



Colby·Sawyer College

2015-2016 Catalog

Colby·Sawyer College
2015–2016 CATALOG

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THE CURRICULUM

COLBY-SAWYER COLLEGE MISSION STATEMENT

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

PHILOSOPHY

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

VALUES

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

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

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

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

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

THE LEARNING OUTCOMES

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

Colby-Sawyer 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.

THE 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.

Liberal Education Program

The goals of the liberal education program are to provide students with the skills needed to do successful college-level work, to obtain exposure to and to appreciate the integration of a variety of disciplinary areas. Students must complete the four components of the Liberal Education Program: First Year Symposium, Proficiencies (Including two Writing Intensive courses and one Applied Quantitative Literacy course), Exploration Courses, Integrative Studies course, senior year Capstone project and contributions to each individual student portfolio.

1. Proficiencies

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

Requirements

A. Writing Proficiency—WRT 101 | CREDITS: 4

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

Learning Objectives 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.

- Evaluate texts that are representative of the writing and rhetoric valued within their discipline
- Compose papers that demonstrate the standards of effective writing in their discipline.
- Complete writing assignments based on the convention of drafting and revising based on feedback

B. Quantitative Literacy | 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 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

2. First Year Symposium | CREDITS: 4

Purpose: To introduce students to intellectual curiosity and interdisciplinary thinking.

First Year Symposium—Course Description

The FYS at Colby-Sawyer College provides the introductory foundation to college-level learning and is designed to help students make a successful transition into the Colby-Sawyer community. This course will demand that students practice skills necessary to become effective critical thinkers and active citizens in a global community. The values of the FYS at Colby-Sawyer College are informed by the following learning outcomes: engagement, excellence, and empowerment. These learning outcomes are tied to the learning outcomes of the college.

Learning Outcomes of the First Year Symposium:

- Employ critical reading and writing skills as evidenced by reading responses and analytical essays
- Analyze and discuss course topics in an interdisciplinary manner as evidenced by written reading responses, class discussions, oral presentations, and reflective essays that integrate multiple disciplinary perspectives
- Practice effective oral communication skills as evidenced by class discussions and oral presentations
- Engage in collaborative group practices as evidenced by group projects with group evaluations and reflective essays
- Recognize connections between the college's learning outcomes and outside the classroom activities as evidenced by reflective oral presentation and/or reflective essay

3. Exploration Courses

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

Goals of the Exploration Courses are to:

- Foster interdisciplinary thinking
- Emphasize the connectedness of learning
- Allow the student to acquire breadth of understanding and perspective
- Support the free exploration of ideas and perspectives

Requirements:

- Students are required to take a total of six Exploration courses (24 credits)
- The six courses come from the following Exploration areas (6 courses, 24 credits):
Fine and Performing Arts 1 course—4 credits; History 1 course—4 credits; Humanities 1 course—4 credits; Literature 1 course—4 credits; Science 1 course—4 credits; Social Sciences 1 course—4 credits

Exploration Areas

FINE AND PERFORMING ARTS | CREDITS: 4

Art offers an understanding of culture through the study of art objects, verbal and visual languages, live theater, dance and movement studies, as well as through music, voice and writing. Many art courses are interdisciplinary in nature and provide an understanding of cultural and historical contexts. The study of the fine and performing arts provides students with a comprehensive view of the ways artists make work within the historical, scholarly, and technical frameworks of the visual and performance arts. **Choose one course for four credits from the following list of courses:** ART 100, 110, 125, 230, 234, 240, 245, 260, 270; DAN 110, 120, 130, 240; MED 101, MUS 103; THE 103, 140, 202, 203, 230; WRT 201

HISTORY | 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. **Choose one course for four credits from the following list of courses:** AME 201; ARH 203; BUS 233; HIS 103, 104, 209, 218, 233

HUMANITIES | CREDITS: 4

The humanities fosters capacities for intellectual imagination and vision through study of some of humanity's greatest works; works that explore the nature and meaning of human existence. Humanities courses use such works to inspire and instruct students in the inclusion of ethical, aesthetic and philosophical considerations into their decision making. In a rapidly changing world, the study of the humanities provides students a crucial means for the realization of their own potential and for educated and effective participation in a democratic society. **Choose one course for four credits from the following list of courses:** HIS 212; PHI 100, 210, 213, 214, 215, 221, 305; POL 203; REL 104, 105, 206, 237; WGS 111

LITERATURE | CREDITS: 4

Literature utilizes a variety of textual forms and a variety of critical theories and interpretive methods to question, shape and order human experience. Literature courses focus on an in-depth body of imaginative literature (arranged for study by chronology, culture, genre or theme) to challenge students to reflect on their own lives through an encounter with literary texts. The study of literature offers students the opportunity to enrich and deepen their own forms of self-knowledge and expression through textual analysis. **Choose one course for four credits from the following list of courses:** ENG 213, 215, 216, 221, 222, 229, 231, 232, 234, 238, 239, 244, 265, 266

SCIENCE | CREDITS: 4

Science is a basic and formative part of the 21st-century world, and each citizen must make personal and public choices that require knowledge about the content and method of science. Science courses focus on basic scientific principles and methods, the powers and limits of the scientific method and the critical judgment and communication about scientific issues. The study of science offers students an introduction to the use of the scientific method to formulate and test hypotheses in a broad, interdisciplinary context applicable to the life of a non-scientist. **Choose one course for four credits from the following list of courses:** BIO 106, 107, 108, 121; 206, 250, CHE 101; ENV 120, 201, PHY 101; SCI 112, 130

SOCIAL SCIENCES | CREDITS: 4

The Social Sciences focus on interactions among people, society and institutions, based primarily in the present. Social Sciences courses provide an understanding of society and an introduction to multiple methods of inquiry and modes of reasoning that require the use of evidence to test ideas. The study of the social sciences offers students the ability to explore the relationship between personal and social worlds and to develop responsibility

not only to themselves but also to the broader society in which they live by integrating a variety of ideas into their own informed perspectives. Choose one course for four credits from the following list of courses: ANT 102; BUS 115; CHI 101; ECO 201; EDU 201, EDU 204; HEA 100; HPS 100; POL 101; 204; PSY 101; SOC 101

4. Integrative Studies | CREDITS: 4

Learning Outcomes of the Integrative Studies course

In Integrative Studies courses students will:

- Demonstrate an understanding of the complexity of knowledge and learning by analyzing and integrating multiple perspectives
- Understand and employ multiple perspectives within a particular discipline and/or from multiple disciplines in the form of differing theories, concepts, interpretations, and points of views
- Understand and employ multiple perspectives from within a single society or culture or across societies and cultures
- Utilize creative and critical thinking to synthesize the broad body of knowledge gained from their liberal education, major courses and co-curricular experiences
- Analyze and synthesize multiple, differing perspectives, concepts, data, opinions and arguments
- Effectively communicate their insights and conclusions through written, oral or visual expression

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 students at Colby-Sawyer College complete at least one internship and a senior Capstone project. Throughout their studies at the college they develop a digital Learning Portfolio.

INTERNSHIP

Purpose: To give students an opportunity to apply learning gained through liberal education courses and the academic major as well as explore possible career options. Every student at Colby-Sawyer College completes at least one internship experience.

CAPSTONE

The Capstone is one of the final courses in the major and is taken in the senior year. Every student at Colby-Sawyer College completes a senior Capstone experience. The Capstone differs from major to major; see Course Descriptions.

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

LEARNING PORTFOLIO

The Learning e Portfolio is a compilation of work presented to the college by each student prior to their graduation.

Students author, create and select artifacts from their college experiences to demonstrate they have made progress toward reaching the 6 college learning outcomes. The artifacts demonstrate reflections on the students' experiences across the major, and the college's liberal education learning outcomes.

Provides:

1. Students with a tool to demonstrate their cumulative academic success
2. The college with an assessment tool to measure learning progression of its graduates

BACCALAUREATE DEGREES

Colby-Sawyer College offers a range of majors and awards: the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science. Each of these degrees requires that students complete the Liberal Education Program and select a 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 Majors and Minors section of the catalog.

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

Colby-Sawyer College's Majors

BACHELOR OF ARTS DEGREE (B.A.)

Art–Studio Art

- Ceramics
- Drawing
- Painting
- Photography
- Printmaking
- Sculpture

Creative Writing

English

Graphic Design

History and Political Studies

Media and Communication

Multidisciplinary Studies

Philosophy

Psychology
Sociology

BACHELOR OF FINE ARTS DEGREE (B.F.A.)

Art–Studio Art

Ceramics
Drawing
Painting
Photography
Printmaking
Sculpture

Graphic Design

BACHELOR OF SCIENCE DEGREE (B.S.)

Accounting

Accounting (online)

Athletic Training

Biology

Business Administration

Business Administration (online)

Child Development

Environmental Science

Environmental Science (online)

Environmental Studies

Exercise Science

Health Care Management

Health Care Management (online)

Health Promotion

Nursing

Public Health

R.N. to B.S.

Sport Management

TEACHER PREPARATION PROGRAM

Colby-Sawyer College offers New Hampshire Teacher Certification in Early Childhood Education (N–3). This program is **only** available to students who matriculated prior to fall 2014 and who remain continuously enrolled full-time at the college.

ASSOCIATE DEGREES (A.L.A.)

Associates in Liberal Arts; Associates in Liberal Arts Online

Associate degree candidates follow the Liberal Education Program, which introduces students to the liberal arts and sciences, helps them to 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 the student's educational, career or exploration goals. As such, students selecting this program may choose to focus on a discipline 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 requirements in the liberal education program. Students who earn the Associate Degree often continue for two more years to earn a baccalaureate degree. This progress toward a Bachelor degree can readily be done at Colby-Sawyer College. Transfer students are welcome to the program.

MINORS

Students pursuing baccalaureate degrees who wish to have a concentrated area of study in addition to their major may pursue one of the minor programs offered by Colby-Sawyer College. Minors require at least 16 but no more than 24 credits in prescribed courses. A minimum of eight credits must be at the 300–400 level. Students may take no more than four credits of independent study to satisfy minor requirements. No more than two courses completed to satisfy the requirements for a minor may be counted toward the requirements for any major or another minor. Change of Major or Minor forms are available online by going to myColby-Sawyer and accessing the myRegistrar site. The following minors are offered:

American Studies

Art History

Studio Art

Biology

Business Administration

Chemistry

Child Development

Early Childhood Education

Education

English

Environmental Studies

Film Studies

Graphic Design

Health Studies

History

International Studies

Legal Studies

Mathematics

Media and Communication

Philosophy

Political Studies

Psychology

Sociology

Women's and Gender Studies

Writing

CERTIFICATE PROGRAMS

Human Resource Management (online and residential)

Leadership (online and residential)

Coaching (online and residential)

Program descriptions start on page 228.

DISTANCE EDUCATION

Colby-Sawyer College offers a growing variety of online and hybrid courses and programs. Students are able to take 100% online credit courses that apply to their program of study. Online courses allow students flexible access to high quality credit bearing courses. Students in online courses interact with faculty and collaborate with fellow students to meet course outcomes through weekly online discussions and submission of assignments. Online courses are equivalent in rigor/outcomes to traditional courses.

Distance Education programs and courses support the mission of Colby-Sawyer College and ensures access to high quality and progressive curriculum through Moodle, the college's learning management system.

Students Enrolled in online courses and programs are subject to the same policies and processes as students in traditional course 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 CSC, following the grievance procedure outlined in that institution's 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, you must exhaust all avenues with the College for resolution. In accordance with standard practice for SARA states, the Division has established a web page for recording of a complaint against a participating New Hampshire institution: www.education.nh.gov/highered/compliance-allegation.htm.

Definitions for online students

Full time online student: must be registered for 12 credits per semester (eligible for federal financial aid).

Half time online student: must be registered for 6 credits per semester (eligible for federal financial aid).

Part time online student: must be between 1 and 5 credits on any given semester (not eligible for federal financial aid).

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

Visa students:

- 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. CSC 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.

Online Bachelor Programs

The college offers online programs in Accounting, Health Care Management, Business Administration, RN to BS, and Environmental Science.

MAJORS AND MINORS

ACCOUNTING

Accounting—Bachelor of Science (B.S.)

The Bachelor of Science in Accounting combines a liberal arts foundation with a comprehensive accounting education. Introductory accounting and business courses provide students with a strong overview of the functional areas of a business and available methods of analysis. Upper-level accounting and business courses systematically build on this introduction as students are exposed to higher-level theory and analysis as they further develop their accounting skills and knowledge.

The curriculum includes numerous learning opportunities to supplement textbook learning such as case study, financial analysis, computerized simulation, field study, and internship. The accounting major prepares graduates for an accounting career in various industries. The major also prepares students for potential continuing education and graduate studies opportunities.

B.S. Progress to Completion Requirements:

BUS 215, 220, 231, 312, 318, 329,

ACC 216, 217, 301, 302, 306, 342, 349, 422, 442, 460, 485

ECO 201

Major acceptance requirements:

Acceptance into the Accounting major occurs upon completion of ACC 216, BUS 215 & 231. The student applies for acceptance with ones' academic advisor and requirements include:

- A minimum grade of 'C' (2.0) in ACC 216, BUS 215 & 231
- A résumé and writing assignment completed in BUS215 and uploaded into the ePortfolio

Suggested Registration Sequence—Accounting

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
LIB ED	4 cr.	Liberal Education Course
BUS 220 OR BUS 231	4 cr.	Statistics or Marketing
Spring		
ACC 216	4 cr.	Financial Accounting
BUS 215	4 cr.	Management and Human Relations
LIB ED	4 cr.	Liberal Education Course
BUS 220 OR BUS 231	4 cr.	Statistics or Marketing

SOPHOMORE YEAR

Fall		
ACC 217	4 cr.	Financial Accounting II
ACC 342	4 cr.	Taxation
ECO 201	4 cr.	Principles of Economics: SS Exploration
BUS 312	2 cr.	Business Applications/Computer
Spring		
ACC 301	4 cr.	Intermediate Accounting I
ACC 306	4 cr.	Managerial and Cost Accounting
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
ACC 302	4 cr.	Intermediate Accounting II
BUS 318	4 cr.	Corporate Finance
ACC 349	4 cr.	Auditing and Compliance
Elective	4 cr.	Free Elective Course
Spring		
ACC 422	4 cr.	Advanced Accounting
Elective	4 cr.	Free Elective Course
BUS 329	4 cr.	Our Changing World
Elective	4 cr.	Free Elective Course
Summer		
ACC 485	1-5 cr.	Accounting Internship

SENIOR YEAR

Fall		
ACC 442	2 cr.	The Practice of Business Strategy
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring		
ACC 460	4 cr.	Strategic Management
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

ACC course descriptions begin on page 107 in Course Descriptions.

Accounting—Bachelor of Science (B.S.) Online

The Bachelor of Science in Accounting combines a liberal arts foundation with a comprehensive accounting education. Introductory accounting and business courses provide students with a strong overview of the functional areas of a business and available methods of analysis. Upper-level accounting and business courses systematically build on this introduction as students are exposed to higher-level theory and analysis as they further develop their accounting skills and knowledge.

The curriculum includes numerous learning opportunities to supplement textbook learning such as case study, financial analysis, computerized simulation, field study, and internship. The accounting major prepares graduates for an accounting career in various industries. The major also prepares students for potential continuing education and graduate studies opportunities.

B.S. Progress to Completion Requirements:

BUS 215, 220, 231, 312, 318, 329

ACC 216, 217, 301, 302, 306, 342, 349, 422, 442, 461

ECO 201

Major acceptance requirements:

Acceptance into the Accounting major occurs upon completion of ACC 216, BUS 215 & 231. The student applies for acceptance with ones' academic advisor and requirements include:

- A minimum grade of 'C' (2.0) in ACC 216, BUS 215 & 231
- A résumé and writing assignment completed in BUS215 and uploaded into the ePortfolio

Suggested Registration Sequence—Accounting Online

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
LIB ED	4 cr.	Liberal Education Course
BUS 220 OR BUS 231	4 cr.	Statistics or Marketing
SPRING		
ACC 216	4 cr.	Financial Accounting
BUS 215	4 cr.	Management and Human Relations
LIB ED	4 cr.	Exploration Course
BUS 220 OR BUS 231	4 cr.	Statistics or Marketing

SOPHOMORE YEAR

Fall		
ACC 217	4 cr.	Financial Accounting II
ACC 342	4 cr.	Taxation
ECO 201	4 cr.	Principles of Economics: SS Exploration
BUS 312	2 cr.	Business Applications/Computer
Spring		
ACC 301	4 cr.	Intermediate Accounting I
ACC 306	4 cr.	Managerial and Cost Accounting
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
ACC 302	4 cr.	Intermediate Accounting II
BUS 318	4 cr.	Corporate Finance
ACC 349	4 cr.	Auditing and Compliance
Elective	4 cr.	Free Elective Course
Spring		
ACC 422	4 cr.	Advanced Accounting
Elective	4 cr.	Free Elective Course
BUS 329	4 cr.	Our Changing World
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
ACC 442	2 cr.	The Practice of Business Strategy
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
ACC 461	4 cr.	Capstone: The Application of Business Strategy
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

ACC course descriptions begin on page 107 in Course Descriptions.

AMERICAN STUDIES

American Studies Minor

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

Requirements:

The minor in American studies consists of 16 credits of study.

- A student must complete AME 201 and 4 credits in American studies at the 300 or 400 level
 - The other eight credits of work, four of which must be at the 300-level, may be done in any other courses in American studies, American literature (ENG 215, 221, 222, 229, 324, 333, 339) or American history (HIS 103, 104, 212, 222, 309, 323, 324) or in any of the following: ARH 315; MED 235, 241, 243, 325, 333, 341, 345; POL 101, 202, 204, 301, 307; SOC 101, 203, 304; WGS 111
- AME course descriptions begin on page 110 in Course Descriptions.

ANTHROPOLOGY

ANT course descriptions begin on page 111 in Course Descriptions.

STUDIO ART

Studio Art—Bachelor of Arts (B.A.)

Program Description/Mission:

The Department of Fine and Performing Arts offers a dynamic and interdisciplinary curriculum with courses in Studio Art, Art History, Graphic Design, Dance, Theater, and Music. Traditional fine arts media remain strong in the department, and our faculty and students have long been sensitive to the changing, living character of the art world. As the department has evolved studio offerings, major and minor curriculums and experiential performance opportunities that embrace new processes, materials, technologies, are emphasized.

The Department of Fine and Performing Arts offers courses and performance and production opportunities in dance, music and theater that are vital components of the larger collegiate environment. The Fine and Performing Arts curriculum offers both art majors and non-majors a comprehensive range of course options and accessibility to active experiential learning. We expand our classroom experiences through field trip opportunities such as travel to Boston and New York City to attend theater productions and to visit major museums and contemporary galleries. Through our memberships and associated activities with the College Art Association, AIGA |The Professional Association for Design and The Kennedy Center's American College Theater Festival, our students participate in field studies, portfolio reviews,

regional workshops and performance competitions. The department comprehensively embraces and encourages an interdisciplinary approach to teaching and learning. We encourage our students to explore fully the many opportunities for personal growth through selecting elective course offerings across the curriculum and through considering the pursuit of minors in allied fields of study.

The acquired strengths of our fine and performing arts students compound their ability to connect and employ synergetic thinking and acting—they will be interpreting the broader picture for others through their capacities for design, visual and verbal storytelling, and personal expression. Their ability to bring meaning into the lives of others will position our students as advocates for social and cultural change, rather than settling for a marginal role of observing from the sidelines. The opportunity to integrate and share resources plays an important role in the success of the department and our arts students.

The department offers BA and BFA degrees in Studio Art, BA and BFA degrees in Graphic Design, as well as minors in Art History, Studio Art, and Graphic Design. (Please reference other specific catalog headings for Graphic Design, Dance, Music, Theater and Minors for more information about these areas of study.)

B.A. Progress to Completion Requirements:

As of spring semester, second year:

- Minimum average of C (2.00) in major courses to date
- Submission and presentation of portfolio for department faculty review
- Submission of written statement of intent and process

Required courses:

- ART 110 Drawing Foundations
- ART 125 Design Foundations
- ART 132 Digital Media Foundations
- ARH 203 Art History Survey
- Two 200-Level Studio courses from: ART 210, 230, 234, 239, 240, 245, 260, 270; GD 213; THE 230
- One 300-Level Art History course chosen from: ARH 312, 315, 333, 335, 336, 350, 380
- Three 300-400-Level Studio Art courses in one concentration area from: ART 310/311/410, ART 330/331/430, ART 340/341/440, ART 345/346/445, ART 360/361/460, ART 370/371/470
- Completion of Pre-Internship Seminar
- ART 385 Studio Art Internship
- ART 425 Professional Practices and Portfolio (Capstone)

Highly encouraged courses:

- Additional 200-, 300- or 400-Level Studio courses
- Additional Graphic Design courses

- Additional 300-Level Art History courses
- THE 226 Integrated Arts Performance Studies and Theory
- THE 319 Lighting and Color Theory
- THE 430 Arts Management
- BUS 231 Marketing
- MED 228 Video Production I
- MED 316 Multimedia Production I
- ENV 120 Environmental Issues
- PHI and HUM (relevant courses)
- SCI (relevant courses)
- PSY 101 Introduction to Psychology
- SOC 101 Individual and Community

Suggested Registration Sequence—Studio Arts (B.A.)

FIRST YEAR

Fall		
ART 110 or ART 132	4 cr.	Drawing Foundations or Digital Media Foundations
ARH 203	4 cr.	Art History Survey
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
ART 125	4 cr.	Design Foundations
ART 110 or ART 132	4 cr.	Drawing Foundations or Digital Media Foundations
MAT	4 cr.	QL Proficiency
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ART 2xx	4 cr.	200-Level Studio Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	1-4 cr.	Free Elective Course
Spring		
ART 2xx	4 cr.	200-Level Studio Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	1-4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
ART 3xx	4 cr.	300-Level Studio Course
ARH 3xx	4 cr.	300-level Art History Course
LIB ED	4 cr.	Liberal Education Course
Elective	1-4 cr.	Free Elective Course
Spring (possible study abroad)		
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Integrated Studies
Elective	1-4 cr.	Free Elective Course
Elective	1-4 cr.	Free Elective Course

SENIOR YEAR

Fall		
Elective	4 cr.	Free Elective Course
ART 385	1-4 cr.	Internship
Elective	1-4 cr.	Free Elective Course
Elective	1-4 cr.	Free Elective Course
Spring		
ART 4xx	4 cr.	400-Level Studio Course
AFT 425	4 cr.	Professional Practices and Portfolio (Capstone)
Elective	1-4 cr.	Free Elective Course
Elective	1-4 cr.	Free Elective Course

ARH and ART course descriptions begin on page 111 in Course Descriptions.

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

Program Description/Mission:

The Department of Fine and Performing Arts offers a dynamic and interdisciplinary Bachelor of Fine Arts curriculum in six disciplines of the fine arts; ceramics, drawing, painting, photography, printmaking and sculpture. We have developed our Studio Art majors and minors keeping in mind the emerging realities of the world; our majors learn how to manage and market themselves as artists, as well as, how to professional exhibit their work. Every art major completes a pre-internship seminar and completes an internship at an art related organization or studio. Our studio offerings, major and minor curriculums and experiential performance opportunities have evolved as well, accommodating and embracing new interdisciplinary processes, materials, technologies, and media. The concepts of art installation and multi-media presentations are part and parcel of our flexible curricular opportunities.

Our BFA students develop and compound their ability to connect and employ synergetic thinking and acting—through their art they will be interpreting the broader picture for others through their capacities for visual artistic and intellectual expression. Their ability to bring

meaning into the lives of others will position our students as advocates for social and cultural change. The opportunity to integrate and share resources plays an important role in the success of the department and our arts students.

The Department of Fine and Performing Arts also offers courses and performance and production opportunities in dance, music and theater that are vital components of our department and the larger collegiate environment. The Fine and Performing Arts curriculum offers both art majors and non-majors a comprehensive range of course options and accessibility to active experiential learning. We expand our classroom experiences through field trip opportunities such as travel to Boston and New York City to attend theater productions and to visit major museums and contemporary galleries. Through our memberships and associated activities with the College Art Association, AIGA | The Professional Association for Design and The Kennedy Center's American College Theater Festival, our students participate in field trips, portfolio reviews, regional workshops and performance competitions. The department comprehensively embraces and encourages an interdisciplinary approach to teaching and learning. We encourage our students to explore fully the many opportunities for personal growth through selecting elective course offerings across the curriculum and through considering the pursuit of minors in allied fields of study.

Along with the BFA in Studio Art the department offers BA in Studio Art, BA and BFA degrees in Graphic Design, as well as minors in Art History, Studio Art, and Graphic Design. (Please reference other specific catalog headings for Graphic Design, Dance, Music, Theater and Minors for more information about these areas of study)

B.F.A. Progress to Completion Requirements:

As of spring semester, second year:

- Minimum average of C (2.00) in major courses to date
- Submission and presentation of portfolio for department faculty review
- Submission of written statement of intent and process

As of junior spring:

- Submission and presentation of portfolio (with emphasis on area of concentration) for department faculty review
- Submission of artist statement outlining goals and creative research
- Minimum average of C (2.00) in major courses to date

Required courses:

- ART 110 Drawing Foundations
- ART 125 Design Foundations
- ART 132 Digital Media Foundations
- ART 111—118 Exhibition Foundations
- ARH 203 Art History Survey
- Three 200-Level Studio courses from: ART 210, 230, 234, 240, 245, 260, 270; GD 213; THE 230

- Two ARH 300-Level Art History course chosen from offerings: ARH 312, 315, 324, 325, 333, 350, 380
- Four ART 300-400-Level Studio courses in one concentration area from: ART 310/311/410/411, ART 330/331/430/431, ART 340/341/440/441, ART 345/346/445/446, ART 360/361/460/461, ART 370/371/470/471
- ART 485 Internship
- ART 425 Professional Practices and Portfolio (Capstone)

Highly encouraged courses:

- Additional 200-, 300-, or 400-Level Studio courses
- Additional Graphic Design courses
- Additional 300-Level Art History courses
- THE 226 Integrated Arts Performance Studies and Theory
- THE 319 Lighting and Color Theory
- THE 430 Arts Management
- BUS 231 Marketing
- MED 228 Video Production I
- MED 316 Multimedia Production I
- ENV 120 Environmental Issues
- PHI and HUM relevant courses
- SCI relevant courses
- PSY 101 Introduction to Psychology
- SOC 101 Individual and Community

Suggested Registration Sequence—Studio Arts (B.F.A.)

FIRST YEAR

Fall		
ART 110 or ART 132	4 cr.	Drawing Foundations or Digital Media Foundations
ARH 203	4 cr.	Art History Survey
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
ART 125 or ART 110	4 cr.	Design Foundations or Drawing Foundations
ART 2xx or ART 132	4 cr.	200-Level Studio Course or Digital Media Foundations
MAT	4 cr.	QL Proficiency
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ART 132 or ART 2xx	4 cr.	Digital Media Foundations or Introductory Studio Course
ART 2xx	4 cr.	200-Level Studio Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
ART 2xx	4 cr.	200-Level Studio Course
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall (possible study abroad)		
ART 3xx	4 cr.	300-Level Studio Course
ARH 3xx	4 cr.	300-Level Art History Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
ART 3xx	4 cr.	300-Level Studio Course
ARH 3xx	4 cr.	300 Level Art History Course
LIB ED	4 cr.	Integrated Studies
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
ART 4xx	4 cr.	400-Level Studio Course
ART 485	1-4 cr.	Studio Art Internship
ART 111-118	1 cr.	Exhibition Foundations
Elective	1-4 cr.	Free Elective Course
Spring		
ART 425	4 cr.	Professional Practices and Portfolio (Capstone)
ART 4xx	4 cr.	400-Level Studio Course
Elective	1-4 cr.	Free Elective Course
Elective	1-4 cr.	Free Elective Course

ARH and ART course descriptions begin on page 111 in Course Descriptions.

Studio Art Minor

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

Requirements:

- Art 110 Drawing Foundations or ART 125 Design Foundations
- ARH 203 Art History Survey
- 200-Level Studio course: Art 210, 230, 234, 240, 245, 260, 270; THE 230
- Two 300-Level Studio courses

ARH and ART course descriptions begin on page 111 in Course Descriptions.

Art History Minor

The Minor in Art History provides an introduction to art historical concepts, material and practices through an offering of Art History and Studio Art courses. The program seeks to develop students' critical thinking, knowledge and awareness of art history and of world cultures while developing their technical and professional skills, thereby complementing the learning in their major areas of study. The Art History Minor affords a high level of experience in writing communication.

Requirements:

- ART Foundations or 200-Level Studio course:
ART 110, 125, 230, 234, 240, 245, 260, or 270
- ARH 203, Art History Survey
- Two 300-Level Art History courses chosen from offerings:
ARH 312, 315, 333, 335, 336, 350, 380
- ART 111-118 Exhibition Foundations

ARH and ART course descriptions begin on page 111 in Course Descriptions.

ATHLETIC TRAINING

Athletic Training—Bachelor of Science (B.S.)

Program Description/Mission:

The Athletic Training Education Program (ATEP) works within the framework of the Exercise and Sport Sciences department. It is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and provides preparation in the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. Athletic Training is recognized by the American Medical Association as a health care profession. Completion of athletic training courses and clinical experiences helps prepare students for the Board of Certification (BOC) exam

for athletic trainers. This preparation may lead to careers in secondary schools, colleges and universities, professional sports, sports medicine clinics, corporate or industrial settings.

Athletic Training Learning Outcomes

Athletic Training students will be able to describe, explain, and apply concepts associated with:

- Evidence based practice
- Prevention and health promotion
- Clinical examination and diagnosis
- Acute care of injury and illness
- Therapeutic interventions
- Psychosocial strategies and referral
- Health care administration
- Professional development and responsibility
- And demonstrate clinical reasoning skills to include the recognition, analysis, and interpretation of information provided to make decisions regarding patient care.

B.S. Progress to Completion Requirements:

Competency requirement: American Red Cross CPR/AED for Professional Rescuer or American Heart Association CPR/AED for the Health Care Provider. Other certifying organizations must be approved by the ESS department. CPR certification must be kept current.

Foundation requirements: ESS 100, 101, 487, 488
MAT 206 or higher math course
BIO 205, 206

Athletic Training courses: ESS 106, 109, 209, 215, 216, 234, 307, 311, 316, 323, 333, 334, 410, 433, 434, 443, 449

Note: A minimum grade of B- (2.7) is required for BIO 205, BIO 206 and all athletic training courses. A grade of B- is required in prerequisite courses to enroll in subsequent classes. Students who do not earn the minimum grade of B- in any clinical course (ESS 234, 333, 334, 433, 434) must successfully repeat the course before they can progress in the major. Students will only be allowed to repeat any athletic training course one time.

Students also must:

1. Be enrolled in Colby-Sawyer's Athletic Training Major for a minimum of two academic years
2. Pass a Board of Certification practice exam with an overall score of 70% for endorsement to take the actual BOC exam
3. Demonstrate competence in all athletic training proficiencies within clinical courses.

Complementary courses (recommended but not required):

CHE 101, 102

ESS 204, 211, 309, 318, 324, 326, 329, 421

MAT 220

PHY 101, 102

PSY 303

Clinical experience requirements:

- A minimum major GPA of 2.70
- Successful completion of ESS 106, ESS 109, and ESS 209
- Current certification in CPR for Professional Rescuers and Health Care Providers
- Completed Hepatitis B Virus inoculation series or signed declination
- Signed Technical Standards for Athletic Training Education Program Admission form (available for review from the program director)
- A signed Oath of Confidentiality form
- Completion of 50 hours of supervised athletic training observation at Colby-Sawyer College
- Demonstration of engagement in and commitment to the athletic training major during observation and involvement in activities related to the major outside of classroom experiences
- Completion of criminal background check

Transfer Policy for Athletic Training Education Major

Given the specific nature of an education for the health professions, transfer students with prior athletic training education are evaluated on an individual basis. In direct consultation, the student and the Athletic Training Education Program Director develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student's complete incorporation into the program at the college.

Transfer students are required to provide the ATEP Director with course descriptions and appropriately dated syllabi for all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and by March 1 if enrolling in the fall semester. Transfer students are held to all program requirements. As also is the case with students who begin their education at Colby-Sawyer College, admission to the college does not guarantee acceptance in the Athletic Training major. Students must be enrolled in Colby-Sawyer's Athletic Training major for a minimum of two calendar years prior to graduation to graduate from the athletic training major.

Suggested Registration Sequence—Athletic Training

FIRST YEAR

Fall		
WRT 101	4 cr.	Introduction to Academic Writing
ESS 101	2 cr.	Introduction to Exercise and Sport Sciences
ESS 109	2 cr.	Concepts in Athletic Health Care
BIO 205	4 cr.	Anatomy and Physiology I
FYS 101	4 cr.	First-Year Symposium
Spring		
BIO 206	4 cr.	Anatomy and Physiology II
ESS 100	4 cr.	Personal Health and Wellness
ESS 106	4 cr.	Prevention Strategies in Athletic Health Care
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ESS 209	4 cr.	Acute Care—Injury and Illness
MAT 206	4 cr.	Algebra and Trigonometry
ESS 215	4 cr.	Clinical Exam and Diagnosis: Lower Body
LIB ED	4 cr.	Liberal Education Course
Spring		
ESS 216	4 cr.	Clinical Exam and Diagnosis: Upper Body
ESS 234	2 cr.	Clinical Experience in Athletic Training I
ESS 323	4 cr.	Applied Kinesiology and Clinical Technique
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
ESS 307	4 cr.	Basic Therapeutic Interventions
LIB ED	4 cr.	Liberal Education Course
ESS 333	2-4 cr.	Clinical Experience in Athletic Training II
LIB ED	4 cr.	Liberal Education Course
Spring		
ESS 311	2 cr.	Clinical Interventions and Referral
ESS 316	4 cr.	Advanced Therapeutic Interventions
ESS 334	2-4 cr.	Clinical Experience in Athletic Training III
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course

SENIOR YEAR

Fall		
ESS 410	2 cr.	Athletic Health Care Administration
ESS 433	2-4 cr.	Clinical Experience in Athletic Training IV
ESS 443	4 cr.	Advanced Care and Prevention
ESS 487	2 cr.	Research in ESS: Critical Components
LIB ED	4 cr.	Integrated Studies Course
Spring		
ESS 434	2-4 cr.	Clinical Experience in Athletic Training V
ESS 449	2 cr.	Senior Seminar in Athletic Training
ESS 488	2 cr.	Research in ESS: Assessment and Analysis
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

ESS course descriptions begin on page 157 in Course Descriptions..

BIOLOGY**Biology—Bachelor of Science (B.S.)****Program Description/Mission:**

The biology program gives students a broad background in all areas of biology to prepare them for careers in biology or for further study in graduate or professional school. The program emphasizes the process of doing science in independent lab projects and in the three semester senior research project.

B.S. Progress to Completion Requirements:

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

- BIO 106, 107, 221, 222, 351, 485, 486, 487; CHE 101, 102
- Two courses selected from CHE 307, 308; PHY 101, 102
- A total of 16 credits, of which twelve credits are at the 300-400 level chosen from Bio 205, 206, 305, 314, 317, 318, 319, 322, 324, 325, 326, 327, 331, 332, 337, 364, 406, 407; ENV 100, 319, 326, 334, 366; ESS 324, 326; PBH 330; PSY 215
- MAT 220 or 221
- SCI 107, 109, 111, 113; ENV 108, 110, 112, 114 strongly recommended

Suggested Registration Sequence—Biology

FIRST YEAR*

*It is recommended that students without a strong science or mathematics background (two years of high school algebra) consider mathematics preparation (MAT206) prior to the chemistry and math sequence. Students can then enroll in chemistry 101/102 second year, organic chemistry third year, and biochemistry and physics during their final year. Students are encouraged to contact their advisor for assistance.

Fall		
BIO 107 or BIO 106	4 cr.	Introduction to Ecology or Chemical and Cellular Basis of Life
CHE 101	4 cr.	Principles of Chemistry I
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
Spring		
BIO 106 or BIO 107	4 cr.	Chemical and Cellular Basis of Life or Introduction to Ecology
CHE 102	4 cr.	Principles of Chemistry II
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall		
BIO 221 or 222	2 or 4 cr.	Evolution or Genetics
MAT 220 or 221	4 cr.	Introduction to Statistics or Calculus
CHE 307 or PHY 101	4 cr.	Organic Chemistry I or Physics I
LIB ED	4 cr.	Liberal Education Course
Spring		
BIO 221 or 222	4 cr.	Evolution or Genetics
CHE 308 or PHY 102	4 cr.	Organic Chemistry II or Physics II
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
BIO 200- 400	4 cr.	Biology Elective
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
BIO 300 or 400	4 cr.	Biology Elective
BIO 351	1 cr.	Research Design
LIB ED	4 cr.	Liberal Education Course
Elective	5 cr.	Free Elective Courses
Summer		
BIO 485	1 cr.	Biology Internship

SENIOR YEAR

Fall		
BIO 300 or 400	4 cr.	Biology Elective
BIO 486	2 cr.	Senior Research I
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring		
BIO 300 or 400	4 cr.	Biology Elective
BIO 487	1 cr.	Senior Research II (Capstone)
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

BIO course descriptions begin on page 121 in Course Descriptions.

Biology Minor

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

Requirements:

- Twenty Credits, including:
- BIO 106, 107, and 221
- Eight credits at the 300-400 level out of 10 total credits chosen from BIO 205, 206, 222, 305, 314, 317, 318, 319, 322, 324, 325, 326, 327, 331, 332, 337, 364, 406, 407; ENV 100, 334, 364, 366; ESS 324, 326; PBH 330; PSY 215

BIO course descriptions begin on page 121 in Course Descriptions.

Pre-Medical and Pre-Veterinary Curriculum

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. The Health Professions Advising Committee offers 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 members of the Health Professions Advising Committee 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 Health Professions Advising Committee can discuss the variations in pre-requisite coursework and can help students plan accordingly.

Suggested Registration Sequence—Pre-Medical or Pre-Veterinary Track*

*Students should contact a Health Professions Advisor for additional planning advice.

FIRST YEAR*

*It is recommended that students without a strong science or mathematics background (two years of high school algebra) consider mathematics preparation (MAT206) prior to the chemistry and math sequence.

Students can then enroll in chemistry 101/102 second year, organic chemistry third year, and biochemistry and physics during their final year. Students are encouraged to contact their advisor for assistance.

Fall		
BIO 107 or BIO 106	4 cr.	Introduction to Ecology or Chemical and Cellular Basis of Life
CHE 101	4 cr.	Principles of Chemistry I
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
Spring		
BIO 106 or BIO 107	4 cr.	Chemical and Cellular Basis of Life or Introduction to Ecology
CHE 102	4 cr.	Principles of Chemistry II
PSY 101, SOC 101, or ANT 102	4 cr.	Introductory Social Science course
LIB ED /Elective/ or major requirement	4 cr.	Liberal Education Course/Elective/ or major requirement

SOPHOMORE YEAR

Fall		
BIO 2xx or 3xx	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Microbiology, Cellular Biology
MAT 220 or 221	4 cr.	Introduction to Statistics or Calculus
CHE 307	4 cr.	Organic Chemistry I
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education/Elective/ or major requirement
Spring		
BIO 2xx or 3xx	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Microbiology, Cellular Biology
MAT 200 or 221	4 cr.	Introduction to Statistics or Calculus
CHE 308	4 cr.	Organic Chemistry II
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement

JUNIOR YEAR

Fall (possible study abroad)		
BIO 305	4 cr.	Biochemistry
Bio 327	4 cr.	Lab Techniques in Biology
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
PHY 101	4 cr.	Physics I
Spring		
BIO 2xx-4xx	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Microbiology, Cell Biology
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
PHY 102	4 cr.	Physics II

SENIOR YEAR

Fall		
BIO 2xx-4xx	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Microbiology, Cell Biology
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
Spring		
BIO 2xx-4xx	4 cr.	Recommended courses include: Genetics, Anatomy and Physiology, Microbiology, Cell Biology
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement
LIB ED/Elective/ or major requirement	4 cr.	Liberal Education course/Elective/ or major requirement

BIO course descriptions begin on page 121 in Course Descriptions.

BUSINESS ADMINISTRATION

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

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

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

country, in such fields as marketing, finance, accounting, personnel, communications, brokerage, and retail.

Program Description/Mission:

The business administration department at Colby-Sawyer College provides a general business foundation to undergraduate students, who also select a concentrated area of study in management, marketing, finance and accounting, or sustainability. This prepares our students for broad application of business concepts in the workplace, while also providing more intense skill development in a specific area of business. Our aim is to prepare students for careers in a world where strong judgment, exceptional quantitative, computing, and written skills are critical. We instill a sense of professional and personal ethics in our students and teach effective decision making techniques and implementation. Our expectations of our students are high and we hold them to exacting standards for performance, participation in class, and ethical behavior. Our curriculum is practical, yet broadly applicable for student success after graduation.

B.S. Progress to Completion Requirements:

- ACC 216
- BUS 101, 215, 220, 231, 312, 318, 401, 403, 418, 428, 460
- ECO 201
- Concentration: 10 credits

Major acceptance requirements:

Acceptance into the Business Administration major occurs upon completion of ACC 216, BUS 215 & 231. The student applies for acceptance with ones' academic advisor and requirements include:

- A minimum grade of 'C' (2.0) in ACC 216, BUS 215 & 231
- A résumé and writing assignment completed in BUS 215 and uploaded into the ePortfolio
- A concentration area within the major must be declared at the time of major acceptance application

Concentration areas: Students must select an area of concentration for their degree (this should be declared no later than the fall of the junior year—see below). The concentration areas and requirements are detailed below:

- **Accounting and Finance concentration requirements**—ACC 217; BUS 419; 2 or more credits from the following electives: ACC 342; BUS 343, 348, 349, 351, 416
- **Management concentration requirements**—BUS 316, 417; 2 or more credits from the following electives: BUS 302, 323, 324, 331, 336, 338, 344, 414, 421, 422
- **Marketing concentration requirements**—BUS 339, 415; 2 or more credits from the following electives: BUS 345, 346, 347, 407
- **Sustainable Business concentration requirements**—ENV 321; BUS 414; 2 or more credits

from the following electives: ENV 305, 306, 334, 336

- **General Business concentration requirements**—One 300 level and one 400 level course from any business concentration area required courses 2 or more credits from any elective courses within the business department
- BUS 201 and 301 are highly recommended

Depending on the topic, BUS 350 can be used as a management, marketing or finance elective. BUS 460 must be completed at Colby-Sawyer College.

When selecting a concentration area, students must have:

- A minimum grade of C (2.00) in BUS 215, 216, 231
- Students must have submitted all required items (PTH/FYS 101, 201, WRT 101/105, First Year Symposium Submission) to the ePortfolio (Foliotek)
- Submitted a 1–2 page reflective paper to the student's academic advisor that discusses reasons for wanting to become a business administration major and a statement of long term goals
- Submitted a current résumé to student's academic advisor

Suggested Registration Sequence—Business Administration

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
BUS 101	2 cr.	First Year Business Seminar
BUS 220 or BUS 231	4 cr.	Statistics or Marketing
Spring		
LIB ED	4 cr.	Liberal Education Course
BUS215	4 cr.	Management and Human Relations
LIB ED	4 cr.	Liberal Education Course
BUS 220 or BUS 231	4 cr.	Statistics or Marketing

SOPHOMORE YEAR

Fall		
ACC 216 or ECO 201	4 cr.	Financial Accounting or Principles of Economics
BUS 312	2 cr.	Business Applications/Computer
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
BUS 216 or ECO 201	4 cr.	Financial Accounting or Principles of Economics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall		
BUS 318	4 cr.	Corporate Finance
BUS 3xx	4 cr.	Concentration Requirement
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring		
BUS 3xx	2 cr.	Concentration Requirement
BUS 418	2 cr.	Management Science
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Summer		
BUS 485	1-5 cr.	Business Administration Internship

SENIOR YEAR

Fall		
BUS 401	1 cr.	Senior Seminar
BUS 403	4 cr.	Organizational Behavior
BUS 428	2 cr.	Managerial Decision Making
BUS 4xx	4 cr.	Concentration Elective
LIB ED	4 cr.	Liberal Education Course
Spring		
BUS460	4 cr.	Strategic Management
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

BUS course descriptions begin on page 127 in Course Descriptions.

Business Administration—Bachelor of Science (B.S.) Online

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

Case studies and other simulation techniques give students the opportunity to gain skills in applying knowledge to concrete situations. An important feature of the program is

integration of off-campus field experiences and internships with classroom study. Particular attention is given to personal and societal value issues as they pertain to working in an organization and to balancing the various demands of personal needs, family expectations, and career expectations. Graduates are working in a variety of organizations across the country, in such fields as marketing, finance, accounting, personnel, communications, brokerage, and retail.

B.S. Progress to Completion Requirements:

- ACC 216; BUS 115, 215, 220, 231, 312, 316, 318, 329, 423, 442, 461; ECO 201; Six Business Elective Credits

Major acceptance requirements:

Acceptance into the Business Administration major occurs upon completion of ACC 216, BUS 215 & 231.

The student applies for acceptance with ones' academic advisor and requirements include:

- A minimum grade of 'C' (2.0) in ACC 216, BUS 215 & 231
- A résumé and writing assignment completed in BUS 215 and uploaded into the ePortfolio

Suggested Registration Sequence—Business Administration Online

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
BUS 115	2 cr.	Introduction to Organizations
LIB ED	4 cr.	Liberal Education Course
Spring		
LIB ED	4 cr.	Liberal Education Course
BUS 215	4 cr.	Management and Human Relations
BUS 220 or BUS 231	4 cr.	Statistics or Marketing
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ACC 216 or ECO 201	4 cr.	Financial Accounting or Principles of Economics
BUS 312	2 cr.	Business Applications/Computer
BUS 220 or BUS 231	4 cr.	Statistics or Marketinge
LIB ED	4 cr.	Liberal Education Course
Spring		
BUS 216 or ECO 201	4 cr.	Financial Accounting or Principles of Economics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective

JUNIOR YEAR

Fall		
BUS 318	4 cr.	Corporate Finance
BUS 316	4 cr.	Navigating Human Relations in Management
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective
Spring		
BUS 3xx–4xx	4 cr.	300–400-Level Business Elective
BUS 329	4 cr.	Our Changing World
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective

SENIOR YEAR

Fall		
BUS 442	2 cr.	The Practice of Business Strategy
BUS 423	4 cr.	Fundamentals of Organizational Behavior
LIB ED	4 cr.	Liberal Education Course
BUS 3xx–4xx	2 cr.	300–400-Level Business Elective
Spring		
BUS461	4 cr.	Capstone: The Application of Business Strategy
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective

BUS course descriptions begin on page 127 in Course Descriptions.

Business Administration Minor

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

Requirements:

- ACC 216; BUS 215, 231; ECO 201
- Four 300- or 400- level credits from business courses
BUS course descriptions begin on page 127 in Course Descriptions.

CHEMISTRY

Chemistry Minor

The Department of Natural Sciences offers a minor in Chemistry. Students may use this option to pursue laboratory research, education, or augment their transcript for application to graduate study.

Requirements:

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

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

CHE course descriptions begin on page 136 in Course Descriptions.

CHILD DEVELOPMENT

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

Program Description/Mission:

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

Students interested in working with children in group settings or early intervention programs are encouraged to enroll in the Early Childhood Education minor.

Child Development Learning Outcomes

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

B.S. Progress to Completion Requirements:

- CHI 101 Child Growth and Development (A minimum grade of C is required for graduation)
- CHI 105 Health, Safety, and Nutrition for Young Children
- CHI 118 Research Literacy
- CHI 201 Infant Toddler Development
- CHI 206 Family and Community Collaboration
- CHI 207 Developmentally Appropriate Practices
- CHI 309 Exceptional Students
- CHI 318 Research Methods for CD
- CHI 321 Early and Middle Childhood
- Pre-Internship Seminar

- CHI 485 Internship
- CHI 486 Capstone
- CHI Electives (8 credits): CHI 102, 104, 150, 212, 285, 250/350, 314, 317, 319, 322, 325, CHI 326, 332; EDU 201, 204, 250/350

Suggested Registration Sequence—Child Development

FIRST YEAR

Fall		
CHI 101	4 cr.	Child Growth and Development
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
LIB ED	4 cr.	Mathematics
Spring		
LIB ED	4 cr.	Liberal Education Course
CHI 118	2 cr.	Research Literacy
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
CHI 201	4 cr.	Infant and Toddler Development
CHI 206	4 cr.	Family and Community Collaboration
CHI105	2 cr.	Health, Safety & Nutrition for Young Children
CHI207	2 cr.	Developmentally Appropriate Practices
LIB ED	4 cr.	Liberal Education Course
Spring		
CHI 309	4 cr.	Exceptional Students
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
CHI 321	4 cr.	Early and Middle Childhood
CHI xxx	4 cr.	Child Development Elective
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Integrated Studies
Spring (possible study abroad)		
CHI 318	4 cr.	Research Methods (QL)
CHI xxx	4 cr.	Child Development Elective
Elective	4 cr.	Free Elective Course
Elective	2 cr.	Free Elective Course

SENIOR YEAR

Fall		
CHI 485	4-12 cr.	Internship—Minimum 4 credits; additional courses below if needed
Elective	2 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
CHI486	2 cr.	Capstone
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

CHI course descriptions begin on page 136 in Course Descriptions.

Child Development Minor

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

Requirements:

The Child Development minor consists of 16 credits including CHI 101 and any CHI course for which the student meets prerequisites. Course selections must include at least 6 credits at the 300 level or higher.

CHI course descriptions begin on page 137 in Course Descriptions.

Early Childhood Education Minor

The Early Childhood Education minor allows students to study foundations and current practices of early care and education in group settings. Students complete a prescribed set of courses designed to provide essential background knowledge and competency in content-area and teaching methods, including practical experiences in early childhood education settings.

Requirements:

The Early Childhood Education minor consists of 20 credits:

- CHI 101 Child Growth and Development
 - CHI 102 Introduction to Early Childhood Education
 - CHI 309 Exceptional Students
 - CHI 314 Language and Creative Arts
 - CHI 319 Social Studies and Science or CHI 317 Math and Technology
 - CHI 341 ECE Integrated Clinical I or CHI 342 ECE Integrated Clinical II
- CHI course descriptions begin on page 137 in Course Descriptions.

CREATIVE WRITING

Creative Writing—Bachelor of Arts (B.A.)

Program Description/Mission:

The Humanities Department offers a major in Creative Writing that provides students with the opportunity to use creative writing and literature as tools to understand themselves and the world they live in. The major consists of liberal education courses, courses in English, and courses in Creative Writing. Through extensive practice in various genres (poetry, fiction, creative non-fiction) students will come to a better understanding of their own creative process and the way their work fits into the larger creative traditions that have preceded them. Upon graduation, the skills students gain from this major will help prepare them to submit and publish their own creative work, to continue studying writing and literature at the graduate level, and to enter professions that require excellent communications skills.

Creative Writing Learning Outcomes:

Through the study of literature and exploration of craft, students will be able to:

- Practice literary analysis and textual interpretation
- Use the vocabulary of fiction writing and poetry writing
- Complete exercises in a wide variety of genres
- Give and receive criticism within the context of the writing workshop
- Create a well-crafted creative thesis that undergoes substantial revision and includes a self-reflective critical essay about the student's approach to craft.
- Explore related professional experiences by means of internships and their work with the college's literary magazine.

