



Colby·Sawyer College

2013–2014 Catalog

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.

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

- For Students: Associate Dean of Students, Ware Campus Center. Phone: 603.526.3755.
- For Employees: Director of Human Resources. Phone: 603.526.3740, or
- Academic Vice President and Dean of Faculty. Phone: 603.526.3760.

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

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

- For Complaints about Students: ***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 this 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.

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New England Association of Schools and Colleges

Accredited Member

Commission on the Institutions of Higher Education

New England Association of Schools and Colleges

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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:

Colby·Sawyer College

2013–2014
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 five components of the Liberal Education Program: Proficiencies, Pathway, Exploration Courses, Capstone, and Portfolio.

1. Proficiencies

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

Requirements

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

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

Learning Objectives

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

Quantitative Literacy – Any math course numbered 122 or above; BUS 220

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

Learning Objectives

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

2. Pathway

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

Goals of the Pathway:

- to introduce students to the demands and pleasures of rigorous intellectual endeavors and to develop good habits of the mind;
- to help students construct their own knowledge;
- to develop students' ability to work collaboratively in a community of co-learners;

- to help students appreciate the interconnectedness of knowledge from different disciplines across the breadth of human experience; and
 - to help students achieve the clarity and perspective to choose an area of concentration while gaining the tools and experience to carry out upper level study.
- * Colby-Sawyer College would like to acknowledge our colleagues at the University of Oregon whose work inspired our use of the term Pathway and helped shape our thinking as we developed our liberal education model.

Requirements

Each Pathway is an introductory course that relates to a theme. A variety of Pathway choices are offered each fall semester. This year's Pathway choices are listed in the Major Programs and Course Offerings section of this Catalog.

PTH 101: First Year Seminar. This three-credit seminar is taken in the first semester. Students who do not earn a passing grade in PTH 101: First Year Seminar, must enroll and successfully complete another First Year Seminar as soon as one is offered.

Transfer Students

Students who transfer fewer than 24 credits to Colby-Sawyer College must complete PTH 101. Students with 24 or more transfer credits are exempt from PTH 101.

3. Exploration Courses

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

Goals of the Exploration Courses are:

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

Requirements

Students are required to take a total of ten Exploration courses (28 credits).

Six of the ten courses will come from the following Exploration areas (6 courses, 19 credits):

Fine and Performing Arts	1 course—3 credits
History	1 course—3 credits
Humanities	1 course—3 credits
Literature	1 course—3 credits
Science	1 course—4 credits
Social Sciences	1 course—3 credits

Two more courses will come from selecting one course from two of the following areas (2 courses, 6 credits):

- Environmental Literacy
- Media Literacy
- Global Perspectives
- Wellness

Two additional courses are chosen by the student from any of the ten Exploration areas listed above.

Exploration Areas

Environmental Literacy

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

Courses: BUS 321; ENV 100, 207, 321; PHI 312

Fine and Performing Arts

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

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

Global Perspectives

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

Courses: ANT 101; BUS 323; COM 244; ENG 224, 248, 249; ESS 208; GOV 100; HIS 221; IST 101; POL 100, 209; PSY 221

History

History is the record and story of life as experienced by individuals and communities in the past. History courses provide the opportunity to understand the development of political, economic and social institutions and the evolution of contemporary social issues. The study of history provides unique and essential insight into today's complex challenges and helps students develop the judgment necessary for thoughtful civic discourse and civil action.

Courses: AME 201; ARH 201, 202; BUS 233; HIS 102, 103, 104, 218; HIS/WII 230

Humanities

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.

