



Colby·Sawyer College

2023-2024

UNDERGRADUATE CATALOG

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# Majors & Minors

## Accounting

### Accounting + Finance Minor

**Degree Type**  
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.

Item #	Title	Credits
ACC 216	Financial Accounting I	4.0
ACC 217	Financial Analysis and Reporting	4.0
BUS 318	Corporate Finance	4.0
	Accounting + Finance Elective courses	8

Other elective courses/independent courses by approval of the dean of the School of Business & Social Sciences.

## Addiction Studies

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

**Degree Type**  
Bachelor of Arts

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, government agencies and drug courts.

### Learning Outcomes

Students will:

- 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:

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

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 245	Introduction to Addiction Studies	4.0
PSY 302	Statistical Methods for Psychology	4.0
PSY 308	Research Methods in Psychology	4.0
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
SHS 101	Introduction to Sociology	4.0
SHS 217	U.S. Social Problems	4.0
PBH 230	Introduction to Public Health	4.0
PBH 232	Mental Health Systems	2.0
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 223	Genetics (+lab)	4.0
	16 elective credits	16

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PBH 230	Introduction to Public Health	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0

## First Year - Spring

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0
PSY 245	Introduction to Addiction Studies	4.0
PBH 232	Mental Health Systems	2.0
	MAT - Quantitative Literacy Proficiency	4

## Sophomore Year - Fall

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
	300-Level Addiction Studies Elective	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
BIO 223	Genetics (+lab)	4.0
	300-Level Addiction Studies Elective	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
PSY 302	Statistical Methods for Psychology	4.0
	300-Level AS Elective or SOC 217	4
	IE - Integrative Experience Course	4
	Lib Ed - Liberal Education Core Course	4

## Junior Year - Spring

Item #	Title	Credits
PSY 308	Research Methods in Psychology	4.0
	300-Level Addiction Studies Elective	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
	300-Level AS Elective or SOC 217	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
	Free Elective Course	4
	Free Elective Course	4

## Biology

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

#### Degree Type

Bachelor of Science

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.

#### 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.
- 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.

Item #	Title	Credits
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0
BIO 107	Introduction to Ecology (+lab)	4.0
BIO 221	Evolution	2.0
BIO 223	Genetics (+lab)	4.0
BIO 351	Research Design	1.0
BIO 485	Biology Internship	1.0-3
BIO 486	Senior Research I	2.0
BIO 487	Senior Research II (Capstone)	1.0
CHE 101	Principles of Chemistry I (+lab)	4.0
CHE 102	Principles of Chemistry II (+lab)	4.0
	Two courses selected from CHE 307, 308; PHY 101, 102	8
	A total of 16 credits, of which twelve credits are at the 300- to 400-level	16
	MAT 220 or 221	4

### Suggested Registration Sequence

## First Year - Fall

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.

Item #	Title	Credits
	BIO 107 or BIO 106	4
	CHE 101 or MAT 206	4
	WRT 101 or Liberal Education Core Course	4
FYE 101	First Year Experience	4.0

## First Year - Spring

Item #	Title	Credits
	BIO 107 or BIO 106	4
	CHE 102 or Lib Education Core Course	4
	WRT 101 or Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Fall

Item #	Title	Credits
BIO 221	Evolution	2.0
	MAT 220 or Free Elective Course	4
	CHE 307 or PHY 101	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
	BIO 221 or BIO 223	2-4
	CHE 308 or PHY 102	4
	Lib Ed - Liberal Education Core Course	4
	MAT 221 or Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	200- to 400-Level Biology Elective Course	4
	IE - Integrative Experience Course	4
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Spring

Item #	Title	Credits
	300- to 400-Level Biology Elective Course	4
BIO 351	Research Design	1.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Summer

Item #	Title	Credits
BIO 485	Biology Internship	1.0-3

## Senior Year - Fall

Item #	Title	Credits
	300- to 400-Level Biology Elective Course	4
BIO 486	Senior Research I	2.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
	300- to 400-Level Biology Elective Course	4
BIO 487	Senior Research II (Capstone)	1.0
	Free Elective Course	4
	Free Elective Course	4

## Biology Minor

### Degree Type

Minor

The minor in biology allows students 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:

Item #	Title	Credits
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0
BIO 107	Introduction to Ecology (+lab)	4.0
BIO 221	Evolution	2.0
	Eight credits at the 300 to 400 level out of 10 total credits	10

## Business Administration

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

#### Degree Type

Bachelor of Science

*The business administration major and associated minors (accounting + finance, business administration, contemporary marketing, entrepreneurship and healthcare management) are 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.*

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. Students can continue their studies by entering the accelerated 5th-year MBA program which will allow them to graduate with a business administration Bachelor of Science (B.S.) degree in four years and a Master of Business Administration (M.B.A.) degree in five years. Please see the Business – Master of Business Administration (M.B.A.) section of this catalog for additional information or speak with your academic advisor.

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 healthcare management. Students in majors other than business administration may find the business administration minor a gateway to entering the 5th year accelerated MBA. Please refer to the Graduate Program section of this catalog for more information or speak with your academic advisor.

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.

Students can continue their studies by entering the [accelerated 5th-year MBA program](#) which will allow

them to graduate with a business administration Bachelor of Science (B.S.) degree in four years and a Master of Business Administration (M.B.A.) degree in five years. Please see the Business – Master of Business Administration (M.B.A.) section of this catalog for additional information or speak with your academic advisor.

### 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:

Item #	Title	Credits
ACC 216	Financial Accounting I	4.0
BUS 101	First-Year Business Seminar	2.0
BUS 204	Management Principles	4.0
BUS 220	Business Statistics	4.0
BUS 231	Marketing Principles	4.0
BUS 312	Business Computing	4.0
BUS 316	Human Resource Management	4.0
BUS 318	Corporate Finance	4.0
BUS 353	Business Ethics and Law	4.0
BUS 401	Senior Seminar	1.0
BUS 403	Organizational Behavior	4.0
BUS 425	Quantitative Management	4.0
BUS 460	Strategic Management	4.0
BUS 485	Business Administration Internship	5.0
ECO 201	Principles of Economics	4.0
	4 elective credits	4

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
BUS 101	First-Year Business Seminar	2.0
	BUS 220 or BUS 231	4

#### First Year - Spring

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
BUS 204	Management Principles	4.0
	Lib Ed - Liberal Education Core Course	4
	ACC 216, BUS 220 or BUS 231	4

#### Sophomore Year - Fall

Item #	Title	Credits
	ACC 216, BUS 220 or BUS 231	4
	Free Elective Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4



## Sophomore Year - Spring

Item #	Title	Credits
ECO 201	Principles of Economics	4.0
BUS 312	Business Computing	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
BUS 318	Corporate Finance	4.0
BUS 316	Human Resource Management	4.0
	Free Elective Course or Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
BUS 353	Business Ethics and Law	4.0
	Free Elective Course or Integrative Experience Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Summer

Item #	Title	Credits
BUS 485	Business Administration Internship	5.0

## Senior Year - Fall

Item #	Title	Credits
BUS 401	Senior Seminar	1.0
BUS 403	Organizational Behavior	4.0
BUS 425	Quantitative Management	4.0
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
BUS 460	Strategic Management	4.0
	Free Elective Course	4
	Free Elective Course	4

There are several academic opportunities for additional study that are of particular interest to business administration majors. This includes several business-related minors and a 5th-year accelerated MBA.

## Business Administration Minor

Degree Type  
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. Students in majors other than business administration may find the business administration minor a gateway to entering the 5th-year accelerated MBA. Please refer to the Graduate Program section of this catalog for more information or speak with your academic advisor.

## Requirements:

Item #	Title	Credits
ACC 216	Financial Accounting I	4.0
BUS 204	Management Principles	4.0
BUS 231	Marketing Principles	4.0
	Eight 300- or 400-level credits from any ACC or BUS courses	8

## Contemporary Marketing Minor

Degree Type  
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.

Item #	Title	Credits
BUS 231	Marketing Principles	4.0
BUS 339	Sales and Strategic Marketing	4.0
	BUS 415 or BUS 407	4
	Contemporary Marketing Electives	8

## Entrepreneurship Minor

**Degree Type**  
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 & 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.

Item #	Title	Credits
	BUS 115 or BUS 204	4
BUS 367	Entrepreneurship	4.0
BUS 366	Be Your Own Boss	4.0
	Entrepreneurship Minor	8
	Electives Courses	

## Chemistry

### Chemistry Minor

**Degree Type**  
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:

Item #	Title	Credits
CHE 101	Principles of Chemistry I (+lab)	4.0
CHE 102	Principles of Chemistry II (+lab)	4.0
CHE 307	Organic Chemistry I (+lab)	4.0
CHE 308	Organic Chemistry II (+lab)	4.0
	BIO 304 or ENV 330	4

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

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

**Degree Type**  
Bachelor of Science

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, society 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 elementary school students are encouraged to enroll in the child development education preparation track as described below.

### 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.

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

A minimum grade of C in CHI 101 is required for graduation.

Students hoping to work in early childhood environments are strongly recommended to take CHI 207 and CHI 201 in addition to the core child development requirements.

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
CHI 105	Health, Safety and Nutrition for Children	2.0
CHI 305	Family and Community Engagement	4.0
CHI 309	Exceptional Students	4.0
CHI 318	Research Methods for Child Development	4.0
CHI 321	Advanced Early and Middle Childhood Development	4.0
	CHI Electives (ten credits)	10
	CHI 485 or EDU 490	4-16
CHI 488	Capstone: Child Development	4.0

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
	CHI 207 or CHI elective	2
	Free Elective Course	4
	MAT - Quantitative Literacy Proficiency	4

#### Sophomore Year - Fall

Item #	Title	Credits
CHI 305	Family and Community Engagement	4.0
CHI 105	Health, Safety and Nutrition for Children	2.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Sophomore Year - Spring

Item #	Title	Credits
	CHI 201 or CHI elective	4
CHI 309	Exceptional Students	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Junior Year - Fall

Item #	Title	Credits
CHI 318	Research Methods for Child Development	4.0
	CHI elective	4
	Free Elective Course	4
	IE - Integrative Experience Course	4

#### Junior Year - Spring

Item #	Title	Credits
CHI 321	Advanced Early and Middle Childhood Development	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4
	Free Elective Course	4

#### Senior Year - Fall

Item #	Title	Credits
	CHI 485 or EDU 490	4-16
	Free Elective Course	4
	Free Elective Course	4

#### Senior Year - Spring

Item #	Title	Credits
CHI 488	Capstone: Child Development	4.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Child Development with Education Prep Track: Bachelor of Science (B.S.)

### Degree Type

Bachelor of Science

Students seeking teacher certification in elementary education complete the degree requirements for the Bachelor of Science in child development with elementary education preparation track. In addition, students will need to apply and receive acceptance to the Upper Valley Educators Institute (UVEI), where they will take additional coursework including a student

teaching internship. All New Hampshire Department of Education certification requirements, including teacher certification exams, will need to be met. Students who meet the requirements for entrance into UVEI have the option of utilizing the accelerated track for completion of their degree in 3½ years to obtain certification in a total of four years of college work. If state certification requirements change, some course offerings may be adjusted to maintain compliance.

### Learning Outcomes

In addition to the Child Development Learning Outcomes, students in child development who pursue the elementary education prep track will:

- Know and demonstrate a variety of teaching methods that are effective for a diverse population.
- Create a personal philosophy of education based in knowledge of teaching.
- Demonstrate the analytical, interpretive and writing skills necessary for teaching.

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

- 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.

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
CHI 105	Health, Safety and Nutrition for Children	2.0
CHI 305	Family and Community Engagement	4.0
CHI 309	Exceptional Students	4.0
CHI 318	Research Methods for Child Development	4.0
CHI 321	Advanced Early and Middle Childhood Development	4.0
CHI 333	Math, Science and Technology for Children	4.0
CHI 488	Capstone: Child Development	4.0
EDU 201	Foundations of Education	4.0
EDU 305	Methods in Teaching	4.0
EDU 490	Classroom Internship	16.0

### Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
EDU 201	Foundations of Education	4.0

### First Year - Spring

Item #	Title	Credits
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

### Sophomore Year - Fall

Item #	Title	Credits
CHI 333	Math, Science and Technology for Children	4.0
CHI 305	Family and Community Engagement	4.0
CHI 105	Health, Safety and Nutrition for Children	2.0
	Free Elective Course	4

### Sophomore Year - Spring

\*Praxis I Recommended

Item #	Title	Credits
CHI 309	Exceptional Students	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4
	Free Elective Course	4

### Junior Year - Fall

Item #	Title	Credits
CHI 318	Research Methods for Child Development	4.0
	Lib Ed - Liberal Education Core Course	4
	IE - Integrative Experience Course	4
	Free Elective Course	4

## Junior Year - Spring

Item #	Title	Credits
CHI 321	Advanced Early and Middle Childhood Development	4.0
EDU 305	Methods in Teaching	4.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
EDU 490	Classroom Internship	16.0

## Senior Year - Spring

Item #	Title	Credits
CHI 488	Capstone: Child Development	4.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

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

## First Year - Fall

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	Wesson Honors First-Year Experience	4.0
EDU 201	Foundations of Education	4.0

## First Year - Spring

Item #	Title	Credits
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Fall

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
CHI 305	Family and Community Engagement	4.0
CHI 333	Math, Science and Technology for Children	4.0
CHI 105	Health, Safety and Nutrition for Children	2.0
	Free Elective Course	4

## Sophomore Year - Spring

\*Praxis I

Item #	Title	Credits
CHI 309	Exceptional Students	4.0
CHI 321	Advanced Early and Middle Childhood Development	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Summer (Any Year)

Item #	Title	Credits
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
CHI 318	Research Methods for Child Development	4.0
	Free Elective Course	4
	Free Elective Course	4
	IE - Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
EDU 305	Methods in Teaching	4.0
CHI 488	Capstone: Child Development	4.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

\*Apply for Admittance to UVEI Accelerated Track

Item #	Title	Credits
EDU 490	Classroom Internship	16.0

Please note that there is also a child development minor.

## Child Development Minor

**Degree Type**  
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.

## Children's Early Supports and Services Minor

### Degree Type

Minor

### Program Description

The children's early supports and services minor prepares students to work with young children, their families, and community partners in a variety of child and family-based services roles. Special attention is given to children with autism spectrum disorder or other conditions that benefit from early services. Students will learn about early development, family processes, and skills appropriate to working with families and professionals. Internship experiences in Applied Behavior Analysis or Early Intervention are strongly encouraged as a part of this minor.

## Required Courses

Recommended: Either [CHI 285](#) Internship or [CHI 485](#) Internship in either Early Intervention or Applied Behavior Analysis

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
CHI 201	Infant and Toddler Development	4.0
CHI 305	Family and Community Engagement	4.0
CHI 323	Early Intervention	4.0
CHI 330	Coaching for Human Services	4.0

## Early Childhood Education Minor

### Degree Type

Minor

### Program Description

Students interested in working with young children in childcare centers or preschool environments will benefit from enrolling in the early childhood education minor. Students will gain understandings of early development and developmentally appropriate practices in addition to learning content required to work in childcare centers. Students who complete 1,000 hours working with children in a licensed childcare program can be qualified to work as lead teachers in early care environments in NH.

## Required Courses

Recommended: Either [CHI 285](#) Internship or [CHI 485](#) Internship experience at Windy Hill

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
CHI 105	Health, Safety and Nutrition for Children	2.0
CHI 201	Infant and Toddler Development	4.0
CHI 207	Developmentally Appropriate Practices	2.0
CHI 305	Family and Community Engagement	4.0
	CHI314 Language & Creative Arts or CHI333 Math, Science, & Technology	

## Crime and Legal Studies

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

### Degree Type

Bachelor of Arts

The crime and legal studies major offers students a unique, critically oriented, interdisciplinary program that has two complementary missions. First, this program provides a broad 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, helping professions in the criminal justice system or attend law school or graduate school. Second, the program places an emphasis on the interrelation of ethics, social justice, race/ethnicity, socio-economic class and other 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.

### Learning Outcomes

Students in the Crime and Legal Studies major will:

- Review the history of the American criminal justice system.
- Describe comparative criminal justice systems.
- Identify and apply legal concepts and terminology in substantive area of criminal law.
- Review procedural and evidentiary rules and to understand the relationship between procedural rules and substantive law.

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

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

Item #	Title	Credits
CLS 100	Introduction to Crime and Legal Studies	4.0
CLS 200	Juvenile Justice	4.0
CLS 300	Criminology	4.0
CLS 320	Social Stratification and Crime	4.0
CLS 330	Criminal Law	4.0
CLS 485	Internship	4.0-12
	PHI 210 or PHI 213 or PHI 305	4
PSY 101	Introduction to Psychology	4.0
	PSY 245 or SHS 217	4
SHS 101	Introduction to Sociology	4.0
SHS 333	Research Methods in the Social Sciences	4.0
SHS 486	Capstone for the Social Sciences	4.0
	One CLS elective from	4

### Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
CLS 100	Introduction to Crime and Legal Studies	4.0
FYE 101	First Year Experience	4.0
SHS 101	Introduction to Sociology	4.0

### First Year - Spring

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
	MAT - Quantitative Literacy Proficiency	4
	PSY 245 or PHI 210 or PHI 213	4
CLS 200	Juvenile Justice	4.0

### Sophomore Year - Fall

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
	SHS 217 or CLS Elective	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

### Sophomore Year - Spring

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
	PSY 245 or PHI 210 or PHI 213	4
	Lib Ed - Liberal Education Core Course	4
	CLS Elective Course or Liberal Education Core Course	4

### Junior Year - Fall

Item #	Title	Credits
	CLS 300 or CLS 330	
	IE - Integrative Experience Course	4
	SHS 217 or CLS Elective	
	Free Elective Course or CLS Internship Course	

## Junior Year - Spring

Item #	Title	Credits
SHS 333	Research Methods in the Social Sciences	4.0
	CLS 320 or Free Elective Course	
	Free Elective Course or CLS Internship Course	
	Free Elective Course	4
	Free Elective Course or IE Course	

## Senior Year - Fall

Item #	Title	Credits
	CLS 300 or CLS 330	
CLS 485	Internship	4.0-12
	Free Elective Course or CLS Internship Course	
SHS 486	Capstone for the Social Sciences	4.0

## Senior Year - Spring

Item #	Title	Credits
	CLS 320 or Free Elective Course	
	Free Elective Course	4
	Free Elective Course or CLS Internship Course	

## Legal Studies Minor

**Degree Type**  
Minor

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

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

## Requirements:

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

Item #	Title	Credits
PHI 210	Logic and Critical Thinking	4.0
POL 301	The U.S. Constitution	4.0
	Legal Studies Minor Electives	8

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

**Degree Type**  
3+3

Highly-qualified and motivated students interested in pursuing a juris doctorate degree may, if they meet GPA eligibility requirements, enter into a dual degree program with Vermont Law School. Students in this program are able to complete their baccalaureate degree and earn a juris doctorate in as little as five years. Students interested in this program should contact their academic advisor or the college's law school articulation agreement coordinator for more information. Students do not need to be a CLS major to participate in the Vermont Law program.

## Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
CLS 100	Introduction to Crime and Legal Studies	4.0
FYE 101	First Year Experience	4.0
SHS 101	Introduction to Sociology	4.0

### First Year - Spring

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
	MAT - Quantitative Literacy Proficiency	4
	PSY 245 or PHI 210 or PHI 213	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
CLS 200	Juvenile Justice	4.0
	SHS 217 or Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
CLS 300	Criminology	4.0
	CLS Elective Course or Liberal Education Core Course	4
SHS 333	Research Methods in the Social Sciences	4.0
	PSY 245 or PHI 210 or PHI 213	4

## Junior Year - Fall

Item #	Title	Credits
CLS 330	Criminal Law	4.0
	Integrative Experience Course or 4-12 Liberal Education Core Course (4-12 credits)	
	CLS Elective Course or Liberal Education Core Course	4
SHS 486	Capstone for the Social Sciences	4.0

## Junior Year - Spring

Item #	Title	Credits
CLS 300	Criminology	4.0
CLS 320	Social Stratification and Crime	4.0
CLS 485	Internship	4.0-12
	Integrative Experience Course or 4 Liberal Education Core Course	

## Senior Year

Item #	Title	Credits
	VT Law School Electives	24

# Education

## Education Minor

**Degree Type**  
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 partnership with Upper Valley Educators Institute. Students who meet GPA requirements and have completed the education minor in addition to EDU 490 are able to earn their Colby-Sawyer bachelor's degree in just 3.5 carefully planned years. After a half-year of graduate work at UVEI, students can then qualify for a NH teaching license. 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:

*Note: EDU 490 is also required for admittance to the Accelerated Education pathway in partnership with UVEI.*

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
CHI 309	Exceptional Students	4.0
EDU 201	Foundations of Education	4.0
EDU 305	Methods in Teaching	4.0

# Environmental Science and Environmental Studies

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

**Degree Type**  
Bachelor of Science

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.

## 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.
- 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:

\*[ENV 301](#) and [ENV 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 below to graduate.

Item #	Title	Credits
BIO 107	Introduction to Ecology (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
CHE 102	Principles of Chemistry II (+lab)	4.0
ENV 101	Exploring Nature: A Sense of Place (+Lab)	4.0
ENV 120	Introduction to Environmental Science (+lab)	4.0
ENV 201	Water Resources (+lab)	4.0
ENV 204	Geographic Information Systems I	4.0
ENV 301	Community-Based Project I (+lab)	8.0
ENV 302	Community-Based Project II (+lab)	4.0
ENV 330	Soil and Water Chemistry (+lab)	4.0
ENV 401	Senior Seminar	1.0
ENV 485	Internship Experience	4.0-6
ENV 487	Senior Capstone Seminar I	2.0
ENV 488	Senior Capstone Seminar II	2.0
Total of 8 credits from this list		

### Suggested Registration Sequence

## First Year - Fall

Item #	Title	Credits
ENV 101	Exploring Nature: A Sense of Place (+Lab)	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

## First Year - Spring

Item #	Title	Credits
BIO 107	Introduction to Ecology (+lab)	4.0
ENV 120	Introduction to Environmental Science (+lab)	4.0
	Lib Ed - Liberal Education Core Course	4
	MAT - Quantitative Literacy Proficiency	4

## Sophomore Year - Fall

Item #	Title	Credits
ENV 201	Water Resources (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
ENV 204	Geographic Information Systems I	4.0
	Lib Ed - Liberal Education Core Course	4
CHE 102	Principles of Chemistry II (+lab)	4.0
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
ENV 301	Community-Based Project I (+lab)	8.0
	ENV 330 or Free Elective Course	4
	IE - Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
ENV 302	Community-Based Project II (+lab)	4.0
ENV 487	Senior Capstone Seminar I	2.0
	Free Elective Course	4
	Free Elective Course or ENV 485 4-6	



## Junior Year - Summer

Item #	Title	Credits
ENV 485	Internship Experience	4.0-6

## Senior Year - Fall

Item #	Title	Credits
ENV 401	Senior Seminar	1.0
	ENV 330 or Free Elective Course 4	
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
ENV 488	Senior Capstone Seminar II	2.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

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

### Degree Type

Bachelor of Science

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 naturalists/teachers, environmental lawyers, land protection specialists in land conservation organizations and trail crew leaders and to graduate programs, among other choices.

### Learning Outcomes

Upon completion of this program students will:

- Locate, evaluate and share information effectively and responsibly.
- Demonstrate an understanding of group/team dynamics, the ability to assess teamwork and work effectively in a team.
- Communicate informed and responsible action to address ethical, social and environmental challenges. They will evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary and ethical).
- Critically analyze and engage with complex, interdependent global systems (social, economic and environmental) and develop both a functional and a working knowledge of interactions within and

among natural and global systems with an emphasis on human impacts, sustainability and problem-solving.

- 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:

\*ENV 301 and ENV 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 above to graduate.

Item #	Title	Credits
ENV 120	Introduction to Environmental Science (+lab)	4.0
ENV 201	Water Resources (+lab)	4.0
ENV 204	Geographic Information Systems I	4.0
ENV 218	Principles and Practice of Sustainability	4.0
ENV 301	Community-Based Project I (+lab)	8.0
ENV 302	Community-Based Project II (+lab)	4.0
ENV 306	Introduction Environmental Law and Policy	4.0
ENV 325	Global Sustainability	4.0
ENV 401	Senior Seminar	1.0
ENV 485	Internship Experience	4.0-6
ENV 487	Senior Capstone Seminar I	2.0
ENV 488	Senior Capstone Seminar II	2.0
Total of 8 credits from this list		

### Suggested Registration Sequence

## First Year - Fall

Item #	Title	Credits
ENV 101	Exploring Nature: A Sense of Place (+Lab)	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

## First Year - Spring

Item #	Title	Credits
ENV 120	Introduction to Environmental Science (+lab)	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	MAT - Quantitative Literacy Proficiency	4

## Sophomore Year - Fall

Item #	Title	Credits
ENV 201	Water Resources (+lab)	4.0
	ENV 218 or Free Elective Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
ENV 204	Geographic Information Systems I	4.0
	ENV 306 or ENV 325	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
ENV 301	Community-Based Project I (+lab)	8.0
	IE - Integrative Experience Course	4
	ENV 218 or Free Elective Course	4

## Junior Year - Spring

Item #	Title	Credits
ENV 302	Community-Based Project II (+lab)	4.0
	ENV 306 or ENV 325	4
ENV 487	Senior Capstone Seminar I	2.0
	Free Elective Course or ENV 485	4-6

## Junior Year - Summer

Item #	Title	Credits
ENV 485	Internship Experience	4.0-6

## Senior Year - Fall

Item #	Title	Credits
ENV 401	Senior Seminar	1.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
ENV 488	Senior Capstone Seminar II	2.0
	Free Elective Course or ENV 306	4
	Free Elective Course	4
	Free Elective Course	4

## Environmental Studies Minor

### Degree Type

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.

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

### Requirements:

The minor consists of 20 credit hours:

Item #	Title	Credits
ENV 120	Introduction to Environmental Science (+lab)	4.0
	Eight credits from ENV electives	8

## Sustainability Minor

### Degree Type

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:

Item #	Title	Credits
ENV 120	Introduction to Environmental Science (+lab)	4.0
ENV 218	Principles and Practice of Sustainability	4.0
ENV 325	Global Sustainability	4.0
	Sustainability Minor Electives	8

## Exercise and Sport Sciences

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

#### Degree Type

Bachelor of Science

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.

#### 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 2020).
- 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.

- Describe principles and concepts of business, management, administration and legal issues as they relate to the field of exercise science

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

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
ESS 100	Personal Health and Wellness	4.0
ESS 211	Nutrition Principles	4.0
ESS 221	Applied Anatomy & Resistance Training	2.0
ESS 225	Introduction to Exercise Science and Health Sciences	4.0
ESS 285	Internship Exercise and Sport Sciences	2.0-4
ESS 313	Fitness Management	4.0
ESS 318	Strength and Conditioning	4.0
ESS 323	Applied Kinesiology and Clinical Technique	4.0
ESS 324	Exercise Physiology (+lab)	4.0
ESS 421	Exercise Prescription (+lab)	4.0
ESS 485	Internship in Exercise and Sport Sciences	5.0-12
ESS 487	Research in ESS: Critical Components	2.0
ESS 488	Research in ESS: Assessment and Analysis	2.0
	MAT 206 or MAT 220	4
PSY 303	Sport and Exercise Psychology	4.0
	ESS Elective Courses	8

#### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
ESS 100	Personal Health and Wellness	4.0
ESS 225	Introduction to Exercise Science and Health Sciences	4.0

## First Year - Spring

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
ESS 105	First Aid and CPR	1.0
ESS 211	Nutrition Principles	4.0
	MAT 206 or MAT 220	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
ESS 221	Applied Anatomy & Resistance Training	2.0
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
ESS 313	Fitness Management	4.0
PSY 303	Sport and Exercise Psychology	4.0
	Liberal Education Core Course or ESS Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
ESS 324	Exercise Physiology (+lab)	4.0
	ESS Elective Course or Free Elective Course	4
	IE - Integrative Experience Course	4
	ESS 285 or Free Elective Course	2-4

## Junior Year - Spring

Item #	Title	Credits
ESS 318	Strength and Conditioning	4.0
ESS 323	Applied Kinesiology and Clinical Technique	4.0
ESS 421	Exercise Prescription (+lab)	4.0
	ESS Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
ESS 487	Research in ESS: Critical Components	2.0
	ESS Elective Course	4
	Lib Ed - Liberal Education Core Course	4
	ESS 485 or Free Elective Course	2-12

## Senior Year - Spring

Item #	Title	Credits
ESS 488	Research in ESS: Assessment and Analysis	2.0
ESS 323	Applied Kinesiology and Clinical Technique	4.0
ESS 421	Exercise Prescription (+lab)	4.0
	ESS Elective Course or ESS 485	4-12

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

### Degree Type

Bachelor of Science

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.

### Learning Outcomes

To be eligible students will:

- Major in Exercise Science.
- 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, 323, 324 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:

[ESS 211](#), [ESS 323](#), [ESS 324](#), [ESS 421](#): a minimum grade of "B" required to meet PSU prerequisite.

