awarded to the student)
- **P** Pass in a Pass/Fail course does not impact GPA
- **NF** Failure in a Pass/Fail course
- **CR** Credit granted, no grade does not impact GPA
- **AU** Audit (no grade or credit granted)
- **NR** No grade reported
- **NC** No credit granted
- **E** Exempt - no credit granted does not impact GPA
- **[]** Repeated course: Only the latest registration affects cumulative average regardless if the grade earned is higher or lower than the original grade.

Pass/Fail Option

Students in most degree programs are allowed to take one free elective course per academic year starting in the fall semester on a Pass/Fail basis. Major courses, minor courses, Wesson Honors courses and liberal education courses must be taken for a letter grade. Prior to the end of the fourth week of fall or spring classes, students wishing to elect the Pass/Fail option submit the appropriate Permission form, gaining approval of the faculty member and the student’s advisor. The pass/fail deadline is pro-rated for summer and other sessions of less than 15 weeks. Permission forms are located on [myRegistrar](#). (See the Academic Calendar for submission deadlines.)

Mid-semester Grades

A faculty member may confer at any time during the semester with a student believed to be in academic difficulty. Mid-semester grades may be issued by faculty members to inform students of their progress in a course at mid-semester. Mid-semester grades are required for first year students and for students whose mid-semester grade is below C. These grades are available to the student and the student’s academic advisor. Students should confer with both the faculty member and academic advisor to determine the best method of ensuring students’ academic progress and success.

Satisfactory Progress

Colby-Sawyer College recognizes that student’s progress through their academic careers at different rates. Students with a minimum of twelve credits should

Academic Policies: Undergraduate & Graduate

complete the requirements for a baccalaureate degree within a six year period and associate degree candidates should graduate within a three year period. Extenuating circumstances may justify an extension to be given by the academic vice president and dean of faculty. Part-time students with less than twelve credits are expected to complete their degree requirements on a pro rata basis.

Satisfactory Academic Standing

The standard for minimum satisfactory academic standing for all undergraduate students is a 2.00 cumulative grade point average (GPA); for graduate students it is 2.70. Satisfactory progress is monitored each semester to assure undergraduate students meet the cumulative GPA requirement of 2.00 or higher in order to graduate. Students who have not achieved satisfactory standing may be restricted from enrolling in specific courses, internships and athletic participation and are at risk of not being eligible for college and Federal financial aid. Please see section on academic suspension and withdrawal for further information.

REPEATING COURSES

Unless restricted by a specific program's requirements, students may repeat any failed course as many times as they wish. In each case, the more recent grade is counted for the cumulative GPA, although all grades are recorded on the student's transcript. The student receives credit for a course only once regardless of how many times it is repeated.

The Higher Education Act, Federal Financial Aid and Title IV dictates that students may repeat a course only once if they have previously passed the course, unless a second repeat of a previously passed course is necessary, due to program requirements, in which case the student must have full-time status exclusive of the credits for the repeated course. Programs that operate under specific guidelines from outside accrediting agencies may limit the number of times a student may repeat a course.

If a student does not earn the required minimum grade of C (2.00) in WRT 101 the student must repeat the course. If the required grade is not earned on the second attempt, WRT 101 must be retaken every semester thereafter, without exception, until a minimum grade of C (2.00) has been achieved.

Note: If repeating a course for the third time, the student must have 12 additional credits to be considered full-time.

ADDING, DROPPING AND WITHDRAWING FROM COURSES

The college's [Academic Calendar](#) has specific dates for adding, dropping and withdrawing from courses. The responsibility for making course adjustments rests with the student. It is recommended that students check their course registrations periodically for accuracy and confirmation of change requests submitted to their advisor. A student cannot receive a grade for a course in which he or she is not officially registered. Conversely, a student remains enrolled in a course(s) and is responsible for fulfilling course requirements until a Drop or Course Withdrawal request has been approved by his or her advisor.

Academic Policies: Undergraduate & Graduate

Adding Courses

Students may add courses and make credit adjustments to variable credit courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the [Academic Calendar](#) for deadlines to add courses. Requests to add courses must be submitted through PowerCAMPUS Self Service. Requests to change credit hours for variable credit courses must be submitted through [myRegistrar](#) using a permission form.

Dropping Courses

Students may drop courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the college's Academic Calendar for deadlines to drop courses. Courses dropped during this period will not appear on the student's academic transcript. Requests to drop courses must be submitted through PowerCAMPUS Self Service.

Withdrawing from Courses

Students may withdraw from a course without grade penalty between the end of the drop period and completion of 61% of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the college's Academic Calendar for deadlines to withdraw from courses. Students wishing to withdraw from a course after the Add/Drop deadline should submit an electronic Course Withdrawal form located in the [myRegistrar](#) site. Courses will appear on the student's academic transcript with a grade of either W (Withdrawn) or WA (Administratively Withdrawn) depending on the circumstances. Grades of W and WA are not factored in the grade point average. Students who do not register by June 1st for the fall semester or by January 1st for the spring semester will be withdrawn from the college.

A grade of F (Failure) will be posted to the student's transcript for any course(s) from which the student is withdrawn after the deadline to withdraw from courses, whether student or faculty member initiated. A faculty member may withdraw a student from a course at any time during the semester by providing a written explanation and notification to the academic vice president and dean of faculty, the registrar, the advisor and the student.

After receiving a grade of F in a course, the student may retake the course. The new grade will replace the F in computing the grade point average, but both grades will be reflected on the student's transcript.

CLASS STANDING

Class standing is determined by credits completed:

- First Year Student: 0-23 credits
- Sophomore: 24-53 credits
- Junior: 54-86 credits
- Senior: 87-120 credits

Academic Policies: Undergraduate & Graduate

Part-Time Status

If students change from full-time (at least twelve credits) to part-time status, either prior to the beginning of a semester or during a semester, the following may be affected: financial aid, health and counseling services, athletic eligibility, tuition and fees, and F-1 student immigration status. Please contact the appropriate offices for specific details.

Athletic Eligibility

All varsity team members must be full-time students with a minimum of twelve credits. A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing (minimum 2.00 GPA) is eligible for participation in intercollegiate athletics. A student athlete must complete twenty four credits during the previous year to be eligible for the following year. Athletic eligibility is monitored annually by the Athletic Department prior to the beginning of fall semester classes. Students who have not attained satisfactory academic standing prior to this time will be ineligible for varsity athletic participation. Also, students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the National Collegiate Athletic Association (NCAA) faculty athletic representative for athletic eligibility reinstatement.

ACADEMIC STANDING – GRADE APPEAL

Students who believe their final grade in a course does not accurately reflect their performance may appeal the grade. If a student disputes the final grade he or she receives and wishes to appeal the grade, the following steps must be taken:

- The student must discuss the disputed grade with the faculty member. Every effort must be made to resolve the dispute at this stage.
- If no satisfactory resolution is possible, the student submits a written petition describing the facts of the case to the faculty member's supervising dean. The dean may ask for documentation to support the student's claims. The dean meets with the faculty member and investigates the dispute. The dean makes a written determination with copies to the student and the faculty member.
- If the student disputes the dean's findings, the student may appeal to the academic affairs coordinator via a written petition describing the facts of the case and basis of the dispute, including all pertinent documentation. Copies of the petition should be provided to the faculty member and the appropriate dean of schools. The academic affairs coordinator renders the final decision.
- The academic affairs coordinator reviews the student documentation and speaks with the appropriate dean of schools to review the facts of the investigation. If a conflict of interest among the parties to whom the appeal is addressed occurs:
 - If the disputed grade was given by a faculty member who is also the dean, the faculty member, in consultation with the student, will select another faculty member from within the same school, to whom the student submits a written petition.
 - If the academic affairs coordinator is the faculty member of the class in

Academic Policies: Undergraduate & Graduate

which the grade is disputed, or is the academic advisor to that student, the academic vice-president and dean of faculty will select a senior faculty member who serves as a dean or on the Academic Review Board. The student will submit a written petition to this individual who will render a final decision.

- All grade appeal documentation will be retained on file in academic affairs coordinator's office.

ACADEMIC PROBATION

Students whose cumulative grade point average (GPA) is below the minimum satisfactory standard of 2.00 for undergraduates or 2.70 for graduate students are placed on academic probation and notified in writing of their status. Academic probation indicates that students must improve their performance or risk suspension or dismissal at the end of the next semester. Satisfactory progress is monitored each semester to assure students meet the minimum 2.00 GPA for graduation. A student whose GPA is below 1.50 may be suspended; below a 1.00 a student may be dismissed without having been placed on academic probation in a prior semester.

Students on academic probation risk losing their financial aid and/or tuition-remission assistance and/or their athletic eligibility. Students are urged to meet with their advisor to plan a strategy to improve their academic performance. Students may be advised to reduce their course load and/or repeat courses. In addition, students should take advantage of the services of the Student Learning Collaborative or Access Resources. Students who are on academic probation for two or more semesters may be suspended.