Courses: HIS 212; PHI 100, 110, 111, 209, 213, 214, 221, 231, 232, 305; POL 203; REL 100, 206, 234, 237; WST 111

Literature

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

Courses: ENG 213, 215, 216, 221, 222, 226, 229, 231, 232, 244, 247, 251, 265; ENV 215

Media Literacy

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

Courses: COM 203, 209, 227, 235, 241, 243; ENV 204; HIS 222; WST 243

Science

Science is a basic and formative part of the 21st-century world, and each citizen must make personal and public choices that require knowledge about the content and method of science. Science courses focus on basic scientific principles and methods, the powers and limits of the scientific method and the critical judgment and communication about scientific issues. The study of science offers students an introduction to the use of the scientific method to formulate and test hypotheses in a broad, interdisciplinary context applicable to the life of a non-scientist.

Courses: BIO 106, 107, 108; CHE 101; ENV 120, 201, 203; PHY 101; SCI 112, 130, 140

Social Sciences

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

Courses: BUS 115; ECO 201; EDU 201; HPS 100; POL 101, 204; PSY 101; SOC 101

Wellness

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

Courses: ESS 100, 201; HP 220; PSY 214

4. Capstone

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

Goal of the Capstone

The goal of the Capstone is to demonstrate the knowledge and expected outcomes of the major and of the liberal arts education. The Capstone is one of the final courses in the major and is taken in the senior year. The Capstone differs from major to major; see course listings in each set of degree requirements.

5. Portfolio

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

Requirements

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

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

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 Course Offerings section.

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 History
- Art–Studio Art
 - Ceramics
 - Drawing
 - Graphic Design
 - Painting
 - Photography
 - Printmaking
 - Sculpture
- Biology
- Creative Writing
- English
- History and Political Studies
- Media Studies
- 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.)

- Athletic Training
- Business Administration
- Child Development
- Environmental Science
 - Aquatic
 - Terrestrial
- Environmental Studies
- Exercise Science
- Health Care Management
- Health Promotion
- Nursing
- Public Health
- Sport Management

Teacher Preparation Program

Colby-Sawyer College offers New Hampshire Teacher Certification in Early Childhood Education (N–3).

Associate Degree

Colby-Sawyer College offers a two-year Associate in Liberal Arts degree. Associate degree candidates follow the Liberal Education Program, which introduces them to the liberal arts and sciences, helps them to develop competency in writing and mathematics, and permits them to explore other fields. 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 liberal education. Students who earn the Associate Degree often continue to earn a baccalaureate degree at Colby-Sawyer College or elsewhere.

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 18 but no more than 24 credits in prescribed courses. A minimum of six credits must be at the 300–400 level. Students may take no more than three 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. Declaration of 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
- Education
- English
- Environmental Studies
- Film Studies
- Health Studies
- History
- International Studies
- Legal Studies
- Media Studies
- Philosophy
- Political Studies
- Psychology
- Sociology
- Women’s Studies
- Writing for Publication

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. Students interested in online courses should contact their advisors. Distance Education programs and courses support the mission of Colby-Sawyer College and ensures access to high quality and progressive curriculum through a virtual delivery system.

Certificate Programs

The College offers certificate programs in Coaching, Human Resources Management, and Leadership.

Majors, Minors, and Certificate Programs and Course Offerings

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 18 credits of study. A student must complete AME 201 and six credits of work in American studies at the 300 or 400 level. The other nine credits of work may be done in any other courses in American studies, American literature (ENG 215, 221, 222, 224, 226, 229, 247, 324, 333, 339) or American history (HIS 102, 103, 104, 212, 222, 308, 309, 323) or in any of the following: ARH 315; COM 227, 235, 241, 243, 325, 333, 341; 345; ENV 215, 323; POL 101, 202, 204, 301, 307, 324; PHI 111; SOC 101, 203, 304; WST 111.

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

American Studies Course Offerings

AME 201 The West in American Culture 3 credits

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

Offered fall. *Exploration Area*: History

AME 250, 350 Topics in American Studies 1–3 credits

See Additional Curricular Opportunities for requirements.