B.A. Progress to Completion Requirements:

- ENG 161
- 200-level ENG courses:
 - one literature survey: ENG 221, 222, 231, 232, 238, 239
 - one cultural studies literature course: AME 201; ENG 215, 216, 229, 234, 266
- 300-level ENG courses:
 - three Theory and Topics courses: AME 305; ENG 305, 317, 324, 331, 333, 335, 338, 339, 342, 350
- WRT 201
- WRT 301
- WRT 302
- WRT 304 or 311
- WRT 485
- WRT 486, WRT 487

Suggested Registration Sequence—Creative Writing

FIRST YEAR

Fall		
ENG 161	4 cr.	Thinking About Literature
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
Elective	4 cr.	Free Elective Course
Spring		
ENG 2xx	4 cr.	Literature Survey
WRT 201	4 cr.	Introduction to Creative Writing
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall (possible study abroad)		
ENG 2xx	4 cr.	Cultural Studies Literature Course
WRT 301	4 cr.	Intermediate Creative Writing: Poetry
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring (possible study abroad)		
ENG 3xx	4 cr.	Research, Theory, Writing Course
WRT 302	4 cr.	Intermediate Creative Writing: Fiction
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
ENG 3xx	4 cr.	Research, Theory, Writing Course
WRT 304	4 cr.	Intermediate Creative Writing: Genre
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring (possible study abroad)		
ENG 3xx	4 cr.	Research, Theory, Writing Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall (possible study abroad)		
WRT 485	4-16 cr.	Creative Writing Internship
WRT 486	2 cr.	Creative Writing Capstone Proposal
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
WRT 487	2 cr.	Creative Writing Capstone
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

WRT course descriptions begin on page 225 in Course Descriptions.

Writing Minor

The Humanities Department offers a minor in Writing that provides students with the opportunity to use writing as a tool to understand themselves and the world they live in. 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 of courses listed as WRT in the college catalog including WRT 201. At least 12 of the remaining 16 credits should be at the 300 level.

- WRT 250, 301, 302, 304, 311, 350, 420
- MED 303, 312, 326

WRT course descriptions begin on page 225 in Course Descriptions.

DANCE

As a vital component of the mission of the Fine and Performing Arts Department, the college's Dance curriculum is technique-based and experiential in nature, offering a studio character based on demonstration and lecture followed by experimentation and practice. In addition to instructional technique courses, courses in choreography provide advanced students opportunities to understand how dances are made and create their own movement-based art works. All dance courses (except Ballet) are offered at multiple levels of advancement; the lowest level of each satisfies the Exploration Area requirement for Fine and Performing Arts.

DAN course descriptions begin on page 142 in the Course Offerings section of the catalog

ECONOMICS

ECO course descriptions begin on page 144 in Course Descriptions.

EDUCATION

Education Minor

The Minor in Education offers students an opportunity to explore teaching in their major. Students who pursue the education minor will gain a strong pedagogical knowledge base in the area of education in preparation for 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.

Completion of this minor does not provide eligibility for New Hampshire Teacher Certification.

Requirements:

The Education minor consists of 16 credits:

- EDU 201 Foundations of Education
- EDU 204 Educational Technology
- CHI 309 Exceptional Students
- CHI 118 Research Literacy
- EDU 308 Methods of Teaching

Prerequisite:

To ensure that students arrive prepared for this minor they should have 16 credit hours in their major prior to taking EDU 308 Methods of Teaching.

EDU course descriptions begin on page 145 in Course Descriptions.

ENGLISH

English—Bachelor of Arts (B.A.)

Program Description/Mission:

The Humanities Department offers an English major, a curriculum of literary studies that provides an opportunity for personal, academic, and professional growth through study of literature and mastery of written expression. Specifically, students increase their understanding of the depth and variety of human experiences by exploring the literature of different cultures in an interdisciplinary way; develop close working relationships with faculty members that offer intellectual challenge while encouraging creative and unique courses of study; create a senior thesis project that utilizes interpretative insight, research skills, and writing abilities; and, finally, explore related professional experiences by means of internships and service-learning projects. Upon graduation, these skills in literary analysis and textual interpretation provide a strong foundation for either graduate studies or a wide range of professional pursuits.

English Learning Outcomes:

Through the study of literature and language in the English major, students will be able to:

- Demonstrate their understanding of the depth and variety of human experiences by exploring the literature of different cultures in interdisciplinary ways
- Develop close working relationships with faculty members that offer intellectual challenge while encouraging creative and unique courses of study
- Create a senior thesis project that utilizes interpretative insight, research skills, and writing abilities
- Explore related professional experiences by means of internships and service-learning projects
- Demonstrate their skills in literary analysis and textual interpretation.

B.A. Progress to Completion Requirements:

- ENG 161
- 200-level ENG courses:
 - one pre-1850 literature survey: ENG 221, 231, 238
 - one post-1850 literature survey: ENG 222, 232, 239
 - one cultural studies literature course: AME 201; ENG 215, 216, 229, 234, 266
- ENG 342
- 300-level ENG courses:
 - four Theory and Topics courses: AME 305; ENG 305, 317, 324, 331, 333, 335, 338, 339, 350
- ENG 485
- ENG 487, 488

Suggested Registration Sequence—English

FIRST YEAR

Fall		
ENG 161	4 cr.	Introduction to Genre Studies
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
Elective	4 cr.	Free Elective Course
Spring		
ENG 2xx	4 cr.	Survey Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall (possible study abroad)		
ENG 2xx	4 cr.	Cultural Studies Course
ENG 2xx	4 cr.	Survey Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
ENG 3xx	4 cr.	Theory and Topics Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
ENG 342	4 cr.	Topics in Literary Theory
ENG 3xx	4 cr.	Theory and Topics course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring (possible study abroad)		
ENG 3xx	4 cr.	Theory and Topics Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall (possible study abroad)		
ENG 485	1-6 cr.	English Internship
ENG 487	2 cr.	English Capstone Proposal
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
ENG 488	2 cr.	English Capstone
ENG 3xx	4 cr.	Theory and Topics Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

ENG course descriptions begin on page 146 in Course Descriptions.

English Minor

The Humanities Department offers an English minor, a curriculum of literary studies that provides an opportunity for personal, academic, and professional growth through study of literature and mastery of written expression. Specifically, students increase their understanding of the depth and variety of human experiences by exploring the literature of different cultures in an interdisciplinary way; develop close working relationships with faculty members that offer intellectual challenge while encouraging creative and unique courses of study. Upon graduation, these skills in literary analysis and textual interpretation provide a strong foundation for either graduate studies or other professional pursuits.

Requirements:

The English minor consists of 20 credits of courses that satisfy the English major. ENG 161 is required and at least 8 of the remaining 16 credits should be at the 300 or 400 level.

- ENG 213, 215, 216, 221, 222, 229, 231, 232, 244, 248, 249, 250, 265, 266
- AME 305; ENG 305, 317, 324, 331, 333, 335, 338, 339, 342, 350

ENG course descriptions begin on page 146 in Course Descriptions.

ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL STUDIES

Program Description/Mission:

The interdisciplinary Environmental Studies and Environmental Science programs prepare students to use the hands-on skills they will need to work in the complex world of our environment. Several essential features of the Environmental majors provide students with a unique and engaged learning experience. First, the majors are pre-professional and designed to provide students with the skills and knowledge they need to step from college directly into either the work force or graduate school. Second, several student projects are linked closely with the local community. Third, many experiences in the majors are student driven. Students are responsible for determining which questions and issues are

important as well as the proper methods for addressing those issues. These academic and professional opportunities in the environmental programs provide an educational experience that students are unlikely to encounter at any other small liberal arts college.

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

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

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

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

B.S. Progress to Completion Requirements:

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

- BIO 107 Introduction to Ecology
- CHE 101 Chemical Principles I
- ENV 100 Exploring Nature
- ENV 120 Introduction to Environmental Science
- ENV 201 Water Resources
- ENV 204 Geographic Information Systems I

- ENV 301 Community-Based Research Project I
- ENV 302 Community-Based Research Project II
- ENV 333 Foundations of Biogeochemistry
- ENV 485 Internship or Service Learning
- ENV 487 Capstone I
- ENV 488 Capstone II

Highly encouraged courses:

- ENV 105 Science of Maple Sugaring
- ENV 108/110/112/114 Environmental Science Seminar
- ENV 218 Principles and Practices of Sustainability
- ENV 214/224 Applied Sustainable Farming I and II
- ENV 227 Teaching in the Outdoors
- ENV 304 GIS II
- ENV 305 Communities and Environment
- ENV 306 Introduction to Law and Policy
- ENV 310 Land and Resource Management
- ENV 316 Sustainable Food Systems
- ENV 319 Marine Communities
- ENV 321 Sustainable Organizations
- ENV 323 White Mountain History
- ENV 326 Alpine Communities
- ENV 334 River Communities
- ENV 366 Desert Communities
- ENV 404 GIS III
- ENV 406 Permaculture Design
- ENV 412 Shelters and Sustainability

Focus areas for Environmental Studies and Environmental Science majors

Several focus areas were developed for Environmental Science and Environmental Studies majors. They are not a requirement but, rather, a way in which students can focus on a particular area of interest that are directed toward graduate studies or a career in that area. Focus areas consist of 18 credits of elective courses as outlined below.

Aquatic Science: CHE 101 (SC majors), CHE 102 (ST majors); BIO 317, 2 credits of ENV 108/110/112/114 or 295; and choose 8 credits from these courses: ENV 334, 319; BIO 106; CHE 307, 308

Sustainable Systems: ENV 321, 305, 2 credits of ENV 108/110/112/114 or 295, and choose 8 credits from these courses: ECO 201; ENV 218, 306, 316, 406, 412; PHI 212; PSY 221

Conservation Biology: BIO 407; ENV 310 (SC majors); BIO 107 (ST majors); 2 credits of ENV 108/110/112/114 or 295 and choose 8 credits from these courses: ENV 306; BIO 314, 317, 318, 221, 337; any field study course (ENV 319, 326, 334, 366), ENV 304, ENV 404

Food and Agriculture: ENV 316, 214 and 224; 2 credits of ENV 108/110/112/114 or ENV 295; and choose 8 credits from these courses: ENV 214, 224, 406, 412, 306, 334; BUS 115; BIO 326; ENV 105, 218, 333; ESS 211; BIO 331

Teaching in the Outdoors: ESS 327; ENV 227; 2 semesters of ENV 108/110/112/114 or ENV 295; and choose 8 credits from these courses: ENG 215, ENV 310, 319, 323, 326, 334, 366; MED 101; PHI 212

Writing for the Environment: ENG 215; COM 216; 2 credits of ENV 108/110/112/114 or ENV 295; and 8 credits from WRT 201; MED 337, 326; any field study course (ENV 319, 326, 334, 366)

International Place-Based Field studies: Semester at School for Field Studies

Suggested Registration Sequence—Environmental Science

FIRST YEAR

Fall		
ENV 100	4 cr.	Exploring Nature
BIO 107	4 cr.	Introduction to Ecology
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
Spring		
ENV 120	4 cr.	Introduction to Environmental Science
LIB ED	4 cr.	Liberal education course
LIB ED	4 cr.	Liberal education course
LIB ED	4 cr.	Liberal education course

SOPHOMORE YEAR

Fall		
ENV 201	4 cr.	Water Resources
CHE 101	4 cr.	Principles of Chemistry I
LIB ED	4 cr.	Liberal education course/elective
LIB ED	4 cr.	Liberal education course/elective
Spring		
ENV 204	4 cr.	GIS I
ENV 333	4 cr.	Foundations of Biogeochemistry
LIB ED	4 cr.	Liberal education course/elective
LIB ED	4 cr.	Liberal education course/elective

JUNIOR YEAR

Fall		
ENV 301	8 cr.	Community-Based Research Project
Elective	4 cr	Free Elective Course
Elective	4 cr	Free Elective Course
Spring		
ENV 302	4 cr.	Community-Based Research Project
ENV 487	2 cr.	Capstone I
Elective	4 cr.	Free Elective Course
Summer		
ENV 485	1-5 cr.	Environmental Science Internship

SENIOR YEAR

Fall (possible study abroad)		
Elective	16 cr.	Study abroad experience or (4) electives
Spring		
ENV 488	2 cr.	Capstone II
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

ENV course descriptions begin on page 151 in Course Descriptions.

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

This major is for students whose environmental interest is more interdisciplinary. This major prepares students for a career with a solid understanding of environmental issues, policy, and principles and practices of sustainability. Several concentration areas help pair student's passion for the environment with skills that will make them competitive in the job market. Graduates of this program have gone on to work as naturalist/teachers, environmental lawyers, land protection specialists in land conservation organizations, trail crew leaders, and to graduate programs, among other choices.

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.

- ENV 100 Exploring Nature
- ENV 120 Introduction to Environmental Science
- ENV 201 Water Resources
- ENV 204 Geographic Information Systems I
- ENV 218 Principles and Practices of Sustainability
- ENV 301 Community-Based Research Project I
- ENV 302 Community-Based Research Project II

- ENV 310 Land and Resource Management
- ENV 485 Internship or Service Learning
- ENV 487 Capstone I
- ENV 488 Capstone II
- ECO 201 Principles of Economics

Highly encouraged courses:

- ENV 105 Science of Maple Sugaring
- ENV 108/110/112/114 Environmental Science Seminar
- ENV 227 Teaching in the Outdoors
- ENV 214/224 Applied Sustainable Farming I and II
- ENV 304 GIS II
- ENV 305 Communities and Environment
- ENV 306 Introduction to Law and Policy
- ENV 316 Sustainable Food Systems
- ENV 319 Marine Communities
- ENV 321 Sustainable Organizations
- ENV 323 White Mountain History
- ENV 326 Alpine Communities
- ENV 333 Foundations of Biogeochemistry
- ENV 334 River Communities
- ENV 366 Desert Communities
- ENV 404 GIS III
- ENV 406 Permaculture Design
- ENV 412 Shelters and Sustainability

Focus areas: Refer to the description of the Environmental Science degree for optional focus areas students may choose.

Suggested Registration Sequence—Environmental Studies

FIRST YEAR

Fall		
ENV 100	4 cr.	Exploring Nature
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First-Year Symposium
LIB ED	4 cr.	Liberal education course
Spring		
ENV 120	4 cr.	Introduction to Environmental Science
ECO 201	4 cr.	Principles of Economics
LIB ED	4 cr.	Liberal education course
LIB ED	4 cr.	Liberal education course

SOPHOMORE YEAR

Fall		
ENV 201	4 cr.	Water Resources
ENV218	4 cr.	Principles and Practices of Sustainability
LIB ED/Elective	4 cr	Liberal education course/Free Elective Course
LIB ED/Elective	4 cr	Liberal education course/Free Elective Course
Spring		
ENV 204	4 cr.	GIS I
ENV 310	4 cr.	Land and Resource Management
LIB ED/Elective	4 cr..	Liberal education course/Free Elective Course
LIB ED/Elective	4 cr	Liberal education course/Free Elective Course

JUNIOR YEAR

Fall		
ENV 301	8 cr.	Community-Based Research Project
Elective	4 cr.	Free Elective Course
Elective	4 cr	Free Elective Course
Spring		
ENV 302	4 cr.	Community-Based Research Project
ENV 487	2 cr.	Capstone I
Elective	4 cr.	Free Elective Course
Summer		
ENV 485	1-5 cr.	Environmental Science Internship

SENIOR YEAR

Fall (possible study abroad)		
Elective	16 cr.	Study abroad experience or (4) electives
Spring		
ENV 488	2 cr.	Capstone II
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

ENV course descriptions begin on page 151 in Course Descriptions.

Environmental Science—Bachelor of Science (B.S.) Online

The Environmental Science major is for those students whose interest in the environment has a scientific focus. The major is designed to provide students with the theoretical and applied skills requisite for professionals in the field or for students pursuing advanced graduate studies. Skills are obtained through coursework, laboratories and field experiences through a highly integrated program. The curriculum is modeled after and built upon the strong foundations of our residential degrees in both Environmental Studies and Environmental Science. It is based on the premise that laboratory and field experiences can occur in many environments; the key is learning to apply core concepts and skills to one's own setting. Students are compelled to accomplish this through active engagement in classes and by integrating their lives, local environments and communities into the curriculum. Graduates of this program can expect to acquire skills for jobs as environmental scientists (in environmental consulting firms or state agencies), Geographic Information Systems specialists, wildlife biology field interns, or other related careers as well as for graduate programs in environmental science.

B.S. Progress to Completion Requirements:

ENV 100, 120, 201, 204, 303, 310, 333, 485, 487, 488; BIO 107; CHE 101

Suggested Registration Sequence—Environmental Science Online**FIRST YEAR**

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
ENV 100	4 cr.	Exploring Nature
ENV 120	4 cr.	Introduction to Environmental Science
Spring		
BIO 107	4 cr.	Introduction to Ecology
CHE 1xx	4 cr.	Concepts in Chemistry
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ENV 201	4 cr.	Water Resources
ENV 204	4 cr.	Introduction to Geographic Information Systems
LIB ED	4 cr.	Liberal Education Course
Spring		
ENV 333	4 cr.	Biogeochemistry
ENV 310	4 cr.	Land & Resource Management
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
ENV 303	8 cr.	Community-Based Project Management
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective
Spring		
ENV 487	2 cr.	Capstone I
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective
Summer		
ENV485	4 cr.	Internship or Service Learning Project

SENIOR YEAR

Fall (possible study abroad)		
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective
Spring		
ENV 488	2 cr.	Capstone II
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective

ENV course descriptions begin on page 151 in Course Descriptions.

Environmental Studies Minor

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

Requirements:

The minor consists of 18 credit hours:

- ENV 100 Exploring Nature
- ENV 120 Introduction to Environmental Science (lab)
- ENV 108/109 ENV or Science Seminar (2 semesters)
- ENV elective
- ENV 3xx or 4xx elective

ENV course descriptions begin on page 151 in Course Descriptions.

EXERCISE SCIENCE

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

Program Description/Mission:

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

Exercise Science Learning Outcomes

Exercise Science students will:

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

B.S. Progress to Completion Requirements:

- ESS 100 Personal Health and Wellness
- ESS 101 Introduction to Exercise and Sport Sciences
- ESS 211 Nutrition
- ESS 205 Introduction to Exercise Science
- PSY 303 Sport and Exercise Psychology
- ESS 324 Exercise Physiology
- ESS 285 Internship
- ESS 326 Biomechanics
- ESS 421 Exercise Prescription
- ESS 485 Internship
- ESS 487 and ESS 488 Capstone
- BIO 205 Human Anatomy and Physiology I
- BIO 206 Human Anatomy and Physiology II
- CHE 101 Chemical Principles I
- CHE 102 Chemical Principles II
- Elective Courses (Minimum of 8 Credits from the list of courses below)
 - ESS 106 Prevention Strategies in Athletic Health Care
 - ESS 204 Motor Development
 - ESS 250 Special Topics in Exercise Science
 - ESS 309 Gender and Sport

ESS 310 Special Populations and Exercise
 ESS 313 Fitness Management
 ESS 315 Leading Group Exercise
 ESS 318 Strength and Conditioning
 ESS 323 Applied Kinesiology and Clinical Technique
 ESS 329 Sport Nutrition
 ESS 350 Special Topics in Exercise Science
 ESS 450 Special Topics in Exercise Science

Suggested Registration Sequence—Exercise Science

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
ESS 101	2 cr.	Introduction to Exercise and Sport Sciences (first 6 weeks)
ESS 205	2 cr.	Introduction to Exercise Science (second 6 weeks)
BIO 106	4 cr.	The Chemical and Cellular Basis of Life
Spring		
BIO 205	4 cr.	Human Anatomy and Physiology I
MAT 206 or MAT 220	4 cr.	Algebra and Trigonometry or Statistics
ESS 100	4 cr.	Personal Health and Wellness
ESS 211	2 cr.	Nutrition
ESS 105	1 cr.	First Aid and CPR

SOPHOMORE YEAR

Fall (possible study abroad)		
BIO 206	4 cr.	Human Anatomy and Physiology II
ESS Elective	4 cr.	ESS Elective
CHE 101	4 cr.	Chemical Principles I
LIB ED	4 cr.	Liberal Education Course
SPRING (possible study abroad)		
CHE 102	4 cr.	Chemical Principles II
PSY 303	4 cr.	Sport and Exercise Psychology
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
ESS 324	4 cr.	Exercise Physiology
ESS Elective or Elective	4 cr.	ESS Elective
LIB ED	4 cr.	Liberal Education Course
ESS 285 or Elective	2-4 cr.	Internship
Spring (possible study abroad)		
ESS 326	4 cr.	Biomechanics
ESS 421	4 cr.	Exercise Prescription
ESS Elective	4 cr.	ESS Elective
ESS 285 or Elective	2-4 cr.	Internship in Exercise and Sport Sciences

SENIOR YEAR

Fall (possible study abroad)		
ESS 451	2 cr.	Research in Exercise and Sport Sciences: Critical Components
ESS Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course
ESS 485 or Elective	2-4 cr.	Internship
Spring (possible study abroad)		
ESS 452	4 cr.	Research in Exercise and Sport Sciences: Assessment and Analysis
ESS Elective	4 cr.	ESS Elective
ESS 326 (alternate)	4 cr.	Biomechanics
ESS 421 (alternate)	2-4 cr.	Exercise Prescription

ESS course descriptions begin on page 157 in Course Descriptions.

THE FIRST YEAR SYMPOSIUM AT COLBY-SAWYER COLLEGE

Students at Colby-Sawyer take a First Year Symposium (FYS) as the beginning of their Liberal Education. The FYS provides the introductory foundation to college-level learning and is designed to help students make a successful transition into the Colby-Sawyer community. This course demands that students practice skills necessary to become effective critical thinkers and active citizens in a global community. The values of the FYS at Colby-Sawyer College are informed by the following learning outcomes: engagement, excellence, and empowerment. These learning outcomes are tied to the learning outcomes of the college.

FYS course descriptions begin on page 167 in Course Descriptions.

FILM STUDIES**Film Studies Minor**

The minor in Film Studies allows students to gain a greater appreciation for and understanding of the art of motion pictures by studying the history, theory and aesthetics of the medium, including its technical, social, cultural and artistic dimensions.

Requirements:

The Film Studies minor consists of 16 credits of film studies courses. MED 241 is required, and at least eight of the remaining 12 credits must be at the 300 or 400 level. Students may choose from the following: AME 305; MED 228, MED 235, MED 243, MED 250, MED 312, MED 328, MED 344, MED 345, MED 350; ENG 265.

MED course descriptions begin on page 189 in Course Descriptions.

GRAPHIC DESIGN

The Graphic Design Program in the Department of Fine and Performing Arts offers three routes of study: Bachelor of Fine Arts (B.F.A.) Major, Bachelor of Arts (B.A.) Major, and Minor. In all three routes of study, students develop conceptual, formal, and technical skills to apply in various visual communication problem-solving processes. The program seeks to develop

students' creative and critical thinking in conjunction with their media and professional skills, ensuring well-rounded preparation for careers in graphic design.

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

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

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

Program Description/Mission:

The Bachelor of Arts (B.A.) degree in Graphic Design, though not as extensive as the Bachelor of Fine Arts (B.F.A.) degree, nonetheless provides a substantial course of study for students who intend to pursue professional careers in the graphic design field. For those students interested in pursuing double majors, the B.A. degree is recommended over the B.F.A. due to the lesser number of 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. The sequence of required graphic design courses for the B.A. is Digital Media Foundations, Visual Communication, Typography, Information Design, and Interactive Design. Students are then highly encouraged to build on this course of study with upper-level graphic design electives if their schedules allow. In addition to graphic design courses, students pursuing the B.A. in Graphic Design are required to take foundations courses, art history courses, and an introductory studio art course. Students are encouraged to continue experiments in other visual media in additional introductory or upper-level studio art courses of choice, thus gaining wider working knowledge of the arts. As part of their senior Capstone experiences, students are required to prepare formal presentations and exhibitions of their work. The major also requires an internship for credit with a mentor at a graphic design firm, a graphic design studio, or an in-house design department of a business or nonprofit.

B.A. Progress to Completion Requirements:

As of sophomore spring:

- Submission and presentation of portfolio for department faculty review
- Submission of written statement describing intent and process
- Minimum average of C (2.00) in major courses to date

As of junior spring:

- Submission and presentation of portfolio (with emphasis on area of concentration) for department faculty review
- Submission of artist statement outlining goals and creative research
- Minimum average of C (2.00) in major courses to date

Required courses:

- ART 110 Drawing Foundations or ART 125 Design Foundations
- ART 132 Digital Media Foundations
- ARH 203 Art History Survey
- GD 213 Visual Communication
- 200-Level Studio course: ART 210, 226, 230, 234, 240, 245, 260, 270, or THE 230
- GD 312 Typography
- GD 327 Information Design
- GD 328 Interactive Design
- GD 385 Graphic Design Internship
- ARH 300-Level Art History course: ARH 312, 315, 333, 335, 336, 350, 380
- ART 425 Professional Practices and Portfolio (Capstone)

Highly encouraged courses:

- ART 110 Drawing Foundations and ART 125 Design Foundations
- Additional 200-, 300- or 400-Level Studio courses
- Additional 300- or 400-Level Graphic Design courses
- Additional 300-Level Art History courses
- THE 319 Lighting and Color Theory
- BUS 231 Marketing
- MED 228 Video Production I
- ENV 204 Geographic Information Systems I
- PSY 101 Introduction to Psychology
- SOC 101 Individual and Community

Suggested Registration Sequence—Graphic Design (B.A.)

FIRST YEAR

Fall		
ART 132	4 cr.	Digital Media Foundations (F)
ART 110 or ART 125	4 cr.	Drawing Foundations (F or S) or Design Foundations (F or S)
FYS 101	4 cr.	First-Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
GD 213	4 cr.	Visual Communication (S)
ARH 203	4 cr.	Art History Survey (F or S)
MAT	4 cr.	QL Proficiency
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
GD 312	4 cr.	Typography (F)
ARH 3xx	4 cr.	300-Level Art History course (F or S)
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
GD 327	4 cr.	Information Design (S)
ART 2xx	4 cr.	200-Level Studio Course (F or S)
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course or Minor

JUNIOR YEAR

Fall (possible study abroad)		
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course or Minor
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
GD 328	4 cr.	Interactive Design (S)
LIB ED	4 cr.	Integrated Studies (F or S)
Elective	4 cr.	Free Elective Course or Minor
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall (possible study abroad)		
GD 385	1-4 cr.	Graphic Design Internship (F or S or SU)
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course or Minor
Elective	3 cr.	Free Elective Course
Spring		
ART 425	4 cr.	Professional Practices (Capstone) (S)
Elective	4 cr.	Free Elective Course or Minor
Elective	4 cr.	Free Elective Course

GD course descriptions begin on page 169 in Course Descriptions.

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

Program Description/Mission:

The Bachelor of Fine Arts (B.F.A.) degree in Graphic Design provides the most credit-intensive—and therefore most extensive—course of study for students who intend to pursue professional careers in the graphic design field. The sequence of required graphic design courses for the BFA is Digital Media Foundations, Visual Communication, Typography, Information Design, Interactive Design, three upper-level Graphic Design electives, and Design Methodologies. In addition to graphic design courses, students pursuing the BFA in Graphic Design are required to take foundations courses, art history courses, and introductory studio art courses. Students are encouraged to continue experiments in other visual media in additional introductory or upper-level studio art courses of choice, thus gaining wider working knowledge of the arts. As part of their senior Capstone experiences, students are required to prepare formal presentations and exhibitions of their work. The major also requires an internship for credit with a mentor at a graphic design firm, a graphic design studio, or an in-house design department of a business or nonprofit.

B.F.A. Progress to Completion Requirements:

As of sophomore spring:

- Submission and presentation of portfolio for department faculty review
- Submission of written statement describing intent and process
- Minimum average of C (2.00) in major courses to date

As of junior spring:

- Submission and presentation of portfolio for department faculty review
- Submission of artist statement outlining goals and creative research
- Minimum average of C (2.00) in major courses to date

Required courses:

- ART 110 Drawing Foundations or ART 125 Design Foundations
- ART 132 Digital Media Foundations
- ARH 203 Art History Survey
- GD 213 Visual Communication
- ART 260 Photography I
- 200-Level Studio course: ART 210, 226, 230, 234, 240, 245, 270, or THE 230
- GD 312 Typography
- GD 327 Information Design
- GD 328 Interactive Design
- 300-Level Art History course: ARH 312, 315, 333, 335, 336, 350, 380
- Three 300-400-Level Graphic Design courses chosen from: GD 323, 339, 421, 422
- ART 425 Professional Practices and Portfolio (Capstone)
- GD 485 Graphic Design Internship
- GD 490 Design Methodologies

Highly encouraged courses:

- ART 110 Drawing Foundations AND ART 125 Design Foundations
- Additional 200-, 300- or 400-Level Studio courses
- Additional 300-400-Level Graphic Design courses
- Additional 300-Level Art History courses
- THE 319 Lighting and Color Theory
- BUS 231 Marketing
- MED 228 Video Production I
- ENV 204 Geographic Information Systems I
- PSY 101 Introduction to Psychology
- SOC 101 Individual and Community

Suggested Registration Sequence—Graphic Design (B.F.A.)**FIRST YEAR**

Fall		
ART 132	4 cr.	Digital Media Foundations (F)
ART 110 or ART 125	4 cr.	Drawing Foundations (F or S) or Design Foundations (F or S)
FYS 101	4 cr.	First-Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
GD 213	4 cr.	Visual Communication (S)
ARH 203	4 cr.	Art History Survey (F or S)
MAT	4 cr.	QL Proficiency
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
GD 312	4 cr.	Typography (F)
ART 2xx	4 cr.	200-Level Studio course (F or S)
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
GD 327	4 cr.	Information Design (S)
ART 260	4 cr.	Photography I
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall (possible study abroad)		
GD 3xx– GD 4xx	4 cr	300-400-Level Graphic Design (F or S)
LIB ED	4 cr	Integrated Studies (F or S)
Elective	4 cr	Free Elective Course
Elective	4 cr	Free Elective Course
Spring (possible study abroad)		
ARH 3xx	4 cr	300-Level Art History (F or S)
GD 328	4 cr	Interactive Design (S)
GD 3xx—GD 4xx	4 cr	300-400-Level Graphic Design (F or S)
Elective	4 cr	Free Elective Course

SENIOR YEAR

Fall (possible study abroad)		
GD 3xx—GD 4xx	4 cr	300-400-Level Graphic Design (F or S)
GD 490	4 cr	Design Methodologies (F)
Elective	4 cr	Free Elective Course
Spring		
ART 425	4 cr	Professional Practices (Capstone) (S)
GD 485	1-4 cr	Graphic Design Internship (F or S or SU)
Elective	3 cr	Free Elective Course
Elective	4 cr	Free Elective Course

GD course descriptions begin on page 169 in Course Descriptions.

Graphic Design Minor

The Minor in Graphic Design provides an introduction to graphic design concepts and practices through a sampling of graphic design studio and art history 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:

- ART 132 Digital Media Foundations
 - ARH 203 Art History Survey
 - GD 213 Visual Communication
 - GD 312 Typography
 - GD 327 Information Design or GD 328 Interactive Design
- GD course descriptions begin on page 169 in Course Descriptions.

HEALTH CARE MANAGEMENT

Health Care Management—Bachelor of Science (B.S.)

Program Description/Mission:

This major provides a solid foundation in the liberal arts and offers an understanding of health care organization operations, financing and delivery of health care services. This major integrates 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, rehabilitation facilities, managed care and other organizations providing health services in American society. The major also prepares graduates for more specialized study at the graduate level.

B.S. Progress to Completion Requirements:

- BUS 115, 215, 220, 312, 316, 401, 403
- HEA 100, 105
- ACC 216
- HCM 302, 302, 340, 341, 485, 487
- PHI 305

Major acceptance requirements:

Acceptance into the Health Care Management major occurs upon completion of ACC 216, BUS 215 & HEA 100. The student applies for acceptance with ones' academic advisor and requirements include:

- A minimum grade of 'C' (2.0) in ACC 216, BUS 215 & HEA 100
- A resume and writing assignment completed in BUS 215 and uploaded into the ePortfolio

Suggested Registration Sequence—Health Care Management

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
HEA 100	4 cr.	Introduction to Health Care Systems
LIB ED	4 cr.	Liberal Education Course
Spring		
BUS 115	3 cr.	Essentials of Business
HEA 105	1 cr.	The Vocabulary of Health
BUS 220	4 cr.	Statistics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
BUS 215	4 cr.	Management and Human Relations
HCM 302	4 cr.	Health Care Economics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
ACC 216	4 cr.	Financial Accounting
PHI 305	4 cr.	Biomedical Ethics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
BUS 316	4 cr.	Navigating Human Resources in Management
HCM 341	4 cr.	Health Care Management and Law
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring		
HCM 340	4 cr.	Health Care Finance
BUS 312	2–4 cr.	General Elective Computing
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Summer		
HCM 485	1-5 cr.	Health Care Management Internship

SENIOR YEAR

Fall		
BUS 401	1 cr.	Senior Seminar
BUS 403	4 cr.	Organizational Behavior
Elective	2–4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
HCM 487	4 cr.	Strategic Health Care Management
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

HCM course descriptions begin on page 172 in Course Descriptions.

Health Care Management—Bachelor of Science (B.S.) Online

This major provides a solid foundation in the liberal arts and offers an understanding of health care organization operations, financing and delivery of health care services. This major integrates 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, rehabilitation facilities, managed care and other organizations providing health services in American society. The major also prepares graduates for more specialized study at the graduate level.

B.S. Progress to Completion Requirements:

ACC 216; BUS 115, 215, 220, 316, 423, 442; HCM 302, 340, 341, 488; HEA 100, 105; PHI 305

Major acceptance requirements:

Acceptance into the Health Care Management major occurs upon completion of ACC 216, BUS 215 & HEA 100. The student applies for acceptance with ones' academic advisor and requirements include:

- A minimum grade of 'C' (2.0) in ACC 216, BUS 215 & HEA 100
- A resume and writing assignment completed in BUS215 and uploaded into the ePortfolio

Suggested Registration Sequence —Health Care Management Online

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
HEA 100	4 cr.	Introduction to Health Care Systems
LIB ED	4 cr.	Liberal Education Course
Spring		
BUS 115	3 cr.	Essentials of Business
HEA 105	1 cr.	The Vocabulary of Health
BUS 220	4 cr.	Statistics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
BUS 215	4 cr.	Management and Human Relations
HCM 302	4 cr.	Healthcare Economics
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
ACC 216	4 cr.	Financial Accounting
PHI 305	4 cr.	Biomedical Ethics
HCM 241	1 cr.	Introduction to Health Care Management
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
HCM 340	4 cr.	Health Care Finance
HCM 341	3 cr.	Health Care Management and Law
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	General Elective
Spring		
BUS 316	4 cr.	Navigating Human Resources in Management
Elective	4 cr.	General Elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SENIOR YEAR

Fall		
BUS 423	4 cr.	Fundamentals of Organizational Behavior
BUS 442	2 cr.	The Practice of Business Strategy
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective
Spring		
HCM 488	4 cr.	Application of Business Strategy in Health Care Management
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective
Elective	4 cr.	General Elective

HCM course descriptions begin on page 172 in Course Descriptions.

HEALTH PROMOTION**Health Promotion—Bachelor of Science (B.S.)****Program Description/Mission:**

The Health Promotion major works within the framework of the Exercise and Sport Sciences Department. It is an interdisciplinary program constructed with a strong foundation in liberal arts and grounded in a core set of courses that are broadly applicable to studies of health issues and health care systems. The Health Promotion major focuses on the acquisition of knowledge and skills necessary to perform compassionately and effectively as educators for health and wellness, whether working with individuals, schools, communities, or policy makers. The practical application of strategies that can assist individuals in societies in adopting and maintaining healthy actions is highlighted throughout the program. The program integrates classroom, laboratory, research, and extensive field experience to provide the student with the disciplinary knowledge and practical skills necessary to assume a role in health promotion and wellness for public, community, health care, and worksite settings.

Health Promotion Learning Outcomes

Health Promotion students will:

- Assess individual and community needs for health education and promotion
- Plan health education
- Implement health education
- Conduct evaluation and research related to health education
- Administer and manage health education
- Serve as a health education resource person and
- Communicate and advocate for health education and health promotion.

B.S. Progress to Completion Requirements:

- Liberal Education:
BIO 108; MAT; 220 PSY 101
- Foundation Courses:
ESS 100; HEA 100; PBH 306; PSY 316
- Core Courses:
ESS 211; HP 220, 320, 420, 485, 486, 487
- Health Promotion Electives; minimum of 8 credits:
CHI 105; ESS 204, 329; PBH 230, 232, 330, 332; PSY 214, 240, 303, 369

Suggested Registration Sequence—Health Promotion

FIRST YEAR

Fall		
ESS 100	4 cr.	Personal Health and Wellness
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First Year Symposium
HEA 100	4 cr.	Introduction to Health Care Systems
Spring		
BIO 108	4 cr.	Human Biology
HP 220	4 cr.	Concepts of Health Promotion
PSY 101	4 cr.	Introduction to Psychology
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ESS 211	4 cr.	Nutrition
Elective	2-4 cr.	Major Elective
MAT 220	4 cr.	Statistics
LIB ED	4 cr.	Liberal Education Course
Spring		
PSY 316	4 cr.	Health Psychology
Elective	2-4 cr.	Major Elective
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall		
HP 320	4 cr.	Foundations in Health Education
PBH 306	2-4 cr.	Health Studies Research
LIB ED	4 cr.	Liberal Education Course/Elective
LIB ED	4 cr.	Integrative Studies
Spring		
Elective	4 cr.	Free Elective Course
Elective	2-4 cr.	Major Elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
HP 420	4 cr.	Health Promotion Programming
HP 486	2 cr.	Health Promotion Capstone I
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
HP 487	2 cr.	Health Promotion Capstone II
HP 485	3-6 cr.	Health Promotion Internship
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

HP course descriptions begin on page 174 in Course Descriptions.

HEALTH STUDIES

Health Studies Minor

The Health Studies minor is designed to meet the needs of students pursuing non-health related majors who wish to have a solid introduction to important concepts from the health care system. The minor requires all students to take the introductory course (HEA 100 Introduction to Health Care Systems), PBH 230 or HP 220, 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 8 credits at the 300-400 level.

- HEA 100
- HP 220 or PBH 230
- BIO 108 or BIO 205 and BIO 206
- Any two electives chosen from the following: (courses MAY have additional pre-requisites) HCM 302; 340; HP 320, HP 420; PBH 330, 332; PHI 305; PSY 316, 323, 369; SOC 304; Approved 300-400 level topics courses

HEA course descriptions begin on page 175 in Course Descriptions.

HISTORY AND POLITICAL STUDIES

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

Program Description/Mission:

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

B.A. Progress to Completion Requirements:

Required courses:

- One HIS 100-level course
- HIS 218
- One HIS 200-level course
- Two HIS 300-level courses
- HPS 100, 485, 486, 487
- POL 100 or 101
- One POL 200-level course
- Two POL 300-level courses
- IST 105, 106, 107, 108, 109, 110, 111, or 112

Suggested Registration Sequence—History and Political Studies

FIRST YEAR

Fall		
WRT 101	4 cr.	Introduction to Academic Writing
HPS 100	4 cr.	The Detective: Introduction to History and Political Studies
HIS 1xx	4 cr.	100-level HIS Course
FYS 101	4 cr.	First Year Symposium
Spring		
POL 1xx	4 cr.	100-level POL Course
Elective	4 cr.	Elective
QL Requirement	4 cr.	QL Requirement
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall (possible semester abroad)		
HIS 218	4 cr.	West and the World
POL 2xx	4 cr.	200-level POL Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring (possible semester abroad)		
HIS 2xx	4 cr.	200-level HIS Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible semester abroad)		
HIS 3xx	4 cr.	300-level HIS Course
HPS 485	4 cr.	History and Political Studies Internship
POL 3xx	4 cr.	300-level POL Course
Elective	4 cr.	Free Elective Course
Spring (possible semester abroad)		
HIS 3xx	4 cr.	300-level HIS Course
POL 3xx	4 cr.	300-level POL Course
IST 105	4 cr.	Independent Language Study
LIB ED	4 cr.	Liberal Education Course

SENIOR YEAR

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

HIS and HPS course descriptions begin on page 176 in Course Descriptions.

History Minor

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

Requirements:

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

HIS and HPS course descriptions begin on page 176 in Course Descriptions.

WESSON HONORS PROGRAM

To receive an Honors Certificate, a student must complete 18 Credits in Honors course work including the Honors First-Year Symposium 101 (4 credits) and the Wesson Honors Capstone Seminar (2 credits). The additional Honors credits may be completed through Honors Topics courses (4 credits), Honors Integrated Studies course, one Honors Peer Mentor or Teaching Assistantship (1-4 credits), one Honors Contract (4 credits) or one Honors Independent Study (1-4 credits).

Details can be found in the Additional Curricular Opportunities section of the catalog.

HON course descriptions begin on page 181 in Course Descriptions.

INTERNATIONAL STUDIES

International Studies Minor

The minor in International Studies is a rapidly-growing interdisciplinary minor offering a broad and flexible curriculum for students from any major interested in international issues. The minor provides a broad overview to global structures, societies and cultures as well as ways to think about and address international issues, challenges, and opportunities. The minor consists of 16 credits, including required foreign language and off-campus international experiences.

Requirements:

- IST 101 Introduction to International Studies
- Twelve credits of elective international studies courses with at least 8 credits at the 300/400 level
 - Lower level (200-level) ARH 203; ENG 238, 239, 244; HIS 218; POL 100, 204, 209; PSY 221; REL 237
 - Upper level (300-400 level) at least 8 credit hours: ARH 333; BUS 323; ENV 305; HIS 317, 319, 321; POL 303, 304, 307, 312, 324; SOC 302
- Up to 4 credits chosen from the following:
 - IST 105, 107, 109, 111 Independent Language Study
 - IST 106, 108, 110, 112 Independent Language Study
 - IST 121 French Language and Culture I
 - IST 122 Mandarin Language and Culture I
 - IST 123 Spanish Language and Culture I
 - Or an approved foreign language experience
- An approved off-campus study abroad/international study-focused program. Students unable to study abroad or off-campus can fulfill this requirement through an independent study (IST 395) focused on a particular country, global region, or global theme. Courses taken at a foreign educational program or institution that are

international in content must receive prior approval from the college registrar. A WII internship which has an international focus may count for up to 4 credits.

IST course descriptions begin on page 183 in Course Descriptions.

LEGAL STUDIES

Legal Studies Minor

Students who enter law school come from any number of academic majors. Pre-law students should take courses that allow for continued development in their ability to think critically, communicate and listen effectively, conduct library research, and contribute to the community. A good pre-law education helps students develop these skills and provides a solid foundation in understanding the American political system, understanding social interactions and issues of diversity, and demonstrating basic quantitative literacy skills. The Liberal Education Program at Colby-Sawyer College in conjunction with a major program of study provides many opportunities for students to fine tune the skills needed to be successful in law school. For further information regarding law school preparation students are advised to contact their academic advisor and check out the American Bar Association (Section of Legal Education and Admission to the Bar) website at www.abanet.org/legaled/prelaw

Requirements:

- The minor in Legal Studies consists of 16 credits. In addition to the core credits, at least 4 of the elective credits must be at the 300/400 level.

Required credits: 8

- PHI 210, POL 301
- Elective Courses:
Choose at least 8 credits from below; 4 of these credits must be at the 300/400 level:
BUS 417; ENV 306; ESS 426; MED 325; PHI 213, 215; PSY 354
- Total number of credits for minor: 16
Course descriptions begin on page 107.

MATHEMATICS

Mathematics Minor

The minor in mathematics will provide interested students with a versatile set of quantitative and analytical skills applicable across disciplines, careers, and everyday life. Students will learn how to investigate and model the world around them using mathematics developed by many civilizations over thousands of years. At the core of the minor will be two courses in calculus (Calculus I and II). Calculus is an area of mathematics built upon ancient mathematical achievements—trigonometry, geometry, and algebra—and upon which most modern mathematics is built. Since its inception in the late 1600s, calculus has become the language of science, medicine, and economics; it is how we describe the way quantities change and accumulate. In addition to Calculus I and II, the requirement to

complete the minor will be three more courses in mathematics, with at least two courses at the 300-level or above.

Requirements:

- The minor consists of 16 credits.
MAT 221, 222; and two additional MAT courses at the 300- or 400-level
MAT course descriptions begin on page 186 in Course Descriptions.

MEDIA AND COMMUNICATION

Media and Communication—Bachelor of Arts (B.A.)

Media and Communication Learning Outcomes:

- To develop student proficiencies in the primary communication media: spoken and written language, sound and image.
- To prepare students to pursue careers and graduate studies in media related fields.
- To provide an understanding of communication theory and practices applicable to many careers
- To encourage an active and cooperative learning environment in which students and faculty work toward common goals by means of practice and reflection.
- To provide experiential learning opportunities through curricular and co-curricular laboratory and field work.
- Provide students opportunities for personal, professional, scholarship and leadership advancement through curricular, co-curricular and extra-curricular activities.
- To integrate the liberal arts outcomes into the communication curriculum.
- Contribute to the college's core curriculum by offering media exploration, pathway, honors and general interest courses.
- To encourage the application of classroom theory and experience in the larger community.
- Equip students for the responsibilities of making personal and professional choices informed by an understanding of communication and media processes and products.
- Encourage students to make ethical contributions to the communities in which they live.

Program Description/Mission:

The Media and Communication program offers a curriculum of theory and practice consistent with the College's mission to integrate professional preparation with a liberal arts education. We seek to inspire students to think critically, creatively and professionally in the analysis and production of written, oral and audiovisual communication. With an explicit concern for social responsibility, we emphasize ethical professional practice and life-long learning. Our central areas of study include analysis and criticism of media institutions and texts; theories and methods for producing audio, video, text and image for an array of traditional and evolving

media; and the examination of the roles of media in transforming individuals, society and culture.

B.A. Progress to Completion Requirements:

- MED 203, 216 (must receive a minimum grade of C in each)
- One production course from the following: MED 208, 209, 222, 228, 238
- MED 341
- MED 325
- MED 485 (1–4 credits)
- MED 486, MED 487

Media and Communication Electives

Choose 20 credits from the following courses (12 credits must be at the 300-level): AME 305; ART 260; BUS 231; MED 208, 209, 222, 228, 235, 238, 241, 243, 250, 303, 310, 312, 321, 322, 326, 328, 333, 337, 344, 345, 346, 350, 360, and MED 351 (Media and Community Practicum 3) and MED 352 (Media and Community Practicum 4); WRT 201, 208, 301, 302, 311; PHI 221

Suggested Registration Sequence—B.A. Media and Communication

FIRST YEAR

Fall		
MED 203	4 cr.	Introduction to Media and Communication
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
LIB ED	4 cr.	Liberal Education Course
Spring		
MED 216	4 cr.	Writing for Public Communication
MAT 122	4 cr.	Quantitative literacy
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall (possible semester abroad)		
MED 2XX	4 cr.	Introduction to Production
MED 2XX	4 cr.	Media and Communication Elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring (possible semester abroad)		
MED 2XX	4 cr.	Media and Communication Elective
MED 3XX	4 cr.	Media and Communication Elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall (possible semester abroad)		
MED 341	4 cr.	US Media History
MED 3XX	4 cr.	Media and Communication Elective
Elective	4 cr.	Free Elective Course
MED 485	1-4 cr.	Media and Communication Internship
Spring (possible semester abroad)		
MED 325	4 cr.	Media Law and Ethics
MED 3XX	4 cr.	Media and Communication Elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
MED 486	2 cr.	Capstone Preparation
MED 3xx	4 cr.	Media and Communication Elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
HPS 487	2 cr.	Advanced Research Seminar (Capstone)
MED 3xx	4 cr.	Media and Communication Elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

MED course descriptions begin on page 189 in the Course Offerings section of the catalog

Media and Communication Minor

The Media and Communication minor introduces students to the study and production of written, oral and audiovisual communication. Our central areas of study include analysis and criticism of media institutions and texts; theories and methods for producing audio, video, text and image for an array of traditional and evolving media; and the examination of the roles of media in transforming individuals, society, and culture.

Requirements:

The Media and Communication Studies minor consists of 16 credits.

- Required Course: MED 203
- Elective Courses (at least 8 of the remaining 12 credits should be at the 300 or 400 level): AME 305; MED 208, 209, 216, 222, 228, 235, 238, 241, 243, 250, 303, 310, 312, 321, 322, 325, 326, 328, 333, 337, 344, 345, 346, 350, 360; WRT 311

MED course descriptions begin on page 189 in Course Descriptions.

MULTIDISCIPLINARY STUDIES

Multidisciplinary Studies—Bachelor of Arts (B.A.)

Program Description/Mission:

The Multidisciplinary Studies (MDS) major allows students who are interested in more than one field of study to acquire a broad liberal arts foundation combined with the opportunity to focus in-depth on multiple academic areas. Students in the major explore how insights from various disciplines inform our understanding of complex issues as well as the methods utilized by different disciplines and how they contribute to integrative understanding. Students develop skills in interdisciplinary research and problem solving, in oral and written communication, and the integration of diverse perspectives.

B.A. Progress to Completion Requirements:

Required Courses:

- MDS 100 Introduction to Multidisciplinary Studies
- MDS 205 Multidisciplinary Perspectives on Current Social and Political Issues
- MDS 206 Multidisciplinary Perspectives on Current Global Issues
- MDS 285 MDS Introductory Internship
- MDS 302 Themes in Multidisciplinary Studies
- MDS 485 MDS Internship
- MDS 486 MDS Research Methods
- MDS 487 MDS Senior Capstone
- IST 105-112 Independent Language Study, one course only
- Each student will complete a MDS Program consisting of 24 credits. Students can design their own program or follow one of the following MDS Programs:

Technology and Society

The Technology and Society program focuses on the ways that changes in technology influence society, and vice versa. Students will explore the ways that technology guides and responds to social change, influences human perception of and interaction with society, and is frequently conceived as synonymous with society itself. Inherent in this exploration is the understanding that technology is not solely the province of physical machines but also involves non-physically constructed ways of action and organization in the world, as well as the understanding that society is a site of negotiation between material culture, historical-cultural frameworks, and the broader environment. Students will investigate different ways to understand technology and society, their complex historical and current relations, and ways that this relationship will continue to inform our beliefs and practices in the 21st century.

Students will choose 24 credits from the following courses, with at least 12 credits at the 300-400 levels: ARH 203, 312, 336; ART 132; ART 260, ENV 120, 316; HEA 100; MED 203, 238, 310, 325, 341, 346

Global Affairs

The Global Change program offers students the knowledge and skills to thrive, problem solve and innovate in an ever-changing and increasingly interdependent world. The concentration will equip students with social, political, and economic knowledge of historical and current trends and topics. Students will increase their understanding of the interconnected world, develop their communication and team-building skills, and enhance their critical thinking and problem-solving skills.

Students will choose 24 credits from the following courses, with at least 12 credits at the 300-400 levels: BUS 215, 323, 417; ECO 201; ENG 248, 249, 339; HEA 100; HIS 218, 317; IST 101; MED 203, 346; PBH 230; PHI 208, 212, 305, 309, 331, 332; POL 100, 209, 303, 312, 324; PSY 221; REL 237; SOC 101, 302; WGS 111

Social Justice

The Social Justice program allows MDS to study human rights and equality from multidisciplinary perspectives. Combining courses from across disciplines, students can explore the economic, social class, gender, environmental, health, and global context of current social issues and gain tools for formulating policies and impactful practices to enact change.

Students will choose 24 credits from the following courses, with at least 12 credits at the 300-400 levels: BUS 215, 233, 403, 421, 422; ECO 201; EDU 201; ENV 306, 321; HCM 302; HEA 100; HIS 103, 104; HP 220; MED 203, 325, 346, 360; PHI 212, 213, 305, 309; PBH 230, 232; PSY 304, 354; SOC 101, 302, 304, 322; WGS 111.

Art History

The Art History concentration is intended for students considering careers in museums or education, historic preservation, art conservation, or related historical fields. It combines introductory art historical studies and fundamental studio work as well as intermediate-level courses in more focused historical and geographical areas. In order to gain an interdisciplinary perspective, students can also integrate courses from other departments that complement their art historical interests.