Item #	Title	Credits
	BIO 106 or BIO 207	4
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
ESS 100	Personal Health and Wellness	4.0
ESS 105	First Aid and CPR	1.0
ESS 211	Nutrition Principles	4.0
ESS 221	Applied Anatomy & Resistance Training	2.0
ESS 225	Introduction to Exercise Science and Health Sciences	4.0
ESS 323	Applied Kinesiology and Clinical Technique	4.0
ESS 324	Exercise Physiology (+lab)	4.0
ESS 421	Exercise Prescription (+lab)	4.0
ESS 487	Research in ESS: Critical Components	2.0
ESS 488	Research in ESS: Assessment and Analysis	2.0
MAT 220	Introduction to Statistics	4.0
PHY 101	Introduction to Physics I (+lab)	4.0
PSY 101	Introduction to Psychology	4.0
PSY 303	Sport and Exercise Psychology	4.0

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
ESS 225	Introduction to Exercise Science and Health Sciences	4.0
	BIO 106 or BIO 207	4

#### First Year - Spring

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
ESS 100	Personal Health and Wellness	4.0
ESS 105	First Aid and CPR	1.0
ESS 211	Nutrition Principles	4.0
PSY 101	Introduction to Psychology	4.0

## Sophomore Year - Fall

Item #	Title	Credits
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
ESS 221	Applied Anatomy & Resistance Training	2.0
MAT 220	Introduction to Statistics	4.0
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
ESS 313	Fitness Management	4.0
ESS 323	Applied Kinesiology and Clinical Technique	4.0
PSY 303	Sport and Exercise Psychology	4.0
	Lib Ed - Liberal Education Core Course	4

## Junior Year - Fall

Item #	Title	Credits
ESS 324	Exercise Physiology (+lab)	4.0
ESS 487	Research in ESS: Critical Components	2.0
	IE - Integrative Experience Course	4
PHY 101	Introduction to Physics I (+lab)	4.0
	Lib Ed - Liberal Education Core Course	4

## Junior Year - Spring

Item #	Title	Credits
ESS 318	Strength and Conditioning	4.0
ESS 421	Exercise Prescription (+lab)	4.0
ESS 488	Research in ESS: Assessment and Analysis	2.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Senior Year

Students who complete Plymouth State University's prerequisites 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.



## Coaching Certificate

### Degree Type 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 16-17

[ESS 105](#) (competency requirement, CPR certification must be valid for graduation)

Item #	Title	Credits
ESS 100	Personal Health and Wellness	4.0
ESS 105	First Aid and CPR	1.0
	ESS 206 or ESS 324	4
ESS 328	Theory of Coaching	4.0
	Coaching Certificate Electives	4

## Graduate Business Administration

### Master of Business Administration (5th Year M.B.A)

#### Degree Type

Master of Business Administration

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

#### *M.B.A. Program Academic Policies*

A minimum grade of B- is required in all MBA courses. Students may only repeat one M.B.A. course one time if necessary.

Only students with senior standing may take graduate courses. A maximum of 8 graduate credits may be applied to undergraduate work.

### Program Overview:

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

Students must take any three electives or can complete one of two current concentrations by focusing electives from the disciplines of healthcare administration or project management. A concentration in human resource administration will be available in 2-3 years.

MBA students are required to abide by the academic policies as written in the Professional Learner Catalog. Please review that document for further information.

### Learning Outcomes

Upon completion of the MBA program, students will:

- Execute strong business communications both orally and in writing.
- Assess the impact of environmental issues including global, social, economic, political, legal, ethical and other factors in strategic and operational decision making.
- Collect, analyze and apply quantitative and qualitative data to make effective recommendations for solving problems and planning initiatives.
- Synthesize and interpret data to exercise critical thinking in planning, implementing and assessing projects.
- Produce and utilize financial statements, economic principles, computer analytics, and management techniques to support the operational, tactical and strategic functions of a business.
- Demonstrate and employ practical application of concepts in small groups as project consultants in an area partner organization.

## Master of Business Administration

### Prerequisites

To maximize success, students are required to take the following courses as undergraduates:

Item #	Title	Credits
ACC 216	Financial Accounting I	4.0
BUS 204	Management Principles	4.0
ECO 201	Principles of Economics	4.0

### Business Administration MBA Progress to Completion Requirements:

Item #	Title	Credits
GBUS 501	Marketing Strategy and Decision-Making	2.0
GBUS 505	Economic Decision-Making	2.0
GBUS 515	Individual and Organizational Development	4.0
GBUS 602	Financial Decision-Making	4.0
GBUS 605	Business Intelligence	5.0
GBUS 686	Consulting Field Experience	6.0
GBUS 687	Field Experience Seminar	3.0
3 elective credit from GBUS 610, 3 615, 620, 689; GNUR 512, 545		

### Suggested Registration Sequence

### Fall – 4th Year of Undergraduate Study

Item #	Title	Credits
BUS 401	Senior Seminar	1.0
BUS 403	Organizational Behavior	4.0
BUS 425	Quantitative Management	4.0
GBUS 501	Marketing Strategy and Decision-Making	2.0
GBUS 505	Economic Decision-Making	2.0

### Spring – 4th Year of Undergraduate Study

Item #	Title	Credits
BUS 460	Strategic Management	4.0
GBUS 515	Individual and Organizational Development	4.0
	BUS Elective or Free Elective	4

### Summer – 5th Year

Item #	Title	Credits
	3 elective credit from GBUS 610, 3 615, 620, 689; GNUR 512, 545	

### Fall – 5th Year

Item #	Title	Credits
GBUS 605	Business Intelligence	5.0
GBUS 602	Financial Decision-Making	4.0
	3 elective credit from GBUS 610, 3 615, 620, 689; GNUR 512, 545	

### Spring – 5th Year

Item #	Title	Credits
GBUS 686	Consulting Field Experience	6.0
GBUS 687	Field Experience Seminar	3.0
	3 elective credit from GBUS 610, 3 615, 620, 689; GNUR 512, 545	

## Graphic Design

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

#### Degree Type

Bachelor of Arts

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.

#### Learning Outcomes

Students in this major will:

- Comprehend, apply and synthesize conceptual, formal and technical attributes in their visual communication solutions.
- Develop creative, informed and appropriate visual responses to communication problems.
- Engage actively and reflectively in design processes such as research, analysis, idea generation, iteration and evaluation.
- Communicate and interact effectively with peers, clients and internship supervisors.
- Demonstrate professional standards for craft, exhibition and presentation.

- Develop portfolios that demonstrate breadth and entry-level competency in design.

## 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:

Item #	Title	Credits
ART 110	Drawing Foundations	4.0
ART 425	Professional Practices and Portfolio	3.0
ART 426	Gallery and Portfolio Presentation	1.0
ARH 203	Art History Survey	4.0
GD 125	Design and Digital Media Foundations	4.0
GD 213	Visual Communication	4.0
GD 312	Typography	4.0
GD 327	Information Design	4.0
GD 328	Interactive Design	4.0
GD 485	Graphic Design Internship	1.0-4
	200-level studio art course	4
	GD 300-400 level elective	4

### Suggested Registration Sequence

## First Year - Fall

Item #	Title	Credits
GD 125	Design and Digital Media Foundations	4.0
ART 110	Drawing Foundations	4.0
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0

## First Year - Spring

Item #	Title	Credits
GD 213	Visual Communication	4.0
	200-level studio art course	4
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
GD 312	Typography	4.0
ARH 203	Art History Survey	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
GD 327	Information Design	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	GD 328 or GD 300-400-level or Free Elective Course	4
	IE - Integrative Experience Course	4
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Spring

Item #	Title	Credits
	GD 400-Level Course or Free Elective Course	4
GD 485	Graphic Design Internship	1.0-4
	Free Elective Course	4
	Free Elective Course (0-4 credits)	0-4

## Senior Year - Fall

Item #	Title	Credits
ART 425	Professional Practices and Portfolio	3.0
	GD 328 or GD 300-400-level or Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
ART 426	Gallery and Portfolio Presentation	1.0
	GD 400-Level Course or Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

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

### Degree Type

Bachelor of Fine Arts

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](#).

### Learning Outcomes

Students in this major will:

- Comprehend, apply and synthesize conceptual, formal and technical attributes in their visual communication solutions.
- Develop creative, informed and appropriate visual responses to communication problems.
- Engage actively and reflectively in design processes such as research, analysis, idea generation, iteration and evaluation.
- Communicate and interact effectively with peers, clients and internship supervisors.
- Demonstrate professional standards for craft, exhibition and presentation.

- Develop portfolios that demonstrate breadth, depth and entry-level competency in design.

## 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:

Item #	Title	Credits
ART 110	Drawing Foundations	4.0
ART 425	Professional Practices and Portfolio	3.0
ART 426	Gallery and Portfolio Presentation	1.0
GD 125	Design and Digital Media Foundations	4.0
GD 213	Visual Communication	4.0
GD 312	Typography	4.0
GD 327	Information Design	4.0
GD 328	Interactive Design	4.0
GD 485	Graphic Design Internship	1.0-4
GD 490	Design Methodologies	4.0
ARH 203	Art History Survey	4.0
	200-level studio art course	4
	ART 260 or COM 228	4
	BUS 231 or ENV 218 or ARH 300-level course	4
	Three GD 300-400-level electives	12

## Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
GD 125	Design and Digital Media Foundations	4.0
ART 110	Drawing Foundations	4.0
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0

### First Year - Spring

Item #	Title	Credits
GD 213	Visual Communication	4.0
	200-level studio art course	4
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4

### Sophomore Year - Fall

Item #	Title	Credits
GD 312	Typography	4.0
ARH 203	Art History Survey	4.0
	GD 328 or GD 300-Level or Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

### Sophomore Year - Spring

Item #	Title	Credits
GD 327	Information Design	4.0
	ART 260 or COM 228	4
	Lib Ed - Liberal Education Core Course	4
	Liberal Education Core Course or Free Elective Course	4

### Junior Year - Fall

Item #	Title	Credits
	GD 300-400 level elective	4
	GD 328 or Free Elective Course	4
	BUS 231 or ENV 218 or ARH 300-level course	4
	Free Elective Course or Integrative Experience Course	4

### Junior Year - Spring

Item #	Title	Credits
	GD 490 or GD 400-Level	4
GD 485	Graphic Design Internship	1.0-4
	Liberal Education Core Course or Free Elective Course	4
	Free Elective Course or Integrative Experience Course	4

### Senior Year - Fall

Item #	Title	Credits
ART 425	Professional Practices and Portfolio	3.0
	GD 300-400-Level or Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

### Senior Year - Spring

Item #	Title	Credits
ART 426	Gallery and Portfolio Presentation	1.0
	GD 490 or GD 400-Level	4
	Free Elective Course	4
	Free Elective Course	4

## Graphic Design Minor

### Degree Type

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:

Item #	Title	Credits
GD 125	Design and Digital Media Foundations	4.0
GD 213	Visual Communication	4.0
GD 312	Typography	4.0
	Two additional graphic design 300-level courses	8



# Health Science

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

### Degree Type

Associate of Science

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.

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 and promote health and wellness in various populations and through different types of organizations.

### Learning Outcomes

- Students will identify common terminology, tools and practices used in health and wellness systems.
- Students will synthesize various theories of human behavior among societal cohorts.
- Students will discover and assess community resources for patients of health and wellness providers.
- Students will describe potential risks to wellness stemming from behavioral, environmental and social factors.
- Students will practice appropriate scientific inquiry, mathematical fluency and lab techniques for problem solving.

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

Recommendation: to fulfill the Writing Intensive requirement, please consider enrolling in [ESS 218](#) or [ESS 225](#) as a lower level elective.

Item #	Title	Credits
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0
	BIO 108 or 205	4
ESS 100	Personal Health and Wellness	4.0
ESS 105	First Aid and CPR	1.0
HEA 100	Introduction Health Care Systems	4.0
HEA 105	The Vocabulary of Health	1.0
PHI 305	Biomedical Ethics	4.0
PSY 101	Introduction to Psychology	4.0

## Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
FYE 101	Wesson Honors First-Year Experience	4.0
	MAT 206 or MAT 220	4
HEA 100	Introduction Health Care Systems	4.0
WRT 101	Introduction to Academic Writing	4.0

### First Year - Spring

Item #	Title	Credits
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0
HEA 105	The Vocabulary of Health	1.0
ESS 105	First Aid and CPR	1.0
ESS 100	Personal Health and Wellness	4.0
	Free Elective Course	4

### Second Year - Fall

Item #	Title	Credits
	BIO 108 or BIO 205	4
PSY 101	Introduction to Psychology	4.0
	300-Level Free Elective Course	4
	300-Level Free Elective Course	4

### Second Year - Spring

Item #	Title	Credits
PHI 305	Biomedical Ethics	4.0
	300-Level Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

*\*A maximum of two courses may double count for credit within the Liberal Education requirement and the program requirements. Therefore, eight additional credits are allotted for free electives.*

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

### Degree Type

Bachelor of Science

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 nonprofit, 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 other qualities required for success in the growing health and wellness occupations. The Bachelor of Science (B.S.) provides a four-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 and 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.

## Learning Outcomes

- Identify common terminology, tools and practices used in health and wellness systems.
- Critically appraise health science literature and apply the appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of current issues.
- 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.
- Critically appraise health science literature and apply the appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of current issues.

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

[CHE 101](#), [CHE 102](#): must meet math requirement for these courses.

Item #	Title	Credits
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
BIO 207	Microbiology (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
CHE 102	Principles of Chemistry II (+lab)	4.0
ESS 100	Personal Health and Wellness	4.0
ESS 225	Introduction to Exercise Science and Health Sciences	4.0
HEA 105	The Vocabulary of Health	1.0
HS 285	Health Science Internship	2.0-4
HS 485	Health Science Internship	5.0-12
HS 487	Research in ESS: Critical Components	2.0
HS 488	Research in ESS: Assessment and Analysis	2.0
PBH 330	Epidemiology	4.0
	WRT 216 or 335	4
	Minimum 16 credits from the following classes	16

## Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
ESS 225	Introduction to Exercise Science and Health Sciences	4.0
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0

### First Year - Spring

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
ESS 100	Personal Health and Wellness	4.0
HEA 105	The Vocabulary of Health	1.0
MAT 220	Introduction to Statistics	4.0
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
	Free Elective Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
CHE 102	Principles of Chemistry II (+lab)	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	HS Elective Course or Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	IE - Integrative Experience Course	4
PBH 330	Epidemiology	4.0
	WRT 216 or 335	4
	Lib Ed - Liberal Education Core Course	4

## Junior Year - Spring

Item #	Title	Credits
BIO 207	Microbiology (+lab)	4.0
	300- to 400-Level Health Science Elective Course	4
HS 285	Health Science Internship	2.0-4
	HS Elective Course or Free Elective Course	4

## Junior Year - Summer

Item #	Title	Credits
HS 485	Health Science Internship	5.0-12

## Senior Year - Fall

Item #	Title	Credits
HS 487	Research in ESS: Critical Components	2.0
	300- to 400-Level Health Science Elective Course	4
	HS Elective Course or Free Elective Course	4
	HS Elective Course or Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
HS 488	Research in ESS: Assessment and Analysis	2.0
	300- to 400-Level Health Science Elective Course	4
	HS Elective Course	4
	HS Elective Course	4

## Suggested interface with pre-professional options:

- Pre-PT suggested prerequisites: BIO106, 205, 206; CHE 101,102; ESS 323, 324; MAT 206, 220; PHY 101, 102; PSY 101, 240
- Pre-OT suggested prerequisites: BIO 205, 206; MAT 220; PSY 101, 216, 240; SOC 101; WRT 216
- Pre-Med: BIO 106, 205, 206, 304; CHE 101,102; MAT 221, 220; CHE 101, 307, 308; PHY 101,102.
- Pre-PA suggested prerequisites: BIO 205, 206 207; CHE 101, 102; PSY 101, MAT 220

## Health Studies

### Health Studies Minor

**Degree Type**  
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.

Item #	Title	Credits
HEA 100	Introduction Health Care Systems	4.0
	ESS 100 or ESS 211 or PBH 230	4
	BIO 108 or BIO 205 and BIO 2064-8	
	Health Studies Minor Electives	8

## Nutrition & Food Studies Minor

### Degree Type

Minor

Food is essential, and food systems are interconnected and complex. The minor in nutrition & food studies provides an interdisciplinary opportunity for students to explore the interrelations between health science, sustainability and other systems. With a scientific foundation in nutrition principles and hands-on exploration of local and sustainable food systems, students then choose electives of interest to inform their interdisciplinary understanding of food.

### Requirements:

Item #	Title	Credits
ESS 211	Nutrition Principles	4.0
ENV 315	Sustainable Food Systems	4.0
	Nutrition & Food Studies Minor	12
	Electives	

## Healthcare Administration

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

#### Degree Type

Bachelor of Science

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. Students can continue their studies by entering the accelerated 5th-year MBA program which will allow them to graduate with their healthcare administration Bachelor of Science (B.S.) degree in four years and their Master of Business Administration (M.B.A.) degree in five years.

Please see the Business—Master of Business Administration (M.B.A.) section of this catalog for additional information or speak with your academic advisor.

The healthcare administration major and healthcare management minor are 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.

### 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:

BUS 401 must be completed at Colby-Sawyer College

Item #	Title	Credits
ACC 216	Financial Accounting I	4.0
BUS 101	First-Year Business Seminar	2.0
BUS 204	Management Principles	4.0
BUS 220	Business Statistics	4.0
BUS 231	Marketing Principles	4.0
BUS 312	Business Computing	4.0
BUS 316	Human Resource Management	4.0
BUS 401	Senior Seminar	1.0
BUS 403	Organizational Behavior	4.0
ECO 201	Principles of Economics	4.0
HCA 301	Financial Management in Healthcare	4.0
HCA 305	Marketing of Healthcare	4.0
HCA 310	Healthcare Administration	4.0
HCA 460	Healthcare Strategic Management	4.0
HCA 485	Healthcare Administration Internship	5.0
HEA 100	Introduction Health Care Systems	4.0
PHI 305	Biomedical Ethics	4.0

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

Item #	Title	Credits
BUS 324	Labor Relations and Negotiations	2.0
BUS 338	Project Management	2.0
BUS 353	Business Ethics and Law	4.0
BUS 421	Leadership, Power and Politics	4.0
BUS 425	Quantitative Management	4.0
HEA 105	The Vocabulary of Health	1.0
HEA 304	Introduction to Genomics	2.0
HEA 109, 111, 113, 115	Health Studies Seminar	1.0
HEA 110, 112, 114, 116	Health Studies Seminar	1.0
PBH 230	Introduction to Public Health	4.0

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
BUS 101	First-Year Business Seminar	2.0
HEA 100	Introduction Health Care Systems	4.0

#### First Year - Spring

Item #	Title	Credits
	BUS 204 or BUS 231	4
BUS 220	Business Statistics	4.0
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Fall

Item #	Title	Credits
	BUS 204 or BUS 231	4
ACC 216	Financial Accounting I	4.0
	Lib Ed - Liberal Education Core Course	4
ECO 201	Principles of Economics	4.0

#### Sophomore Year - Spring

Item #	Title	Credits
HCA 305	Marketing of Healthcare	4.0
PHI 305	Biomedical Ethics	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Junior Year - Fall

Item #	Title	Credits
HCA 310	Healthcare Administration	4.0
BUS 316	Human Resource Management	4.0
BUS 312	Business Computing	4.0
	IE - Integrative Experience Course	4

#### Junior Year - Spring

Item #	Title	Credits
HCA 301	Financial Management in Healthcare	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4
	Free Elective Course	4

#### Junior Year - Summer

Item #	Title	Credits
HCA 485	Healthcare Administration Internship	5.0

#### Senior Year - Fall

Item #	Title	Credits
BUS 401	Senior Seminar	1.0
BUS 403	Organizational Behavior	4.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
HCA 460	Healthcare Strategic Management	4.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

The 5th-year accelerated MBA program with a concentration in healthcare administration or project management may be of interest to healthcare administration majors. Please refer to the Graduate Program section of this catalog for more information.

## Health Care Management Minor

**Degree Type**  
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 can be replaced by NUR 101 and 203*

Item #	Title	Credits
HEA 100	Introduction Health Care Systems	4.0
BUS 204	Management Principles	4.0
HCA 310	Healthcare Administration	4.0
	Health Care Management Electives	6

## History and Political Science

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

**Degree Type**  
Bachelor of Arts

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.

### 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.
- 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:

Item #	Title	Credits
	One HIS 100-level course	4
HIS 218	The West and the World	4.0
	One HIS 200-level course	4
	Two HIS 300-level courses	8
HPS 100	The Detective: Introduction to HPS	4.0
HPS 485	HPS Internship	3.0-12
HPS 486	HPS Research Methods	4.0
HPS 487	HPS Advanced Research Seminar	3.0
HUM 210	Introduction to the Digital Humanities	1.0
	POL 100 or 101	4
	One POL 200-level course	4
	Two POL 300-level courses	8

### Suggested Registration Sequence

### First Year - Fall

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
	Lib Ed - Liberal Education Core Course	4
	100-Level HIS Course	4
FYE 101	First Year Experience	4.0

## First Year - Spring

Item #	Title	Credits
	100-Level POL Course	4
HPS 100	The Detective: Introduction to HPS	4.0
	MAT - Quantitative Literacy Proficiency	4
	Free Elective Course	4

## Sophomore Year - Fall

Item #	Title	Credits
HIS 218	The West and the World	4.0
	200-Level POL Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Spring

Item #	Title	Credits
	200-Level HIS Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	300-Level HIS Course	4
HPS 485	HPS Internship	3.0-12
	300-Level POL Course	4
	IE - Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
	300-Level HIS Course	4
	300-Level POL Course	4
HUM 210	Introduction to the Digital Humanities	1.0
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
HPS 486	HPS Research Methods	4.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
HPS 487	HPS Advanced Research Seminar	3.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## History Minor

### Degree Type 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.

Item #	Title	Credits
HPS 100	The Detective: Introduction to HPS	4.0
	12 Credits from any HPS or HIS course	12

## Political Studies Minor

### Degree Type Minor

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

Item #	Title	Credits
	Four credits chosen from POL 100, 101	4
	Four credits chosen from POL 202, 203, 204	4
	Eight credits at the POL 300-level	8



# Liberal Arts

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

### Degree Type

Associate of Liberal Arts

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's degree can readily be done at Colby-Sawyer College. Transfer students are welcome to join the program. Registration for summer online courses enables faster completion.

### Learning Outcomes

- Students will learn and apply a broad body of knowledge.
- Students will enrich and deepen self-knowledge.
- Students will demonstrate the ability to think creatively and critically by analyzing, evaluating and synthesizing information.
- Students will communicate and interact effectively.
- Students will have the ability to act ethically and professionally.
- Students will understand and employ multiple perspectives.

### Requirements:

Item #	Title	Credits
	Writing Proficiency	4
	Quantitative Literacy	4
FYE 101	First Year Experience	4.0
	Integrative Experience Course	4

### Core Courses:

Students are required to take a total of six Liberal Education core courses (24 credits)

Item #	Title	Credits
	Fine and Performing Arts Core Course	4
	History Core Course	4
	Humanities Core Course	4
	Literature Core Course	4
	Science Core Course	4
	Social Sciences Core Course	4

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
	Humanities Core Course	4
	Free Elective Course	4

#### First Year - Spring

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
	Quantitative Literacy	4
	Social Sciences Core Course	4
	Free Elective Course	4

#### Second Year - Fall

Item #	Title	Credits
	Science Core Course	4
	Integrative Experience Course	4
	Free Elective Course	4
	Free Elective Course	4

#### Second Year - Spring

Item #	Title	Credits
	History Core Course	4
	Literature Core Course	4
	Free Elective Course	4

## Nursing

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

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.)

### Degree Type

Bachelor of Science

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 nursing program mission flows from the college mission by preparing competent ethical nursing graduates at the baccalaureate and master's level. The integration of knowledge from the liberal arts and sciences with professional education is designed to provide a student-centered, high-quality education in nursing, grounded in evidence-based theory, including the educational and clinical opportunities that prepare them to practice as professional nurses. It is expected that graduates will practice in a variety of settings as they serve persons from diverse backgrounds in need of health care and form collaborative partnerships with professionals in other disciplines. In addition to a liberal education, the core components of the program in nursing are grounded in the Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and the Essentials of Master's Education in Nursing (2011) and include the competencies and knowledge essential to nursing practice, the values of the healing professions and the development of the professional role of the nurse. The program prepares its graduates for lifelong learning and a spirit of inquiry.

### 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+.

Nursing students are eligible to take 1 graduate level course in nursing during the senior year with permission from the director and chair of nursing in the School of Nursing & Health Sciences.

### 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 205](#), [BIO 206](#), and [BIO 207](#) and all nursing courses. Students may repeat all science courses once 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 (Eff 11/2020).

All required BIO courses must be completed prior to the start of clinical experiences.

Students may repeat one nursing course one time if necessary.

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 director and chair of nursing in the School of Nursing & 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 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 & 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 & 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 & 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 biannual 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.

### Learning Outcomes

Upon completion of degree requirements, students will:

- Incorporate, integrate and apply a broad body of knowledge from the liberal arts and sciences to the acquisition of nursing knowledge as the foundation for safe quality patient care.
- Promote the delivery of compassionate, culturally competent patient centered care in various settings using the core competencies and knowledge that underlie state and national standards of practice.

- Deliver high-quality, cost-effective patient care through the application of organizational and systems leadership, quality improvement concepts and patient safety outcomes.
- Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate safe, evidence-based nursing care across the lifespan and the continuum of care.
- Communicate effectively in writing, verbally and electronically with all members of the interdisciplinary health care team, including clients, families, communities and their support systems.
- Demonstrate professional attitudes and behaviors that incorporate clients’ rights and professional codes and standards.
- Understand the micro-systems and macro-systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.
- Use critical inquiry and information technology to participate in quality improvement processes.
- Assume responsibility for professional development and life-long learning in an ever-changing and challenging health care environment.

## Nursing B.S. Progress to Completion Requirements

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
BIO 207	Microbiology (+lab)	4.0
MAT 220	Introduction to Statistics	4.0
NUR 101	First-Year Nursing Seminar	1.0
NUR 203	Introduction to Professional Nursing	3.0
NUR 207	Pharmacology	3.0
NUR 212	Health Assessment	2.0
NUR 222	Fundamentals of Nursing	4.0
NUR 309	Community and Public Health Nursing	2.0
NUR 313	Maternal-Child Nursing	4.0
NUR 314	Pediatric Nursing	4.0
NUR 332	Adult Medical-Surgical Nursing I	9.0
NUR 334	Mental Health Nursing	4.0
NUR 336	Nursing Research and Evidence-Based Practice	3.0
NUR 405	Adult Medical-Surgical Nursing II	7.0
NUR 407	Nursing Leadership Capstone I	2.0
NUR 408	Nursing Leadership Capstone II	2.0
NUR 442	Clinical Capstone: Nursing Management of Patient Care	8.0
NUR 445	NCLEX-RN Preparation I	
NUR 446	NCLEX-RN Preparation II	2.0
PHI 305	Biomedical Ethics	4.0
PSY 101	Introduction to Psychology	4.0
PSY 240	Life Span Development	4.0
SHS 101	Introduction to Sociology	4.0

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
FYE 101	First Year Experience	4.0
NUR 101	First-Year Nursing Seminar	1.0
PSY 101	Introduction to Psychology	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
NUR 203	Introduction to Professional Nursing	3.0
SHS 101	Introduction to Sociology	4.0
WRT 101	Introduction to Academic Writing	4.0

#### Sophomore Year - Fall

Item #	Title	Credits
BIO 207	Microbiology (+lab)	4.0
NUR 212	Health Assessment	2.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Spring

Item #	Title	Credits
NUR 222	Fundamentals of Nursing	4.0
NUR 207	Pharmacology	3.0
PSY 240	Life Span Development	4.0
	Free Elective Course	4

#### Junior Year - Fall

Item #	Title	Credits
NUR 313	Maternal-Child Nursing	4.0
NUR 314	Pediatric Nursing	4.0
NUR 334	Mental Health Nursing	4.0
	IE - Integrative Experience Course	4

#### Junior Year - Spring

Item #	Title	Credits
MAT 220	Introduction to Statistics	4.0
NUR 309	Community and Public Health Nursing	2.0
NUR 332	Adult Medical-Surgical Nursing I	9.0
NUR 336	Nursing Research and Evidence-Based Practice	3.0

#### Senior Year - Fall

Item #	Title	Credits
NUR 405	Adult Medical-Surgical Nursing II	7.0
NUR 407	Nursing Leadership Capstone I	2.0
NUR 445	NCLEX-RN Preparation I	
PHI 305	Biomedical Ethics	4.0

## Senior Year - Spring

Item #	Title	Credits
NUR 408	Nursing Leadership Capstone II	2.0
NUR 442	Clinical Capstone: Nursing Management of Patient Care	8.0
NUR 446	NCLEX-RN Preparation II	2.0

## Pre-Professional Tracks

### Pre-Art Therapy Track

#### Degree Type

#### Pre-Professional Track

This program combines the visual arts and other creative processes to foster personal growth and community development. Art therapy is widely practiced in hospitals, psychiatric and rehabilitation facilities, private practice, wellness centers, crisis centers, schools and other clinical settings. This track prepares students for graduate programs in art therapy or expressive arts therapy (a master's degree is required to practice in these fields) and will provide insights into other professional areas such as counseling, psychology, art teaching, art education programs and arts organization administration.

### Required Courses:

4 PSY courses below + 1 additional 300-400-level PSY = Psychology minor

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 202	Personality Psychology	4.0
PSY 240	Life Span Development	4.0
PSY 306	Psychopathology	4.0
	IE 300 Community Art	4
	18-20 credits of studio art courses	18-20

### Recommended Courses:

Item #	Title	Credits
CHI 101	Child Growth and Development	4.0
CHI 104	Cultural Context of Child Development	4.0
CHI 305	Family and Community Engagement	4.0
PSY 204	Social Psychology	4.0
SHS 203	Sociology of the Family	4.0

### Pre-Athletic Training Track

#### Degree Type

#### Pre-Professional 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.

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 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.

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 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.

#### Suggested Registration Sequence

\*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 (CHE 101) and physics during their junior or senior year. Students are encouraged to contact their advisor for assistance.