ACADEMIC SUSPENSION AND DISMISSAL

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. Students currently on probation who do not achieve the minimum satisfactory grade point average (GPA) of 2.00 at the end of the next semester may be suspended or dismissed from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the end of the next semester following notification of probation also may be suspended or dismissed. A student whose GPA is below 1.50 may be suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students who are suspended are eligible for re-admittance to the college after a specific period of time, usually one semester. For the purposes of academic suspension, the summer semester shall not be counted in the cumulative period; moreover, students are not permitted to enroll in summer courses at CSC while suspended. Students seeking readmission are asked to furnish information in the form of transcripts and/or letters of reference that indicate the student's ability to do satisfactory academic work at Colby-Sawyer College. Decisions to readmit students are made in consultation with members of the Academic Review Board

Academic Policies: Undergraduate & Graduate

(ARB). Students who are suspended from the college may not participate in internships during their suspension. Students who do not seek re-admittance after suspension are withdrawn from Colby-Sawyer.

Students who are dismissed from Colby-Sawyer College may not be readmitted.

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

Academic Appeals

At the end of the semester in which the action was taken students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board (ARB). The ARB's responsibilities are to review student academic appeals for suspension, dismissal, and to communicate decisions to the students. When a student is informed about their suspension or dismissal they will also receive information about the appeal process and deadlines.

Students who choose to appeal must submit a written request for a hearing to the director of student success and retention via the online link embedded in the academic status notice. Students may request an expedited online hearing or an on-campus hearing, but the

ARB will make the final determination of the hearing format.

- The ARB hearing date and time is set once the student's appeal is received.
- Students who are scheduled for an on-campus hearing must attend the hearing. Hearings are usually scheduled after the end of finals in the fall, spring and summer. Students who cannot attend an on-campus hearing during the usual dates may request an expedited online hearing. If an on-campus hearing is required and the student is not available to attend, the first opportunity for a hearing may be the day before first day of classes for the upcoming semester.
- Decisions on expedited online hearings are made based on the written appeal and the student's documented academic history.
- Family members and legal counsel are not permitted to attend the hearing.
- The members of the ARB will have a copy of the student's academic record which may include mid-semester grades and records of academic dishonesty.
- The dean will communicate the board's decision to the student after the hearing and in writing to the student.
- The decision of the ARB is final.

STUDENT CLASSROOM RESPONSIBILITIES

Students are expected to take an active role in their courses, which includes attending class, completing assignments on time, participating in classroom activities, and maintaining satisfactory academic progress.

At the beginning of each semester, faculty members are required to describe their expectations and grading policies, including those for attendance. A student who consistently fails to complete assignments or who is excessively absent from class

Academic Policies: Undergraduate & Graduate

may be withdrawn from the course by the faculty member. Written notification will be sent to the academic vice president and dean of faculty, the registrar, the advisor and the student. Prior to this action, the faculty member will confer with the student whenever possible.

It is the student's responsibility to make arrangements with the faculty member as far in advance as possible when unavoidable situations prevent the student from meeting the course requirements or attending class regularly. If a student must be absent from class for an extended period, it is the student's responsibility to notify the faculty member and to provide information regarding the reason for the absence and the expected date of return to class. This notification is not to be construed as an excused absence for the student. The student is still responsible for completing any missed work. Regardless of the cause for absences or missed work, it is the faculty member's prerogative to determine if the student has met the outcome requirements of each course. Excessive absences or incomplete work for any reason may result in not completing or passing a course.

Short Term Absence or Withdrawal Due to Medical or Mental Health Concerns

Baird Health and Counseling Center does not provide excuses for routine illnesses, injuries or mental health problems that may lead to missed classes, labs, exams, or deadlines. The college expects that students are honest with their professors regarding their ability to complete work, and professors are expected to work with students on these issues within the parameters of academic policies and processes. For information specific to withdrawals from the college please contact the Office of Student Success and Retention. For concerns regarding short term absences from classes, contact the academic vice president and dean of faculty. If the student is not working with Baird Health and Counseling Center for care related to an extended absence then pertinent information from the outside health provider should be forwarded to BHCC@colby-sawyer.edu so that the health record of the student can be kept current while at Colby Sawyer.

ACADEMIC HONESTY

Colby-Sawyer College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of the college community. The integrity of academic life depends on cooperation among students, faculty and staff.

Forms of Academic Dishonesty

Plagiarism

- Plagiarism is the submission of material as one's own work that is not the result of one's own effort. It is the use or imitation of the work of another author or artist and the representation of the work as one's own. Examples include:
 - Quoting paragraphs, sentences or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
 - Printed sources such as books, essays, or articles;
 - Video and audio sources, such as taped interviews or television programs;

Academic Policies: Undergraduate & Graduate

- Papers, videotapes, and audiotapes by other students;
- Electronic sources such as Internet, World Wide Web, and CD-ROM.
- Paraphrasing pages, paragraphs, or sentences without acknowledging the source.
- Using other people's ideas without giving them credit.
- Writing a paper based on outside sources without using citations and a complete bibliography.
- Acquiring papers or academic work and submitting it as one's own.
- Cheating
 - Giving, as well as receiving, aid on papers, laboratory experiments, quizzes and exams when not authorized by the faculty member.
 - Handing in papers that are the product of another person's work.
 - Using notes during a quiz or exam without authorization to do so.
 - Copying from another student's paper for an assignment or during a quiz or exam.
 - Using one paper for two different classes without prior arrangement with the faculty member(s) involved.
 - Accessing online sources, sites, information during a test, quiz, or other assignment when not authorized by the faculty member.
 - Giving papers or academic work to another student for submission without prior arrangement with the faculty member(s) involved

General Violations

The above lists are examples and not meant to be comprehensive. Misrepresenting information to faculty members as well as forging information and/or signatures is considered dishonest behavior and subject to penalty.

Responsibility of Students

- Students are responsible for knowing what constitutes plagiarism and cheating.
- Students are expected to cultivate a working understanding of creative integrity and to act accordingly as an ethical practitioner. Students are expected to consult with their faculty about permissible appropriation in the arts or about the nuances of inspiration versus influence versus imitation.
- Students are not permitted to submit the same paper or project for credit in more than one course without prior written consent of all faculty members and proper citation of the work itself. Students using elements of one of their prior papers/projects in a subsequent paper or project should properly cite the original. Occasionally, a student may wish to use the same research in the fulfillment of assignments for more than one course. In such cases, the student must obtain the permission of each of the faculty members involved.
- No student shall procure, without the written authority of the faculty member, the questions or answers of any exam to be given at a subsequent time or employ unauthorized aids while taking an exam.
- No student shall aid another in violating the academic honesty policy (sell or give a paper, take another's test, etc.).
- Students and all members of the college community are expected to maintain high standards of academic integrity

Academic Policies: Undergraduate & Graduate

Responsibility of Faculty and Staff

Faculty and staff shall take reasonable steps to reduce the possibility of cheating and shall exercise caution in the preparation, duplication and security of examinations. Faculty members who have evidence that a student has violated the academic honesty policy and have penalized the student for such action must report the violation to the academic affairs coordinator.

Procedures

If a faculty member believes the policy on academic honesty has been violated, the following procedures shall be followed:

- The faculty member may choose to discuss the incident and/or the process to be followed with the appropriate school dean.
- The faculty member discusses the incident with the student.
- Responsive options:
 - After discussing the incident with the student, if the faculty member determines that it is more likely than not that an honesty policy has been violated, the faculty member may decide the penalty, which should be consistent with the course syllabus specifications. Penalties may include, but are not limited to: failure of the examination, assignment, or course.
 - The faculty member will submit the student's name, a written description of the violation, and the penalty to the academic affairs coordinator and to the student. In addition, the evidence to support the finding of academic dishonesty will be sent to the academic affairs coordinator and student.
 - If the student is not enrolled in the class in which the alleged violation occurred (e.g., the student provided a paper from a previous term, or took a test for another student), the academic affairs coordinator, upon receiving the report from the faculty member, will meet with the student to discuss the incident and decide on the penalty.

Responsibilities of the Academic Affairs Coordinator

- Once the academic affairs coordinator receives the report from the faculty member, he/she will schedule a meeting with the student to explain the policy, discuss the evidence, and review the process.
 - If the student chooses to appeal the faculty member's finding, the academic honesty appeals process will be implemented.
 - If a student withdraws from a course prior to or following an act of academic dishonesty, the faculty and/or administrative decision concerning the penalty for the act of academic honesty supersedes the withdrawal; thus, the student may be deemed to have failed the course for academic dishonesty and therefore assigned a grade of "F."
- Single/Multiple offenses
 - If the academic dishonesty violation is the first for a particular student, the academic affairs coordinator will maintain a record of the violation and may require an educational component.
 - An academic honesty violation may impact a student's eligibility for certain college awards, honors, or scholarships.
 - If the academic dishonesty violation is a repeat offense for a particular student, the academic affairs coordinator may levy an additional penalty

Academic Policies: Undergraduate & Graduate

beyond the penalty issued by the faculty member. In addition, the academic affairs coordinator will maintain a record of the violation.