Students will choose 24 credits from the following courses, with at least 12 at the 300-400 level: ARH 203, 312, 315, 333, 335, 336, 350, 380, 495; ART 110, 111-15, 125, 132, 210, 213, 230, 234, 240, 245, 260, 270; EDU 201; HPS 100; THE 230

Self-Designed MDS Program

Students designing their own MDS Program will work with their academic advisor to select courses totaling 24 credits, with at least 12 credits at the 300 or 400 levels. Students will focus the courses around a multidisciplinary theme or topic distinct from any existing major. *The Chair of the Multidisciplinary Studies Department must approve all Self-Designed MDS Programs. Students will design and gain approval for Self-Designed MDS Programs by the time they complete 75 credits.*

Suggested Registration Sequence—Multidisciplinary Studies

FIRST YEAR

Fall		
MDS 100	4 cr.	Introduction to MDS
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First Year Symposium
LIB ED	4 cr.	Liberal Education Course
Spring		
MAT 122	4 cr.	QL requirement
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall (possible semester abroad)		
MDS 205	2 cr.	Perspectives on Current Social and Political Issues
LIB ED	4 cr.	Liberal Education Course
MDS Course	4 cr.	MDS Program Course
IST 105-112	1 cr.	Independent Language Study
Spring (possible semester abroad)		
MDS 206	2 cr.	Perspectives on Current Global Issues
LIB ED	4 cr.	Liberal Education Course
MDS Course	4 cr.	MDS Program Course
MDS 285	1-3 cr.	MDS Introductory Internship

JUNIOR YEAR

Fall (possible semester abroad)		
MDS 302	4 cr.	Themes in Multidisciplinary Studies
MDS Course	4 cr.	MDS Program Course
MDS 485	3-12 cr.	MDS Advanced Internship
Spring (possible semester abroad)		
IS 3xx	4 cr.	Integrative Studies
MDS Course	4 cr.	MDS Program Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall		
MDS 486	3 cr.	MDS Research Methods
MDS Course	4 cr.	MDS Program Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
MDS 487	1 cr.	MDS Capstone
MDS Course	4 cr.	MDS Program Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

MDS course descriptions begin on page 195 in Course Descriptions.

MUSIC

The Department of Fine and Performing Arts Department supports a variety of musical performance opportunities at the college through the Colby-Sawyer College Singers, the Kearsarge Chorale, Kearsarge Community Band, Dance program and Theater program.

The department offers Music Appreciation courses that follow a standard lecture format and satisfy the Fine and Performing Arts Exploration Area requirement. Applied music opportunities include individual lessons. Credit is given for lessons in voice, piano, guitar, flute, violin and/or other instruments, subject to availability and approval of the department. These courses follow a one-on-one format of discussion and demonstration, practice and critique. Students must register for Applied Music courses by filling out a permission form in myRegistrar. Musical instruction carries credits according to the following schedule, with fees assessed on a per-credit basis:

- One 75-minute lesson and nine hours of practice per week carries four credits
- One 60-minute lesson and nine hours of practice per week carries three credits
- One 45-minute lesson and five hours of practice per week carries two credits
- One 30-minute lesson and five hours of practice per week carries one credit

Requirements:

MUS course descriptions begin on page 197 in Course Descriptions.

NURSING

Nursing—Bachelor of Science (B.S.)

Program Description/Mission:

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

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

In addition to a liberal education, the core components of the program in Nursing are grounded in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and include the competencies and knowledge essential to basic nursing practice, the values of the healing professions, and the development of the professional role of the nurse.

Admission for Students Interested in the Nursing Major:

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

Transfer Students:

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

Academic Policies:

A minimum grade of **B-** is required in BIO 121, BIO 205, BIO 206, PSY 101, SOC 101 and all nursing courses. Students may only repeat one nursing course one time if necessary. All required BIO courses must be completed at Colby-Sawyer College. For transfer-eligible students only—BIO courses taken at outside institutions may be considered for transfer with a grade of B- or better AND satisfactory performance on a standardized, college-level course equivalent test (CLEP or Excelsior). If necessary, students may repeat BIO 121 one time only. Students may not repeat BIO 205 or 206. All required BIO courses must be completed for progression to the junior nursing curriculum.

Nursing courses which have clinical experiences 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 Nursing Department Chair and will be considered only when space permits.

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting. 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 Department of Nursing has relationships with

Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice, and New Hampshire area schools, in addition to other health and human services organizations.

At the time clinical experiences begin, every nursing student must have on record in the Nursing Department 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 which 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 Nursing Department. A criminal background check and a urine drug screening test are agency requirements. Random urine drug screening may also be conducted at the discretion of the program. All annual and bi-annual requirements should be completed during the summer months so that none expire during the school year. Laptop (not “tablet”) computers that have the capability of meeting the operating system requirements of the college, and which have sufficient battery capability for a 3 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) may be asked to pay a fee to cover the faculty costs incurred by a make-up day.

Nursing Program Outcomes

Upon completion of degree requirements, students are able to:

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

B.S. Progress to Completion Requirements

Required Courses:

- BIO 121 Microbiology
- BIO 205 Anatomy & Physiology I
- BIO 206 Anatomy & Physiology II
- MAT 220 Statistics
- NUR 101 First Year Nursing Seminar
- NUR 203 Introduction to Professional Nursing
- NUR 207 Pharmacology
- NUR 212 Health Assessment
- NUR 222 Fundamentals of Nursing
- NUR 309 Community and Public Health Nursing
- NUR 313 Maternal-Child Nursing
- NUR 314 Pediatric Nursing
- NUR 332 Adult Medical-Surgical Nursing I
- NUR 334 Mental Health Nursing
- NUR 336 Nursing Research and Evidence-based Practice
- NUR 405 Adult Medical Surgical Nursing II
- NUR 407 Nursing Leadership Capstone I
- NUR 408 Nursing Leadership Capstone II
- NUR 442 Clinical Capstone: Nursing Management of Patient Care
- NUR 445 NCLEX-RN Preparation I
- NUR 446 NCLEX RN Preparation II

Suggested Registration Sequence—Nursing

FIRST YEAR

Fall		
BIO 121	4 cr.	Microbiology
FYS 101	4 cr.	First Year Symposium
NUR 101	1 cr.	First Year Nursing Seminar
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
BIO 205	4 cr.	Anatomy and Physiology I
LIB ED	4 cr.	Liberal Education Course
NUR 203	3 cr.	Introduction to Professional Nursing
SOC 101	4 cr.	Introduction to Sociology

SOPHOMORE YEAR

Fall		
BIO 206	4 cr.	Anatomy and Physiology II
NUR 212	2 cr.	Health Assessment
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
NUR 222	4 cr.	Fundamental Nursing Skills
NUR 207	3 cr.	Pharmacology
PSY 240	4 cr.	Life Span Development
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

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

SENIOR YEAR

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

WI—Writing Intensive; QL—Quantitative Literacy

NUR course descriptions begin on page 199 in Course Descriptions.

Nursing—R.N. to Bachelor of Science (B.S.) Online

This program is for licensed Registered Nurses with earned Diplomas or Associate Degrees in Nursing who wish to earn their Bachelor of Science with a nursing major. Courses are offered in 15-week semesters (12 weeks in summer) that cater to the demanding schedules of working nurses. The option to enroll full- or part-time lets a student progress through the program at the pace that is right for their life. The program can be completed in as little as 16 months, or five semesters, or can take as long as necessary to fit into one's schedule. The average program completion rate is 2-3 years. The program integrates knowledge from the liberal arts and sciences with professional nursing education.

Suggested Registration Sequence—RN to BS:

Please contact the Nursing Department for individual advising.

RNBS course descriptions begin on page 217 in Course Descriptions.

PHILOSOPHY

Philosophy—Bachelor of Arts (B.A.)

Program Description/Mission:

Philosophy is at the heart of the liberal arts and sciences. The Bachelor of Arts in Philosophy provides a solid foundation in critical thinking, analysis, and written and oral skills, all of which are essential in today's workplace. Philosophy graduates are among the most likely to be accepted to graduate school in law, business, medicine, and other disciplines.

The Philosophy major focuses on the history of philosophy and on various topics in philosophy. Students ask: What is the best way to live? How does the mind work? What is the meaning of art? How does a society function? Students read great works and apply the ideas in them to everyday life. They not only study philosophy, but do it through dialogue, argument, and logical inquiry. A minor or second major is recommended for PHI students. This will broaden the student's knowledge base and skill set upon graduation.

Philosophy Learning Outcomes:

Through the study of philosophy in the Philosophy major, students will be able to:

- Understand major philosophical figures and arguments from several historical periods and disciplinary areas
- Engage in logical, critical, and creative reasoning about a range of philosophical issues and questions
- Make written arguments in which they engage in the close analysis of texts
- Participate in discussions in which philosophical claims are presented and compared and
- Broaden their horizons and deepen their self-knowledge through a dialogical engagement with texts, faculty, and other students.

B.A. Progress to Completion Requirements:

The philosophy major requires 36 credit hours of coursework and a 1-12 credit internship. These are the required courses:

- PHI 100, 210, 331, 332, 485, 487
- Three additional PHI courses at the 100 or 200 level (may include WGS 111)
- One additional PHI course at the 300 or 400 level

Suggested Registration Sequence—B.A. Philosophy

FIRST YEAR

Fall		
PHI 100	4 cr.	Introduction to Philosophy
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First Year Symposium
Elective	4 cr.	Free Elective Course
Spring		
PHI 210	4 cr.	Logic and Critical Reasoning
PHI 2xx	4 cr.	200-level Philosophy Elective
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

SOPHOMORE YEAR

Fall (possible study abroad)		
PHI 2xx	4 cr.	200-level Philosophy Elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
PHI 331	4 cr.	Ancient Philosophy
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
PHI 2xx	4 cr.	Modern Philosophy
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
PHI 332	4 cr.	200-level Philosophy Elective
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

Fall (possible study abroad)		
PHI 485	1-12 cr.	Philosophy Internship
PHI 3xx	4 cr.	300-level Philosophy Elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring		
PHI 487	4 cr.	Philosophy Capstone
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

PHI course descriptions begin on page 203 in Course Descriptions.

Philosophy Minor

The Philosophy minor provides students with a solid foundation in the critical thinking and communication skills valued in today's workplace. It also gives students the time to wonder—to ask the most fundamental questions of humanity—and to consider how their major discipline fits into the “big picture.” Philosophy has been empirically proven to be excellent preparation for graduate school, including in law, medicine, and business.

Requirements:

- The PHI minor requires 20 credit hours of coursework.
 - PHI 100, PHI 210
 - Four additional credits in PHI courses at the 100 or 200 level (may include WGS 111)
 - Eight additional credits in PHI courses at the 300 or 400 level
- PHI course descriptions begin on page 203 in Course Descriptions.

PHYSICS

PHY course descriptions begin on page 206 in Course Descriptions.

POLITICAL STUDIES

Political Studies 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 your major program of study.

Requirements:

The minor in Political Studies consists of 168 credits of political studies courses including:

- 4 credits chosen from POL 100, 101
- 4 credits chosen from POL 202, 203, 204; PHI 215
- 8 credits at the POL 300-level

POL course descriptions begin on page 206 in Course Descriptions.

PSYCHOLOGY

Psychology—Bachelor of Arts (B.A.)

Program Description/Mission:

Psychology is the science of behavior and mental processes. The psychology major provides students with a broad foundation in psychology, but also allows students to focus their study in several areas of specialization, including cognitive, biological, counseling and social psychology. Senior Psychology majors are required to design and implement an original research project in a selected area of psychological inquiry. In addition, seniors are required

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

Learning Outcomes for Psychology

- Developing a knowledge base in psychology
- Engaging in scientific inquiry and critical thinking
- Engaging in ethical and social responsibility in a diverse world
- Effectively communicating and
- Engaging in professional behavior and development.

B.A. Progress to Completion Requirements:

Required Courses:

- PSY 101 (Introduction to Psychology) minimum grade of C
- PSY 104 (Writing for Psychology)
- PSY 202 (Personality Psychology)
- PSY 204 (Social Psychology)
- PSY 211 (Cognitive Psychology)
- PSY 215 (Biological Psychology)
- One of the following courses addressing issues in developmental psychology:
 - PSY 206 (Issues in Adolescent Psychology)
 - PSY 213 (Issues in Child Psychology)
 - PSY 227 (Issues in Adult Psychology)
- PSY 302 (Statistical Methods for Psychology)
- PSY 308 (Research Methods in Psychology)
- PSY 485 (Internship)
- PSY 486 (Capstone)
- Three 300/400-level psychology electives

Suggested Registration Sequence—Psychology

FIRST YEAR

Fall		
PSY 101	4 cr.	Introduction to Psychology
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First Year Symposium
Elective	4 cr.	Free Elective Course
Spring		
PSY 104	2 cr.	Writing for Psychology
PSY 202	4 cr.	Personality Psychology
PSY Dev.	4 cr.	Developmental Psychology course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall (possible study abroad)		
PSY 204	4 cr.	Social Psychology
PSY 215	4 cr.	Biological Psychology
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
PSY 211	4 cr.	Cognitive Psychology
MAT xxx	4 cr.	QL Requirement
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
PSY 302	4 cr.	Statistical Methods in Psychology
PSY 300-400	4 cr.	PSY 300/400 Psychology Elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring (possible study abroad)		
PSY 308	4 cr.	Research Methods in Psychology
PSY 300-400	4 cr.	PSY 300/400 Psychology Elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SENIOR YEAR

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

PSY course descriptions begin on page 209 in Course Descriptions.

Psychology Minor

The Social Sciences and Education Department offers a minor in psychology that allows students to study sub-disciplines in psychology. A psychology minor can be beneficial to any students who value the basic understanding of human behavior. The minor in Psychology consists of 20 credits of psychology courses.

Requirements:

- PSY 101 Introduction to Psychology
- Any combination of 300-level or 400-level Psychology courses to total 8 credits (except PSY 486, 378/478, 480, and 485)
- Any combination of Psychology courses to total 8 credits (except PSY 486, 278/378/478, 480, and 485)

PSY course descriptions begin on page 209 in Course Descriptions.

PUBLIC HEALTH

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

Program Description/Mission:

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

Public Health Outcomes

Upon completion of degree requirements, students are able to:

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

B.S. Progress to Completion Requirements:

- HEA 100 Introduction to Health Care Systems: 4 credits
- SOC 101 Introduction to Sociology: 4 credits
- BIO 108 Human Biology: 4 credits
- PBH 230 Introduction to Public Health: 4 credits
- MAT220 Statistics: 4 credits
- PBH 232 Mental Health Systems: 2 credits
- PBH 330 Epidemiology: 4 credits
- PHI 305 Biomedical Ethics: 4 credits
- PBH 306 Health Research Methods: 4 credits
- PBH 332 Prevention: 4 credits
- PBH 401: Public Health Policy and Law: 2 credits
- PBH 485 Internship: 2-12 credits
- PBH 486: Capstone in Public Health I: 2 credits
- PBH 487: Capstone in Public Health II: 2 credits

Suggested Registration Sequence—Public Health

FIRST YEAR

Fall		
HEA 100	4 cr.	Introduction to Health Care Systems
BIO 108	4 cr.	Human Biology
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
Spring		
SOC 101	4 cr.	Introduction to Sociology
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	2 cr.	Free Elective Course

SOPHOMORE YEAR

Fall (possible study abroad)		
PBH 230	4 cr.	Introduction to Public Health
MAT 220	4 cr.	Introduction to Statistics (QL)
LIB ED	4 cr.	Liberal Education Course
Elective	2 cr.	Free Elective Course
Spring (possible study abroad)		
PBH 232	2 cr.	The Mental Health System
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
PBH 330	4 cr.	Epidemiology (QL)
Elective	4 cr.	Free Elective Course
LIB ED	4 cr.	Liberal Education Course
PBH 306	4 cr.	Health Studies Research (QL)
Spring (possible study abroad)		
PBH 332	4 cr.	Prevention
PHI 305	4 cr.	Biomedical Ethics
LIB ED	4 cr.	Liberal Education Course (Integrative)
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

WI—Writing Intensive; QL—Quantitative Literacy

PBH course descriptions begin on page 214 in Course Descriptions.

RELIGION

REL course descriptions begin on page 216 in Course Descriptions.

SCIENCE

SCI course descriptions begin on page 218 in Course Descriptions.

SOCIOLOGY

Sociology—Bachelor of Arts (B.A.)

Program Description/Mission:

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

B.A. Progress to Completion Requirements:

- SOC 101 Introduction to Sociology
- SOC 316 Social Theory
- SOC 333 Research Methods
- SOC 460 Capstone
- SOC 485 Internship (only 4 credits are required for this class students can take up to 12 credits)
- 24 additional sociology elective credits (at least 16 credits at the 300 or 400 level) chosen from the following:
SOC 203, 218, 219, 250, 303, 304, 322, 350; PSY 204; ENV 305; WGS 111;

Suggested Registration Sequence—Sociology

FIRST YEAR

Fall		
SOC 101	4 cr.	Introduction to Sociology
WRT 101	4 cr.	Introduction to Academic Writing
FYS 101	4 cr.	First Year Symposium
LIB ED	4 cr.	Liberal Education Course
Spring		
SOC 2xx	4 cr.	200-level sociology elective
LIB ED	4 cr.	Quantitative Literacy requirement
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall (possible study abroad)		
SOC 2xx	4 cr.	200-level sociology elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
SOC 3xx	4 cr.	300-level sociology elective
LIB ED	4 cr.	Liberal Education Course
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

JUNIOR YEAR

Fall (possible study abroad)		
SOC 316	4 cr.	Social Theory
SOC 3xx	4 cr.	300-level sociology elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course
Spring		
SOC 333	4 cr.	Research Methods
SOC 3xx	4 cr.	300-level sociology elective
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

SENIOR YEAR

Fall		
SOC 460	4 cr.	Advanced Research Methods (Capstone for Sociology)
SOC 3xx	4 cr.	300-level sociology elective
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course
Spring (possible study abroad)		
SOC 485	4-12 cr.	Internship
Elective	4 cr.	Free Elective Course
Elective	4 cr.	Free Elective Course

SOC course descriptions begin on page 219 in Course Descriptions.

Sociology Minor

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

Requirements:

The minor in sociology consists of 20 credits, including SOC 101. Students may select the remaining 16 credits from the list of sociology core courses and sociology elective courses. Eight credits must be at the 300 or 400 level.

SOC course descriptions begin on page 219 in Course Descriptions.

SPORT MANAGEMENT

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

Program Description/Mission:

The Sport Management major works within the framework of the Exercise and Sport Sciences Department and integrates the study of sport and business to provide a thorough background in the sport industry. This course of study integrates classroom, research, and field experiences to provide students with the necessary disciplinary knowledge and practical skills to work in various sport industry settings as well as to assume leadership in the implementation and development of sport programs. The curriculum is guided by the standards of the Commission on Sport Management Accreditation (COSMA). Students are prepared to enter careers in the sport industry as well as to pursue graduate studies in related fields. Students are able to take 10 sport management elective credits, 8 of which must be at the 300-400 level. At least one of these courses must have an Exercise and Sport Sciences designation. If a student chooses to concentrate in one area of sport management, she or he may choose to take at least 10 elective credits in one of the following concentration areas: Sport Studies, Sport Business, Sport Information and Media, or Sport and Recreation Leadership.

Sport Management Generalist

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

Sport Studies Concentration

The Sport Studies option is an interdisciplinary concentration designed for students interested in studying sport from a broad cultural perspective, or for students interested in pursuing career opportunities in sport-related fields. In this concentration, students take a broad range of courses in psychological, sociological, and historical aspects of sport and physical activity. Courses in this concentration include: ESS 207, 208, 309, 322; PSY 303; SOC 304.

Sport Business Concentration

Sport is a multi-billion dollar industry in the United States. Industry growth has led to an increased need for well-trained professionals with a well-rounded sport business education. Students selecting the sport business concentration will have the opportunity to further enhance their general management and leadership skills with emphasis on financial management, administration, sport and environmental law, ethics, and computer applications. The sport business concentration is designed to effectively expose students to current applications related to sport business and prepare them to be successful working

professionals. Students with a sport business concentration may pursue careers globally with professional sport franchises, various intercollegiate and interscholastic athletic departments, recreation departments, sport and entertainment facilities, and sporting goods retailers. Courses in this concentration include: BUS 231, 302, 316, 407, 415; ESS 312, 319, 426

Sport Information and Media Concentration

As sport evolves as a dynamic industry, the need to communicate with varied constituencies in a manner that utilizes modern techniques and technology is vital to continued growth. The sport information and media concentration is designed to provide students the opportunity to explore varied components of information systems and the role of media in positively and negatively impacting growth and success within the sport industry. Courses in this concentration include: BUS 415; ESS 309, 322; MED 203, 208, 216, 222, 228, 238 303

Sport and Recreation Leadership Concentration

The sport and recreation leadership concentration prepares students to successfully organize, administer, and facilitate sport programs at the interscholastic, intercollegiate, and recreational levels. Topics include program planning, organizational design, human resource management, fiscal management, fundraising, marketing and promotions, travel, summer camps and programs, risk management, and strategic management. Students with a sport and recreation leadership concentration may pursue careers as athletic directors, recreation directors, coaches, or as leaders in outdoor and adventure businesses. Courses in this concentration include: CHI 105; ESS 204, 309, 327, 329, 312; Environmental Studies Field Study Courses; ENV 100, 227, 323; PSY 303.

Sport Management Learning Outcomes:

Sport Management students will

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

B.S. Progress to Completion Requirements:

- ESS 100 Health and Wellness
- ESS 101 Introduction to Exercise and Sport Sciences

- ESS 104 Introduction to Sport Management
- ESS 214 Facility Planning and Event Management
- ESS 285 Internship
- ESS 217 Leadership and Ethics in Sport
- ESS 317 Leadership and Governance in Sport
- ESS 348 Sales and Marketing in Sport
- SOC 303 Sociological Aspects of Sport
- ESS 426 Sport Law
- ESS 485 Internship
- ESS 428 Senior Sport Management Seminar
- ESS 487 and ESS 488 Capstone Courses
- ECO 201 Economics
- ACT 216 Financial Accounting I
- Sport Management Elective Courses; Choose 12 credits from the following:
 - BUS 231, 302, 316, 407, 415
 - CHI 105
 - ENV 100, 227, 323
 - ESS 204, 207, 208, 329, 327, 319, 309, 312, 322, 350, 426, 450
 - MED 203, 208, 216, 222, 228, 238, 303
 - PSY 303
 - SOC 304
- Complementary Courses (recommended but not required):
 - BUS 312, 316, 332, 403, 407
 - ESS 206, 328, 395 or 495
 - MED 101, 303

Suggested Registration Sequence—Sport Management

FIRST YEAR

Fall		
FYS 101	4 cr.	First Year Symposium
WRT 101	4 cr.	Introduction to Academic Writing
ESS 101	2 cr.	Introduction to Exercise and Sport Sciences (first half of semester)
ESS 104	2 cr.	Introduction to Sport Management (second half of semester)
LIB ED	4 cr.	Liberal Education Course
Spring		
ESS 100	4 cr.	Personal Health and Wellness
MAT	4 cr.	Mathematics Proficiency
Elective	4 cr.	Sport Management Concentration Course
LIB ED	4 cr.	Liberal Education Course

SOPHOMORE YEAR

Fall		
ESS 214	4 cr.	Facility Planning and Event Management
ECO 201 or ACC 216	4 cr.	Principles of Economics or Financial Accounting I
Elective	4 cr.	Sport Management Concentration Option
LIB ED	4 cr.	Liberal Education Course
Spring		
ACC 216 or ECO201	4 cr.	Financial Accounting I or Principles of Economics
ESS 217	2 cr.	Leadership and Ethics (first half of semester)
ESS 317	2 cr.	Leadership and Governance in Sport (second half of semester)
LIB ED	4 cr.	Liberal Education Course
LIB ED	4 cr.	Liberal Education Course

JUNIOR YEAR

Fall (possible study abroad)		
SOC 303	4 cr.	Sociological Aspects of Sport
Elective	4 cr.	Free Elective Course
ESS 285	3-4 cr.	Internship in Sport Management
LIB ED	4 cr.	Liberal Education Course
Spring (possible study abroad)		
ESS 348	4 cr.	Sales and Marketing in Sport
Elective	4 cr.	Sport Management Concentration Option
LIB ED	4 cr.	Integrative Studies Course
Elective	4 cr.	Free Elective Course

SENIOR YEAR

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

ESS course descriptions begin on page 157 in Course Descriptions.

THEATER

Theater is an integral part of the mission of the Department of Fine and Performing Arts and combines the many aspects of performance study available at Colby-Sawyer College including: acting, dance, theatrical writing, set design, stage management and music. The program provides students with a common framework for performance and the electives allow those with varying levels of personal and professional interest in the theater arts to prepare for a range of careers within the performing arts industry. Intro to Theater, Acting I, and Stagecraft fulfill the Exploration Area requirement for Fine and Performing Arts, and additional courses allow students to study dramatic literature, acting in performance, directing and arts administration.

Requirements:

THE course descriptions begin on page 222 in Course Descriptions.

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies Minor

The minor in Women's and Gender Studies is founded upon a strong theoretical base that the student encounters in the introductory course WGS 111. The sequence of required courses is designed to foster critical thinking by encouraging informed examination of the student's own life.

Requirements:

The minor in Women's and Gender Studies consists of 16 credits, including WGS 111, and at least 8 credits at the 300- or 400- level. You must choose 12 credits from the following courses: ENG 331; ESS 309; MED 243, 346, 360; SOC 322; WGS 250, 350, 450, and additional topics courses designated as women's and gender studies credit-bearing.

WGS course descriptions begin on page 225 in Course Descriptions.

COURSE DESCRIPTIONS & CERTIFICATE PROGRAMS

Accounting

ACC 216 FINANCIAL ACCOUNTING I CREDITS: 4

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

ACC 217 FINANCIAL ACCOUNTING II CREDITS: 4

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

ACC 250 TOPICS IN ACCOUNTING CREDITS: 4

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

ACC 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

ACC 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

ACC 301 INTERMEDIATE ACCOUNTING I CREDITS: 4

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

ACC 302 INTERMEDIATE ACCOUNTING II CREDITS: 4

Intermediate Accounting II continues to take a detailed look at the GAAP model introduced in Intermediate Accounting I. The course looks at liability and equity concepts including investments, current and contingent liabilities, bonds, leases, deferred taxes, pensions, and shareholder equity. Share based compensation and cash flows will also be discussed. Offered fall. *Prerequisite:* ACC 301

ACC 306 MANAGERIAL AND COST ACCOUNTING CREDITS: 4

This course combines elements of managerial as well as cost accounting. It develops the ability to make management decisions for planning and control purposes. The course also explains how to record and classify cost data. Offered spring. *Prerequisite:* ACC 216

ACC 342 TAXATION CREDITS: 4

This course introduces the underlying concepts of federal taxation both at an individual and corporate perspective. Students learn to understand and prepare individual and corporate tax returns. Current taxation software is utilized. Offered fall. *Prerequisite:* ACC 216

ACC 349 AUDITING AND COMPLIANCE CREDITS: 4

This course covers concepts, practices, and procedures of auditing and compliance at various types of institutions. Company requirements of internal audit, external audit, and compliance, including the the Sarbanes-Oxley Act requirements, are studied from a management perspective. Guest speakers are used to illustrate the public and managerial accounting perspectives. Offered fall. *Prerequisite:* ACC 301

ACC 350 TOPICS IN ACCOUNTING CREDITS: 4

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

ACC 422 ADVANCED ACCOUNTING CREDITS: 4

This course develops analytical techniques in accounting and advanced topics. These topics build on areas covered in intermediate and cost accounting, with a special emphasis on consolidated financial statements. Other topics include short and long-term investments, subsidiaries, estates and trusts, income taxes, leases, and special purpose entities. Offered spring. *Prerequisites:* ACC 302, ACC 306, ACC 342

ACC 442 THE PRACTICE OF BUSINESS STRATEGY CREDITS: 2

This course provides students the opportunity to operate the functional unit of an organization from all perspectives by using a simulated case to make decisions. Students will be given a case and will work independently within teams to solve problems, budget, create financial statements, and ultimately to make decisions for that functional unit based on the materials provided them. Cases will be created in marketing, HR, finance, and operations. The final

case will culminate by bringing all the functional areas together and integrating them into the whole organization. Offered online and on campus. *Prerequisites:* ACC 302, BUS 215, BUS 231, BUS 312, BUS 318, BUS 329, ECO 201, and senior standing.

ACC 450 TOPICS IN ACCOUNTING CREDITS: 4

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

ACC 460 STRATEGIC MANAGEMENT (CAPSTONE) CREDITS: 4

In this integrative capstone, students bring together learning from all liberal arts and business courses. This includes integrating the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates a computer simulation. The experience culminates in a professional presentation by each group, open to the Colby-Sawyer campus and community. This course must be completed at Colby-Sawyer. Offered spring. *Prerequisites:* ACC 442 and senior standing.

ACC 461 CAPSTONE: THE APPLICATION OF BUSINESS STRATEGY CREDITS: 4

In this integrative capstone, students bring together learning from all liberal arts areas and business courses. This includes the application and integrating of the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. Students will investigate, propose and research a project, then apply and evaluate the solution within an actual business setting. With instructor approval, this applied project may be conducted within the student's current workplace setting, an internship, a community service site, or an aspired workplace setting. Offered online. Offered spring. *Prerequisites:* ACC 442 and senior standing. *For online degree program only or by special permission of department chair for on-campus students.

ACC 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. This course cannot be used as an Accounting elective course. Offered fall and spring. *Prerequisites:* permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

ACC 485 ACCOUNTING INTERNSHIP CREDITS: 1–5

Candidates for a B.S. in Accounting are required to complete an approved internship of five 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 department faculty member. This is not a requirement for students enrolled in online B.S. in Accounting. Offered

fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair.

American Studies

AME 201 THE WEST IN AMERICAN CULTURE CREDITS: 4

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

AME 250 TOPICS IN AMERICAN STUDIES CREDITS: 4

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

AME 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction between course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair.

AME 305 THE AMERICAN DREAM IN LITERATURE AND FILM CREDITS: 4

This course examines the myths and realities associated with the American Dream of Success, as reflected in the literature and film from the past hundred years. After briefly tracing the history of this ideal, the course focuses on how it has been treated by modern writers and filmmakers, including Fitzgerald, Miller, Hellman, Salinger, Vonnegut, Chaplin, Welles, Wilder and Spike Lee. Offered spring of odd-numbered years. *Prerequisite:* One 200-level literature or film course.

AME 350 TOPICS IN AMERICAN STUDIES CREDITS: 1–4

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

AME 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair

Anthropology

ANT 102 INTRODUCTION TO ANTHROPOLOGY CREDITS: 4

This course explores human societies from evolutionary and cultural perspectives. Different cultural systems and patterns are introduced by looking at the evolution of foraging, horticultural, pastoral, agricultural and industrial societies. A primary goal is the elaboration of economic, political, kinship, gender, artistic and religious diversity. *Exploration Area:* Social Science

Art and Art History Course Offerings

ARH 203 ART HISTORY SURVEY CREDITS: 4

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

ARH 250 TOPICS IN ART HISTORY CREDITS: 4

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

ARH 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 4

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 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities of this catalog. Offered fall and spring.

ARH 285 ART HISTORY INTERNSHIP CREDITS: 4

Qualified students may arrange internships to gain on-site experience in fields related to art and architectural history, including museums and galleries, the college's Permanent Collection, historic preservation firms, auction houses, or other organizations. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Graded pass/fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsor. Specific information is available from the Harrington Center.

ARH 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed

course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair

ARH 312 HISTORY OF PHOTOGRAPHY CREDITS: 4

The course surveys photography from the early-19th century to the present. Structured around five time periods, the course focuses on several specific photographers, images, and styles. It also examines parallel historical developments, and their influence on photography. In addition to written papers, assignments encourage students to examine the influence photography's history has on their own artwork. Offered fall of odd-numbered years.

Prerequisite: ARH 203

ARH 315 AMERICAN ART, 1600 TO 1945 CREDITS: 4

This course examines the history of American painting, sculpture, and occasionally architecture from the pre-colonial period to the present. The course focuses on the United States and its evolving relationship with European traditions, considering issues of formal and visual analysis alongside questions of national identity, artistic independence, cultural and social change, and modernity. Offered fall of odd-numbered years. *Prerequisite:* ARH 203

ARH 333 HISTORY OF EAST ASIAN ART AND CULTURE CREDITS: 4

This course examines four major artistic traditions in East Asia: Indian, Chinese, Korean, and Japanese. Within a chronological and cultural framework, painting, architecture, sculpture and the decorative arts are examined and interpreted. Attention to the influence of politics, religion, nature, and philosophy on the major art forms is central to this course. Offered spring of odd-numbered years. *Prerequisite:* ARH 203

ARH 335 HISTORY OF RENAISSANCE TO MODERN ART CREDITS: 4

This course examines the art and architecture of Europe from the Renaissance through the Modern period. Major themes include the patronage of church and state, the cyclical popularity of aesthetic standards, the rise of artistic professionalism, the evolution of modern painting, sculpture, and photography. Offered fall of even-numbered years. *Prerequisite:* ARH 203

ARH 336 HISTORY OF MODERN TO CONTEMPORARY ART CREDITS: 4

This course investigates the evolution of modern and contemporary painting, sculpture, photography, and architecture, with a focus on Europe and America from the late nineteenth-century to the present. This course follows developments in painting, sculpture, photography, and art criticism, and considers art's social and historical context while scrutinizing its formal and expressive characteristics. 300-level option for ARH major, ARH minor, BA in Studio Art and BFA in Studio Art. Offered spring of even-numbered years. *Prerequisite:* ARH 203

ARH 350 TOPICS IN ART HISTORY CREDITS: 4

Each department offers in-depth study opportunities for their students in topics that are not part of the regularly scheduled course offerings. The topics are announced prior to registration

ARH 380 HISTORY OF GRAPHIC DESIGN CREDITS: 4

This course surveys graphic design from prehistory to the present. Within the context of cultural, socio-political, technological, and artistic movements, students examine the work of various nations and individuals who have shaped contemporary practice and theory. While focusing on graphic design, the course introduces parallel developments in industrial design and architecture. Assignments encourage students to examine historical influences in their own work. Offered fall of odd-numbered years. *Prerequisite:* ARH 203

ARH 385 ART HISTORY INTERNSHIP CREDITS: 1–4

The ARH 385 internship provides students an opportunity to gain on-site experience in fields related to art history, including museums and galleries, the college's Permanent Collection, historic preservation firms, auction houses, or other organizations. A faculty member serves as the student's sponsor. Students must submit an application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Upon completing the internship, students submit a written report to their faculty sponsor. Offered fall, spring and summer. *Prerequisite:* Pre-internship Seminar

ARH 450 TOPICS IN ART HISTORY CREDITS: 4

Each department offers in-depth study opportunities for their students in topics that are not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

Studio Art

ART 100 INTRODUCTION TO VISUAL ART CREDITS: 4

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

ART 110 DRAWING FOUNDATIONS CREDITS: 4

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

and help them hone their ability to provide feedback to other artists. Offered fall and spring.

Exploration Area: Fine and Performing Arts

ART 111-118 EXHIBITION FOUNDATIONS CREDITS: 1

This course offers hands-on experience in exhibition preparation and installation, under the guidance of the director of the Marian Graves Mugar 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. Offered fall and spring; can be repeated for credit in multiple semesters. *Prerequisites:* Scheduling with the gallery director and permission of the instructor.

ART 125 DESIGN FOUNDATIONS CREDITS: 4

This course introduces the theory and practical application of the principles of two-dimensional design and the design elements of visual language, (line, shape, value, texture, color) and emphasizes the fundamental design principles that produce aesthetically sound compositional structure. Students investigate visual cause and effect and formal problem-solving, learning to think creatively and independently about the design process. They are expected to integrate practical knowledge from this course into future studio courses. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 132 DIGITAL MEDIA FOUNDATIONS CREDITS: 4

This course surveys the digital technologies used by designers and artists. It covers a range of software applications, image acquisition techniques, image generation techniques, and related hardware such as scanners, cameras, and printers. Students develop visual concepts based upon basic art and design principles and learn how to use various digital software and media to develop those ideas. Exercises and projects encourage students to experiment and incorporate other traditional artistic media with digital methods. Offered fall.

ART 210 DRAWING II CREDITS: 4

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

ART 230 PAINTING I CREDITS: 4

Through studio practice, this course introduces students to painting and the basic elements of design and composition. Paint and related media become tools for self-expression. Students develop skills of critical observation and methods of visual organization; internalizing their understanding of the history and concepts of painting. Students learn how to prepare a surface for painting, explore multiple techniques and strategies for creating and executing work, and engage in critical analysis through critiques. Students complete several paintings and learn how to prepare them for exhibition. Offered fall and spring. *Exploration area:* Fine and Performing Arts

ART 234 WATERCOLOR I CREDITS: 4

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

Exploration Area: Fine and Performing Arts

ART 240 PRINTMAKING I CREDITS: 4

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

ART 245 SCULPTURE I CREDITS: 4

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

ART 250 TOPICS IN ART CREDITS: 4

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

ART 260 PHOTOGRAPHY I CREDITS: 4

This course introduces the image-making possibilities of photography, combining creative and technical exercises with short research projects on photography's history. It covers the basic theories and mechanical skills necessary to use a digital camera with manual controls and to create and print digital photographs. Though the course emphasizes digital capture, traditional film techniques will be discussed. Students will also learn and follow studio and chemical safety standards. A manually adjustable, interchangeable lens digital camera is required. (A digital single lens reflex camera (DSLR) with a normal (non-wide/non-telephoto) prime (non-zoom) lens is strongly recommended.) It is recommended that each student also have a 35mm film camera. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 270 CERAMICS I CREDITS: 4

This course introduces basic techniques of hand-built and wheel-thrown ceramics. Studio assignments encourage creativity and help students develop a solid technical foundation in the functional and sculptural aspects of the medium. The course encompasses glazing and decorating techniques, glaze formulation, and a variety of firing techniques, as well as the study of ceramic history. Studio safety is emphasized. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 4

Qualified sophomore, junior, and senior students may apply to work with faculty members as research assistants on faculty research and/or creative work. Research assistantships are by arrangement; the assistant and the faculty member collaborate to determine the appropriate level and number of credits as well as specific responsibilities for design, implementation, and analysis of the contribution to the research and/or creative work. The research assistantships can be at the 200, 300, or 400 level of course work. Please refer to the Additional Curricular Opportunities section of this catalog for more details and requirements. Offered fall and spring.

ART 295 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

ART 310 DRAWING III CREDITS: 4

Students build on knowledge, technical skills and visual strategies, gained in previous drawing courses. 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. Offered fall and spring. *Prerequisite:* ART 210

ART 311 DRAWING IV CREDITS: 4

Students build on knowledge, 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. Offered fall and spring. *Prerequisite:* ART 310

ART 330 PAINTING II CREDITS: 4

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

ART 331 PAINTING III CREDITS: 4

At this level, students begin to use painting as a more personal, creative means of expression. Beginning level skills are developed toward greater technical proficiency and personal visual formulation. Students examine historical and theoretical trends and contemporary methodologies and strive to apply them to their work. The student will

continue to improve in techniques, content and level of sophistication. Offered fall and spring. *Prerequisite:* ART 330

ART 334 WATERCOLOR II CREDITS: 4

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

ART 340 PRINTMAKING II CREDITS: 4

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

ART 341 PRINTMAKING III CREDITS: 4

This intermediate level course expands on processes and materials covered in ART 340. Students investigate monoprints, collagraphs, chine collé, multi-color printing in relief, traditional and photo-based etching, screen printing and lithography. Students are expected to develop their drawing skills, creative thinking, and visual literacy, along with greater technical proficiency and craftsmanship. Students are encouraged to experiment with more creative, personal expression. Offered fall and spring. *Prerequisite:* ART 340

ART 345 SCULPTURE II CREDITS: 4

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

ART 346 SCULPTURE III CREDITS: 4

This sculpture course challenge 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. Offered fall and spring. *Prerequisite:* ART 345

ART 350 TOPICS IN ART CREDITS: 4

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

ART 360 PHOTOGRAPHY II CREDITS: 4

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

ART 361 PHOTOGRAPHY III CREDITS: 4

This course requires students to refine techniques introduced in ART 260 and 360 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.) Offered fall and spring. *Prerequisite:* ART 360

ART 370 CERAMICS II CREDITS: 4

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

ART 371 CERAMICS III CREDITS: 4

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

ART 385 ART INTERNSHIP CREDITS: 1–4

BA Studio Art majors will arrange an internship in an art-related field. This internship may be completed for variable credit, and fulfill the internship requirement. Art majors may arrange internships with correlative art or design businesses, art centers, design firms or in artist and artisan studios. In addition, the college's Communications Office, Student Activities, Sawyer Theater, Archives and Mugar Art Gallery have been campus sites used in past internships. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Graded pass/fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department. Specific information is available from the Harrington Center.

ART 410 DRAWING V CREDITS: 4

Course activities at this level are determined largely on an individual basis. With the instructor's guidance, each student learns to synthesize earlier drawing experiences into strong visual statements, building upon them to a new creative level. Offered fall and spring. *Prerequisite:* ART 311

ART 411 DRAWING VI CREDITS: 4

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

ART 425 PROFESSIONAL PRACTICES AND PORTFOLIO CREDITS: 4

This course provides students with insight and practical skills in regard to planning, organizing, and developing professional portfolios. Students are expected to develop portfolios that represent their individual strengths, artistic skill, and creativity. Students learn to promote themselves with cover letters, résumés, artist statements, interviewing skills and portfolio presentations. Students are required to exhibit their work in the Senior Exhibition. Offered spring. *Prerequisites:* Studio Art or Graphic Design major, senior standing.

ART 430 PAINTING IV CREDITS: 4

At this level students are expected to work with considerable independence, demonstrating technical proficiency, craftsmanship, and an understanding of theoretical concepts. Students are expected to produce distinctive, personal works of art that display a high degree of finish, aesthetic sophistication and honesty. Offered fall and spring. *Prerequisites:* ART 331

ART 431 PAINTING V CREDITS: 4

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

ART 434 WATERCOLOR III CREDITS: 4

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

ART 440 PRINTMAKING IV CREDITS: 4

In this advanced level course students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Students pursue further in-depth experimentation with color printing in a variety of printmaking techniques including intaglio, screen printing and lithography, and explore other processes of historical and contemporary interest. Along with their studio work, students learn about creating an edition of prints, final presentation, exhibition practices, and the business aspects of printmaking. Offered fall and spring. *Prerequisite:* ART 341

ART 441 PRINTMAKING V CREDITS: 4

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

ART 445 SCULPTURE IV CREDITS: 4

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

ART 446 SCULPTURE V CREDITS: 4

This advanced course challenges students to research and employ multiple 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. 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. Offered fall and spring. *Prerequisite:* ART 445

ART 450 TOPICS IN ART CREDITS: 4

Each department offers in-depth study opportunities for their students in topics that are not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

ART 460 PHOTOGRAPHY IV CREDITS: 4

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

ART 461 PHOTOGRAPHY V CREDITS: 4

Students in this course further explore image-making options in photography. Emphasis falls on producing consistently high quality photographs while developing a single artistically cohesive body of work. Each student produces a professional-level portfolio. A manually adjustable, interchangeable lens digital camera is required (a digital single lens reflex camera (DSLR) with a normal (non-wide/non-telephoto) prime (non-zoom) lens is strongly recommended). Offered fall and spring. *Prerequisite:* ART460

ART 470 CERAMICS IV CREDITS: 4

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

ART 471 CERAMICS V CREDITS: 4

In this course, 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. Offered fall and spring. *Prerequisite:* ART 470

ART 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Requirements can be found under Additional Curricular Opportunities.

ART 485 ART INTERNSHIP CREDITS: 1–4

An advanced internship is required for all students in the BFA in Studio Art majors. This requirement will provide art students with experiences in art related businesses and non-profits. Art majors may arrange internships with correlative art or design businesses, art centers, design firms, artist and artisan studios. A faculty member serves as the student's internship sponsor. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Graded pass/fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

Biology

BIO 106 THE CHEMICAL AND CELLULAR BASIS OF LIFE (+ LAB) CREDITS: 4

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

BIO 107 INTRODUCTION TO ECOLOGY (+ LAB) CREDITS: 4

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

BIO 108 HUMAN BIOLOGY (+ LAB) CREDITS: 4

This course is an introduction to human biology. The structure and function of the various organs and systems of the body are discussed. The impact of the environment is discussed and the basis of various human diseases is explored. This course involves laboratory exercises surveying the various systems of the human body. Offered fall. Students who complete BIO 108 may not also receive credit for BIO 205 or BIO 206.

Exploration Area: Science

BIO 121 MICROBIOLOGY (+ LAB) CREDITS: 4

This course involves the study of the fundamental principles of microbiology and the relationship of microorganisms to disease. Microbial morphology, growth, metabolism, genetics, diversity, ecology and viruses are stressed in the lectures. Laboratory work includes cultural methods, microscopic work, control of organisms by physical and cultural means, differential media and quantitative techniques. This course is intended for Nursing majors and not Biology majors. Offered fall for entering nursing students only; offered spring to all students; *Exploration Area:* Science

BIO 205 HUMAN ANATOMY AND PHYSIOLOGY I (+ LAB) CREDITS: 4

This is the first of a two-semester sequence in human anatomy and physiology. Students begin with a review of cellular physiology and then explore the anatomy and physiology of four important systems: integumentary, skeletal, muscular, and nervous. This course has both lecture and laboratory requirements, including dissections. Offered fall and spring. Students who complete BIO 108 may not also receive credit for BIO 205 or BIO 206.

BIO 206 HUMAN ANATOMY AND PHYSIOLOGY II (+ LAB) CREDITS: 4

This is the second of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: endocrine, cardiovascular, immune, respiratory, digestive, renal and reproductive. This course has both lecture and laboratory requirements, including dissections and/or computer simulations. Offered fall and spring. Students who complete BIO 108 may not also receive credit for BIO 205 or BIO 206. *Prerequisite:* BIO 205. *Exploration Area:* Science

BIO 221 EVOLUTION CREDITS: 2

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

BIO 222 GENETICS CREDITS: 4

Both classical and modern topics are covered as students learn about the nature of the gene, gene action and its control, transmission of inherited characteristics, and behavior of genes in populations. The course also focuses on recent developments in genetic research and technology. Offered fall and spring. *Prerequisite:* BIO 106

BIO 250 TOPICS IN BIOLOGY CREDITS: 4

Faculty may elect to offer advanced courses in biology that are not regularly scheduled. Previously offered topics have included plant physiology, comparative zoology, cellular pathology, and spectrophotometry. If one-credit topics courses are taken, a total of four credits may count as one of the elective BIO courses.

BIO 278, 378 RESEARCH ASSISTANTSHIP CREDITS: 1–4

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. Please refer to the Additional Curricular Opportunities section of this catalog for more details and requirements. Offered fall and spring.

BIO 285 BIOLOGY INTERNSHIP CREDITS: 1–4

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

BIO 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* BIO 106, BIO 107, permission of the instructor and the department chair

BIO 305 BIOCHEMISTRY CREDITS: 4

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta oxidation, fatty acid biosynthesis, and the urea cycle. Offered fall. *Prerequisite:* CHE 307

BIO 314 ANIMAL BEHAVIOR (+ LAB) CREDITS: 4

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

BIO 317 AQUATIC ECOLOGY CREDITS: 4

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

BIO 318 TERRESTRIAL ECOLOGY CREDITS: 4

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

BIO 319 VIROLOGY CREDITS: 2

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

BIO 322 IMMUNOLOGY CREDITS: 2

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

BIO 324 CELL BIOLOGY CREDITS: 4

This course includes considerations of microscopy, organization, replication, and expression of genetic material, membrane structure and physiology, organelle structure and function, cell-cell interactions, cytoskeletal organization and function, and cell mobility. Offered spring of odd-numbered years. *Prerequisite:* BIO 106

BIO 325 ANIMAL PHYSIOLOGY CREDITS: 2

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

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

BIO 326 PLANT BIOLOGY CREDITS: 2

This course introduces students to principles of flowering plant anatomy, physiology, and development from the cell/molecular level to the whole plant. Special attention will be placed on the environmental and hormone inputs that affect development and growth. Specific topics covered in this course include seed development, germination, vegetative development, and the transition to reproductive development. Offered fall of even-numbered years. *Prerequisites:* BIO 106, BIO 107

BIO 327 LAB TECHNIQUES IN BIOLOGY CREDITS: 4

This course features commonly used laboratory techniques in the cellular and biochemical laboratory. The course will prepare students to begin their own research in the capstone sequence, and will also introduce students to laboratory procedures used in related disciplines, such as toxicology, pharmacology, immunology, biochemistry, and virology. This multi-faceted course allows for students to problem-solve through theoretical inquiry, literature-based research, and engagement in scientific experimentation. Offered fall. *Prerequisite:* BIO 106

BIO 331 TOXICOLOGY CREDITS: 2

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

BIO 332 CONCEPTS IN PHARMACOLOGY CREDITS: 2

This course will introduce pharmacology principles to students who will not be clinical practitioners. Students will study the drug approval process and basic concepts in pharmacokinetics, including distribution, absorption, distribution 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. Offered spring of odd-numbered years. *Prerequisites:* BIO 106, CHE 102

BIO 337 PRIMATE BEHAVIOR AND EVOLUTION CREDITS: 2

Primates are the most behaviorally diverse mammals. In this course, students will explore how primates have evolved and how their behavior can be explained by adopting a behavioral ecology perspective. Key concepts covered will include adaptation, natural and sexual selection, male and female strategies and the evolution of sociality, intelligence, culture and deception. Offered spring of odd-numbered years. *Prerequisite:* BIO 221

BIO 350 TOPICS IN BIOLOGY CREDITS: 4

Faculty may elect to offer advanced courses in biology that are not regularly scheduled. Previously offered topics have included plant physiology, comparative zoology, cellular pathology, and spectrophotometry. If one-credit topics courses are taken, a total of three credits at the 300/400-level may count as one of the required upper level BIO courses.

BIO 351 RESEARCH DESIGN CREDITS: 1

This course is the first of three comprising the senior research requirement. A student works closely with a faculty member to identify a topic for senior research, perform the literature search, determine the approaches and procedures to be employed, compile a list of necessary supplies, and develop a timetable for the project. Offered spring. *Prerequisites:* BIO 221, 222

BIO 364 BIOLOGY OF AGING CREDITS: 4

This course explores the biological processes of aging. Students will examine the various theories of aging and study the processes of aging at the cellular, tissue and system levels. Students explore current research articles, texts and media to gain an integrative view of the aging process. Offered spring. *Prerequisites:* BIO 205 and BIO 206 or BIO 108

BIO 406 BIOLOGY OF DEVELOPMENT (+ LAB) CREDITS: 4

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

BIO 407 CONSERVATION BIOLOGY CREDITS: 4

This course investigates the scientific basis behind topics in the field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on 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. Offered spring of odd-numbered years. *Prerequisite:* BIO 107

BIO 450 TOPICS IN BIOLOGY CREDITS: 4

Faculty may elect to offer advanced courses in biology that are not regularly scheduled. Previously offered topics have included plant physiology, comparative zoology, cellular pathology, and spectrophotometry. If one-credit topics courses are taken, a total of three credits at the 300/400-level may count as one of the required upper level BIO courses.

BIO 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. May not be used as a biology major course requirement. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

BIO 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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; may not be used as a biology major course requirement. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

BIO 485 BIOLOGY INTERNSHIP CREDITS: 1–3

Students in this course enroll for varied credit in a department-approved internship with an appropriate environmental or biological organization. Methods of evaluation are determined by the Natural Sciences Department in conjunction with the on-site supervisor. An oral presentation to the Natural Sciences Department of the results of the internship is required. A minimum of 40 hours is required for this internship, but more time is recommended. Graded: Pass/Fail. Offered fall and spring. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair.