## First Year - Fall

Item #	Title	Credits
	BIO 106 or BIO 207	4
WRT 101	Introduction to Academic Writing	4.0
FYE 101	Wesson Honors First-Year Experience	4.0
	Liberal Education Core Course, Elective or Major Requirement	4

## First Year - Spring

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
ESS 211	Nutrition Principles	4.0
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4

## Sophomore Year - Fall

Item #	Title	Credits
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4

## Sophomore Year - Spring

Item #	Title	Credits
ESS 323	Applied Kinesiology and Clinical Technique	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4

## Junior Year - Fall

Item #	Title	Credits
ESS 324	Exercise Physiology (+lab)	4.0
	IE - Integrative Experience Course	4
	Liberal Education Core Course, Elective or Major Requirement	4
PHY 101	Introduction to Physics I (+lab)	4.0

## Junior Year - Spring

Item #	Title	Credits
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4
MAT 220	Introduction to Statistics	4.0

## Senior Year - Fall

Item #	Title	Credits
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4

## Senior Year - Spring

Item #	Title	Credits
ESS 421	Exercise Prescription (+lab)	4.0
PSY 303	Sport and Exercise Psychology	4.0
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4

## Pre-Medical and Pre-Veterinary Track

### Degree Type

#### Pre-Professional 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.

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 prerequisite coursework and can help students plan accordingly.

#### Suggested Registration Sequence

\*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.

#### First Year - Fall

Item #	Title	Credits
	BIO 107 or BIO 106	4
CHE 101	Principles of Chemistry I (+lab)	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	Wesson Honors First-Year Experience	4.0

#### First Year - Spring

Item #	Title	Credits
	BIO 107 or BIO 106	4
CHE 102	Principles of Chemistry II (+lab)	4.0
PSY 101	Introduction to Psychology	4.0
	Liberal Education Core Course, Elective or Major Requirement	4

#### Sophomore Year - Fall

Item #	Title	Credits
	BIO 200-level or 300-level	4
	MAT 220 or 221	4
CHE 307	Organic Chemistry I (+lab)	4.0
	Liberal Education Core Course, Elective or Major Requirement	4

#### Sophomore Year - Spring

Item #	Title	Credits
	BIO 200-level or 300-level	4
	MAT 220 or 221	4
CHE 308	Organic Chemistry II (+lab)	4.0
	Liberal Education Core Course, Elective or Major Requirement	4

#### Junior Year - Fall (possible study abroad)

Item #	Title	Credits
BIO 304	Biochemistry (+lab)	4.0
	Liberal Education Core Course, Elective or Major Requirement	4
PHY 101	Introduction to Physics I (+lab)	4.0

#### Junior Year - Spring

Item #	Title	Credits
	BIO 200-level to 400-level	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4
PHY 102	Introduction to Physics II (+lab)	4.0

#### Senior Year - Fall

Item #	Title	Credits
	BIO 200-level to 400-level	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4

#### Senior Year - Spring

Item #	Title	Credits
	BIO 200-level to 400-level	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4
	Liberal Education Core Course, Elective or Major Requirement	4



## Pre-Occupational Therapy Track

### Degree Type

#### Pre-Professional Track

Undergraduate students who are considering pursuing occupational therapy at the graduate level may wish to explore entry level master's 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

### Degree Type

#### Pre-Professional 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 Commission on Accreditation of Physical Therapy Education (CAPTE) 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.

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.

### Exercise Science/Health Science Articulation with Plymouth State University Doctor of Physical Therapy Program

This agreement provides Colby-Sawyer undergraduate students a pathway to enter the Doctor of Physical Therapy (DPT) degree program at Plymouth State University. The DPT program is a three-year program at PSU that is completed at the conclusion of the bachelor's degree at Colby-Sawyer. This agreement will provide guaranteed admission for up to four qualified students from Colby-Sawyer. If there are more than four Colby-Sawyer students qualified for admission to the DPT, the four with the highest prerequisite GPAs will be granted admission to the DPT.

## Program Progression

Eligibility for admittance is based upon the student's successful completion of either the BS in health science or the BS in exercise science at CSC. Students must meet the following requirements prior to DPT program admission:

- Completed PTCAS Application for the DPT program at PSU
- Completion of all Colby-Sawyer Liberal Education and major requirements indicated
- Minimum overall GPA of 3.2
- Successful completion of all prerequisite courses\*, with required grade minimums
- Minimum GPA of PSU prerequisite courses of 3.2

### \* Prerequisites

- Biology (with lab): 4 credits
- Anatomy and Physiology I (with lab): 4 credits
- Anatomy and Physiology II (with lab): 4 credits
- Chemistry I (with lab): 4 credits
- Chemistry II (with lab): 4 credits
- Physics I (with lab): 4 credits
- Physics II (with lab): 4 credits
- Statistics
- Social/Behavioral Sciences - 3 courses: minimum 9 credits

## Psychology

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

#### Degree Type

Bachelor of Arts

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

Students will:

- 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:

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

PSY 101 – minimum grade of C

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 202	Personality Psychology	4.0
PSY 204	Social Psychology	4.0
PSY 211	Cognitive Psychology	4.0
PSY 216	Neuroscience	4.0
PSY 302	Statistical Methods for Psychology	4.0
PSY 308	Research Methods in Psychology	4.0
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
	Four 300- to 400-level psychology electives	16

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

## First Year - Spring

Item #	Title	Credits
PSY 202	Personality Psychology	4.0
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Fall

Item #	Title	Credits
PSY 204	Social Psychology	4.0
PSY 216	Neuroscience	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Spring

Item #	Title	Credits
PSY 211	Cognitive Psychology	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
PSY 302	Statistical Methods for Psychology	4.0
	300- to 400-Level Psychology Elective Course	4
	IE - Integrative Experience Course	4
	Lib Ed - Liberal Education Core Course	4

## Junior Year - Spring

Item #	Title	Credits
PSY 308	Research Methods in Psychology	4.0
	300- to 400-Level Psychology Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
	300- to 400-Level Psychology Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
	300- to 400-Level Psychology Elective Course	4
	Free Elective Course	4

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

**Degree Type**  
Bachelor of Arts

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

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:

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

PSY 101 - minimum grade of C

CHI 101 - minimum grade of C

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
CHI 101	Child Growth and Development	4.0
PSY 202	Personality Psychology	4.0
PSY 204	Social Psychology	4.0
PSY 211	Cognitive Psychology	4.0
PSY 216	Neuroscience	4.0
PSY 302	Statistical Methods for Psychology	4.0
PSY 308	Research Methods in Psychology	4.0
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
PSY 321	Issues in Child Psychology	4.0
PSY 322	Issues in Adolescent Psychology	4.0
PSY 371	Child and Adolescent Psychopathology	4.0
	One PSY 300-400-level psychology elective or one CHI 300-400-level child development elective	4

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
PSY 202	Personality Psychology	4.0
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Sophomore Year - Fall

Item #	Title	Credits
PSY 204	Social Psychology	4.0
PSY 216	Neuroscience	4.0
CHI 101	Child Growth and Development	4.0
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Spring

Item #	Title	Credits
PSY 211	Cognitive Psychology	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Junior Year - Fall

Item #	Title	Credits
PSY 302	Statistical Methods for Psychology	4.0
PSY 321	Issues in Child Psychology	4.0
	IE - Integrative Experience Course	4
	Lib Ed - Liberal Education Core Course	4

#### Junior Year - Spring

Item #	Title	Credits
PSY 308	Research Methods in Psychology	4.0
PSY 322	Issues in Adolescent Psychology	4.0
	Free Elective Course	4
	Free Elective Course	4

#### Senior Year - Fall

Item #	Title	Credits
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
	One PSY 300-400-level psychology elective or one CHI 300-400-level child development elective	4
	Free Elective Course	4
	Free Elective Course	4

#### Senior Year - Spring

Item #	Title	Credits
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
PSY 371	Child and Adolescent Psychopathology	4.0
	Free Elective Course	4

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

### Degree Type

Bachelor of Arts

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

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:

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

**PSY 101** – minimum grade of C

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 202	Personality Psychology	4.0
PSY 204	Social Psychology	4.0
PSY 211	Cognitive Psychology	4.0
PSY 216	Neuroscience	4.0
PSY 245	Introduction to Addiction Studies	4.0
PSY 302	Statistical Methods for Psychology	4.0
PSY 308	Research Methods in Psychology	4.0
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
PSY 306	Psychopathology	4.0
PSY 310	Counseling Psychology	4.0
PSY 369	Drugs and Behavior	4.0
PSY 372	Substance Abuse Counseling	4.0
PSY 373	Screening and Assessment of Addiction Disorders	4.0

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
PSY 202	Personality Psychology	4.0
	MAT - Quantitative Literacy Proficiency	4
PSY 245	Introduction to Addiction Studies	4.0
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
PSY 204	Social Psychology	4.0
PSY 216	Neuroscience	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Spring

Item #	Title	Credits
PSY 211	Cognitive Psychology	4.0
PSY 373	Screening and Assessment of Addiction Disorders	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
PSY 302	Statistical Methods for Psychology	4.0
	300-Level PSY - Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling	4
	IE - Integrative Experience Course	4
	Lib Ed - Liberal Education Core Course	4

## Junior Year - Spring

Item #	Title	Credits
PSY 308	Research Methods in Psychology	4.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
	300-Level PSY - Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling	4
	300-Level PSY - Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
	300-Level PSY - Psychopathology or Counseling Psychology or Drugs and Behavior or Substance Abuse Counseling	4
	Free Elective Course	4

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

### Degree Type

Bachelor of Arts

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

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:

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

PSY 101 – minimum grade of C

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 202	Personality Psychology	4.0
PSY 204	Social Psychology	4.0
PSY 211	Cognitive Psychology	4.0
PSY 216	Neuroscience	4.0
PSY 302	Statistical Methods for Psychology	4.0
PSY 308	Research Methods in Psychology	4.0
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
PSY 306	Psychopathology	4.0
PSY 317	Forensic Psychology	4.0
PSY 354	Psychology and Law	4.0
	One PSY 300-400-level psychology elective or one CLS 300-400-level crime and legal studies elective	4

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
PSY 202	Personality Psychology	4.0
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Sophomore Year- Fall

Item #	Title	Credits
PSY 204	Social Psychology	4.0
PSY 216	Neuroscience	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Sophomore Year - Spring

Item #	Title	Credits
PSY 211	Cognitive Psychology	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Junior Year - Fall

Item #	Title	Credits
PSY 302	Statistical Methods for Psychology	4.0
PSY 306	Psychopathology	4.0
PSY 317	Forensic Psychology	4.0
	Lib Ed - Liberal Education Core Course	4

#### Junior Year - Spring

Item #	Title	Credits
PSY 308	Research Methods in Psychology	4.0
PSY 354	Psychology and Law	4.0
	IE - Integrative Experience Course	4
	Free Elective Course	4

#### Senior Year - Fall

Item #	Title	Credits
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
	One PSY 300-400-level psychology elective or one CLS 300-400-level crime and legal studies elective	4
	Free Elective Course	4
	Free Elective Course	4

#### Senior Year - Spring

Item #	Title	Credits
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
	Free Elective Course	4
	Free Elective Course	4



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

### Degree Type

Bachelor of Arts

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

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:

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

**PSY 101** – minimum grade of C

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 211	Cognitive Psychology	4.0
PSY 216	Neuroscience	4.0
PSY 302	Statistical Methods for Psychology	4.0
PSY 308	Research Methods in Psychology	4.0
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 304	Biochemistry (+lab)	4.0
CHE 101	Principles of Chemistry I (+lab)	4.0
CHE 102	Principles of Chemistry II (+lab)	4.0
CHE 307	Organic Chemistry I (+lab)	4.0
PSY 306	Psychopathology	4.0
PSY 327	Psychopharmacology	4.0

### Suggested Registration Sequence

## First Year - Fall

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
BIO 106	The Chemical and Cellular Basis of Life (+lab)	4.0

## First Year - Spring

Item #	Title	Credits
	Lib Ed - Liberal Education Core Course	4
	MAT - Quantitative Literacy Proficiency	4
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
CHE 101	Principles of Chemistry I (+lab)	4.0
PSY 216	Neuroscience	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
CHE 102	Principles of Chemistry II (+lab)	4.0
PSY 211	Cognitive Psychology	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
PSY 302	Statistical Methods for Psychology	4.0
CHE 307	Organic Chemistry I (+lab)	4.0
PSY 306	Psychopathology	4.0
	IE - Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
PSY 308	Research Methods in Psychology	4.0
PSY 327	Psychopharmacology	4.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
PSY 486	Psychology Capstone: Advanced Research Seminar	4.0
BIO 304	Biochemistry (+lab)	4.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
PSY 485	Psychology Internship and Professional Development Seminar	4.0-16
	Free Elective Course	4
	Free Elective Course	4

## Child Psychology Minor

**Degree Type**  
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 minor will consist of 20 credits of psychology/child development courses.

### Requirements:

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
CHI 101	Child Growth and Development	4.0
	PSY 321 or PSY 322	4
PSY 371	Child and Adolescent Psychopathology	4.0
	One CHI 300-400-level child development elective	4

## Counseling and Substance Abuse Minor

**Degree Type**  
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:

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
PSY 245	Introduction to Addiction Studies	4.0
PSY 369	Drugs and Behavior	4.0
	PSY 310 or PSY 372	4
	PSY 3XX	4

## Psychology Minor

**Degree Type**  
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:

Item #	Title	Credits
PSY 101	Introduction to Psychology	4.0
	Any combination of 300-level or 400-level psychology courses to total eight credits	8
	Any combination of psychology courses to total eight credits	8

## Public Health

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

**Degree Type**  
Bachelor of Science

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 nonprofit 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.

### Learning Outcomes

Upon completion of degree requirements, students will:

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

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

Item #	Title	Credits
BIO 108	Human Biology (+lab)	4.0
HEA 100	Introduction Health Care Systems	4.0
MAT 220	Introduction to Statistics	4.0
PBH 230	Introduction to Public Health	4.0
PBH 232	Mental Health Systems	2.0
PBH 306	Health Research Methods	4.0
PBH 330	Epidemiology	4.0
PBH 332	Prevention of Illness and Injury	4.0
PBH 401	Public Health Policy and Law	2.0
PBH 485	Public Health Internship	2.0-12
PBH 486	Public Health Capstone I	2.0
PBH 487	Public Health Capstone II	2.0
PHI 305	Biomedical Ethics	4.0
SHS 101	Introduction to Sociology	4.0

## Highly recommended elective courses are:

Item #	Title	Credits
INT 120	Applications of Microsoft Excel	2.0
ESS 100	Personal Health and Wellness	4.0
ESS 211	Nutrition Principles	4.0

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
BIO 108	Human Biology (+lab)	4.0
FYE 101	First Year Experience	4.0
HEA 100	Introduction Health Care Systems	4.0
WRT 101	Introduction to Academic Writing	4.0

#### First Year - Spring

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Sophomore Year - Fall

Item #	Title	Credits
MAT 220	Introduction to Statistics	4.0
PBH 230	Introduction to Public Health	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Spring

Item #	Title	Credits
PBH 232	Mental Health Systems	2.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
PBH 306	Health Research Methods	4.0
PBH 330	Epidemiology	4.0
	Free Elective Course	4
	IE - Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
PBH 332	Prevention of Illness and Injury	4.0
PHI 305	Biomedical Ethics	4.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
PBH 401	Public Health Policy and Law	2.0
PBH 485	Public Health Internship	2.0-12
PBH 486	Public Health Capstone I	2.0
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
PBH 487	Public Health Capstone II	2.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

# Self-Designed

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

### Degree Type

Bachelor of Arts

The self-designed major allows students who are interested in more than one field of study to design their own interdisciplinary 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, oral and written communication and the synthesis of diverse perspectives.

## 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.
- 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.

Item #	Title	Credits
ITS 100	Introduction to Integrative Studies	4.0
SDM 285	SDM Introductory Internship	1.0-4
SDM 485	SDM Advanced Internship	3.0-12
SDM 486	Research Methods	1.0-4
SDM 487	Self-Designed Senior Capstone	1.0

## Creating a Self-Designed Major:

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

No more than 40% of the courses in the student's self-designed major may come from a single major. The self-designed major proposal will include designation of one Writing Intensive course and one Applied Quantitative Reasoning course. Upon completing 45 credits students will formally 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.

Students may not combine SDM 285 and SDM 485 into one internship experience for SDM 285 and SDM 485.

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
ITS 100	Introduction to Integrative Studies	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
	MAT - Quantitative Literacy Proficiency	4
	Free Elective Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
	SDM Program Course	4
	Lib Ed - Liberal Education Core Course	4
	SDM Program Course	4
	SDM Program Course	4

## Sophomore Year - Spring

Item #	Title	Credits
	SDM Program Course	4
	Lib Ed - Liberal Education Core Course	4
	SDM Program Course	4
SDM 285	SDM Introductory Internship	1.0-4

## Junior Year - Fall

**SDM 485:** if internship is for less than 4 credits, a free elective should be taken in addition to the internship for full-time status

Item #	Title	Credits
	SDM Program Course	4
	SDM Program Course	4
SDM 485	SDM Advanced Internship	3.0-12

## Junior Year - Spring

Item #	Title	Credits
	IE - Integrative Experience Course	4
	SDM Program Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
	SDM 486 - Research Methods Course According to Concentration	1-4
	SDM Program Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
	SDM 487 - Capstone Course According to Concentration	2-4
	SDM Program Course	4
	Free Elective Course	4
	Free Elective Course	4

# Sociology and Human Services

## Sociology and Human Services: Bachelor of Arts (B.A.)

### Degree Type

Bachelor of Arts

The sociology and human services major complements and strengthens the introduction to the liberal arts our students receive. All majors receive a foundation in sociology through required courses addressing cultural diversity and structural inequalities, the reciprocal relationship between individuals and communities, as well as research design and analysis. Students may choose the sociology track for additional depth in social theory and advanced sociological analysis of social issues or the human services track that prepares them as generalist helping professionals. All majors will use a social justice perspective in applying critical analysis to social life and social problems in the United States and will be qualified to work in a variety of entry-level occupational settings and organizations, including but not limited to clinics, hospitals, nonprofit agencies, substance and mental health facilities, schools, family and community agencies, as well as the criminal justice system.

### Learning Outcomes

- Apply sociological analysis to social phenomena.
- Explain how social institutions create and reproduce social inequality.
- Analyze social scientific data.
- Apply appropriate theories to social life in the contemporary U.S.
- Communicate effectively in both written and oral communication.
- Apply academic course content to an internship placement in a social organization.

## Sociology and Human Services B.A.

### Progress to Completion Requirements:

#### Required Courses for Sociology Track:

Total: 44 credits

[SHS 485](#): minimum 4 credits

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0
SHS 217	U.S. Social Problems	4.0
SHS 304	Race and Ethnic Relations	4.0
SHS 316	Social Theory	4.0
SHS 322	Gender and Society	4.0
SHS 333	Research Methods in the Social Sciences	4.0
SHS 485	Sociology and Human Services Internship	12.0
SHS 486	Capstone for the Social Sciences	4.0
Sociology Track Electives		12

#### Required Courses for Human Services Track:

Total: 48 credits

[SHS 485](#): minimum 4 credits

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0
SHS 105	Introduction to Human Services	4.0
SHS 217	U.S. Social Problems	4.0
SHS 310	Human Service Policy	4.0
SHS 333	Research Methods in the Social Sciences	4.0
SHS 485	Sociology and Human Services Internship	12.0
SHS 486	Capstone for the Social Sciences	4.0
Human services track electives		20

### Suggested Registration Sequence

#### B.A. Sociology, Sociology Track

#### First Year - Fall

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
Lib Ed - Liberal Education Core Course		4

## First Year - Spring

Item #	Title	Credits
	200-Level Sociology Elective Course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	MAT - Quantitative Literacy Proficiency	4

## Sophomore Year - Fall

Item #	Title	Credits
	200-Level Sociology Elective Course	4
SHS 217	U.S. Social Problems	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
	300-Level Sociology Elective	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	SHS 316 or 300-Level Sociology Elective Course	4
	Free Elective Course	4
	SHS 304 or 300-Level Sociology Elective Course	3-4
	Free Elective Course or Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
SHS 333	Research Methods in the Social Sciences	4.0
	SHS 322 or Free Elective Course	4
	Free Elective Course	4
	Free Elective Course or Integrative Experience Course	4

## Senior Year - Fall

Item #	Title	Credits
SHS 486	Capstone for the Social Sciences	4.0
	SHS 316 or 300-Level Sociology Elective Course	4
	SHS 304 or Free Elective Course	2

## Senior Year - Spring

Item #	Title	Credits
SHS 485	Sociology and Human Services Internship	12.0
	SHS 322 or Free Elective Course	4
	Free Elective Course	4

## B.A. Sociology, Human Services Track

## First Year - Fall

Item #	Title	Credits
SHS 105	Introduction to Human Services	4.0
WRT 101	Introduction to Academic Writing	4.0
FYE 101	First Year Experience	4.0
	Lib Ed - Liberal Education Core Course	4

## First Year - Spring

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	MAT - Quantitative Literacy Proficiency	4

## Sophomore Year - Fall

Item #	Title	Credits
SHS 217	U.S. Social Problems	4.0
	Lower-Level DEI Course or Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Lower-Level Concentration Course or Liberal Education Core Course	4



## Sophomore Year - Spring

Item #	Title	Credits
	Lower-Level DEI Course or Liberal Education Core Course	4
	Lower-Level Concentration Course or Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	300-Level DEI Course or Integrative Experience Course	4
	300-Level Concentration Course 4 or Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Spring

Item #	Title	Credits
SHS 333	Research Methods in the Social Sciences	4.0
SHS 310	Human Service Policy	4.0
	300-Level DEI Course or Integrative Experience Course	4
	300-Level Concentration Course 4 or Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
SHS 486	Capstone for the Social Sciences	4.0
	300-Level Concentration Course 4 or Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
SHS 485	Sociology and Human Services Internship	12.0
	300-Level Concentration Course 4 or Free Elective Course	4
	Free Elective Course	4

## Sociology and Human Services Minor

**Degree Type**  
Minor

The minor in sociology and human services allows students to study the role that the broader social context

has on human experiences. Following an introductory course, students choose from a variety of topical courses with a sociological or human services theme.

The sociology and human services minor consists of 20 credits.

## Sociology and Human Services Minor Requirements

Sixteen credits from the list of required courses for the sociology track, required courses for the human services track, or from the diversity and inclusion electives list (eight credits must be at the 300 or 400 level)

Item #	Title	Credits
SHS 101	Introduction to Sociology	4.0

## Sport Management

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

**Degree Type**  
Bachelor of Science

The Bachelor of Science Degree in sport management works within a philosophical framework that integrates sport sciences and business foundations to provide 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. Students are served by a broad-based sport management curriculum while also selecting courses from a variety of disciplines that will meet the individual professional goals of each student. 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. 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.

### Learning Outcomes

Sport Management students will:

- Explain and apply the principles and concepts of business, management, administration and leadership as they relate to sport.

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

### Sport Management B.S. Progress to Completion Requirements:

Item #	Title	Credits
ACC 216	Financial Accounting I	4.0
ECO 201	Principles of Economics	4.0
ESS 100	Personal Health and Wellness	4.0
SM 114	Introduction to Sport Management	4.0
SM 214	Facility Planning & Event Management	4.0
SM 218	Ethics, Leadership, and Governance in Sport	4.0
SM 285	Internship in Sport Management	4.0
SM 348	Sport Marketing and Sales	4.0
SM 426	Sport Law	4.0
SM 428	Senior Seminar	2.0
SM 485	Internship in Sport Management	12.0
SM 487	Research in Sport Management: Critical Components	2.0
SM 488	Research in Sport Management: Assessments and Analysis	2.0
SHS 303	Sociological Aspects of Sport	4.0
	Sport Management Elective Courses	10

#### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0
SM 114	Introduction to Sport Management	4.0
	Lib Ed - Liberal Education Core Course	4

#### First Year - Spring

Item #	Title	Credits
ESS 100	Personal Health and Wellness	4.0
	MAT - Quantitative Literacy Proficiency	4
	Sport Management Elective Course or Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Fall

Item #	Title	Credits
SM 214	Facility Planning & Event Management	4.0
	ECO 201 or ACC 216	4
	Sport Management Concentration Option	4
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Spring

Item #	Title	Credits
	ECO 201 or ACC 216	4
SM 218	Ethics, Leadership, and Governance in Sport	4.0
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

#### Junior Year - Fall

Item #	Title	Credits
SHS 303	Sociological Aspects of Sport	4.0
	Free Elective Course	4
SM 285	Internship in Sport Management	4.0
	IE - Integrative Experience Course	4

#### Junior Year - Spring

Item #	Title	Credits
SM 348	Sport Marketing and Sales	4.0
	Sport Management Concentration Option	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
SM 487	Research in Sport Management: Critical Components	2.0
	Sport Management Elective Course or SOC 303 (alternate)	4
SM 428	Senior Seminar	2.0
SM 485	Internship in Sport Management	12.0

## Senior Year - Spring

Item #	Title	Credits
SM 488	Research in Sport Management: Assessments and Analysis	2.0
SM 426	Sport Law	4.0
	Sport Management Elective Course or Free Elective Course	4
	Free Elective Course	4

## Sport Management Minor

### Degree Type

Minor

The minor in sport management provides students with the opportunity to understand and explore the multifaceted and rapidly growing sport industry. Students will be provided the foundations of the sport industry through required courses. In addition, they can also explore elective courses that meet their individual personal and professional interests. The minor will provide students with an interdisciplinary understanding of the theoretical, practical and business practices of the sport industry.

### Requirements:

\*Please note that 4 of the 8 elective minor credits must be at the 300-400 level.

Item #	Title	Credits
SM 114	Introduction to Sport Management	4.0
SM 214	Facility Planning & Event Management	4.0
SM 348	Sport Marketing and Sales	4.0
	Sport Management Minor Electives	8

## Studio Art

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

#### Degree Type

Bachelor of Arts

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 or sculpture) are advised to pursue the B.F.A. in studio art instead.

### Learning Outcomes

Students in this major will:

- Demonstrate conceptual, formal and technical proficiency while safely employing a variety of artistic methods, materials and tools.
- Analyze artwork within art historical, cultural and/or contemporary contexts.
- Reflect upon their artistic processes and growth.
- Create and exhibit artwork that meets professional exhibition standards.
- Present themselves and their artwork professionally.

## 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:

Item #	Title	Credits
ART 110	Drawing Foundations	4.0
ART 425	Professional Practices and Portfolio	3.0
ART 426	Gallery and Portfolio Presentation	1.0
ART 485	Art Internship	1.0-4
GD 125	Design and Digital Media Foundations	4.0
ARH 203	Art History Survey	4.0
	Three 200-level studio art courses	12
	Two 300-level studio art courses	8
	One 300-level art history	4

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
ART 110	Drawing Foundations	4.0
GD 125	Design and Digital Media Foundations	4.0
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0

#### First Year - Spring

Item #	Title	Credits
	200-level studio art course	4
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Fall

Item #	Title	Credits
	200-level studio art course	4
ARH 203	Art History Survey	4.0
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

#### Sophomore Year - Spring

Item #	Title	Credits
	200-level studio art course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4
	Free Elective Course	4

#### Junior Year - Fall

Item #	Title	Credits
	200-level studio art course	4
	ARH 300-Level or Elective	4
	IE - Integrative Experience Course	4
	Free Elective Course	4

#### Junior Year - Spring

Item #	Title	Credits
	300-level studio art courses	4
ART 485	Art Internship	1.0-4
	ARH 300-Level or Elective	4
	Free Elective Course	4

#### Senior Year - Fall

Item #	Title	Credits
ART 425	Professional Practices and Portfolio	3.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

## Senior Year - Spring

Item #	Title	Credits
ART 426	Gallery and Portfolio Presentation	1.0
	Free Elective Course	4
	Free Elective Course	4
	Free Elective Course	4

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

### Degree Type

Bachelor of Fine Arts

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 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 high level.

For more explanation, please see the description of the studio art program.

### Learning Outcomes

Students in this major will:

- Demonstrate a high level of conceptual, formal and technical proficiency while safely employing a variety of artistic methods, materials and tools.
- Analyze artwork within art historical, cultural and/or contemporary contexts.
- Reflect upon their artistic processes and growth.
- Create and exhibit artwork that meets professional exhibition standards.
- Present themselves and their artwork professionally.
- Demonstrate depth and creative output in a specific medium (concentration area).

## 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

Item #	Title	Credits
ART 110	Drawing Foundations	4.0
ART 425	Professional Practices and Portfolio	3.0
ART 426	Gallery and Portfolio Presentation	1.0
ART 485	Art Internship	1.0-4
GD 125	Design and Digital Media Foundations	4.0
ARH 203	Art History Survey	4.0
	Four 200-level studio courses	16
	Four 300- to 400-level Studio Art courses in one concentration area	16
	Two 300-level Art History course8	
ART 111-118	Exhibition Foundations	1.0

### Suggested Registration Sequence

## First Year - Fall

Item #	Title	Credits
ART 110	Drawing Foundations	4.0
GD 125	Design and Digital Media Foundations	4.0
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0

## First Year - Spring

Item #	Title	Credits
	Art 200-Level	4
	Art 200-Level	4
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Fall

Item #	Title	Credits
ARH 203	Art History Survey	4.0
	200-level studio art course	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4

## Sophomore Year - Spring

Item #	Title	Credits
	200-level studio art course	4
	ARH 300-Level or Elective	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
	300- to 400-level Studio Art courses in one concentration area	4
	ARH 300-Level or Elective	4
	Free Elective Course	4
	Free Elective Course	4

## Junior Year - Spring

Item #	Title	Credits
	300- to 400-level Studio Art courses in one concentration area	4
	ARH 300-Level or Elective	4
ART 485	Art Internship	1.0-4
	Free Elective Course(s)	4-7

## Senior Year - Fall

Item #	Title	Credits
ART 425	Professional Practices and Portfolio	3.0
	300- to 400-level Studio Art courses in one concentration area	4
ART 111-118	Exhibition Foundations	1.0
	ARH 300-Level or Elective	4

## Senior Year - Spring

Item #	Title	Credits
ART 426	Gallery and Portfolio Presentation	1.0
	300- to 400-level Studio Art courses in one concentration area	4
	Free Elective Course	4
	Free Elective Course	4

## Studio Art Minor

### Degree Type 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:

Item #	Title	Credits
	ART 110 or GD 125	4
ARH 203	Art History Survey	4.0
	One 200-level studio art course	4
	Two 300-level studio art courses	8

## Theater

### Performing Arts Minor

#### Degree Type Minor

The performing arts minor combines the many aspects of performance study available at Colby-Sawyer College: acting, dance, music and theater tech. The one specific required course — Stagecraft — gives all performing arts students a common groundwork in performance

production and complementary electives allow those with varying levels of personal and professional interest in the performing arts to prepare for a range of careers outside of, peripheral to or within the performing arts industry. This customizable 20-credit minor allows students to learn the basics of performing arts and delve deeper into their area(s) of interest. Students are able to build their own experiences within the minor.