- Normally, a second offense will result in a suspension for a semester which may be the current or following semester.
- Normally, a third offense will result in a dismissal.
- If an alleged violation took place in a class taught by the academic affairs coordinator, then the academic vice president and dean of faculty will appoint a school dean to assume the academic affairs coordinator's role.

Records

All records will be maintained in the academic affairs coordinator's files. For one violation, the record will be destroyed at the point of graduation or the student's withdrawal from the college. For multiple academic honesty violations, a permanent record will be placed in the student's file and a notation will appear on the transcript. A dismissal also results in a permanent record.

Academic Honesty Appeals Process

Appealing a Faculty Member's Finding

Students may appeal a finding of academic honesty violation or associated penalty and request a hearing for the following reasons:

- Evidence of procedural error in the initial sanctioning process;
- Imposition of an inappropriate or excessive penalty; or
- Evidence to refute a faculty member's finding. Simple disagreement with a faculty member is not a sufficient basis for an appeal.

After meeting with the academic affairs coordinator, a student may petition in writing to the academic affairs coordinator to appeal the finding of academic honesty violation or associated penalty. This appeal must be received by the academic affairs coordinator within a period of five business days from the date of the academic affairs coordinator's meeting with the student. The petition for appeal must be based upon one of the claims listed above.

Upon receiving an appeal request the academic affairs coordinator will assemble an Academic Honesty Appeals Board consisting of two faculty members and one staff member from the Academic Review Board. Whenever possible, at least one of the members of the board will be a tenured faculty member. The academic affairs coordinator will serve as the chair and non-voting member. In the event that a faculty member or staff member feels that he or she should not participate in the hearing of a particular case, the academic affairs coordinator will complete the board with another member of the Academic Review Board or find another member of the faculty or staff if another Academic Review Board member is not available. A voting member of the board is not permitted to abstain from voting once the facts and issues of the case have been presented.

Once assembled, the Academic Honesty Appeals Board will meet to discuss the process, including information that is needed, dates for submission of this information to the Appeals Board, and timeline for the hearing. All information requested by the Appeals Board will also be sent to the student and faculty member

Academic Policies: Undergraduate & Graduate

involved in the hearing. The hearing will take place as promptly as circumstances allow. Every effort will be made to have this occur prior to the start of the next academic semester. During an Academic Honesty Appeals Board hearing, all parties will have the opportunity to present evidence and arguments relevant to the disputed decision. An Academic Honesty Appeals Board hearing may result in one of the following actions:

- Confirmation of the original faculty decision;
- Confirmation of the original faculty decision and alteration of the original penalty; or
- Reversal of the original faculty decision and cancellation of the original penalty.

The determination of the Academic Honesty Appeals Board is final.

Appealing Penalties Levied by the Academic Affairs Coordinator

If a student is appealing the academic affairs coordinator's additional penalty for a multiple offense or if the academic affairs coordinator is the instructor for the course where academic dishonesty is alleged, the student should send the appeal to the academic vice president and dean of faculty within a period of five business days of the meeting with the academic affairs coordinator. The academic vice president and dean of faculty will appoint a school dean to assume the academic affairs coordinator's role for the appeal process.

Burden of Proof/Evidentiary Standards

Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in criminal or civil court proceedings, are not used in academic honesty appeal hearings. The standard that the appeals board will use is the standard preponderance of evidence (or commonly referred to as the more likely than not standard). The Academic Honesty Appeals Board shall not consider written statements against a student or faculty member unless the student or faculty member has been advised of their content, the identity of those who made them, and has been given the opportunity to rebut unfavorable inferences which might be drawn from them. A simple majority is required for a valid finding and for sanctioning.

Hearing Advisor

A student or faculty member involved with an Academic Honesty Appeals Board hearing, either as a party or as a witness, may be accompanied during the hearing by an advisor from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisors may confer with the student or faculty member during the hearing but may not participate in the hearing or speak in place of the involved party.

Notice

A member of the Academic Honesty Appeals Board will verbally notify the accused and the accuser of their decision on the day of the hearing. The academic affairs coordinator will send written notification of the appeal decision to all parties within a period of five business days of the hearing. A copy of this written notification will be stored in the academic affairs coordinator's files.

Academic Policies: Undergraduate & Graduate

LEAVE OF ABSENCE POLICY

Colby-Sawyer College allows students to interrupt their study for two semesters for an Educational Leave of Absence (ELOA). Students may apply for an ELOA to study at another approved institution here or abroad and request that the grades and credits be accepted by Colby-Sawyer College.

The Colby-Sawyer College registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) in each course to receive transfer credit. For Nursing majors, the registrar must approve all courses prior to enrollment and students must earn a minimum grade of B- (2.7) in PSY 101 and SOC 101 to receive transfer credit. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student's permanent record and cumulative grade point average. It is the student's responsibility to provide the Colby-Sawyer College Registrar's Office with an official transcript for courses taken at another college or university.

An ELOA does not affect the completion of college residency or academic requirements. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. However, it does not guarantee the student's return to the residence hall occupied prior to the leave.

Application for an Educational Leave of Absence

Students who choose to take an Educational Leave of Absence (ELOA) should have an exit interview with the director of student success and retention and complete the Application for an Educational Leave of Absence form. Also, students must have exit interviews with the academic advisor.

Returning from an Educational Leave of Absence

Students who plan to return to the college after an Educational Leave of Absence (ELOA) must register for courses by June 1st for the fall semester or by January 1st for the spring semester. Students who do not register for courses by these dates will be withdrawn from the college, and the withdrawal will be dated from the last day of the semester for which they began their ELOA. Prior to returning to the college, the student is responsible for contacting the Registrar's Office, Financial Services, Financial Aid, Residential Education (if a resident student), and International Students (if a F-1 student) Offices.

WITHDRAWAL POLICY: STUDENT-INITIATED WITHDRAWAL AND ADMINISTRATIVE WITHDRAWAL

Student-Initiated Withdrawal

Enrolled students who withdraw during a semester before the deadline to withdraw from a course with no penalty will receive a W for their courses. Students who withdraw after the deadline to withdraw from a course but before the end of the semester will receive a grade of F in each of their courses. See the Academic Calendar for specific dates.

Academic Policies: Undergraduate & Graduate

Students who choose to withdraw from the college should contact the Office of Student Success and Retention to discuss options for support. It is the student's responsibility to signal their intent to withdraw by completing the Application for Withdrawal form located on myRegistrar. The last date of attendance will be set as the last day the student received services from the college. If this date cannot be determined, the last date of attendance will be set within 30 days of mid-term of final exams. In cases when a student is withdrawing at the end of a semester, the last date of attendance will be the last day of the final exam period.

Administrative Withdrawal

The college reserves the right to place students on an administrative suspension for academic, behavioral, financial, social or medical reasons. Students who are suspended from the college will be administratively withdrawn. Students who wish to return to the college should refer to the procedures below. In addition, the college can also dismiss students from Colby-Sawyer College. Such students will be administratively dismissed and may not be readmitted.

Procedures for Returning from a Withdrawal

Student-Initiated Withdrawal: A student who wants to re-enroll within one year of a student-initiated withdrawal must submit a written request for reinstatement to the Office of Student Success and Retention. Unless there are significant changes to their program, students who are away for less than one year may follow their original catalog. Please note that certain majors have outside accreditation requirements, returning students must meet the requirements stipulated by the accrediting body.

Students who want to return after being withdrawn from the college for over one academic year must reapply to the college through the Admissions Office. Students will follow the catalog for the new readmit year. If needed, students may petition the appropriate school dean of their major to seek permission to allow older courses to meet new requirements. Please Note: If you have been gone for 5 years or more you must meet with the dean.

Administrative Withdrawal: Students who are suspended are eligible to return to the college after a specified period of time. Students who plan to return to the college at the end of their suspension period must submit the appropriate documentation to the Office of Student Success and Retention before being reinstated. Unless there are significant changes to their program, students may follow their original catalog. Please note that certain majors have outside accreditation requirements, returning students must meet the requirements stipulated by the accrediting body.

Students who do not return immediately from their suspension and have been gone over one academic year must reapply to the college through the Admissions Office. If needed, students may petition the dean of their major to seek permission to allow older courses to meet new requirements. Please Note: If you have been gone for 5 years or more you must meet with the appropriate school dean to review whether or not the courses you have already taken are still relevant to the major.

Note: See section on Tuition for information regarding refunds upon withdrawal.