BIO 486 SENIOR RESEARCH I CREDITS: 2

Seniors continue their research project. Each student works independently under the supervision of a faculty member to implement the project conceived during BIO 351. A faculty member meets weekly with all seniors to coordinate the projects. Students are expected to collect a substantial body of data. Offered fall. *Prerequisite:* BIO 351

BIO 487 SENIOR RESEARCH II (CAPSTONE) CREDITS: 1

In this course students complete the project planned in BIO 351 and begun in BIO 486. analyze their full data set for presentation orally as well as in a final paper. Offered spring. *Prerequisite:* BIO 486

Business Administration

BUS 101 FIRST YEAR BUSINESS SEMINAR CREDITS: 2

The first year seminar is designed to facilitate the integration of conceptual and practical learning in business as well as in college. This course utilizes team and individual-based learning methods while introducing many basic business and managerial concepts. Students will participate in team-building exercises and discuss professionalism as it relates to business. Deliverables include logs, essays and team projects. Guest speakers will attend to discuss specific issues related to business and career development topics. This course is the foundation for the following three business seminars that are taken in students' sophomore, junior and senior years. Offered fall.

BUS 115 ESSENTIALS OF BUSINESS CREDITS: 4

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

BUS 201 SOPHOMORE SEMINAR CREDITS: 1

This course provides opportunities for students to assess strengths and style by building on the learnings from first year seminar. Students will explore business areas to determine

their major concentration through the use of presentations from speakers and individual assessments. Through readings and exercises, individual and team based, students will learn skills that will enhance their performance as a business student and a future business professional. Deliverables include résumés and reflective essays which will enable students to complete E-Portfolio requirements. This course provides the foundation for the seminars required in junior and senior years. Offered fall. *Prerequisite:* BUS 101, or BUS 115 or taken concurrently

BUS 215 MANAGEMENT AND HUMAN RELATIONS (+ LAB) CREDITS: 4

This course aims to develop management skills such as decision making, motivating, communicating, team building, conflict management and empowering others. Students are engaged in hands-on exercises, case studies and group assignments. This course is designed to prepare future managers to deal with challenges they will face in our turbulent world. Not open to students in their first semester of study. Offered fall and spring. *Prerequisite:* WRT 101/105

BUS 220 BUSINESS STATISTICS CREDITS: 4

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

BUS 226 INTRODUCTION TO PERSONAL FINANCE CREDITS: 2

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

BUS 231 MARKETING (+ LAB) CREDITS: 4

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

BUS 233 AMERICAN CAPITALISM AND LABOR CREDITS: 4

This history exploration course provides learners with a historical perspective towards understanding the evolution of business management and organizational development. Attention is paid to particular historical eras: agrarian, pre-industrial, the industrial revolution, the Depression, Post World War II growth, and more current history and organizational developments. Offered fall of odd-numbered years. *Exploration Area:* History

BUS 250 TOPICS IN BUSINESS CREDITS: 4

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

BUS 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

BUS 285 BUSINESS INTERNSHIP CREDITS: 1–4

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

BUS 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

BUS 301 JUNIOR SEMINAR CREDITS: 1

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

BUS 302 MANAGERIAL COMMUNICATION CREDITS: 2

This course is designed to help students improve skills in professionally oriented communication: business letters, reports and résumés. Oral communication skills include running meetings, presenting to groups, and one-to-one situations such as job

interviews and performance appraisals. Readings, computer simulation and assignments illustrate underlying principles of effective communication while providing hands-on practical application of the theory. Word-processing proficiency is required. Offered spring. *Prerequisites:* Sophomore standing or above.

BUS 312 COMPUTING ESSENTIALS FOR BUSINESS CREDITS: 2

This is a hands-on course, designed to both demonstrate the use of available software as well as to develop logical decisions after the software has been utilized. Students learn to use the computer in analysis and decision making. This class uses Microsoft Excel, Access, Word and PowerPoint in business applications. Students develop the ability to make use of applications common to business and organization needs encountered on the job. Offered fall and spring. *Prerequisite:* BUS 220

BUS 316 NAVIGATING HUMAN RELATIONS IN MANAGEMENT CREDITS: 4

This course is designed to examine the role of human resources in contemporary organizations. Subject matter includes the following critical components of a human resources department: recruitment and staffing; training and development; compensation and benefits; workplace safety; employee and labor relations; and leadership development. Offered fall. *Prerequisites:* BUS 215, junior standing or above; or permission of the instructor.

BUS 318 CORPORATE FINANCE CREDITS: 4

This course integrates knowledge of accounting, management and economics as students study financial markets and institutions and the decisions of financial managers. Students develop skills in working capital management, capital budgeting, financial statement analysis, forecasting funds requirements, and interpreting stock and bond listings. Class discussions also cover timely topics from the financial press, such as *The Wall Street Journal*. Offered fall and spring. *Prerequisite:* A minimum grade of C (2.0) in ACC 216.

BUS 323 INTERNATIONAL MANAGEMENT CREDITS: 4

One of the major challenges to management in modern times is coping with growing internationalization of the marketplace. This course explores opposing perspectives and searches for practical solutions to global problems. Offered spring. *Exploration Area:* Global Perspectives. *Prerequisites:* WRT 101/105, sophomore standing or above

BUS 324 LABOR RELATIONS AND NEGOTIATIONS CREDITS: 2

This course explores the dynamic relationship between employers, organized labor and the various levels of government. Some of the more contemporary developments in American and global labor relations are discussed. This course also develops negotiating skills in labor negotiations by means of role playing and case studies. Offered spring. *Prerequisites:* BUS 215, junior standing. BUS 316 is helpful.

BUS 329 OUR CHANGING WORLD CREDITS: 4

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. Offered spring. Sophomore standing or above.

BUS 331 CONFLICT MANAGEMENT AND RESOLUTION CREDITS: 2

This course is designed to review the theory of conflict in a variety of settings, but particularly in business settings. Using lecture, discussions, research, case studies, role-playing, theoretical and applied issues in causes of conflict, prevention, use in problem solving, and creativity will be reviewed. Constructive conflict, escalation practices, justice, and peacekeeping will be studied. Students will examine types of Alternative Dispute Resolution commonly used in legal, political and business environments. Offered fall. *Prerequisite:* BUS 215 and junior standing.

BUS 336 HOSPITALITY, RETAIL AND SERVICE MANAGEMENT CREDITS: 4

This course studies the service industry—a growth sector in the United States for many years as manufacturing has declined. The focus is on service management (industry trends, managing people, customer service, marketing, operations, and financial issues) and on the hospitality and event management areas, as well as managing in a retail setting. Offered fall of odd-numbered years. *Prerequisites:* ACC 216; BUS 215, 231

BUS 338 PROJECT MANAGEMENT CREDITS: 2

Project Management is the discipline of planning, organizing, finding and managing resources in order to attain desired objectives. Project Management is generally in operations—but may be utilized in any function of the organization. It is a blended role though—one that necessarily requires knowledge in operations, finance, marketing, and interpersonal skills and leadership. Offered spring of even-numbered years. *Prerequisites:* ACC 216 BUS 215, 231, junior standing or above. *Co-requisite:* membership in Enactus, formerly known as SIFE (Students in Free Enterprise)

BUS 339 SALES AND STRATEGIC MARKETING CREDITS: 4

The class builds upon the basic concepts learned in the marketing course and places emphasis on the strategic sales and marketing decisions that managers and entrepreneurs must make each and every day. The course helps clarify the 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. Offered fall. *Prerequisites:* BUS 215, 231, junior standing or above.

BUS 343 REAL ESTATE CREDITS: 2

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

ACC 216; junior standing or above.

BUS 344 SALES MANAGEMENT CREDITS: 2

With the advance of technologies such as the Internet, Web marketing, and sales management software, the sales process and the sales management job is far more sophisticated than simply pounding on doors. This course focuses on past and current

strategies of sales and sales management. Offered spring of odd-numbered years.

Prerequisites: BUS 215, 231

BUS 345 PUBLIC RELATIONS CREDITS: 2

A public relations initiative (PR) is a form of promotion. An organization may use PR to announce a new product or service. Alternatively, it might use PR to describe a new growth strategy or to explain a problem encountered in their business. Public relations announcements are also used to inform investors about the organizations performance and outlook. Offered fall of odd-numbered years. *Prerequisite:* BUS 231

BUS 346 MARKETING COMMUNICATION CREDITS: 2

This course explores the planning activity for integrated marketing communication functions such as direct sales, direct marketing: advertising, sales promotions, public relations, and personal selling. The course focuses on methods used to integrate these forms into an effective communication campaign. Case studies are analyzed during the semester and students complete an integrated marketing communication campaign. Offered spring of even-numbered years. *Prerequisites:* BUS 231

BUS 347 EVENT MANAGEMENT CREDITS: 2

The principles of event management are explored and then applied through the analysis of case studies and projects. The types of events considered in this course include entertainment events, corporate events, and conventions. Students explore the success factors of event management. The course looks at the entire planning process from defining the objectives, developing a plan and budget, arranging resources, promoting the event and implementation. Offered spring of even-numbered years. *Prerequisites:* ACC 216, BUS 215, 231

BUS 348 INSURANCE CREDITS: 2

This course focuses on personal insurance and introduces students to insurance terminology. It explains the concept of risk and discusses the purpose of different types of insurance. It also covers insurance contracts as well as buying insurance. Students are able to assess and understand their own personal need for insurance. Offered spring of odd-numbered years. *Prerequisite:* Math proficiency, sophomore standing or above.

BUS 350 TOPICS IN BUSINESS CREDITS: 4

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

BUS 351 LAB ASSISTANT CREDITS: 2

Qualified junior and senior students may apply to work with financial accounting faculty members as a lab assistant for ACC 216 Financial Accounting. The assistant has instructional responsibilities during predetermined scheduled labs and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring. *Prerequisites:* A minimum grade of B (3.00) in ACC 216, permission of instructor.

BUS 401 SENIOR SEMINAR CREDITS: 1

The senior seminar is designed to facilitate the integration of conceptual and practical learning in business and serve as a transition between college and career. The seminar will focus on professionalism, lessons learned from the BUS 485 internship experience and the

three previous seminars, career building practices and documentation such as résumés and cover letters, and presentation skills. A mock job interview, an internship presentation, and various professional writing and reporting assignments are required. Offered fall.

Prerequisites: BUS 301, 485 and senior standing.

BUS 403 ORGANIZATIONAL BEHAVIOR CREDITS: 4

This course focuses on the primary factors that influence behavior in organizations. This includes: leadership, inter/intra-group dynamics, organizational structure and design, change management, culture, power, and politics. Students view behavior as it occurs as a consequence of, and a reaction to, such macro-environmental changes as globalization, technology, economic factors, and demographic evolution. Students study and analyze behavior within specific organizational contexts. Offered fall. *Prerequisites:* BUS 215, junior standing or above.

BUS 407 ADVERTISING AND SOCIAL MEDIA CREDITS: 4

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

BUS 414 NONPROFIT AND SMALL BUSINESS MANAGEMENT CREDITS: 4

This course reviews nonprofit organizations and discusses their political, economic and social ramifications. Students explore key nonprofit policy issues such as managerial structure, role of the board, and fundraising. The course also covers the many aspects of successfully starting a small business, such as financing, legal issues, location decisions and more. Students develop a comprehensive business plan as part of the course. Offered fall.

Prerequisites: ACC 216, BUS 215, 231, junior standing or above.

BUS 415 CONSUMER BEHAVIOR AND MARKET RESEARCH CREDITS: 4

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

BUS 416 INVESTMENT MANAGEMENT CREDITS: 4

This course covers basic investment concepts, practices, and procedures. Industry and company financial analysis are studied, and emphasis is placed on the investment decisions. Student teams manage an investment portfolio as an integral part of the course. Case studies and guest speakers are also used. Visits to various types of financial institutions are normally offered as part of this course. Course may be repeated one time for credit. Offered fall and spring. *Prerequisite:* A minimum grade of C (2.0) in BUS 318.

BUS 417 BUSINESS GOVERNMENT AND SOCIETY CREDITS: 4

This course examines the business organization in relationship to government, employee groups and the community. A major theme in the course is the social responsibility of business. Topics of study include ethics, environmental issues, employee rights, government

regulation, global management and the U.S. political system as it affects business decision-making. Students discuss how mid and upper level managers strategically lead organizations while balancing the needs of these entities. Offered spring. *Prerequisites:* BUS 215; any HIS or GOV course, junior standing or above.

BUS 418 MANAGEMENT SCIENCE CREDITS: 2

The course covers fundamental theory, concept, research, and practice in operations research and management science. Topics include linear programming, transportation and assignment problems, forecasting techniques, network optimization, decision analysis applied to tactical and strategic business decision in functional areas and interfaces among these areas. The methods employed in this class include a wide range of optimization models, computer simulations, probability and decision trees. Offered fall and spring *Prerequisites:* BUS 215, ACC 216, BUS 220, 231, 312 and junior standing or above.

BUS 419 FINANCIAL MARKETS AND INSTITUTIONS CREDITS: 4

This course includes an overview of the financial markets and 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. Offered spring. *Prerequisites:* BUS 318; ECO 201

BUS 421 LEADERSHIP, POWER AND POLITICS CREDITS: 4

This class is both a traditional leadership management class—and an untraditional class that looks at the theories and practice of leadership in light of power and politics. Leaders need power; yet leaders often abuse their power. This course looks at both internal and external politics. This course moves beyond traditional leadership theory to look at the application of those theories in the real-world in which business operates. Offered spring of even-numbered years. *Prerequisites:* BUS 215, any HIS course, junior standing or above.

BUS 422 ARBITRATION AND MEDIATION CREDITS: 2

This course is an introduction to the theory and practice of alternative dispute resolution—primarily the tools of mediation and arbitration. This course presents some theory of Alternative Dispute Resolution, but primarily focuses on learning the tools of mediation and arbitration by role-playing conflict cases. Offered fall. Offered online and on campus. *Prerequisites:* BUS 215 and junior standing or above.

BUS 423 FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOR CREDITS: 4

This online course uses a systems approach to interpret the relationship between and among people—and the interaction of those people with the organization as a whole. The purpose of the course is to uncover the importance of relationships in the workplace. Topics of study include the workplace social system, inter and intra-group dynamics, leadership, organizational structure, required and emergent systems, and the background factors that impact all elements of the system. As with any systems approach organizational behavior will be viewed with a focus on environmental consequences. This includes: Globalization, technology, economic trends, legal and political changes, and demographics. Offered fall. *Prerequisites:* BUS 215, junior standing or above.

BUS 428 MANAGERIAL DECISION MAKING CREDITS: 2

This course provides students with the opportunity to operate functional units of an organization from all perspectives by using a simulated case to make decisions. Cases will be

created in marketing, HR, finance, operations and sustainable business practice to provide in-depth analysis in all functional areas. Students will work independently within teams to solve problems utilizing quantitative tools, budgets, and financial analysis in order to develop strategies for the business. Significant emphasis will be placed on written and oral communication of decision making. Offered fall. *Prerequisites:* BUS 215, 231, 312, 318, ECO 201 and junior standing.

BUS 442 THE PRACTICE OF BUSINESS STRATEGY CREDITS: 2

This course provides students the opportunity to operate the functional unit of an organization from all perspectives by using a simulated case to make decisions. Students will be given a case and will work independently within teams to solve problems, budget, create financial statements, and ultimately to make decisions for that functional unit based on the materials provided them. Cases will be created in marketing, HR, finance, and operations. The final case will culminate by bringing all the functional areas together and integrating them into the whole organization. Offered online. *Prerequisites:* BUS 215, ACC 216, BUS 231, BUS 312, BUS 316, BUS 318, ECO 201, and senior standing.

BUS 450 TOPICS IN BUSINESS CREDITS: 4

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

BUS 460 STRATEGIC MANAGEMENT (CAPSTONE) CREDITS: 4

In this integrative capstone, students bring together learning from all liberal arts and business courses. This includes integrating the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates a computer simulation. The experience culminates in a professional presentation by each group, open to the Colby-Sawyer campus and community. This course must be completed at Colby-Sawyer. Offered spring. *Prerequisites:* BUS 231, 312, 318, 403, 418, 428, ECO 201, and senior standing.

BUS 461 CAPSTONE: THE APPLICATION OF BUSINESS STRATEGY CREDITS: 4

In this integrative capstone, students bring together learning from all liberal arts areas and business courses. This includes the application and integrating of the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. Students will investigate, propose and research a project, then apply and evaluate the solution within an actual business setting. With instructor approval, this applied project may be conducted within the student's current workplace setting, an internship, a community service site, or an aspired workplace setting. Offered online. Offered spring. *Prerequisites:* ACC 216; BUS 115, BUS 215, BUS 220, BUS 231, BUS 312, BUS 316, BUS 318, ECO 201, BUS 329, BUS 423. *For online degree program only or by special permission of department chair for on-campus students.

BUS 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. This course cannot be used as a Business elective course. Offered fall and spring. *Prerequisites:* permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

BUS 485 BUSINESS ADMINISTRATION INTERNSHIP CREDITS: 1–5

Candidates for a B.S. in Business Administration are required to complete an approved internship of six weeks, or 240 hours, duration in an organization. This internship must be completed between the beginning of the junior year and prior to the start of the senior year. During the internship, the student files weekly activity reports with the designated department faculty member. Graded Pass/Fail. Offered spring, summer and fall. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair.

Chemistry

CHE 101 CHEMICAL PRINCIPLES I (+ LAB) CREDITS: 4

Topics covered in this course include basic properties of matter, stoichiometry, the interactions of light and matter, an introduction to quantum theory, the electronic structure of the atom, chemical periodicity, thermochemistry, bonding theories, and the properties of gases. The laboratory exercises introduce students to various quantitative methods of analysis, including gravimetric analysis, titrations and visible spectroscopy. Offered fall. *Prerequisite:* Successful completion (B- or better) of two years of high school algebra or MAT 206. *Exploration area:* Science

CHE 102 CHEMICAL PRINCIPLES II (+ LAB) CREDITS: 4

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

CHE 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* CHE 102, permission of the instructor and the department chair.

CHE 307 ORGANIC CHEMISTRY I (+ LAB) CREDITS: 4

Topics covered in the first semester of organic chemistry include the structure of organic compounds, organic nomenclature, stereochemistry, and an introduction to organic reaction

mechanisms, including radical halogenation, nucleophilic substitution and elimination. Laboratory work emphasizes the mastery of basic techniques of organic chemistry, including recrystallization, extraction, distillation, and the determination of physical properties. Offered fall. *Prerequisite:* CHE 102

CHE 308 ORGANIC CHEMISTRY II (+ LAB) CREDITS: 4

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

CHE 480 TEACHING ASSISTANTSHIP CREDITS: 4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* CHE 102 and permission of the instructor and department chair. Requirements can be found under Additional Curricular Opportunities.

Child Development

CHI 101 CHILD GROWTH AND DEVELOPMENT CREDITS: 4

This course will introduce students to the field of developmental psychology and the multiple dimensions of child development from conception to the adolescent years. Students will examine fundamental changes in children's development and be introduced to the major theories of child development. In addition, students will gain experience in reading research and these understandings are applied in real world settings. Offered fall. *Exploration area:* Social Science

CHI 102 INTRODUCTION TO EARLY CHILDHOOD EDUCATION CREDITS: 2

This course provides an introduction to the philosophies, goals, and purposes of group early care and education settings along with an examination of curricula, facilities, professional opportunities, and ethical guidelines for practice with diverse families and children. Students will explore historic and current trends in best practices across different methods and approaches to early care and education with an emphasis on reviewing current professional standards and identifying an initial professional philosophy. Offered spring.

CHI 104 CULTURAL CONTEXT OF CHILD DEVELOPMENT CREDITS: 4

This course will consider the societal and cultural contexts that shape developmental processes and the values and differences that result as a function of socialization practices in our family, community, and society through the study of children from a variety of differing backgrounds. Offered fall of odd-numbered years. *Exploration area:* Global Perspectives

CHI 105 HEALTH, SAFETY AND NUTRITION FOR YOUNG CHILDREN CREDITS: 2

This course provides information related to standards and practices that promote children's physical and mental wellbeing, sound nutritional practices, and maintenance of safe environments. Information for developing sound health and safety management procedures for the prevention of childhood illness and communicable diseases is included. Offered Fall.

CHI 118 RESEARCH LITERACY CREDITS: 2

This course will prepare students to be informed consumers and practitioners of applied research in child development. It will introduce basic concepts utilized in the study of development and behavior as well as how to read and analyze empirical research articles for significance. Offered spring.

CHI 150 TOPICS IN EARLY CHILDHOOD EDUCATION CREDITS: 2

This course offers students in-depth study of topics in child development that are not part of the regularly scheduled course offerings. Topics are announced before registration. Offered fall and spring.

CHI 201 INFANT AND TODDLER DEVELOPMENT CREDITS: 4

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

CHI 206 FAMILY AND COMMUNITY COLLABORATION CREDITS: 4

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

CHI 207 DEVELOPMENTALLY APPROPRIATE PRACTICES CREDITS: 2

This course is a study of developmentally appropriate practice for young children, birth through age 8. 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 four-hour-per-week practicum/lab at the Windy Hill School is required for a total of 60 supervised hours. Offered fall. *Prerequisite:* CHI 101 or CHI 102.

CHI 212 CHILDREN, FAMILIES AND THE MEDIA CREDITS: 4

This course is designed to explore the relationship between children, families and media technology in contemporary American society. Students will explore why children are considered a "unique" audience for media and how media for children and families is regulated. Various types of media formats (both traditional and new media) will be explored. Offered spring of even-numbered years. *Exploration area:* Media Literacy

CHI 250 TOPICS-CHILD DEVELOPMENT CREDITS: 4

This course offers students in-depth study of topics in child development that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

CHI 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

CHI 285 CHILD DEVELOPMENT INTERNSHIP CREDITS: 1–4

Students enroll in this internship to gain additional experience working with young children. Students identify a site of interest in collaboration with a child development faculty member and develop a research oriented project. 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. Offered fall and spring. *Prerequisites:* CHI 101, Pre-internship seminar, permission of the faculty sponsor and department chair.

CHI 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

CHI 309 EXCEPTIONAL STUDENTS CREDITS: 4

This course addresses issues of exceptionality in children, including both developmental disabilities and giftedness. The focus is on those issues that affect children's success in school, effective services and ways to adapt the environment to maximize learning. High incidence disabilities, such as learning disabilities, autism spectrum disorders, intellectual and developmental disabilities, emotional and behavioral disorders and communication disorders are emphasized. Student, teacher, parent and administrative involvement are examined. [A minimum grade of B- is required for recommendation for NH teacher certification.] Offered spring. *Prerequisites:* CHI 101

CHI 314 LANGUAGE AND CREATIVE ARTS BIRTH TO 5 YEARS CREDITS: 4

This course introduces students to theories of language, literacy, and creative expression in young children from birth through five years of age. 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. [A minimum grade of B- is required for recommendation for NH teacher certification.] Offered fall. Concurrent enrollment in CHI 341 is recommended. *Prerequisite:* CHI 101

CHI 317 MATHEMATICS AND TECHNOLOGY INSTRUCTIONAL METHODS CREDITS: 4

This course is an integrated instructional methods course, which applies mathematical concepts through national/local standards using problem solving and scientific inquiry to develop integrated, technology rich multidisciplinary units for young children. Strategies for teaching math and the development of technological literacy using a technology rich, hands on approach based on NCTM and ISTE learning standards, including content area skills. Assessment of constructivist learning experiences in the content areas included to inform best practice. [A minimum grade of B- is required for recommendation for NH teacher certification.] Offered spring of even-numbered years. Concurrent enrollment in CHI 342 is recommended. *Prerequisite:* CHI 101

CHI 318 RESEARCH METHODS FOR CHILD DEVELOPMENT CREDITS: 4

This is the second course in a two-part research sequence that 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. Offered spring. *Prerequisite:* CHI 118

CHI 319 SOCIAL STUDIES AND SCIENCE INSTRUCTIONAL METHODS CREDITS: 4

This course is an integrated instructional methods course focusing on social studies and science. Ten Social Studies themes identified by the National Council of Teachers of Social Studies and the National Science Teachers Association standards frame course content. Methods and theories that support the development of the inquiry process are developed in classrooms for young children. Students will gain content knowledge through exposure to social studies and science content in coursework and practice various methods of teachings in classrooms and field settings. [A minimum grade of B- is required for recommendation for NH teacher certification.] Offered spring of odd-numbered years. Concurrent enrollment in CHI 342 is recommended. *Prerequisites:* CHI 101, CHI 102

CHI 321 ADVANCED EARLY AND MIDDLE CHILDHOOD DEVELOPMENT CREDITS: 4

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

CHI 322 PLAY, LEISURE AND WELL BEING CREDITS: 4

The course will examine the multifaceted role of play and leisure in child and family life. The origins, forms, effects, determinants of play and leisure will be explored which may include:

parent-child play, peer play, education or therapeutic play, sports, humor, games and drawing. Offered spring of odd-numbered years. *Prerequisite:* CHI 101

CHI 325 LITERACY INSTRUCTIONAL STRATEGIES CREDITS: 4

This course introduces students to the theories and practices underlying children's literacy development. Emphasis is placed on understanding how young children, specifically children in kindergarten through third grade, develop reading, writing, and spelling skills. Through readings, discussions, assignments, hands-on experiences, and instructional technology students learn how to plan, implement and assess activities that support and guide children in their literacy development. Offered fall of odd-numbered years. Concurrent enrollment in CHI 341 is recommended. *Prerequisite:* CHI 101 [A minimum grade of B- is required for recommendation for NH teacher certification.]

CHI 326 LITERATURE THROUGH A DEVELOPMENTAL LENS CREDITS: 4

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

CHI 332 EARLY INTERVENTION CREDITS: 4

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

CHI 341 INTEGRATED CLINICAL I CREDITS: 2

Opportunities for in depth study of children in the area of language, social studies and creative arts are provided through 8 hours per week in Windy Hill School and/or at a public school for a total of 120 supervised hours. Pass/Fail grading. Offered fall. *Corequisite:* CHI 314 or CHI 325

CHI 342 INTEGRATED CLINICAL II CREDITS: 2

Opportunities for in depth study of children in the area of social studies, math, science and technology are provided through 8 hours per week in Windy Hill School and/or at a public school for a total of 120 supervised hours. Pass/Fail grading. Offered spring. *Corequisite:* CHI 317 or CHI 319.

CHI 350, 450 TOPICS IN CHILD DEVELOPMENT CREDITS: 4

These courses offer students in-depth study of topics in child development that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring. *Prerequisite:* one 200 or one 300-level course in child development

CHI 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Requirements can be found under Additional Curricular Opportunities.

CHI 485 CHILD DEVELOPMENT INTERNSHIP CREDITS: 4–12

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. Offered fall. *Prerequisite:* Senior standing in Child Development.

CHI 486 CHILD DEVELOPMENT CAPSTONE CREDITS: 2

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. Offered spring. *Prerequisites:* CHI 318 and Junior or Senior Standing in Child Development

CHI 487 CHILD DEVELOPMENT: EARLY CHILDHOOD EDUCATION CAPSTONE CREDITS: 2

Students complete their e-portfolios demonstrating competency in InTASC standards, including an original action research project integrating evidence-based practice in their student teaching experience. Offered spring through 2017. *Prerequisite:* Passage of all certification exams.

CHI 490 STUDENT TEACHING INTERNSHIP CREDITS: 14

This course represents a full-time 14-week teaching experience under the mentorship of an experienced classroom teacher in an area school with supervision from CSC faculty. The purpose of the student teaching internship 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 and critical reflection of theories and teaching methods. This course includes a minimum of 560 supervised hours. A minimum grade of B- is required for recommendation for NH teacher certification. Offered spring through 2017. *Prerequisite:* Senior standing.

Dance

DAN 110 BALLET FOR CREATIVE ARTIST AND ATHLETE CREDITS: 4

This course introduces the basic concepts, characteristics, and vocabulary of classical ballet technique. It examines the athleticism of movement and emphasizes an understanding of the body as a means of communication. Offered fall. *Exploration Area:* Fine and Performing Arts

DAN 120 JAZZ DANCE TECHNIQUE I CREDITS: 4

In this introductory course students learn and practice basic jazz dance warm-ups, isolations, and combinations. The course emphasizes theory, technical development, and traditional jazz dance vocabulary. Offered spring. *Exploration Area:* Fine and Performing Arts

DAN 130 MODERN DANCE TECHNIQUE I CREDITS: 4

This course provides a beginning experience in modern dance technique. Through the theory and practice of modern dance technique, students develop core strength, freedom of movement, kinesthetic awareness, and control in the use of the body. Offered fall. *Exploration Area:* Fine and Performing Arts

DAN 220 JAZZ DANCE TECHNIQUE II CREDITS: 4

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

DAN 230 MODERN DANCE TECHNIQUE II CREDITS: 4

As a continuation of DAN 130, this course emphasizes the development of strength, flexibility, endurance, control, and coordination. Students practice axial and locomotive movements and their development into movement patterns. Offered fall. *Prerequisite:* DAN 130

DAN 240 CREATING CHOREOGRAPHY I CREDITS: 4

This class is for beginning choreographers. In a safe, nurturing, but challenging class environment, students learn to create finished dance works using the language of movement. Through exploration of movement structures and music, and through study of other choreographers' work in relationship to the arts, students create a solo, duet, or small group work to be performed at the end of the semester. Offered spring. *Exploration area:* Fine and Performing Arts

DAN 320 JAZZ DANCE TECHNIQUE III CREDITS: 4

A continuation of DAN 120 and 220, this course is designed for the intermediate-level student of jazz dance technique. The course emphasizes continued technical growth, the development of a more mature jazz dance style, and a solid grasp of rhythm, movement theory, and movement memory. Offered spring. *Prerequisite:* DAN 220

DAN 330 MODERN DANCE TECHNIQUE III CREDITS: 4

A continuation of DAN 130 and 230, this class is designed for the intermediate-level student of modern technique. Students have the opportunity to further develop kinesthetic awareness and control of the body through the practice of specific modern dance movement exercises. The course seeks to expand the student's awareness of space and time and ability to discipline the body to move with energy and greater freedom. Offered fall. *Prerequisite:* DAN 230

DAN 340 CREATING CHOREOGRAPHY II CREDITS: 4

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

DAN 440 CREATING CHOREOGRAPHY III CREDITS: 4

An extension of DAN 340, this course challenges the experienced student choreographer to deeply explore the total performance experience. It provides opportunities to visit a professional choreographer's rehearsal process and performance. New dance works are created by the students for performance in a concert at the end of the semester. Offered spring. *Prerequisite:* DAN 340

DAN 470 DANCE REPERTORY AND PERFORMANCE CREDITS: 1

This advanced-level course provides extensive repertory and performance experience in the Colby-Sawyer College Dance Concert. Students learn to use mind and body as a unit, gaining performance-quality technique while developing new ways of moving. They work with a faculty choreographer in preparation for a performance at the end of the semester. Students are assessed according to demonstrated improvement, quality of work, and weekly journals. Offered fall and spring; can be repeated multiple semesters for credit. *Prerequisite:* audition

Economics

ECO 201 PRINCIPLES OF ECONOMICS CREDITS: 4

Economics deals with the concept of scarcity—the way organizations and individuals allocate the resources they have among the competing uses for those resources. It is divided into two separate but related areas. Macroeconomics examines the issues that face nations, such as unemployment, inflation, economic fluctuations and growth, aggregate demand and supply, and fiscal and monetary policy. Microeconomics addresses the economy from the standpoint of the individual and the firm. It considers production and costs, market structures, labor markets, income distribution, and poverty. Offered fall and spring. *Exploration Area:* Social Sciences

ECO 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

ECO 480 TEACHING ASSISTANTSHIP CREDITS: 4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:*

Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

Education

EDU 201 FOUNDATIONS OF EDUCATION CREDITS: 4

This course explores the social, political and philosophical forces behind school structures and practices in the United States as they have evolved over time. Students analyze the interaction of ideas and practices in past, current and future contexts. Critical thinking skills are developed so students think seriously about education as a potential career. Course readings, class activities, and projects provide students with a framework from which they can formulate their own educational principles and standards. Offered fall. *Exploration area:* Social Sciences

EDU 204 EDUCATIONAL TECHNOLOGY CREDITS: 4

This course introduces and applies educational multimedia technology in 21st century teaching and learning in a dynamic global society. Students will develop relevant learning experiences incorporating contemporary technological resources to maximize content learning in varied contexts. Students will be guided to examine/shape their educational philosophy and expand their technological literacy and skills by applying Google tools, Web 2.0 platforms and portable mobile technologies to support K-12 student learning. Offered fall. *Exploration area:* Social Sciences. *Prerequisite:* sophomore or above standing.

EDU 250 TOPICS IN EDUCATION CREDITS: 4

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

EDU 308 METHODS OF TEACHING CREDITS: 4

Students will learn about: common core/curriculum/assessment, evidence-based teaching, differentiated instruction, teaching resources, communication skills and behavior management. A 4-hour per week practicum associated with the student's major is required. Offered fall. *Prerequisites:* 16 credits in major, EDU 201

EDU 350 TOPICS IN EDUCATION CREDITS: 4

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

EDU 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

English

ENG 161 INTRODUCTION TO GENRE STUDIES CREDITS: 4

In this introductory course for English and Creative Writing majors, 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. We focus on the conventions pertinent to different literary forms as well as the way in which social and cultural concerns impact theory formation. Offered fall.

ENG 213 THE POEM CREDITS: 4

This course explores the ways of reading and understanding poetry of many cultures and literary periods. The material ranges from ancient poetry to contemporary song lyrics. This course investigates the origin of poetry and addresses such questions as Where does poetry come from? What is it that we pay tribute to when we write poetry? Offered fall of even-numbered years. *Exploration Area:* Literature

ENG 215 VISIONS OF NATURE CREDITS: 4

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

ENG 216 IRISH LITERATURE CREDITS: 4

This course examines Irish literature in its cultural context. Special attention is given to Anglo-Irish relations, Catholicism, the Famine, Irish nationalism, and Ireland's hold on the Irish-American imagination. Students read a sampling from Ireland's rich literary heritage ranging from ancient heroic narratives to writers more familiar to 21st-century readers, such as Heaney and McCourt. Offered spring of even-numbered years. *Exploration Area:* Literature

ENG 221 AMERICAN LITERATURE I CREDITS: 4

This course is the study of selected representative works by American writers before 1865. Special attention is paid to literary periods, major literary themes, and major authors. Offered fall of odd-numbered years. *Exploration Area:* Literature

ENG 222 AMERICAN LITERATURE II CREDITS: 4

This course is the study of selected representative works by American writers from 1865 to the present. Special attention is paid to literary periods, major literary themes, and major authors. Offered spring of even-numbered years. *Exploration Area:* Literature

ENG 229 NATIVE AMERICAN LITERATURE CREDITS: 4

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

ENG 231 BRITISH LITERATURE I CREDITS: 4

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

ENG 232 BRITISH LITERATURE II CREDITS: 4

In this course students study major British authors from the 1780's to the present. Their writings are studied in relation to literary themes, historical change, and creative innovation. Offered spring of odd-numbered years. *Exploration area:* Literature

ENG 234 MYTHOLOGY AND FOLKLORE CREDITS: 4

This course introduces students to the genre of mythology and folklore. Students study ancient and modern stories from a variety of cultures and discuss how myths serve as foundations for spiritual discovery and expression while defining cultural beliefs and values. Offered spring. *Exploration area:* Literature

ENG 238 WORLD LITERATURE I CREDITS: 4

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

ENG 239 WORLD LITERATURE II CREDITS: 4

This course focuses on modern European and non-Western literature. Students examine cultural expression in language and art, the impact of emigration and exile on identity and gender, and the deep connections among globalization, politics, and the literary imagination. Offered spring. *Exploration Area:* Literature

ENG 244 THE NOVEL IN A GLOBAL WORLD CREDITS: 4

This course focuses on novels that portray a modern, globalized world and how individuals cope with cultural change. Students consider the relation of content to form. How has the novel changed to represent a new, more global world? Offered fall and spring. *Exploration Area:* Literature

ENG 250 TOPICS IN ENGLISH CREDITS: 4

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

ENG 265 LITERATURE AND FILM CREDITS: 4

This course explores the similarities and differences in both the form and content of works of literature—short stories, novels, nonfiction, drama—and their cinematic adaptations. Using literary and filmic examples from a variety of cultural traditions, the course considers how the two media draw on their unique aesthetic elements to develop characters, themes, narrative lines and point of view. Offered spring of odd-numbered years. *Exploration Area:* Literature

ENG 266 AFRICAN AMERICAN LITERATURE CREDITS: 4

This course is a historical survey of African American Literature. Students will study a wide variety of genres—the slave narrative, folklore, the blues, the novel, poetry—to better understand the unique contributions writers of African descent have made to the American imagination. Other possible topics include the Harlem Renaissance, the Black Arts Movement, and African American women authors. Offered spring of even-numbered years. *Exploration area:* Literature

ENG 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

ENG 285 ENGLISH INTERNSHIP CREDITS: 1–4

Qualified sophomores, juniors, and seniors may arrange internships related to English with a faculty member in the Humanities Department. The goal is to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the 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, and historical societies. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair.

ENG 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. Independent study courses may not be used to meet major requirements; only one may be used to meet a requirement for a minor. Independent study courses may be repeated for credit however after the first course additional courses may only be used as electives. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

ENG 305 STUDIES IN EARLY MODERN LITERATURE CREDITS: 4

The intellectual and artistic history of the Medieval and Renaissance periods will be examined through a variety of literary and cultural expressions. Theoretical texts will assist in the analysis of the aesthetic choices made in this period of complex cultural encounters. Offered spring of odd-numbered years. *Prerequisite:* one 200-level literature course.

ENG 317 STUDIES IN THE BRITISH 19TH CENTURY CREDITS: 4

During the 19th century, England underwent significant social and political change. Authors of the era wrote about these changes and their impact on England. Authors studied may include the Romantic poets, the Victorian sages, the leading novelists of the period, and the writers of the fin de siècle. Offered spring of even-numbered years. *Prerequisite:* one 200-level literature course.

ENG 324 STUDIES IN THE AMERICAN 19TH CENTURY CREDITS: 4

This course explores the major figures of mid-19th century American literature—Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and Dickinson—by examining their works in considerable detail, understanding their contributions to the American Renaissance in the context of the times when they were created and tracing the connections and influences these authors had on the works of one another. Offered fall of odd-numbered years. *Prerequisite:* One 200-level literature course.

ENG 331 IMAGES OF WOMEN IN LITERATURE CREDITS: 4

This course examines the various ways women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Writers studied may include Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, Arundhati Roy, Margaret Atwood, and Alison Bechdel as well as feminist literary critics and theorists. Offered fall of odd-numbered years. *Prerequisite:* One 200-level literature course course.

ENG 333 STUDIES IN ETHNIC LITERATURE CREDITS: 4

This course provides students with an in-depth study of the literature of a specific ethnic group. Students will also read critical race theory and cultural theory as a way to understand the literature of traditionally underrepresented minority groups. Possible topics include, but are not limited to: Postcolonial literature, the literature of European immigrants, African, Hispanic, and Asian American literature, Native American literature, and Caribbean literature. Offered spring of odd-numbered years. *Prerequisite:* one 200-level literature course.

ENG 335 SELECTED GENRE STUDIES CREDITS: 4

In this course students will undertake a close reading of a specific genre using current theoretical interpretations. Genres chosen could include, but are not limited to: autobiography, drama and poetry. Offered fall of even-numbered years. *Prerequisite:* one 200-level literature course.

ENG 338 CONTEMPORARY FICTION AND NARRATIVE THEORY CREDITS: 4

The purpose of this course is to study contemporary fiction using the tools provided by literary theory. Students read a wide-range of experimental texts and excerpts from recent theoretical essays. This course also explores the differences between Modernism and Postmodernism using course texts. Offered fall of even-numbered years. *Prerequisite:* one 200-level literature course.

ENG 339 LITERARY MODERNISM CREDITS: 4

This course examines representative works of poetry, fiction and drama from the experimental literary movement known as modernism, exploring the social, cultural, and aesthetic influences that gave rise to this literature and which are reflected in it, including links with the art, music and film of the period. Among the writers to be considered are

Cather, Eliot, Faulkner, Hemingway, Joyce, Pirandello, Pound, Stein, Toomer and Woolf. Offered spring of even-numbered years. *Prerequisite:* One 200-level literature course.

ENG 342 STUDIES IN LITERARY THEORY CREDITS: 4

This course introduces students to a range of traditional and contemporary critical approaches to literary texts with the goal of extending their level of analysis, research, and writing. In the process, students also develop a keener sense of how critical study and analysis are performed at the professional level. This course prepares students for the extended senior thesis project. Offered fall. *Prerequisite:* ENG 161/ENG 160

ENG 350 TOPICS IN ENGLISH CREDITS: 4

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

ENG 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

ENG 485 ENGLISH INTERNSHIP CREDITS: 1–6

All English majors are required to complete a minimum 120 hour internship to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promoting of literature, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, state and local libraries, writers' organizations, arts councils and historical societies. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair.

ENG 487 THE CAPSTONE PROPOSAL CREDITS: 2

Students design and complete the proposal and an annotated bibliography for the Capstone Project they write the following semester. Students plan their project with both the instructor and their advisor for the project. Proposals are evaluated by the instructor, their advisor, and another member of the department. Professionalization of the degree and portfolio preparation will be covered. Graded Pass/Fail. Offered fall. *Prerequisite:* senior standing or permission of the instructor and department chair.

ENG 488 CAPSTONE EXPERIENCE: SENIOR SEMINAR CREDITS: 2

Students complete a significant, independent project in a workshop setting. Students draw upon their own interests, developing their skills to a more professional level, and design a project that consolidates their own approach to literary studies. Students present the project

on Scholars Day. Three faculty members, including the instructor and the advisor assess the final essay. Offered spring. *Prerequisite:* ENG 487 or permission of the instructor.

Environmental Sciences and Studies

ENV 100 EXPLORING NATURE: SENSE NATURAL PLACE CREDITS: 4

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

ENV 105 THE SCIENCE OF MAPLE SUGARING CREDITS: 2

Students contribute to the preparation, processing and production of maple syrup on campus. Students gain an understanding of the physiological aspects of spring sap runs, learn forest management strategies to maximize sugaring yields, assess innovative technologies used in sugaring, as well as market and sell our maple syrup. Students gain hands on experience as they assist in running the college's sugar house. Offered spring.

ENV 108, 110, 112, 114 ENVIRONMENTAL SCIENCE SEMINARS CREDITS: 1

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

ENV 120 INTRODUCTION TO ENVIRONMENTAL SCIENCE (+ LAB) CREDITS: 4

This course examines environmental systems and the pressure humans exert on the earth. Topics such as population, climate change, pollution, sustainability and resource use will be studied in the classroom, field, and in laboratory exercises. Students will use quantitative skills to evaluate scientific data. Attention will be devoted to mitigating environmental problems and understanding one's ecological footprint. Online section offered fall, traditional section offered spring *Exploration Area:* Science

ENV 201 WATER RESOURCES (+ LAB) CREDITS: 4

This course explores aquatic ecosystems, an essential resource for human life that is often taken for granted. Students explore streams, lakes, wetlands, estuaries, and marine ecosystems, learning how humans impact water resources, and the broad implications of these alterations. The class examines ecological, economical, societal, and political aspects of water resources. Students participate in a variety of field based laboratory investigations on and off-campus. Offered fall. *Exploration Area:* Science

ENV 204 GEOGRAPHIC INFORMATION SYSTEMS I CREDITS: 4

Geographic Information Systems (GIS) is a computer application that uses spatially-referenced information to analyze Data and display results in map form. This course introduces students to concepts and skills that help them interpret GIS displays as well as create their own maps. A good deal of time is spent critiquing cartographic technique and the

ways it can be used to influence how map readers interpret the media. Online section offered fall (starting fall 2017); traditional section offered spring. *Exploration Area: Media Literacy*

ENV 214 APPLIED SUSTAINABLE FARMING I CREDITS: 2

Every season farmers have to plan for the growing season. This course will address the principles and practice of planning to grow food. We will cover topics like a business plan, soil chemistry, seed selection and pest management, and students will apply the principles by planning and preparing the seedlings for the Colby-Sawyer organic garden. Offered spring.

ENV 218 PRINCIPLES AND PRACTICE OF SUSTAINABILITY CREDITS: 4

In this course, students learn to take a whole systems approach to some of the interconnected social, economic and environmental issues that impact human quality of life on personal, regional and global levels. Students will examine some of the ecological and value-based drivers of these challenges. They will explore ways that the active integration of mindsets, practices and tools from multiple fields can leverage deeper understanding and more effective, broad-based solutions. Offered fall of even-numbered years.

ENV 224 APPLIED SUSTAINABLE FARMING II CREDITS: 2

Fall is harvest time. This course will deal with the practical implications of harvesting food. Topics like marketing, distribution, laws, season extension and preservation will be covered. Students will apply the principles by harvesting the produce in the Colby-Sawyer Organic garden and by learning how to preserve and enjoy the food. Offered fall.

ENV 227 TEACHING IN THE OUTDOORS CREDITS: 4

Students will explore teaching methods outside traditional classroom settings. Topics such as managing the classroom outdoors, teaching tools in nature, focusing student interest in a distracting environment, using place as an integrating context, and managing student safety will be explored. Students will have the opportunity to plan and execute teaching outside during the semester. Offered fall of odd-numbered years.

ENV 250 TOPICS IN ENVIRONMENTAL STUDIES CREDITS: 4

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

ENV 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

ENV 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

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

independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

ENV 301 COMMUNITY-BASED RESEARCH I (+ LAB) CREDITS: 8

The third year is the defining characteristic of the Environmental Program. All students majoring in environmental studies and environmental science take ENV 301 and 302 for 12 total credits during the third year. In addition to traditional classroom and laboratory exercises students are immersed in an in-depth, yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits. A new project is developed each year with a local community partner. Offered fall. *Prerequisites:* Junior standing, and an average GPA of 2.0 in the following courses: ENV 100, ENV 120, and ENV 201.

ENV 302 COMMUNITY RESEARCH II (+ LAB) CREDITS: 4

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

ENV 303 COMMUNITY BASED PROJECT MANAGEMENT CREDITS: 8

This course challenges students' to work with a community partner to apply the knowledge and skills they have acquired through their early course work. Students identify, or create, projects within their communities to address environmentally relevant issues. Online lectures and discussions assist students with project design and management, fieldwork, data gathering and analysis. The majority of the course time will be devoted to working on the project with community members. At the end of the semester students present their results to their community partner at a public presentation and deliver a final project report. Offered online fall (starting fall 2017). *Prerequisites:* Junior standing, an average GPA of 2.0 in the following courses: ENV 100, ENV 120, and ENV 201, and matriculation in the online Environmental Science degree program.

ENV 304 GEOGRAPHIC INFORMATION SYSTEMS II CREDITS: 4

Students in this course should be proficient in the basics of Geographic Information Systems (GIS) and the ESRI ArcGIS software platform, including bringing data into a project, manipulating it, and creating a map layout. In this intermediate course students are expected to move from tutorial-based learning and exercises to developing their own research project. Offered spring. *Prerequisite:* ENV 204

ENV 305 COMMUNITIES AND ENVIRONMENT CREDITS: 4

This course examines how social organizations and structures such as the distribution of power are shaped by what we call nature or the environment. Students seek to understand the interactions between environmental issues and social processes such as culture, community and social inequality, and how that influences our approaches to global as well as

local social and environmental problems in sustainable and fair ways. Offered fall of even-numbered years. *Prerequisite:* SOC 101

ENV 306 INTRODUCTION ENVIRONMENTAL LAW AND POLICY CREDITS: 4

In this course students learn the history and application as well as interpretation of environmental policy and law. Several of the most important federal environmental laws and Acts are studied and a number of international agreements such as the Montreal and Kyoto protocols. Current environmental challenges are explored especially with respect to how they might be addressed using law and policy. Offered spring. *Prerequisite:* Sophomore standing or above.

ENV 310 LAND AND RESOURCE MANAGEMENT CREDITS: 4

On our planet we have a finite amount of land containing both renewable and non-renewable resources on which we depend. This course looks historically at land use and resource extraction to understand the pressures we have applied on earth's systems. Students will look at sustainable practices in the use and extraction of timber and energy sources, and explore principles, practices and policies concerning land protection and conservation strategies. Online sections offered spring of even years; traditional sections offered spring of odd years. *Prerequisite:* any Exploration Area course.

ENV 316 SUSTAINABLE FOOD SYSTEMS CREDITS: 4

We eat food every day, but our choices have implications. A food system is the function of several forces and factors like history, laws, policy and economy. Not only does our personal wellbeing depend on food, but public health, poverty, and community resilience are all related to food. This course will focus on the production, distribution and consumption of food—in ways that are economically, environmentally and socially sustainable. This course will take an interdisciplinary approach to the topic and will look at food systems from multiple perspectives. Offered fall of even years. *Prerequisite:* ENV 120 or HP 220 or PBH 230

ENV 319 MARINE COMMUNITIES CREDITS: 4

Marine Communities is a field course where you will learn about, and apply, aspects of several disciplines including biology, ecology, geology, ornithology, as well as others. As we study these a 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. Offered fall of even-numbered years. *Prerequisite:* any science laboratory course.

ENV 321 SUSTAINABLE ORGANIZATIONS CREDITS: 4

This course explores ways to build stronger sustainable organizations. Students use literature, readings, case studies, current examples, debate, site visits, outdoor walks and personal reflection to better understand their own relation to nature, the challenges facing organizations, and ways to address them. Students also gain the practical experience by conducting a carbon footprint audit for an organization. Offered fall of odd years. *Prerequisites:* sophomore standing or above. *Exploration Area:* Environmental Literacy

ENV 323 WHITE MOUNTAIN HISTORY CREDITS: 4

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

ENV 326 ALPINE COMMUNITIES CREDITS: 4

Students will learn alpine plant biogeography of the White Mountains in addition to understanding the human influences and pressures on this fragile ecosystem. Here, in one of the harshest environments on Earth, grows an incredible array of delicate wildflowers, each perfectly adapted to microclimates created by wind, snow, and rock. We will explore these adaptations of the arctic-alpine zone, and compare them with the adaptive changes that generally occur as one moves north through the bio-geographical regions of the continent. In addition we will study the impact of climate change in this environment. Offered Fall of odd-numbered years. *Prerequisite:* one of the following: BIO 106, BIO 107, ENV 100, ENV 120, ENV 201, SCI 112, SCI 130.

ENV 333 FUNDAMENTALS OF BIOGEOCHEMISTRY (+ LAB) CREDITS: 4

Foundations of Biogeochemistry will explore earth systems with a focus on geology and soil science. The course will also draw upon the disciplines of chemistry, physics and biology. The labs for this class will apply what students have learned in principles of chemistry, as well as other courses, and provide students experience with analytical techniques. The geology portion of the course will combine physical and historical geology with an emphasis on climate change. The soil science component will focus on soil composition, development and microbial transformation. Traditional sections offered spring of even years; online section offered spring of odd years, first offered Spring 2017. *Prerequisite:* CHE 101

ENV 334 RIVER COMMUNITIES CREDITS: 4

This field based course exposes students to the societal needs for water, such as potable urban use, agriculture, and industry, as well as the need to sustain the biological functions of the river systems using the Colorado River system as a case study. Part of the field experience is a 4 day raft trip on the river studying the geology, biology, and historical artifacts. There is an estimated fee of \$1,800 for the course. Participants in this course receive 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. Offered spring of odd-numbered years. *Prerequisite:* One of the following: BIO 106, 107; ENV 100, 120, 201, 203; SCI 112, 130

ENV 350 TOPICS IN ENVIRONMENTAL STUDIES CREDITS: 4

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

ENV 366 DESERT COMMUNITIES CREDITS: 4

This is a field study course to the Sonoran Desert in Arizona. Students apply ecological principles to the Sonoran Desert in order to understand how this region is similar and

different to their own biome and to other deserts in the southwest. Students meet regularly before and after the trip and travel to Arizona during spring break. There is an estimated fee of \$850.00 for this course. Offered spring of even-numbered years. *Prerequisite:* One of the following: BIO 106, 107; ENV 101, 120, 201, 202; SCI 130.