AME 285, 485 Internships in American Studies 1–6 credits

AME 285 may be taken for 1–3 credits; AME 485 for 1–6 credits. Qualified juniors and seniors may arrange internships related to American studies with a member of the American Studies Program faculty. Internships are available in areas of teaching, journalism, law, government, museum curatorship, and library work. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites*: Pre-internship seminar, permission of the instructor

AME 295, 395, 495 Independent Study 1–3 credits

See Additional Curricular Opportunities for Independent Study requirements.

AME 305 The American Dream in Literature and Film 3 credits

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

AME/COM 341 History of U.S. Media

3 credits

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 which they were developed and operated. Offered fall. *Prerequisite:* COM 203; or HIS 102

AME 480 Teaching Assistantship:

1–3 credits

See Additional Curricular Opportunities for requirements.

Anthropology

Anthropology Course Offering

ANT 101 Introduction to Anthropology

3 credits

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:* Global Perspectives

Arts

The mission of the Department of Fine and Performing Arts is to provide rich educational opportunities in the visual arts, art history, and the performing arts, in an environment that encourages the interdisciplinary exploration of art, scholarship, and technology. The department offers BA and BFA programs in six studio art concentrations—Ceramics, Drawing, Painting, Photography, Printmaking, and Sculpture—as well as a BA or BFA in Graphic Design and a BA in Art History. The department offers minors in Studio Art and Art History and supports the integration of the fine arts with dance, music, theatre, and other performance-based media.

All programs emphasize individual ideation and expression, the relevance of continuing research, and the value of critical and creative thinking. Department faculty members are dedicated to promoting students' scholarship while developing their aesthetic perception, analytical capability, historical perspective, and sense of curiosity and exploration. All programs are designed to enrich student learning across the curriculum and support Colby-Sawyer College's Liberal Education Program. Students are encouraged to engage in the intellectual life of the campus community and the larger world around them.

Bachelor of Arts: Art History

The study of the history of visual culture is a vital component of the liberal arts model, providing students an understanding of how art and the built environment have responded to and shaped significant historical events, projected and constructed social meaning, and enriched human experience across cultural and geographical boundaries. It enables students to analyze and interpret the visual culture of their own world.

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

Major Requirements—Art History

Liberal Education Program requirements:

- ART 125 and one introductory studio course chosen from: ART 110, 230, 234, 240, 245, 260, or 270
- ARH 201, 202, 315, 324, 325, 333, 380, 401, 402
- HPS 100
- Two 100- or 200-level non-ARH courses from: AME 201; COM 203, 227, 235, 241, 244; COM/WST 243; ENG/ENV 215; ENG 221, 222, 226, 231, 232, 247, 265; HIS 102, 103, 104, 218; PHI 100, 221; PHI/WST 111; REL 100, 206, 234, 237; THE 202
- Two non-ARH 300-level courses from the following: AME 305; AME/COM 341; ENG 317, 324, 339; ENG/WST 331; HIS 307, 309, 310, 317, 319, 321; PHI 308; POL 324
- ARH 285 or 485 recommended

Major Acceptance Requirements:

See requirements in the Academic Policies section.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	Math Requirement
PTH 101	ART 125 or Intro. Studio Course
ARH 201	ARH 202
Liberal Education Course	Liberal Education Course
Elective	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ART 125 or Intro. Studio Course	Non-ARH 100/200-level
HPS 100	ARH 300-level or Liberal Education Course
ARH 300-level or Liberal Education Course	Liberal Education Course
ARH 300-level	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
ARH 300-level or Liberal Education Course	ARH 300-level or Liberal Education Course
ARH 300-level or Liberal Education Course	ARH 300-level or Liberal Education Course
Non-ARH 100/200-level	Non-ARH 300-level or Elective
Elective	Liberal Education Course
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
Non-ARH 300-level or Elective	ARH 300-level or Elective
ARH 300-level or Elective	ARH 300-level or Elective
ARH 401	ARH 402
Elective	Elective
Elective	Elective

Art History Minor**Requirements**

The minor consists of 18 credits in the following required courses:

- One introductory studio course: ART 110, 125, 230, 234, 240, 245, 260, or 270
- ARH 201, 202
- Three courses from ARH 315, 324, 325, 333, 380.