TRANSCRIPT POLICY

Official transcripts are maintained by the Registrar's Office for all academic work at Colby-Sawyer College. In compliance with federal laws designed to protect privacy, transcripts are not released without the student's authorization. Current students may find transcript ordering information on the [myColby-Sawyer/myRegistrar](#) site. Former students may order transcripts by going to [www.colby-sawyer.edu](#), typing 'transcript request' in the site search box, and following the link for instructions. There is a \$3.00 fee for each electronic transcript sent and a \$5.00 fee for each paper transcript sent.

Transcripts will not be furnished for students or former students whose financial obligations to the college have not been satisfied. Any conduct violation that results in a sanction of suspension will be noted in the student's official transcript for as long as the suspension is in effect. A sanction of dismissal will be noted on the student's transcript.

RELEASE OF EDUCATIONAL RECORDS AND THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that states that upon reaching the age of 18 or attendance at a post-secondary institution (regardless of age) FERPA rights transfer to the student. All academic records are kept in the registrar's office. Please note that due to this federal legislation, when asked, the college must provide academic data to certain government agencies. This includes, but is not limited to the military and Homeland Security

- Colby-Sawyer College releases to students, information from their educational records such as grades earned and academic status. Both mid-semester and final grades are available to students on PowerCAMPUS Self-Service. Students are encouraged to share this information with their parents or guardians.
- Under certain circumstances, however, grades and/or information concerning academic status may be released directly to parents or other individuals. When students begin at Colby-Sawyer College, they are asked to fill out a FERPA form. This form is found in the Getting Started Guide. Once students have filled out the first FERPA form, they may make changes to this document by submitting a new form. Annually, students are asked to review the names of those who they have declared FERPA cleared. The FERPA form is available on [myRegistrar](#). The information on the most current FERPA form remains in effect until the registrar's office is notified to change it; this includes following the student's graduation. Records may be released directly to the individual(s) identified by the student under any of the following conditions:
 - Mid-semester Grades:
 - Students who have two or more mid-semester grades below C
 - Students who are on academic probation from the previous semester and have at least one mid-semester grade below C
 - Final Grades:
 - Students who have been placed on dean's list
 - Students who have been placed on academic probation
 - Students who have been suspended for academic reasons

Academic Policies: Undergraduate & Graduate

- Students who have been dismissed for academic reasons
- Colby-Sawyer College will not release the academic records of non-degree students to anyone other than the student.

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) allows students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student's education records within forty-five days from the day the college receives a request for access. The student should submit to the registrar or academic affairs coordinator a written request that identifies the record(s) she or he wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The student may request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should write the college official responsible for the record, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The student has the right to consent to disclosure of personally identifiable information contained in his or her education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as:

- a person employed by the college in an administrative, supervisory, academic, or support staff position (including campus safety and health staff);
- a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); or
- a person serving on the board of trustees or a college employee assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. The college expressly reserves the right to release information about a student to parents, guardians, or other appropriate persons when necessary to ensure or protect the health, safety, and well-being of the student or other persons.

Directory Information Public Notice

Colby-Sawyer College, at its discretion, may provide directory information in accordance with the provisions of FERPA. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed.

Academic Policies: Undergraduate & Graduate

- Designated directory information at Colby-Sawyer College includes the following: student's name, photo, college mailing address, college telephone number, college email address, hometown, major field of study, enrollment status, class level, date of birth, participation in officially recognized activities and sports, dates of attendance, degrees, honors and awards received, and most recent education agency or institution attended.

If a student wishes to not have directory information released, the student must submit the request in writing to the registrar's office. Please note that waiving the directory information is an all or nothing waiver. If the student does choose to opt out of directory information none of the student's information may be given under any circumstances including, but not limited to, athletic events/photos, sponsors, notice of awards, or inquiries from potential employers.

HONORS AND AWARDS

May graduates, regardless of participation in the ceremony are eligible for awards at commencement. October and February graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements. In order to be eligible for any award at the college the student must be in good standing with regard to citizenship, as determined by the Student Development Office, and academically, as determined by the Office of the Academic Affairs Coordinator.

Graduation Honors

Students graduate cum laude, magna cum laude, or summa cum laude according to the following minimum requirements:

- cum laude: cumulative grade point average of 3.50 to 3.64 at the time of graduation
- magna cum laude: cumulative grade point average of 3.65 to 3.79 at the time of graduation
- summa cum laude: cumulative grade point average of 3.80 or higher at the time of graduation

Dean's List

At the end of the fall and spring terms, the college publicly recognizes those undergraduate students who have distinguished themselves through their superior academic achievement by placing their names on the Dean's List. To qualify, students must achieve a grade point average of 3.50 or better while carrying a minimum of twelve credits in graded courses. Courses graded pass/fail may not be included as part of the twelve credits. Full-time nursing students enrolled in NUR clinical courses may also be considered for the Dean's List.

Alpha Chi Award

This award is given to a graduating Alpha Chi student who, in the opinion of the members of Alpha Chi, best exemplifies the ideals of the society – truth and character – through work at the college in support of chapter activities.

Academic Policies: Undergraduate & Graduate

Athletic Academic Honor Roll

In the fall of 2002, the Athletic Department instituted the Athletic Academic Honor Roll in which each semester the director of athletics and the faculty athletics representative publicly recognize student-athletes who have earned a 3.00 GPA or higher for a semester.

Baccalaureate Awards

Baccalaureate awards are presented to the graduating students in each baccalaureate program who are selected by the faculty for their interest in and excellence within the major. Recipients must be full-time students and be eligible to participate in the Commencement ceremony. Some of the baccalaureate awards are named awards: the Dr. Margaret "Marnie" Kurtz Award is given to a student whose major is business administration; the Carl M. Cochran Award is given to a student whose major is English; and the Grace Adella Sheldon Graves Award is given to a student whose major is nursing.

Capstone Experience Awards

The capstone experience differs from major to major, but its purpose is to ensure that all seniors demonstrate their accumulated knowledge through action, and effectively communicate their knowledge and actions to others in an interdisciplinary setting.

Class Academic Awards

Awards are given by the college each spring to the rising sophomore, junior, and senior who rank highest in scholarship in the appropriate class. The recipients must be full-time students at Colby-Sawyer College.

Richard Crosby Memorial Award

This award, established in 1976 in honor of faculty member Richard Crosby, a member of the English Department from 1952 to 1976, may be awarded annually to a student for excellence in British literature.

Gula Graves Plummer Award

This award is given to the student or students who have distinguished themselves through the exercise of spiritual and/or moral leadership in the college community, or through academic work informed by their religious commitments.

Wynne Jesser McGrew Senior Scholar-Athlete Awards

The Wynne Jesser McGrew Senior Scholar-Athlete Award may be given to the graduating female senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college. The Senior Scholar-Athlete Award may be given to the graduating male senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

James Duane Squires Book Award

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College faculty member James Duane Squires. Professor

Academic Policies: Undergraduate & Graduate

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.

Guy Floyd Williams Award

This award may be presented to a graduating senior majoring in science who has helped to maintain and perpetuate the ideals of the college during the student's years at Colby-Sawyer College and who, through appropriate conduct, scholarship and decorum, has exemplified the spirit of the college.

David H. Winton Baccalaureate Award

This award is named in honor of a longtime trustee, chair of the board, and benefactor of Colby-Sawyer College. Each year it is presented at Commencement to the graduating baccalaureate student who ranks highest in scholarship in his or her class. The recipient must be a full-time student at Colby-Sawyer College.

Colby-Sawyer Award

Established by Dr. H. Leslie Sawyer in 1934, the Colby-Sawyer Award honors a member of the graduating class who, in the opinion of the faculty, best exemplifies the ideals of the college in personal dignity, intellectual growth, contribution to campus life, and constructive influence upon other students.

Graduate Award

Established by Mrs. J. Thaddeus Hildreth, mother of Elizabeth Hildreth Cameron '33, and grandmother of Judeen Cameron Barwood '58, '09, this award is presented to a member of the senior class whose character and influence most constructively affected the majority of the junior class. This award is chosen by nominations from the junior class.

Ann Gulick Award

Established in memory of Ann Gulick, the Class of 1954, by her classmates, this award is presented to the sophomore student who best exemplifies, through voluntary service, the qualities of reliability, loyalty, and unselfishness. The recipient of this award is chosen by nominations of the sophomore class and selected by the vice president for student development and dean of students.

Senior Achievement Award

The Senior Achievement award is presented to a senior student who has distinguished themselves through active leadership involvement in the co-curricular life of the college.

Barbara Johnson Stearns Award

Established in honor of a member of the Class of 1932, this award honors a member of the senior class, who has demonstrated exemplary leadership and dedication to the college community.

Academic Policies: Undergraduate & Graduate

Student Commencement Speaker

Seniors, faculty and staff nominate students to give the Student Commencement Address. A selection committee reviews drafts of speeches submitted by the nominated students. A medallion is presented to the senior who represents the character of the graduating class and will give an inspirational and engaging speech that represents the college's values and learning outcomes.