ENV 404 GEOGRAPHIC INFORMATION SYSTEMS III CREDITS: 4

Students in this course should be able to use the ESRI ArcGIS platform to plan and execute a research project using GIS. Students will learn to use an ESRI ArcGIS extension of their choice, demonstrating proficiency with that extension by incorporating its use in a project. The final product is a professional presentation of their research project. Offered spring. *Prerequisite:* ENV 304

ENV 406 PERMACULTURE DESIGN CERTIFICATION CREDITS: 4

Permaculture is the study and practice of the way human beings can participate in the creation of ethical and ecological support systems. This course will present a whole systems design approach that integrates natural and built communities in 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. Students who complete the course receive the “Permaculture Design Certificate,” a certificate of completion recognized by the Permaculture Institute USA. Offered spring of even-numbered years. *Prerequisite:* Junior standing. Extra fee for community members.

ENV 412 SHELTER AND SUSTAINABILITY CREDITS: 4

This course will theoretically and tactically explore many methods and materials associated with natural building with a particular focus on the northeastern U.S. In addition, this course will provide students with the opportunity to explore the design process of both an individual project and a collective group design/build project through the lens of sustainable design and living skills. The intent of this course is to design a structure for the Colby Sawyer campus that can serve as a natural building demonstration site. *Prerequisite:* Sophomore standing

ENV 450 TOPICS IN ENVIRONMENTAL STUDIES CREDITS: 4

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

ENV 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

ENV 485 INTERNSHIP OR SERVICE LEARNING EXPERIENCE CREDITS: 4–6

Through a 160-hour-minimum-internship or service learning experience, students gain professional experience in applying the skills and methods associated with a B.S. degree in Environmental Studies or Environmental Science. In addition to working at the internship site, students critically evaluate their site for sustainability practices and environmental impact, submitting weekly reports to their faculty sponsor that address these issues, among others. Students must follow the internship requirements developed by the staff of the Harrington Center for Career Development. Course may be repeated for credit at less than the 160-hour minimum requirement. Offered fall, spring and summer. *Prerequisites:* pre-internship seminar, permission of faculty sponsor and department chair.

ENV 487 SENIOR CAPSTONE SEMINAR I CREDITS: 2

This independent research project is completed in an area relevant to the study of environmental studies and sciences. Students learn to develop a research question, become familiar with quantitative and qualitative research methods, and write a literature review and a research proposal. Class sessions are discussion based as students apply the readings to the development of their research question and proposal. Offered spring. *Prerequisite:* ENV 301 or ENV 303

ENV 488 SENIOR CAPSTONE SEMINAR II CREDITS: 2

The final component of the major is an independent research project. In consultation with faculty member students identify a topic, complete a literature review, determine research and analytical methodologies, prepare a proposal, conduct research and analysis, and present their findings in a final written report and an oral presentation. This course also addresses the professional development following graduation. Offered spring. *Prerequisite:* ENV 487

Exercise and Sport Sciences

ESS 100 PERSONAL HEALTH AND WELLNESS CREDITS: 4

This course is an introduction to concepts and applications of lifetime personal health and wellness. Topics covered include components of fitness, cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexual health and sexually transmitted diseases, ergogenic aids and substance abuse. The course includes practical applications of certain topics through activities such as fitness testing, circuit training, weight training and aerobic training. Students will be required to commit to a weekly exercise program as well as commit to working on a second realm of wellness. Offered fall and spring. *Exploration Area:* Wellness

ESS 101 INTRODUCTION TO EXERCISE AND SPORT SCIENCES CREDITS: 2

This course offers an overview of Exercise and Sport Sciences as a field of study. It is designed to introduce you to the history, principles, and philosophical positions that have laid the foundation for athletic training, exercise science, and sport management. In addition to learning about the foundations and heritage, basic concepts and issues within ESS will be explored. Different types of sport and fitness programs will be discussed as well as the role of athletic training within them. Various career directions in ESS also will be examined. Offered fall.

ESS 104 INTRODUCTION TO SPORT MANAGEMENT CREDITS: 2

This course introduces topics such as governance; the mass media; player and coach associations; labor relations; regulatory agencies; interscholastic, intercollegiate, and professional sport; sponsorship; sport travel; agents; and sporting goods. Students explore these topics to make links among the sport industry segment, delineate concepts and larger issues with each, and draw conclusions related to overarching policy implications. The course focuses on the United States but also draws from international case examples and authors. Offered fall.

ESS 105 FIRST AID AND CPR CREDITS: 1

This course is designed to prepare students with basic knowledge and skills in first aid and CPR for workplaces, schools, and individuals. Additionally, components of the emergency medical service system are discussed. There is an additional fee charged for American Red Cross certification. This course is offered as a hybrid course with meeting times for skills testing. Offered fall and spring.

ESS 106 PREVENTION STRATEGIES IN ATHLETIC HEALTH CARE CREDITS: 2

This course provides opportunity for students to develop strategies and programs to prevent the incidence and/or severity of injuries and illnesses while optimizing patients' overall health. Emphasis is placed on the prevention of injuries to physically active individuals in the areas of conditioning, use of protective equipment, wrapping techniques, pre-participation screening, nutritional concepts, and environmental risk factors. Students complete a set number of observation hours in the Stock Sports Medicine Clinic. Offered spring.

ESS 109 CONCEPTS IN ATHLETIC HEALTH CARE CREDITS: 2

This course introduces students to the profession of athletic training. An overview of the roles and responsibilities of an athletic trainer is the primary emphasis. Content includes an introduction of evidence-based practice in athletic training. Students become familiar with common medical terminology as well as injury mechanisms. Students complete a set number of observation hours in the Stock Sports Medicine Clinic as assigned by the course instructor and program director. Offered fall.

ESS 204 MOTOR DEVELOPMENT CREDITS: 4

This course is designed to introduce students to the changes in motor behavior and skill performance across the lifespan. The lifespan approach is used because of the increased recognition of the importance of physical activity for all ages. In order to understand this approach, factors related to physical growth and maturation are explored. Offered spring of even-numbered years.

ESS 205 INTRODUCTION TO EXERCISE SCIENCE CREDITS: 2

Students will explore various concepts related to the exercise science field. Specific focus will be on the disciplines of exercise physiology, exercise prescription, biomechanics, motor development and sport psychology. These topics will be explored through readings, classroom discussions and laboratory activities. Offered fall.

ESS 206 SPORT SCIENCE APPLIED TO COACHING CREDITS: 4

The focus of this course is the basic science of exercise physiology and athletic performance as it applies to coaching. Topics include how the body responds to exercise, how to train the body to maximize health and athletic performance including periodization of training, basic

movement and mechanical principles, risks associated with exercise, injury prevention strategies, and influence of nutrition on exercise and athletic performance. Offered spring.

ESS 207 PHILOSOPHY OF SPORT CREDITS: 4

The philosophy of sport course explores metaphysical, axiological, ethical, epistemological, and aesthetic questions about sport. Critical thinking, writing, and reasoning skills are developed through the examination of topic areas within the philosophy of sport. Topics covered involve aspects associated with foundations of philosophy, exploring the meaning of sport and games, theories of ethics, rights and responsibilities, concepts of morality, questions of social responsibility, equity and fairness in sport, and application of critical reasoning skills. Offered fall of odd-numbered years.

ESS 208 GLOBAL SPORT CREDITS: 4

Students will explore the political, socio-economical, historical, cultural, ethnic, 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. Offered spring.

ESS 209 ACUTE CARE-INJURY AND ILLNESS (+ LAB) CREDITS: 4

This course provides students with knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. Focus is on planning for, examining, and managing immediate, emergent and acute situations particularly for physically active individuals. Students become certified in CPR for Professional Rescuers and Health Care Providers, and are responsible for the fee associated with this certification. Laboratory experiences are used to supplement classroom instruction. Offered fall. *Prerequisite:* ESS 106

ESS 211 NUTRITION CREDITS: 2

This course introduces the principles of nutritional sciences as related to health promotion and disease prevention. Topics are selected from established areas of normal and therapeutic nutrition and include issues of contemporary interest and concern. The course offers a framework for the student to understand the potential role of nutrition in health and disease by providing an overview of the biological significance of food and nutrition. An extensive nutritional analysis, completed by the student, will be used to supplement course material. Offered fall and spring.

ESS 214 FACILITY PLANNING AND EVENT MANAGEMENT CREDITS: 4

The primary focus of this course is the multifaceted aspects of facility and event management. Course materials are designed to explore the many aspects of sport event and facility management including sport event operations, facility design and construction, human resource management, risk management, liability and negligence, revenues and expenses, ticketing and box office management, alcohol and food management, and contracts. Offered fall.

ESS 215 CLINICAL EXAMINATION AND DIAGNOSIS: LOWER BODY (+LAB) CREDITS: 4

This course instructs assessment procedures and evaluation techniques for lower body injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to athletes and physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret

the results of structural and functional tests in order to accurately diagnose the injury. Offered fall. *Prerequisites:* ESS 109, BIO 205

ESS 216 CLINICAL EXAMINATION AND DIAGNOSIS: UPPER BODY (+ LAB) CREDITS: 4

This course instructs assessment procedures and evaluation techniques for abdominal and upper body injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to athletes and physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to accurately diagnose the injury. Offered fall. *Prerequisites:* ESS 109, BIO 205

ESS 217 LEADERSHIP AND ETHICS IN SPORT CREDITS: 2

Students are introduced to the philosophy of sport, focusing on moral and ethical issues related to sport. Leadership theory is applied to professional ethics. The development of a personal philosophy and an understanding of social responsibility in the sport management setting are specific goals of the course. Topics covered involve professional ethics, foundations of philosophy, rights and responsibilities, concepts of morality, developing a personal philosophy regarding social responsibility, theories of ethics, application of leadership theory and integration of ethics and leadership. Offered spring.

ESS 234 CLINICAL EXPERIENCE IN ATHLETIC TRAINING I CREDITS: 2

This is a clinical course in which students rotate through supervised experiences in a variety of athletic training and health care settings under the guidance of a preceptor. Students begin the process of integrating knowledge, skills, and clinical decision-making into actual client/patient care. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries is required. Students are responsible for costs associated with travel to and from their clinical experiences. Offered spring. *Prerequisite:* ESS 106

ESS 250 TOPICS IN EXERCISE AND SPORT SCIENCES CREDITS: 4

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

ESS 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

ESS 285 INTERNSHIP EXERCISE AND SPORT SCIENCES CREDITS: 2–4

This 80–120-hour minimum experience in exercise and sport sciences is organized to allow for student participation in programs relevant to the student's major and professional interests. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* pre-internship

seminar, current first aid and CPR certification, permission of the faculty sponsor and department chair.

ESS 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

ESS 307 BASIC THERAPEUTIC INTERVENTION (+ LAB) CREDITS: 4

This course focuses on the theory, principles, physiological effects, and application of various therapeutic interventions designed to maximize patient's participation and health-related quality of life. The indications, contraindications, and operational protocols for common therapeutic interventions and pharmacological agents to moderate pain and inflammation and restore function are addressed. Emphasis is placed on determining therapeutic goals, appropriate use of progression, and ability to return to athletic participation. Laboratory experiences are used to supplement classroom instructions. Offered fall. *Prerequisite:* ESS 215 or 216

ESS 309 GENDER AND SPORT CREDITS: 4

Gender issues and sport will be examined through a multidisciplinary approach utilizing theoretical constructs. Biophysical, sociocultural, political, sexual, and legislative perspectives will be explored. Offered fall odd-numbered years. *Prerequisite:* Social Science Exploration Area course.

ESS 310 SPECIAL POPULATIONS AND EXERCISE CREDITS: 4

This course focuses on guidelines for developing exercise programs for people with special considerations. Pathophysiology, effects of training, exercise programming, management, and medications are discussed. Topics covered include exercise through the lifespan, cardiovascular and pulmonary diseases, metabolic diseases, immunological/hematological disorders, orthopedic diseases and disorders, and neuromuscular disorders. Students will interact with individuals affected by these conditions. Offered spring of odd-numbered years. *Prerequisite:* ESS 324

ESS 311 CLINICAL INTERVENTIONS AND REFERRAL CREDITS: 2

This course is ideal for students who wish to work with athletes or physically active people in a health care setting. This course prepares students to recognize patients who are exhibiting unhealthy social, emotional, and/or mental behaviors of the physically active population. Emphasis is placed on recognition, intervention, and appropriate referral. Offered spring. *Prerequisite:* ESS 209

ESS 312 SPORT AND RECREATION PROGRAMMING AND ADMINISTRATION CREDITS: 4

This course is intended to prepare students to successfully organize, administer, and facilitate athletic programs at the interscholastic, intercollegiate, and recreational levels. Topics include leadership, organizational design, hiring, staff development, performance evaluation, compensation strategies, scheduling, programming, fundraising, fiscal management, legal issues, health and safety issues, and equipment and facility maintenance. Challenges and standards associated with administration and programming are considered. Offered spring odd years. *Prerequisite:* sophomore standing or above.

ESS 313 FITNESS MANAGEMENT CREDITS: 4

This course prepares students to organize and administer fitness programs and facilities. Business principles and administrative responsibilities related to managing fitness programs and facilities will be examined. Topics include leadership, organizational design, hiring, staff development, performance evaluation, compensations strategies, sales and marketing, programming, customer service, fiscal management, legal issues, health and safety issues, and equipment and facility maintenance. Offered fall of even-numbered years. *Prerequisite:* ESS 205

ESS 315 LEADING GROUP EXERCISE CREDITS: 2

This course is designed to prepare students in leading group exercise programs. Various principles, concepts and guidelines related to group exercise programs are examined through practical application and classroom activities. Students explore several types of group exercises, including conditioning, aqua aerobics, yoga, spinning and step aerobics. Offered fall of even-numbered years. *Prerequisite:* ESS 205

ESS 316 ADVANCED THERAPEUTIC INTERVENTION (+ LAB) CREDITS: 4

This course is designed to build upon the basic foundation of therapeutic interventions established in ESS 307, and to provide students with an integrated approach to the treatment of athletic injuries. Emphasis is placed on the indications, contraindications, and operational protocols for advanced therapeutic interventions relative to progressing through healing and restoring normal function and a highly competitive state for physically active individuals. Laboratory experiences are used to supplement classroom instructions. Offered spring. *Prerequisite:* ESS 307

ESS 317 LEADERSHIP AND GOVERNANCE IN SPORT CREDITS: 2

This course focuses on the skills, roles and functions of sport managers as they relate to leadership and governance of sport organizations. This course is an expansion of ESS 217 Leadership and Ethics in Sport. Students will be challenged to integrate management and leadership theories with governance and policy practices. Specifically, the course concentrates on the governance structure, organization, and policy issues of various amateur and professional sport organizations. Theoretical concepts such as planning, organizing, decision making, and ethics are also addressed. Offered spring. *Prerequisites:* ESS 104 and ESS 217

ESS 318 STRENGTH AND CONDITIONING CREDITS: 4

This course takes a multifaceted approach to the science and application of strength training. Topics covered include: exercise physiology concepts and applications, testing and evaluation, flexibility and exercise techniques, program design, and periodization. This course

also provides a practical challenge for the student to apply scientific concepts and principles into the development of sport or client specific training programs. Students will keep a journal of exercise habits, observe and reflect on personal training appointments, summarize peer reviewed literature in the strength and conditioning field, and develop a comprehensive training program for a client of their choosing. Offered spring of even-numbered years.

Prerequisite: ESS 324

ESS 319 SPORT FINANCE CREDITS: 4

This course will provide students with an understanding of financial theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, supply and demand concepts in the sport industry, and other financial theories pertinent to sport industry professionals. Offered spring odd years.

ESS 322 SPORT HISTORY CREDITS: 4

This course examines the development of sport as an integral part of American life from the Colonial period to the 21st century. In particular, special attention is given to identifying sport practices in the context of changing work/leisure patterns and other economic, social, and cultural movements. Offered fall of even-numbered years. *Prerequisite:* History Exploration course

ESS 323 APPLIED KINESIOLOGY AND CLINICAL TECHNIQUE CREDITS: 4

This course introduces students to the concepts and principles related to the study of human motion including normal osteokinematics, arthrokinematics and pathomechanics. This course focuses on the influence of anatomical structure, with an emphasis on the skeletal, neural, and muscular systems. Principles of posture, ergonomics and gait analysis are discussed. The fabrication and application of orthotics and dynamic taping and bracing techniques to assist with preventative measures and normal kinematics are covered. Offered spring. *Prerequisite:* BIO 205

ESS 324 EXERCISE PHYSIOLOGY (+ LAB) CREDITS: 4

This course concentrates on physiological adaptations made by the human organism to the stress of exercise. Acute and chronic adaptations are reviewed. Some of the topics covered include the effects of exercise on the cardiovascular and pulmonary systems, the nutritional basis for human performance, physical training techniques, ergogenic aids, environmental factors, exercise, and energy for physical activity. Laboratory work that involves scientific instrumentation is included. Offered fall. *Prerequisites:* BIO 205 and 206; or BIO 108.

ESS 326 BIOMECHANICS CREDITS: 4

This course is designed to introduce you to the facts, concepts, and principles related to the study of human motion. The focus of the course will be the influence of mechanical principles on movement. The analysis of human movement will be approached from qualitative and quantitative perspectives. In order to understand the mechanical principles of movement, it is essential that you have a strong anatomical foundation. Offered spring. *Prerequisite:* BIO 205 or MAT 206 (MAT 123)

ESS 327 OUTDOOR LEADERSHIP CREDITS: 4

Students will learn and practice outdoor leadership concepts including: trip planning, trip management, decision making, budgeting, risk management, leadership training,

environmental ethics and future trends for a number of outdoor activities. Fall of even-numbered years. *Prerequisite:* ENV 100 or ESS 104

ESS 328 THEORY OF COACHING CREDITS: 4

This course is an overview of current theory and practice in coaching education. Topics include sport pedagogy, physiology, psychology, administration, and risk management. This course addresses issues common across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching. Principles of coaching are applied in a laboratory setting. Offered spring. *Prerequisite:* ESS 100

ESS 329 APPLIED NUTRITION CREDITS: 4

Sport nutrition combines the sciences of exercise physiology and nutrition. Students will enhance their exercise physiology knowledge with an understanding of the relationship among essential nutrients, energy metabolism and optimal sport performance. Students will also learn to assess a CSC athlete's diet and provide the athlete with a dietary prescription aimed at enhancing performance. Offered fall. *Prerequisite:* ESS 100 or ESS 211 (formerly ESS 201)

ESS 333 CLINICAL EXPERIENCE IN ATHLETIC TRAINING II CREDITS: 2–4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries and clinical exam and diagnosis of injuries is required. The incorporation of evidence-based practice principles and foundational behaviors in the context of real patient care are assessed. Students are responsible for costs associated with travel to and from their clinical experiences. Offered fall. *Prerequisites:* ESS 209, ESS 215 or ESS 216

ESS 334 CLINICAL EXPERIENCE IN ATHLETIC TRAINING III CREDITS: 2–4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including clinical exam and diagnosis of injuries and basic therapeutic interventions is required. The incorporation of evidence-based practice principles and foundational behaviors in the context of real patient care are assessed. Students are responsible for costs associated with travel to and from their clinical experiences. Offered spring. *Prerequisites:* ESS 209, ESS 215 or ESS 216

ESS 348 SPORT MARKETING AND SALES CREDITS: 2–4

This course extends student understanding of basic marketing principles and applies that understanding to sales and marketing in sport business. Topics include sales and marketing aspects of sport, economic research and feasibility studies, data collection, segmentation, analysis, consumer behavior, public relations, sponsorships, media, promotion, placement, networking, and cultivating sales opportunity. Offered spring. *Prerequisite:* sophomore standing or above.

ESS 350 TOPICS IN EXERCISE AND SPORT SCIENCES CREDITS: 2–4

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

ESS 410 ATHLETIC HEALTH CARE ADMINISTRATION CREDITS: 2

This course addresses the organizational and administrative aspects of athletic health care management for various employment settings. Emphasis is placed on students developing an understanding of human resources, risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. Offered fall. *Prerequisite:* ESS 106

ESS 421 EXERCISE PRESCRIPTION CREDITS: 4

This course centers on the development of skills and knowledge related to exercise testing, prescription, measurement and evaluation. Topics include medical/health screening, exercise test administration and evaluation, metabolic calculations, exercise program development, and medications specific to cardiac patients. This course closely follows the Resource Manual Guidelines for Exercise and Testing Prescription published by the American College of Sports Medicine. Offered spring. *Prerequisite:* ESS 324

ESS 426 SPORT LAW CREDITS: 4

This course examines the legal aspects of sport (i.e., coaching; administering fitness; instructional, recreational, and athletic programs; sport marketing). Areas of study include, but are not limited to: constitutions; legislative enactments; case law related to administrative, constitutional, contract, labor, product liability, and tort law; and risk management techniques. Offered fall of even years. *Prerequisite:* junior standing or above.

ESS 428 SENIOR SEMINAR IN SPORT MANAGEMENT CREDITS: 2

This course brings together all aspects of sport management building on the foundation and specialized course prerequisites in the Exercise and Sport Sciences and Business Administration programs. Course content includes organizing, motivating, planning, staffing, and supervising. Emphasis is on the practical application of the sport management knowledge base. Offered spring. *Prerequisite:* senior standing

ESS 433 CLINICAL EXPERIENCE IN ATHLETIC TRAINING IV CREDITS: 2–4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care. A demonstration of proficiency in skills up to and including advanced therapeutic interventions is required. Students are responsible for costs associated with travel to and from their clinical experiences. Offered fall. *Prerequisite:* ESS 316

ESS 434 CLINICAL EXPERIENCE IN ATHLETIC TRAINING V CREDITS: 2–4

This advanced course is designed to provide clinical experience under the direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care. A demonstration of proficiency in skills up to and including advanced therapeutic interventions is required. Students are responsible for costs associated with travel to and from their clinical experiences. Offered spring. *Prerequisite:* ESS 433

ESS 443 ADVANCED CARE AND PREVENTION (+ LAB) CREDITS: 4

This is an advanced course for athletic training students as they build a foundational understanding of disease, disorders, illness and other general medical conditions affecting the health of physically active people across the lifespan. Emphasis is placed on understanding the inner workings of the body systems. Students learn to recognize signs,

symptoms and predisposing factors of pathology. Additionally, students practice standard techniques and procedures for clinical examination and appropriate referral. Laboratory experiences are used to supplement classroom instruction. Offered fall. *Prerequisite:* ESS 209

ESS 449 SENIOR SEMINAR IN ATHLETIC TRAINING CREDITS: 2

This course focuses on advanced concepts in professional development. Students complete a self-assessment and develop a plan for continued professional development. Preparation for the Board of Certification exam is emphasized. Strategies related to the promotion of the field of athletic training are explored. Offered spring. *Prerequisite:* Senior standing in ATEP.

ESS 450 SPECIAL TOPICS IN EXERCISE AND SPORT SCIENCES CREDITS: 4

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

ESS 480 TEACHING ASSISTANTSHIP CREDITS: 4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

ESS 485 INTERNSHIP IN EXERCISE AND SPORT SCIENCES CREDITS: 5–12

This 210-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. Offered fall, spring, and summer. *Prerequisites:* junior status, pre-internship seminar, current first aid and CPR certification, ESS 285, permission of the faculty sponsor and department chair.

ESS 487 RESEARCH IN ESS: CRITICAL COMPONENTS CREDITS: 2

In this first semester of the capstone students explore a topic of their choosing. This exploration involves reviewing and synthesizing the primary literature in the area as well as developing an original area of inquiry and the methods necessary to complete the investigation. Throughout the process, students review, learn, and incorporate basic techniques and procedures associated with the research process. Offered fall. *Prerequisite:* ESS 316, ESS 324, and ESS 326 or ESS 348

ESS 488 RESEARCH IN ESS: ASSESSMENT AND ANALYSIS CREDITS: 2

In this course students complete the investigation of the topic they designed in ESS 487 and present the results and analysis of their findings. Emphasis is placed on the analysis of

various types of data and information as well as the interpretation of the findings. Offered spring. *Prerequisite:* ESS 487

The First Year Symposia

FYS 101A THE ART OF GENIUS CREDITS: 4

This course will use masterworks from visual art, dance, music and theater to delve into the creative process. All works will be studied in their historical perspective with emphasis on the Classical and Romantic movements as they relate to modern/contemporary art. This course requires written and oral analysis of art works and attendance at CSC concerts/performances. Throughout the semester, we will examine a variety of artistic works and ideas in order to explore the role, meaning, and implications of questions that have shaped the human experience: Who am I? What can I know? How should I act?

FYS 101B MOTORCYCLE MANIA CREDITS: 4

This course is designed to expose the student to the world of motorcycles. Motorcycles have been in existence since the late 1800's and have influenced many components of society. The course starts with the history of the motorcycle then a look at the mass appeal of the motorcycle and the various companies that manufacture and sell bikes. The motorcycle's impact on literature, film and television will also be reviewed. Societal issues such as biker gangs, male and female biker organizations and their financial support of various charities will also be examined. The motorcycle's influence on environmental and economic issues will also be analyzed.

FYS 101C N.H. PRIMARY: MARKETING THE PRESIDENCY CREDITS: 4

This course will explore New Hampshire's first-in-the-nation Presidential Primary. Every 4 years the candidates come to New Hampshire to compete. This unique blend of politics and marketing provides an opportunity for students to explore both disciplines as the campaigns unfold. We will look at the history of the New Hampshire Presidential Primary. New Hampshire's role will be explored not only from a political and historical dynamic but also from a marketing perspective. The candidates running for the 2016 primary and their campaigns will be reviewed. The course will include guest lectures from individuals knowledgeable about the campaigns and possibly some of the candidates.

FYS 101D #NOTINMYBACKYARD: BRINGING SOCIAL JUSTICE CREDITS: 4

Many strides toward inequality have been made in America. However, continued work is necessary. This class will cover the previous and current strides, in a socio-historical fashion, well as those areas in need of continued social justice. Accordingly, students will examine their individual social locations in efforts to advocate for underserved members of a similar social location.

FYS 101E AMERICAN CONSPIRACY CREDITS: 4

This course will explore media and popular culture, focusing particularly on the way paranoia and conspiracy theories are represented in a variety of resources. We will especially look at how conspiracy culture in the United States has addressed issues of political extremism, race, the body, State secrecy and surveillance, populism, and the emergence of new technologies. We will be concentrating on the proliferation of conspiracy theories from the Lincoln Assassination through today, with an historical context provided.

FYS 101F FREEDOM AND FEAR CREDITS: 4

This First Year Seminar explores the freedoms granted in the Constitution's first amendment: speech, religion, press, assembly and petition. Historically, these freedoms have often been suppressed, particularly when the safety of the society is threatened. In this seminar students will read about individuals who have challenged suppression and debate contemporary challenges to the first amendment. FYS 101G Size, Shape and Symmetry CREDITS: 4

The primary objective of this course is to give students a different perspective to study the visual beauty and show the broad applicability of mathematics. In particular, the deep connections between the visual and mathematical arts will be explored through the study of patterns, perspective, proportion, and symmetry. Examining the underlying patterns, studying the geometric structure of objects created by different cultures at different time periods, and making comparisons in terms of the underlying mathematical concepts are the major foci of this course.

FYS 101I LIVE FREE AND DIE FREE CREDITS: 4

The First Year Seminar "Live Free and Die Free" will utilize multidisciplinary perspectives to explore the human experience of death. Although we recognize that death is inevitable for everyone, it is often a taboo subject cloaked in mystery or fear. This course will examine death using sociological and psychological concepts as well as various cultural practices. Ethical, religious and historical perspectives will be discussed. Death will be considered through art, theater and media. Students in this course will deliberate on the impacts our current health care systems have on people who are facing death, while also reflecting on their own mortality.

FYS 101J CHASING THE TALE CREDITS: 4

Within us all there is a story we have to tell. "Chasing the Tale-Storytelling through the spoken word and digital media" will tap in to your natural storyteller through written work, analysis of different storytelling techniques (spoken and visual), reflective exercises to tap into personal stories, that are uniquely yours, and group work to collaboratively assist in presentation development. Take a chance, explore your voice, and tell YOUR story! The class will end with a final storytelling event chosen by the participants.

FYS 101L-HN PSY OF FRIDAY NIGHT LIGHTS CREDITS: 4

Over 20 years ago, H. G. Bissinger offered an indictment of the sport frenzy that grips many small towns across America in *Friday Night Lights*. While his platform is a high school football season, much of his book deals with the social issues that continue to plague American communities. In this seminar, we will use *Friday Night Lights*, both the book and the critical acclaimed television show, to explore issues, such as race relations, gender roles, social class inequality, and, of course, the role of sports in American society from a social psychological perspective.

FYS 101N DAILY BREAD CREDITS: 4

In this course we will look at our society through the lens of food. Food is an essential component for the survival of all species, we are no exception. At the same time, we know that our current food system is neither sustainable nor fair. Many people on the planet are starving to death, while others suffer from obesity. The production of food relies on large inputs of fossil fuel, but that finite resource will run out, what then? This is a very broad and complicated topic and this course will offer only a brief introduction. The topic touches on

many different disciplines and ways of knowing, and the intent of the course is to get you to think critically about an everyday topic like food.

FYS 101O NATURE OF THE GAME CREDITS: 4

Sport is an important and meaningful human activity, reaching across all cultures and continents. But, there is more to sport than participating in it or cheering for a favorite team. Sport reflects elements of art and play; it is associated with ethics, values, and fairness; and sport is connected to politics, education, and democracy. Beyond its intrinsic worth, sport has vast educational potential. This course is designed to engage students in an in-depth examination of sport and what it teaches us about ourselves, society, and philosophy. “It is only by achieving a deeper understanding of sport that we can help it to function in service of the human good” (Reid, 2012, p. xiii).

FYS 101P WHERE’S THE CHILD? CREDITS: 4

Growing up in the 21st Century: Where’s the Child?, explores the role of physiological, psychological, and sociological aspects of children in the 21st century. Are we expecting too much? What is the role of the parent, friends, and the community in the youth experience? Are we providing opportunities for children that will encourage them to be happy, independent, and productive adults? What is the impact of technology? Are the prevailing values in our society threatening the experience of childhood? Through readings, class discussions, group presentations, written assignments and personal reflection, we hope to uncover: Growing up in the 21st Century: Where’s the child?

FYS 101T-HN SPEECH! WIN FRIENDS, CRUSH CREDITS: 4

This course is an introduction to the role of speech in human society over the course of history. Students will explore the physiological features of speech, focusing on human evolution and the formation of human society and culture. They will then trace the role of speech in different historical eras. Students will apply speech-theory to famous speeches, become versed in the history of rhetoric, and attend speeches within the community to explore differing speech contexts. The course will culminate in a final project that involves an analytical element (modern, influential speech-act) and a creative element (Youtube video).

Graphic Design

GD 213 VISUAL COMMUNICATION CREDITS: 4

This introductory graphic design course provides a foundation in visual communication and creative problem-solving. Projects, readings, and exercises focus on form, concept, abstraction, composition, type and image, and semiotics. Working methods range from traditional hand skills and studio art media to digital media. Offered spring. *Prerequisite:* ART 132

GD 250, 350, TOPICS IN GRAPHIC DESIGN CREDITS: 4

Each department offers in-depth study opportunities for their students in topics that are not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

GD 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

GD 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. Independent study courses may not be used to meet major requirements; only one may be used to meet a requirement for a minor. Independent study courses may be repeated for credit; however, after the first course, additional courses may only be used as electives. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

GD 312 TYPOGRAPHY CREDITS: 4

This intermediate graphic design course provides a focused foundation in typography. Projects, readings, and exercises address type anatomy and classification, typeface selection, typographic principles, expressive typography, syntax, typesetting best practices, grids and typographic layouts, and typographic systems. Offered fall. *Prerequisite:* ART 132 or MED 208 (and GD 213 recommended)

GD 323 ADVERTISING DESIGN CREDITS: 4

This course explores the visual and verbal aspects of advertising, marketing, and promotional design. Topics include writing headlines and advertising copy; examining the significance of demographics; and understanding art and copy requirements, insertion schedules, deadline dates, and placement rates. The course also considers pro bono work for nonprofit organizations, the ethical issues of promotional design for controversial or unpopular causes, and design for hazardous products or services. Offered spring of odd-numbered years. *Prerequisites:* ART 132 and GD 213, or WRT 101/105 and MED 216

GD 327 INFORMATION DESIGN CREDITS: 4

This intermediate graphic design course builds on students' visual communication and typography skills by providing an introduction to information design principles and demanding more extensive research and analysis of content, context, and audience/users in creative problem-solving. Topics of exploration include the organization and classification of information, the visualization of data, and the development of visual systems. Offered spring. *Prerequisites:* ART 132, GD 213, GD 312

GD 328 INTERACTIVE DESIGN CREDITS: 4

This intermediate graphic design course provides both a conceptual introduction to interactive design principles and a hands-on introduction to contemporary technical practices and approaches employed in web and mobile design. By developing basic understanding of coding, working knowledge of styling, familiarity with current programs and content management systems, and fluency with relevant terminology, students will become able to plan, organize, envision, and construct interactive projects for digital contexts. Offered spring. *Prerequisites:* ART 132 and two 200/300-level GD or ART studio courses (GD 213, GD 312 recommended)

GD 339 MOTION DESIGN CREDITS: 4

This intermediate course provides an introduction to motion design principles and technologies, equipping students with the skills needed to create narrative, sequential, and time-based digital works. Based on student interest, project contexts can range from interactive design to installation art. Students will become familiar with software for video, animation, and sound as well as professional working methods such as iteration and storyboarding. Offered spring of even-numbered years. *Prerequisites:* ART 132 and two 200-level GD or ART studio courses (GD 213 recommended)

GD 385 GRAPHIC DESIGN INTERNSHIP CREDITS: 1–4

An intermediate internship is required for all students in the BA in Graphic Design major. 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 and Learning Contract application to the Harrington Center for approval prior to beginning the internship. Offered fall, spring, and summer. *Prerequisites:* Junior standing or above, B.A. GD major, two 300-level graphic design courses, Pre-internship seminar, permission of the faculty sponsor and department. Graded Pass/Fail. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

GD 421 PUBLICATION DESIGN CREDITS: 4

This advanced graphic design course provides an intensive introduction to the design of long format publications. Relevant topics include typographic systems, grid systems, page and spread layout, type and image relationships, sequence, narrative, print production, and digital publishing. Through the design of publications for both print and digital contexts, students build on their existing skills in graphic design and typography in order to develop conceptual, formal, technical, and professional skills necessary for more complex projects. Offered fall of odd-numbered years. *Prerequisites:* ART 132, GD 213, GD 312, GD 327

GD 422 IDENTITY SYSTEM DESIGN CREDITS: 4

This advanced graphic design course provides an extensive introduction to the design of corporate, institutional, and product identity systems. Applications of identity design systems include (but are not limited to) logos, collateral materials, publications, packaging, environmental graphics, and digital media. An emphasis is placed upon the design of contextually relevant and meaningful applications. Offered fall of even-numbered years. *Prerequisites:* ART 132, GD 213, GD 312, GD 327

GD 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

GD 485 GRAPHIC DESIGN INTERNSHIP CREDITS: 1–4

An advanced internship is required for all students in the B.F.A. in Graphic Design major. 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 and Learning Contract application to the Harrington Center for approval prior to beginning the internship. Offered fall, spring, and summer. *Prerequisites:* Junior standing or above, B.F.A. Graphic Design major, two 300-level graphic design courses, Pre-Internship seminar, permission of faculty sponsor and department chair approval. Graded Pass/Fail. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

GD 490 DESIGN METHODOLOGIES CREDITS: 4

This advanced graphic design course focuses on context, process, and theory and provides the opportunity for students to apply their design capabilities to complex and integrated independent projects. Students will be expected to engage in relevant research, to consider conceptual possibilities for visual communication broadly and deeply, and to develop advanced creative problem-solving skills. Offered fall. *Prerequisites:* ART 132, GD 213, GD 312, GD 327 and one additional 300/400-level GD course.

Health Care Management

HCM 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

HCM 302 HEALTH CARE ECONOMICS AND POLICY CREDITS: 4

Acquiring knowledge of basic health care economics is required to understand health policy and regulatory decisions made by the government. Students benefit by being able to differentiate market forces in medical care from those in other markets. Students explore

economic concepts such as supply and demand, moral hazard, rationing of care, pricing, physicians as imperfect agents, and the role of government in health and medical care. Offered fall. *Prerequisite:* HEA 100

HCM 340 HEALTH CARE FINANCE CREDITS: 4

This course integrates knowledge of the health care industry, accounting and economics, health care payment systems and costs associated with providers. Students explore the role of financial managers in health care settings, the stakeholders impacted by financial policy decisions, and legal requirements for individual health care. Skills are developed in working capital management, capital budgeting, financial statement analysis, forecasting and productivity measurement, incentives mechanisms and organized labor. Offered spring. *Prerequisites:* ACC 216; BUS 115; HEA 100

HCM 341 HEALTH CARE MANAGEMENT AND LAW CREDITS: 3

Building on HEA 100 and BUS 215, this course focuses on the development of management knowledge and skills for application in health care organizations. Legal concepts related to health care management are examined. Management challenges and opportunities unique to health care systems are explored through the readings, case study, and class discussion. Offered fall. *Prerequisites:* BUS 115, 215; HCM 241

HCM 485 HEALTH CARE MANAGEMENT INTERNSHIP CREDITS: 1–5

Students in this course enroll for varied credit in a department approved internship with an appropriate health-related organization. Methods of evaluation are determined by a faculty sponsor in conjunction with the on-site supervisor. An oral presentation of the internship experience is required. A minimum of 240 hours is required for this internship. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar; permission of faculty sponsor and department chair.

HCM 487 STRATEGIC HEALTH CARE MANAGEMENT CREDITS: 4

In this capstone students bring together learning from liberal arts, business and health care 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 health care simulation or case study. The experience culminates in a professional presentation by students, open to the campus and community. Offered spring. *Prerequisites:* ACC 216; BUS 115, 215, 220, 312, 316, 401, 403; HCM 302, 340, 341, 485, 487; HEA 100, 105; PHI 305

HCM 488 CAPSTONE: BUSINESS STRATEGY IN HCM CREDITS: 4

In this integrative capstone, students bring together learning from all liberal arts areas, health care management, and business courses. This includes the application and integrating of the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. Students will investigate, propose and research a project, then apply and evaluate the solution within an actual business/health care setting. With instructor approval, this applied project may be conducted within the student's current workplace setting, an internship, a community service site, or an aspired workplace setting. Offered online. Offered fall and spring. *Prerequisites:* BUS 115, 215, 216, 220, 316, 403,

442; HCM 302, 340, 341; HEA 100, 105; PHI 305. *For online degree program only or by special permission from the department chair.*

Health Promotion

HP 220 CONCEPTS OF HEALTH PROMOTION CREDITS: 4

Health Promotion is a dynamic field of study as the health issues facing society continue to expand. This course focuses on the basic concepts of health promotion such as individual and community needs and planning, administering, and communicating health promotion. Various behavioral theories and models are explored. Offered spring.

HP 278 RESEARCH ASSISTANTSHIP CREDITS: 4

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.

HP 320 FOUNDATIONS OF HEALTH EDUCATION CREDITS: 4

This course provides students with a fundamental understanding of the education process including instruction design, program delivery, learner assessment, educational planning and strategies, intervention development, and evaluation techniques. In addition, this course challenges students on current health education issues, implementation strategies, theoretical concepts, Code of Ethics, and cultural competence when communicating health and health education information. Students build the foundation for upper-level coursework with an understanding of the health education role in the current health care environment. Offered fall. *Prerequisite:* ESS 100 or HEA 100

HP 378 RESEARCH ASSISTANTSHIP CREDITS: 4

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.

HP 420 HEALTH PROMOTION PROGRAMMING CREDITS: 4

This course focuses on the planning, development, implementation, and evaluation of health promotion programs. An analysis of strategies that may be appropriate to different health promotion settings and topics with considerations to priority populations, goals and objectives, intervention design, and delivery of health promotion to specific populations is explored. Offered fall. *Prerequisites:* HP 220, HP 320

HP 478 HEALTH PROMOTION RESEARCH ASSISTANTSHIP CREDITS: 4

Qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of the catalog. Offered fall and spring.

HP 485 HEALTH PROMOTION INTERNSHIP CREDITS: 3–12

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 120 hours is required. Graded Pass/Fail. Offered fall and spring. *Prerequisites:* Preinternship seminar; permission of faculty sponsor and department chair.

HP 486 HEALTH PROMOTION CAPSTONE I CREDITS: 2

Students propose, design, and carry out a research program in an area of interest in the public promotion field. Students work with a member of the college community as their research adviser and meet weekly as a group with the course instructor to discuss program design, program plan, and program evaluation. Progress towards completion will be guided by instruction, peer review, and professional evaluation. Presentation of the program in a public forum is required. Offered fall. *Prerequisite:* HP 220, HP 320

HP 487 HEALTH PROMOTION CAPSTONE II CREDITS: 2

In this course students complete the research project initiated in HP 486. In coordination with their capstone advisor students are expected to refine their projects from HP 486 as appropriate, continue to collect data/results, and provide an appropriate treatment or analysis of them. Students give an oral presentation of their project and submit a final paper. Offered spring. *Prerequisite:* HP 486

Health Studies

HEA 100 INTRODUCTION HEALTH CARE SYSTEMS CREDITS: 4

This course provides students with an overview and analysis of the American health care delivery system. Cultural, political, economic and environmental factors that affect health care delivery are explored from a variety of perspectives. Specific internal and external forces influencing health care delivery are discussed. Examination of structure, organization, function and roles provide students with an introduction to the complexity of and unique characteristics of the system. Health care systems from other countries are examined from a comparative point of view. Offered fall and spring. *Exploration Area:* Social Sciences

HEA 105 THE VOCABULARY OF HEALTH CREDITS: 1

This course introduces students to the vocabulary, taxonomy and terminology related to body systems necessary to communicate information in the specialized environment of health care. Students learn the derivations and practice the principles of medical word formation, including the basic guidelines of accepted naming conventions, identifying suffixes and prefixes, and combining forms related to the structures and functions of the associated systems of the body. Offered fall and spring.

HEA 109, 111, 113, 115 HEALTH STUDIES SEMINAR CREDITS: 1

Several departments 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. Graded Pass/Fail. Offered fall

HEA 110, 112, 114, 116 HEALTH STUDIES SEMINAR CREDITS: 1

Several departments 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. Graded Pass/Fail. Offered spring.

HEA 304 INTRODUCTION TO GENOMICS CREDITS: 2

Genomics is a rapidly growing field impacting health care delivery. This introductory on-line course will give an understanding of genetic testing, ethical and social issues with genetic testing and promote an individual or family's ability to make an informed decision on genetic testing. In addition, students will read and discuss *The Emperor of All Maladies* to understand the genetic component to cancer. Offered fall. Pre-requisite: One Science Exploration course.

HEA 350 TOPICS IN HEALTH STUDIES CREDITS: 4

This course offers students in-depth study of topics in health studies that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

History

HIS 103 AMERICAN REBELS CREDITS: 4

Rebels founded its first colonies and a group of rebels led those colonies to independence and the eventual creation of a new global order. The rebel tradition has continued with legions of dreamers and activists: Confederates and abolitionists, muckrakers and suffragettes, beats, hippies and yippies, and the founders of new religions. This course explores rebels famous and less known, giving students the opportunity to locate and explore rebels that interest them and share their research. Offered fall. *Exploration Area: History*

HIS 104 AMERICAN NIGHTMARES AND DREAMS CREDITS: 4

People have seen the United States as the land where all could achieve the dreams of freedom and prosperity. For many the American Dream has been a nightmare. Dreams of racial supremacy, gaining endless wealth, protecting the traditional family, territorial expansion, defending the nation and procuring overseas markets have all meant nightmares for some. This course explores American dreams and nightmares from the discovery of the New World through today. Offered spring. *Exploration Area: History*

HIS 209 HOLLYWOOD HISTORY CREDITS: 4

Movies and films shape popular notions about history. Scholars often reject movies as lacking historical value because film makers are not historians. Students debate the veracity and historical value of movie depictions of the past and explore differences and similarities between the work of historians and film makers. Students consider films as visions and producers of national mythology and popularly held understandings of the past. Offered fall. *Exploration Area: History*

HIS 212 GOD'S COUNTRY: RELIGION IN AMERICA CREDITS: 4

The U.S. Constitution establishes a separation between church and state and yet religion and churches remain important components of the American culture and the nation's

politics. This course considers debates about the spirituality of the founding fathers and their intentions regarding the wall separating church and state. This course considers religion-political debates over such issues as abortion, gay rights, prayer in the schools, and state support for religious schools. Offered fall even-numbered years. *Exploration Area:* History

HIS 218 THE WEST AND THE WORLD CREDITS: 4

This course is a general survey of western civilization from the early modern era through the present, with special focus upon developing a better understanding of how the modern era unfolded and upon the interaction between western civilization and the wider world. Students learn how to use their understanding of the past as a means for developing a critical understanding of the present. Offered fall and spring. *Exploration Area:* History

HIS 222 AMERICAN POPULAR CULTURE CREDITS: 4

From the X Men to Mad Men, from Facebook to the Social Network, from Elvis Presley and Little Richard to Justin Bieber and Lady Gaga, from Mary Tyler Moore to the Kardashians. Popular culture is often dismissed as low brow and lacking any redeeming value. This course analyzes the history of American popular culture, drawing on a variety of disciplines including sociology, Women's and Gender Studies, anthropology, and cultural studies. Offered spring odd-numbered years.

HIS 233 FROM NAZIS TO NAZISPLOITATION CREDITS: 4

This course focuses on two central themes - the history of the Third Reich and how this history has affected American politics, culture, and society. The first part of this course will examine key elements of Nazi history, including the rise of Nazism, the formation of a racial police state, the Second World War, and the Holocaust. The second part of the course focuses on understanding how and why the Nazis have become such powerful symbols in American politics and culture from the 1930s through the present day, including examinations of Nazis in film and the contested memory of the Holocaust in America. Offered spring of odd-numbered years. *Exploration Area:* History

HIS 250 TOPICS IN U.S. AND GLOBAL HISTORY CREDITS: 4

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

HIS 309 AMERICA IN THE SIXTIES CREDITS: 4

What were the sixties really like? This course examines the turbulent 1960s, one of the most significant decades in American history. Using primary and secondary readings, documentary films, and oral history, the course focuses on the social movements of the Sixties, the civil rights movement, the New Left, the counterculture, the peace movement, feminism, and environmentalism, the Vietnam War, liberalism and the conservative backlash, and popular culture. Offered spring of odd-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS or POL course.

HIS 317 REVOLUTIONS AND REVOLUTIONARIES CREDITS: 4

Our world is the child of revolutions and revolutionaries. The French and English revolutions created modern politics. The Commercial and Industrial Revolutions spawned a global market economy. Marxism, nationalism and other ideologies have sparked revolutionary efforts to create new societies. This course explores revolutions and the people who have

inspired and led them. Students study what events lead to these upheavals, what new societies revolutionary governments have created, and what changed and what remained the same. Offered spring of even-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS or POL course.

HIS 319 MODERN MEXICO CREDITS: 4

United States and Mexican commerce continues to grow, especially with NAFTA, making Mexico the nation's third-largest trade partner. Numerous Americans visit Mexico as tourists while, every year, thousands of Mexicans immigrate to the United States, exercising an increasing and controversial impact on politics, the economy and culture. In this course students become more literate about Mexico, familiarizing themselves with the basic events, people, and ideas that have shaped Mexican culture. Offered fall of even-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS or POL course.

HIS 321 CONTEMPORARY EUROPE CREDITS: 4

This course is an intensive study of the political, economic, social and cultural history of 20th-century Europe with special emphasis on region, from its division and reconstruction at the end of World War II into the present, post-Cold War new order. Topics include the postwar economic recovery of Europe, the Sovietization of Eastern Europe, decolonization, the flowering of the welfare state, relations with the United States, and efforts at European unity. Offered fall of odd-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS or POL course.

HIS 324 COLONIAL EXPERIENCE IN THE MODERN WORLD CREDITS: 4

This course examines the development, impact and experience of modern colonialism from the 19th century to the present. Particular attention is given to the reciprocal influences between Western powers and colonized regions in Africa and Asia. Through class discussion, primary source readings, and written assignments, students examine strategies of resistance; struggles for liberation; and the economic, social and cultural legacy of colonialism. Offered fall of even-numbered years. *Prerequisite:* One HIS, HPS or POL 100- or 200-level course.

HIS 341 HISTORY OF TERRORISM CREDITS: 4

This course is designed to explore both historical and contemporary terrorism, the underlying origins and strategic logic of terrorist activities across time and space, and the impact of terrorism on the modern world. The course will begin by undertaking one of the most difficult tasks in all of terrorism studies—namely, we will set out to define terrorism and terrorists. Throughout the semester, the class will cover examples of terrorism and groups around the world during the “modern age” of terrorism (from the late nineteenth century to the present day). Offered spring of even odd-numbered years. *Prerequisite:* One of HPS 100, HIS 218, POL 100, or POL 204

HIS 350 TOPICS IN U.S. AND GLOBAL HISTORY CREDITS: 4

These courses offer students in-depth study of topics in United States and global history that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring. *Prerequisite:* 100-level HIS course.

HIS 364 AUTHORITARIANISM AND DAILY LIFE CREDITS: 4

This course will focus on the lives of ordinary people living under authoritarian regimes in the modern era. Though we will discuss examples from the Third Reich and Stalinist Soviet

Union, the course will take a much broader and global focus by incorporating material from authoritarian regimes around the world from the late nineteenth century through the present day. The course will chart how people coped with the pressures of living within presumably strict environments and examine the “limits of dictatorship.” Offered spring of even-numbered years. *Prerequisite:* One HIS, HPS, or POL 100-level course or HIS 218

History and Political Studies

HPS 100 THE DETECTIVE: INTRODUCTION TO HPS CREDITS: 4

This course provides an introduction to the detective work necessary to study history and political studies. It considers epistemological issues such as fact, truth and inference and introduces research methods. Opportunities for deepening archival and primary document research and analysis and gaining an introduction to careers in archival and public history are provided through the required practicum experience in the Colby-Sawyer College archives. Offered fall. *Exploration Area:* Social Sciences

HPS 239 CSC ORAL HISTORY PROJECT CREDITS: 1–4

Oral history is an important tool utilized by contemporary historians and other social scientists. Documenting the voices of those often excluded by more traditional historical methods, oral history has expanded the subjects of history (women, laborers, ethnic and racial groups, gays and lesbians, etc.) and has resulted in new interpretations of the past and present. Students participate in an on-going project directed by the college’s archives to create an oral history of the college and surrounding community. Offered fall. *Prerequisite:* Permission of the instructor and the department chair.

HPS 240 CSC ORAL HISTORY PROJECT CREDITS: 1–4

Oral history is an important tool utilized by contemporary historians and other social scientists. Documenting the voices of those often excluded by more traditional historical methods, oral history has expanded the subjects of history (women, laborers, ethnic and racial groups, gays and lesbians, etc.) and has resulted in new interpretations of the past and present. Students participate in an on-going project directed by the college’s archives to create an oral history of the college and surrounding community. Offered spring. *Prerequisite:* Permission of the instructor and the department chair.