### Required Courses:

\*Please note that half of the elective minor credits (i.e. 8 of 16) must be at the 300- or 400-level.

Item #	Title	Credits
THE 230	Stagecraft	4.0
	8 credits of DAN, MUS (including 8 Applied Music Lessons), and/or THE courses	
	Additional 8 credits of DAN, MUS, THE course(s) and/or the following	8

## Women's and Gender Studies

### Women's and Gender Studies Minor

#### Degree Type

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:

Item #	Title	Credits
WGS 111	Introduction to Gender Studies	4.0
	Women's and Gender Studies Minor Electives	12

## Writing

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

#### Degree Type

Bachelor of Arts

The School of Arts & 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 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.

### Learning Outcomes

Students will:

- Develop skills in developmental editing, copyediting 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:

Item #	Title	Credits
COM 204	Media Criticism	4.0
ENG 242	The Art of Reading	4.0
GD 125	Design and Digital Media Foundations	4.0
HUM 210	Introduction to the Digital Humanities	1.0
WRT 201	Introduction to Creative Writing	4.0
WRT 216	Writing for Public Communication	4.0
WRT 328	Copyediting	4.0
WRT 485	Writing Internship	1.0-6
WRT 488	Capstone Proposal	4.0
WRT 489	Capstone Experience: Senior Seminar in Creative & Professional Writing	2.0
	One 200-Level Cross-Disciplinary Elective from	4
	Two 300 Writing Electives from	8
	One 300-to 400-Level Digital Storytelling Elective	4

### Suggested Registration Sequence

#### First Year - Fall

Item #	Title	Credits
ENG 242	The Art of Reading	4.0
COM 204	Media Criticism	4.0
FYE 101	First Year Experience	4.0
WRT 101	Introduction to Academic Writing	4.0

#### First Year - Spring

Item #	Title	Credits
GD 125	Design and Digital Media Foundations	4.0
WRT 201	Introduction to Creative Writing	4.0
	MAT - Quantitative Literacy Proficiency	4
	Lib Ed - Liberal Education Core Course	4

#### Sophomore Year - Fall

Item #	Title	Credits
	200-Level Cross-Disciplinary Elective or Free Elective	4
	Lib Ed - Liberal Education Core Course	4
	Lib Ed - Liberal Education Core Course	4
	Free Elective Course	4

## Sophomore Year - Spring

Item #	Title	Credits
WRT 216	Writing for Public Communication	4.0
	300-Level Writing Elective (WI) or Free Elective Course	4
	200-Level Cross-Disciplinary Elective or Free Elective	4
	Free Elective Course	4

## Junior Year - Fall

Item #	Title	Credits
WRT 328	Copyediting	4.0
	300-Level Writing Elective (WI) or Free Elective Course	4
	300-400-Level Digital Storytelling Elective Course or Free Elective Course	4
	Free Elective Course or Integrative Experience Course	4

## Junior Year - Spring

Item #	Title	Credits
WRT 485	Writing Internship	1.0-6
	HUM 210 (QL) or Free Elective Course	1-4
	Free Elective Course or Integrative Experience Course	4
	300-400-Level Digital Storytelling Elective Course or Free Elective Course	4

## Senior Year - Fall

Item #	Title	Credits
WRT 488	Capstone Proposal	4.0
WRT 328	Copyediting	4.0
	300-400-Level Digital Storytelling Elective Course or Free Elective Course	4
	Free Elective Course (4-6 credits)	4-6



## Senior Year - Spring

Item #	Title	Credits
WRT 489	Capstone Experience: Senior Seminar in Creative & Professional Writing	2.0
	300-400-Level Digital Storytelling Elective Course or Free Elective Course	4
	HUM 210 (QL) or Free Elective Course	1-4
	Free Elective Course (4-8 credits)	4-8

Please note that there is also a writing minor.

## Writing Minor

### Degree Type

#### 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.

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
WRT 201	Introduction to Creative Writing	4.0
	Writing Minor Electives	16

# 2023-2024 Undergraduate Catalog

## General Information

### 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, Room 001, Hogan Sports Center, 603.526.3775, Deputy Title IX Coordinator
- **For Faculty**
  - **Eden Wales Freedman**, Academic Vice President and Dean of Faculty, Room 131, Colgate Hall, 603.526.3078, 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](mailto: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 Health Science, Bachelor of Arts, Bachelor of Fine Arts,

Bachelor of Science, Master of Business Administration  
and Master of Science in Nursing. Inquiries regarding  
this can be directed to:

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

# College Vision, Mission, Values, Promises and Commitments

## Vision

A collaborative regional leader in innovative pedagogy and college-of-choice for students and employees who make meaningful contributions to their professions and communities and promote personal wellbeing, social justice, economic stability and ecological balance.

## Mission

To offer undergraduate and graduate educational programs based in the liberal arts and health, social and natural sciences, with a focus on vocational exploration and experiential learning, which prepare students to thrive in and make a positive impact upon a dynamic, diverse and interdependent world. Engaged robust partnerships will support students' academic, intellectual, personal and professional growth, align with workforce development needs and enhance individual and community well-being and resilience.

## Values

We embrace **excellence and continual improvement** as individuals and as an institution.

We value **interconnections and relationships** with each other, across disciplines, between our living and learning environments and amongst the campus and surrounding community.

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 and perspectives.

We practice **honesty and integrity** in our communications and are mindful of situations where transparency or confidentiality ensure appropriate information sharing.

We demonstrate **responsible citizenship and stewardship** by taking individual actions that improve the safety, security and health of our local and global community.

We model a **solution-focused and innovative culture**, where every challenge is met with a positive, creative attitude and we proactively anticipate and respond to change.

## Promises

Colby-Sawyer provides a place-based, holistic and transformational educational experience that supports the realization of students' personal and professional potential, while developing in them the knowledge, skills and awareness to become thoughtful global citizens and prepares graduates for success in a rapidly changing global environment.

### *Sense of Place*

The town of New London and the surrounding Lake Sunapee Region provide beautiful landscapes and rich history that are located within the traditional ancestral homeland of the Abenaki, Pennacook and Wabanaki Peoples past and present. Our residential students benefit from the safety and intimacy of our small rural campus and our low student-to-faculty ratio encourages all learners to explore and find their place, and a sense of place, amongst their peers, in their professions and within whatever communities they call home. As an institution, we commit to preserve and enhance Colby-Sawyer's sense of place that maximizes the natural resources and beauty of New London and the region.

### *Personal and Holistic Learning Experience*

At the heart of Colby-Sawyer is the individualized educational experience that is made possible by our incredibly committed faculty and a staff that complements the lessons happening in the classroom. Through guided vocational explorations, students begin to discover their life's work and connect with learning opportunities and personal career paths that are specific to their unique interests and talents. The college offers a dynamic and innovative curriculum and an experiential Liberal Education Program that allows students to witness first-hand that the interconnected challenges of the world require collaborative, interdisciplinary solutions.

### *Transformative Education*

Our students and alumni speak of finding their voices, hitting their stride, trusting their strengths, accomplishing things they didn't know they could. We commit to provide a transformative learning environment for students so that they are prepared at graduation not only with skills, but with the confidence and preparation to apply their talents and discover their individual potential to build a better world. Students are given opportunities to evolve and adapt with guidance from faculty and staff who provide both rigor and support as students pursue intellectual inquiry, personal growth and professional preparation. They gain competency in teamwork and leadership by engaging in curricular and cocurricular activities within the vibrant

living-laboratory that is their campus and in real-life, project-based learning with community partners where they make a difference.

## Foundational Commitments

These inform and permeate Colby-Sawyer's vision, mission, values, promises and operational priorities.

### *Personal Well-Being*

We mindfully create conditions where healthy human beings can develop a sense of purpose, discover their potential to build a better world and thrive—physically, mentally, emotionally and spiritually.

### *Social Justice*

We deliberately promote and embody equity, diversity and inclusion to ensure all members of our communities can feel welcome, have a sense of belonging and experience high quality of life.

### *Economic Stability*

We actively maintain financial integrity via wise use of resources and relationships with companies that reflect our values, and we cultivate productive career professionals who pursue their vocation.

### *Ecological Balance*

We intentionally contribute to sustainable and resilient human and environmental systems, mitigate our contribution to climate change and protect natural resources through policies, practices and programs.

# 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.

## Baccalaureate Degrees

Students will 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 Professional Learners and Graduate Programs

For detailed information 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)
<b>Bachelor of Science Degree (B.S.) (online)</b>
Accelerated Bachelor of Science Health Studies R.N. to B.S. (online) R.R.T. to B.S. (online)
<b>Master of Science in Nursing Degree (M.S.N.) (online)</b>
Clinical Nurse Leader Nursing Education Nursing Management and Executive Leadership
<b>Master of Business Administration Degree (M.B.A.)</b>
Project Management Healthcare Administration
<b>Master of Science in Exercise Science (M.S.E.S.) (online)</b>
Applied Exercise Science Strength and Conditioning
<b>Master of Social Work (M.S.W.) (online)</b>
<b>Post-Master's Certificate Program (online)</b>
Nursing Post-Master's Certificate Program
<b>Doctor of Nursing Practice (D.N.P.) (online)</b>

## 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, D.N.P., and Associate of Science. Students are able to take 100% online credit courses (with in-person clinical experiences) 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](http://www.education.nh.gov/highered/compliance-allegation.htm).

Definitions for online students:

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

International students and distance education:

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

# 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 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 Integrative Experience. Students earning a B.A., B.S. or B.F.A. must also complete an internship and the senior-year capstone project and must make contributions to their student portfolios.

Students earning an Associate 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 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. Students must earn a minimum grade of C.

#### Learning Outcomes for WRT 101

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

- Students will practice writing as a process that involves prewriting, writing and rewriting.
- Students will formulate, evaluate and integrate criticism of written work.

In addition, students will complete two writing intensive (WI) courses in their major.

#### Learning Outcomes for Writing Intensive Courses

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

### *Quantitative Literacy (QL) Proficiency*

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:

Students will:

- Analyze a contemporary global issue from a variety of disciplinary perspectives. Through class discussions, presentations and essays, they will show how multiple disciplines help us appreciate the true complexity of a pressing contemporary issue.

- Employ critical reading and writing skills through reading responses and analytical essays.
- Reflect how facets of their own personal health and well-being relate to a contemporary global issue through reflective writing and communication.
- Practice effective oral communication skills through class discussions and oral presentations.
- Engage in collaborative group practices through class discussions and group projects.
- Connect their learning in class to their personal and professional goals through reflective writing and communication.

## Liberal Education Core Courses

### Vision Statement for Core Courses:

At Colby-Sawyer, students' professional and personal development are closely interconnected. In the six courses they will take in the "core," they will gain a broad base of knowledge and skills. These courses will challenge them to think in drastically different ways — to see the world as a scientist, as a philosopher, as a historian, as a psychologist. In the process, they will gain valuable professional skills, but they will also broaden their ideas about the world and think seriously about their place within it.

The skills students develop in these classes will be crucial to their professional success. These core courses will teach them 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 they will do within their major. But the skills will also help students prepare for a dynamic and evolving professional world after graduation. A well-rounded disciplinary background will help them to be flexible, marketable and adaptable in their professional career.

Beyond their professional application, these courses will offer students 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, students will learn to ask these questions, to think deeply about them and to consider what their answers might mean for the rest of their 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 students in their majors and in their professional lives after graduation. They will challenge students to think in new ways, to broaden their horizons and to find their 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, SM210.

**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.

**Science:** Credits: 4

Science is about exploration, curiosity and the development of 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 lifelong 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, BUS 366, ENV 325 and WRT 335. 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:

Students will:

- Articulate and integrate multiple perspectives within a particular discipline through in-class discussions, analytical writing and/or group collaborations.
- Analyze course topics in an interdisciplinary manner through in-class discussions, analytical writing and course projects.
- 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.
- Reflect how facets of their own personal well-being are related to the course topic through reflective writing and communication.
- Utilize effective communication skills through in-class discussion and presentations.
- Utilize creative and critical thinking to synthesize the broad body of knowledge gained from their liberal education courses, courses in their major or their cocurricular 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.

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.

## 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, healthcare, 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 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, create a basic LinkedIn account and submits an Internship Contract;
- 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, with a different site supervisor.
- 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 also 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.
- Take leadership in the college's community of scholars as catalysts for inquiry and discussion.

A student must complete a minimum of 18 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 Integrative Experience 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 University, Keene State College, New England College, Plymouth State University, Rivier University, 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 housing and food 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 academic 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 nonprofit 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.

## 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) 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:*

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



# Academic Policies

## Academic Calendar

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

## 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) are optional for application to Colby-Sawyer.

Note: SAT, ACT or The Test of Essential Academic Skills (TEAS), is required for all first-year nursing program applicants and are waived for the Fall 2021 and Fall 2022 entry year due to the COVID-19 pandemic. Transfer students are not required to submit TEAS scores.

### *First-Year Admission Early Action*

Early Action is a non-binding program for high school seniors. Students who apply for Early Action by December 1 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 1, the college's priority deadline.

## Undergraduate Program Annual Tuition and Fees: 2023-2024

### Tuition and Fees:

Tuition	\$17,500.00
Housing and Food	\$16,858.00
Mandatory Fees	\$900.00
Total	\$35,258.00

This total fee includes tuition (12-18 credits), standard room, board, laundry, technology, health, student activities and commencement fees.

The college recommends each student allow for an additional expenditure of \$2,000 each year for books, supplies and personal expenses.

Please note that a \$50 per course fee is charged for science lab courses.

### *Full-Time Tuition*

Full-time tuition rate includes 12-18 credits.

### *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 \$730\*

*\*Plus \$10 per credit technology fee*

*Online Course Tuition: R.N. to B.S. in Nursing and R.R.T to B.S.R.T:*

- Dartmouth-Hitchcock Health employees: \$270\* per credit
- Non-affiliates: \$300\* per credit

*\*Plus \$10 per credit technology fee*

*Accelerated Bachelor of Science in Nursing (ABSN):*

- \$13,900 per semester
- \$450 comprehensive fee per semester
- \$870 per credit if less than part-time

*\*Please note if you withdraw from the program, when you decide to return to Colby-Sawyer, you will be billed at the current rate of the program.*

#### *Summer Online Course (Undergraduate):*

\$300 per credit; as well as a technology fee \$10 per credit each semester

#### *Summer On-Campus Course (Undergraduate):*

\$730 per credit; as well as a technology fee \$10 per credit each semester

#### *Summer 2023 Internships:*

\$300 minimum charge with an additional \$150 per credit beyond 1 credit.

#### *Spring and Fall Internships (if not enrolled full-time):*

\$730 per credit

#### *Tuition Due Dates:*

Summer Sessions	May 15
Summer Internships	June 15
Fall Incoming Students	July 15
Fall Returning Students	August 1
Spring All Students	December 1

### 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.

### Payment Plan Information

Colby-Sawyer partners with a Nelnet to allow students and families to break their tuition bill down into monthly payments. Everyone is qualified to use the Nelnet service, and once enrolled, payments are made directly to Nelnet.

The college does not share information regarding your student account with Nelnet. Please refer to your college bill for your budget amount. If any changes are made to your Colby-Sawyer student account, it is the student's or family's responsibility to adjust their plan through Nelnet.

Payment plans are available April 1 for the academic year.

The college reserves the right to cancel your payment plan — especially for late or non-payment. The remaining

balance of cancelled plans is transferred back to the student's account and becomes immediately due in full to the college.

The payment plans are setup so that they will be paid in full before the end of the term. If you have not paid your balance in full, you will not be able to register or attend the next term. Enroll in an online Payment Plan at <https://mycollegepaymentplan.com/colbysawyer> or by calling Nelnet at 800.609.8056.

## Tuition or Housing and Food 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, housing and food will be based on the following:

<i>Time of withdrawal / leave of absence refund due:</i>	
Prior to the 1 <sup>st</sup> day of classes	100%
During the first 2 weeks of classes	80%
During the 3 <sup>rd</sup> week of classes	60%
During the 4 <sup>th</sup> week of classes	40%
During the 5 <sup>th</sup> week of classes	20%
After the 5 <sup>th</sup> week of classes	0%

### Summer Withdrawal Policy Session 201 and 202

If a student withdraws during the session, the college will calculate a refund based on both college policy and federal law. The following information should be used as a guideline. To determine the refund on your individual college bill, please contact the Financial Services Office.

<i>Time of withdrawal / leave of absence refund due:</i>	
Prior to the 1 <sup>st</sup> day of classes	100%
Through 1 <sup>st</sup> week of session start date	90%

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

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.

## Return of Federal Title IV Funds

This policy applies to students with federal aid who withdraw or are dismissed prior to completing 60% of the semester. Federal regulations require a specific refund calculation for all students receiving Federal Title IV Financial Aid Funds. This calculation, called the Return of Title IV Funds, determines how much federal funding the student "earned" up to the time of withdrawal. Title IV financial aid is earned in a prorated manner until 60% of the semester is completed. Title IV aid is considered 100% earned after the 60% point of the semester. If the student withdraws on or before the 60% point of the semester a portion of the Federal Title IV funds awarded to a student (Federal Pell Grant, Federal SEOG, Federal Direct Subsidized/Unsubsidized Loans or Federal Direct PLUS Loans) will be returned, if required, in accordance with federal regulations and within 45 days of the date of determination of the student's withdrawal. The return of these funds may result in the student owing a balance to the College and/or the federal government. No refunds for tuition, fees or housing are given for administrative withdrawals such as, but not limited to, disciplinary action that results in the suspension or expulsion of a student.

## Graduation Requirements

Degrees are awarded by vote of the faculty of the college and the Board of Trustees to students who have completed the liberal education, major program and residence requirements.

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, December 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.
- December graduation
  - Students planning to complete graduation requirements to graduate in December must have completed all course work and have official grades on file in the Registrar's Office by December 20. Students must apply for graduation with the Registrar's Office no later than November 1st.
- May graduation
  - Students planning to complete graduation requirements to graduate in May must have completed all course work and have official grades on file in the Registrar's Office no later than the Tuesday preceding the commencement ceremony.
  - During the fall semester the Registrar's Office will contact students via e-mail asking them to fill out a graduation application. Students must apply for graduation with the Registrar's Office no later than February 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 December may choose to participate in the commencement ceremony held in the previous May or the ceremony held in the following May.
  - Please note ABSN students are not allowed to participate in the previous May commencement ceremony.
- 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.
- Please note that you will not be able to participate in the graduation ceremony or receive your diploma if you have an outstanding balance on your account. Please contact Financial Services at 603.526.3744 if you see a Business Office hold on your account.

### *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.

### *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 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.
- 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.
- Incoming first-year Nursing students must complete all required BIO courses at Colby-Sawyer College.

### *Graduate Transfer Credits*

Colby-Sawyer College will accept up to 28 graduate transfer credits to an undergraduate program, provided that these credits are within a formal articulation agreement, pending Academic Policies Committee approval of the particular program.

### *Colby-Sawyer College Credit and National Examinations*

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for specific courses in the curriculum may take credit examinations. Students should take a national exam when available; however, when there is no equivalent national examination, a student may be able to take a Colby-Sawyer College 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](http://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](http://www.excelsior.edu/exams).
- Colby-Sawyer College Credit Examination
  - The decision to allow the student to take the examination is the prerogative of the program faculty.
  - Group examinations may be scheduled when practical.
  - A Pass/Fail grade may be used only when the course does not satisfy a requirement.
  - The method of evaluation must be determined by the program faculty and communicated to the student prior to the administration of the examination.
  - Students must accept the grade assigned, which, along with the credit earned, will be recorded on their permanent transcript.
  - The maximum number of credits that may be earned by credit examination is sixteen.
  - A flat fee is required for credit examinations.
  - Credit examinations must be evaluated with a letter grade (A, B, C, D, F) if they are to be used as a substitute for a requirement in the major, minor or in the Liberal Education Program.
  - If the student receives a passing grade on the examination they will be awarded the grades of 'CR' on their transcript.
  - For program exams students may petition in writing to the appropriate school dean for the course they wish to take the exam in.

### *Colby-Sawyer College Exemption Examinations*

Exemption examinations enable students to waive a prerequisite by demonstrating an appropriate level of proficiency, which allows them to move to a higher level of study.

- The appropriate level of proficiency is determined by the faculty member who administers the examination. No credit or grade is earned.

- Students wishing to take an exemption exam may talk to their advisor and the dean of the school associated with the course they wish to be exempted from.

## Examination Policies

There are many forms of examinations that faculty may choose to use during any course. These include but are not limited to tests, quizzes, mid-term exams, take home exams and final exams.

- Faculty members may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance.
- No changes in the final exam schedule may be made by students or faculty.
- No test, quiz or exam may be given over the last five class meeting days prior to the start of final exams.
- Students with three exams in one day may contact the registrar at least one week prior to the start of the exam period if they wish to reschedule one exam.
- All students are expected to schedule travel arrangements and other appointments in a manner that avoids conflict with the exam schedule.
- Should an emergency occur and a student cannot make a scheduled final exam, the student must e-mail the 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
- 600 – Doctoral 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
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A- = 3.70	B = 3.00	C = 2.00	D = 1.00	
	B- = 2.70	C- = 1.70	D- = 0.70	

- **A, A-** indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled, and extensive knowledge of facts and principles has been demonstrated.
- **B+, B, B-** indicate good performance. A substantial amount of critical thinking, reflection and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.
- **C+, C** indicate adequate performance. Critical thinking, reflection and application of knowledge have been demonstrated at a competent level. Writing and communication skills also are at a competent level. Requirements of the course have been fulfilled, and an understanding of facts and principles has been demonstrated.
- **C-, D+, D, D-** indicate performance that is barely acceptable. Very little critical thinking, reflection or application of knowledge has been demonstrated. Writing and communication skills often are inadequate. Some requirements may not have been fulfilled, and very little knowledge of facts and principles has been demonstrated. These are the lowest grades for which academic credit is given.
- **F** indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated, and requirements clearly have not been fulfilled. No college credit is given for this grade, but it is factored into the GPA. Students who withdraw from the college or from a course after the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a grade of F.
- **I** An incomplete is awarded only in unusual or extraordinary circumstances beyond the student's control. Prior to the end of the semester the student and the faculty member must agree that an incomplete is appropriate and agree upon a date by which all work will be submitted, no later than three weeks after the beginning of the following term. The student must file a permission form with the Academic Vice President and Dean of Faculty's Office no later than 5:00 p.m. of the last day of classes for the semester. Permission forms are located on the [myColby-Sawyer](#) site, in the [myRegistrar](#) section. If permission is granted, the student must submit all work by the agreed upon date and the faculty member must file a grade within seven days of that date.

- **W** Courses dropped between the end of the add/drop period and before the last day to withdraw from a course will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether a student or faculty member initiated withdrawal, automatically becomes an F (See the Academic Calendar). W's do not impact GPA.  
Students who withdraw from the college or a course before the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a W for their courses.
- **WA** Administrative withdrawal (if given after the deadline to withdraw from a course, the grade of "F" will be awarded to the student)
- **P** Pass in a Pass/Fail course does not impact GPA
- **NF** Failure in a Pass/Fail course
- **CR** Credit granted, no grade does not impact GPA
- **AU** Audit (no grade or credit granted)
- **NR** No grade reported
- **NC** No credit granted
- **E** Exempt - no credit granted does not impact GPA
- **[ ]** Repeated course: Only the latest registration affects cumulative average 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 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.

### Standardized grading scale

A = 93.0-100	B+ = 87.0-89.9	C+ = 77.0-79.9	D+ = 67.0-69.9	F = 00.0-59.9
A- = 90.0-92.9	B = 83.0-86.9	C = 73.0-76.9	D = 63.0-66.9	
	B- = 80.0-82.9	C- = 70.0-72.9	D- = 60.0-62.9	

### 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 their advisor.

### *Adding Courses*

Students may add courses and make credit adjustments to variable credit courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the [Academic Calendar](#) for deadlines to add courses. Requests to add courses must be submitted through PowerCAMPUS Self Service. Requests to change credit hours for variable credit courses must be submitted through [myRegistrar](#) using a permission form.

### *Dropping Courses*

Students may drop courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the college's Academic Calendar for deadlines to drop courses. Courses dropped during this period will not appear on the student's academic transcript. Requests to drop courses must be submitted through PowerCAMPUS Self Service.

### *Withdrawing from Courses*

Students may withdraw from a course without grade penalty between the end of the drop period and completion of 61% of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the

college's Academic Calendar for deadlines to withdraw from courses. Students wishing to withdraw from a course after the Add/Drop deadline should submit an electronic Course Withdrawal form located in the [myRegistrar](#) site. Courses will appear on the student's academic transcript with a grade of either W (Withdrawn) or WA (Administratively Withdrawn) depending on the circumstances.

Grades of W and WA are not factored in the grade point average. Students who do not register by June 1 for the fall semester or by January 1 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

### *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 12 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 24 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. This petition must be submitted no later than three weeks after the beginning of the following session (i.e. the following fall or spring semester for four-year undergraduate programs). Petitions received after this deadline will not be considered. 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 school dean. The academic affairs coordinator renders the final decision.
- The academic affairs coordinator reviews the student documentation and speaks with the appropriate school dean to review the facts of the investigation. If a conflict of interest among the parties to whom the appeal is addressed occurs:
- If the disputed grade was given by a faculty member who is also the dean, the faculty member, in consultation with the student, will select another faculty member from within the same school, to whom the student submits a written petition.
- If the academic affairs coordinator is the faculty member of the class in which the grade is disputed,

or is the academic advisor to that student, the academic vice-president and dean of faculty will select a senior faculty member who serves as a dean or on the Academic Review Board. The student will submit a written petition to this individual who will render a final decision.

- All grade appeal documentation will be retained on file in academic affairs coordinator's office.

## Academic Probation

Students whose cumulative grade point average (GPA) is below the minimum satisfactory standard of 2.00 for undergraduates or 2.70 for graduate students are placed on academic probation and notified in writing of their status. Academic probation indicates that students must improve their performance or risk suspension or dismissal at the end of the next semester. Satisfactory progress is monitored each semester to assure students meet the minimum 2.00 GPA for graduation. A student whose GPA is below 1.50 may be suspended; below a 1.00 a student may be dismissed without having been placed on academic probation in a prior semester.

Students on academic probation risk losing their financial aid and/or tuition-remission assistance and/or their athletic eligibility. Students are urged to meet 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 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 or 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.
- Hearings are usually scheduled after the end of finals in the fall and spring. Students who cannot attend a hearing during the usual dates may request an expedited hearing.
- Decisions on expedited online hearings are made based on the written appeal and the student's documented academic history.
- Family members and legal counsel are not permitted to attend the hearing.
- The members of the ARB will have a copy of the student's academic record which may include mid-semester grades and records of academic dishonesty.
- The chair of the hearing will communicate the board's decision to the student after the hearing and in writing to the student.
- The decision of the ARB is final.

## Student Classroom Responsibilities

Students are expected to take an active role in their courses, which includes attending class, completing assignments on time, participating in classroom activities and maintaining satisfactory academic progress.

At the beginning of each semester, faculty members are required to describe their expectations and grading policies, including those for attendance. A student who consistently fails to complete assignments or who is excessively absent from class may be withdrawn from the course by the faculty member. Written notification will be sent to the academic 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](mailto:BHCC@colby-sawyer.edu) so that the health record of the student can be kept current while at Colby Sawyer.

## Academic Honesty

Colby-Sawyer College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character and the maintenance of the college community. The integrity of academic life depends on cooperation among students, faculty and staff.

### *Forms of Academic Dishonesty*

#### Plagiarism

- Plagiarism is the submission of material as one's own work that is not the result of one's own effort. It is the use or imitation of the work of another author or artist and the representation of the work as one's own. Examples include:
  - Quoting paragraphs, sentences or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
    - Printed sources such as books, essays or articles;
    - Video and audio sources, such as taped interviews or television programs;
    - Papers, videotapes and audiotapes by other students;
    - Electronic sources such as internet, World Wide Web and CD-ROM.
  - Paraphrasing pages, paragraphs or sentences without acknowledging the source.
  - Using other people's ideas without giving them credit.
  - Writing a paper based on outside sources without using citations and a complete bibliography.
  - Acquiring papers or academic work and submitting it as one's own.
  - Using artificial intelligence to generate 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.

### *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 dishonesty supersedes the withdrawal; thus, the student may be deemed to have failed the course for academic dishonesty and therefore assigned a grade of "F."
- Single/Multiple offenses
  - If the academic dishonesty violation is the first for a particular student, the academic affairs

coordinator will maintain a record of the violation and may require an educational component.

- An academic honesty violation may impact a student's eligibility for certain college awards, honors or scholarships.
- If the academic dishonesty violation is a repeat offense for a particular student, the academic affairs coordinator may levy an additional penalty beyond the penalty issued by the faculty member. In addition, the academic affairs coordinator will maintain a record of the violation.
  - Normally, a second offense will result in a suspension for a semester which may be the current or following semester.
  - Normally, a third offense will result in a dismissal.
- If an alleged violation took place in a class taught by the academic affairs coordinator, then the academic vice president and dean of faculty will appoint a school dean to assume the academic affairs coordinator's role.

## Records

All records will be maintained in the academic affairs coordinator's files. For one violation, the record will be destroyed at the point of graduation or the student's withdrawal from the college. For multiple academic honesty violations, a permanent record will be placed in the student's file and a notation will appear on the transcript. A dismissal also results in a permanent record.