HONOR SOCIETIES

Alpha Chi

The Colby-Sawyer College Chapter of this national honor society recognizes the academic achievement of junior and senior students. To be eligible for membership, students must rank in the top ten percent of the junior or senior class and demonstrate the Alpha Chi values of truth and character. Each candidate must have completed at least one half of the credits for graduation and have been enrolled as a full-time student at Colby-Sawyer College for at least one academic year prior to election. Further information about Alpha Chi membership and activities is available from the society's faculty sponsor.

Delta Mu Delta

The Delta Mu Delta International Honor Society in Business, Xi Psi Chapter, recognizes and honors academic excellence of business administration majors. To be eligible for membership, business administration majors must rank in the top 20 percent of seniors or juniors and have a minimum cumulative GPA of 3.25. In addition, students must have a record of academic honesty and integrity and embrace the ideals of Delta Mu Delta. Further information is available from the college's faculty sponsor or from Delta Mu Delta.

Iota Tau Alpha Society

The Iota Tau Alpha Society was established to recognize and honor those individuals in the field of Athletic Training Education who have, through scholarship, integrity, and outstanding achievement, been a credit to their profession. The objective of Iota Tau Alpha is to foster a high standard of ethics and professional practice and to create a spirit of loyalty and fellowship, particularly around students of Athletic Training Education. To be eligible for membership students must have completed at least three semesters of academic work toward the athletic training degree, have completed at least three term courses in Athletic Training Education (one must be above introductory level) with a minimum cumulative grade point average of 3.5, rank no lower than the highest thirty five percent of their class in cumulative grade point average, and be in good standing according to their program retention criteria.

Lambda Pi Eta Honor Society

The purpose of this national honor society in communication studies is to foster and reward outstanding scholastic achievement in the field of communication. Members must have completed sixty credits, with twelve in communication studies courses, have a minimum cumulative grade point average of 3.00, a minimum grade point average of 3.25 in communication studies courses, and rank in the top thirty percent of their class.

Academic Policies: Undergraduate & Graduate

Psi Chi

The Colby-Sawyer College chapter of Psi Chi, the National Honor Society in Psychology, was installed in 1999. The purpose of this honor society is to encourage, stimulate and maintain excellence in scholarship, and to advance the science of psychology. To be eligible for membership, a student must rank in the top thirty five percent of the class, have a minimum cumulative grade point average of 3.00, have completed at least three college semesters and nine credits of psychology courses with a minimum grade point average of B (3.00) in those courses, and be enrolled as either a psychology or child development major, or a psychology minor. Further information is available from the society's faculty sponsor at Colby-Sawyer College or from the national organization.

Sigma Theta Tau Honor Society

The mission of Sigma Theta Tau International, the Honor Society of Nursing, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Sigma Theta Tau International's vision is to be the global organization of choice for nursing. Undergraduate nursing students may be invited to become members of the honor society if they have achieved junior standing in the nursing program, have a minimum GPA of 3.00, rank in the upper thirty five percent of their nursing class, meet the expectation of academic integrity, and obtain faculty endorsements. For further information about the Honor Society or Sigma Theta Tau, contact the faculty sponsor

CAMPUS SPACE & FACILITIES

CAMPUS FACILITIES

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

Baker Communications Center (1996)

The center, located on the third floor of Colgate Hall, was a gift from Martine Baker-Anderson '59, in memory of her father, Elbert H. Baker II and a tribute to his distinguished career in the newspaper and communications fields. The center includes offices for the student newspaper, *The Colby-Sawyer Courier*, a video studio and editing room, audio recording and podcast suites, and academic spaces used primarily by students in the Communications Studies and Creative Writing and Literature programs.

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 and is situated near the Susan Colgate Cleveland Library/Learning Center.

Cleveland, Colby, Colgate Archives (1996)

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

Colby Homestead (1800)

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

Colgate Hall (1911)

The central building on campus is Colgate Hall, built in 1911 to house the entire teaching and living facilities of Colby Academy. Reconstructed, altered and enlarged many times, this building constitutes the center of the college. Visitors are welcomed to Colgate Hall in the Thornton Living Room. Colgate Hall houses the

Admissions Office, other administrative offices, classrooms, student computer facilities, and a state-of-the-art nursing lab. It also houses faculty of the School of Business and Social Sciences, as well as faculty of the School of Arts and Sciences. The offices of the Information Technology Department are located on the first floor. The building name honors the Colgate family, whose members were dedicated supporters of the college. Susan Colby, who later married James B. Colgate, was the first woman teacher and principal of Colby Academy. Her children, James C. Colgate and Mary Colgate, dedicated the building in 1912. The portico facing the college quadrangle was built in 1958, the gift of Mrs. Susan Colgate Cleveland and her sister Mrs. John Sloan, daughters of James C. Colgate.

Curtis L. Ivey Science Center (2004)

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

Davidow Center for Art + Design (2017)

This hub of creativity opened in the fall of 2017 and offers state-of-the-art studios, a black box theater, and the Davidow Art Gallery, with stunning views of Mt. Kearsarge, scenic outdoor art and offices for faculty.

James House (1931)

James House is named for William James, American philosopher and houses the Campus Safety Offices.

Lethbridge Lodge (1998)

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

Mercer Hall (1963; 2002)

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

President's House (1937)

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

Reichhold Center (1962)

The center was made possible through the generosity of Mr. Henry H. Reichhold, father of Colby-Sawyer alumna Ingrid Reichhold Wagner '51. The former science center provides classrooms, faculty offices, studios for the art programs, and a computer lab.

Sawyer Fine Arts Center (1959)

The Sawyer Fine Arts Center was named in honor of Dr. H. Leslie Sawyer, who served as headmaster of Colby Academy from 1922 to 1928 and as first president of the college from 1928 until his retirement in 1955. The center includes classrooms and spaces for performing art programs. The center also houses the Marian Graves Mugar Gallery, the Everett and Ruth Woodman Dance Studio, the Sawyer Theatre and stagecraft shop, and offices for the faculty of the School of Arts and Sciences.

Susan Colgate Cleveland Library/Learning Center (1985)

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns. The five-level structure houses the college library and archives, as well as The Harrington Center for Academic and Career Advising, the Student Learning Collaborative, and Access Resources. The library provides print and electronic resources, including full-text databases, books, periodicals, videotapes, DVDs and compact discs. With its spectacular view of the surrounding mountains, the library is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with numerous PCs and a computer classroom. The Colby-Sawyer Testing Center is located in this building as well and offers more than 200 state and national assessment examinations, as well as professional certification and licensure exams.

Sustainable Classroom (2013)

This free-standing classroom was designed and built by students and is one of the first commercial buildings in the state to integrate a straw-bale wall system. Students enrolled in three courses that taught them principles of sustainable structures and living buildings, designed the orientation and building systems, and participated in the timber frame construction of the structure. The classroom utilizes natural materials and demonstrates energy efficiency in addition to being a student-friendly classroom with a unique interior design.

Ware Student Center (1987)

The Ware Student Center, named in honor of Judge Martha Ware '37, former trustee, provides a common gathering place and is the site of many educational and social events. The center houses the Stable, which is the campus bookstore, the campus dining services, Ware Conference Room, Student Activities, Wheeler Hall, and the

mailroom. Also located in the Ware Student Center are offices for Student Development, Residential Education, Citizenship Education, and the Board of Trustees Conference Room.

Wesson Honors Suite (2008)

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

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.

Windy Hill School (1976; 2010)

The Windy Hill School was founded in 1976 and moved to a new building in 2010. The school is the laboratory school for the Child Development Program and includes toddler to pre-kindergarten-age children and a summer program for children up to age six. Supervised by licensed teachers, the school provides practical experience for students interested in child development and early childhood education.

STUDENT HOUSING ACCOMMODATIONS

Abbey Hall (1940)

Abbey Hall was named to honor Mrs. Emily F. Abbey Gill, who made generous contributions to leading New England colleges especially concerned with the education of women. Abbey Hall is a friendly and diverse hall community for women only.

Austin Hall (1927; 1965)

The building was constructed in 1927 to serve as a gymnasium and physical education center. In 1965, it was renovated and turned into a residence for 33 students. The hall was named in honor of Dr. Eugene M. Austin, president of the college from 1955 to 1962.

Best Hall (1954)

Best Hall is one of the larger corridor style halls. The ground floor is all female, the first floor is mixed gender by room, and the second and third floors are half male and half female. Best Hall was named for Dr. Samuel M. Best, football coach at Colby Academy, member of the Board of Trustees from 1933 until 1968, and chair from 1933 until 1968.