HPS 278, 378, 478 HPS RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

HPS 285 HPS INTERNSHIP CREDITS: 1–4

This internship gives students the opportunity to gain experience in the skills associated with the study of history and political studies as well as with career opportunities available to graduates. Internships include archives and historical societies, museums, law offices,

political campaigns and public radio. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Graded Pass/Fail. Offered fall and spring. *Prerequisites:* Pre-internship seminar, sophomore or above standing, permission of faculty sponsor and department chair. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

HPS 295, 395, 495 HPS INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

HPS 350 TOPICS IN HPS CREDITS: 4

This course offers students in-depth study of topics in history that are not part of the regularly scheduled course offerings. The topics are announced before registration.

HPS 480 HPS TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

HPS 485 HPS INTERNSHIP CREDITS: 3–12

Through this 120-hour minimum internship students gain professional experience in applying the skills and methods associated with the study of history, society and culture as well as career opportunities available to graduates. Internships include archives and historical societies, museums, law offices, political campaigns and public radio. Generally, this course is completed at a single internship site but may be divided between two sites with the permission of the instructor. Graded Pass/Fail. Offered fall and spring. *Prerequisites:* Pre-internship seminar, sophomore standing or above, permission of faculty sponsor and department chair. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

HPS 486 HPS RESEARCH METHODS CREDITS: 3

Students design a research plan that facilitates an original exploration of a particular theme drawn from history, society and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences, such as surveys, archival research and oral history interviews. This plan synthesizes their own and existing research and thinking. Students carry out the research plan in HPS 401. Offered fall. *Prerequisite:* senior standing.

HPS 487 HPS ADVANCED RESEARCH SEMINAR CREDITS: 1

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. Offered spring. *Prerequisite:* HPS 486

Wesson Honors

FYS 101 WESSON HONORS FIRST YEAR SYMPOSIUM CREDITS: 4

This interdisciplinary course is designed to introduce students in the Wesson Honors Program to the opportunities, challenges and obligations that membership in the program entails. Using selective texts from fiction and non-fiction, anthropology, and film, this course explores who and what comes of age, why, and why not. The course analyzes cultural rites of passage, separation, liminality, and reincorporation by asking what social and cultural practices invite or inhibit individuals and institutions to come of age. (Topics change)

HON 250, 350, 450 HONORS TOPICS CREDITS: 4

Each semester, the Wesson Honors Program offers a number of courses on a wide variety of topics in the Humanities, Natural Sciences, and Social Sciences. These seminars, which are designed by individual faculty members, give students the opportunity for an in-depth exploration of a particular topic. Using an interdisciplinary approach, students will come to a better understanding of the myriad ways different modes of knowledge inform the way we see the world. Offered fall and spring.

HON 295, 395 INDEPENDENT STUDY CREDITS: 4

An independent study offers Wesson Honors students an opportunity for in-depth exploration in an area of interest not offered at the college. The exploration should be interdisciplinary in its approach. The distinction between course levels depends on the focus of the proposed study, the amount of work previously done in the area of interest, the amount of work proposed, and the extent of a student's independence. Each course is developed in consultation with a faculty member. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

HON 3XX WESSON HONORS INTEGRATED STUDIES COURSE CREDITS: 4

HON 380 WESSON HONORS FIRST YEAR SYMPOSIUM PEER MENTOR CREDITS: 4

HON 480 WESSON HONORS TEACHING ASSISTANT CREDITS: 4

HON 486 WESSON HONORS CAPSTONE SEMINAR CREDITS: 2

The Honors Capstone culminates the Wesson Honors Program and receipt of the Honors Certificate at graduation. Students meet together with the Honors Coordinator to refine the honors component of their major capstone, share their work with each other and the review the process of interdisciplinary thinking. Graded Pass/Fail. Offered spring.

WESSON HONORS LEARNING CONTRACT CREDITS: 4

Human Resource Management

HRM 201 HUMAN RESOURCE MANAGEMENT CREDITS: 3

Explore the six core areas of human resources: management practices; selection and placement; training and development; compensation and benefits; employee and labor relations; and health, safety, and security. Learn how these areas function within an organization, as well as how they relate to each other. Investigate the growing multitude of laws, rules, and regulations that affect the employer and the role of the human resources professional in an organizational setting. This course will allow you to apply these core areas to the industry you work within (or aspire to) and to work situations you have experienced or are now working within.

HRM 301 LEGAL, ETHICAL ISSUES IN ORGANIZATIONS CREDITS: 3

The complexities of the issues surrounding human resources and management necessitate a good understanding both of the interrelationship between state and federal legislation and court decisions and of the daily activities of the human resources function. This course explores issues that affect workplace policies, such as the Americans with Disabilities Act, AIDS, alcohol and drugs, sexual harassment, privacy rights, and related matters. Employment legislation such as the FAIR LABOR STANDARDS ACT (FLSA), Title VII of the Civil Rights Act, and the Equal Pay Act will be investigated and applied to different work environments. You will learn who regulates which laws, how violations are investigated, processed, and penalized and how to comply with the laws appropriately. You will also explore ethical questions that confront a business when it is faced with social, political, and legal issues while examining the role of business in formulating social conscience.

Prerequisites: LDR 202 or BUS 215

HRM 310 EMPLOYEE RECRUITMENT AND SELECTION CREDITS: 3

The course presents a comprehensive staffing model that identifies all the key components of staffing, external influences, and staffing system management. Major areas covered are various models, external influences (economics, laws and regulation), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, retention and management of the staffing system. Emphasis is placed on staffing strategy and the importance of securing employees that will have an impact on the production levels of the organization. *Prerequisite:* HRM 201 or BUS 215

HRM 410 TOTAL REWARDS CREDITS: 3

This course explores four strategic choices in managing compensation: concerns for internal consistency, external competitiveness, employee contributions, and administration. Each of these strategic decisions is examined in terms of organizational goals related to production levels, culture, recruitment and retention. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision-making. *Prerequisite:* HRM 201 or BUS 215

HRM 440 STRATEGIC HUMAN RESOURCES MANAGEMENT CREDITS: 4

The alignment of organizational goals with an organization's competencies is crucial in delivering desired outcomes to stakeholders: employees, customers, suppliers, shareholders etc. Successful firms create HR based structures and resources that lead the human capital of the firm through change and challenge. As a leader, HR plays a significant role, not only in development of its people, but also, in finding ways to enhance how employees company-wide contribute to, and commit to, the successful implementation of strategic plans and initiatives.

Prerequisites:

HRM 201 or BUS 215, and HRM 301 and 3 credits from HRM 310, 410 or LDR 411.

Interdisciplinary Studies

INT 285, 485 INTERDISCIPLINARY INTERNSHIPS CREDITS: 1–6

An INT 285 internship may be taken for 1–3 credits; an INT 485 internship for 1–6 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 require students to draw correlations between various academic areas and learning objectives of the internship experience. Students choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisite:* Pre-internship seminar, permission of the instructor

International Studies

IST 101 INTRO TO INTERNATIONAL STUDIES CREDITS: 4

This course provides an introduction to the field of international studies. Students explore such themes as the emergence of the nation-state and the modern system of international relations, nationalism vs. global citizenry, the environment and ecological commons, globalization and culture, transnational movement and identity, terrorism, the global drug trade, how globalization shapes our personal lives and local communities, and the future of international collaboration and organization. Offered fall and spring.

IST 105, 107, 109, 111 INDEPENDENT LANGUAGE STUDY CREDITS: 1

These courses allow students to study over 21 different languages at their own pace, supported by a weekly seminar and a language instructor. With each successive level the student is at a higher language level or a different language. These courses may be used to meet the foreign language requirement for the International Studies minor. Graded Pass/Fail. Offered fall.

IST 106, 108, 110, 112 INDEPENDENT LANGUAGE STUDY CREDITS: 1

These courses allow students to study over 21 different languages at their own pace, supported by a weekly seminar and a language instructor. With each successive level the student is at a higher language level or a different language. This course may be used to meet the foreign language requirement for the International Studies minor. Graded Pass/Fail. Offered spring.

IST 121 FRENCH LANGUAGE AND CULTURE I CREDITS: 4

Long the language of diplomacy and love, French is spoken by many people throughout the world. Derived from Latin, French is the first language for some 100 million people in France, other parts of Europe and French Canada, and as second language for some 150 million other people worldwide. Through this course you will gain a basic knowledge of the French language and journey through the most important aspects of French and Francophone culture, including history, films, literature, arts and many other surprises, to create an awareness and appreciation of the cultural richness and diversity of the Francophone world and its geography. Offered fall.

IST 122 MANDARIN LANGUAGE AND CULTURE I CREDITS: 4

Mandarin Chinese is the most widely-spoken language in the world. This course introduces students to the Mandarin language and Taiwanese culture. Students will communicate both verbally and in writing using elementary Mandarin through activities designed to enhance their comprehension and confidence in using the language. They will get an opportunity to utilize Mandarin for real-world purposes while learning about the most important aspects of Taiwanese culture and history. Whether interested in business, history, politics, or art, knowledge of Mandarin will enrich your understanding of the culture. Offered fall and spring.

IST 123 SPANISH LANGUAGE AND CULTURE I CREDITS: 4

¡Bienvenidos! This is an introductory course to both Spanish language and the cultures where the Spanish language is spoken. Students are expected to communicate using elementary level of the Spanish language through activities designed to enhance their comprehension and confidence with communication skills in Spanish. The goal of this course is to provide students with the opportunity to use the language for real-world purposes and to help them become aware of the most important aspects of the Hispanic cultures as a way to develop their appreciation of the richness of the different Spanish speaking countries. Offered fall and spring.

IST 150, 250 SPECIAL TOPICS IN IST CREDITS: 4

The main objectives of this course are for students to gain beginning level reading, writing, and speaking comprehension of a language (such as French, Mandarin or Spanish) while exploring and learning to appreciate historical and cultural aspects through diverse media. This satisfies a language major course requirement for History and Political Studies, and Multidisciplinary Studies; and a course requirement for the International Studies minor. Offered fall and spring

IST 295 INDEPENDENT STUDY CREDITS: 4

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

independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

IST 480 TEACHING ASSISTANTSHIP CREDITS: 4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

Leadership

LDR 202 ESSENTIALS—MANAGEMENT AND LEADERSHIP CREDITS: 3

Survey the history of the management field; explore the planning, organizing, leading, and controlling dimensions of the manager's job; and analyze the transition that takes place as an individual professional takes on a management position. Learn key interpersonal and managerial skills. Study high-level leadership strategies, and gain skills in resolving disputes, managing diversity, and building productive teams. Using case studies explore issues such as organizational conflict and power, management development, interpersonal influence, and the advantages and drawbacks of participative management.

LDR 312 HIGH PERFORMING TEAMS CREDITS: 3

Almost no one works alone anymore. Even in the most hierarchical firms, managers must lead groups of employees who are more often than not interdependent on one another as well as others outside their own unit. Helping employees learn how to work interdependently is the crux of this course. How can you as a leader develop the kind of strong, supportive, innovative, and high performing teams that contribute strong productivity with efficiency? You will learn the concepts of team development in this course as well as practical and hands-on strategies that can be immediately employed to improve your own team dynamics and outcomes. *Prerequisite:* LDR 202 or BUS 215

LDR 411 EFFECTIVE PERFORMANCE MANAGEMENT CREDITS: 3

This course examines every facet of performance management, including its definition, 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. If you are a manager or supervisor in a company of any size—or expect to be—you will learn how to create and implement a successful program in performance assessment and improvement. You will also learn how to support others in

creating, implementing and assessing their own performance assessment initiatives. You will learn how to develop effective performance appraisal processes, measurement criteria, tools, and systems. You 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. Finally, you will also analyze the methods used to control performance: disciplinary procedures, regulatory requirements and restrictions, promotion, training, recognition, promotion, and even termination procedures. *Prerequisites:* LDR 202 or BUS 215

LDR 412 CONFLICT RESOLUTION, POWER, INFLUENCE CREDITS: 3

This course will study the pivotal management issues of conflict, power, and influence. In order to manage others effectively, leaders must understand their own sources and uses of power, and innate conflict handling style. Helping employees better resolve conflicts at work leads to greater productivity, teamwork and individual employee satisfaction. In addition, managers must secure power and use it to influence others in order to make decisions, solve problems, move ideas forward and contribute fully to the organization. *Prerequisites:* LDR 202 or BUS 215

LDR 440 STRATEGIC LEADERSHIP CREDITS: 4

In Strategic Leadership you will learn how to apply concepts and strategies to navigate and influence your organization and its constituents. By understanding how individual and organizational behavior impacts the achievement of specified goals, you can increase you employees' and company's overall performance, development, and quality improvement. Discover a tactical versus strategic approach to address challenges, and learn concrete skills to improve your ability to lead teams to the achievement of the organization's mission and objectives. You will be looking at these issues from a strategic—a broad, longer term planning orientation in this course—rather than at the operational and hands on practices managers perform on a daily basis. *Prerequisites:* LDR 202 or BUS 215, and HRM 301, and 3 elective credits from LDR 312, 411, or 412.

Mathematics

MAT 122 QUANTITATIVE REASONING CREDITS: 4

Students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen. Topics include logic, personal finance, descriptive statistics, and probability. The use of spreadsheets is integrated into this course. Offered fall and spring

MAT 206 ALGEBRA AND TRIGONOMETRY CREDITS: 4

This course focuses on the concept of a function and its inverse. The study of linear, quadratic, exponential, logarithmic, and trigonometric functions and their applications are integral components of the course. The concept of a matrix as a tool to solve equations with more than one unknown will also be introduced in this course. Offered fall and spring. *Prerequisite:* MAT 122 or 2 years of high school algebra.

MAT 220 INTRODUCTION TO STATISTICS CREDITS: 4

This course provides an overview of the field of statistics including gathering and analyzing numerical information. Students study the concepts of sampling, experimentation, and

measurement and examine statistical methods to study them. Students study confidence intervals and hypothesis testing, including t-tests, F-tests, Chi-Square tests, regressions, and analysis of variance. The use of statistical software and/or graphing calculators is included. Offered fall and spring.

MAT 221 CALCULUS I CREDITS: 4

Calculus involves the study of how quantities change. The ideas of infinity, limits, and continuity are developed, leading to the concept of the derivative of a function. The process of differentiation is then applied to the study of motion, optimization, and other areas. A working knowledge of algebra and trigonometry is expected. Offered fall. *Prerequisite:* MAT 206

MAT 222 CALCULUS II CREDITS: 4

This course focuses on the integral calculus as an extension of the differential calculus that is introduced in MAT 221. Topics include differential equations, techniques of integration, and applications thereof. Offered spring. *Prerequisite:* MAT 221

MAT 250 TOPICS IN MATHEMATICS CREDITS: 4

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

MAT 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* MAT 220 or MAT 221, permission of the instructor and the department chair.

MAT 303 APPLIED STATISTICS CREDITS: 4

This course provides a continuation of concepts learned in the introductory statistics course. Students study analysis of variance with post-hoc comparison, multiple regression, generalized linear models, and non-parametric statistics. Students also study reliability, validity, effect of sample size, and statistical power. The use of statistical software is an integral component of this course. Offered spring of odd-numbered years. *Prerequisite:* MAT 220.

MAT 304 CALCULUS III CREDITS: 4

This course continues and extends the ideas introduced in Calculus I and II to analyze functions of more than one variable. Topics include parametrization of curves, vector operations, partial differentiation, multiple integration, and integration in vector fields. The utility of these mathematical tools will be demonstrated through application to numerous real world systems. Offered fall of odd-numbered years. *Prerequisite:* MAT 222.

MAT 350 TOPICS IN MATHEMATICS CREDITS: 4

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

MAT 378 MATHEMATICS RESEARCH ASSISTANTSHIP CREDITS: 4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

MAT 403 MATHEMATICAL MODELING CREDITS: 4

This course focuses on mathematical modeling to investigate, describe, and analyze real-world problems. The appropriate use of continuous and discrete tools, algebraic and geometric techniques, theoretical and applied approaches are emphasized while learning about applications of mathematics in various areas of life and other disciplines. Offered fall of even-numbered years.

MAT 450 TOPICS IN MATHEMATICS CREDITS: 4

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

MAT 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

Media and Communication

MED 101 INTRODUCTION TO PUBLIC SPEAKING CREDITS: 4

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

MED 203 INTRODUCTION TO MEDIA AND COMMUNICATION CREDITS: 4

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

MED 208 INTRODUCTION TO DESKTOP PUBLISHING CREDITS: 4

A comprehensive introduction to desktop publishing, this course introduces students to editing, design, and desktop composition. Students utilize page layout and image editing programs to produce flyers, brochures, newsletters, and newspaper pages. Some introduction to desktop publishing on the web may be included. Offered fall. *Prerequisite: MED 203 or MED 216 or BUS 302.*

MED 209 EXPANDING PERCEPTION CREDITS: 4

This course is an introduction to the media that carry much of the meaning of contemporary culture: image, word, and sound. Still and moving images as well as audio sources (words, music, and effects) are analyzed and created. Offered fall and spring.

MED 216 WRITING FOR PUBLIC COMMUNICATION CREDITS: 4

Students learn how to write for the most common forms of public communication (radio and television public service announcement, newspaper news and feature story, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered fall and spring. *Prerequisite: WRT 101/WRT 105*

MED 228 VIDEO PRODUCTION I CREDITS: 4

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

MED 235 DOCUMENTARY FILM CREDITS: 4

This course examines the history and development of both American and International documentary films and video. The course examines the major characteristics, techniques and styles of documentaries and the relationships among the camera's recording, editing decisions, and the transformative impact on both the filmmakers and audience. Offered fall and spring.

MED 238 DIGITAL MEDIA CREDITS: 4

This course introduces students to the study and practice of digital and social media. Students will consider theoretical, historical, sociological, and practical perspectives, working individually and/or collaboratively on digital media projects. Offered fall and spring

MED 241 AMERICAN FILM CREDITS: 4

This historical survey of films made in the U.S., from the silent period to the present, focuses on various film genres—westerns, comedies, musicals, gangsters, film noir and horror—as well as on such concepts as the auteur theory, the star system, and the golden years of the

Hollywood studio system. The technical, aesthetic, and cultural aspects of the media are examined. Offered fall. *Exploration Area*: Media Literacy

MED 243 WOMEN IN FILM CREDITS: 4

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

MED 250 TOPICS IN MEDIA AND COMMUNICATION CREDITS: 4

These courses offer sophomore, junior and senior-level students opportunities to study particular subjects in various media areas that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring

MED 251 MEDIA AND COMMUNITY PRACTICUM I CREDITS: 2

Students write articles, produce audio segments and/or create short videos to support *The Colby-Sawyer Courier* or other programs that serve the campus community. Students are required to contribute to each issue of the student newspaper or develop a faculty-approved project plan to address the needs of a Colby-Sawyer organization or department. Offered fall. *Prerequisites*: One of the following: MED 216, MED 228, MED 209, MED 238.

MED 252 MEDIA AND COMMUNITY PRACTICUM II CREDITS: 2

Students write articles, produce audio segments and/or create short videos to support *The Colby-Sawyer Courier* or other programs that serve the campus community. Students are required to contribute to each issue of the student newspaper or develop a faculty-approved project plan to address the needs of a Colby-Sawyer organization or department. Offered spring. *Prerequisites*: One of the following: MED 251, MED 216, MED 228, MED 222.

MED 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

MED 285 MEDIA AND COMMUNICATION INTERNSHIP CREDITS: 1–4

This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. The student works under the supervision of both a site evaluator, who is required to submit a final evaluation of the intern's performance, and a member of the faculty. The student is required to submit a final written paper and a final oral report to the faculty. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites*: Pre-internship seminar, permission of the faculty sponsor and department chair.

MED 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

MED 303 WRITING ABOUT SPORTS CREDITS: 4

COM 303 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. Offered spring of odd-numbered years. *Prerequisite:* ESS 101 or WRT 101/WRT 105.

MED 310 NEW MEDIA TECHNOLOGIES CREDITS: 4

This course provides students with an examination of the theory and research in the domain of new communication technologies, particularly their influence on social change. The course will focus on the scholarly literature, addressing the content, adoption, uses and effects of new media. Course materials address technology applications in the areas of interpersonal, organizational, health and mass communication (including advertising, public relations and marketing). Offered spring.

MED 312 WRITING ABOUT THE ARTS CREDITS: 4

Writing about the Arts focuses on the features aspect of print, broadcast and digital journalism, including interest or Point of View stories, reviews, analyses and columns about the arts: works of art, artist profiles, recorded and live performances, broadcast and cable programming literature, Claymation, anime, theater, photography, internet art and blog art reviews. Offered spring of even-numbered years. *Prerequisite:* One 200-level MED or WRT course.

MED 321 DIGITAL JOURNALISM CREDITS: 4

MED 321 examines digital journalism which includes the development, analysis, and social implications of digital journalism including broadcasting, cable, satellite, online websites, blogs and citizen journalism. We will examine the historical, social, cultural, economic, and political influences, as well as the impact these areas have on digital journalism. Offered spring of even-numbered years. *Prerequisites:* MED 203, MED 216

MED 325 MEDIA LAW AND ETHICS CREDITS: 4

The First Amendment of the Constitution establishes freedom of speech as one of our democratic society's fundamental freedoms. This course traces the origin of this freedom and its development in American law. Students explore and identify legal issues associated with the First Amendment, including topics of libel, obscenity, privacy, and intellectual property. Students also consider a range of ethical issues present in the mass media industries and their products. Offered spring. *Prerequisite:* MED 203

MED 326 INVESTIGATIVE JOURNALISM CREDITS: 4

Investigative Journalism is a specialized form of journalism incorporating the use of information sources including federal, state and local government reports, police logs and reports, public meeting records, databases, interviewing strategies of public and official figures, private citizens, the “quilting” of various informational sources, and editing in-depth pieces of writing, whether in print, broadcast or digital formats. Offered fall of even-numbered years. *Prerequisite:* MED 216

MED 328 VIDEO PRODUCTION II CREDITS: 4

Building on knowledge and techniques learned in Video Production I, students expand and enhance their understanding of video production. The course introduces students to advanced lighting and editing techniques. Creativity and personal expression are encouraged as students write, direct, and produce their own projects. Offered fall. *Prerequisite:* MED 228

MED 333 CARTOONS IN AMERICAN CULTURE CREDITS: 4

Editorial cartoons, comics and animated films have played an important role in American by creating, enhancing and critiquing cultural symbols and behaviors. This course will explore the history of the cartoon in America, focusing on key illustrators, animators and publications. We will analyze the use of humor as cultural commentary. Special emphasis will be placed on the cartoon in war times, and the use of animation for propaganda and military training will be discussed. Offered fall of odd-numbered years. *Prerequisite:* MED 203

MED 337 PUBLIC RELATIONS WRITING CREDITS: 4

Public Relations Writing is a “hands on,” project-oriented (team and individual) course studying, then applying, theories of public relations in a variety of settings. Past and current case studies, typical PR problems in industry, labor, non-profit and entertainment are analyzed. The course emphasizes students’ writing, problem solving, research techniques, and utilizing successful strategies and skills. Offered fall of odd-numbered years. *Prerequisite:* MED 216

MED 341 HISTORY OF MASS MEDIA CREDITS: 4

This course considers the development of U.S. mass media, with particular reference to significant influences of the 19th and 20th Centuries. Students examine a variety of media (newspapers, magazines, advertising, telegraph, motion pictures, radio, television, and the Internet) within the broad social contexts within which they were developed and operated. Offered fall. *Prerequisite:* MED 203

MED 344 INTERNATIONAL FILM CREDITS: 4

This course focuses the history of international films as it has developed in more than a dozen foreign countries from the silent period to the present, examining such cinematic movements as Russian montage, German expressionism, Italian neorealism, French and Australian new waves and Third World cinema, as well as major figures like Eisenstein, Bergman, Truffaut, Kurosawa, Kieslowski, Meirelles and Yimou. Offered spring of even-numbered years. *Prerequisite:* MED 235, MED 241, MED 243 or ENG 265

MED 345 MOVIE MAVERICKS CREDITS: 4

This course examines the work of contemporary film directors and writers in the U.S. whose originality, independence and unconventional approaches to moviemaking have contributed to the evolution of the industry and the creation of many of its finest works. Students will

focus on the aesthetic styles and thematic concerns of films which challenge the conventions of classic Hollywood cinema. Offered fall of even-numbered years. *Prerequisite:* MED 235, MED 241, MED 243, or ENG 265

MED 346 GENDER, CULTURE AND TECHNOLOGY CREDITS: 4

Students will participate in a multi-university DOCC (Distributed Open Collaborative Course), investigating ways in which universities and colleges work together across digital platforms to investigate issues of gender, technology and culture. Topics may include: identity and subjectivity; technological activism; gender, race, and sexualities; place and globalism; labor; ethics; epistemology; distance learning; and the transformative potentials of new technologies. Offered fall. *Prerequisite:* WGS 111

MED 350 TOPICS IN MEDIA AND COMMUNICATION CREDITS: 4

These courses offer sophomore, junior and senior-level students opportunities to study particular subjects in various media areas that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring

MED 351 MEDIA AND COMMUNITY PRACTICUM III CREDITS: 2

Students write articles, produce audio segments and/or create videos to support *The Colby-Sawyer Courier* or other programs that serve the campus community. Students work with faculty to identify campus communication needs and create advanced print, video or multimedia productions to meet these needs. Students must qualify for these positions by completing at least one semester supporting publications or productions on campus. Offered fall. *Prerequisite:* MED 252

MED 352 MEDIA AND COMMUNITY PRACTICUM IV CREDITS: 2

Students write articles, produce audio segments and/or create videos to support *The Colby-Sawyer Courier* or other programs that serve the campus community. Students work with faculty to identify campus communication needs and create advanced print, video or multimedia productions to meet these needs. Students will serve as editors and producers of projects. Offered spring. *Prerequisite:* MED 351

MED 360 MEDIA AND IDENTITY CREDITS: 4

This course considers relationships among popular culture, mass media and identity: gender, race, class, and sexuality. Students learn reading strategies, analytical tools, and theoretical models for better understanding the role communication media play in our identities. Offered spring of even-numbered years. *Prerequisite:* MED 203 or WGS 111

MED 469 CAPSTONE PREPARATION CREDITS: 3

Students are introduced to the corporate and service aspects of professional communication. Introduction to the job search process and portfolio preparation is covered. Students work with faculty to find a client and develop a capstone project. Students study proposal writing and prepare a formal proposal for their project. Offered fall. *Prerequisite:* Senior standing

MED 487 CAPSTONE CREDITS: 3

The Capstone project requires senior Media and Communication majors to conduct field-related research or to create a media project that serves the communication needs of a campus or community service organization. Projects include audio, video or multimedia productions, public relations campaigns, series of articles, online or print publications,

advanced research projects or creative works. Students must have an approved project prior to the beginning of the spring semester. Offered spring. *Prerequisite:* designated 300-level courses appropriate to student's proposed project; consult program faculty for specifics before November 1 of the preceding semester.

MED 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

MED 485 MEDIA AND COMMUNICATION INTERNSHIP CREDITS: 1–4

This internship provides qualified students in the Media and Communication major the opportunity to gain work experience by means of an apprenticeship in an off-campus professional communication position that involves significant activity and responsibility. Students work under the supervision of both an on-the-job supervisor and a member of the faculty. A public presentation based on the internship is given after the semester of the internship. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* pre-internship seminar, permission of the faculty sponsor and department chair.

MED 486 CAPSTONE PREPARATION CREDITS: 2

The Capstone Experience is an opportunity for seniors in the Communication Studies program to design and carry out a long-term project. During the preparation semester, students will work with faculty advisors to select and propose an appropriate project. This course also introduces students to careers in corporate and service aspects of Media and Communication. Students will meet media and communication professionals, prepare résumés and cover letters, and create comprehensive portfolios. Offered fall. *Prerequisite:* Senior Media and Communication major.

MED 487 CAPSTONE: MEDIA AND COMMUNICATION CREDITS: 2

The Capstone Experience is an opportunity for seniors in the Media and Communication Studies program to design and carry out a long-term project. The project should involve field-study research or serve the communication needs of a campus or community service-oriented organization; after completion the project will be made available to the appropriate group. Projects include audio, video or multimedia productions, public relations campaigns, on-line or print publications, advanced research projects or creative works. Offered spring. *Prerequisite:* MED 486

Multidisciplinary Studies

MDS 100 INTRODUCTION TO MULTIDISCIPLINARY STUDIES CREDITS: 4

This course introduces students to the major while building a sense of community among the program's students. Students explore how insights from various academic areas

inform their understanding of complex issues as well as the methods utilized by different disciplines and how they contribute to integrative understanding. Students develop skills in interdisciplinary research and problem solving, in oral and written communication, and the integration of diverse perspectives. Offered fall and spring.

MDS 105 PROGRESSIVE LEADERSHIP SEMINAR I CREDITS: 1

This course is designed to facilitate the adjustment of Progressive Scholars to our rural college and community. Ultimately, Progressive Scholars will be successful and engaged leaders on campus. It will focus on the following components: self-knowledge; understanding unique talents and personality traits; how to apply talents and interests; exploring ways to get involved on campus; understanding leadership and group dynamics; understanding others and the community environment; how to make connections and build coalitions within a diverse community; what it means to be a change agent; culture shock and adaptation; and study skills and life skills for success. Offered fall.

MDS 106 PROGRESSIVE SCHOLARS ADVANCED LEADERSHIP SEMINAR CREDITS: 1

This seminar is the second part in a two-part seminar series. The spring seminar builds upon the foundation laid in the fall seminar with a focus on identity development, voice and leadership. Students will explore identity development models drawing on communication, psychology, sociology and counseling theory. Multidisciplinary topics and current events will be discussed through personal narrative, storytelling and formal presentations. The seminar will require active participation through reflections, discussion, formal talks and experiential learning. Offered spring.

MDS 150 SPECIAL TOPICS CREDITS: 1–4

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

MDS 205 CURRENT SOCIAL AND POLITICAL ISSUES CREDITS: 2

In MDS 205 Perspectives on Current Social and Political Issues students will utilize the data and techniques of a variety of disciplines to explore and debate current social issues. Invited guest experts will provide perspectives from their disciplines. Debate will focus on such issues as: Making democracy effective in the modern world; Social media—building community or destroying it? Legalizing or decriminalizing drugs—solution to the drug war? Offered fall.

MDS 206 CURRENT GLOBAL ISSUES CREDITS: 2

In MDS 206 Perspectives on Current Global Issues students will utilize the data and techniques of a variety of disciplines to explore and debate contemporary global issues. Invited guest experts will provide perspectives from their disciplines. Students will monitor multiple news sources and help determine the issues addressed in class. Offered spring

MDS 221 PEER EDUCATION: PRACTICE AND THEORY CREDITS: 2

This course will address the growth and development that students experience during their college years and the role of peer educators in student support services. Students will gain an understanding of how important factors influence a person's education: social class, values, race, ethnicity, gender and language. Theories of nonhierarchical learning will be explored. Using these theories, students will then develop practical strategies for working with peers.

Course completion will lead to College Reading and Learning Association tutor certification and preference in hiring at the Academic Development Center. Offered spring. *Prerequisite:* WRT 101/105

MDS 285 MDS INTRODUCTORY INTERNSHIP CREDITS: 1–4

This multidisciplinary internship gives students the opportunity to explore potential career opportunities available to graduates with a Multidisciplinary Studies major. Internships can include a wide range of experiences suited to students' particular interests. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Graded pass/fail. Offered fall and spring. *Prerequisite:* Pre-internship Seminar, permission of faculty sponsor and department chair. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

MDS 302 THEMES IN MULTIDISCIPLINARY STUDY CREDITS: 4

MDS 302 involves a rotating theme at the discretion of the instructor based on the background, interests, and expertise of both the instructor and the third-year MDS students. This theme will engage a central research question that the students will explore and research in tandem throughout the semester, culminating in a final project. Students will be expected to gain and demonstrate knowledge of the given theme and research question, and mastery of the research tools that are used to answer this question. Offered fall and spring. *Prerequisite:* One Exploration Area course.

MDS 485 MDS ADVANCED INTERNSHIP CREDITS: 3–12

This internship provides students with an opportunity to explore areas of professional interest and development as well as potential careers. The internship can be completed in a variety of private or public settings and requires students to draw connections among the various academic areas and disciplines of the multidisciplinary studies major with the career or internship setting and the learning objectives of the internship experience. Students must complete a minimum of 120 on-site hours (equivalent of 3 credits). Graded pass/fail. Offered fall and spring. *Prerequisites:* MDS 285, junior standing or above, Pre-internship Seminar, permission of faculty sponsor and department chair

MDS 486 MDS RESEARCH METHODS CREDITS: 3

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. Students carry out the research plan in MDS 487. Offered fall. *Prerequisite:* junior or senior standing.

MDS 487 MDS SENIOR CAPSTONE CREDITS: 1

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.

Music

MUS 103 MUSIC APPRECIATION CREDITS: 4

This music survey course explores ancient to contemporary musical styles. Students become acquainted with the historical periods, genres, and styles of music, and with elements of the musical art such as melody, harmony, lecture form, and notation. The course studies each genre in terms of structure, style, cultural context, and meaning, by developing specific techniques of interpretation. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

MUS 110 APPLIED MUSIC: VOCAL AND INSTRUMENTAL CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered fall.

MUS 111 APPLIED MUSIC: VOCAL AND INSTRUMENTAL CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered spring.

MUS 131, 133, 135, 137 COLBY-SAWYER COLLEGE SINGERS CREDITS: 1

The Colby-Sawyer College chorus is open to students as an opportunity for musical expression. The chorus presents one performance each semester of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. No audition is necessary. Offered fall.

MUS 132, 134, 136, 138 COLBY-SAWYER COLLEGE SINGERS CREDITS: 1

The Colby-Sawyer College chorus is open to students as an opportunity for musical expression. The chorus presents one performance each semester of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. No audition is necessary. Offered spring.

MUS 140, 141, 142, 143 THE KEARSARGE CHORALE AT COLBY-SAWYER CREDITS: 1

Kearsarge Chorale is open to Colby-Sawyer College students for musical expression. The course provides performance opportunities for students who wish to study and perform choral music in a variety of styles, from sacred and secular, from the medieval period through the twenty-first century. An entrance interview is required. Offered fall and spring.

MUS 160, 161, 162, 163 THE KEARSARGE COMMUNITY BAND AT COLBY-SAWYER COLLEGE CREDITS: 1

The Kearsarge Community Band at Colby-Sawyer College is open to Colby-Sawyer College students for musical expression and performance. The course provides practice and performance opportunities for students who wish to study and perform music in the concert band literature. There are no auditions, but a minimum level of skill on a band instrument is required for full participation. Offered fall and spring

MUS 210 APPLIED MUSIC: VOCAL AND INSTRUMENTAL II CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered fall. *Prerequisite:* Successful completion of one course from the previous level.

MUS 211 APPLIED MUSIC: VOCAL AND INSTRUMENTAL II CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered spring. *Prerequisite:* Successful completion of one course from the previous level.

MUS 310 APPLIED MUSIC: VOCAL AND INSTRUMENTAL III CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered fall. *Prerequisite:* Successful completion of one course from the previous level.

MUS 311 APPLIED MUSIC: VOCAL AND INSTRUMENTAL III CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered spring. *Prerequisite:* Successful completion of one course from the previous level.

MUS 410 APPLIED MUSIC: VOCAL AND INSTRUMENTAL IV CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered fall. *Prerequisite:* Successful completion of one course from the previous level.

MUS 411 APPLIED MUSIC: VOCAL AND INSTRUMENTAL IV CREDITS: 1–4

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, or another instrument upon request, subject to the availability of instructors. Level of instruction and credits are dependent on ability and are assigned after an initial assessment; no audition is necessary. A fee is charged per credit. Offered spring. *Prerequisite:* Successful completion of one course from the previous level.

Nursing

Interpreting NUR course credits: Total credits (class credits. clinical credits)

NUR 101 FIRST YEAR NURSING SEMINAR CREDITS: 1 (1.0)

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

NUR 203 INTRODUCTION TO PROFESSIONAL NURSING CREDITS: 3 (3.0)

This nonclinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care, therapeutic communication, principles of patient teaching, the bio-psychosocial model of health, the nursing process and critical thinking on which clinical judgment is based. Offered fall and spring.

NUR 207 PHARMACOLOGY CREDITS: 3 (3.0)

This nonclinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they relate to each physiological system. This course is open to non-nursing majors with permission of instructor. Offered spring *Prerequisites:* BIO 121, BIO 205, BIO 206; *Co-requisite:* NUR 222

NUR 212 HEALTH ASSESSMENT CREDITS: 2 (1.1)

This course focuses on the development of health assessment skills essential to the role of the professional nurse caring for people throughout the aging process. Emphasis is on the psychomotor and assessment skills required to distinguish normal from abnormal findings. Attention is placed on integrating the knowledge and skills necessary for history taking, physical and psychosocial examination, and documentation. Guided classroom, laboratory and simulation learning opportunities are utilized. Offered fall. *Prerequisite or co-requisite:* NUR 203

NUR 222 FUNDAMENTALS OF NURSING CREDITS: 4 (2.2)

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals. Topics include basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication, and nursing documentation. Offered spring. *Prerequisite:* NUR 212; *Co-requisite:* NUR 207

NUR 309 COMMUNITY AND PUBLIC HEALTH NURSING CREDITS: 2 (2.0)

This is a non-clinical course that introduces the concepts of population-centered health care in the community. The focus is on the community as the client and also as the context 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. Offered fall and spring. *Prerequisite:* NUR 222

NUR 313 MATERNAL-CHILD NURSING CREDITS: 4 (2.2)

This clinical course introduces the role of care provider for families experiencing normative childbearing and childbirth. Topics include prenatal, neonatal, family development, reproductive health, labor and birth, and related nursing interventions in maternal-infant care. Offered fall and spring. *Prerequisite:* NUR 222

NUR 314 PEDIATRIC NURSING CREDITS: 4 (2.2)

This clinical course introduces the role of care provider for families experiencing normative childrearing and for children and adolescents who require restorative care. Topics include child and family development, nursing interventions with children, and management of childhood illnesses. Offered fall and spring. *Prerequisite:* NUR 222

NUR 332 ADULT MEDICAL-SURGICAL NURSING I CREDITS: 9 (5.4)

In this clinical course students provide restorative care for adults in an acute care setting and begin to develop skills in the management of care for adults and their families. Topics include pathophysiology of disease, therapeutic nursing interventions with acute manifestations of diseases in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neurological and musculoskeletal), fluid and electrolyte balances, perioperative care, health promotion, and prevention. Offered fall and spring. *Prerequisite:* NUR 222

NUR 334 MENTAL HEALTH NURSING CREDITS: 4 (2.2)

In this clinical course, students provide restorative care for adults with psychiatric illness in an inpatient setting and develop skills in the assessment and management of mental health for adults and their families. Topics include psychiatric illnesses (depression, schizophrenia, anxiety, and post-traumatic stress syndrome), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention, and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder). Offered fall and spring. *Prerequisite:* NUR 222

NUR 336 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE CREDITS: 3 (3.0)

This nonclinical course focuses on evidence-based practice. Students identify a clinical problem, review sources of evidence, and develop a policy statement or program objectives to address the problem. Topics include the research process, literature critique and review, the clinical value compass and models of continuous quality improvement, and policy development. Offered fall and spring. *Prerequisite or co-requisite:* MAT 220

NUR 378 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. The research assistantships can be at the 300 or 400 level of course work. Students may not complete more than one assistantship at any one level. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

NUR 405 ADULT MEDICAL-SURGICAL NURSING II CREDITS: 7 (4.3)

In this clinical course, the students provide and manage care for adults with complex chronic diseases and their families, in an inpatient setting. Topics include pathophysiology and complications of disease, therapeutic nursing interventions, interpretation of cardiac

arrhythmias, acid-base imbalances, palliative care, pain management, hospice, and discharge planning. Offered fall. *Prerequisite:* Completion of all 300 level NUR courses.

NUR 407 NURSING LEADERSHIP CAPSTONE I CREDITS: 2 (2.0)

The nursing role includes acting as provider, manager, and coordinator of care for individuals, families and communities. This includes planning health promotion through normative transitions across the life span, prevention of events that compromise health, and management and maintenance of optimal health for persons with chronic illness and disability. Students work with community mentors to identify and plan interventions based on the capacities of the community and the nursing program. Offered fall. *Prerequisite:* Completion of all 300 level NUR courses.

NUR 408 NURSING LEADERSHIP CAPSTONE II CREDITS: 2 (2.0)

Students continue to work with partnering agencies to implement and evaluate the interventions that were designed in Leadership Capstone I. There is a greater focus on the leadership role of nurses in non-acute care settings. Topics include cultural influences on health, the role of human service organizations, expanded roles of nursing, the group process, interdisciplinary collaboration and evaluation methods. Weekly clinical seminar meetings allow students to benefit from the group experiences. Student projects are presented to internal and external audiences. Offered spring. *Prerequisite:* NUR 407

NUR 442 CLINICAL CAPSTONE: NURSING MANAGEMENT OF PATIENT CARE CREDITS: 8 (2.6)

Students provide and coordinate complex restorative nursing care in the inpatient setting to acutely ill individuals and their families. Students work under the guidance of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and responsibilities to develop management and leadership skills as they assume a professional role. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and the professional role of nurses. Offered spring. *Prerequisite:* NUR 405

NUR 445 NCLEX-RN PREPARATION I CREDITS: 0

Students prepare for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. A self-assessment is completed and a plan of study is developed in preparation for the NCLEX-RN exam. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Graded Pass/Fail. Offered fall. *Prerequisite:* Senior status in the Nursing major.

NUR 446 NCLEX-RN PREPARATION II CREDITS: 2 (2.0)

Students continue preparation for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. Based on the assessment and plan developed in NUR 445, students implement an individualized study plan and evaluate its effectiveness. Strategies include the use of computerized exams and software, and regularly scheduled meetings with faculty. Offered spring. *Prerequisite:* Senior status in the Nursing major.

NUR 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. The research assistantships can be at the 300 or 400 level of course work. Students may not complete more than one assistantship at any one level. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

NUR 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

NUR 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

Philosophy

PHI 100 INTRODUCTION TO PHILOSOPHY CREDITS: 4

This course is an introduction to philosophy, and to the great ideas and arguments that comprise it. We read some of the most influential works of human thought, from the ancient, modern, and contemporary periods, and relate them to our everyday lives. We ask questions like: How should we live? Who am I? Does God exist? Do I have a free will? What is the meaning of society? Offered fall and spring. *Exploration Area:* Humanities

PHI 210 LOGIC AND CRITICAL THINKING CREDITS: 4

This course is an introduction to critical thinking and to informal and formal (symbolic) logic. We investigate what makes some reasoning better than other reasoning and practice the skills used in good reasoning. Students learn about the nature of arguments, fallacies, induction and deduction, validity and soundness, and both propositional and predicate logic. In coming to grips with these concepts, students develop their ability to identify arguments in everyday contexts, analyze the logical structure of arguments, evaluate arguments, and create strong arguments of their own about any topics they may choose. Offered spring. *Exploration Area:* Humanities

PHI 212 ENVIRONMENTAL PHILOSOPHY CREDITS: 4

Environmental philosophy is the study of what nature is and how we should think, feel, and act in relation to the natural world as individuals and in groups. We develop our philosophical skills by grappling with questions about how to conceptualize nature, what its value is, and our proper place in it. We study theoretical frameworks for answering such questions and specific environmental issues (possibilities include climate change, food policy, wilderness preservation, and/or ecological restoration). Offered spring of odd-numbered years.

Exploration Area: Environmental Literacy

PHI 213 ETHICS CREDITS: 4

Ethics is the study of normative questions and claims (about how we should live, what kind of people we should be, and what we should do). In this course, we examine major ethical theories from the Western tradition, such as virtue theory, deontology, consequentialism, contractualism, and care theory. We also discuss the advantages of using principled, theoretical thinking to confront ethical conundrums and investigate how the theories under consideration can be applied to help us answer specific ethical questions. Offered fall of even-numbered years. *Exploration Area:* Humanities

PHI 215 SOCIAL AND POLITICAL PHILOSOPHY CREDITS: 4

This course is an introduction to social and political philosophy. We read from classic and contemporary works of social and political thought. We ask questions like these: What kind of government should we have? What is the best economic system? What is the social and political meaning of gender, race, and class? Students learn to see the connections between theory and practice and apply their insights to the contemporary world. Offered fall of odd-numbered years. *Exploration Area:* Humanities

PHI 221 PHILOSOPHY OF ART, BEAUTY AND FEELING CREDITS: 4

This course introduces students to aesthetics or the philosophical study of art (broadly construed to include visual art, music, literature, etc.), beauty, and feeling. It asks: What is art? What is natural beauty? How are form and content related in an artwork? How does art relate to society? Great works from the history of philosophy as well as contemporary texts are discussed. Offered fall of odd-numbered years. *Exploration Area:* Humanities

PHI 250 TOPICS IN PHILOSOPHY CREDITS: 4

These courses offer students in-depth study of topics in philosophy that are not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered occasionally.

PHI 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

PHI 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

PHI 305 BIOMEDICAL ETHICS CREDITS: 4

This course examines fundamental ethical concepts (relating to what we should think, feel, and do) and applies them in the context of health and medicine. Students investigate major ethical theories, case studies, and arguments from various contemporary sources to develop a reflective approach to biomedical issues. In doing so, we draw on our knowledge of medical science, health care policy, and historical, cultural, and religious views about values relating to health and health care. We emphasize the challenges that health care professionals face in their work, but the class is also relevant to people who simply play the roles of patients, family members, friends, and/or citizens. Offered fall. *Exploration Area:* Humanities

PHI 307 PHILOSOPHY OF MIND CREDITS: 4

In this course, our central question is about the nature of the relationship between minds and bodies; we investigate various theories that attempt to answer this difficult question. In doing so, we tackle related questions about the nature of the self, knowledge of other minds, introspection, consciousness, and intentionality. By drawing on our knowledge of psychology, cognitive science, computers and information processing, and/or historical, cultural, and religious conceptions of the mind/body connection, we deepen our understanding of the philosophical arguments under consideration and the ways they influence our thinking, whether we realized it before or not. Offered spring of odd-numbered years. *Prerequisite:* Any 100 or 200 level PHI course.

PHI 309 EXISTENTIALISM AND PHENOMENOLOGY CREDITS: 4

This course is an introduction to existentialism and phenomenology, two major philosophical movements from 20th and 21st century continental Europe. Related movements such as deconstruction, post-structuralism, post-colonialism, continental feminism, and psychoanalytic philosophy may also be considered. Questions asked may include: What is the meaning of freedom? What is the basic structure of conscious experience? How do class, race, and gender affect us? Students will also study significant works of literature, art, or music from the period. Offered fall of even-numbered years. *Prerequisite:* Any 100 or 200 level PHI course.

PHI 331 ANCIENT AND MEDIEVAL PHILOSOPHY CREDITS: 4

Much of how we understand ourselves in the West, including not just our philosophy, but also our science, art, and politics, has its roots in ancient Greek and medieval European philosophy. One important goal of this class is to uncover the ways that our thinking is (or is not) like the thinking of people who lived long ago and far away. To achieve that goal, we

study ancient Greek philosophers (possibilities include the pre-Socratics, Plato, Aristotle, the Epicureans, the Stoics, and the Skeptics), and then turn our attention to medieval philosophers who built on the work of those Greek thinkers. Offered spring of even-numbered years. *Prerequisite:* Any 100 or 200 level PHI course.

PHI 332 MODERN PHILOSOPHY CREDITS: 4

This course is an introduction to Western philosophy from the 17th to 19th centuries. During this period, the rise of modern science and culture led philosophers to ask new questions. Some of them included: What can I know for certain? What is reality, and how is it distinguished from illusion? Does God exist? What is the meaning of history? Philosophers considered may include Descartes, Locke, Hume, Kant, Hegel, and Nietzsche. Students will also consider relevant literary works from the period. Offered spring of even-numbered years. *Prerequisite:* Any 100 or 200 level PHI course.

PHI 350 TOPICS IN PHILOSOPHY CREDITS: 4

These courses offer students in-depth study of topics in philosophy that are not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered occasionally

PHI 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

PHI 485 PHILOSOPHY INTERNSHIP CREDITS: 1–12

In the Philosophy internship, students have the opportunity to put the skills and knowledge gained in their Philosophy courses to use in an organizational or institutional setting. Any number of organizations or institutions, from law to business to non-profits, might work as appropriate sites. Students must complete a minimum 120 on-site hours (equivalent of 3 credits). *Prerequisite:* Pre-internship seminar, permission of the faculty sponsor and department chair.

PHI 487 PHILOSOPHY CAPSTONE: THESIS PROJECT CREDITS: 4

Students complete a significant paper in philosophy and defend it in a presentation before the philosophy faculty. Students select a thesis topic in consultation with a philosophy faculty advisor prior to the spring semester, and develop the project through weekly meetings with the advisor in the spring. Students also present their projects during Scholars' Symposium. Offered spring. *Prerequisite:* Senior Philosophy major

Physics

PHY 101 INTRODUCTION TO PHYSICS I (+ LAB) CREDITS: 4

The topics included in this course are classical mechanics, statics, simple machines, energy and the properties of matter. The experimental, historical and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions and laboratory experiences. Offered fall. *Prerequisite:* MAT 206 or successful completion (B- or better) of two years of high school algebra. *Exploration Area:* Science

PHY 102 INTRODUCTION TO PHYSICS II (+ LAB) CREDITS: 4

In this course the development of physical concepts continues with topics in sound, electromagnetism, light and quantum mechanics. Much of the material is developed through student involvement in classroom activities, discussions and laboratory experience. Offered spring. *Prerequisite:* PHY 101

PHY 480 PHYSICS TEACHING ASSISTANT CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. May not be used as a biology major course requirement. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

Political Studies

POL 100 INTRODUCTION TO COMPARATIVE POLITICS CREDITS: 4

The goal of this course is to provide students with a framework to help make sense of the 21st century global community. Topics discussed include: the differences between democratic and authoritarian states; economic, cultural, or institutional preconditions for democracy; ways various political systems manage internal dissension and conflict; and the difficult transition from autocratic systems of repression to democratic systems. Offered Fall. *Exploration Area:* Global Perspectives

POL 101 INTRODUCTION TO AMERICAN POLITICS CREDITS: 4

In this course students examine the political, social, and economic institutions that make up the American political system. After discussing the theoretical foundations of the American experiment in democracy, students analyze how these theoretical foundations were translated into concrete political institutions. Through the analysis of history, current controversies, case studies, and simulations students see how the institutions of the American regime come together to form a logical and rational political system. Offered spring. *Exploration Area:* Social Science

POL 202 THE AMERICAN PRESIDENCY CREDITS: 4

This course analyzes the role and powers of the American president. Changes that have taken place since the framing of the Constitution, and reasons for those changes, are examined. Students also examine the effectiveness of the current institution of the presidency. Offered Fall of even-numbered years.

POL 203 POLITICAL IDEAS AND IDEOLOGIES CREDITS: 4

This course explores an aspect of political life which is all around us, yet rarely studied closely: political ideologies. This course explores important philosophical questions that ideologies seek to answer, such as: What is a political community and what is its proper role in life? What is justice? How should individuals relate to the state? What is power and how should it be limited? When is change necessary, and how should that change come about? Offered Spring of even-numbered years. *Exploration Area:* Humanities

POL 204 AMERICAN FOREIGN POLICY CREDITS: 4

The United States' road to global leadership was a twisting one that began with a nation that spurned any entangling alliances and only in the mid-20th century embraced the role of a world leader. This course surveys the political and ideological development of United States foreign relations and diplomacy from the Revolution to the present post-Cold War era. Offered Fall of odd-numbered years. *Exploration Area:* Social Sciences

POL 209 CONTEMPORARY LATIN AMERICA CREDITS: 4

Latin America is a diverse and vibrant region and the home of some of the world's most dynamic economies and areas of great poverty. Students examine issues in Latin America today: the struggle to create a functional democracy; the war on drugs; relations with the United States; the benefits and challenges of globalization; rebel and reform movements; and the counter-revolutionary response to popular mobilizations, environmental problems, immigration, and economic development and inequality. Offered Spring of odd-numbered years. *Exploration Area:* Global Perspectives

POL 250 TOPICS IN POLITICAL STUDIES CREDITS: 4

Topic courses are a series of area studies focusing on regions throughout the world. They are intended to introduce students to the history and the contemporary politics of selected countries in those regions. Offered fall and spring.