## Academic Honesty Appeals Process

### Appealing a Faculty Member's Finding

Students may appeal a finding of academic honesty violation or associated penalty and request a hearing for the following reasons:

- Evidence of procedural error in the initial sanctioning process;
- Imposition of an inappropriate or excessive penalty; or
- Evidence to refute a faculty member's finding. Simple disagreement with a faculty member is not a sufficient basis for an appeal.

After meeting with the academic affairs coordinator, a student may petition in writing to the academic affairs coordinator to appeal the finding of academic honesty violation or associated penalty. This appeal must be received by the academic affairs coordinator within a period of five business days from the date of the academic affairs coordinator's meeting with the student. The petition for appeal must be based upon one of the claims listed above.

Upon receiving an appeal request the academic affairs coordinator will assemble an Academic Honesty Appeals Board consisting of two faculty members and one staff member from the Academic Review Board. Whenever possible, at least one of the members of the board will be a tenured faculty member. The academic affairs coordinator will serve as the chair and non-voting member. In the event that a faculty member or staff member feels that he or she should not participate in the hearing of a particular case, the academic affairs coordinator will complete the board with another member of the Academic Review Board or find another member of the faculty or staff if another Academic Review Board member is not available. A voting member of the board is not permitted to abstain from voting once the facts and issues of the case have been presented.

Once assembled, the Academic Honesty Appeals Board will meet to discuss the process, including information that is needed, dates for submission of this information to the Appeals Board and timeline for the hearing. All information requested by the Appeals Board will also be sent to the student and faculty member involved in the hearing. The hearing will take place as promptly as circumstances allow. Every effort will be made to have this occur prior to the start of the next academic semester. During an Academic Honesty Appeals Board hearing, all parties will have the opportunity to present evidence and arguments relevant to the disputed decision. An Academic Honesty Appeals Board hearing may result in one of the following actions:

- Confirmation of the original faculty decision;
- Confirmation of the original faculty decision and alteration of the original penalty; or
- Reversal of the original faculty decision and cancellation of the original penalty.

The determination of the Academic Honesty Appeals Board is final.

#### Appealing Penalties Levied by the Academic Affairs Coordinator

If a student is appealing the academic affairs coordinator's additional penalty for a multiple offense or if the academic affairs coordinator is the instructor for the course where academic dishonesty is alleged, the student should send the appeal to the academic vice president and dean of faculty within a period of five business days of the meeting with the academic affairs coordinator. The academic vice president and dean of faculty will appoint a school dean to assume the academic affairs coordinator's role for the appeal process.

#### Burden of Proof/Evidentiary Standards

Formal rules of process, procedure and/or technical rules of evidence, such as those applied in criminal or

civil court proceedings, are not used in academic honesty appeal hearings. The standard that the appeals board will use is the standard 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 and 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.

## 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. 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.

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: Students who have been gone for 5 years or more 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
  - 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.

- 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 December graduates, regardless of when or if they participate in a commencement ceremony, are

eligible for awards in the May following completion of their degree requirements. 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.

### *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 and have completed at least fifty percent of their credits at Colby-Sawyer.

#### *Richard Crosby Memorial Award*

This award, established in 1976 in honor of faculty member Richard Crosby, a member of the English Department from 1952 to 1976, may be awarded annually to a student for excellence in British literature.

#### *Gula Graves Plummer Award*

This award is given to the student or students who have distinguished themselves through the exercise of spiritual and/or moral leadership in the college community or through academic work informed by their religious commitments.

#### *Wynne Jesser McGrew Senior Scholar-Athlete Awards*

The Wynne Jesser McGrew Senior Scholar-Athlete Award may be given to the graduating female senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college. The Senior Scholar-Athlete Award may be given to the graduating male senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

#### *James Duane Squires Book Award*

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College faculty member James Duane Squires. Professor Squires was a faculty member from 1933 to 1970 and served as chair of the Social Sciences Department for all but two of those years. He also served as director of public affairs for many years. This award is presented by the Academic 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.

### *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.

### *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.

## Course Delivery Methods

### DEFINITIONS OF COURSES

(WI) writing intensive course

(QL) quantitative literacy that is not coded MAT

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 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.

# Campus Spaces & 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.

### 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)

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 & Social Sciences, as well as faculty of the School of Arts & 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 & 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)

Named for generous supporters and champions of the arts William and Sonja Carlson Davidow '56, this hub of creativity opened in the fall of 2017 and offers state-of-the-art studios, the Niblack Black Box Theater, the Davidow Fine Art Gallery and offices for faculty. It also features stunning views of Mt. Kearsarge and scenic outdoor art in the sculpture garden outside the gallery.

### 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.

**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 & 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 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, fondly referred to as the Sunshack, 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)**

Austin Hall 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 and houses first-year students. 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)**

Burpee Hall is mixed gender and houses returning students. 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 returning students in 10 suites. Suites are mixed gender. 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)**

Lawson Hall offers suite style living for first-year students and is 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 houses first-year students. 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 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.

**College Houses**

The College Houses — London House, Red House, Grey House, White House and Yellow House — allow for students to have more independence and are a great stepping-stone to living outside of the college setting. Students understand the expectations and responsibilities in living in these 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 '66 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 & Faculty

## Governing Body

### Board of Trustees

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

Caroline Barry '16

Jourdain K. P. Bell '19

Collin D. Bray '06

Wendy G. Carey

Aimee M. Claiborne

Edwin A. Cowell

Thomas C. Csatari

Ann Carroll Harris

Mitchell E. Harris

Amy Hedison

Lisa M. Hogarty '81, Chair

Thomas W. Hoyt

Susan MacMichael John '68

Bruce P. King

Anthony H. Librot '94, Vice Chair

Andrew Lydecker '00

Beth Constantinides Meurlin '70

William H. Mitchell

JoAnn Franke Overfield '69

Susan B. Pomerantz '70

Sally Shaw Veitch '66

Barbara-Jan Wilson

### Honorary Life Trustees

Anne Winton Black '73, '75

Thomas C. Csatari

William H. Dunlap P '98

### Senior Staff

Karen I. Bonewald, Vice President for Finance and Administration

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

Valerie LeClair, Vice President for Admissions and Financial Aid

Gregg Mazzola, Vice President for Marketing and Communications

Daniel B. Parish, Vice President for College Advancement and Interim Vice President for Admissions and Financial Aid

Ron Price, Vice President for Human Resources and Chief Diversity Officer

Eden Wales Freedman, Academic Vice President and Dean of Faculty

## Faculty 2023-2024

**Arianna M. Anton, 2014**

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

**Brandon Arvesen, 2022**

*Assistant Professor, School of Arts & Sciences*  
B.A., Goucher College  
M.A., Johns Hopkins University  
M.F.A., Goucher College

**Christopher J. Audino, 2015**

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

**Kevin Avery, 2023**

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

**Ariana Vidana, 2023**

*Adjunct Faculty, School of Business & Social Sciences*  
B.S., Northwestern University  
M.A., University of Toledo  
Ph.D., University of Toledo

**Nicholas A. Baer, 2004**

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

**Kristie Baldwin, 2021**

*Adjunct Faculty, School of Business & Social Sciences*  
B.A., New England College  
M.S., New England College  
Ed.M., Ed.D., New England College

**Caren Baldwin-DiMeo, 2005**

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

**Marguerite (Peg) Barnes, 2023**

*Adjunct Faculty, School of Arts & Sciences*  
B.S. Keene State College  
K-12 Art Certification, Franklin Pierce College

**Janet Bauer, 2016**

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

**Megan Baxter, 2020**

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B.F.A., Goddard College  
M.F.A., Vermont College of Fine Arts

**Alicia Bergeron, 2020**

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**Donna E. Berghorn, 1991**

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

**Christine Konicki Bieszcza, 2008**

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**Wally D. Borgen, 2008**

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M.S., Pace University  
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**Kimberly A. Boulanger, 2012**

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Psy.D., University of the Rockies

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M.B.A., University of Chicago

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M.A., Brown University  
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**R. Todd Coy, 2005**  
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B.A., University of Houston at University Park  
M.S., University of Houston at Clear Lake  
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*Assistant Professor, School of Arts & Sciences*  
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**Holley Dupre, 2022**  
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B.A., Berry College  
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**Kathleen P. Farrell, 2009**  
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*Professor; Dean of the School of Nursing & Health Sciences*  
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B.S., Merrimack College  
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B.S., Rensselaer Polytechnic Institute

M.A., Ph.D., Boston College

**Jody Eva Murphy, 2000**  
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 B.S., Franklin Pierce College  
 M.B.A., New Hampshire College  
 Ph.D., Capella University

**Bill Nunnally, 2021**  
*Adjunct Faculty, School of Arts & Sciences*  
 B.A., Saint Anselm College  
 M.A., University of New Hampshire  
 M.A., University of Dallas  
 Ph.D. (in progress), University of Dallas

**Kathleen D. Nunes, 2020**  
*Assistant Professor, School of Nursing & Health Sciences*  
 B.S., Springfield College  
 B.S.N., George Mason University  
 M.Ed., Franklin Pierce University

**Jessica O'Connor, 2020**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
 B.A., Keene State College

**Christina O. Perez, 2021**  
*Assistant Professor, School of Business & Social Sciences*  
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 M.A., Ph.D. University of Toledo

**Jeffrey A. Phillips, 2009**  
*Assistant Professor, School of Business & Social Sciences*  
 B.A., Clark University  
 M.B.A., Nichols College  
 M.A., University of Maine

**Meaghan E. Pilling, 2018**  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.A., Colby-Sawyer College  
 M.A., Saint Michael's College  
 M.S., Antioch University  
 Psy. D., Antioch University

**Daniel P. Regan, 2021**  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.A., University of Massachusetts  
 M.B.A., Southern New Hampshire University

**M.J. Richardson, 2011**  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.S., Colby-Sawyer College  
 M.S., University of Exeter

**Benjamin E. Rieke, 2020**  
*Assistant Professor, School of Nursing & Health Sciences*  
 B.S.N., Baylor University  
 M.S.N., University of Texas at Arlington

**Gary Robinson, 1975**  
*Adjunct Faculty, School of Arts & Sciences*  
 B.A., Franconia College

**Courtney Rogers, 2019**  
*Assistant Professor, School of Nursing & Health Sciences*  
 B.A., University of New Hampshire  
 M.B.A., Southern New Hampshire University  
 M.S.N., Franklin Pierce University

**Tia Savage, 2024**  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.A., Colby-Sawyer College  
 M.S.W., Simmons College School of Social Work

**Linda Savinsky, 2020**  
*Adjunct Faculty, School of Nursing & Health Sciences*

**Paula B. Seaman, 2017**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
 B.S., University of Massachusetts, Amherst  
 M.P.A., Suffolk University  
 M.S., D.A., Franklin Pierce University

**Kyle Seibert, 2023**  
*Adjunct Faculty, School of Arts & Sciences*  
 B.A., Boston College  
 M.B.A., Loyola University Chicago  
 M.Div., Lutheran School of Theology at Chicago

**Alison R. Seward, 2021**  
*Adjunct Faculty, School of Business & Social Sciences*  
 A.B., Princeton University  
 M.P.P., Georgetown University

**Casey Shaffer, 2023**  
*Assistant Professor, School of Nursing and Health Sciences*  
 B.S.N., Missouri Western State University  
 M.S.N., Walden University

**Theodore J. Smith, 2005**  
*Assistant Professor, School of Nursing & Health Sciences*  
*Director, Athletic Training Education Program*  
 B.S., M.S., Frostburg State University

**Kyle Soldano, 2023**  
*Assistant Professor, School of Business & Social Sciences*  
 B.A., University of Maine  
 M.B.A., Fitchburg State University  
 Ed.D., University of Southern Mississippi

**Courtney Spalding-Mayer, 2020**  
*Adjunct Faculty, School of Arts & Sciences*  
 B.S., Northwestern University  
 M.F.A., University of New Hampshire

**William F. Spear, 2008**  
*Adjunct Faculty, School of Business & Social Sciences*

B.S., B.A., Emmanuel College  
M.B.A., Norwich University  
D.B.A., Walden University

**Alexis Speck Glennon, 2023**

*Assistant Professor, School of Business & Social Sciences*  
*M.S.W Practicum Director*  
B.A., St. John Fisher College  
M.S.W., Arizona State University  
D.S.W., University of Buffalo

**Maureen Sroczyński, 2023**

*Assistant Professor, School of Nursing and Health Sciences*  
B.S.N., University of Massachusetts, Amherst  
M.S.N., Boston University  
D.N.P., MGH Institute of Health Professions

**Michael S. Staunton, 2022**

*Assistant Professor, School of Business & Social Sciences*  
B.A., Saint Michael's College  
M.A., University of New Hampshire  
Ph.D., University of New Hampshire

**Julie Steele, 2021**

*Assistant Professor, School of Nursing & Health Sciences*  
B.S.N., Regents College  
M.S.N., Albany Medical College  
D.N.P., Duke University

**Kerstin Stoedefalke, 1991**

*Professor, School of Nursing & Health Sciences*  
B.S., Pennsylvania State University  
M.S., University of Montana  
Ph.D., University of Exeter

**Susan D. Stuebner, 2016**

*Professor, School of Business & Social Sciences*  
*President of the College*  
A.B., Dartmouth College  
Ed.M., Ed.D., Harvard University Graduate School of Education

**Beth Swanson, 2018**

*Adjunct Faculty, School of Nursing & Health Sciences*  
B.A., Wittenberg University  
M.S., University of Indianapolis  
D.P.T., The Sage Colleges

**Siobhan Swanson, 2020**

*Adjunct Faculty, School of Business & Social Sciences*  
B.A., Framingham State College  
M.Ed., Northeastern University

**Courtney Gray Tanner, 2020**

*Adjunct Faculty, School of Business & Social Sciences*  
B.A., Saint Anselm College  
J.D., University of New Hampshire  
M.S.W., University of New Hampshire

**Kathleen M. Tennent, 2010**

*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., Ottawa University School of Nursing  
M.P.H., Boston University School of Medicine / Public Health  
D.N.P., University of New Hampshire 2023

**Lindsey M. Thompson, 2018**

*Assistant Professor, School of Nursing & Health Sciences*  
B.S., State University of New York at Potsdam  
B.S.N., University of Rochester School of Nursing  
M.S.N., Colby-Sawyer College

**Alexander Thorngren, 2019**

*Adjunct Faculty, School of Nursing & Health Sciences*  
B.A., Vermont College  
M.S., Dartmouth College  
Ed.D., University of Vermont

**Jennifer Tockman, 2020**

*Adjunct Faculty, School of Arts & Sciences*  
B.S., University of Massachusetts Amherst  
M.B.A., Framingham State University

**Catherine Turcotte, 2013**

*Professor, School of Business & Social Sciences*  
B.A., New England College  
M.A., Ph.D., University of New Hampshire  
M.S.W. Fordham University

**Jason C. Vallee, 2022**

*Assistant Professor, School of Business & Social Sciences*  
B.A. Plymouth State College  
M.A., Ph.D. The Fielding Graduate University

**Stacey L. Watts, 2007**

*Associate Professor, School of Business & Social Sciences*  
B.S., Ithaca College  
M.Ed., Springfield College  
Ph.D., Northcentral University

**Nanci Weinhold, 2019**

*Assistant Professor, School of Nursing & Health Sciences*  
B.S.N., Colby-Sawyer College  
M.S.N., Franklin Pierce University

**Karen West, 2020**

*Adjunct Faculty, School of Arts & Sciences*  
B.A., Hunter College, CUNY  
M.A., CUNY Graduate Center  
M.S., Logan University

**Chery A. Whipple, 2017**

*Associate Professor, School of Arts & Sciences*  
B.S., Lake Erie College  
M.S., Ph.D., University of New Hampshire

**Peter A. White, 2001**

*Professor, School of Arts & Sciences*



*Sonja C. and William H. Davidow Endowed Chair*  
B.S., University of Massachusetts at Dartmouth  
Ph.D., Indiana State University

**Jennifer M. Whitton, 2016**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S., Evelyn L. Spiro School of Nursing at Wagner College  
M.S., New York University College of Nursing

**Hilary D. Williams, 2012**  
*Associate Professor; Dean of the School of Arts & Sciences*  
B.A., Williams College  
M.F.A., The University of Tennessee, Knoxville

## Faculty Emerit

Maryann Allen, Ed.D., MLS, 2004-2023  
Patrick D. Anderson, M.A., Ph.D. 1977-2020  
Martha M. Andrea, M.F.A. 1978-2005  
Loretta S. Wonacott Barnett, M.F.A., 1978-2021  
Gerald M. Bliss, M.F.A. 1988-2009  
Janet Bliss, M.Ed. 1975-2013  
John Bott, M.F.A. 1977-2008  
Joseph C. Carroll, Ph.D. 1977-2015  
Marc A. Clement, Ph.D. 1974-2009  
Hilary P. Cleveland, Licessci. Pol. 1955-1991  
Cheryl Coolidge, Ph.D. 2002-2016  
Larry B. Dufault, Ph.D., J.D. 1973-2000  
Jean Eckrich, Ph.D., 1995-2021  
Janice K. Ewing, Ph.D. 1995-2009  
Thomas C. Galligan, Jr., J.D., L.L.M. 2006-2016  
Lynn J. Garrioch, Ph.D., 2001-2021  
Joan M. Huber, M.S., 2001-2021  
Melissa Meade, Ph.D. 2004-2017  
Basia M. Pietlicki, Psy.D. 2003-2016  
Harvey J. Pine, Ph.D., 2008-2022  
Anthony N. Quinn, M.S., L.H.D. 1991-2014  
Susan A. Reeves, Ed.D. 2003-2019  
Donald E. Robar, Ed.D. 1967-1996  
Olivia Smith, Ph.D. 1992-2011  
William F. Spear, D.B.A. 2008-2922  
Kathryn Springsteen, Ph.D. 1977-2000  
Ann Page Stecker, M.A. 1980-2020  
Benjamin B. Steele, Ph.D. 1988-2019  
Laura A. Sykes, Ph.D. 1993-2023  
Deborah A. Taylor, Ph.D. L.H.D. 1976-2016  
William A. Thomas, Ph.D. 1991-2017  
Margaret C. Wiley, Ph.D. 1998-2015  
Bert Yarborough, M.F.A. 2004-2018

# Courses

## Accounting

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

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.

**Credits** 4

**Proficiency**

QL

**Semester Offered**

Offered fall and spring

### **ACC 217 : Financial Analysis and Reporting**

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

**Credits** 4

**Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

**Semester Offered**

Offered fall

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

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.

**Credits** 4

**Prerequisite Courses**

[ACC 217: Financial Analysis and Reporting](#)

**Semester Offered**

Offered fall of odd-numbered years

### **ACC 342 : Taxation**

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.

**Credits** 4

**Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

**Semester Offered**

Offered spring of odd-numbered years

### **ACC 349 : Auditing and Financial Fraud**

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.

**Credits** 4

**Prerequisite Courses**

[ACC 217: Financial Analysis and Reporting](#)

**Semester Offered**

Offered fall of even-numbered years

### **ACC 351 : Business Lab Assistant**

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.

**Credits** 2

**Prerequisites**

- A minimum grade of B (3.00) in [ACC 217](#);
- Permission of instructor

**Semester Offered**

Offered fall

# Art History

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

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.

**Credits 4**

**Proficiency**

WI

**Liberal Education Core**

History

**Semester Offered**

Offered fall

## **ARH 321 : History of Photography**

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.

**Credits 4**

**Prerequisites**

- Completion of 3 Liberal Education Core Areas.

**Semester Offered**

Offered fall of odd-numbered years

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

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.

**Credits 4**

**Prerequisite Courses**

[ARH 203: Art History Survey](#)

**Semester Offered**

Offered spring of even-numbered years

## **ARH 340 : History of East Asian Art and Culture**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of 3 Liberal Education Core Areas.

**Semester Offered**

Offered spring of odd-numbered years

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

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.

**Credits 4**

**Prerequisite Courses**

[ARH 203: Art History Survey](#)

**Semester Offered**

Offered fall of even-numbered years

# Biology

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

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Science

**Semester Offered**

Offered fall

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

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.

**Credits** 4

**Proficiency**

WI, QL

**Liberal Education Core**

Science

**Semester Offered**

Offered spring

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

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.

**Credits** 4

**Liberal Education Core**

Science

**Semester Offered**

Offered fall

**BIO 115 : In Pursuit of Solutions**

This course uses an inquiry based investigative approach to explore and explain a range of relevant scientific topics. Climate change, vaccine development, cloning, and genetically modified organisms will all be explored. Laboratory experiments combined with class discussions will help to create critical-thinking scientists who understand and utilize the scientific method. These informed citizens will conduct independent research (including data collection and analysis), as well as assess and identify reliable data sources to make evidence-based decisions and dispel common misconceptions.

Science Core.

**Credits** 4

**Liberal Education Core**

Science

**Semester Offered**

Offered spring of odd-numbered years

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

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.

**Credits** 4

**Semester Offered**

Offered fall and spring

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

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.

**Credits** 4

**Liberal Education Core**

Science

**Prerequisite Courses**

[BIO 205: Human Anatomy and Physiology I \(+lab\)](#)

**Semester Offered**

Offered fall and spring

**BIO 207 : Microbiology (+lab)**

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

Fall registration available only to students majoring in nursing.

Spring registration available only to students not majoring in nursing.

**Credits** 4

**Liberal Education Core**

Science

**Semester Offered**

Offered fall and spring

**BIO 221 : Evolution**

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.

**Credits** 2

**Proficiency**

WI

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered fall

**BIO 223 : Genetics (+lab)**

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.

**Credits** 4

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered spring

**BIO 240 : Biomedical Research I**

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.

**Credits** 4

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered summer

**BIO 285 : Biology Internship**

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.

**Credits** 1-4

**Prerequisites**

- Pre-internship seminar;
- Permission of academic advisor and faculty sponsor.

**Semester Offered**

Offered fall, spring, and summer

**BIO 304 : Biochemistry (+lab)**

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.

**Credits** 4

**Prerequisites**

[CHE 307](#) or permission of instructor

**Semester Offered**

Offered fall

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

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.

**Credits** 4

**Prerequisite Courses**

[BIO 107: Introduction to Ecology \(+lab\)](#)

**Semester Offered**

Offered spring of even-numbered years

**BIO 317 : Aquatic Ecology**

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.

**Credits 4**

**Prerequisite Courses**

[BIO 107: Introduction to Ecology \(+lab\)](#)

**Semester Offered**

Offered fall of even-numbered years

**BIO 318 : Terrestrial Ecology**

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.

**Credits 4**

**Prerequisite Courses**

[BIO 107: Introduction to Ecology \(+lab\)](#)

**Semester Offered**

Offered fall of odd-numbered years

**BIO 319 : Virology**

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.

**Credits 2**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered spring of even-numbered years

**BIO 321 : Cell Biology (+lab)**

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.

**Credits 4**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered spring of odd-numbered years

**BIO 322 : Immunology**

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.

**Credits 2**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered fall of even-numbered years

**BIO 325 : Animal Physiology**

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.

**Credits 2**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered fall of odd-numbered years

**BIO 331 : Toxicology**

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.

**Credits 2**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

[CHE 102: Principles of Chemistry II \(+lab\)](#)

**Semester Offered**

Offered spring of even-numbered years

**BIO 332 : Concepts in Pharmacology**

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.

**Credits 2**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

[CHE 102: Principles of Chemistry II \(+lab\)](#)

**Semester Offered**

Offered spring of odd-numbered years

**BIO 340 : Biomedical Research II**

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.

**Credits 4**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered summer

**BIO 351 : Research Design**

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.

**Credits 1**

**Proficiency**

WI

**Prerequisite Courses**

[BIO 221: Evolution](#)

[BIO 223: Genetics \(+lab\)](#)

**Prerequisites**

GPA  $\geq$  2.0 in major courses to date

**Semester Offered**

Offered spring

**BIO 407 : Conservation Biology**

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

**Credits 4**

**Prerequisite Courses**

[BIO 107: Introduction to Ecology \(+lab\)](#)

**Semester Offered**

Offered spring of odd-numbered years

**BIO 440 : Biomedical Research III**

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.

**Credits 4**

**Prerequisite Courses**

[BIO 106: The Chemical and Cellular Basis of Life \(+lab\)](#)

**Semester Offered**

Offered summer

**BIO 485 : Biology Internship**

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.

**Credits 1-3**

**Prerequisites**

- Pre-internship seminar;
- Permission of academic advisor and faculty sponsor.

**Semester Offered**

Offered fall, spring, and summer



**BIO 486 : Senior Research I**

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.

**Credits 2**

**Prerequisite Courses**

[BIO 351: Research Design](#)

**Prerequisites**

GPA  $\geq 2.0$  in major courses to date

**Semester Offered**

Offered fall

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

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.

**Credits 1**

**Proficiency**

WI, QL

**Prerequisite Courses**

[BIO 486: Senior Research I](#)

**Prerequisites**

GPA  $\geq 2.0$  in major courses to date

**Semester Offered**

Offered spring

## Business Administration

**BUS 101 : First-Year Business Seminar**

The 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 entering students intending on majoring in business. Students who enter the business major after the first-year of study at CSC or elsewhere, will be exempted from the First-Year Seminar. The course is intended for first-year business majors only.

**Credits 2**

**Semester Offered**

Offered fall

**BUS 115 : Essentials of Business**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall

**BUS 204 : Management Principles**

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.

**Credits 4**

**Proficiency**

WI

**Prerequisite Courses**

[WRT 101: Introduction to Academic Writing](#)

**Semester Offered**

Offered fall and spring

**BUS 219 : Introduction to Investing**

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, or business majors who have not taken [BUS 416](#), as it approaches investing from the novice's perspective. Students who have taken BUS 416 are not eligible to take this course.

**Credits 2**

**Proficiency**

QL

**Prerequisites**

- Successful completion of math proficiency;
- Sophomore standing or above.

**Semester Offered**

Offered fall

**BUS 220 : Business Statistics**

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.

**Credits 4**

**Proficiency**

QL

**Semester Offered**

Offered fall and spring

**BUS 226 : Introduction to Personal Finance**

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.

**Credits 2**

**Prerequisites**

[MAT 122](#) or above or permission of instructor.

**Semester Offered**

Offered fall

**BUS 231 : Marketing Principles**

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.

**Credits 4**

**Semester Offered**

Offered fall and spring

**BUS 233 : American Capitalism and Labor**

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.

**Credits 4**

**Liberal Education Core**

History

**Semester Offered**

Offered fall of odd-numbered years

**BUS 285 : Business Internship**

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.

**Credits 1-4**

**Prerequisites**

- Pre-internship seminar;
- Permission of the faculty sponsor and the Dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

**BUS 312 : Business Computing**

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.

**Credits 4**

**Prerequisite Courses**

[BUS 220: Business Statistics](#)

**Semester Offered**

Offered fall and spring

**BUS 316 : Human Resource Management**

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.

**Credits 4**

**Prerequisites**

[BUS 204](#), [PSY 101](#) or permission of the instructor

**Semester Offered**

Offered fall

**BUS 318 : Corporate Finance**

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.

**Credits 4**

**Prerequisites**

A minimum grade of C (2.00) in [ACC 216](#)

**Semester Offered**

Offered fall and spring

**BUS 323 : International Management**

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.

**Credits 4**

**Prerequisite Courses**

[WRT 101: Introduction to Academic Writing](#)

**Prerequisites**

- Sophomore standing or above.

**Semester Offered**

Offered spring of odd-numbered years

**BUS 324 : Labor Relations and Negotiations**

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.

**Credits 2**

**Prerequisite Courses**

[BUS 204: Management Principles](#)

**Prerequisites**

[BUS 316](#) is helpful.

**Semester Offered**

Offered spring of even-numbered years

**BUS 329 : Our Changing World**

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

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Sophomore standing or above.
- Completion of 3 exploration courses.

**Semester Offered**

Offered spring

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

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.

**Credits 4**

**Prerequisite Courses**

[BUS 204: Management Principles](#)

[BUS 231: Marketing Principles](#)

**Semester Offered**

Offered fall of odd-numbered years

**BUS 338 : Project Management**

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.

**Credits 2**

**Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

[BUS 204: Management Principles](#)

[BUS 231: Marketing Principles](#)

**Prerequisites**

- Junior standing or above.

**Semester Offered**

Offered spring of even-numbered years

**BUS 339 : Sales and Strategic Marketing**

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

**Credits 4**

**Prerequisite Courses**

[BUS 231: Marketing Principles](#)

**Semester Offered**

Offered fall

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

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.

**Credits 4**

**Prerequisites**

[BUS 115](#) or [BUS 204](#)

**Semester Offered**

Offered fall of even-numbered years

**BUS 343 : Real Estate**

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.

**Credits 2**

**Prerequisites**

- Any math proficiency.

**Semester Offered**

Offered spring of even-numbered years

**BUS 347 : Event Management**

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.

**Credits 2**

**Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

[BUS 204: Management Principles](#)

[BUS 231: Marketing Principles](#)

**Semester Offered**

Offered spring of even-numbered years

**BUS 352 : Effective Performance Management**

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.

**Credits 4**

**Prerequisites**

[BUS 115](#) or [BUS 204](#) or [PSY 101](#)

**Semester Offered**

Offered spring of odd years

**BUS 353 : Business Ethics and Law**

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.

**Credits 4**

**Prerequisites**

[BUS 115](#) or [BUS 204](#) or BUS 215 or any POL course

**Semester Offered**

Offered spring

**BUS 354 : Marketing Communications**

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.

**Credits 4**

**Prerequisite Courses**

[BUS 231: Marketing Principles](#)

**Semester Offered**

Offered fall of odd number years.

**BUS 366 : Be Your Own Boss**

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 nonprofit, real estate and property management, web content creator, childcare facility owner and graphic designer.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Junior standing;
- MAT proficiency;
- Completion of three Exploration or Core Liberal Education Areas

**Semester Offered**

Offered fall

**BUS 367 : Entrepreneurship**

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.

**Credits 4**

**Prerequisites**

[BUS 115](#) or [BUS 204](#); and junior standing or above

**Semester Offered**

Offered spring

**BUS 401 : Senior Seminar**

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.