Burpee Hall (1934)

The Burpee Hall ground floor is all female, the first floor is half male and half female, and the second and third floors are mixed gender by room. Perley Burpee was a

shoemaker and farmer who married Judith Colby, sister of Governor Anthony Colby, and was among the 11 men who procured the original charter for New London Academy in 1837. The home he built in 1816 still stands on Main Street, one block east of the campus. His grandchildren, Wilfred E. Burpee, Class of 1882, and Mary Burpee Macomber, Class of 1885, served as trustees from 1907 to 1948 and from 1905 to 1952 respectively. Erected wing-by-wing over three years, Burpee Hall housed the library collection until 1949.

Colby Hall (1931)

Colby Hall houses first year students. Created through a gift from Mary Colgate, this residence hall was named in honor of a New London family important to the history of the school. One of the 11 founders of the academy, Anthony Colby was a 19th century New Hampshire governor, and his daughter Susan was the first teacher and principal.

Danforth Hall (2001)

Danforth houses students in 10 suites. Suites are either mixed gender or all female. Suites 60 and 61 are “quiet suites” for students who want a quiet environment that extends beyond the designated quiet hours for the campus. Each suite features two bathrooms and a storage area. Danforth is an accessible building and has an elevator. Danforth Hall was named in recognition of Peter D. Danforth, who served the college as a trustee from 1983 to 1992 and again from 1999 to 2006.

Lawson Hall (1996)

Offers co-ed suite style living for first-year students and is handicapped accessible. Suites 55 and 65 are designated "quiet suites" for students who looking for a peaceful environment to sleep and study. Lawson Hall was named in honor of Charles J. “Chuck” Lawson and his wife Joan. Chuck served on the Board of Trustees from 1988 to 1998, the last six years as chair.

McKean Hall (1930)

McKean Hall originally housed students, but in 2015 was renovated to house the School for Nursing and Health Sciences. McKean Hall was named for Dr. Horace G. McKean, principal and headmaster of the academy from 1899-1905. For the 2020-2021 academic year McKean Hall will be once again used for student housing.

Page Hall (1938)

Page Hall houses both new and returning students. Page Hall was named for the Reverend Charles L. Page, class of 1880. He served for 40 years as a member and chair of the Board of Trustees.

Rooke Hall (1994)

Rooke Hall houses returning students in single-sex and mixed gender apartments of four or five residents. Every apartment has single and double bedrooms, a bathroom, a living room and a kitchen area. Rooke Hall was named for Robert Levi Rooke, whose generous bequest provided resources for its construction. He was the father-in-law of former trustee Natalie Davis Rooke '48 and Anastasia Payne Rooke '50, and grandfather of Marianne Rooke Fairall '73.

Shepard Hall (1932)

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

Off-Campus College-Owned Housing

Off-campus college-owned/leased housing allows for students to have more independence and is a great stepping stone to living outside of the college setting. Students understand the expectations and responsibilities in living in these off-campus college owned properties and agree to behave with independence, maturity and respect for themselves and the greater community.

ATHLETIC & RECREATIONAL FACILITIES

New London is a four-season recreational and cultural community known throughout New England for its beautiful lakes and mountains. Colby-Sawyer students enjoy access to many local and regional recreational amenities.

Dan and Kathleen Hogan Sports Center (1991)

The center is named for Dan Hogan, a former trustee, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation and community fitness. The 63,000 square foot building contains the Coffin Field House with its suspended running/walking track, the Knight Natatorium six-lane swimming pool, locker rooms and aerobics studio, the Elizabeth Kind Van Cise Fitness Center, Athletic Department office, Chargers Club Conference Room, the sports medicine clinic, a new varsity weight room and racquet sports courts. The center is available to all students for individual fitness and recreation, intramurals and swimming. It is the primary facility for indoor athletic events at the college.

Kelsey Athletic Campus

The Kelsey Athletic Fields, dedicated in October 1999, and renamed in 2013, are named in honor of Patricia D. Kelsey, Colby-Sawyer trustee and former coach, and her husband, Robert P. Kelsey Jr. In 1996, the college acquired 116 acres of land, of which 28 acres were developed into a baseball diamond, soccer/lacrosse field, and the Sally Shaw Veitch Track and Field. The views of surrounding mountains from these facilities are breathtaking, and the Kelsey Athletic Fields are among New England's most beautiful college sports venues. Mercer Field, named in honor of Bill and Mona Mercer, is a competition field near Lawson Hall and complements the range of athletic and recreational sports facilities at the college.

Patricia D. Kelsey Tennis Courts

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

Mercer Hall (1963)

The Ray Indoor Climbing Wall, as well as a human performance laboratory that provides computerized health and fitness assessments are housed in this facility.

Equestrian Facilities

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

Golf

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

Lakes and Mountains

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

GOVERNING BODY

Board of Trustees

Susan D. Stuebner, *ex officio*, President of the College
Bonita S. Basnyat '14
Stephen D. Birge
Collin D. Bray '06
Pamela Stanley Bright '61
Wendy Carey
Nicholas A. Ciarlante '14
Deborah L. Coffin '76
Thomas C. Csatari
Aimee M. Giglio
Matthew L. Godbout '95
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Lisa M. Hogarty '81, Chair of the Board
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Anthony H. Librot '94 Vice Chair of the Board
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William H. Mitchell
Margaret V. Mulley
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David B. Payne
Susan B. Pomerantz '70
Peter F. Volanakis,
Barbara-Jan Wilson

Honorary Life Trustees

Anne Winton Black '73, '75
Thomas C. Csatari
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Senior Staff

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Anna D. Miner, Vice President for Admissions and Financial Aid
Daniel B. Parish, Vice President for College Advancement
Laura A. Sykes '98, Academic Vice President and Dean of Faculty

FACULTY

2020-2021

Maryann S. Allen, 2004

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

Christiane Andrews, 2008

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

Arianna M. Anton, 2014

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

Christopher J. Audino, 2015

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

Nicholas A. Baer, 2004

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

Caren Baldwin-DiMeo, 2005

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

Loretta S. Wonacott Barnett, 1978

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

Janet Bauer, 2016

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

Megan Baxter, 2020

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

Alicia Bergeron, 2020

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

Donna E. Berghorn, 1991

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

Christine Konicki Bieszczad, 2008

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

Wally D. Borgen, 2008

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

Kimberly A. Boulanger, 2012

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

Eric M. Boyer, 2008

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

Karen C.L. Brook, 2018

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

Kimberly Burwick, 2019

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

Andrew Davis Cahoon, 2007

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

Nicole Chartier, 2019

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

Cathy Chesley, 2020

Adjunct Faculty, School of Business and Social Sciences
B.A., University of Connecticut
J.D., University of NH – Franklin Pierce School of Law
Ed.D, M.Ed., Harvard University

Ewa A. Chrusciel, 2006

Associate Professor, School of Arts and Sciences
M.A., Jagiellonian University
Ph.D., Illinois State University

Katelyn M. Cormier, 2015

Adjunct Faculty, School of Nursing and Health Sciences
B.S.N., Norwich University
M.S.N., Norwich University

Steven R. Cornish, 2018

Adjunct Faculty, School of Business and Social Sciences
B.A., University of Durham, UK
M.A., Brown University
Ph.D., University of Hull, UK

R. Todd Coy, 2005

Professor, School of Business and Social Sciences
B.A., University of Houston at University Park
M.S., University of Houston at Clear Lake
Ph.D., Tufts University

Elizabeth C. Crockford, 1993

Professor, School of Business and Social Sciences
B.A., College of the Holy Cross
M.B.A., New Hampshire College
Ph.D., Capella University

Robin B. Davis, 1996

Adjunct Faculty, School of Arts and Sciences
Vice President for Student Development and Dean of Students
B.A., Longwood College
M.S., Longwood College

Ambre Earp Lahar, 2020

Adjunct Faculty, School of Arts and Sciences
B.A., University of New Hampshire
M.F.A., University of New Hampshire

Jason R. Ebacher, 2018

Adjunct Faculty, School of Business and Social Sciences
B.A., Endicott College
M.A., University of Massachusetts Lowell
J.D., Massachusetts School of Law

Lynn Eckrich, 1995

Professor, School of Nursing and Health Sciences
Director Teaching Enrichment Center
David H. Winton Endowed Teaching Chair
B.S., University of Delaware
M.S., University of Wyoming
Ph.D., Purdue University

Asher Ellis, 2012

Adjunct Faculty, School of Arts and Sciences
B.A. Colby-Sawyer College
M.A., University of Southern Maine

Kathleen P. Farrell, 2009

Professor, School of Business and Social Sciences
B.A., Trinity College
M.A., Ph.D., Syracuse University

Kelly Faughnan, 2020

Adjunct Faculty, School of Arts and Sciences
B.A., Amherst College
M.A., University of Massachusetts Amherst
M.Ed., Harvard University

Kevin E. Finn, 2019

Professor; Dean of the School of Nursing and Health Sciences
Director of Clinical Partnerships
B.S., Merrimack College
M.A., Fairfield University
Ed.D., Boston University