Art History Course Offerings

ARH 201 History of Western Art I 3 credits

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

ARH 202 History of Western Art II 3 credits

This course surveys developments in painting, sculpture, and architecture in Western cultures from the early Renaissance to the present. While identifying typical formal characteristics of artistic production in various periods, the course emphasizes a fundamental historical understanding of those periods as well. Art and architecture are considered as expressions of specific contexts of culture, society, religion, and politics. Offered spring. *Exploration Area:* History Prerequisite: ARH 201 strongly recommended but not required

ARH 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

ARH 285, 485 Art History Internship 1–6 credits

An ARH 285 may be taken for 1–3 credits; ARH 485 for 1–6 credits. Qualified students may arrange internships of either 120 or 240 hours to gain on-site experience in fields related to art and architectural history, including museums and galleries, the college's Permanent Collection, historic preservation firms, auction houses, or other organizations. A faculty member serves as the student's sponsor. Students must submit an application to the Harrington Center and a study plan to the department chair for approval prior to beginning the internship. Upon completing the internship, students submit a written report to their faculty sponsor. Graded Pass/Fail. Offered fall, spring and summer. Prerequisite: Permission of faculty sponsor and department chair. Major Acceptance required for ARH 485

ARH 295, 395, 495 Independent Study 1–3 credits

See Additional Curricular Opportunities for Independent Study requirements.

ARH 315 American Art, 1600 to 1945 3 credits

This course examines the history of American painting, sculpture, and occasionally architecture from the pre-colonial period to the mid-twentieth century. The course focuses on the United States and its evolving relationship with European traditions, considering issues of formal and visual analysis alongside questions of national identity, artistic independence, cultural and social change, and modernity. Offered spring of even-numbered years. *Prerequisite:* ARH 202 (ARH 201 recommended); relevant coursework in history acceptable with permission of the instructor

ARH 324 Nineteenth-Century Art

3 credits

This course investigates the evolution of modern painting, sculpture, photography, and architecture, with a focus on Europe. From eighteenth-century Neoclassicism through the complex expressions of Symbolism and Art Nouveau around 1900, the course examines how artists and architects fashioned themselves and their work as modern, amidst unprecedented changes in industry and technology, political and economic structures, and social and national identity. Offered fall of even-numbered years. *Prerequisite:* ARH 202 (ARH 201 recommended); relevant coursework in history acceptable with permission of the instructor

ARH 325 Twentieth-Century Art

3 credits

This course follows developments in painting, sculpture, photography, and art criticism in Europe and the United States during the twentieth century. From early avant-garde movements, through two World Wars and the Cold War, to the diverse expressions of Post-Modernism and contemporary trends, the course considers art's social and historical context while scrutinizing its formal and expressive characteristics. Offered spring of odd-numbered years. *Prerequisite:* ARH 202 (ARH 201 recommended); relevant coursework in history acceptable with permission of the instructor

ARH 333 History of East Asian Art and Culture

3 credits

This course examines three major artistic traditions in East Asia: Indian, Chinese, and Japanese. Within a chronological and cultural framework, painting, architecture, sculpture and the decorative arts are examined and interpreted. Attention to the influence of religion, nature, and philosophy on the major art forms is central to this course. Offered spring of odd-numbered years. *Prerequisite:* ARH 201 or 202

ARH 380 History of Graphic Design

3 credits

This course surveys graphic design from prehistory to the present. Within the context of cultural, socio-political, technological, and artistic movements, students examine the work of various nations and individuals who have shaped contemporary practice and theory. While focusing on graphic design, the course introduces parallel developments in industrial design and architecture. Assignments encourage students to examine historical influences in their own work. Offered fall. *Prerequisites:* ARH 202 (ARH 201 recommended)