**Credits 1**

**Prerequisite Courses**

[BUS 485: Business Administration Internship](#)

**Prerequisites**

- Senior standing.

**Semester Offered**

Offered fall

**BUS 403 : Organizational Behavior**

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.

**Credits** 4

**Proficiency**

WI

**Prerequisites**

[BUS 204](#) or [PSY 101](#), junior standing or above

**Semester Offered**

Offered fall

**BUS 407 : Advertising and Social Media**

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).

**Credits** 4

**Prerequisites**

[BUS 231](#), permission of instructor

**Semester Offered**

Offered fall of even-numbered years

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

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.

**Credits** 4

**Prerequisite Courses**

[BUS 231: Marketing Principles](#)

**Semester Offered**

Offered spring

**BUS 416 : Investment Management**

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.

**Credits** 4

**Prerequisites**

A minimum grade of C (2.00) in [BUS 318](#)

**Semester Offered**

Offered spring

**BUS 419 : Financial Markets and Institutions**

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.

**Credits** 4

**Prerequisite Courses**

[BUS 318: Corporate Finance](#)

[ECO 201: Principles of Economics](#)

**Semester Offered**

Offered spring of even numbered years

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

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.

**Credits** 4

**Prerequisites**

[BUS 204](#), any HIS course

**Semester Offered**

Offered fall of odd-numbered years



### **BUS 425 : Quantitative Management**

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.

**Credits 4**

#### **Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

[BUS 204: Management Principles](#)

[BUS 220: Business Statistics](#)

[BUS 231: Marketing Principles](#)

[BUS 312: Business Computing](#)

#### **Prerequisites**

- Junior standing or above.

#### **Semester Offered**

Offered fall

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

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.

**Credits 4**

#### **Prerequisite Courses**

[BUS 318: Corporate Finance](#)

[BUS 403: Organizational Behavior](#)

[BUS 425: Quantitative Management](#)

[ECO 201: Principles of Economics](#)

#### **Prerequisites**

- Senior standing.

#### **Semester Offered**

Offered spring

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

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.

**Credits 5**

#### **Prerequisites**

- Pre-internship seminar;
- Permission of the faculty sponsor and the dean for the School of Business & Social Sciences.

#### **Semester Offered**

Offered fall, spring, and summer

## **Chemistry**

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

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.

**Credits 4**

#### **Proficiency**

QL

#### **Liberal Education Core**

Science

#### **Prerequisites**

- Successful completion (B- or better) of two years of high school algebra or [MAT 206](#)

#### **Semester Offered**

Offered fall

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

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. A \$50 lab fee is charged.

**Credits 4**

**Proficiency**

QL

**Prerequisites**

[CHE 101](#) with a "C-" or better

**Semester Offered**

Offered spring

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

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.

**Credits 4**

**Proficiency**

QL

**Prerequisites**

[CHE 102](#) with a "C-" or better

**Semester Offered**

Offered fall

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

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. A \$50 lab fee is charged.

**Credits 4**

**Proficiency**

QL

**Prerequisites**

[CHE 307](#) with a "C-" or better

**Semester Offered**

Offered spring

## Child Development

**CHI 101 : Child Growth and Development**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall

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

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.

**Credits 4**

**Semester Offered**

Offered spring of even-numbered years

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

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.

**Credits 2**

**Semester Offered**

Offered fall

**CHI 201 : Infant and Toddler Development**

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.

**Credits 4**

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered spring



**CHI 207 : Developmentally Appropriate Practices**

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.

**Credits** 2

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered spring

**CHI 285 : Child Development Internship**

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.

**Credits** 1-4

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Prerequisites**

- Pre-internship seminar;
- Permission of the faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

**CHI 305 : Family and Community Engagement**

This course uses a family systems approach to introduce 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. Special attention will be devoted to applied skills in working with children and families.

**Credits** 4

**Proficiency**

WI

**Prerequisites**

[CHI 101](#), [SOC 101](#) or [SW 105](#)

**Semester Offered**

Offered fall

**CHI 305 : Family and Community Engagement**

This course uses a family systems approach to introduce 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.

**Credits** 4

**Proficiency**

WI

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

[SHS 101: Introduction to Sociology](#)

[SHS 105: Introduction to Human Services](#)

**Semester Offered**

Offered fall

**CHI 309 : Exceptional Students**

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.

**Credits** 4

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered fall

**CHI 314 : Language & Creative Arts**

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.

**Credits** 4

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered fall

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

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.

**Credits 4**

**Proficiency**

QL

**Semester Offered**

Offered fall

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

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 from a diversity of backgrounds.

**Credits 4**

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered spring

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

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.

**Credits 4**

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered fall of odd-numbered years

**CHI 323 : Early Intervention**

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.

**Credits 4**

**Prerequisites**

[CHI 101](#) or permission of the instructor

**Semester Offered**

Offered spring of odd-numbered years

**CHI 325 : Literacy Instructional Strategies**

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

**Credits 4**

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered fall of odd-numbered years

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

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 and cultural perspective will be assessed.

**Credits 4**

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered fall of even-numbered years

**CHI 330 : Coaching for Human Services**

This course will consider coaching as a process used to facilitate desirable and sustainable change for the benefit of the person being coached. This process contains specific elements that can be paired with different content areas in human services, such as early intervention, early childhood education, teaching, home visiting, counseling, and social work. Both theory and practice will be explored.

**Credits 4**

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

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.

**Credits 4**

**Prerequisite Courses**

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Fall of even-numbered years

**CHI 485 : Child Development Internship**

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.

**Credits** 4-16

**Prerequisites**

- Senior standing in Child Development;
- Special permission from the Education Director is required to complete the [CHI 485](#) Internship in a public school.

**Semester Offered**

Offered fall

**CHI 488 : Capstone: Child Development**

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.

**Credits** 4

**Proficiency**

WI

**Prerequisites**

- [CHI 318](#) or [SOC 333](#);
- Junior or senior standing.

**Semester Offered**

Offered spring

## Communication Studies

**COM 101 : Introduction to Public Speaking**

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.

**Credits** 4

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall and spring

**COM 204 : Media Criticism**

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

**Credits** 4

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall

**COM 216 : Writing for Public Communication**

Please see WRT 216

**Credits** 4

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

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.

**Credits** 4

**Liberal Education Core**

History

**Semester Offered**

Offered fall of odd-numbered years

**COM 228 : Video Production I**

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.

**Credits** 4

**Semester Offered**

Offered spring

**COM 236 : Documentary Film**

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.

**Credits** 4

**Liberal Education Core**

Humanities

**Semester Offered**

Offered spring of odd-numbered years

**COM 240 : American Film**

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.

**Credits** 4

**Liberal Education Core**

Literature

**Semester Offered**

Offered fall of even-numbered years

**COM 303 : Writing about Sports**

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.

**Credits** 4

**Prerequisites**

[ESS 114](#) or [ESS 225](#) or [WRT 101](#)

**Semester Offered**

Offered spring of odd-numbered years

**COM 312 : Writing About the Arts**

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.

**Credits** 4

**Prerequisites**

- One 200-level COM or WRT course.

**Semester Offered**

Offered spring of even-numbered years

**COM 328 : Video Production II**

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.

**Credits** 4

**Prerequisite Courses**

[COM 228: Video Production I](#)

**Semester Offered**

Offered fall and spring

**COM 358 : Race, Class, Gender and Media**

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.

**Credits** 4

**Prerequisites**

[COM 204](#) or [WGS 111](#)

**Semester Offered**

Offered fall or spring as needed

## Crime and Legal Studies

**CLS 100 : Introduction to Crime and Legal Studies**

This course provides a basic overview of the American criminal justice system, including law enforcement, prosecution/defense, courts, probation, parole, corrections and related public policy issues. We will use a social scientific perspective to discuss the history and philosophy of our criminal justice system and its relationship with larger political structures and patterns of inequality in relation to marginalized groups (i.e., racial/ethnic minorities, women, low-income populations, LGBTQ+ community, etc.). Careers related to crime and legal studies will also be explored.

**Credits** 4

**Semester Offered**

Offered fall

**CLS 200 : Juvenile Justice**

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 including its intersection with race/ethnicity, socio-economic class, gender and sexual orientation. 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.

**Credits** 4

**Prerequisites**

One of the following: [CHI 101](#); [CLS 100](#); [PSY 101](#); or [SOC 101](#)

**Semester Offered**

Offered spring

**CLS 285 : Internship**

Through this 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.

**Credits** 1-4

**Prerequisites**

- Crime and Legal Studies major.

**Semester Offered**

Offered fall, spring, and summer

**CLS 300 : Criminology**

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. Special attention is paid to how gender, race, ethnicity, age and social class contribute to varying experiences in the criminal justice system.

**Credits** 4

**Prerequisites**

[CLS 100](#) or permission of instructor

**Semester Offered**

Offered fall of even-numbered years

**CLS 320 : Social Stratification and Crime**

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.

**Credits** 4

**Prerequisites**

[CLS 100](#) or [SOC 101](#) or permission of instructor

**Semester Offered**

Offered spring of even-numbered years

**CLS 330 : Criminal Law**

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. Special attention will be paid to the ways marginalized groups (i.e., racial/ethnic minorities, women, low-income populations, LGBTQ+ community, etc.) are differently affected by criminal law and related legal procedures.

**Credits** 4

**Prerequisites**

[CLS 100](#) or permission of instructor

**Semester Offered**

Offered fall of odd-numbered years

**CLS 485 : Internship**

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.

**Credits** 4-12

**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 & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

## Dance

### **DAN 100 : Dance Technique Survey**

This is an active studio dance technique course exploring dance training in ballet, jazz and modern dance. This class will focus primarily on improving technical ability, but students will also learn to increase their endurance, balance and flexibility. Each section of this course will concentrate on the different aspects of genre specific dance technique and vocabulary, as well as the history and evolution of each genre. Recommended for introductory students and students who want to continue their dance training.

**Credits 4**

**Liberal Education Core**

Arts

**Semester Offered**

Offered spring

## Economics

### **ECO 201 : Principles of Economics**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall and spring

## Education

### **EDU 201 : Foundations of Education**

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 admittance to the accelerated education pathway in partnership with UVEI are required to achieve a grade of B or higher.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall

### **EDU 204 : Educational Technology**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Prerequisites**

- Sophomore or above standing.

**Semester Offered**

Offered spring

### **EDU 210 : Classroom Practices**

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.

**Credits 2**

**Semester Offered**

Offered fall



**EDU 220 : Classroom Management**

This course will present best practices for establishing a safe, effective and engaging classroom environment for children with diverse needs. 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.

**Credits 4****Prerequisites**

- Any 100-level course within ones major.

**Semester Offered**

Offered spring

**EDU 305 : Methods in Teaching**

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. Students seeking admittance to the Accelerated Education pathway in partnership with UVEI certification are required to achieve a grade of B+ or higher.

**Credits 4****Prerequisite Courses**[EDU 201: Foundations of Education](#)**Prerequisites**

- Enrollment in Education Minor or CDEP.

**Semester Offered**

Offered spring

**EDU 490 : Classroom Internship**

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.

**Credits 16****Prerequisites**

- Junior or senior standing;
- Enrollment in education minor or CDEP;
- Recommendation of faculty.

**Semester Offered**

Offered fall

## English

**ENG 213 : The Poem**

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?"

**Credits 4****Liberal Education Core**

Literature

**Semester Offered**

Offered fall of even-numbered years

**ENG 215 : Visions of Nature**

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.

**Credits 4****Liberal Education Core**

Literature

**Semester Offered**

Offered fall

**ENG 216 : Irish Literature**

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.

**Credits 4****Liberal Education Core**

Literature

**Semester Offered**

Offered spring of even-numbered years

**ENG 221 : American Literature I**

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.

**Credits 4****Liberal Education Core**

Literature

**Semester Offered**

Offered fall of odd-numbered years

**ENG 222 : American Literature II**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered spring of even-numbered years

**ENG 229 : Native American Literature**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered spring of odd-numbered years

**ENG 234 : Mythology and Folklore**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered spring

**ENG 238 : World Literature I**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered as needed

**ENG 239 : World Literature II**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered as needed

**ENG 242 : The Art of Reading**

In this course students approach such questions as "What is literature?" "How do literary texts relate to each other?" and "How does literature relate to ordinary life?" Students learn critical vocabulary and perform close readings in a variety of literary genres. Students focus on the conventions pertinent to different literary forms as well as the way in which social and cultural concerns impact theory formation. Students will be expected to complete an in-depth research project on a body of imaginative literature defined by culture, genre or theme.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered fall

**ENG 244 : The Novel in a Global World**

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?"

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered spring



**ENG 265 : Literature and Film**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered fall of odd-numbered years

**ENG 266 : African American Literature**

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.

**Credits 4**

**Liberal Education Core**

Literature

**Semester Offered**

Offered spring of even-numbered years

## Environmental Science and Environmental Studies

**ENV 101 : Exploring Nature: A Sense of Place (+Lab)**

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.

**Credits 4**

**Liberal Education Core**

Science

**Semester Offered**

Offered fall

**ENV 105 : The Science of Maple Sugaring**

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.

**Credits 2**

**Semester Offered**

Offered spring

**ENV 120 : Introduction to Environmental Science (+lab)**

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 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.

**Credits 4**

**Proficiency**

WI

**Liberal Education Core**

Science

**Semester Offered**

Offered spring

**ENV 201 : Water Resources (+lab)**

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Science

**Semester Offered**

Offered fall

**ENV 204 : Geographic Information Systems I**

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.

**Credits** 4

**Semester Offered**

Offered spring

**ENV 218 : Principles and Practice of Sustainability**

In this course, students learn to take a whole systems approach to some of the interconnected social, economic and environmental issues that impact human quality of life on personal, regional and global levels. Students will examine some of the ecological and value-based drivers of these challenges. They will explore ways that the active integration of mindsets, practices and tools from multiple fields can leverage deeper understanding and more effective, broad-based solutions.

**Credits** 4

**Semester Offered**

Fall of even-numbered years

**ENV 285 : Internship Experience**

Through a 40-hour minimum internship, 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).

**Credits** 1-6

**Prerequisites**

- Pre-internship seminar;
- Permission of the faculty sponsor and the dean for the School of Arts & Sciences.

**Semester Offered**

Offered fall, spring, and summer

**ENV 301 : Community-Based Project I (+lab)**

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. A \$50 lab fee will be charged.

**Credits** 8

**Prerequisite Courses**

[ENV 101: Exploring Nature: A Sense of Place \(+Lab\)](#)

[ENV 120: Introduction to Environmental Science \(+lab\)](#)

[ENV 201: Water Resources \(+lab\)](#)

**Prerequisites**

- Junior standing
- Average GPA of 2.00 in the prerequisite courses.

**Semester Offered**

Offered fall

**ENV 302 : Community-Based Project II (+lab)**

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. A \$50 lab fee will be charged.

**Credits** 4

**Prerequisite Courses**

[ENV 301: Community-Based Project I \(+lab\)](#)

**Semester Offered**

Offered spring

**ENV 304 : Geographic Information Systems II**

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.

**Credits** 4

**Prerequisite Courses**

[ENV 204: Geographic Information Systems I](#)

**Semester Offered**

Offered spring

**ENV 306 : Introduction Environmental Law and Policy**

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.

**Credits 4**

**Prerequisites**

- Sophomore standing or above.

**Semester Offered**

Offered spring of even-numbered years

**ENV 308 : Permaculture Design Certification**

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.

Extra fee for community members.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- If taken as an Integrative Experience course, completion of three Liberal Education Core Areas.

**Semester Offered**

Offered spring of even-numbered years

**ENV 315 : Sustainable Food Systems**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered fall

**ENV 319 : Marine Communities**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered fall of even-numbered years

**ENV 325 : Global Sustainability**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of four Liberal Education Core Areas.

**Semester Offered**

Offered spring

**ENV 330 : Soil and Water Chemistry (+lab)**

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.

**Credits 4**

**Prerequisite Courses**

[CHE 101: Principles of Chemistry I \(+lab\)](#)

[ENV 201: Water Resources \(+lab\)](#)

**Semester Offered**

Offered fall of even-numbered years

**ENV 334 : River Communities**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered spring of even-numbered years

**ENV 362 : Alpine Communities**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered fall of odd-numbered years

**ENV 363 : Tropical Communities**

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 an island. We will examine the culture, epidemiology and history of the 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 an island during the January break. During the trip students will work in small groups to complete a unique research project.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered fall of odd-numbered years

**ENV 366 : Desert Communities**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered spring of odd-numbered years

**ENV 401 : Senior Seminar**

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.

**Credits 1**

**Prerequisite Courses**

[ENV 485: Internship Experience](#)

**Prerequisites**

- Senior standing.

**Semester Offered**

Offered fall

**ENV 404 : Geographic Information Systems III**

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.

**Credits 4**

**Prerequisite Courses**

[ENV 304: Geographic Information Systems II](#)

**Semester Offered**

Offered spring

**ENV 485 : Internship Experience**

Through a 160-hour minimum internship 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.

**Credits 4-6**

**Prerequisites**

- Pre-internship seminar;
- Permission of academic advisor and faculty sponsor.

**Semester Offered**

Offered fall, spring, and summer

**ENV 487 : Senior Capstone Seminar I**

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.

**Credits 2**

**Proficiency**

WI, QL

**Prerequisite Courses**

[ENV 301: Community-Based Project I \(+lab\)](#)

**Prerequisites**

GPA  $\geq 2.0$  in major courses to date

**Semester Offered**

Offered spring

**ENV 488 : Senior Capstone Seminar II**

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.

**Credits 2**

**Proficiency**

WI

**Prerequisite Courses**

[ENV 487: Senior Capstone Seminar I](#)

**Prerequisites**

GPA  $\geq 2.0$  in major courses to date

**Semester Offered**

Offered spring

# Exercise and Sport Sciences

## **ESS 100 : Personal Health and Wellness**

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.

**Credits 4**

**Semester Offered**

Offered fall and spring

## **ESS 103 : Fitness Training for Life and Sport**

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.

**Credits 1**

**Semester Offered**

Offered fall and spring

## **ESS 105 : First Aid and CPR**

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.

**Credits 1**

**Semester Offered**

Offered fall and spring

## **ESS 114 : Introduction to Sport Management**

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.

**Credits 4**

**Semester Offered**

Offered fall

## **ESS 204 : Motor Development**

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.

**Credits 4**

**Semester Offered**

Offered spring of even-numbered years

## **ESS 206 : Sport Science Applied to Coaching**

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 the influence of nutrition on exercise and athletic performance.

**Credits 4**

**Semester Offered**

Offered spring of even-numbered years

**ESS 207 : Philosophy of Sport**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall of odd-numbered years

**ESS 210 : Sport History**

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.

**Credits 4**

**Liberal Education Core**

History

**ESS 211 : Nutrition Principles**

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.

**Credits 4**

**Semester Offered**

Offered fall and spring

**ESS 213 : Philosophy of Sport**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall

**ESS 214 : Facility Planning and Event Management**

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.

**Credits 4**

**Semester Offered**

Offered fall

**ESS 218 : Ethics, Leadership and Governance in Sport**

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.

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered spring

**ESS 221 : Applied Anatomy & Resistance Training**

This activity-based course introduces students to the concepts and principles related to resistance training, Olympic lifting, spotting techniques, and plyometric activity. Emphasis is placed upon knowledge of origin, insertion and action of musculature to support completion of movement. Ability to perform and instruct others in performance of exercise techniques is developed.

**Credits 2**

**Semester Offered**

Offered fall

**ESS 225 : Introduction to Exercise Science and Health Sciences**

This course will explore various concepts related to the fields of exercise and health sciences. Specific focus will be on disciplines of health science, exercise and nutrition prescription, behavior modification and movement physiology. Students will explore possible career opportunities that are available with a major of exercise or health sciences. Class activities will include readings, classroom discussions, written assignments and laboratory activities. This is a writing intensive class

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered fall

**ESS 285 : Internship Exercise and Sport Sciences**

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.

**Credits 2-4**

**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 & Health Sciences.

**Semester Offered**

Offered fall, spring, and summer

**ESS 307 : Basic Therapeutic Intervention (+lab)**

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.

**Credits 4**

**Proficiency**

QL

**Prerequisites**

[ESS 215](#) or [ESS 216](#)

**Semester Offered**

Offered fall

**ESS 309 : Gender and Sport**

Gender issues and sport will be examined through a multidisciplinary approach utilizing theoretical constructs. Biophysical, sociocultural, political, sexual and legislative perspectives will be explored.

**Credits 4**

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Fall of even-numbered years

**ESS 312 : Sport and Recreation Programming and Administration**

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.

**Credits 4**

**Prerequisites**

- Sophomore standing or above.

**Semester Offered**

Offered spring odd years



**ESS 313 : Fitness Management**

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.

**Credits 4**

**Prerequisite Courses**

[ESS 225: Introduction to Exercise Science and Health Sciences](#)

**Semester Offered**

Offered fall of even-numbered years

**ESS 315 : Leading Group Exercise**

Group exercise instructors play a unique and valuable role in the healthcare continuum and in the lives of their participants (ACE, 2018). This course is designed to prepare students to teach safe, effective and enjoyable group exercise classes for apparently healthy individuals. Various principles, concepts and guidelines related to scope of practice; class design and preparation; class instruction; and safety, nutrition and legal considerations will be examined through practical application and classroom discussions. The course will also give students the knowledge and understanding necessary to prepare for the ACE Group Fitness Instructor Certification Exam.

**Credits 4**

**Prerequisite Courses**

[ESS 225: Introduction to Exercise Science and Health Sciences](#)

**Semester Offered**

Offered fall of even-numbered years

**ESS 318 : Strength and Conditioning**

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.

**Credits 4**

**Prerequisite Courses**

[ESS 324: Exercise Physiology \(+lab\)](#)

**Semester Offered**

Offered spring

**ESS 319 : Sport Finance**

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.

**Credits 4**

**Semester Offered**

Offered spring odd years

**ESS 321 : Foundations of Health Education**

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.

**Credits 4**

**Prerequisites**

[ESS 100](#) or [HEA 100](#)

**Semester Offered**

Offered fall of odd-numbered years

**ESS 323 : Applied Kinesiology and Clinical Technique**

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. Two-dimensional analysis of movement and force vectors is utilized to reinforce understanding of biomechanical principles.

**Credits 4**

**Proficiency**

QL

**Prerequisite Courses**

[BIO 205: Human Anatomy and Physiology I \(+lab\)](#)

**Semester Offered**

Offered spring

**ESS 324 : Exercise Physiology (+lab)**

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.

**Credits 4**

**Prerequisites**

[BIO 108](#) or [BIO 205](#) and 206

**Semester Offered**

Offered fall

**ESS 328 : Theory of Coaching**

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.

**Credits 4**

**Prerequisite Courses**

[ESS 100: Personal Health and Wellness](#)

**Semester Offered**

Offered fall of odd-numbered years

**ESS 329 : Sport Nutrition**

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.

**Credits 4**

**Prerequisites**

[ESS 100](#) or [ESS 211](#)

**Semester Offered**

Offered spring of even-numbered years

**ESS 345 : Global Sport**

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.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered spring

**ESS 348 : Sport Marketing and Sales**

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.

**Credits 4**

**Prerequisites**

- Sophomore standing or above.

**Semester Offered**

Offered spring

**ESS 421 : Exercise Prescription (+lab)**

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.

**Credits 4**

**Prerequisite Courses**

[ESS 324: Exercise Physiology \(+lab\)](#)

**Semester Offered**

Offered spring

**ESS 426 : Sport Law**

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.

**Credits 4****Prerequisites**

- Junior standing or above.

**Semester Offered**

Offered spring

**ESS 428 : Senior Seminar in Sport Management**

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.

**Credits 2****Prerequisites**

- Senior standing.

**Semester Offered**

Offered fall

**ESS 485 : Internship in Exercise and Sport Sciences**

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.

**Credits 5-12****Prerequisite Courses**

[ESS 285: Internship Exercise and Sport Sciences](#)

**Prerequisites**

- Junior status;
- Pre-internship seminar;
- Current first aid and CPR certification;
- Permission of the faculty sponsor and the dean for the School of Nursing & Health Sciences.

**Semester Offered**

Offered fall, spring, and summer

**ESS 487 : Research in ESS: Critical Components**

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.

**Credits 2****Proficiency**

WI

**Prerequisites**

Exercise Science - [ESS 323](#), [ESS 324](#) or [PSY 303](#), or permission of the instructor;

Sport Management - two of the following: [SOC 303](#), 214 or 348, or permission of the instructor

**Semester Offered**

Offered fall

**ESS 488 : Research in ESS: Assessment and Analysis**

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.

**Credits 2****Proficiency**

WI

**Prerequisite Courses**

[ESS 487: Research in ESS: Critical Components](#)

**Semester Offered**

Offered spring

## First-Year Experience

**FYE 101 : Wesson Honors First-Year Experience**

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)

**Credits 4**

### **FYE 101 : First Year Experience**

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.

**Credits 4**

## **Graduate Business Administration**

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

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

**Credits 2**

**Semester Offered**

Offered fall

### **GBUS 505 : Economic Decision-Making**

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

**Credits 2**

**Prerequisite Courses**

[ECO 201: Principles of Economics](#)

**Semester Offered**

Offered fall

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

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

**Credits 4**

**Prerequisites**

[BUS 204](#) or Professional Management Experience

**Semester Offered**

Offered spring

### **GBUS 602 : Financial Decision-Making**

This course utilizes quantitative analysis as well as qualitative skills to analyze and interpret a company's financial statements and position from a manager's perspective, with an emphasis on making financial decisions. Cases will be used to illustrate analysis of external and internal financial reporting with a focus on forecasting and valuation. Various types of organizations will be considered.

**Credits 4**

**Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

[BUS 318: Corporate Finance](#)

**Prerequisites**

- MBA student standing or permission of the instructor.

**Semester Offered**

Offered fall

**GBUS 605 : Business Intelligence**

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

**Credits 5****Prerequisites**

- Admitted MBA student.

**Semester Offered**

Offered fall

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

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

**Credits 3****Prerequisites**

[BUS 204](#) or Professional Management Experience

**Semester Offered**

Offered summer

**GBUS 615 : Risk Management**

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

**Credits 3****Semester Offered**

Offered fall

**GBUS 620 : Supply Chain Management**

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

**Credits 3****Prerequisite Courses**

[GBUS 610: Project Management Concepts and Practice](#)

**Semester Offered**

Offered spring

**GBUS 686 : Consulting Field Experience**

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

**Credits 6****Prerequisites**

- Admitted MBA student.

**Semester Offered**

Offered spring

**GBUS 687 : Field Experience Seminar**

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

**Credits 3****Prerequisites**

- Admitted MBA student.

**Semester Offered**

Offered spring

**GBUS 689 : Influence and Power in Organizations**

This course explores how leaders use power and influence to build organizational effectiveness and team and personal performance. We will discuss sources of power, the ethics involved in the use - and sometimes - abuse of power, and your personal relationship with power and influence in multiple settings. The use of influence in motivating employees, negotiating, collaborating and maintaining a competitive advantage domestically and globally are additional considerations.

**Credits 3****Prerequisites**

Admission to the online MBA or the 5th year MBA.

**Semester Offered**

Offered spring

## Graduate Nursing

**GNUR 512 : Health Care Systems, Policy and Leadership**

The purpose of this course is to provide students an opportunity to evaluate health care systems that influence advanced nursing practice. The focus of the course is on organizational theories of health system leadership and health care economics. Students examine issues and trends in the development and impact of policy on the health care delivery system. An emphasis is placed upon the process of legislative health policy and the role of professional nursing in influencing the policy-making process. Ethical dimensions of public policy formulations and implementation will be highlighted. In addition, students analyze and evaluate theories and research that influence leadership in complex systems. Leadership is explored in complex system domains. Core competencies and strategies for leadership effectiveness are examined and evaluated.

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

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

**Credits 3**

## Graphic Design

**GD 125 : Design and Digital Media Foundations**

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.

**Credits 4****Liberal Education Core**

Arts

**Semester Offered**

Offered fall and spring



**GD 213 : Visual Communication**

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.

**Credits** 4

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

**Semester Offered**

Offered spring

**GD 285 : Graphic Design Internship**

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.

**Credits** 1-4

**Prerequisites**

- Sophomore standing.

**Semester Offered**

Offered fall, spring, and summer

**GD 312 : Typography**

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.

Recommended Prerequisite: [GD 213](#)

**Credits** 4

**Proficiency**

QL

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

**Semester Offered**

Offered fall

**GD 327 : Information Design**

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.

**Credits** 4

**Proficiency**

QL

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

[GD 213: Visual Communication](#)

[GD 312: Typography](#)

**Semester Offered**

Offered spring

**GD 328 : Interactive Design**

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.

Recommended Prerequisite: [GD 213](#) and [GD 312](#)

**Credits** 4

**Proficiency**

QL

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

**Prerequisites**

- Two 200- to 300-level GD or ART studio courses

**Semester Offered**

Offered fall of odd-numbered years

**GD 330 : Illustration**

This studio course facilitates diverse explorations in the creation of illustrations. Students are encouraged to work in both analog and digital media - and to integrate these ways of working - experimenting with drawing, painting, collage, composite images, digital translation and more. Applied exercises and projects will guide students in tailoring illustrations to various contexts and purposes (such as editorial, narrative, informational and promotional).

**Credits** 4

**Prerequisites**

[ART 110](#) or [GD 125](#)

**Semester Offered**

Offered fall of even-numbered years

**GD 339 : Motion Design**

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.

Recommended Prerequisites: [GD 213](#)

**Credits** 4

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

**Prerequisites**

- Two 200-level GD or ART studio courses

**Semester Offered**

Offered fall of even-numbered years

**GD 422 : Identity System Design**

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.

**Credits** 4

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

[GD 213: Visual Communication](#)

[GD 312: Typography](#)

[GD 327: Information Design](#)

**Semester Offered**

Offered spring of even-numbered years

**GD 427 : Information Design II**

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.