Nicholas Fletcher, 2020

Adjunct Faculty, School of Arts and Sciences
B.S., Johns Hopkins University
M.S., New York Medical College – Valhalla
M.S., Western Connecticut State University

Ann L. Fournier, 2019

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

Kimberly France, 2017

Assistant Professor, School of Business and Social Sciences
B.A., University of New Hampshire
M.S., New England College

Maegan Gagne, 2020

Adjunct Faculty, School of Arts and Sciences
B.S., Plymouth State University
M.S., University of New Hampshire
Ph.D., University of Wisconsin

Lynn J. Garrioch, 2001

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

Mariah Gile, 2020

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

Robert Gill, 2020

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

Min Young Godley, 2019

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

Shari L. Goldberg, 1994

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

Matt Golec, 2020

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

Kevin Goodan, 2019

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

Rachel E. Gross, 2018

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

Randall S. Hanson, 1996

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

Rebecca Harned, 2020

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

Douglas G. Harp, 2013

Adjunct Faculty, School of Arts and Sciences
B.A., Harvard University
M.F.A., Yale University

Jennifer R. Holl, 2012

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

Joan M. Huber, 2001

Assistant Professor, School of Nursing and Health Sciences
B.S.N., Villanova University
M.S., University of California San Francisco

Jennifer Johnson, 2020

Adjunct Faculty, School of Business and Social Sciences
B.S. Colby-Sawyer College
M.B.A. Southern New Hampshire University

Paula Brysson Johnson, 2017

Adjunct Faculty, School of Nursing and Health Sciences
B.S., University of Massachusetts, Amherst
M.P.A., Suffolk University
M.S., D.A., Franklin Pierce University

James A. Jukosky, 2010

Associate Professor, School of Arts and Sciences
B.S., University of New Hampshire
Ph.D., Dartmouth College

Thomas Kealy, 2000

Professor; Dean of the School of Business and Social Sciences
B.A., Wesleyan University
M.A., University of Rhode Island
M.A., Ph.D., University of Oregon

Jon P. Keenan, 1992

Professor, School of Arts and Sciences
Joyce J. Kolligian Distinguished Professor in Fine and Performing Arts
Sonja C. Davidow '56 Endowed Chair in the Fine and Performing Arts
B.A., University of New Hampshire
M.F.A., Kyoto University

Semra Kılıç-Bahi, 2003

Professor, School of Arts and Sciences
B.S., Middle East Technical University
M.S., University of Saskatchewan
Ph.D., University of New Hampshire

Clara Knapp, 2020

Adjunct Faculty, School of Nursing and Health Sciences
B.S.N. University of Vermont
M.S.N. candidate University of Maryland Graduate School

Elizabeth M.G. Krajewski, 2003

Adjunct Faculty, School of Arts and Sciences
Research Librarian
B.A., University of Massachusetts
M.Div., Seabury-Western Theological Seminary
Ph.D., University of Wales

Sonya R. Kuykendall, 2014

Adjunct Faculty, School of Nursing and Health Sciences
B.S.N., California State University, Bakersfield
M.S.N., Indiana Wesleyan University

Christopher La Barbera, 2008

Adjunct Faculty, School of Arts and Sciences

B.A., Dartmouth College

Ph.D., Stony Brook University

Ambre Lahar, 2020

Adjunct Faculty, School of Arts and Sciences

B.A., University of New Hampshire

M.F.A., University of New Hampshire

Indie LeClaire

Adjunct Faculty, School of Nursing and Health Sciences

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INDEX

A

Absences.....	237
Academic Appeals.....	236
Academic Awards.....	246
Academic Calendar.....	221, 232
Academic Dismissal.....	235
Academic Honesty.....	237
Academic Honesty Appeals Process.....	240
Academic Policies.....	221
Academic Probation.....	235
Academic Programs International.....	210
Academic Residency Requirements.....	224
Academic Review Board.....	236
Academic Standing.....	232, 234
Academic Suspension.....	235
Accounting Course Descriptions.....	121
Accounting + Finance Minor.....	109
Accreditation.....	3
Nursing.....	79
Adding / Dropping Courses.....	232
Administrative Withdrawal.....	231, 243
Admissions Policies.....	221
Affiliation Agreements.....	220
Alpha Chi.....	249
American Institute of Foreign Study.....	210
Appealing a Penalty.....	240
Art Course Descriptions.....	123
Art History Course Descriptions.....	122
Associate Degree.....	224
Associate Degrees.....	16
Associate in Health Science Degree.....	21
Associate of Science.....	17
Associates in Liberal Arts Degree.....	20
Athletic and Recreational Facilities.....	256
Athletic Eligibility.....	234, 235
Audit.....	231
Auditing Courses.....	226
Awards.....	246

B

Baccalaureate Degree.....	15
---------------------------	----

Bachelor Degrees.....	16
Bachelor of Arts.....	16
Bachelor of Fine Arts.....	16
Bachelor of Science.....	16, 17
Biology Course Descriptions.....	130
Biology Major.....	32
Biology Minor.....	109
Board of Trustees.....	258
Buckley Amendment.....	245
Buildings and Spaces.....	251
Business Administration Course Descriptions.....	135
Business Administration Major.....	35
Business Administration Minor.....	110

C

Campus Facilities.....	251
Capstone.....	15
Center for International Studies.....	210
Certificate Program.....	18
Coaching.....	117
Certificate-Program.....	117
Cheating.....	237
Chemistry Course Descriptions.....	142
Chemistry Minor.....	110
Child Development Course Descriptions.....	143
Child Development Major.....	38
Child Development Major Elementary Prep.....	41
Child Development Minor.....	110
Child Psychology Minor.....	111
Class Standing.....	233
CLEP Exams.....	228
Coaching Certificate.....	18, 117
Colby-Sawyer College Credit Examination.....	228
Commencement.....	224
Communication Studies Course Descriptions.....	146

Communication Studies Major	44
Contemporary Marketing Minor	111
Council on International Educational Exchange.....	210
Counseling and Substance Abuse Minor.....	111
Course by Arrangement	118
Course Delivery Methods	118
Hybrid	118
Online.....	118
Traditional	118
Course Descriptions	
Accounting.....	121
Art	123
Art History	122
Biology	130
Business Administration.....	135
Chemistry.....	142
Child Development.....	143
Communication Studies	146
Crime and Legal Studies	150
Economics.....	152
Education.....	152
English	153
Environmental Science and Studies.....	155
Exercise and Sport Sciences	161
Graphic Design	170
Health Science	172
Health Studies.....	173
Healthcare Administration	174
History	175
History and Political Studies	176
Humanities	178
Integrative Experience.....	179
Integrative Studies	179
Interdisciplinary Studies	179
International Studies	180
Mathematics	180
Medical Lab Science	181
Music.....	182
Nursing	183
Philosophy	186
Physics	187
Political Studies.....	187
Psychology.....	189

Public Health	195
Religion.....	196
Science	197
Self-Designed Major.....	197
Social Work.....	198
Sociology.....	199
Theater	202
Undergraduate	118
Wesson Honors	178
Women's and Gender Studies.....	203
Writing.....	203
Course Descriptions by Program	121
Course Load.....	225
Course Numbering.....	229
Courses	
By Arrangement	118
Hybrid.....	118
Independent Study.....	118
Online.....	118
Special Arrangement	118
Topics.....	120
Traditional	118
Variable Credit.....	120
Creative and Professional Writing Major.....	45
Credits for Graduation.....	223
Crime and Legal Studies Course Descriptions.....	150
Crime and Legal Studies Major.....	47
Curriculum Undergraduate.....	7
Curriculum Overview	7

D

Deadlines	
Adding, Dropping, Withdrawing from Courses	232
Dean's List	246
Degree	
Associate in Health Science	21
Associate in Liberal Arts.....	20
Degrees	
Associates - Associates of Science....	17
Baccalaureate	15
Baccalaureate - Bachelor of Arts.....	16

Baccalaureate - Bachelor of Fine Arts.....	16
Baccalaureate - Bachelor of Science	16, 17
Masters – Masters of Science in Nursing	17
Delta Mu Delta.....	249
Directory of Information Public Notice	245
Discrimination.....	2
Dismissal Appeal	236
Distance Education.....	18
Diversity.....	2
Double Degree.....	225
Double Major	225
Dropping Courses	232

E

Economics Course Descriptions	152
Education Abroad Network.....	210
Education Course Descriptions.....	152
Education Minor.....	112
English Course Descriptions	153
Enrollment Deadlines	221
Entrepreneurship Minor.....	112
Environmental Studies Major	55
Environmental Science Course Descriptions	155
Environmental Science Major.....	52
Environmental Studies Course Descriptions	155
Environmental Studies Minor.....	113
ePortfolio.....	14
Equivalency Exams.....	228, 229
Exam-CSC Credit Examination.....	228
Examinations	229
Excelsior College Exams.....	228
Exemption Exams	228, 229
Exercise and Sport Sciences Course Descriptions	161
Exercise Science Major	57
Exercise Science with Pre-Athletic Training Major.....	59