ARH 401 Senior Seminar in Art History

3 credits

The Senior Seminar is an intensive, student-driven forum for collective investigation, exchange, and research. With minimal guidance and facilitation from faculty, students determine topics and reading lists that provide the basis for weekly discussion. The course culminates in substantial student presentations of individual research. Offered fall. *Prerequisites:* Senior standing and completion of at least two 300-level ARH courses

ARH 402 Senior Thesis (Capstone)

3 credits

The Senior Thesis is an independent research project of significant scale, involving considerable scholarly rigor, intellectual content, and depth of research. In addition to the written thesis, students orally present their research to their peers in a group forum. Offered spring. *Prerequisites:* Major Acceptance and ARH 401

Bachelor of Arts: Studio Art

The Bachelor of Arts degree in Studio Art provides a broad study of the visual arts, based on a solid foundation in several studio disciplines and art history. Building their learning around the core of the liberal arts curriculum, studio art majors first complete a series of foundation and introductory courses in two- and three-dimensional design. Students select a concentration in one of seven areas: Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, or Sculpture. Students are encouraged to continue experiments outside their concentration area, thus gaining a wider working knowledge of the arts. The Bachelor of Arts in Studio Art is recommended for students seeking depth of study in the fine arts while still exploring professional options outside of the field. This degree is also recommended for students pursuing the Education minor and intending graduate study in arts education.

In addition to the foundation and introductory courses, BA studio majors complete a three-course studio sequence in their area of concentration, the two-term art history survey, and two upper-level courses in art history. Seniors are required to prepare a formal presentation and exhibition of their work in the Mugar Art Gallery as part of their Capstone experience. Studio majors are encouraged to explore internship opportunities in the arts, either on or off campus.

Major Requirements—Studio Art

Liberal Education Program requirements

- ART 110, 125, 132, 425
- One course chosen from: ART 111, 112, 113, 114, 115, 116, 117, 118
- ARH 201, 202
- ART 245 or THE 230
- Two Studio courses chosen from:
ART 210, 213, 226, 230, 234, 239, 240, 245, 260, 270; THE 226
- One Art History course chosen from: ARH 315, 324, 325, 333, 350, 380;
- Two Concepts I courses chosen from (studio courses must be outside the student's area of concentration): ART 310, 311, 313, 317, 319, 328, 330, 331, 334, 339, 340, 341, 345, 346, 360, 361, 370, 371; THE 319
- One Concepts II course: AME 341; ARH 315, 324, 325, 333, 380; COM 303, 310, 312, 316, 321, 325, 326, 328, 341, 360; DAN 320, 330, 340; ENG 317, 324, 331, 333, 335, 338, 339, 342; PHI 305, 308, 309, 312; THE 330, 340, 360; WRT 303, 311, 312, 326; WST 331, 360
- Three 300–400-level Studio courses in one concentration area

Major Acceptance Requirements:

See requirements in the Academic Policies section.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	Math Requirement
ART 110 or 125	ART 125 or 110
PTH 101	Intro. Studio Course or ART 132
Liberal Education Course	Liberal Education Course
Elective	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ART 132 or Intro. Studio Course	Intro. Studio Course
Intro. Studio Course	Intro. Studio Course
ARH 201	ARH 202
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
	Exhibition Foundations Course

Junior Year

<i>Fall</i>	<i>Spring</i>
Intro. Studio Course	Intro. Studio Course
ARH 300-level or Liberal Education Course	Studio Concentration Course
Exhibition Foundation Course	Liberal Education or ARH 300-Level course
Concepts I Course	Concepts I Course
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
Studio Concentration Course	Studio Concentration Course
ARH 300-level Course	ART 425
Concepts II Course	Elective
Elective	Elective
Elective	Elective

Bachelor of Fine Arts: Studio Art

The Bachelor of Fine Arts degree in Studio Art provides intensive study of the visual arts and prepares students for careers as professional artists and designers. Building their learning around the core of the liberal arts curriculum, BFA students first complete a series of foundation and introductory courses in two- and three-dimensional design. Students select a concentration in one of six areas: Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture. Students are encouraged to continue experiments outside their concentration area, thus gaining a wider working knowledge of the arts. The essential purpose of the BFA in Studio Art is to develop students' creative and critical thinking alongside strong studio skills and technical abilities, ensuring a solid foundation for graduate-level study and a professional career in the fine arts.