**Credits** 4

**Prerequisite Courses**

[GD 327: Information Design](#)

**Semester Offered**

Offered spring

**GD 485 : Graphic Design Internship**

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.

**Credits** 1-4

**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 & Sciences

**Semester Offered**

Offered fall, spring, and summer

**GD 490 : Design Methodologies**

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.

**Credits** 4

**Prerequisite Courses**

[GD 125: Design and Digital Media Foundations](#)

[GD 213: Visual Communication](#)

[GD 312: Typography](#)

[GD 327: Information Design](#)

**Prerequisites**

- One additional 300/400-level GD course

**Semester Offered**

Offered spring of odd-numbered years



# Health Science

## HS 285 : Health Science Internship

This 80-hour minimum experience for health science majors is designed to allow for student participation in programs relevant to your major. Graded Pass/Fail.

**Credits** 2-4

### Prerequisites

- Pre-internship seminar;
- Completion of 45 credit hours;
- Permission of the faculty sponsor and the dean for the School of Nursing & Health Sciences.

## HS 485 : Health Science Internship

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 the internship experience is required. A minimum of 200 hours is required for this internship. Graded Pass/Fail.

**Credits** 5-12

### Prerequisites

- Pre-internship seminar;
- Permission of faculty sponsor and Dean of the School of Nursing and Health Sciences.

### Semester Offered

Offered fall, spring, and summer

## HS 487 : Research in ESS: Critical Components

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.

**Credits** 2

### Proficiency

WI

### Prerequisites

- Two of the following: [BIO 304](#), [CHE 307](#), [CHE 308](#), [ESS 321](#), [ESS 323](#), [ESS 421](#), [PSY 316](#) or permission from the instructor.

### Semester Offered

Offered fall

## HS 488 : Research in ESS: Assessment and Analysis

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.

**Credits** 2

### Proficiency

WI

### Prerequisite Courses

[ESS 487: Research in ESS: Critical Components](#)

### Semester Offered

Offered spring

# Health Studies

## HEA 100 : Introduction Health Care Systems

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.

**Credits** 4

### Liberal Education Core

Social Science

### Semester Offered

Offered fall and spring

## HEA 105 : The Vocabulary of Health

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.

**Credits** 1

### Semester Offered

Offered fall and spring

**HEA 109, 111, 113, 115 : Health Studies Seminar**

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.

**Credits 1**

**Semester Offered**

Offered fall

**HEA 110, 112, 114, 116 : Health Studies Seminar**

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.

**Credits 1**

**Semester Offered**

Offered spring

**HEA 240 : LGBTQIA+ Health Studies**

With the advancing healthcare initiatives within the United States, the LGBTQIA+ populations have unique healthcare needs. This introductory health studies course will help students have a better understanding of some of the specific health care needs for this specialized population, common biases against them and a better awareness of providing more inclusive care. This course is open to all students.

**Credits 2**

**HEA 304 : Introduction to Genomics**

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.

**Credits 2**

**Prerequisites**

- One science Core course.

**Semester Offered**

Offered fall

**HEA 310 : Culturally Congruent Care**

Students in this course will explore issues of human diversity in the context of health and health equity. Through a medical humanities lens, we will examine questions such as: How do we experience and understand diversity? How does diversity shape systems that affect individuals, families, communities and society? Students will explore human diversity in domestic and global contexts while connecting the concept to health and the provision of care. Students will be introduced to cultural humility, culturally specific approaches to practice and frameworks for equity and empowerment through the development of knowledge, skills and attitudes derived from standard models of multicultural competence and from national and global initiatives.

**Credits 2**

## Healthcare Administration

**HCA 301 : Financial Management in Healthcare**

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.

**Credits 4**

**Prerequisite Courses**

[ACC 216: Financial Accounting I](#)

**Prerequisites**

- [HEA 100](#) or permission from the instructor.

**Semester Offered**

Offered spring of even numbered years.

**HCA 305 : Marketing of Healthcare**

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.

**Credits 4**

**Prerequisite Courses**

[BUS 231: Marketing Principles](#)

**Prerequisites**

[HEA 100](#) or permission from the instructor.

**Semester Offered**

Offered spring of odd-numbered years

**HCA 310 : Healthcare Administration**

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.

**Credits 4**

**Prerequisite Courses**

[HEA 100: Introduction Health Care Systems](#)

[BUS 204: Management Principles](#)

**Semester Offered**

Offered fall of odd-numbered years

**HCA 460 : Healthcare Strategic Management**

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.

**Credits 4**

**Prerequisite Courses**

[BUS 312: Business Computing](#)

[BUS 403: Organizational Behavior](#)

[ECO 201: Principles of Economics](#)

[HCA 301: Financial Management in Healthcare](#)

[HCA 305: Marketing of Healthcare](#)

[HCA 485: Healthcare Administration Internship](#)

[HEA 100: Introduction Health Care Systems](#)

[PHI 305: Biomedical Ethics](#)

**Semester Offered**

Offered spring

**HCA 485 : Healthcare Administration Internship**

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.

**Credits 5**

**Prerequisites**

- Pre-internship seminar;
- Permission of faculty sponsor and department chair.

**Semester Offered**

Offered fall, spring, and summer

## History

**HIS 103 : American Rebels**

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.

**Credits 4**

**Liberal Education Core**

History

**Semester Offered**

Offered fall

**HIS 104 : American Nightmares and Dreams**

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.

**Credits 4**

**Liberal Education Core**

History

**Semester Offered**

Offered spring

**HIS 209 : Hollywood History**

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.

**Credits 4**

**Liberal Education Core**

History

**Semester Offered**

Offered fall of every third year

**HIS 212 : God's Country: Religion in America**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered spring every third year

**HIS 218 : The West and the World**

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.

**Credits 4**

**Liberal Education Core**

History

**Semester Offered**

Offered spring

**HIS 222 : American Popular Culture**

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.

**Credits 4**

**Semester Offered**

Offered spring of every third year

**HIS 309 : America in the Sixties**

What were the Sixties really like? This course examines the turbulent 1960s, one of the most significant decades in American history. Using primary and secondary readings, documentary films and oral history, the course focuses on the social movements of the Sixties, the civil rights movement, the New Left, the counterculture, the peace movement, feminism, environmentalism, the Vietnam War, liberalism and the conservative backlash and popular culture.

**Credits 4**

**Prerequisites**

- One 100- or 200-level HIS, HPS or POL course

**Semester Offered**

Offered fall of every third year

**HIS 317 : Revolutions and Revolutionaries**

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.

**Credits 4**

**Prerequisites**

- One 100- or 200-level HIS, HPS or POL course

**Semester Offered**

Offered spring of every third year

**HIS 319 : Modern Mexico**

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.

**Credits 4**

**Prerequisites**

- One 100- or 200-level HIS, HPS or POL course

**Semester Offered**

Offered fall of every third year

# History and Political Science

## **HPS 100 : The Detective: Introduction to HPS**

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.

**Credits** 4

**Proficiency**

WI

**Liberal Education Core**

Social Science

**Semester Offered**

Offered spring

## **HPS 240 : CSC Oral History Project**

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. Repeatable for a total of 4 credits. Content will vary each time the course is taken.

**Credits** 1-4

**Prerequisites**

- Permission of the instructor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall and spring

## **HPS 285 : HPS Internship**

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.

**Credits** 1-4

**Prerequisites**

- Pre-internship seminar;
- Sophomore or above standing;
- Permission of faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

## **HPS 485 : HPS Internship**

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.

**Credits** 3-12

**Prerequisites**

- Pre-internship seminar;
- Sophomore standing or above;
- Permission of faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

## **HPS 486 : HPS Research Methods**

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.

**Credits** 4

**Proficiency**

WI, QL

**Prerequisites**

- Senior standing.

**Semester Offered**

Offered fall

## **HPS 487 : HPS Advanced Research Seminar**

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.

**Credits** 3

**Proficiency**

WI

**Prerequisite Courses**

[HPS 486: HPS Research Methods](#)

**Semester Offered**

Offered spring

# Humanities

## **HUM 210 : Introduction to the Digital Humanities**

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.

**Credits 1**

**Proficiency**

QL

**Semester Offered**

Offered spring of even-numbered years

## Integrative Experience

### **IE 300-Level : 300-Level Courses**

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](#), [WRT 335](#)

**Credits 4**

**Prerequisites**

- Completion of four Liberal Education Core Areas.

### **IE 310 : Investigating Race in the South**

This field studies, integrative experience course is focused a critical examination of the African American experience from the period of slavery through contemporary American society. We will cover myriad topics including conditions of enslaved people, the subjugation of people throughout history based upon racial and ethnic classifications, the Civil Rights Movement, poverty and injustice, mass incarceration, critical race theory, resilience, and the effects of natural and other disasters. The course requires a 6-day trip through and between the cities of New Orleans, LA and Montgomery, AL, and will include visits to historical sites, museums, and cultural landmarks. Students will be responsible, in groups, for outreach to communities that has a strengths- and resilience-based focus through arranged meetings, presentations, discussions, community work, or other outreach.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

### **IE 315 : Global Health**

This course examines global health from an interdisciplinary perspective, critically examining the role that political, social, economic, and environmental factors contribute to global health outcomes. Topics such as health security, health inequalities, climate change and nutrition, as well as communicable and non-communicable disease burden, will be examined from an interdisciplinary perspective. The course will review literature on underlying factors that contribute to the disparities seen in health status among different populations. Students will critically examine the current literature on global health and will be challenged to use evidence-based research to develop practical ideas to improve global health outcomes.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

### **IE 320 : Forensics in Healthcare**

Victims of abuse, trafficking, and strangulation may interact with the health care system at any point on their personal journeys. The holistic needs of individual victims as well as the long-term impact of the provision of crisis care on providers while considering systemic barriers to reporting and treatment are fundamental to understanding forensics in health care. Important concepts include: best practices in forensic care processes such as evidence collection, in educational training for specialties such as sexual assault nurse examiner, and in advocacy and collaboration such as coordinated response with crisis centers, hospitals, legal counsel, and law enforcement. Open to all majors.

Prerequisites: Four core courses.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

### **IE 325 : Leadership Practice**

Leadership in Practice is a class that provides students with the opportunity for self-discovery, self-reflection and feedback in a community. The class is grounded in helping individuals identify the values they hold that lead to making a difference in the communities around them. Through self-assessment, intensive small group discussions, team-building challenges, attending on and off campus leadership programs and more, students will develop a vision for something they care about. They will use these insights to create service projects for the Colby-Sawyer/and/or New London community. By leading with passion, integrity, and a healthy disregard for the impossible, students explore who they are and the impact that they want to have on communities working towards a more caring, just and equitable society.

**Credits 4**

**Integrative Experience Course**

Integrative Experience



**IE 330 : Beyond the Apple: Becoming and Connecting**

This course is a deep exploration of the concepts of becoming and connecting and related concepts such as intimacy and isolation, solidarity and discord, relationship.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**IE 335 : The Final Destination**

This course will examine a topic that many feel uncomfortable around – death and dying. Death is one of those rare universal human experiences, yet most people spend little time considering the topic until it presents itself. The course will examine death and dying through multiple and diverse perspectives including history, the humanities, religion, science, the social sciences, literature, and the arts. This course seeks to provide a thorough understanding and critical examination of death and the dying process. More specifically, students will explore the different attitudes and perspectives around death, understand some of the historical and cultural impacts on death and dying as we know it today, the process of end-of-life decision making, funerals and body disposition, as well as reflections on what happens beyond death/after life.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**IE 340 : Stories of Data**

Methods used to gather and analyze big volumes of data are collectively called data analytics. The use of computers in our social, economic, and health related activities results in creation of large volumes of data. The analysis of the data can help organizations to discover patterns and better understand processes. This course aims at improving students' ability to extract information from large volumes of data related to business, health sciences, and social sciences. The students will learn how to describe and analyze large real-world data sets, identify trends and patterns, and draw conclusions by using relevant software and computer programs.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**IE 345 : The Big "C"**

This course will examine the many aspects of the "C" word - Cancer. This topic will be examined through the following lenses: biology, history, sociology, psychology, public health, medicine, politics and epidemiology.

Specifically, areas that will be covered include a history of cancer and the early treatments, an overview of cancer biology and the cell cycle as well as current diagnostics and treatment approaches. We will also investigate patient care (both physical and mental wellness), the politics of acquiring research funding, grant options, the challenges of developing new therapies, health care options and costs, access to health insurance and health care, epidemiology of cancer (in the USA and world-wide), patenting of new technologies, and bioethics.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**IE 355 : Supporting Children and Families**

The youngest members of our society are our hope for the future, yet we struggle to get the resources needed to help them to resources needed to help them to be successful. Be a part of the solution by learning how to facilitate the learning and development of children through training, storytelling, and family involvement. In this course, you will work directly and indirectly with children and families in the community to identify needs and create programs.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**IE 360 : Community Art**

This course combines the visual arts and other creative processes to foster personal growth and community development. By exploring and integrating the arts with the greater community, students will learn to develop the resources necessary for healing, creativity and self-expression. The course will incorporate studio artwork with a focus on self-expression and reflection to be better able to understand their application in counseling and therapeutic contexts as applied to individuals and groups of all ages. This course is designed for students looking to gain experience using art within the local community and/or gain arts-related volunteer experience in preparation for graduate programs in art therapy or expressive arts. Students will develop skills in art making and collaborate with a variety of populations on and/or off campus.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

# Interdisciplinary Studies

## **INT 010 : Introduction to Career Development**

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

**Credits 1**

**Semester Offered**

Offered spring

## **INT 120 : Applications of Microsoft Excel**

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.

**Credits 2**

**Semester Offered**

Offered fall

## **INT 200 : Professional Writing Seminar**

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.

**Credits 2**

**Prerequisite Courses**

[WRT 101: Introduction to Academic Writing](#)

**Semester Offered**

Offered spring

## **INT 285, 485 : Interdisciplinary Internships**

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.

**Credits 1-6**

**Prerequisites**

- Pre-internship seminar;
- Permission of the instructor.

**Semester Offered**

Offered fall, spring, and summer

# International Studies

## **IST 101 : Introduction to International Studies**

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.

**Credits 4**

**Semester Offered**

Offered spring of odd-numbered years

## **IST 150, 250 : Special Topics in IST**

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.

**Credits 4**

**Semester Offered**

Offered fall and spring



# Mathematics

## **MAT 122 : Quantitative Reasoning**

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.

**Credits 4**

**Semester Offered**

Offered fall and spring

## **MAT 206 : Algebra and Trigonometry**

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.

**Credits 4**

**Prerequisites**

- [MAT 122](#) or 2 years of high school algebra.

**Semester Offered**

Offered fall and spring as needed

## **MAT 220 : Introduction to Statistics**

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.

**Credits 4**

**Semester Offered**

Offered fall and spring

## **MAT 221 : Calculus I**

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.

**Credits 4**

**Prerequisite Courses**

[MAT 206: Algebra and Trigonometry](#)

**Semester Offered**

Offered spring of odd-numbered years

# Music

## **MUS 103 : Music Appreciation**

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.

**Credits 4**

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall

## **MUS 108 : Music Theory and Composition Fundamentals**

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.

**Credits 4**

**Liberal Education Core**

Arts

**Semester Offered**

Offered spring

## **MUS 110/111 : Applied Music: Vocal and Instrumental**

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.

**Credits 1-4**

**Semester Offered**

Offered fall/spring

## **MUS 131-138 : Colby-Sawyer College Singers**

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.

**Credits 1**

**Semester Offered**

Offered fall and spring

## **MUS 210/211 : Applied Music: Vocal and Instrumental II**

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit.

**Credits** 1-4

### **Prerequisites**

- Successful completion of one course from the previous level.

### **Semester Offered**

Offered fall/spring

## **MUS 310/311 : Applied Music: Vocal and Instrumental III**

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.

**Credits** 1-4

### **Prerequisites**

- Successful completion of one course from the previous level.

### **Semester Offered**

Offered fall/spring

## **MUS 410/411 : Applied Music: Vocal and Instrumental IV**

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.

**Credits** 1-4

### **Prerequisites**

- Successful completion of one course from the previous level.

### **Semester Offered**

Offered fall/spring

## **Nursing**

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

*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.*

### **NUR 101 : First-Year Nursing Seminar**

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.

**Credits** 1

### **Semester Offered**

Offered fall

### **NUR 203 : Introduction to Professional Nursing**

This nonclinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care, therapeutic communication, principles of patient teaching, the biopsychosocial model of health, the nursing process and critical thinking on which clinical judgment is based.

**Credits** 3

### **Semester Offered**

Offered spring

### **NUR 207 : Pharmacology**

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.

**Credits** 3

### **Prerequisite Courses**

[BIO 207: Microbiology \(+lab\)](#)

[BIO 205: Human Anatomy and Physiology I \(+lab\)](#)

[BIO 206: Human Anatomy and Physiology II \(+lab\)](#)

### **Corequisites**

[NUR 222](#)

### **Semester Offered**

Offered spring

**NUR 212 : Health Assessment**

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.

**Credits 2**

**Semester Offered**

Offered fall

**NUR 222 : Fundamentals of Nursing**

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.

**Credits 4**

**Prerequisite Courses**

[BIO 205: Human Anatomy and Physiology I \(+lab\)](#)

[BIO 206: Human Anatomy and Physiology II \(+lab\)](#)

[BIO 207: Microbiology \(+lab\)](#)

[NUR 212: Health Assessment](#)

**Co-Requisite Courses**

[NUR 207: Pharmacology](#)

**Semester Offered**

Offered spring

**NUR 308 : Introduction to Holistic Care**

Students in this course will explore the philosophy, theory and tradition of holistic care practices. Through a medical humanities lens, we will examine questions such as: What is holism? How does holistic practice shape care systems and practices of individuals, families and communities? Students will explore holistic care practices in domestic and global contexts while exploring its philosophical, theoretical, historical and cultural frameworks. Students will be introduced to current evidence-based practice, complementary and alternative healing modalities and the dynamic, interconnected human health experience through the development of knowledge, skills and attitudes derived from standard models of holistic care and from national and global initiatives.

**Credits 2**

**Prerequisites**

First year nursing courses.

**NUR 309 : Community and Public Health Nursing**

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.

**Credits 2**

**Prerequisite Courses**

[NUR 222: Fundamentals of Nursing](#)

**Semester Offered**

Offered fall and spring

**NUR 313 : Maternal-Child Nursing**

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.

**Credits 4**

**Proficiency**

WI

**Prerequisite Courses**

[NUR 222: Fundamentals of Nursing](#)

**Semester Offered**

Offered fall and spring

**NUR 314 : Pediatric Nursing**

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.

**Credits 4**

**Prerequisite Courses**

[NUR 222: Fundamentals of Nursing](#)

**Semester Offered**

Offered fall and spring

**NUR 332 : Adult Medical-Surgical Nursing I**

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.

**Credits** 9

**Prerequisite Courses**

[NUR 222: Fundamentals of Nursing](#)

**Semester Offered**

Offered fall and spring

**NUR 334 : Mental Health Nursing**

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).

**Credits** 4

**Prerequisite Courses**

[NUR 101: First-Year Nursing Seminar](#)

[NUR 212: Health Assessment](#)

[NUR 207: Pharmacology](#)

[NUR 222: Fundamentals of Nursing](#)

**Semester Offered**

Offered fall and spring

**NUR 336 : Nursing Research and Evidence-Based Practice**

This nonclinical course introduces evidence-based practice as it relates to the science of nursing. Selected research studies are presented and critiqued. Students identify a clinical problem, develop a PICO question, review sources of evidence, summarize the evidence, make recommendations for practice and disseminate findings. Ethical considerations and methods of protection of human subjects are integrated throughout the course.

**Credits** 3

**Proficiency**

QL

**Prerequisite Courses**

[MAT 220: Introduction to Statistics](#)

**Co-Requisite Courses**

[MAT 220: Introduction to Statistics](#)

**Semester Offered**

Offered fall and spring

**NUR 337 : Introduction to Critical Care Nursing**

Critical care nursing is a specialty within professional nursing practice that applies evidence-based practice to the care and management of clients experiencing emergent and life-threatening disease or trauma. The focus of this course is on the application and analysis of nursing theory and clinical knowledge across the continuum of adult medical-surgical critical care settings (eg, emergency room, intensive care unit, burn unit). This 2-credit elective will introduce students to fundamental concepts of critical care nursing and provide a basis for critical thinking relative to the nursing management of critically ill adult patients. This course will also begin acculturating students for future graduate nursing roles in intensive care settings.

**Credits** 2

**Prerequisites**

Completion of all NUR 300 level coursework, NUR 405, and instructor permission

**NUR 360 : Nursing Clinical Elective**

This course will allow nursing students to explore a specialty area in nursing under the guidance of faculty. This individual study will include selected readings, online learning modules and clinical observations within the student's identified specialty area of interest. Examples of specialty areas include: adult critical care, neonatal/pediatric critical care, geriatrics, cardiovascular, perioperative and others. If students have a different specialty area of interest, approval is needed from the chair of nursing department. In addition to the independent reading and online modules, students will also complete 40 hours of clinical shadowing and simulation experience within the specialty area studied.

**Credits** 2

**Prerequisites**

Completion of all 100 and 200 level nursing courses and faculty approval.

**NUR 405 : Adult Medical-Surgical Nursing II**

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.

**Credits** 7

**Proficiency**

WI

**Prerequisites**

completion of all 200- and 300-level NUR courses

**Semester Offered**

Offered fall

**NUR 407 : Nursing Leadership Capstone I**

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.

**Credits 2**

**Proficiency**

WI

**Prerequisites**

- Completion of all 200- and 300-level NUR courses.

**Semester Offered**

Offered fall

**NUR 408 : Nursing Leadership Capstone II**

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.

**Credits 2**

**Prerequisite Courses**

[NUR 405: Adult Medical-Surgical Nursing II](#)

[NUR 407: Nursing Leadership Capstone I](#)

**Prerequisites**

- Completion of all 200- and 300-level NUR courses.

**Semester Offered**

Offered spring

**NUR 442 : Clinical Capstone: Nursing Management of Patient Care**

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.

**Credits 8**

**Prerequisite Courses**

[NUR 405: Adult Medical-Surgical Nursing II](#)

[NUR 407: Nursing Leadership Capstone I](#)

**Prerequisites**

- Completion of all 200- and 300-level NUR courses.

**Semester Offered**

Offered spring

**NUR 445 : NCLEX-RN Preparation I**

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.

**Prerequisites**

- Senior status in the nursing major.

**Semester Offered**

Offered fall

**NUR 446 : NCLEX-RN Preparation II**

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.

**Credits 2**

**Prerequisites**

- Senior status in the nursing major.

**Semester Offered**

Offered spring

# Philosophy

## **PHI 100 : Introduction to Philosophy**

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?

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall

## **PHI 210 : Logic and Critical Thinking**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered spring of odd-numbered years

## **PHI 213 : Ethics**

Ethics is the study of how we should live. In this course, we examine major ethical theories from the Western tradition, such as virtue theory, deontology, consequentialism and social contract theory and apply these theories to issues in everyday life. We also consider social, cultural and political contexts in which ethical decision-making happens.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered spring of even-numbered years

## **PHI 305 : Biomedical Ethics**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall and spring

# Physics

## **PHY 101 : Introduction to Physics I (+lab)**

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Science

**Prerequisites**

- [MAT 206](#) or successful completion (B- or better) of two years of high school algebra.

**Semester Offered**

Offered fall

## **PHY 102 : Introduction to Physics II (+lab)**

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.

**Credits 4**

**Proficiency**

QL

**Prerequisite Courses**

[PHY 101: Introduction to Physics I \(+lab\)](#)

**Semester Offered**

Offered spring



# Political Studies

## **POL 100 : World Politics**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall

## **POL 101 : Introduction to American Politics**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered spring

## **POL 202 : The American Presidency**

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.

**Credits 4**

**Semester Offered**

Offered fall of every third year

## **POL 203 : Political Ideas and Ideologies**

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?

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall of every third year

## **POL 204 : American Foreign Policy**

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.

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered spring of every third year

## **POL 209 : Contemporary Latin America**

Latin America is a diverse and vibrant region and the home of some 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.

**Credits 4**

**Semester Offered**

Offered fall of every third year

## **POL 301 : The U.S. Constitution**

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.

**Credits 4**

**Prerequisites**

- One POL course or permission of the instructor

**Semester Offered**

Offered fall

**POL 303 : Politics of Sub-Saharan Africa**

The goal of this course is to construct and apply a conceptual framework within which to analyze the incredibly complex and varied political landscape of the African continent. In discussing the construction, consolidation and overthrow of the colonial regime, students analyze the ways in which the colonial powers left their imprint on both the African people and the post-colonial African state. Then this course looks at the political issues currently facing the African continent.

**Credits** 4

**Prerequisites**

One [POL 100](#)- or 200-level course

**Semester Offered**

Offered spring of every third year

**POL 307 : America in the Cold War Era, 1945-1990**

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?

**Credits** 4

**Prerequisites**

- One [POL 100](#)- or 200-level course

**Semester Offered**

Offered spring of every third year

**POL 312 : Politics of the Middle East**

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.

**Credits** 4

**Prerequisites**

- One 100-level or 200-level POL course

**Semester Offered**

Offered spring of every third year

## Psychology

**PSY 101 : Introduction to Psychology**

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.

**Credits** 4

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall and spring

**PSY 202 : Personality Psychology**

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.

**Credits** 4

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered spring

**PSY 204 : Social Psychology**

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).

**Credits** 4

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered fall



**PSY 211 : Cognitive Psychology**

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).

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered spring

**PSY 216 : Neuroscience**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered fall

**PSY 240 : Life Span Development**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered fall and spring

**PSY 245 : Introduction to Addiction Studies**

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.

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered spring

**PSY 285 : Psychology Internship**

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.

**Credits 1-4**

**Prerequisites**

- Two 200-level psychology courses;
- Sophomore standing;
- Pre-internship seminar;
- Permission of faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

**PSY 302 : Statistical Methods for Psychology**

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.

Junior standing recommended.

**Credits 4**

**Proficiency**

QL

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered fall

**PSY 303 : Sport and Exercise Psychology**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101](#) or [ESS 114](#) or [ESS 225](#)

**Semester Offered**

Offered spring of even numbered years

**PSY 306 : Psychopathology**

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.

Junior standing recommended.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 202: Personality Psychology](#)

**Semester Offered**

Offered fall of even-numbered years

**PSY 308 : Research Methods in Psychology**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[ENV 302: Community-Based Project II \(+lab\)](#)

**Semester Offered**

Offered spring

**PSY 310 : Counseling Psychology**

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).

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 202: Personality Psychology](#)

**Prerequisites**

- Junior standing

**Semester Offered**

Offered fall of odd-numbered years

**PSY 312 : Human Sexuality**

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.

**Credits 4**

**Semester Offered**

Offered spring of even numbered years

**PSY 316 : Health Psychology**

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.

**Credits 4**

**Prerequisites**

- [PSY 101: Introduction to Psychology](#)
- One 200-level PSY course

**Semester Offered**

Offered spring of even-numbered years

**PSY 317 : Forensic Psychology**

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.

**Credits 4**

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Fall of even-numbered years

**PSY 321 : Issues in Child Psychology**

This course provides an in-depth exploration into the science of child psychology spanning from the prenatal period to pre-adolescence. Students will examine the biological, cognitive and socio-emotional changes that occur during this time period. Additional developmental topics will be discussed including epigenetics, prenatal programming, attachment, gender, socio-metrics, intelligence, humor and additional issues intended to cater to student interests.

**Credits 4**

**Prerequisites**

[PSY 101](#) or [CHI 101](#)

**Semester Offered**

Fall of even-numbered years

**PSY 322 : Issues in Adolescent Psychology**

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.

**Credits 4**

**Prerequisites**

[PSY 101](#) or [CHI 101](#)

**Semester Offered**

Offered spring of odd-numbered years

**PSY 323 : Positive Psychology**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Semester Offered**

Offered spring of odd-numbered years

**PSY 326 : Group Dynamics and Processes**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Prerequisites**

- Sophomore standing

**Semester Offered**

Offered spring of even-numbered years

**PSY 327 : Psychopharmacology**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 216: Neuroscience](#)

**Semester Offered**

Offered spring of odd-numbered years

**PSY 354 : Psychology and Law**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Prerequisites**

- Sophomore standing

**Semester Offered**

Offered spring of odd-numbered years

**PSY 369 : Drugs and Behavior**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

**Prerequisites**

- One 200-level PSY course

**Semester Offered**

Offered fall of odd-numbered years

**PSY 371 : Child and Adolescent Psychopathology**

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 wider range of child and adolescent mental health issues.

**Credits 4**

**Prerequisites**

[PSY 101](#) or [CHI 101](#)

**Semester Offered**

Offered spring of even-numbered years

**PSY 372 : Substance Abuse Counseling**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 245: Introduction to Addiction Studies](#)

**Semester Offered**

Fall of even-numbered years

**PSY 373 : Screening and Assessment of Addiction Disorders**

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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 245: Introduction to Addiction Studies](#)

**Semester Offered**

Offered spring of odd years

**PSY 374 : Case Management**

This course will assist students in developing the skills associated with effective case 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.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 245: Introduction to Addiction Studies](#)

**Semester Offered**

Offered fall of odd-numbered years

**PSY 485 : Psychology Internship and Professional Development Seminar**

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.

**Credits 4-16**

**Prerequisites**

- Pre-internship seminar;
- Permission of the faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered spring

**PSY 486 : Psychology Capstone: Advanced Research Seminar**

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.

**Credits 4**

**Proficiency**

WI

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

[PSY 302: Statistical Methods for Psychology](#)

[PSY 308: Research Methods in Psychology](#)

**Semester Offered**

Offered fall

## Public Health

**PBH 230 : Introduction to Public Health**

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.

**Credits 4**

**Semester Offered**

Offered fall

**PBH 232 : Mental Health Systems**

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.

**Credits 2**

**Prerequisite Courses**

[HEA 100: Introduction Health Care Systems](#)

**Prerequisites**

- PBH major only.