POL 301 THE U.S. CONSTITUTION CREDITS: 4

This course is a study of the U.S. Constitution, its philosophical background, the articles that provide the framework for our system of government, and the changes that have occurred as a result of amendments. Special emphasis is given to various interpretations of the Constitution by the judicial branch as well as current constitutional crises. *Prerequisite:* One POL course or permission of the instructor. Offered Fall.

POL 303 POLITICS OF SUB-SAHARAN AFRICA CREDITS: 4

The goal of this course is to construct and apply a conceptual framework within which to analyze the incredibly complex and varied political landscape of the African continent. In discussing the construction, consolidation, and overthrow of the 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. Offered Spring of odd-numbered years. *Prerequisite:* One POL 100- or 200-level course.

POL 304 MARX AND MARXISM CREDITS: 4

Karl Marx continues to be many things to many different people, but the fate of Marx and Marx-ism for the 21st Century remains unclear. The early years of this century have been marked by economic insecurities, growing economic inequality, the continued vitality of

repressive regimes, and escalating environmental degradation...in what ways is Marx helpful in making sense of this situation and/or proposing alternatives? This course will pose a single question that we will approach from a number of angles: what is dead and what is alive in the thought of Karl Marx? Offered Spring of even-numbered years. *Prerequisite:* One POL 100- or 200-level course.

POL 307 AMERICA IN THE COLD WAR ERA, 1945-1990 CREDITS: 4

This course examines the conflict between the United States and U.S.S.R and how this conflict affected American politics, culture and society. This course is devoted to the study of key events: What disputes remain regarding the historical record of this era? How did the Cold War impact the daily lives of Americans? What are the enduring lessons of the Cold War, and in what ways can these lessons be applied to the global and domestic politics of the 21st century? Offered Fall of even-numbered years. *Prerequisite:* One POL 100- or 200-level course.

POL 312 POLITICS OF THE MIDDLE EAST CREDITS: 4

More than any other region in the developing world, the Middle East has experienced internal crises and stirred emotion in the West. Do crises like the persistent Arab-Israeli conflict, the rise of political Islam, the terrorist attacks of September 11th, and the Gulf Wars point to something unique in the civilizations of the Middle East, or are these crises the result of political processes shared by all modern states? The goal of this course is to critically analyze a wide range of answers to this important question. Offered Fall of odd-numbered years. *Prerequisite:* One 100- or 200-level POL course.

POL 350 TOPICS IN POLITICAL STUDIES CREDITS: 4

Topic courses are a series of area studies focusing on regions throughout the world. They are intended to introduce students to the history and the contemporary politics of selected countries in those regions. Offered fall and spring.

Psychology

PSY 101 INTRODUCTION TO PSYCHOLOGY CREDITS: 4

This course surveys the major areas of psychology and emphasizes an understanding of research methods, theories, and findings in the field of psychology. Students study human behavior from multiple perspectives including cognitive, behavioral, and physiological. Students learn about challenging issues faced by psychologists, and practice hypothetical and problem-solving skills in the context of psychology. Offered fall and spring. *Exploration Area:* Social Sciences

PSY 104 WRITING IN PSYCHOLOGY CREDITS: 2

Psychologists write about human behavior. Thus, it is essential for psychology students to learn the writing conventions of APA (American Psychological Association) style and format. This course will help students develop their scientific investigative and writing skills. Students will be introduced to the type of writing expected of psychology majors. Most of that writing will involve research; thus this course will help students to read and think critically about research.. Offered spring. *Prerequisite:* PSY 101

PSY 202 PERSONALITY PSYCHOLOGY CREDITS: 4

This course introduces students to the major classic theories of personality and to the social and cultural influences on personality development. Students will explore the ideas of Freud and his psychoanalytic theory, the humanistic models of Maslow and Rogers, Skinner's behaviorism, Bandura's social-cognitive perspective and Eastern psychologies. Students will enhance their knowledge through reading, discussion, and case studies. As the major theories and research in the field of personality are covered, students will be asked to relate this material to their own lives. Offered spring. *Prerequisite:* PSY 101

PSY 204 SOCIAL PSYCHOLOGY CREDITS: 4

Social psychologists strive to understand how other people influence our thoughts, feelings and behavior. This course will introduce students to theories and research that are an important part of our everyday lives, including topics such as intimate relationships, conformity, persuasion and reasons for aggressive behavior. Throughout this course, students will explore the interplay between people and their environment (i.e. the development of self, social influences on individuals, group interactions, and larger social systems). Offered fall. *Prerequisite:* PSY 101

PSY 206 ISSUES IN ADOLESCENT PSYCHOLOGY CREDITS: 4

This course examines development during the adolescent and emerging adulthood years. Specifically, students will explore normal physical, cognitive, moral, socio-cultural and emotional changes that occur during this stage. Students will consider issues such as sexuality, dating, family and peer relationships. They will also consider problems that are particularly prevalent during adolescence, such as drug and alcohol use, eating disorders, depression, suicide, and teen pregnancy. Students will have the opportunity to read current and classic research in the areas of adolescence and emerging adulthood. Cultural and diversity issues will be discussed throughout the course. Offered spring. *Prerequisite:* PSY 101 or CHI 101

PSY 211 COGNITIVE PSYCHOLOGY CREDITS: 4

This course introduces students to a variety of topics within the field of cognition by exploring how the mind extracts information from the environment (attention and perception), stores it for later use (learning and memory), and then retrieves it when it becomes useful (language, problem solving, decision making). Offered spring. *Prerequisite:* PSY 101

PSY 213 ISSUES IN CHILD PSYCHOLOGY CREDITS: 4

This course provides an in-depth exploration into the science of child psychology spanning from the prenatal period to pre-adolescence. Students will examine the biological, cognitive and socio-emotional changes that occur during this time period. Additional developmental topics will be discussed including epigenetics, prenatal programming, attachment, gender, socio-metrics, intelligence, humor, and additional issues intended to cater to student interests. Offered fall. *Prerequisite:* PSY 101 or CHI 101

PSY 214 HUMAN SEXUALITY CREDITS: 4

This course provides students with an introduction to a variety of topics related to human sexuality, including cultural and personal aspects of human sexuality across the life cycle, sexual diversity, attitudes and myths about sex and sexuality, and the creation and dissolution of relationships. Offered spring.

PSY 215 BIOLOGICAL PSYCHOLOGY CREDITS: 4

Psychology is the scientific study of behavior and mental processes. Biological psychology is the sub area of psychology that takes a biological approach to understanding behavior. Biopsychologists study the biological events that underlie thoughts, feelings, and actions. Research in this area focuses on the relationship between brain and behavior but often extends to physiological processes elsewhere in the body (e.g. stomach, glands). This course will introduce you to the methods biopsychologists employ to investigate the biological underpinnings of behavior. It will explore what is currently known about the biological basis of behavior. Before delving into these topics, this course will provide the necessary foundation-background on basic nervous system anatomy and functioning. Offered fall.

Prerequisite: PSY 101

PSY 227 ISSUES IN ADULT PSYCHOLOGY CREDITS: 4

This course provides an overview of physical, cognitive, personality, and social development across the adult life span, starting from high school graduation through death. This course covers the major theories and historical and contemporary research findings in the field of adult development. Students examine how individuals progress through a series of predictable stages during their lifetime, how they cope with the challenges of each stage, and whether aging should be viewed pessimistically as a series of losses or optimistically as increasing gains in wisdom and experience. Offered of even-numbered years. *Prerequisite:* PSY 101 or CHI 101

PSY 240 LIFE SPAN DEVELOPMENT CREDITS: 4

This course explores the journey of the individual from conception to death. Students trace individual physical, cognitive, and socio-emotional development chronologically, exploring the issues pertaining to each stage. This course helps all students understand others and gain some insight into their own history. It is particularly designed to help future nurses and mental-health professionals who are responsible, in some way, for the care of others. Offered spring. *Prerequisite:* PSY 101

PSY 250 TOPICS IN PSYCHOLOGY CREDITS: 4

Students are offered the opportunity to study in depth a particular topic in psychology that is not part of the regularly scheduled course offerings. The topics for each semester are announced before registration.

PSY 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

PSY 285 PSYCHOLOGY INTERNSHIP CREDITS: 1–4

Qualified sophomores, juniors, and seniors may arrange internships related to psychology with a member of the Psychology faculty. Internships are available in a variety of psychology-

related settings that include child protection agencies, juvenile justice services, schools, adolescent group homes, and rehabilitation facilities. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Offered fall and spring. *Prerequisites:* Two 200-level psychology courses, sophomore standing, Pre-internship Seminar, permission of faculty sponsor and department chair. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

PSY 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

PSY 302 STATISTICAL METHODS FOR PSYCHOLOGY CREDITS: 4

Statistics is the science of reasoning from data. Data and statistical thinking abound in everyday life and in almost all academic disciplines, so the ability to reason with data is essential to educated citizenship. This course introduces concepts that will provide the student with a solid understanding of statistical procedures. The goal of the course is to demystify statistics and enable students to comprehend the evidence and logic behind statistical analysis. Offered fall. *Prerequisites:* PSY 101; junior standing recommended.

PSY 303 SPORT AND EXERCISE PSYCHOLOGY CREDITS: 4

This course is designed to examine and apply the psychological effects of sport and exercise on human behavior. This is accomplished by investigations of concepts and theories which analyze sports, exercise, and physical activity. Topics of discussion include: anxiety, arousal, attention, personality structures, motivation, and intervention strategies. Offered spring. *Prerequisite:* PSY 101 or ESS 101

PSY 306 ABNORMAL PSYCHOLOGY CREDITS: 4

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. Students will be exposed to the science of abnormal psychology and will gain insight into the impact of behavioral disorders on the individual, family, community, and society. Students will also learn about the diagnosis and treatment of some common disorders. Upon completion of this course, students should have a thorough understanding of psychopathology and its correlates. Offered fall. *Prerequisites:* PSY 101; PSY 202; and junior standing.

PSY 308 RESEARCH METHODS IN PSYCHOLOGY CREDITS: 4

This course provides students with a detailed understanding of experimental, observational, and survey research methods. Emphasis is placed on framing research questions, defining

variables and rendering them operational, sampling, assuring internal and external validity, and drawing appropriate conclusions. Students design original research projects. Offered spring. *Prerequisites:* PSY 101, PSY 302

PSY 310 COUNSELING PSYCHOLOGY CREDITS: 4

This course introduces students to the field of counseling psychology and provides an overview of the major theories of counseling and the methods used to put those theories to work in the helping relationship. Students will develop an understanding of how counseling practice is grounded in theory. In addition, students will learn and practice some basic “helping” skills - the foundation of counseling techniques. This course is particularly applicable to students who are preparing for internships in psychology and for those who will pursue careers or graduate work in psychology and related fields (like education and nursing). Offered fall. *Prerequisites:* PSY 101, PSY 202 and junior standing.

PSY 314 LEARNING AND MEMORY CREDITS: 4

This course will provide a comprehensive overview of classic and current issues in the study of learning and memory. We will begin by examining findings from laboratory research to gain a better understanding of the structure and organization of different types of learning and memory: factual information vs. personal events vs. cognitive skills. We will also examine how theories of learning and memory can be applied to understanding “real world” issues such as eyewitness testimony and the false/recovered memory debate. Offered fall of even-numbered years. *Prerequisites:* PSY 101 and PSY 211 (or PSY 210).

PSY 316 HEALTH PSYCHOLOGY CREDITS: 4

The course will examine the role of psychological factors in several health related areas. Topics will include aspects of health research, adherence to medical advice, stress, pain and methods of coping with these. Other topics to be covered include behavior involved with chronic diseases and illness. We will also look at behavioral health, specifically concerned with the use of alcohol and tobacco. Throughout the course we will explore the underlying psychological theories and methods employed in this area as well as some of the clinical applications in this field. Offered spring. *Prerequisites:* PSY 101 and one 200-level PSY course.

PSY 323 POSITIVE PSYCHOLOGY CREDITS: 4

Much of the research and practice of clinical psychology to date has focused on the diagnosis and treatment of psychopathology. Many psychologists today believe that a focus on a disease model (curing illness) is incomplete. Psychology is also the study of human strengths, optimism, happiness, hope, and resilience. This course is an overview of some of the research and concepts in the new and growing field of positive psychology. Students will have an opportunity to explore the concepts firsthand. Students will learn practical ways of using one’s character strengths to promote and maintain their own lives and to enhance the lives of others. Offered spring. *Prerequisite:* PSY 101 and sophomore standing.

PSY 326 GROUP DYNAMICS AND PROCESSES CREDITS: 4

Groups are a bastion of human experience. This course examines the dynamic nature of human group interaction and process. Students will explore the scientific study of group behavior while integrating theory, research and application. Also students will engage in in-class exercises to explore the real-life application of various aspects of group dynamics including (but not limited to) leadership, motivation, perception, power, authority, conformity

and decision-making. Intercultural communication and dynamics will be explored. Offered spring of even-numbered years. *Prerequisite:* PSY 101; sophomore standing.

PSY 350 TOPICS IN PSYCHOLOGY CREDITS: 4

Students are offered the opportunity to study in depth a particular topic in psychology that is not part of the regularly scheduled course offerings. The topics for each semester are announced before registration. *Prerequisite:* one 200-level PSY course.

PSY 354 PSYCHOLOGY AND LAW CREDITS: 4

This course introduces students to the role of psychology in the legal system. A growing numbers of psychologists have become involved in a wide range of activities within the legal system (e.g., testify as expert witnesses; helping attorneys select juries; and preparing witnesses for trial). Students will examine and evaluate the assumptions made by the legal system about psychological and scientific issues. They will also seek to understand how the legal system actually works, not how the law assumes it works. Ultimately, this course will provide insight into the past and anticipated future of this dynamic interdisciplinary field. Offered spring of odd-numbered years. *Prerequisites:* PSY 101, sophomore standing.

PSY 369 DRUGS AND BEHAVIOR CREDITS: 4

This course will investigate drug use and drug actions, both licit and illicit. It will also consider the social and policy issues that surround their use. Accordingly, the specific coverage will span a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic use of behaviorally active drugs, the history of drug use, drug abuse and its prevention and treatment. Specific categories of drugs to be covered include: stimulants, depressants, inhalants, opioids, hallucinogens, and commonly used drugs, such as alcohol, nicotine and caffeine. Medications will also be examined including those for mental disorders and over-the-counter. Offered fall. *Prerequisites:* PSY 101 and one 200-level PSY course.

PSY 450 TOPICS IN PSYCHOLOGY CREDITS: 4

Students are offered the opportunity to study in depth a particular topic in psychology that is not part of the regularly scheduled course offerings. The topics for each semester are announced before registration. *Prerequisite:* one 300-level PSY course.

PSY 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

PSY 485 PSYCHOLOGY INTERNSHIP AND PROFESSIONAL DEVELOPMENT SEMINAR CREDITS: 4–16

Students in this course work in psychology-related settings that include, but are not limited to, community mental health centers, child protection agencies, law enforcement, prisons,

rehabilitation centers, schools, adolescent group homes, and marketing firms. Internships include a weekly seminar with the faculty sponsor in which students explore many components of the professional work experience including the process of helping, ethical practice, communication in the workplace, problem-solving and networking. Students must submit an Internship and Learning Contract application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Offered spring. Graded Pass/Fail. *Prerequisites:* pre-internship seminar; permission of the faculty sponsor and department chair. Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information is available from the Harrington Center.

PSY 486 PSYCHOLOGY CAPSTONE: ADVANCED RESEARCH SEMINAR CREDITS: 2

In this course, students design, carry out, and present the results of original research projects on topics of particular interest to them. Emphasis is placed on choosing methodologies, simple and complex designs, multivariate analysis, interpretation of results, and ethical considerations in psychological research. Students must complete this Capstone experience at Colby-Sawyer College. Offered fall. *Prerequisites:* PSY 101, PSY 302, PSY 308

Public Health

PBH 230 INTRODUCTION TO PUBLIC HEALTH CREDITS: 4

This course introduces the basic principles of public health. The context and scope of public health are covered including history, philosophy, essential services, ethics, and application to current events. Public health is explored from both historical and modern perspectives. Some of the topics covered include social justice, health disparities, vulnerable populations and the role of governments in health care. Offered fall. *Prerequisite or Co-requisite:* HEA 100

PBH 232 MENTAL HEALTH SYSTEMS CREDITS: 2

This course focuses on the mental health delivery system and how people with mental illness interact with the public health and mental health system. The changing social constructions of mental illness and its evolution over time are explored as well as the related historical and contemporary public policy developments. Offered spring. *Prerequisite:* HEA 100

PBH 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

PBH 306 HEALTH RESEARCH METHODS CREDITS: 4

This course prepares students to effectively assess and apply research evidence and skills in health studies practice. Students will be able to evaluate the quality of health data, conduct a literature review and apply principles of ethics. Research skills including study design and

data analysis will prepare students to design, conduct and evaluate a research project at the undergraduate level. Offered spring. *Prerequisite or Co-requisite:* MAT 220

PBH 330 EPIDEMIOLOGY CREDITS: 4

This course is designed to introduce students to the field of epidemiology. Students are presented with the historical role of epidemiology in the understanding of disease causation as well as the role of modern epidemiology in public health and health education. Offered fall. *Prerequisites:* MAT 220, PBH 230 and BIO 108 or BIO 106.

PBH 332 PREVENTION OF ILLNESS AND INJURY CREDITS: 4

Prevention of illness and injury 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. Offered spring. *Prerequisite:* PBH 230 or HP 220

PBH 401 PUBLIC HEALTH POLICY AND LAW CREDITS: 2

Public health policy and law 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. This is a writing intensive course. Senior-level standing in the major. Offered fall. *Prerequisite:* PBH 230

PBH 485 PUBLIC HEALTH INTERNSHIP CREDITS: 2–12

Students enroll for varied credit in a department 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. Offered fall and spring. *Prerequisites:* PBH 230; Pre-internship seminar; permission of faculty sponsor and department chair.

PBH 486 PUBLIC HEALTH CAPSTONE I CREDITS: 2

Students propose, design and carry out a research program in an area of interest in the public health field. Students meet weekly as a group with the course instructor to discuss research design, methodology, results and progress toward completion of the proposal. Presentation of the research in a public forum is required. Offered fall. *Prerequisite or Co-requisite:* PBH 306 and senior-level standing in the major.

PBH 487 PUBLIC HEALTH CAPSTONE II CREDITS: 2

In this course students complete the research project initiated in PBH 486. In coordination with their capstone advisor students are expected to refine their projects from PBH 486, continue to collect data and results, and provide an appropriate treatment or analysis of them. Students give an oral presentation of their project and submit a final paper. Offered spring. *Prerequisite:* PBH 486

Religion

REL 104 CHRISTIANITY AND THE WEST CREDITS: 4

This course introduces students to the origins, influences, and developments of Christianity from its inception through its presence in the world today. Students will trace major themes of Christianity, and explore the many intersections with Western history and thought. Fundamental to this course is the understanding that the history of the West and the history of Christianity are inextricably linked, and that this link continues to influence modern attitudes and values, such as family, the church and state, social justice, sex, and free will. Offered spring of odd-numbered year. *Exploration Area:* Humanities

REL 105 WORLD RELIGIONS CREDITS: 4

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. Offered fall of even-numbered years. *Exploration Area:* Humanities.

REL 206 THE MEANING OF DEATH CREDITS: 4

In this course students are introduced to the beliefs and practices of various world religions in relation to death and dying, grief and bereavement. Emphasis is placed on the reading of personal accounts as well as primary and secondary religious texts with the goal of increasing appreciation of the role of religion at the end of life and the variety of means by which religion impacts people at this time of life. Offered fall of odd-numbered years. *Exploration Area:* Humanities

REL 237 THEMES IN COMPARATIVE RELIGION CREDITS: 4

This course explores two or more religious traditions in significant depth. The goal is to delve more deeply into the ideas and practices of religions than is possible in REL 105. Special attention will be given to primary and secondary sources, and developing frameworks for conceptualizing differences and similarities within and among these traditions. Offered spring of even-numbered years. *Exploration Area:* Humanities

REL 250 TOPICS IN RELIGION CREDITS: 4

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

REL 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and

requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

REL 350 TOPICS IN RELIGION CREDITS: 4

These courses offer students in-depth study of topics in religion that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring semesters. *Prerequisite:* one REL course or permission of instructor.

RN to BS

RNBS 401 NURSING RESEARCH AND EVIDENCE BASED PRACTICE CREDITS: 4

This course will continue development of evidence-based practice skills in the already licensed professional nurse. Students will develop or consolidate skills in evaluating and applying research to clinical practice. Topics include the research process, literature critique and principles of effective and efficient knowledge transfer into practice. Using project based learning students will incorporate the clinical value compass and principles of quality improvement to address practice issues. (*Prerequisite:* MAT 220 or equivalent) Offered fall.

RNBS 402 COMMUNITY AND PUBLIC HEALTH NURSING CREDITS: 4

This course introduces the concept of the community as client and examines population-focused nursing. Topics include epidemiology, biostatistics, community assessment, cultural competency, vulnerable populations, and environmental health. The course also examines the context of community and public health nursing through the exploration of the social and ecological determinants of health. Public health sources of information will be accessed to inform evidence-based practice and population health. The course includes an experiential component, with a focus on the assessment, planning, implementation and or evaluation of community/public health-focused nursing care. Offered summer.

RNBS 403 THE ADMINISTRATIVE CONTEXT FOR HIGH QUALITY CARE DELIVERY CREDITS: 4

Based upon the Quality and Safety Education for Nursing (QSEN) core competencies, students will develop the knowledge, skills and attitudes required to deliver high value care to patients and families. A focus of the course will be how health care delivery systems develop high reliability care systems that assure the safe and high quality delivery of patient care. The policies, regulatory and legal contexts for health care, including the Affordable Care Act, are addressed with an emphasis on the critical role that nurses play. Offered spring.

RNBS 404 NURSING LEADERSHIP AND MANAGEMENT IN HEALTH CARE SYSTEMS CREDITS: 4

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

RNBS 486 CAPSTONE RESEARCH PROJECT IN NURSING CREDITS: 4

The RNBS486 Capstone project demonstrates the students' synthesis of learning from previous courses. Students identify an area of interest with an opportunity for change in their practice setting. The project reflects Quality and Safety Education (QSEN) competencies. Students conduct an organizational assessment, complete a comprehensive literature review, and develop a strategy for implementation of change. The project incorporates inter-professional collaboration and nursing leadership. Offered every semester starting spring 2016.

Science

SCI 107, 109, 111, 113 SCIENCE SEMINARS CREDITS: 1

The Natural Sciences Department provides a program of speakers and presentations that focus on topics in science. Students receive credit for attendance at 80 percent of the semester's talks and are required to produce several short writing assignments. Graded Pass/Fail. Offered fall.

SCI 112 INTRODUCTION TO ASTRONOMY (+ LAB) CREDITS: 4

This laboratory course provides a hands-on introduction to astronomy. Students take an historical perspective, noting major theoretical developments in astronomy such as the work of Galileo, Kepler, Newton, Einstein, Hubble, and Hawking, and also a practical perspective, discussing the exploration of space by satellites, shuttles, and telescopes. Laboratory work involves computer demonstrations and night sky observations. Offered spring. *Exploration Area: Science*

SCI 130 EARTH SCIENCE (+ LAB) CREDITS: 4

This course focuses on fundamentals of earth science, which include geology, meteorology, oceanography and astronomy. In addition to developing a basic comprehension of our physical environment, students study potential responses to hazards in the natural environment. Extensive use is made of audiovisual materials and laboratory activities. Offered fall and spring. *Exploration Area: Science*

SCI 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

Sociology

SOC 101 INTRODUCTION TO SOCIOLOGY CREDITS: 4

This course examines sociology as a scientific discipline with an introduction to its foundational themes, empirical concerns, and analytical approaches. Students will investigate the interrelationship between individual experience and broader social contexts emphasizing the effects of social class, race/ethnicity and gender on life experiences and opportunities.

Students will gain knowledge and critical thinking skills regarding contemporary social life in the United States. Offered fall and spring. *Exploration Area:* Social Sciences

SOC 203 SOCIOLOGY OF THE FAMILY CREDITS: 4

This course focuses on the structure of the American family and how this structure is changing as society changes. Major focus in on the diversity of family forms, roles in partnered relationships, and a variety of social problems associated with family life. The impact of political and economic systems on family life is also explored. Offered fall and spring. *Prerequisite:* SOC 101 or CHI 101

SOC 218 U.S. SOCIAL PROBLEMS CREDITS: 4

U.S. Social Problems explores current, domestic issues through a sociological lens, taking into consideration the sociological imagination, and exploring the 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. Offered fall. *Prerequisite:* SOC 101

SOC 219 GLOBAL SOCIAL PROBLEMS CREDITS: 4

Our modern world is closely linked through trade, travel, and cutting-edge communication tools, and as such we have the ability to examine global issues like never before. This course will explore social problems across ever-more permeable international boundaries, and within specific regions of the world. Focus will be placed on contemporary issues concerning social justice and inequality, gender, terrorism, migration, urban conditions, and global climate change. Students will be required to demonstrate in-depth knowledge of, and critically evaluate, one issue. Offered spring. *Prerequisite:* SOC 101

SOC 250 TOPICS IN SOCIOLOGY CREDITS: 4

These courses offer students in-depth study of topics in sociology that are not part of the regularly scheduled course offerings. The topics are announced before registration. *Prerequisite:* one 100-level SOC course.

SOC 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

SOC 285 EXPLORATORY SOCIOLOGY INTERNSHIP CREDITS: 2–4

This exploratory internship gives students the opportunity to gain experience with the study of sociology as well as with career opportunities available to graduates. Graded Pass/Fail. *Prerequisites:* sophomore standing, Pre-Internship Seminar

SOC 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed

course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

SOC 303 SOCIOLOGICAL ASPECTS OF SPORT CREDITS: 4

This course acquaints students with sport as a reflector and transmitter of values incorporated into the nature of sports in our society. Topics include: sport and mass media, violence in sport, deviant behavior and sport, issues of race and culture in sport, and gender in sport. Offered fall. *Prerequisite:* SOC 101 or ESS 101

SOC 304 RACE AND ETHNIC RELATIONS CREDITS: 4

This course examines how race and ethnicity continue to organize social relations and inequality in the United States and beyond. The course focuses on race and ethnicity as socially constructed categories and on contemporary forms of structural inequality. Topics may include issues in health care, residential segregation, access to education, the criminal justice system, media representations, and immigration. Discrimination at the interpersonal and institutional level will be featured as well as how race and ethnicity intersect with other forms of oppression such as gender and socio-economic class status. Offered fall. *Prerequisite:* SOC 101

SOC 316 SOCIAL THEORY CREDITS: 4

This course provides an introduction to the central issues in sociological theory and a survey of both classical and modern sociological theorists. Sociological theory plays a critical role in the formation and development of sociology, in that it provide lenses through which to see the world; lenses that define the actors, contexts, and institutions that populate the realm of sociology. While sociology inculcates an awareness of how individual problems connect to social issues, it is sociological theory that structures the social world such that “problems” and “issues” first emerge. Offered fall. *Prerequisite:* SOC 101

SOC 322 GENDER AND SOCIETY CREDITS: 4

Gender and Society explores both “sex” and “gender” from a sociological perspective. We will examine and critique a variety of social institutions that produce, maintain, and enforce these categories as well as investigate how they are connected to social stratification and structures of race/ethnicity, socio-economic class, and sexualities. The course will investigate the lives of transgender individuals as well as various theories of sexual orientation. Central to the course is a focus on how an active, informed sociological imagination can promote a better understanding of the forces that shape our “individual” gendered lives. Offered spring. *Prerequisite:* SOC 101 or WGS 111

SOC 333 RESEARCH METHODS IN SOCIOLOGY CREDITS: 4

This course provides exposure to the variety of quantitative and qualitative research methods used in sociology with the emphasis on survey research and statistical analysis using Statistical Package for the Social Sciences (SPSS). The course introduces descriptive and

inferential statistics and the conditions under which they are meaningful. Students become familiar with issues related to measurement and data processing with an emphasis on research design. Offered spring. *Prerequisites*: SOC 101, junior standing recommended.

SOC 350 TOPICS IN SOCIOLOGY CREDITS: 4

These courses offer students in-depth study of topics in sociology that are not part of the regularly scheduled course offerings. The topics are announced before registration. *Prerequisite*: one 100-level SOC course.

SOC 450 TOPICS IN SOCIOLOGY CREDITS: 4

These courses offer students in-depth study of topics in sociology that are not part of the regularly scheduled course offerings. The topics are announced before registration. *Prerequisite*: one 300-level SOC course.

SOC 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites*: Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

SOC 485 SOCIOLOGY INTERNSHIP CREDITS: 4–12

Through this minimum 160-hour internship students gain professional experience by applying skills learned in their sociology class work. Students may choose from a variety of internship options including community and government agencies, the criminal justice system, non-profits, or others that assist entry into a professional career. Graded Pass/Fail. *Prerequisites*: Sociology major, Junior standing or above; Pre-internship seminar; permission of faculty sponsor and department chair.

SOC 486 ADVANCED SEMINAR-CAPSTONE CREDITS: 4

This course involves a semester of directed research in which students carry out an empirical research study. Students work closely with faculty and will present their research to the college community at the spring Scholars Symposium. Offered fall. *Prerequisite*: SOC 333

Theater

THE 103 INTRODUCTION TO THEATER ARTS CREDITS: 4

This course offers students an overview of how theater is created in contemporary America. Explanation of how each of the elements of theater—acting, directing, playwriting, design—fit together to make a theatrical production. Theater and dramatic literature are investigated through play readings, historical study, theater attendance, written responses and group presentations. Offered fall and spring. *Exploration Area*: Fine and Performing Arts

THE 104 IMPROVISATION CREDITS: 4

In this class students will develop of fundamental acting skills using the work of Spolin, Johnstone, Del Close and others as a springboard to practice improvisational comedy technique in both short and long form. Students will have performance opportunities during the semester. Rehearsal time outside of class is required. Offered spring

THE 140 ACTING STUDIO I CREDITS: 4

A foundation course in acting technique focusing on Stanislavsky's system with physical and vocal work included. Students will use in class scene work and production attendance to learn about the craft of performance. No prior acting experience is required. Rehearsal time outside of class is required. Offered fall and spring. *Exploration Area: Fine and Performing Arts*

THE 202 THEATER HISTORY CREDITS: 4

This course surveys the theater from its classical beginnings to the present emphasizing the development of the American theater scene. Students are expected to read theatrical literature from across the canon and respond based on historical context. Offered spring. *Exploration Area: Fine and Performing Arts*

THE 203 SCRIPT ANALYSIS CREDITS: 4

Students will learn how to evaluate a script as preparation for production as actors, directors and designers. Selected plays from classical to contemporary will be studied as well as new work. The class explores business models and roles for modern theater including the role of the dramaturge. Offered fall of even-numbered years. *Exploration Area: Fine and Performing Arts*

THE 205 NEW YORK THEATER CREDITS: 4

Students will read contemporary Broadway and Off-Broadway scripts. Students will learn what themes and issues current playwrights are exploring and how to approach these scripts from an artist's point of view. Productions will be discussed through videos, visiting lectures and field trips. Offered fall of odd-numbered years

THE 226 INTEGRATED ARTS PERFORMANCE STUDIES AND THEORY I CREDITS: 4

Students are introduced to concepts, approaches and theories relevant in creating theater performances and artistic design. Students explore and create a type of art which is in the forefront of contemporary work. Students from different disciplines in the arts (music, dance, theater, graphic design, and studio art and art history) work together becoming aware of each other's materials and craft while creating a collaborative work. Offering spring of even-numbered years

THE 230 STAGECRAFT CREDITS: 4

Designed to provide students with a working knowledge of the artistic and technical skills essential to theater production, this course introduces the tools and hardware necessary for the creation of scenery, properties, sound effects and lighting. This course combines lecture and laboratory work and requires backstage participation in college productions. Students are required to learn and follow appropriate safety protocols for the studio and stage. Offered fall and spring. *Exploration Area: Fine and Performing Arts*

THE 240 ACTING STUDIO II: CONTEMPORARY THEATER CREDITS: 4

This course focuses on script analysis and performance of monologues and scenes written by modern realistic playwrights such as Miller, Williams, Mamet, Vogel and LaBute. Scripts from docudrama and theater collectives included. Videos, visiting lectures and field trips. Rehearsal time outside of class is required. Offered spring of odd-numbered years.

Prerequisite: THE 140

THE 261 STAGE MANAGEMENT CREDITS: 4

Students will learn the craft of Equity stage management from coffee to prompt books. Course readings on history and evolution of stage direction complement practical skills including technical notation and rehearsal management. Crew work on department productions is required. Offered fall of odd-numbered years. *Prerequisite:* THE 103

THE 295, 395, 495 INDEPENDENT STUDY CREDITS: 4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

THE 308 PLAYWRITING CREDITS: 4

Students explore the art of playwriting by reading and studying great plays along with crafting weekly 10-minute plays through in class exercises. All work will be read aloud and developed into longer scripts over the semester with the help of student and local actors. Playwrights will experience live presentations of their work in an end of semester open reading. Offered fall of odd-numbered years. *Prerequisite:* WRT 101/105

THE 319 LIGHTING AND COLOR THEORY CREDITS: 4

This course provides an intensive exploration of color theory, additive and subtractive processes, and other concepts essential to the visual literacy of the advanced studio artist and designer. The course utilizes studio work, theater lighting practice, presentations and readings. Offered fall of even-numbered years. *Prerequisites:* THE 230, ART 125 or any 200-level studio art course.

THE 330 ADVANCED STAGECRAFT CREDITS: 4

This course introduces the intermediate fundamentals of theatrical scenery and lighting, exploring color theory, design for diverse types of productions, and the director designer relationship. Students become familiar with architectural aspects of the stage and types of scenery and lighting, expanding their working knowledge of materials, tools and technical skills. Students learn by doing, participating on the tech crew for at least two Sawyer Center productions, and they are required to follow appropriate safety protocols. Offered fall and spring. *Prerequisite:* THE 230

THE 340 ACTING STUDIO III: CLASSICAL THEATER CREDITS: 4

This course focuses on intensive script analysis and performance of scenes and soliloquies from plays that demand a heightened performance style. The focus will be on the major plays of Shakespeare, Chekhov, Ibsen, and Strindberg, together with readings in acting theory. Videos, visiting lectures and field trips. Rehearsal time outside of class is required. Offered spring of even-numbered years. *Prerequisite:* THE 240

THE 361 DIRECTING THEORY AND ACTION CREDITS: 4

The history and theory of directing is researched and applied as students gain practical experience directing scripted scenes and short plays. Students create a director's notebook and present their final project to an audience. Extensive time outside of class is required for rehearsals, tech and performance. Offered fall of even-numbered years. *Prerequisites:* THE 140 and THE 202

THE 403 THEATER MANAGEMENT CREDITS: 4

This course introduces the student to theater careers in marketing, development and financial management. Projects will include season selection, budgeting, and grant writing. The role of the producer is explored in depth. Students will have significant responsibility in the managerial and practical aspects for that semester's departmental production. Offered fall of odd-numbered years.

THE 430 THEATRICAL DESIGN CREDITS: 4

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. Offered fall and spring. *Prerequisite:* THE 330

THE 440 ACTING STUDIO IV: COLLABORATIVE EXPERIENCE CREDITS: 4

This course focuses on the collaborative relationship between actor, director, playwright and designers using techniques created by SITI (originally Saratoga International Theater Institute) Company and Tectonic Theater Company. Students discover how creating new work together results in exciting theatrical events. Rehearsal time outside of class is required. Offered fall of odd-numbered years. *Prerequisites:* THE 140 and THE 240

THE 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Permission of the instructor and the department chair. Requirements can be found under Additional Curricular Opportunities.

Note: Prior to fall 2015 WGS courses were listed as WST courses.

WGS 111 INTRODUCTION TO GENDER STUDIES CREDITS: 4

This course is an introduction to Women's and Gender Studies, an interdisciplinary field that examines the concept of gender and how it intersects with class, race, and sexuality. Students will become familiar with key issues and debates in the scholarship, as well as histories of feminism and feminist thought. Offered fall and spring. *Exploration Area:* Humanities

WGS 250, 350 TOPICS IN WOMEN'S AND GENDER STUDIES CREDITS: 4

These courses offer students in-depth study of topics in Women's and Gender 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.

WGS 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each 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. These courses may be repeated for credit; however after the first course additional courses may only be used as electives. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

Writing

WRT 101 INTRODUCTION TO ACADEMIC WRITING CREDITS: 4

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

WRT 201 INTRODUCTION TO CREATIVE WRITING CREDITS: 4

This is an introductory course in the writing of fiction and poetry. In addition to practicing each of these forms, students read examples of contemporary poetry and fiction. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

WRT 250 TOPICS IN WRITING CREDITS: 4

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

WRT 278, 378, 478 RESEARCH ASSISTANTSHIP CREDITS: 1–4

Academically qualified junior and senior students work with faculty members as research assistants for faculty research projects. 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. 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. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring.

WRT 295, 395, 495 INDEPENDENT STUDY CREDITS: 1–4

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member. Independent study courses may not be used to meet major requirements; only one may be used to meet a requirement for a minor. Independent study courses may be repeated for credit, however after the first course additional courses may only be used as electives. Please refer to more details and requirements in the Additional Curricular Opportunities section of this catalog. Offered fall and spring. *Prerequisite:* Permission of the instructor and the department chair.

WRT 301 INTERMEDIATE CREATIVE WRITING: POETRY CREDITS: 4

Students continue to develop their knowledge of poetry and the skills and discipline necessary to write. Students also gain knowledge about literary editing by working with the college's literary magazine. Offered fall. *Prerequisite:* WRT 201

WRT 302 INTERMEDIATE CREATIVE WRITING: FICTION CREDITS: 4

Students continue to develop their knowledge of fiction and the skills and discipline necessary to write. Students also gain knowledge about literary editing by working with the college's literary magazine. Offered spring. *Prerequisite:* WRT 201

WRT 304 INTERMEDIATE CREATIVE WRITING: GENRE STUDIES CREDITS: 4

This course provides an in-depth study of a creative writing genre other than poetry or fiction. Possible topics include the prose poem, the essay, writing for young people, playwriting, scriptwriting, and translation. Students also gain knowledge about literary editing by working with the college's literary magazine. Offered fall of odd-numbered years. *Prerequisite:* WRT 201

WRT 311 SCRIPTWRITING CREDITS: 4

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. Offered fall of even-numbered years. *Prerequisite:* WRT 201 or MED 216

WRT 350 TOPICS IN WRITING CREDITS: 4

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

WRT 480 TEACHING ASSISTANTSHIP CREDITS: 1–4

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. 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. Offered fall and spring. *Prerequisites:* Requirements can be found under Additional Curricular Opportunities.

WRT 485 WRITING INTERNSHIP CREDITS: 1–6

All Creative Writing majors are required to complete a minimum one-credit internship to gain practical experience under the supervision of both a professional in the field and a member of the Creative Writing faculty. Any organization involved in writing or publishing, or the 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. Offered fall and spring. *Prerequisite:* Creative Writing major, Pre-internship seminar, permission of the faculty sponsor and department chair.

WRT 486 CAPSTONE PROPOSAL CREDITS: 2

Students design and complete a proposal for the Capstone Project they will write the following semester. In collaboration with the instructor, students plan the creative and critical components of the project. Offered fall. *Prerequisite:* Creative Writing major

**WRT 487 CAPSTONE EXPERIENCE SENIOR SEMINAR
IN CREATIVE WRITING** CREDITS: 2

Students will write and present a creative thesis consisting of creative work that has undergone serious revision. Additionally, students will write a critical essay addressing some aspect of the craft of creative writing, demonstrating specialized knowledge in an area of their choice. Students will give a short reading of their creative work and a brief overview of their critical project on Scholars' Day. Offered spring. *Prerequisite:* WRT486

CERTIFICATE PROGRAMS

Coaching Certificate

The Coaching Certificate Program educates students who are interested in pursuing careers in coaching as well as students who plan to coach athletics on a part time basis. Students are introduced to the core knowledge and experiential components of sport coaching. The certificate is a formal acknowledgement of training in coaching that is recognized by most states in the U.S. and all states in New England. The Coaching Certificate provides a coaching specific education which is delivered both in a classroom setting and in an online option to benefit both current Colby-Sawyer College students, as well as other interested students. Enrollees must apply to the college for acceptance and meet admissions eligibility requirements.

Requirements: Total credits 16-17

- ESS 100
- ESS 105 (competency requirement, CPR certification must be valid for graduation)
- ESS 206 or ESS 324 (Students receive credit for only one course)
- ESS 328

Students must take 4 credits from the following elective list:

ESS 204, 217, 318, 326, 329, 402; PSY 303

Online and residential students must take ESS 328 and at least one of the following requirements at Colby-Sawyer College:

- ESS 100
- ESS 206 or ESS 316 or ESS 324

HRM course descriptions begin on page 182 in Course Descriptions

Human Resource Management Certificate

The Certificate Program in Human Resource Management is designed to develop current or aspiring supervisors, managers and human resource professionals to acquire the knowledge, practices, and skills necessary to effectively manage today's workforce. The core courses will provide the framework—while the electives will allow you to tailor the level of specificity to your particular interests. Employees touch every part of an organization and in fact, at most organizations, personnel, both direct and indirect costs, are often the largest single factor to the bottom line. Supervisors and HR professionals who understand these factors can be instrumental in shaping an organization and its people. This certificate builds or enhances your knowledge of current HR practices; teaches you how to successfully manage and motivate an increasingly diverse workforce; and helps you apply business, social, regulatory, and technical issues to your industry and work situation so you may effectively lead your employees and your business in a challenging and changing environment. The certificate in HRM increases the student's knowledge of daily supervisory issues in managing human resources. This includes recruitment, hiring, legal challenges, training, evaluating and disciplining personnel. The perspective of this certificate is on daily operational skills and knowledge designed to assist current or future supervisors in managing personnel. This program may be pursued by students seeking an associate or bachelor degree at Colby-Sawyer College and others students seeking only a certificate.

ESS course descriptions begin on page 157 in Course Descriptions.

Course Requirements:

- Required Core Courses: HRM 201 or BUS 215 and HRM 301 and HRM 440
- Elective Courses: 6 elective credits: HRM 310, HRM 410, LDR 411

Leadership Certificate Online

The Leadership Certificate will develop your leadership, management, and supervisory skills to prepare you for the organizational challenges of tomorrow and enhance your career progression. Designed to be completed within one year completely on-line, this

certificate will prepare current or aspiring leaders in any profession or organization who are determined to develop their leadership potential to the fullest. You will gain both practical and strategic knowledge to inspire, challenge, reward, and mentor today's diverse workforce.

The leadership certificate will improve your knowledge of group dynamics, communication, management theories, conflict resolution, and external and internal structures and requirements that will immediately impact your skills in the workplace. The Leadership certificate may be pursued by those seeking an associates or bachelor education, as well as students seeking a stand-alone certificate showing knowledge in management and leadership.

Course Requirements:

- Required Core Courses: LDR 202 or BUS 215; and HRM 301 and LDR 440
 - Electives Courses: 6 elective credits: LDR 312, LDR 411, LDR 412
- LDR course descriptions begin on page 185 in Course Descriptions.

ADDITIONAL CURRICULAR OPPORTUNITIES

INDEPENDENT STUDY

Courses numbered 295, 395 and 495 may be developed by students in subject areas not ordinarily offered at the college. However, not all departments offer all levels of independent study. The distinction among course levels depends on the focus of the proposed course, the amount of previous work done in the field, and the extent of student independence; in general the higher the level the greater the expectation. Independent study courses may not be used to meet major requirements; only one 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 departmental approval, to the academic dean during the normal registration period for the next semester. Under special circumstances, the academic dean may extend the period for submission of independent study proposals, but in no case will proposals be accepted after the third day of the first week of classes of the semester.

INTERNSHIPS ACROSS THE CURRICULUM

In keeping with Colby-Sawyer College's goal to integrate the liberal arts and sciences with professional preparation, students have opportunities to gain practical experience in a chosen field through internships in a wide range of organizations.

Internships are integrative learning experiences designed to provide students with learning opportunities under collaborative supervision among Colby-Sawyer College faculty, staff and work-site professionals. Internships allow students to enhance their academic programs with work experience related to career interests in business, industry, government, health care, sports, science, education, human services, plus many opportunities in national and international settings.

All majors require that students take an internship while enrolled at the college. Programs in athletic training and nursing have specific certification and accreditation requirements, and related information can be found in these respective sections.

Internships are arranged through the Harrington Center for Career and Academic Advising 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 students stand out from other candidates. In a five year review of graduates reporting employment within six months of graduation an average of 37 percent were hired by their internship sites.

Eligibility Requirements

Any matriculating student is eligible for an internship provided that the student:

- Has earned enough credits for sophomore status
- Has submitted a résumé and Internship Intent form to the Harrington Center
- Has satisfactorily completed the Pre-internship Seminar on Moodle
- Meets the criteria established by the college and by each discipline for participation and has departmental approval
- Has a different experience for each subsequent internship
- 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 department may have established prerequisites for students wishing to undertake internships. However, these are the general guidelines:

- Students will be registered for the internship upon approval of the Internship Learning Contract arranged with the Harrington Center
- Internships numbered 285, 385 and 485 will be graded on a Pass/Fail basis.
- Forty site-directed hours equals one credit for all majors except Child Development and Psychology.
- Internships are either 285 (exploratory) or 385 (intermediate) or 485 (advanced).
- Internship credit is limited to a maximum of 15 credits towards graduation.
- In a given semester, a student is only allowed to take one-internship.
- The internship will be a different experience each time for each student.
- An interdisciplinary internship (INT 285) is available.
- Colby-Sawyer College faculty must submit grades by September 30 for summer internships.

For specific add, drop and withdrawal dates please refer to the Academic Calendar.

RESEARCH ASSISTANTSHIPS

Qualified sophomore, junior and senior students may apply to work with faculty members as research assistants on the faculty member's own research. This may include any or all 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 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 departmental decision
- The course will be graded unless the student chooses the Pass/Fail option. If the department allows 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.

TEACHING ASSISTANTSHIPS

Qualified junior and senior students or students given permission of the instructor may apply to work with faculty members as teaching assistants in 100- and 200-level courses. If they are accepted for an assistantship, students must enroll in the course designated 480: Teaching Assistantship in the relevant academic area.

The teaching assistantship course allows students to participate in the instructional development of a course and to learn about teaching methodologies and course development. The teaching assistant has definite instructional responsibilities in the class as well as an instructional component in which the assistant learns how to teach. The assistant engages in regular discussions with the faculty member concerning the course and teaching methodology. 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.
- Permission of the instructor and the department chair is required.
- Course credit toward major or minor requirements is a departmental decision.
- The course will be graded unless the student chooses the Pass/Fail option.
- If the department allows 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 department and may differ with the nature of the course (lecture, laboratory or studio).
- Teaching assistantships are limited to junior and senior students except by 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 permission of the instructor

WESSON HONORS PROGRAM

As its mission states; the Wesson Honors Program is designed to provide highly motivated students with an optional intensive experience in the liberal arts. By creating academic, cultural, and social opportunities for integrative and interdisciplinary intellectual discovery, the program challenges students not only to widen their own avenues of intellectual exploration but to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college. The academic courses in the program introduce students to a rich body of interdisciplinary knowledge and the process of interdisciplinary thinking. Small seminar class meetings encourage lively exchanges between students and faculty members.

Students with a minimum 3.75 high school grade point average are eligible for the Wesson Honors Program. Students accepted into this program will be awarded a Wesson Honors Scholarship and will be enrolled in the Honors Program. This scholarship will be awarded annually to students who maintain good standing in the program. To sustain good standing in the program, students must maintain dean's list status (earn a minimum 3.5 grade point average at least every other semester), take at least one honors course each year, and uphold the mission of the Wesson Honors Program.

To receive an Honors Certificate, a student must complete 18 Credits in Honors course work including the Honors First-Year Symposium 101 (4 credits) and the Wesson Honors Capstone Seminar (2 credits). The additional Honors credits may be completed through Honors Topics courses (4 credits), Honors Integrated Studies course, one Honors Peer Mentor or Teaching Assistantship (1-4 credits), one Honors Contract (4 credits) or one Honors Independent Study (1-4 credits).

Honors course descriptions can be found on page 181.

STUDENT EXCHANGE

The New Hampshire College and University Council

Colby-Sawyer College is a member of the New Hampshire College and University Council (NHCUC), an academic consortium which includes Franklin Pierce College, Keene State College, New England College, Plymouth State University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire.

Altogether more than 20,000 students are enrolled in consortium institutions. These students are able to benefit from student and faculty exchange, special workshops and seminars, enlarged library resources, and full- and part-time study on other consortium campuses.

Qualified students, with appropriate approval of the registrar, may enroll in one or more courses or for the fall or spring semester (excluding summer) in residence at one of the

NHCUC institutions listed above on a space-available basis. Such study is considered Colby-Sawyer College sponsored and may be used to meet the residence requirement.

The registrar must approve all courses prior to enrollment, and students must earn a minimum grade of C (2.00) to receive transfer credit. Credits and grades will be recorded on the student's transcript and calculated into the student's GPA.

No extra financial charge is made other than special course fees, such as laboratory fees. Students must provide their own transportation and, when applicable, must make their own arrangements for room and board at the institution at which they intend to enroll. The consortium network of schools offers the variety of courses usually found only on a large university campus but retains the small-college environment with respect to academic support, residency, social life and student development opportunities.

STUDY ABROAD

The study abroad program at Colby-Sawyer College provides students the opportunity to acquire broad cultural knowledge and practical skills which will enable them to participate fully in a global society and to contribute to the internationalization of the Colby-Sawyer College campus through academically demanding international programs.

Study abroad is open to Colby-Sawyer College students who have a 2.80 minimum cumulative GPA and are in good academic and social standing with the college.

Colby-Sawyer College program affiliates offer study opportunities that will complement a student's degree program. Students accepted to Colby-Sawyer College Study Abroad/Away maintain their enrollment status at Colby-Sawyer allowing them to carry their Pell Grants, Subsidized Stafford and Unsubsidized Stafford Loans into their international or domestic study programs.

Students interested in study abroad and study away programs can receive information and assistance from the Harrington Center for Career and Academic Advising. Colby-Sawyer College has affiliations with several programs allowing students to study in a wide variety of countries including Australia, Austria, Czech Republic, England, France, Hungary, Ireland, Italy, Kenya, Mexico, New Zealand, Panama, Poland, Russia, Spain and more. These affiliate programs include: Academic Programs International, American Institute of Foreign Study, Council on International Educational Exchange, Florida Atlantic University, Harlaxton College, Grantham, UK affiliated with the University of Evansville, Hellenic American University, The School for Field Studies, Center for International Studies, and The Education Abroad Network.

For students interested in studying away in a diverse learning and experiential work environment in Washington, D.C. please see the Washington Internship Institute (WII) program description section of the catalog.

WASHINGTON INTERNSHIP INSTITUTE (WII) AFFILIATION

Colby-Sawyer College in Washington, D.C.

The Washington Internship Institute (WII) is an educational non-profit organization that provides college students from both the U.S. and abroad with internships in Washington,

D.C. The Colby-Sawyer College in Washington, D.C. WII program delivers a combination of experiential learning principles and academic rigor resulting in a semester that is challenging and actively engages students in their communities. Our affiliation with WII will allow students to remain enrolled at Colby-Sawyer College (fall and spring terms) and the credits earned will appear as Colby-Sawyer College credits.