F

Faculty Emeriti	266
Faculty Listing.....	259
FERPA.....	244
Final Exams	229
First Year Experience.....	10, 170
Florida Atlantic University	210
Foreign Language and Culture Course Descriptions.....	180
Full-Time Student Status	225

G

G.I. Bill	212
Governing Body.....	258
Grade Appeal	234
Grade appeal - online.....	18
Grade Point Average.....	223, 229
Grading System.....	229
Graduate Courses	207
Graduate School Opportunities	220
Graduation Dates.....	223
Graduation Honors	246
Graduation Requirements	223
Graphic Design Course Descriptions..	170
Graphic Design Major - B.A.....	62
Graphic Design Major - B.F.A.....	65
Graphic Design Minor.....	113

H

Harrington Center for Experiential Learning	207
Health Care Management Minor	113
Health Science Course Descriptions...	172
Health Science Major	69
Health Studies Course Descriptions ..	173
Health Studies Minor	113
Healthcare Administration Descriptions.....	174
Healthcare Administration Major.....	72
History and Political Studies Course Descriptions.....	176
History and Political Studies Major	74

History Course Descriptions	175
History Minor	114
Honor Societies.....	249
Honors.....	246
Honors Courses	178
Honors Program.....	77, 208
Humanities Course Descriptions.....	178
Hybrid Courses	118

I

Incomplete Grade.....	230
Independent Study.....	118
Integrative Experience.....	13
Integrative Experience Course	
Descriptions	179
Integrative Studies Course	
Descriptions	179
Interdisciplinary Studies Course	
Descriptions	179
International Studies Course	
Descriptions	180
Internship	15
Internships	207
Iota Tau Alpha	249

L

Lambda Pi Eta	249
Latin Honors	246
Learning Outcomes	
Addiction Studies	23
Associate in Health Science Degree..	22
Associate in Liberal Arts Degree	20
Biology	32
Business Administration.....	36
Child Development.....	39
Child Development with Elementary	
Prep	39
Creative and Professional Writing....	45
Crime and Legal Studies	48
Environmental Science	52
Environmental Studies.....	55
Exercise Science	57
Exercise Science with Pre-Athletic	
Training.....	60
Graphic Design, B.A.	63

Graphic Design, B.F.A.	66
Health Science.	69
Healthcare Administration.	72
History and Political Studies	75
Medical Lab Science	77
Nursing	81
Psychology.....	84
Psychology with Child Psychology ...	86
Psychology with Counseling and	
Substance Abuse	90
Psychology with Forensic	
Psychology	88
Psychology with Neuroscience.....	92
Public Health	94
Quantitative Literacy	9
Self-Designed Major	97
Social Work.....	100
Sociology.....	103
Sport Management.....	106
Studio Art, B.A.	26
Studio Art, B.F.A.	29
Undergraduate	7
Wesson Honors Program	208
WRT 101	8
Learning Portfolio	14
Leave of Absence	242
Legal Studies Minor.....	114
Liberal Education Core Areas.....	11
Liberal Education Program	8
Liberal Education Requirements	224

M

Major	
Biology	32
Business Administration	35
Child Development.....	38
Child Development Elementary	
Prep	41
Communication Studies.....	44
Creative and Professional Writing ...	45
Crime and Legal Studies	47
Environmental Studies.....	55
Environmental Science	52
Exercise Science	57
Exercise Science with Pre-Athletic	

Training.....	59	Political Studies.....	114
Graphic Design - B.A.....	62	Psychology.....	115
Graphic Design - B.F.A.....	65	Sociology.....	115
Health Science.....	69	Studio Art.....	109
Healthcare Administration.....	72	Sustainability.....	115
History and Political Studies.....	74	Women's and Gender Studies.....	116
Medical Lab Science.....	77	Writing.....	116
Nursing, Undergraduate.....	79	Minors.....	17
Psychology.....	83	Minimum Grade.....	232
Psychology with Child Psychology...86		Mission Statement.....	5
Psychology with Counseling and Substance Abuse.....	90	Music Course Descriptions.....	182
Psychology with Forensic Psychology.....	88		
Psychology with Neuroscience.....	92	N	
Public Health.....	94	NECHE.....	3
Self-Designed.....	97	NH Department of Education.....	3
Social Work.....	99	NHCUC.....	209
Sociology.....	102	Notice of Nondiscrimination.....	2
Sport Management.....	105	Nursing Course Descriptions.....	183
Studio Art - B.A.....	25	Nursing Major.....	79
Studio Art - B.F.A.....	29		
Major-Requirements.....	225	O	
Master of Science in Nursing.....	17	Online Courses.....	118
Mathematics Course Descriptions.....	180	Online Learning.....	18
Medical Lab Science Descriptions.....	181	Online Student - Definition.....	18
Medical Lab Science Major.....	77	Online student - International.....	18
Mid-Semester Grades.....	231		
Minimum Grade Point Average.....	235	P	
Minor		Part-time Status.....	234
Accounting+Finance.....	109	Pass / Fail.....	231
Biology.....	109	Philosophy Course Descriptions.....	186
Business Administration.....	110	Physics Course Descriptions.....	187
Chemistry.....	110	Plagiarism.....	237
Child Development.....	110	Political Studies Course Descriptions	187
Child Psychology.....	111	Political Studies Minor.....	114
Contemporary Marketing.....	111	Portfolio.....	14
Counseling and Substance Abuse...111		Pre-Law Curriculum.....	114
Education.....	112	Pre-Medical Track.....	217
Entrepreneurship.....	112	Pre-Occupational Therapy Track.....	213
Environmental Studies.....	113	Pre-Physical Therapy Track.....	214, 215
Graphic Design.....	113		
Health Care Management.....	113	Pre-Professional Programs.....	213
Health Studies.....	113	Pre-Veterinary Track.....	217
History.....	114	Probation.....	235
Legal Studies.....	114	Professional Learners and Graduate	

Programs	17
Proficiencies.....	8
Psi Chi	250
Psychology Course Descriptions	189
Psychology Major	83
Psychology Minor	115
Psychology with Child Psychology Major	86
Psychology with Counseling and Substance Abuse Major	90
Psychology with Forensic Psychology Major	88
Psychology with Neuroscience Major ..	92
Public Health Course Descriptions.....	195
Public Health Major	94

Q

Quantitative Literacy	9
-----------------------------	---

R

Re-Admittance.....	235
Refunds	222
Registration Deadlines	233
Release of Records.....	244
Religion Course Descriptions.....	196
Repeated Course	231
Repeating Courses.....	232
Requirements	
Academic Residency.....	224
Credits for Graduation	223
Graduation	223
International Students Credit Load.....	226
Liberal Education	224
Majors	225
Research Assistantship.....	119
Residences	254
Residential Students.....	225
ROTC.....	212

S

SARA.....	18
Satisfactory Progress.....	231
School for Field Studies.....	210

Science Course Descriptions.....	197
Self-Designed Major	97
Self-Designed Major Course Descriptions.....	197
Senior Staff.....	258
Sexual Harrassment	2
Sigma Theta Tau.....	250
Social Work Course Descriptions.....	198
Social Work Major	99
Sociology Course Descriptions	199
Sociology Major.....	102
Sociology Minor	115
Special Arrangement Courses	118
Sport Management Major	105
Student Absences	237
Student Exchange.....	209
Student Housing	254
Student Responsibility	236
Studio Art - Bachelor of Arts.....	25
Studio Art - Bachelor of Fine Arts Major.....	29
Studio Art Course Descriptions.....	123
Studio Art Minor	109
Study Abroad.....	209
Suspension Appeal.....	236
Sustainability Minor.....	115

T

Teaching Assistantship	120
Theater Course Descriptions.....	202
Title IX.....	2
Topics Courses.....	120
Traditional Courses	118
Transcripts	244
Transfer Credits	
Graduate	227
Undergraduate	227
Trustees'	258
Tuition and Fees	
Undergraduate	221
Tuition Refunds.....	222

U

Undergraduate Curriculum.....	7
-------------------------------	---

Undergraduate Minors109
Undergraduate Programs 20

V

Variable Credit Courses120
Vermont Law 3+3 Program..... 50
Veteran Education Benefit.....212

W

Washington Internship Institute210
Wesson Honors Course
 Descriptions178

Wesson Honors Program.....77, 208
Withdrawal from College 242
Withdrawal from Courses..... 230, 232
Women's and Gender Studies Course
 Descriptions..... 203
Women's and Gender Studies Minor .. 116
Writing Course Descriptions 203
Writing Minor 116
Writing Proficiency..... 8

Y

Yellow Ribbon Program 213