**Semester Offered**

Offered spring

**PBH 306 : Health Research Methods**

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.

**Credits 4**

**Proficiency**

QL

**Semester Offered**

Offered fall

**PBH 330 : Epidemiology**

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.

**Credits** 4

**Proficiency**

QL

**Prerequisites**

MAT 220; PBH 230\* and BIO 108 or BIO 106

\*non-PBH majors do not need the PBH 230 prerequisite.

**Semester Offered**

Offered fall

**PBH 332 : Prevention of Illness and Injury**

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.

**Credits** 4

**Prerequisite Courses**

PBH 230: Introduction to Public Health

**Semester Offered**

Offered spring

**PBH 401 : Public Health Policy and Law**

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.

**Credits** 2

**Proficiency**

WI

**Prerequisite Courses**

PBH 230: Introduction to Public Health

PBH 306: Health Research Methods

**Prerequisites**

- Senior-level standing.

**Semester Offered**

Offered fall

**PBH 485 : Public Health Internship**

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.

**Credits** 2-12

**Prerequisite Courses**

PBH 230: Introduction to Public Health

**Prerequisites**

- Pre-internship seminar;
- Permission of faculty sponsor and program director.

**Semester Offered**

Offered fall, spring, and summer

**PBH 486 : Public Health Capstone I**

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.

**Credits** 2

**Proficiency**

WI

**Prerequisite Courses**

PBH 306: Health Research Methods

**Prerequisites**

- Senior-level standing in the major.

**Semester Offered**

Offered fall

**PBH 487 : Public Health Capstone II**

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.

**Credits** 2

**Prerequisite Courses**

PBH 486: Public Health Capstone I

**Semester Offered**

Offered spring



## Religion

### **REL 105 : World Religions**

This course is an introduction to the academic study of religion, covering both major world religious traditions and the study of religion in general. Students will investigate the origins, beliefs, values and practices of religions from different times and cultures and will learn scholarly techniques to analyze, contextualize and compare these various religions. Emphasis is placed on understanding different religions as social-historical phenomena.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall of even-numbered years

### **REL 206 : The Meaning of Death**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall of odd-numbered years

### **REL 237 : Themes in Comparative Religion**

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.

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered spring of even-numbered years

## Science

### **SCI 112 : Introduction to Astronomy (+lab)**

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.

**Credits 4**

**Liberal Education Core**

Science

**Semester Offered**

Offered spring

## Self-Designed

### **SDM 285 : SDM Introductory Internship**

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 & 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.

**Credits 1-4**

**Prerequisites**

- Pre-internship seminar;
- Permission of faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

**SDM 475 : Self-Designed Major Advanced Research Seminar**

The advanced research seminar is an opportunity for students to carry out an in-depth research project in their self-designed program. The final project must make extensive use of primary research, use data analysis, best practices in writing, and research methods appropriate to the student's disciplines. Working with a faculty sponsor, students design and initiate the research project, analyze their findings and present their conclusions. Formal presentation of the results at the end of the project is required. (WI) (QL) Prerequisite: Senior Standing. Offered spring.

**Credits 3**

**Semester Offered**

Offered spring

**SDM 485 : SDM Advanced Internship**

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.

**Credits 3-12**

**Prerequisite Courses**

[SDM 285: SDM Introductory Internship](#)

**Prerequisites**

- Junior standing or above;
- Pre-internship seminar;
- Permission of faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

**SDM 486 : Research Methods**

Students design a research plan that facilitates an original exploration of a particular theme that integrates multiple research methodologies. Students begin by conducting an extensive review of the literature and other work on their topic and learn about (and practice) research techniques used in various appropriate disciplines, such as surveys, archival research and oral interviews. This plan synthesizes their own and existing research and thinking.

**Credits 1-4**

**SDM 487 : Self-Designed Senior Capstone**

This course involves a semester of directed research in which students develop a project that draws on the various disciplines studied in the major. The project should demonstrate originality through its conceptualization, data collected, and/or analysis. Students work with a faculty sponsor and present their research to the college community at a spring symposium. Offered spring. Prerequisite: junior or senior standing.

**Credits 1**

**Prerequisites**

Junior or senior standing

## Social Work

**SW 405 : Social Work Practice Field Study I**

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.

**Credits 6**

**Prerequisite Courses**

[SHS 105: Introduction to Human Services](#)

[SHS 305: Social Justice and Advocacy](#)

[SHS 310: Human Service Policy](#)

**Prerequisites**

- Pre-internship seminar;
- Permission of the faculty field service sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall



**SW 406 : Social Work Practice Field Study II**

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.

**Credits 6**

**Prerequisite Courses**

[SW 405: Social Work Practice Field Study I](#)

**Prerequisites**

- Permission of the faculty field service sponsor;
- Permission of the dean for the School of Business & Social Sciences;
- Must be taken as the second of a two-part field service sequence.

**Semester Offered**

Offered spring

## Sociology and Human Services

**SHS 101 : Introduction to Sociology**

This course examines sociology as a scientific discipline with an introduction to its foundational themes, empirical concerns, and analytical approaches. Students will investigate the interrelationship between individual experience and broader social contexts emphasizing the effects of social class, race/ethnicity and gender on life experiences and opportunities. Students will gain knowledge and critical thinking skills regarding contemporary social life in the United States. Offered fall and spring. Exploration Area: Social Sciences

**Credits 4**

**Liberal Education Core**

Social Science

**Semester Offered**

Offered fall and spring

**SHS 105 : Introduction to Human Services**

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

**Credits 4**

**Semester Offered**

Offered fall

**SHS 203 : Sociology of the Family**

This course focuses on the structure of the American family and how this structure is changing as society changes. We will work to understand and appreciate the diversity of American family life, including how race/ethnicity, socio-economic class, gender and sexual orientation shape family realities. The impact of political and economic systems on family life as well as social problems associated with families will also be explored.

**Credits 4**

**Prerequisites**

[SOC 101](#) or [CHI 101](#)

**Semester Offered**

Offered fall of odd-numbered years

**SHS 203 : Sociology of the Family**

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. Offered fall of odd-numbered years.

Prerequisite: SOC 101 or CHI 101

**Credits 4**

**Prerequisite Courses**

[SHS 101: Introduction to Sociology](#)

[CHI 101: Child Growth and Development](#)

**Semester Offered**

Offered fall of odd number years.

**SHS 217 : U.S. Social Problems**

U.S. Social Problems explores current, domestic issues through a sociological lens, taking into consideration the sociological imagination and exploring the constructivist approach to the study of conditions. Special attention is paid to societal inequality, including the experiences of racial/ethnic minorities, low-income populations and the LGBTQ+ community. Students will participate in community-engaged learning in order to experience first-hand work being done on the local level to combat issues such as poverty and addiction.

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered fall

**SHS 217 : U.S. Social Problems**

U.S. Social Problems explores current, domestic issues through a sociological lens, taking into consideration the sociological imagination, and exploring the constructivist approach to the study of conditions. Moreover, students will complete service to the community in order to experience first-hand work being done on the local level to combat issues such as poverty and addiction.

Prerequisites: SHS101. Offered fall.

**Credits 4**

**Prerequisite Courses**

[SHS 101: Introduction to Sociology](#)

**Semester Offered**

Offered fall

**SHS 278 : Research Assistantship**

Academically qualified sophomores, juniors or seniors may apply to work with faculty members as research assistants on the faculty member's own research. The research assistantships can be at the 200, 300, or 400 level of course work. Students may not complete more than one assistantship at any one level.

**Credits 4**

**Prerequisites**

- Academically qualified sophomores, juniors or seniors may apply to work with faculty members as research assistants.

**SHS 285 : Exploratory Sociology and Human Services Internship**

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 and spring.

**Credits 4**

**Prerequisites**

- Sophomore standing;
- Pre-internship seminar.

**Semester Offered**

Offered fall and spring

**SHS 301 : Intimate Partner Violence**

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) Prerequisites: CLS101 or SHS101. Offered spring of odd years.

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered spring of odd years

**SHS 303 : Sociological Aspects of Sport**

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.

**Credits 4**

**Prerequisites**

- One of the following: [SHS 101](#), [SM 114/ESS 114](#), or [ESS 116](#)

**Semester Offered**

Offered fall

**SHS 304 : Race and Ethnic Relations**

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. Offered fall of odd-numbered years. Prerequisite: SHS101

**Credits 4**

**Prerequisite Courses**

[SHS 101: Introduction to Sociology](#)

**Semester Offered**

Offered fall of odd-numbered years

**SHS 305 : Social Justice and Advocacy**

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.

**Credits 4**

**Prerequisite Courses**

[SHS 105: Introduction to Human Services](#)

**Prerequisites**

[PSY 101](#), [SHS 101](#), or [PBH 230](#).

**Semester Offered**

Offered spring of odd-numbered years

**SHS 310 : Human Service Policy**

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. (WI) Offered spring

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered spring of even-numbered years

**SHS 316 : Social Theory**

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 provides 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)

**Credits 4**

**Proficiency**

WI

**Prerequisite Courses**

[SHS 101: Introduction to Sociology](#)

**Semester Offered**

Offered fall of even-numbered years

**SHS 319 : Global Social Problems**

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.

**Credits 4**

**Semester Offered**

Offered spring of odd-numbered years

**SHS 319 : Global Social Problems**

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.

**Credits 4**

**Prerequisite Courses**

[SHS 101: Introduction to Sociology](#)

**Semester Offered**

Offered spring of odd-numbered years

**SHS 322 : Gender and Society**

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.

**Credits 4**

**Prerequisites**

[SHS 101](#) or [WGS 111](#)

**Semester Offered**

Offered spring of even-numbered years

**SHS 333 : Research Methods in the Social Sciences**

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)

Junior standing recommended.

**Credits 4**

**Proficiency**

QL

**Prerequisite Courses**

[SHS 101: Introduction to Sociology](#)

**Semester Offered**

Offered spring

**SHS 485 : Sociology and Human Services Internship**

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: SHS 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.

**Credits 12**

**Semester Offered**

Offered fall, spring, and summer

**SHS 486 : Capstone for the Social Sciences**

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.

**Credits 4**

**Proficiency**

WI

**Prerequisite Courses**

[SHS 333: Research Methods in the Social Sciences](#)

**Semester Offered**

Offered fall

**SHS 486 : Capstone for the Social Sciences**

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)

**Credits 4**

**Prerequisite Courses**

[SHS 333: Research Methods in the Social Sciences](#)

**Semester Offered**

Offered fall

**SOC 485 : Sociology Internship**

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, nonprofits 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.

**Credits 4-12**

**Prerequisites**

- Sociology major;
- Junior standing or above;
- Pre-internship seminar;
- Permission of faculty sponsor and the dean for the School of Business & Social Sciences.

**Semester Offered**

Offered fall, spring, and summer

## Sport Management

**SHS 303 : Sociological Aspects of Sport**

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.

**Credits 4**

**Prerequisites**

- One of the following: [SHS 101](#), [SM 114/ESS 114](#), or [ESS 116](#)

**Semester Offered**

Offered fall

**SM 114 : Introduction to Sport Management**

This course will seek to provide you 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. You 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.

**Credits 4**

**Semester Offered**

Offered fall

**SM 210 : Sport History**

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. Exploration area: History.

**Credits 4**

**Liberal Education Core**

History

**Semester Offered**

Offered fall

**SM 213 : Philosophy of Sport**

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. Exploration area: Humanities

**Credits 4**

**Liberal Education Core**

Humanities

**Semester Offered**

Offered fall

**SM 214 : Facility Planning & Event Management**

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.

**Credits 4**

**Semester Offered**

Offered fall

**SM 218 : Ethics, Leadership, and Governance in Sport**

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.

**Credits 4**

**Proficiency**

WI

**Semester Offered**

Offered spring

**SM 285 : Internship in Sport Management**

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.

**Credits 4**

**Prerequisites**

- Pre-internship seminar;
- Current first aid and CPR certification;
- Completion of 45 credit hours;
- Permission of the faculty sponsor and the Harrington Center

**Semester Offered**

Offered fall, spring, and summer

**SM 309 : Gender and Sport**

Gender issues and sport will be examined through a multidisciplinary approach utilizing theoretical constructs. Biophysical, sociocultural, political, sexual, and legislative perspectives will be explored.

**Credits 4**

**Prerequisites**

- Completion of three Liberal Education Core Areas.

**Semester Offered**

Offered fall of odd-numbered years

**SM 312 : Sport and Recreation Programming and Administration**

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.

**Credits 4**

**Prerequisites**

- Sophomore standing or above.

**Semester Offered**

Offered spring of odd-numbered years

**SM 319 : Sport Finance**

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.

**Credits 4**

**Semester Offered**

Offered spring of odd-numbered years

**SM 328 : Theory of Coaching**

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. Offered fall of odd-numbered years. Prerequisite: ESS 100

**Credits 4**

**Prerequisite Courses**

[ESS 100: Personal Health and Wellness](#)

**Semester Offered**

Offered fall of odd-numbered years

**SM 345 : Global Sport**

This is an integrative experience course (IE) designed to examine sport from a global perspective. The purpose of an IE course is to examine a central topic from the perspectives of multiple disciplines. In this course we will use the phenomenon of sport to explore its political, socio economical, historical, cultural, ethnic, gender and racial impact on the world around us. We will also explore the relationship of sports in the context of nationalism, capitalism, business and corruption.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**SM 348 : Sport Marketing and Sales**

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.

**Credits 4**

**Prerequisites**

- Sophomore standing or above.

**Semester Offered**

Offered spring

**SM 426 : Sport Law**

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.

**Credits 4**

**Prerequisites**

- Junior standing or above.

**Semester Offered**

Offered spring

**SM 428 : Senior Seminar**

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.

**Credits 2**

**Prerequisites**

- Senior standing.

**Semester Offered**

Offered fall



### **SM 485 : Internship in Sport Management**

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.

**Credits** 12

#### **Prerequisite Courses**

[SM 285: Internship in Sport Management](#)

#### **Prerequisites**

Junior status;

Pre-internship seminar;

Current first aid and CPR certification;

Permission of the faculty sponsor and the Harrington Center

#### **Semester Offered**

Offered fall, spring, and summer

### **SM 487 : Research in Sport Management: Critical Components**

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)

**Credits** 2

#### **Proficiency**

WI

#### **Prerequisites**

Exercise Science Major

- Two of the following: [ESS 324](#), [ESS 326](#), or [PSY 303](#), or permission of the instructor.

Sport Management Major

- Two of the following: SHS 214, SHS 303, or SHS 348, or permission of the instructor.

#### **Semester Offered**

Offered fall

### **SM 488 : Research in Sport Management: Assessments and Analysis**

In this course students complete the investigation of the topic they designed in SM 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)

**Credits** 2

#### **Proficiency**

WI

#### **Prerequisite Courses**

[SM 487: Research in Sport Management: Critical Components](#)

#### **Semester Offered**

Offered spring

## **Studio Art**

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

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.

**Credits** 4

#### **Liberal Education Core**

Arts

#### **Semester Offered**

Offered summer online and fall online as needed

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

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.

**Credits** 4

#### **Liberal Education Core**

Arts

#### **Semester Offered**

Offered fall and spring

**ART 111-118 : Exhibition Foundations**

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.

**Credits 1**

**Prerequisites**

- Scheduling with the gallery director and permission of the instructor.

**Semester Offered**

Offered fall and spring

**ART 210 : Drawing II**

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.

**Credits 4**

**Proficiency**

QL

**Prerequisite Courses**

[ART 110: Drawing Foundations](#)

**Semester Offered**

Offered fall and spring

**ART 230 : Painting I**

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall and spring

**ART 234 : Watercolor I**

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Arts

**Semester Offered**

Offered as needed

**ART 245 : Sculpture I**

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Arts

**Semester Offered**

Offered spring



**ART 247 : Jewelry & Metalsmithing**

Objects for personal adornment have, for centuries, been part of our culture. Often these objects serve as a means of distinguishing ourselves as a distinct culture or group as well as a means of personal expression, remembrance or commemoration. This course will explore some of the different forms and functions that the medium has taken in various cultures around the world. The focus of the course will be on the production of jewelry and/or small-scale metal sculpture. Students will learn some of the traditional methods of jewelry fabrication and design working with precious and non-precious metal and stones.

Please note: As with many studio courses, some materials will be provided for the class, and some will be purchased by students. Given the current increased cost of metal, expected individual costs are \$130+ (depending on the precious or non-precious materials students choose).

**Credits 4**

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall

**ART 260 : Photography I**

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.)

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall and spring

**ART 270 : Ceramics I**

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.

**Credits 4**

**Proficiency**

QL

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall and spring

**ART 285 : Art Internship**

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.

**Credits 1-4**

**Semester Offered**

Offered fall, spring, and summer

**ART 310 : Drawing III**

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.

**Credits 4**

**Prerequisite Courses**

[ART 210: Drawing II](#)

**Semester Offered**

Offered fall and spring

**ART 311 : Drawing IV**

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.

**Credits 4**

**Prerequisite Courses**

[ART 310: Drawing III](#)

**Semester Offered**

Offered fall and spring

**ART 330 : Painting II**

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.

**Credits 4**

**Prerequisite Courses**

[ART 230: Painting I](#)

**Semester Offered**

Offered fall and spring

**ART 331 : Painting III**

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.

**Credits 4**

**Prerequisite Courses**

[ART 330: Painting II](#)

**Semester Offered**

Offered fall and spring

**ART 334 : Watercolor II**

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.

**Credits 4**

**Prerequisite Courses**

[ART 234: Watercolor I](#)

**Semester Offered**

Offered as needed

**ART 345 : Sculpture II**

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.

**Credits 4**

**Prerequisite Courses**

[ART 245: Sculpture I](#)

**Semester Offered**

Offered spring

**ART 346 : Sculpture III**

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.

**Credits 4**

**Prerequisite Courses**

[ART 345: Sculpture II](#)

**Semester Offered**

Offered spring

**ART 350 : Topics in Art**

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

**Semester Offered**

Offered fall and spring

**ART 360 : Photography II**

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.)

**Credits 4**

**Prerequisite Courses**

[ART 260: Photography I](#)

**Semester Offered**

Offered fall and spring

**ART 361 : Photography III**

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.)

**Credits 4**

**Prerequisite Courses**

[ART 360: Photography II](#)

**Semester Offered**

Offered fall and spring

**ART 370 : Ceramics II**

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.

**Credits 4**

**Prerequisite Courses**

[ART 270: Ceramics I](#)

**Semester Offered**

Offered fall and spring

**ART 371 : Ceramics III**

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.

**Credits 4**

**Prerequisite Courses**

[ART 370: Ceramics II](#)

**Semester Offered**

Offered fall and spring

**ART 410 : Drawing V**

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.

**Credits 4**

**Prerequisite Courses**

[ART 311: Drawing IV](#)

**Semester Offered**

Offered fall and spring

**ART 411 : Drawing VI**

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.

**Credits 4**

**Prerequisite Courses**

[ART 410: Drawing V](#)

**Semester Offered**

Offered fall and spring

**ART 425 : Professional Practices and Portfolio**

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.

**Credits 3**

**Proficiency**

WI

**Prerequisites**

- Studio Art or Graphic Design major;
- Senior standing.

**Semester Offered**

Offered fall

**ART 426 : Gallery and Portfolio Presentation**

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.

**Credits 1**

**Prerequisites**

- Studio Art or Graphic Design major;
- Senior standing.

**Semester Offered**

Offered spring

**ART 430 : Painting IV**

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.

**Credits 4**

**Prerequisite Courses**

[ART 331: Painting III](#)

**Semester Offered**

Offered fall and spring

**ART 431 : Painting V**

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.

**Credits 4**

**Prerequisite Courses**

[ART 430: Painting IV](#)

**Semester Offered**

Offered fall and spring

**ART 434 : Watercolor III**

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.

**Credits 4**

**Prerequisite Courses**

[ART 334: Watercolor II](#)

**Semester Offered**

Offered as needed

**ART 445 : Sculpture IV**

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.

**Credits 4**

**Prerequisite Courses**

[ART 346: Sculpture III](#)

**Semester Offered**

Offered spring

**ART 446 : Sculpture V**

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.

**Credits 4**

**Prerequisite Courses**

[ART 445: Sculpture IV](#)

**Semester Offered**

Offered spring

**ART 460 : Photography IV**

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).

**Credits 4**

**Prerequisite Courses**

[ART 361: Photography III](#)

**Semester Offered**

Offered fall and spring

**ART 461 : Photography V**

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).

**Credits 4**

**Prerequisite Courses**

[ART 460: Photography IV](#)

**Semester Offered**

Offered fall and spring

**ART 470 : Ceramics IV**

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.

**Credits 4**

**Prerequisite Courses**

[ART 371: Ceramics III](#)

**Semester Offered**

Offered fall and spring

**ART 471 : Ceramics V**

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.

**Credits 4**

**Prerequisite Courses**

[ART 470: Ceramics IV](#)

**Semester Offered**

Offered fall and spring

**ART 485 : Art Internship**

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 advisor, faculty sponsor and the Harrington Center. Specific information is available from the Harrington Center. Graded pass/fail.

**Credits 1-4**

**Prerequisites**

- Pre-internship seminar;
- Permission of academic advisor and faculty sponsor.

**Semester Offered**

Offered fall, spring, and summer

# Theater

## **THE 140 : Acting Studio I**

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.

**Credits 4**

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall

## **THE 230 : Stagecraft**

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.

**Credits 4**

**Liberal Education Core**

Arts

**Semester Offered**

Offered fall and spring

## **THE 240 : Acting Studio II**

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.

**Credits 4**

**Prerequisite Courses**

[THE 140: Acting Studio I](#)

**Semester Offered**

Offered fall

## **THE 330 : Advanced Stagecraft**

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.

**Credits 4**

**Prerequisite Courses**

[THE 230: Stagecraft](#)

**Semester Offered**

Offered fall and spring

## **THE 340 : Acting Studio III**

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.

**Credits 4**

**Prerequisite Courses**

[THE 240: Acting Studio II](#)

**Semester Offered**

Offered fall

## **THE 430 : Theatrical Design**

Students study the principles of design, the development of a design concept, script analysis from the designer's perspective, collaborative work and the working parameters present in a theater. This course is suited for students who have experience working in the theater or those who want to apply design skills in other areas to theater, particularly sculpture and painting.

**Credits 4**

**Prerequisite Courses**

[THE 330: Advanced Stagecraft](#)

**Semester Offered**

Offered fall and spring

## **THE 440 : Acting Studio IV**

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.

**Credits 4**

**Prerequisite Courses**

[THE 340: Acting Studio III](#)

**Semester Offered**

Offered fall

# Washington Institute Internship

## **WII 301 : Experiential Education Seminar**

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.

**Credits 3**

## **WII 302 : Environmental and Sustainability Policy Studies (ESPS)**

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.

**Credits 3**

## **Integrative Experience Course**

Integrative Experience

### **Prerequisites**

- Completion of four Liberal Education Core Areas.

## **WII 303 : Inside Washington, D.C.**

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.

**Credits 3**

### **Prerequisites**

- Completion of four Liberal Education Core Areas.

## **WII 304 : International and Foreign Policy Studies**

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.

**Credits 3**

### **Prerequisites**

- Completion of four Liberal Education Core Areas.



**WII 305 : Global Women's Leadership Development**

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 childbearing 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, nonprofit 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.

**Credits 3****Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of four Liberal Education Core Areas.

**WII 485 : Internship**

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.

**Credits 8-12**

## Wesson Honors

**HON 200 or 300-Level : Honors Contract**

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. Credits vary.

**HON 300-Level : Wesson Honors**

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?

**Credits 4****HON 380 : Wesson Honors First-Year Experience Peer Mentor**

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.

**Credits 4****HON 486 : Wesson Honors Capstone Seminar**

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.

**Credits 2****Semester Offered**

Offered spring

## Women's and Gender Studies

**WGS 111 : Introduction to Gender Studies**

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.

**Credits 4****Liberal Education Core**

Humanities

**Semester Offered**

Offered fall and spring except spring of even-numbered years

**WGS 211 : Introduction to LGBTQ Studies**

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.

**Liberal Education Core**

Humanities

**Semester Offered**

Offered spring of even numbered years



**WGS 250 : Topics in Gender Studies**

These courses offer students in-depth study of topics in women's studies, such as psychology of gender, gender and art, gender and science, gender and the historian, and gender and management, that are not part of the regularly scheduled course offerings. Topics are announced before registration. Offered fall and spring.  
Liberal Education Core: Humanities

**Credits 4****Liberal Education Core**

Humanities

**Semester Offered**

Offered fall and spring

**WGS 350 : Topics in Gender Studies**

These courses offer students in-depth study of topics in women's studies, such as psychology of gender, gender and art, gender and science, gender and the historian, and gender and management, that are not part of the regularly scheduled course offerings. Topics are announced before registration. Offered fall and spring.

**Credits 4****Semester Offered**

Offered fall and spring

**WGS 450 : Topics in Gender Studies**

These courses offer students in-depth study of topics in women's studies, such as psychology of gender, gender and art, gender and science, gender and the historian, and gender and management, that are not part of the regularly scheduled course offerings. Topics are announced before registration. Offered fall and spring.

**Credits 4****Semester Offered**

Offered fall and spring

## Writing

**WRT 101 : Introduction to Academic Writing**

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.

**Credits 4****Semester Offered**

Offered fall and spring

**WRT 201 : Introduction to Creative Writing**

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.

**Credits 4****Proficiency**

WI

**Liberal Education Core**

Arts

**Semester Offered**

Offered spring

**WRT 216 : Writing for Public Communication**

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.

**Credits 4****Proficiency**

WI

**Prerequisite Courses**[WRT 101: Introduction to Academic Writing](#)**Semester Offered**

Offered spring

**WRT 285 : Writing Internship**

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.

**Credits 1-4****Prerequisites**

- Sophomore standing;
- Pre-internship seminar;
- Permission of the faculty sponsor and the dean for the School of Arts & Sciences.

**Semester Offered**

Offered fall, spring, and summer

**WRT 301 : Intermediate Creative Writing: Poetry**

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.

**Credits 4**

**Prerequisite Courses**

[WRT 201: Introduction to Creative Writing](#)

**Semester Offered**

Offered spring of odd-numbered years

**WRT 302 : Intermediate Creative Writing: Fiction**

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.

**Credits 4**

**Prerequisite Courses**

[WRT 201: Introduction to Creative Writing](#)

**Semester Offered**

Offered spring of even-numbered years

**WRT 304 : Intermediate Creative Writing: Selected Genre Studies**

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.

**Credits 4**

**Prerequisite Courses**

[WRT 201: Introduction to Creative Writing](#)

**Semester Offered**

Offered fall of odd-numbered years

**WRT 311 : Scriptwriting**

This course is an introduction to writing for the film and video screen. Through class discussion, readings and the analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue and the particular demands of the audiovisual media.

**Credits 4**

**Prerequisites**

[WRT 201](#) or [COM 216](#)

**Semester Offered**

Offered fall of even-numbered years

**WRT 328 : Copyediting**

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.

**Credits 4**

**Prerequisite Courses**

[WRT 201: Introduction to Creative Writing](#)

[WRT 216: Writing for Public Communication](#)

**Semester Offered**

Offered fall of even-numbered years

**WRT 330 : Creative Nonfiction**

This is an intermediate course in creative nonfiction and the personal essay. Over the course of the semester, students explore some of the many ways to create, examine, explain, define and change themselves through the process of writing. Students read a wide variety of writers who are experts in the practice of creative nonfiction and the personal essay. They will also write assignments to help them gain a deeper self-knowledge.

**Credits 4**

**Prerequisite Courses**

[WRT 201: Introduction to Creative Writing](#)

**Semester Offered**

Offered spring of even-numbered years

**WRT 335 : Writing About Science and Health**

Maintaining clear communication between scientists and nonscientists is becoming increasingly important to modern society. In this course, students will analyze and write about topics in science and health, including climate change science, public health issues, as well as medical topics such as neuroscience and genetics. Complex ideas will be distilled by students into simple explanations after probing deeply into each topic via extensive research. Over the semester, students will (both individually and collaboratively) present their findings and write about topics with precision, clarity and objectivity. Students will also develop skills in audience analysis and critical research. At the end of the course, students will reflect on their experiences in light of current media coverage of relevant topics.

**Credits 4**

**Integrative Experience Course**

Integrative Experience

**Prerequisites**

- Completion of four Liberal Education Core Areas.

**Semester Offered**

Offered fall of odd-numbered years

**WRT 485 : Writing Internship**

All creative and professional writing majors are required to complete a minimum one-credit 400-level to gain practical experience under the supervision of both a professional in the field and a member of the creative and 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.

**Credits** 1-6

**Prerequisites**

- Creative and Professional Writing major;
- Pre-internship seminar;
- Permission of the faculty sponsor and the Harrington Center.

**Semester Offered**

Offered fall, spring, and summer

**WRT 486 : Capstone Proposal**

The Capstone Proposal is an opportunity for seniors in the creative and professional writing 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.

**Credits** 4

**Prerequisites**

- Creative and Professional Writing major;
- Senior standing.

**Semester Offered**

Offered fall

**WRT 487 : Capstone Experience**

The Capstone Experience is an opportunity for seniors in the creative writing and literature 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.

**Credits** 2

**Prerequisite Courses**

[WRT 486: Capstone Proposal](#)

**Prerequisites**

- Creative Writing and Literature major;
- Senior standing.

**Semester Offered**

Offered spring

**WRT 488 : Capstone Proposal**

The Capstone Proposal is an opportunity for seniors in the creative and 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.

**Credits** 4

**Proficiency**

WI

**Prerequisites**

- Creative and Professional Writing major;
- Senior standing.

**Semester Offered**

Offered fall

**WRT 489 : Capstone Experience: Senior Seminar in Creative & Professional Writing**

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.

**Credits 2****Proficiency**

WI

**Prerequisite Courses**[WRT 488: Capstone Proposal](#)**Prerequisites**

- Creative and Professional Writing major;
- Senior standing

**Semester Offered**

Offered spring