Colby-Sawyer College students initially apply for this program through the Harrington Center for Career and Academic Advising 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 5th for spring semester and March 5th for fall semester programs. Once accepted to Colby-Sawyer College study away students can apply directly to the WII program.

WII Course Offerings

WII 301 EXPERIENTIAL EDUCATION SEMINAR CREDITS: 3

This seminar provides a context for discussion, reflection and understanding of the internship experience related to their major and other courses. Graded by WII faculty.

WII 302 ENVIRONMENTAL AND SUSTAINABILITY POLICY STUDIES (ESPS) CREDITS: 3

Examines how U.S. environmental and sustainability policies are made, who and what influences their creation, and the scope and breadth of the field. ESPS introduces students to the players and institutions that shape environmental decision-making on the major issues of our time including climate change, energy sustainability, manufacturing, architecture, urban planning, endangered species, the oceans, and many others. ESPS also critically analyzes the convergence of U.S. environmental policy with the challenges and realities of geopolitics. This is an exciting and challenging time for students to see firsthand the intersection between environmental decision-making and the rapidly changing world of scientific discovery and domestic and international politics. Sample internships include: American Forests, American Rivers, Climate Institute, NOAA (National Oceanic and Atmospheric Administration), Sierra Club, U.S. Building Council, and World Wildlife Fund. Graded by WII faculty.

WII 303 INSIDE WASHINGTON, D.C. CREDITS: 3

This program welcomes all majors and is a multidisciplinary internship program examining the way in which diverse fields ranging from communication and literature to business, government, the arts, and education, converge in the nation's capital to create and influence today's politics and policy. Inside Washington combines an intensive academic seminar exploring the shape of recent U.S. history, current events, and the politics influencing the national agenda with a substantive, hands-on internship within a field of interest. Students will spend the semester reflecting on the many ways their academic fields and professional goals can make them more active citizens, and prepare them for a leadership role on the local, state, or global level. Sample internships include: Capitol Hill, U.S. Department of Justice, Meet the Press, Smithsonian Institute, Internal Revenue Service, Council on Economic Advisors, CNN (Cable News Network) and Newseum. Graded by WII faculty.

WII 304 INTERNATIONAL AND FOREIGN POLICY STUDIES CREDITS: 3

This is an intensive academic seminar drawing on the talent from several sectors, including the State Department and other government agencies, foreign policy think tanks, international non-governmental organizations, and embassies. Through academic and professional work, students will explore the contours of international relations in the 21st century. Study includes such vital diplomatic and national security questions as America's role in the tumultuous post Arab Spring Middle East, the future of Afghanistan, the continued challenge posed by transnational actors such as Al Qaeda, and the foreign policy implications of the declining world economy. Sample internships include: U.S. Department of State, U.S. Department of Defense, Woodrow Wilson Center, Embassy of Kuwait, Atlantic Council, U.S. Coast Guard, and Amnesty International. Graded by WII faculty.

WII 305 GLOBAL WOMEN'S LEADERSHIP DEVELOPMENT CREDITS: 3

This program offers the opportunity to study key issues facing women around the world and in the U.S. as we move into the 21st century. Whether considering critical issues such as women's health, including child bearing and HIV/AIDS, gender and family, universal legal and human rights, women in war and in post-conflict circumstances, human trafficking, economic entrepreneurship and micro-lending, students will have a chance to critically assess case studies in an intensive academic seminar. Through a professional and academic experience, students will also consider these questions: how do we develop more opportunities for women in Congress and parliaments, state houses, executive corporate leadership, international organizations, non-profit leadership? Sample internships include: Vital Voices, Women's Policy, Inc., Women for Women, EMILY's List, National Democratic Institute, NAACP (National Association for the Advancement of Colored People), International Women's Forum, and International Republican Institute. Graded by WII faculty.

WII 485 INTERNSHIP CREDITS: 6–12

Students work 4 days per week at their individually determined internship (32 hours). Credits earned apply to student's major internship requirement. Graded by WII faculty.

ROTC PROGRAMS

Students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps (ROTC) at the University of New Hampshire. Students should be aware that not all ROTC courses will carry transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or partial tuition, mandatory university fees, and costs for required textbooks for all courses. More specific information can be obtained by contacting Air Force ROTC at (603)862-1480 or Army ROTC (603) 862-7075.

FIELD STUDIES SEMESTER

Colby-Sawyer College has an affiliation agreement with the School for Field Studies. Students who meet the prerequisites may spend the fall semester of their senior year at one of the School for Field Studies locations. Students accepted by Colby-Sawyer College Study Abroad/Away and by the Environmental and Natural Sciences departments maintain their enrollment status at Colby-Sawyer allowing them to carry their Pell Grants, Subsidized Stafford and Unsubsidized Stafford Loans to this experience. The credits earned will appear

as Colby-Sawyer College credits. Interested students should contact the department chairs of the Environmental Studies or Natural Sciences for more details. Please refer to the Website for additional information www.fieldstudies.org

PRE-PHYSICAL THERAPY CURRICULUM

Professional programs in physical therapy are a doctoral degree in physical therapy (usually 3 years). An undergraduate degree is typically required for admission to a graduate program in physical therapy. Students interested in physical therapy should regularly check the American Physical Therapy Association website for information about the requirements of selected programs and work with their advisor to identify and select the necessary courses.

Physical therapy schools select students on the basis of: (a) academic excellence, (b) Graduate Record Exam scores, (c) letters of reference from faculty members and physical therapists, (d) clinical observation experiences, (e) an essay, and (f) an interview. Admission to physical therapy programs is competitive.

Students have pursued physical therapy programs through a variety of different routes including the athletic training and exercise science majors as well as the biology major. 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, and while others allow for greater flexibility which may include any upper level biology course and any upper level psychology course. Most programs in physical therapy require 100 hours or more of observation in a physical therapy setting. The student may choose to do an internship in that type of setting or seek this experience outside of the class setting.

Pre-Medical and Pre-Veterinary curricula can be found on page 34.

GRADUATE SCHOOL OPPORTUNITIES

The college has affiliation agreements to assist qualified baccalaureate degree graduates from Colby-Sawyer College to enter into graduate degree programs at Plymouth State University in New Hampshire), Springfield College and Wheelock College in Massachusetts, and University of New Haven in Connecticut (for Sport Management).

ACADEMIC POLICIES

ACADEMIC STANDARDS AND REQUIREMENTS

Graduation Requirements

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

During each academic year there are three graduation dates: October, February, and May. Students must apply for graduation with the Registrar's Office no later than February 1 for May graduation. Students planning to complete graduation requirements 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.

Students planning to complete graduation requirements in October or February must have completed all course work and have official grades on file in the Registrar's Office by September 1 or January 1.

Students who miss these deadlines may need to wait until the next official graduation date. Students must earn a minimum cumulative grade point average (GPA) of 2.00, and have completed a minimum of 120 credits for the baccalaureate degree or 60 credits for the associate degree. Since some departments require a higher grade point average in the major, students should consult appropriate sections of the Catalog for special major program requirements. It is the responsibility of students to know the minimum quantitative and qualitative requirements of degrees and to fulfill those requirements.

The college's commencement ceremony is held in May. Students who plan to complete graduation requirements in October or February may choose to participate in commencement in either the previous or following May ceremony. To participate in the previous May ceremony, baccalaureate candidate students must have earned a minimum 2.00 GPA and earned at least 105 credits by the date of commencement. Associate degree candidates must have earned a minimum 2.00 GPA and have at least 53 credits successfully completed by the date of commencement to participate in the previous May ceremony. Students who participate in a commencement ceremony prior to completion of all graduation requirements will be eligible for graduation honors once they have completed requirements.

Liberal Education Requirements

Students must fulfill the Liberal Education Program requirements that were in force for the year in which they entered the college.

Major Course Requirements

Students are responsible for completing requirements for the major listed in the Catalog for the year they were matriculated to Colby-Sawyer College. Exceptions to this must be approved by the academic dean. Refer to the requirements listed for each major.

Double Major

Students may wish to pursue two major programs rather than select a single major. Students who intend to pursue a double major must work out a plan which provides details of how the requirements will be met for each major. They submit the plan to their advisor with a copy to the chair of each major's department. If the advisor approves the plan, in consultation with the department chairs, the advisor signs the plan and the student submits it to the Academic Dean. Students are encouraged when pursuing a double major to keep in mind the additional credit hours that it will take to complete.

No more than twelve credits that have been completed to 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.

Students may complete two majors with the same type of degree and be awarded a single degree (for example, a BA with a double major in Philosophy and Psychology). 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 English) must meet all the requirements for both degrees and complete a minimum total of 144 credits to receive both degrees.

Residence Requirements

To earn a bachelor's degree a minimum of 30 credit hours must be Colby-Sawyer College sponsored, whether taken on or off campus. 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. A student who takes all courses required by 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, if granted, must be in writing and will become a part of the student's permanent record.

Course Credit and Course Load

All courses are calculated on the basis of semester credits. Enrollment in 12 credits is considered full-time status; 16 credits constitute a normal course load; fewer than 12 credits reduce a student to part-time status. A typical full-time student enrolls for 12 to 18 credits. Residential students must begin each semester at full-time status. Decisions to drop below full-time over the course of the semester must be made in conjunction with the student's academic advisor. Other consequences exist for students falling below full-time status including athletic eligibility, health insurance, use of health and counseling services, and financial aid considerations. International Students enrolled in less than 12 credits may fall out of status for their Visa. Students enrolling for more than 18 credits will be charged for the additional credits.

Auditing Courses

A full-time student may audit courses at no additional charge. A fee is charged to part-time students. Students may audit only when space is available, the faculty member's permission is secured, and the registrar is informed. The faculty member will determine whether the student's work will be evaluated.

A change from audit to credit may be made at any time prior to the final date for adding courses. A fee adjustment will be made where applicable. No changes in audit/credit status are permitted after that time. (See the Academic Calendar for specific dates.)

Off-Campus Coursework

A matriculated Colby-Sawyer College student may receive Colby-Sawyer College transfer credit for courses taken at other accredited institutions. The registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit. For Nursing majors, the registrar must approve all courses prior to enrollment and students must earn a minimum grade of B- (2.7) in PSY 101 and SOC 101 to receive transfer credit. Credits and grades will be recorded on the student's transcript and calculated into the student's GPA.

Colby-Sawyer College Credit and College Exemption Examinations

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for or exemption from specific courses in the curriculum must take national credit or placement examinations whenever possible. However, when there is no equivalent national examination, a student may petition in writing to the appropriate department chair to take a Colby-Sawyer College departmental examination. The decision to allow the student to take the examination is the prerogative of the department. Group examinations may be scheduled when practical.

Credit examinations must be evaluated with a letter grade (A, B, C, D, F) if they are to be used as a substitute for a requirement in the major, minor or in the Liberal Education Program. A Pass/Fail grade may be used only when the course does not satisfy a requirement. The method of evaluation must be determined by the department and communicated to the student prior to the administration of the examination. Students must accept the grade assigned, which, along with the credit earned, will be recorded on their permanent transcript. The maximum number of credits that may be earned by credit examination is 16. A fee is required for credit 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.

College-Level Examination Program (CLEP)

Students are invited to take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:

General Examinations: Students will receive from 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 Registrar's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257, or write directly to the College-Level Examination Program, Box 6600, Princeton, NJ 08541-6600.

Excelsior College Examination Program

Credit will be granted to students who score at the 50th percentile or higher. For further information about Excelsior College exams, please contact the Registrar's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257, or write directly to Excelsior College, 7 Columbia Circle, Albany, NY 12203-5159.

Examinations

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 exams may be given over the last five class meetings prior to the start of final exams. Students with three (3) 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.

Course Level Numbering

Course levels are indicated as follows:

100—Introduction to subject or survey of a discipline

200—Increased depth of study combined with application of theory

300—Analysis, synthesis, evaluation of theory or data

400—Creation of new ideas, behaviors or objects of art

Grading System

A four-point letter grade system is used to indicate student achievement. Each letter grade has the following numerical quality-point value:

A = 4.00

B+ = 3.30

C+ = 2.30

D+ = 1.30

F = 0.00

A- = 3.70

B = 3.00

C = 2.00

D = 1.00

B- = 2.70

C- = 1.70

D- = 0.70

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.

A, A- indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge, and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled, and extensive knowledge of facts and principles has been demonstrated.

B+, B, B- indicate good performance. A substantial amount of critical thinking, reflection, and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.

C+, C indicate adequate performance. Critical thinking, reflection, and application of knowledge have been demonstrated at a competent level. Writing and communication skills also are at a competent level. Requirements of the course have been fulfilled, and an understanding of facts and principles has been demonstrated.

C-, D+, D, D- indicate performance that is barely acceptable. Very little critical thinking, reflection, or application of knowledge has been demonstrated. Writing and communication skills often are inadequate. Some requirements may not have been fulfilled, and very little knowledge of facts and principles has been demonstrated. These are the lowest grades for which academic credit is given. A cumulative GPA at this level will place the student on academic probation and may eventually result in suspension.

F indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated, and requirements clearly have not been fulfilled. No college credit is given for this grade.

Students who withdraw 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 fall or spring semester. The student must file a permission form with the Academic Dean's Office no later than 5 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).

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.

P Pass in a Pass/Fail course

NF Failure in a Pass/Fail course

WA Administrative withdrawal

CR Credit granted, no grade

AU Audit (no grade or credit granted)

NR No grade reported

NC No credit granted

E Exempt

[] Repeated course: Only the latest registration affects cumulative average 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 each semester—a maximum of two per year—on a Pass/Fail basis. Major courses, minor courses, Wesson Honors courses and liberal education courses must be taken for a letter grade. Prior to the end of the fourth week of fall or spring classes, students wishing to elect the Pass/Fail option 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 deadline.)

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; however, students should plan to enroll in at least 15 credits per semester to remain enrolled in the Price and Graduation Promise program. Students with a minimum of 12 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 dean. Part-time students with less than 12 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 students is a 2.00 cumulative grade point average (GPA). Satisfactory progress is monitored each semester to assure 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.

Repeating Courses

Unless restricted by a specific department'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. Students may repeat a course only once if they have previously passed the course. If a second repeat of a previously passed course is desired, or required, 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.

Adding, Dropping, and Withdrawing from Courses

The college's Academic Calendar has specific dates for adding, dropping and withdrawing from courses. The responsibility for making course adjustments rests with the student. It is recommended that students check their course registrations periodically for accuracy and confirmation of change requests submitted to their advisor. A student cannot receive a grade for a course in which he or she is not officially registered. Conversely, a student remains enrolled in a course(s) and is responsible for fulfilling course requirements until a Drop or Course Withdrawal request has been approved by his or her advisor.

Adding Courses: Students may add courses and make credit adjustments to variable credit courses until the end of the first week of classes of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the Academic Calendar for deadlines to add courses. Requests to add courses must be submitted through PowerCAMPUS Self Service. Requests to change credit hours for variable credit courses must be submitted through myRegistrar (accessed via myColby-Sawyer) using a Permission form. **Students who do not register by June 1st for the fall semester or by January 1st for the spring semester will be withdrawn from the college.**

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 accessed through myColby-Sawyer. 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.

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 dean, the registrar, the advisor and the student.

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 12 credits) to part-time status either prior to the beginning of a semester or during a semester, the following may be affected: campus housing, financial aid, health and counseling services, health insurance, athletic eligibility, tuition and fees, and F-1 student immigration status. Please contact the appropriate offices for specific details.

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:

1. The student must discuss the disputed grade with the faculty member. Every effort must be made to resolve the dispute at this stage
2. If no satisfactory resolution is possible, the student submits a written petition describing the facts of the case to the faculty member's supervising chair. The chair may ask for documentation to support the student's claims. The chair meets with the faculty member and investigates the dispute. The chair makes a written determination with copies to the student and the faculty member.
3. If the student disputes the chair's findings, s/he may appeal to the academic dean via a written petition describing the facts of the case and basis of the dispute, including all pertinent documentation. Copies of the petition should be provided to the faculty member and the chair of the department. The Academic Dean renders the final decision.
4. The academic dean reviews the student documentation and speaks with the department chair 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 chair, the faculty member, in consultation with the student, will select another faculty member from within the same department, to whom the student submits a written petition
 - If the academic dean 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 department chair 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 the Academic Dean's office.**

Academic Probation

Students whose cumulative grade point average (GPA) is below the minimum satisfactory standard of 2.00 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 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students on academic probation risk losing their financial aid or tuition-remission assistance 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 Academic Development Center or Access Resources.

Academic Suspension and Dismissal

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. Students currently on probation who do not achieve the minimum satisfactory grade point average (GPA) of 2.00 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. Students seeking readmission are asked to furnish information in the form of transcripts and/or letters of reference that indicate the student's ability to do satisfactory academic work at Colby-Sawyer College. Decisions to readmit students are made in consultation with members of the Academic Review Board (ARB). Students who are suspended from the college may not participate in internships during their suspension. Students who do not seek re-admittance after suspension are withdrawn from Colby-Sawyer. Students who are dismissed from Colby-Sawyer College may not be readmitted.

Academic Appeals

Students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board (ARB). The ARB's responsibilities are to review student academic appeals for suspension, dismissal, and to communicate decisions to the students.

When a student is informed about their suspension or dismissal they will also receive information about the appeal process and deadlines.

Students who choose to appeal must submit a written request for a hearing to the director of student success and retention via the online link embedded in the academic status notice. Students may request an expedited online hearing or an on-campus hearing, but the Academic Review Board will make the final determination of the hearing format.

- The ARB hearing date and time is set once the student's appeal is received.
- Students who are scheduled for an on-campus hearing must attend the hearing. Hearings are usually scheduled after the end of finals in the fall, spring and summer.

Students who cannot attend an on-campus hearing during the usual dates may request an expedited online hearing. If an on-campus hearing is required and the student is not available to attend, the first opportunity for a hearing may be the day before first day of classes for the upcoming semester.

- Decisions on expedited online hearings are made based on the written appeal and the student's documented academic history.
- Family members and legal counsel are not permitted to attend the hearing.
- The members of the ARB will have a copy of the student's academic record which may include mid-semester grades and records of academic dishonesty.
- The chair 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 dean, 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.

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:

1. Quoting paragraphs, sentences or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
 - Printed sources such as books, essays, or articles
 - Video and audio sources, such as taped interviews or television programs
 - Papers, videotapes, and audiotapes by other students
 - Electronic sources such as Internet, World Wide Web, and CD-ROM
2. Paraphrasing pages, paragraphs, or sentences without acknowledging the source.
3. Using other people's ideas without giving them credit.
4. Writing a paper based on outside sources without using citations and a complete bibliography.
5. Purchasing papers or academic work and submitting it as one's own.

A publication detailing proper documentation is available for purchase in the Campus Bookstore. The rules for documentation apply to written and oral work for all courses.

Cheating

1. Giving as well as receiving aid on papers, laboratory experiments, quizzes and exams when not authorized by the faculty member.
2. Handing in papers that are the product of another person's work.
3. Using notes during a quiz or exam without authorization to do so.
4. Copying from another student's paper for an assignment or during a quiz or exam.
5. Using one paper for two different classes without prior arrangement with the faculty member(s) involved.
6. Accessing online sources, sites, information during a test, quiz, or other assignment when not authorized by the faculty member.

General

The above lists are examples and not meant to be comprehensive. Misrepresenting information to faculty members as well as forging information and/or signatures are considered dishonest behaviors and subject to the penalty.

Responsibility of Students

1. Students are responsible for knowing what constitutes plagiarism and cheating.

2. Students are not permitted to submit the same paper or project for credit in more than one course without prior written consent of all faculty members and proper citation of the work itself. Students using elements of one of their prior papers/projects in a subsequent paper or project should properly cite the original. Occasionally, a student may wish to use the same research in the fulfillment of assignments for more than one course. In such cases, the student must obtain the permission of each of the faculty members involved.
3. No student shall procure without the written authority of the faculty member the questions or answers of any exam to be given at a subsequent time or employ unauthorized aids while taking an exam.
4. No student shall 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.
5. No student shall aid another in violating the academic honesty policy (sell a paper, take another's test, etc.)
6. Students and all members of the college community are expected to maintain high standards of academic integrity

Responsibility of Faculty and Staff

1. Faculty and staff shall exercise caution in the preparation, duplication and security of examinations.
2. Faculty shall take reasonable steps to reduce the possibility of cheating on examinations.
3. 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 dean.

Procedures

If a faculty member believes the policy on academic honesty has been violated, the following procedures shall be followed :

1. The faculty member may choose to discuss the incident and/or the process to be followed with a department chair.
2. The faculty member discusses the incident with the student.
3. Responsive options:
 - a. If the student admits violating the policy on academic honesty, or if the student is unavailable to discuss the incident with the faculty member, the faculty member may decide the penalty which should be consistent with the syllabus specifications. This may include failure of the examination, assignment, or course. The faculty member will submit the student's name, a written description of the alleged violation, and the

- penalty to the academic dean and to the student. In addition, the evidence to support the finding of academic dishonesty will be sent to the academic dean and student
- b. If the student denies violating the policy on academic honesty and the faculty member is not persuaded of the student's innocence and has credible evidence to support his/her finding, the faculty member will decide on the penalty, which may include failure of the examination, assignment or course. The faculty member will submit the student's name, a written description of the alleged violation, and the penalty to the academic dean and to the student. In addition, the evidence to support the finding of academic dishonesty and choice of penalty will be sent to the academic dean and student.
 - c. If the student is not enrolled in the class in which the alleged violation occurred (e.g., the student sold his/her paper from last term, or took a test for another student), the academic dean will discuss the incident with the student and take appropriate action.

Responsibilities of the Academic Dean

1. After receiving the faculty member's report
 - a. Once the academic dean receives the report from the faculty member, he/she will send a letter to the student indicating that there has been a charge of academic dishonesty. The letter will explain the process for appealing.
 - b. If the student chooses to appeal the faculty member's finding, the academic honesty appeals process will be implemented.
 - c. If the student does not appeal within the period of five (5) business days of contact from the academic dean or the academic dean denies the appeal, the academic dean will request a meeting with the student. During the meeting, the academic dean will explain the policy and consequences of the violation. The decision by the academic dean to deny an appeal is final.
 - d. If a student withdraws from a course prior to or following an act of academic dishonesty, the faculty and/or administrative decision concerning the penalty for the act of academic honesty supersedes the withdrawal; thus, the student may be deemed to have failed the course for academic dishonesty and therefore assigned a grade of "F."
2. Multiple offenses
 - a. If the academic dishonesty violation is the first for a particular student, the academic dean will maintain a record of the violation and may require an educational component.
 - b. If the academic dishonesty violation is a repeat offense for a particular student, the academic dean may levy an additional penalty beyond the penalty issued by the faculty member. In addition, the academic dean will maintain a record of the violation.
 - i. Normally, a second offense will result in a suspension for a semester which may be the current or following semester.
 - ii. Normally, a third offense will result in a dismissal.
3. If an alleged violation took place in a class taught by the academic dean, then the academic vice president and dean of faculty will appoint a department chair (other

than the chair of the department in which the academic dean teaches or has taught) to assume the academic dean's role

Records

All records will be maintained in the Academic Dean's office. For one violation, the record will be destroyed at the point of graduation or the student withdrawing from the college. For multiple violations, records will be retained for three years after graduation or from the student withdrawing from the college. A dismissal would result in a permanent record.

Academic Honesty Appeals Process

Appealing a Faculty Member's Finding

Students may appeal a finding of academic honesty or associated penalty and request a hearing under the following circumstances:

1. Evidence of significant irregularity in the initial sanctioning process,
2. Imposition of an inappropriate or excessive penalty, and/or
3. Evidence to refute a faculty member's finding. Simple disagreement with a faculty member is not a sufficient basis for an appeal

The student may petition in writing to the academic dean to appeal the faculty member's decision. This appeal must be received by the academic dean within a period of five (5) business days from the date of the dean's letter to the student. The petition for appeal must be sufficiently detailed to allow for reasonable judgment on whether to grant the petition and must be based upon one of the claims listed above.

If an appeal is denied by the academic dean, no further institutional recourse is available. If an appeal is granted, the academic dean will assemble an Academic Honesty Appeals Board 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 dean 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 dean 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. If the academic dean grants an appeal, a 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:

1. Confirmation of the original faculty decision,
2. Confirmation of the original faculty decision and alteration of the original penalty, or
3. Reversal of the original faculty decision and cancellation of the original penalty.

The determination of the Academic Honesty Appeals Board is final.**Appealing Penalties Levied by the Academic Dean**

A student may only appeal the academic dean's additional penalty for a multiple offense if the penalty is outside the normal penalties stated for multiple offenses. If the penalty is outside the normal penalties stated, the student should send his/her appeal to the academic vice president and dean of faculty within a period of five (5) business days of notification from the academic dean of the penalty. The academic vice president and dean of faculty will appoint a department chair (other than the chair of the department in which the academic dean teaches or has taught) to assume the academic dean's role for the appeal process.

If an appeal is granted, the hearing chair (assigned department chair) will assemble an Academic Honesty Appeals Board consisting of two faculty members and one staff member from the Academic Review Board. Whenever possible, one of the faculty members will be a tenured faculty member. These members will not have heard an academic honesty case for this individual previously. The hearing chair will serve as a 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 hearing chair 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. If the hearing chair grants an appeal, a hearing will take place within a period of ten (10) business days unless the college is not in session, in which case, 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 semester. During an Academic Honesty Appeals Board hearing, all parties will have the opportunity to present evidence and arguments relevant to the disputed decision.

Burden of Proof/Evidentiary Standards

Formal rules of evidence do not apply; however, evidence must conform to basic standards of fairness. The accused is presumed innocent and the accuser must present sufficient evidence to demonstrate a violation of the Academic Honesty policies to a reasonable person. The Academic Honesty Appeals Board shall not consider written statements against a student or faculty member unless the student or faculty member has been advised of their content, the identity of those who made them, and has been given the opportunity to rebut unfavorable inferences which might be drawn from them. A simple majority is required for a valid finding and for sanctioning.

Hearing Advisor

A student or faculty member involved with an Academic Honesty Appeals Board hearing, either as a party or as a witness, may be accompanied during the hearing by an advisor from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisors may confer with the student or faculty member during the hearing but may not participate in the hearing or speak in place of the involved party.

Notice

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 Appeals Board will select an

individual to send written notification of the appeals decision to all parties within a period of (5) business days of the hearing.

Leave of Absence Policy

Colby-Sawyer College allows students to interrupt their study for two semesters for an Educational Leave of Absence (ELOA). Students may apply for an ELOA to study at another approved institution here or abroad and request that the grades and credits be accepted by Colby-Sawyer College.

The Colby-Sawyer College registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) in each course to receive transfer credit. For Nursing majors, the registrar must approve all courses prior to enrollment and students must earn a minimum grade of B- (2.7) in PSY 101 and SOC 101 to receive transfer credit. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student's permanent record and cumulative grade point average. It is the student's responsibility to provide the Colby-Sawyer College Registrar's Office with an official transcript for courses taken at another college or university.

An ELOA does not affect the completion of college residency or academic requirements. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. However, it does not guarantee the student's return to the residence hall occupied prior to the leave.

Application for an Educational Leave of Absence

Students who choose to take an Educational Leave of Absence (ELOA) should have an exit interview with the registrar and complete the Application for an Educational Leave of Absence form. Also, students must have exit interviews with other appropriate offices. Applications are available from the registrar's office.

Returning from an Educational Leave of Absence

Students who plan to return to the college after an Educational Leave of Absence (ELOA) must register for courses by June 1 for the fall semester or by January 1 for the spring semester. Students who do not register for courses by these dates will be withdrawn from the college, and the withdrawal will be dated from the last day of the semester for which they began their ELOA.

Prior to returning to the college, the student is responsible for contacting the Registrar's 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 director of student success and retention and complete the Application for Withdrawal form. The last date of attendance will be set as the last day the student received services from the college, including any of the following: attended a class, ate in a college dining facility, had belongings in a residence hall, or received services from any college office or program. If this date cannot be determined, the last date of attendance will be set as the day the registrar's office withdraws the student. 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 withdrawn and may not be readmitted.

Procedures for Returning from a Withdrawal

Student-Initiated Withdrawal: A student who wants to re-enroll within one year after a student-initiated withdrawal must submit a written request for reinstatement to the Director of Student Success and Retention. Students who want to return after one year away from the college must reapply to the college through the Admissions Office.

Administrative Withdrawal: Students who are suspended are eligible to reapply to the college after a specified period of time. Students who plan to return to the college from an administrative suspension must submit the appropriate documentation to the Office of Student Success and Retention before being reinstated. Decisions to readmit will be made by the appropriate administrative staff member.

Transcript Policy

Official transcripts are maintained by the Registrar's Office for all academic work attempted at Colby-Sawyer College. 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.

Release of Educational Records

The Family Educational Rights and Privacy Act (FERPA) states that upon reaching the age of 18 or attendance at a post-secondary institution (regardless of age) FERPA rights transfer to the student. Colby-Sawyer College releases to students information from their educational

records such as grades earned and academic status. Both 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. Annually, students are asked to provide names and addresses of their parent(s) or other individuals to whom the grade reports and letters of academic status may be released. This form is available on myRegistrar. Those records are released directly to the individual(s) identified by the student under any of the following conditions:

1. 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
2. Final Grades:
 - Students who have been placed on dean's list
 - Students who have been placed on academic probation
 - Students who have been suspended for academic reasons
 - Students who have been dismissed for academic reasons

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) POLICY

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) allows students certain rights with respect to their educational records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.**

Students should submit to the registrar, academic dean, or appropriate college official written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed
2. **The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.**

Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing

3. **The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the college in an administrative, supervisory, academic, or support staff position (including campus safety and health staff) a person or company with whom the college has contracted (such as an attorney, auditor or collection agent) a person serving on the board of trustees or a college employee assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

The college expressly reserves the right to release information about a student to parents, guardians, or other appropriate persons when necessary to ensure or protect the health, safety, and well-being of the student or other persons

4. **Disclosure of academic records for non-degree students**

Colby-Sawyer College will not release the academic records of non-degree students to anyone other than the student

Directory Information Public Notice

Colby-Sawyer College, at its discretion, may provide directory information in accordance with the provisions of the Family Educational Rights and Privacy Act (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, college mailing address, college telephone number, college e-mail 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.

Students may request to withhold directory information by notifying the registrar in writing. Note that withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a directory hold prior to filing such a request. The initial request may be filed at any time. Requests for nondisclosure will be honored by the college for no more than one academic year. Reauthorization to withhold directory information must be filed annually in the academic dean's office within the first two weeks of the fall semester. Please note, however, that if a student, at his or her last opportunity as a student, requested that directory information not be disclosed, the college will continue to honor that request until informed to the contrary. Colby-Sawyer College assumes no liability as a result of honoring a student's instructions that directory information be withheld.

Photo Release

Colby-Sawyer College often uses student photos for CSC publications or announcements in newspaper articles. Students may opt not to have their photos released by the college through their FERPA form. The photo release section of the FERPA form only pertains to

photos, not directory information. If you choose to not allow CSC to release your photo, please be aware that this includes your photo not being included in such things as team photos, graduation photos or group photos of any kind. CSC is not liable for any photos released by non CSC employees.

HONORS AND AWARDS

All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All October and February graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

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

Academic Dean's List

At the end of the fall and spring terms, the college publicly recognizes those students who have distinguished themselves through their superior academic achievement by placing their names on the Dean's List. To qualify, students must achieve a grade point average of 3.50 or better while carrying a minimum of 12 credits in graded courses. Courses graded Pass/Fail may not be included as part of the 12 credits. Full time nursing students enrolled in NUR clinical courses may also be considered for the Dean's List.

Academic Awards

Alpha Chi Award

This award is given to a graduating Alpha Chi student who, in the opinion of the members of Alpha Chi and the Alpha Chi Associates, best exemplifies the ideals of the society—truth and character—through work at the college in support of chapter activities.

Athletic Academic Honor Roll

In the fall of 2002, the Athletic Department instituted the Athletic Academic Honor Roll 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.

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. A Baccalaureate award is presented to a graduating student in each baccalaureate program who is selected by the faculty for his/her interest and excellence within the major. Recipients must be full time students and be eligible to participate in the Commencement ceremony.

Capstone Experience Awards

The Capstone experience differs from major to major, but its purpose is to ensure that all seniors demonstrate their accumulated knowledge through action, and effectively communicate their knowledge and actions to others in an interdisciplinary setting.

Class Academic Awards

Awards are given by the college each spring to the rising sophomore, junior, and senior who rank highest in scholarship in the appropriate class. The recipients must be full-time students at Colby-Sawyer College.

Richard Crosby Memorial Award

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

Gula Graves Plummer Award

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

Wynne Jesser McGrew Senior Scholar-Athlete Awards

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

James Duane Squires Book Award

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College faculty member James Duane Squires. Faculty member Squires was a faculty member from 1933 to 1970 and served as chair of the Social Sciences Department for all but two of those years. He also served as director of public affairs for many years. This award is presented by the academic vice president and dean of faculty based upon recommendations made by faculty members. The goal of the award is to recognize and honor students' specific academic performances above and beyond expectations.

Edith Stockman Ruettinger Award

This award is named in honor of a member of the Class of 1932. Each fall, it is presented to a female junior student in the Liberal Arts Program who is continuing her education toward a bachelor's degree. The recipient is selected by the academic dean and the dean of students on the basis of scholarship, character, future goals and need.

Guy Floyd Williams Award

This award may be presented to a graduating senior majoring in science who has helped to maintain and perpetuate the ideals of the college during the 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.

Service and Leadership Awards

All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All February and October graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

Colby-Sawyer Award

This award is given by the college to a graduating student who, in the opinion of the faculty, best exemplifies the ideals of the college in personal dignity, intellectual growth, contribution to campus life, and constructive influence upon other students.

Colby-Sawyer College Distinguished Service Awards

These awards are given to students who have made a distinguished contribution to campus life through significant services to a particular organization or a major campus event. These students consistently support, encourage, or guide a range of organizations or activities.

Graduate Award

The Graduate Award is presented to a member of the preceding graduating class whose character and influence most constructively affected the majority of the senior class members. This award was established by Mrs. J. Thaddeus Hildreth, mother of Elizabeth Hildreth Cameron '33 and grandmother of Judeen Cameron Barwood '59.

Ann Gulick Award

Established in memory of a member of the Class of 1954 by her classmates, this award is presented each spring to the sophomore student who best exemplifies, through voluntary service, the qualities of reliability, loyalty and unselfishness. The recipient of this monetary award is chosen by vote of the sophomore class.

Sawyer Fellowship Awards

Sawyer Fellowships recognize and promote high levels of achievement in all aspects of campus life for students at Colby-Sawyer College. The Fellowships recognize students who have contributed significantly to campus life in academic programs, the fine and performing arts, athletics, residential life, co-curricular life, or other educational programs.

Senior Achievement Awards

These awards are presented each year to two graduates, one male and one female, who have distinguished themselves through leadership in the co-curricular life of the college.

Barbara Johnson Stearns Award

Established in honor of a member of the Class of 1932 this award honors a senior female student and a senior male student who has demonstrated exemplary leadership and dedication to the college community.

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 10 percent of the junior or senior class and demonstrate the Alpha Chi values of truth and character. Each candidate must have completed at least one-half of the credits for graduation and have been enrolled as a full-time student at Colby-Sawyer College for at least one academic year prior to election. Further information about Alpha Chi membership and activities is available from the society's faculty sponsor.

Iota Tau Alpha Society

The Iota Tau Alpha Society was established to recognize and honor those individuals in the field of Athletic Training Education who have through scholarship, integrity, and outstanding achievement been a credit to their profession. The objective of Iota Tau Alpha is to foster a high standard of ethics and professional practice and to create a spirit of loyalty and fellowship, particularly around students of Athletic Training Education. To be eligible for membership students must have completed at least three semesters of academic work toward the athletic training degree, have completed at least three term courses in Athletic Training Education (one must be above introductory level) with a minimum cumulative grade point average of 3.5, rank no lower than the highest 35% of their class in cumulative grade point average, and be in good standing according to their program retention criteria.

Lambda Pi Eta Honor Society

The purpose of this national honor society in communication studies is to foster and reward outstanding scholastic achievement in the field of communication. Members must have completed 60 credits, with 12 in communication studies courses, have a minimum cumulative grade point average of 3.00, a minimum grade point average of 3.25 in communication studies courses, and rank in the top 30 percent of their class.

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 35 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 Beta Delta

Sigma Beta Delta, the Colby-Sawyer College chapter of the International Honor Society in Business, Management and Administration, honors academic excellence and integrity of business administration majors. To be eligible for membership, business administration majors must rank in the top 20 percent of seniors or the top 10 percent of juniors and have a minimum cumulative GPA of 3.00. In addition, students must have a record of academic honesty and integrity and embrace the ideals of Sigma Beta Delta through practice of its principles of wisdom, honorable service, and the pursuit of meaningful aspirations. Further information is available from the college's faculty sponsor or from Sigma Beta Delta.

Colby-Sawyer College Nursing Honor Society

The Colby-Sawyer College Nursing Honor Society was founded in the fall of 2000 as a step in becoming a chapter of Sigma Theta Tau, the International Honor Society of Nursing. Sigma Theta Tau is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Although chapters are housed in institutions of higher education, active members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. Undergraduate nursing students may be invited to become members of the honor society if they have achieved junior standing in the nursing program, have a minimum GPA of 3.00, rank in the upper 35 percent of their graduating class, meet the expectation of academic integrity, and obtain faculty endorsements. For further information about the Honor Society or Sigma Theta Tau, contact the faculty sponsor.

FACULTY 2015–2016**Laura A. Alexander, 1993**

Associate Professor, Chair, Environmental Studies
B.S., Colby-Sawyer College
M.S., Ph.D., Antioch University

Maryann S. Allen, 2004

Associate Professor, Natural Sciences
B.S., Pennsylvania State University
M.S., Drexel University
Ed.D., Argosy University

David Almond, 2014

Adjunct Faculty Member, Fine & Performing Arts
B.M., M.M., University of Hartford

Patrick D. Anderson, 1977

Professor, Humanities
Gibney Distinguished Professor
sabbatical leave spring 2016
A.B., University of Notre Dame
M.A., Ph.D., University of Michigan

Christiane-Marie Andrews, 2008

Adjunct Faculty Member, Humanities
B.A., Bard College
M.A., Cornell University

Nicholas A. Baer, 2004

Associate Professor, Chair, Natural Sciences
B.A., University of Vermont
Ph.D., University of Maryland

Jeremy Baker, 2009

Assistant Professor, Exercise & Sport Sciences
B.A., Taylor University
M.S., Ph.D., University of Oklahoma at Norman

Caren Baldwin-DiMeo, 2005

Adjunct Faculty Member, Humanities
Director Academic Development Center
B.A., University of New Hampshire
M.F.A., Emerson College

Loretta S. Wonacott Barnett, 1978

Professor, Fine & Performing Arts
B.F.A., Boise State University
M.F.A., Ohio State University

Sharon Beaudry, 2009

Adjunct Faculty Member, Business Administration
B.S., College of New Rochelle
M.B.A., Northcentral University

Donna E. Berghorn, 1991

Associate Professor, Humanities
B.A., Canisius College
M.S., Ph.D., Rensselaer Polytechnic Institute

Christine Konicki Bieszczad, 2008

Associate Professor, Natural Sciences
B.S., Saint Joseph College
Ph.D., Dartmouth Medical School

Wally D. Borgen, 2008

Adjunct Faculty Member, Humanities
B.B.A., Pace College
M.S., Pace University
Ed.D., Northern Illinois University

Kimberly A. Boulanger, 2012

Adjunct Faculty Member, Nursing & Public Health
B.S.N., Western Connecticut State University
M.S.N., Norwich University

Eric M. Boyer, 2008

Associate Professor, Social Sciences & Education
sabbatical leave spring 2016
B.A., Indiana University of Pennsylvania
Ph.D., University of Minnesota

Lisa M. Bozogan, 2004

Adjunct Faculty Member, Social Sciences & Education
B.S., Colby-Sawyer College
M.Ed., Plymouth State College

Andrew Davis Cahoon, 2007

Assistant Professor, Natural Sciences
B.S., University of Maryland
M.S., Yale University

Leslie A. Campbell, 2011

Assistant Professor, Business Administration
B.A., Assumption College
M.B.A., Rivier College
D.A., Franklin Pierce University

Joseph C. Carroll, 1977

Adjunct Faculty Member, Social Sciences & Education
M. Roy London Endowed Chair
B.A., College of the Holy Cross
M.A., Ph.D., University of New Hampshire

Ewa A. Chrusciel, 2006

Associate Professor, Humanities
M.A., Jagiellonian University
Ph.D., Illinois State University

Alice M. Coish, 2013

Adjunct Faculty Member, Social Sciences & Education

B.A., Wesleyan University

M.S., Wheelock College

Cheryl Coolidge, 2002

Professor, Natural Sciences

A.B., Bowdoin College

M.S., Northeastern University

Ph.D., University of Massachusetts at Lowell

R. Todd Coy, 2005

Associate Professor, Social Sciences & Education

B.A., University of Houston at University Park

M.S., University of Houston at Clear Lake

Ph.D., Tufts University

Elizabeth C. Crockford, 1993

Professor, Business Administration

B.A., College of the Holy Cross

M.B.A., New Hampshire College

Ph.D., Capella University

Robin B. Davis, 1996

Adjunct Faculty Member, Humanities

Associate Dean of Students & Director of

Citizenship Education

B.A., Longwood College

M.S., Longwood College

Michael DeBlois, 2014

Adjunct Faculty Member, Humanities

B.A., Middlebury College

M.A., University of Washington

Aurora Drew, 2015

Assistant Professor, Nursing & Public Health

B.A., Dartmouth College

M.A. New York University School of Education

Ph.D., The Dartmouth Institute for Health Policy and Clinical Practice

Lisa Dupuis, 2007

Assistant Professor, Exercise & Sport Sciences

B.S., Southern Connecticut State University

M.Ed., Boston College

Jean Eckrich, 1995

Professor, Chair, Exercise & Sport Sciences

David H. Winton Endowed Teaching Chair

Director Teaching Enrichment Center

B.S., University of Delaware

M.S., University of Wyoming

Ph.D., Purdue University

Diane Edwards, 2013

Associate Professor, Social Sciences & Education

Teacher Education Program Director

Director Windy Hill School

B.A., Merrimack College

M.A., Lesley University

Ed.D., University of Massachusetts at Boston

Asher T. Ellis, 2012

Adjunct Faculty Member, Humanities

B.A., Colby-Sawyer College

M.A., University of Southern Maine

David Ernster, 1999

Artist in Residence, Fine & Performing Arts

B.F.A., University of Iowa

M.F.A., West Virginia University

Kathleen P. Farrell, 2009

Associate Professor, Social Sciences & Education

B.A., Trinity College

M.A., Ph.D., Syracuse University

Iris A. Fischer-McMorrow, 2011

Assistant Professor, Natural Sciences

B.A., Mount Holyoke College

D.V.B., University College Dublin

Malachy G. Flynn, 2007

Assistant Professor, Social Sciences & Education

B.A., M.S., Iona College

Nicholas Gaffney, 2008

Assistant Professor, Fine & Performing Arts

B.A., New York University

M.F.A., Pratt Institute

Thomas C. Galligan Jr., 2006

Professor, Humanities

President of the College

A.B., Stanford University;

J.D., University of Puget Sound School of Law;

L.L.M., Columbia University Law School

Lynn J. Garrioch, 2001

Associate Professor, Social Sciences & Education

B.A., Wilfrid Laurier University

M.A., Ph.D., University of Victoria

Megan Gassman, 2015

Assistant Professor, Exercise & Sport Sciences

B.S., M.B.A., Ph.D., Southern New Hampshire

University

Shari Goldberg, 1994

Associate Professor, Nursing & Public Health
 B.S., University of New Hampshire
 M.S., Boston College
 Ph.D., University of Massachusetts at Lowell

Bruce E. Gordon, 2015

Adjunct Faculty Member, Natural Sciences
 B.S., University of Massachusetts at Lowell
 M.S., Ph.D., University of New Hampshire

Martin Green, 2015

Associate Professor, Chair, Business Administration
 B.S., University of Maine at Machias
 M.P.A., George Washington University
 Ph.D., Virginia Commonwealth University

Craig Greenman, 2004

Associate Professor, Humanities
 B.A., Valparaiso University
 M.A., Ph.D., Loyola University Chicago

Randall S. Hanson, 1996

Professor, Chair, Social Sciences & Education
David H. Winton Endowed Teaching Chair
 B.A., Washington University
 M.A., Ph.D., Indiana University

Douglas G. Harp, 2013

Adjunct Faculty Member, Fine & Performing Arts
 B.A., Harvard University
 M.F.A., Yale University

Lisa Hayward, 2012

Adjunct Faculty Member, Humanities
Dean of Distance Education
 B.A., Lyndon State College
 M.A.L.S., Dartmouth College
 Ph.D., Capella University

Nicole A. Heller, 2013

Assistant Professor, Social Sciences & Education
 B.A., Wittenberg University
 Ph.D., University of Maine at Orono

Delphine Hill, 2003

Adjunct Faculty Member, Humanities
 Diplôme Universitaire Technologique, University of Lyon
 Diplôme d'Ingénieur Maître, University of Marseille
 Diplôme d'Etudes Spécialisées Supérieures, Université de Dijon

Jennifer R. Holl, 2012

Assistant Professor, Nursing & Public Health
 B.S.N., Colby-Sawyer College
 M.S.N., Norwich University

Joan M. Huber, 2001

Assistant Professor, Nursing & Public Health
 B.S.N., Villanova University
 M.S.N., University of California at San Francisco

Cheryl A. Hunter, 2015

Adjunct Faculty Member, Humanities
 B.A., M.A., University of New Hampshire

Kanika N. Jackson, 2013

Adjunct Faculty Member, Social Sciences & Education
 B.A., California State University
 M.A., Wayne State University

Omari Jackson, Sr., 2013

Assistant Professor, Social Sciences & Education
 B.A., University of Michigan at Ann Arbor
 M.A., Ph.D., Wayne State University

Michael Jauchen, 2009

Associate Professor, Humanities
 B.A., Wheaton College
 M.A., Ph.D., University of Louisiana at Lafayette

James L. Johnson

Adjunct Faculty Member, Humanities
 B.A., Temple University and New England College
 M.A., Rutgers University

Judith A. Joy, 2009

Adjunct Faculty Member, Nursing & Public Health
 B.A., M.S., State University of New York at Buffalo
 Ph.D., University of Texas at Austin

James A. Jukosky, 2010

Assistant Professor, Natural Sciences
 B.S., University of New Hampshire
 Ph.D., Dartmouth College

Linas J. Kalvaitis, 2008

Assistant Professor, Natural Sciences
 B.A., New England College
 M.S., University of New Mexico

Thomas Kealy, 2000*Professor, Humanities**sabbatical leave 2015-2016*

B.A., Wesleyan University

M.A., Ph.D., University of Oregon

Jon P. Keenan, 1992*Professor, Chair, Fine & Performing Arts**Joyce J. Kolligian Distinguished Professor in Fine and Performing Arts**Sonja C. Davidow '56 Endowed Chair in the Fine & Performing Arts*

B.A., University of New Hampshire

M.F.A., Kyoto University

Semra Kılıç-Bahi, 2003*Associate Professor, Natural Sciences*

B.S., Middle East Technical University

M.S., University of Saskatchewan

Ph.D., University of New Hampshire

J. Burton Kirkwood, 2011*Professor, Social Sciences & Education**Academic Dean*

B.A., Bridgewater College

M.A., James Madison University

Ph.D., Florida State University

Elizabeth M.G. Krajewski, 2003*Adjunct Faculty Member, Humanities*

B.A., University of Massachusetts

M.Div., Seabury-Western Theological Seminary

Christopher Kubik, 2006*Associate Professor, Business Administration*

B.S., Madonna University

M.B.A., University of Detroit

D.B.A., Anderson University

Darrell W. Kuykendall, 2013*Assistant Professor, Natural Sciences*

B.S., California State University at Bakersfield

Ph.D., University of Illinois at Urbana

Christopher La Barbera, 2008*Adjunct Faculty Member, Humanities*

B.A., Dartmouth College

Ph.D., Stony Brook University

Lisa J. Lacombe, 1993*Adjunct Faculty Member, Exercise & Sport Sciences*

B.S., Boston University

B.S., Colby-Sawyer College

M.S., Indiana University

Kraig T. Larkin, 2011*Assistant Professor, Social Sciences & Education*

B.A., Albany University

M.A., Ph.D., Stony Brook University

Amanda A. Leslie, 2009*Adjunct Faculty Member, Humanities*

B.A., New England College

M.Ed., Plymouth State University

Jean Liepold, 2012*Adjunct Faculty Member, Fine & Performing Arts*

M.A.T. Piano, Connecticut College

B.A., New England Conservatory of Music

Joan G. Loftus, 2008*Associate Professor, Nursing & Public Health*

B.S.N., Wilkes College

M.S.N., Georgetown University

D.N.P., Wilkes College

Michael Lovell, 2001*Adjunct Faculty Member, Fine & Performing Arts*

B.F.A., Cornell University

M.F.A., The School of the Art Institute of Chicago

Michael F. Lynch, 2013*Assistant Professor, Business Administration*

B.S., Rensselaer Polytechnic Institute

M.B.A., Babson College

A.L.M., Harvard University

Leon-C. Malan, 1994*Professor, Environmental Studies**M. Roy London Endowed Chair*

B.Com., University of Pretoria

M.B.A., University of Cape Town

Ph.D., State University of New York at Albany

Ph.D., Antioch University

Tracy Martino-Hsu, 2015*Adjunct Faculty Member, Nursing & Public Health*

B.S., American International College

M.S., University of Massachusetts

D.N.P., Old Dominion University

Matthew R. McCabe, 2011*Clinical Assistant Professor, Exercise & Sport Sciences*

B.S., Quinnipiac University

M.S., University of Utah

Jonathan G. McCosh, 2013

Assistant Professor, Business Administration
 B.S., Merrimack College
 M.B.A., Babson College
 D.B.A., Nova Southeastern University

Courtney Brooke McManus, 2008

Associate Professor, Social Sciences & Education
sabbatical leave fall 2015
 B.S., Southern Connecticut State University
 Ph.D., Dartmouth College

Mary Mead, 2011

Assistant Professor, Fine & Performing Arts
 B.S., University of Wisconsin
 M.F.A., Tufts University

Melissa Meade, 2004

Associate Professor, Chair, Humanities
 B.A., Purdue University
 M.A., Ph.D., University of Washington

Russell E. Medbery, 2001

Professor, Exercise & Sport Sciences
 B.S., Trinity College
 M.S., Purdue University
 Ph.D., University of North Carolina at Greensboro

Asri-Ambrose Metzegen-Bundiy, 2008

Assistant Professor, Humanities
 B.A., Franklin Pierce College
 M.A., Middlebury College

Fiona Mills, 2011

Adjunct Faculty Member, Humanities
 B.A., University of San Diego
 M.A., Trinity College
 Ph.D., University of North Carolina at Chapel Hill

Darcy B. Mitchell, 2010

Associate Professor, Social Sciences & Education
 B.S., Rensselaer Polytechnic Institute
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Notice of Nondiscrimination

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

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

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

- For Students: Robin Davis, Associate Dean of Students, Ware Campus Center. Phone: 603.526.3755. Deputy Title IX Coordinator
- For Staff employees: Douglas Atkins, Vice President for Human Resources and Assistant Treasurer. Phone: 603.526.3880. Lead Title IX Coordinator
- For Faculty: Deborah Taylor, Academic Vice President and Dean of Faculty. Phone: 603.526.3760. 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 & 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>.

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

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

NEASC

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