In addition to the foundation and introductory courses, BFA studio majors complete a four-course studio sequence in their area of concentration, the two-term art history survey, and three upper-level courses in art history. Seniors are required to prepare a formal presentation and exhibition of their work in the Mugar Art Gallery as part of their Capstone experience. BFA students are strongly encouraged to explore internship opportunities in the arts, either on or off campus.

Major Requirements—Studio Art (BFA)

Liberal Education Program requirements

- ART 110, 125, 132; ART 245 or THE 230
- One course chosen from: ART 111, 112, 113, 114, 115, 116, 117, 118
- ART 425, 491
- ARH 201, 202
- Five Introductory Studio courses chosen from: ART 210, 213, 226, 230, 234, 239, 240, 245, 260, 270; THE 226
- Three Art History courses chosen from: ARH 315, 324, 325, 333, 380;
- Two Concepts I courses chosen from (studio courses must be outside the student's area of concentration): ART 310, 311, 313, 317, 319, 328, 330, 331, 334, 339, 340, 341, 345, 346, 350, 360, 361, 370, 371; THE 319
- One Concepts II course chosen from: AME 341; ARH 315, 324, 325, 333, 380; COM 303, 310, 312, 316, 321, 325, 326, 328, 341, 360; DAN 320, 330, 340; ENG 317, 324, 331, 333, 335, 338, 339, 342; PHI 305, 308, 309, 312; THE 330, 340, 360; WRT 303, 311, 312, 326; WST 331, 360
- Three 300–400-level studio in one concentration area (ceramics, drawing, painting, photography, printmaking or sculpture)

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum average of C (2.00) in four courses: ART 110 or 125 or 132; ARH 201 or 202; and two 200-level introductory studio courses
- A portfolio review by art department faculty
- Artist's statement

Suggested Registration**First Year**

<i>Fall</i>	<i>Spring</i>
WRT 105	ART 125 or 110
ART 110 or 125	Intro. Studio Course or ART 132
ARH 201 or Elective	Math Requirement
PTH 101	Liberal Education Course
Liberal Education Course	ARH 202 or Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ART 132 or Intro. Studio Course	ART 245 or THE 230
Intro. Studio Course	Intro. Studio Course
ARH 201 or Elective	ARH 202 or Elective
Liberal Education Course	Liberal Education Course
Elective or Exhibition Foundations Course	Concepts I Course

Junior Year

<i>Fall</i>	<i>Spring</i>
Intro. Studio Course	Concepts I Course
Intro. Studio Course	Studio Concentration Course
Studio Concentration Course	Liberal Education or ARH 300-level Course
ARH 300-level or Liberal Education Course	Liberal Education Course
Liberal Education Course	Elective or ART 129

Senior Year

<i>Fall</i>	<i>Spring</i>
Studio Concentration Course	Studio Concentration Course
Intro. Studio Course	ARH 300-level Course
Studio Concentration Course	ART 425
ART 491	Elective
ARH 300-level Course	Elective

Bachelor of Fine Arts: Graphic Design

The Bachelor of Fine Arts degree in Graphic Design provides intensive study and preparation for students who intend to pursue a professional career in the graphic design field. Building their learning around the core of the liberal arts curriculum, graphic design students first complete a series of foundation and introductory courses required of all studio art majors. The program then offers focused work in graphic design, using both traditional methods and state-of-the-art digital resources. Students are encouraged to continue experiments in other visual media, thus gaining a wider working knowledge of the arts. The program seeks to develop students' creative and critical thinking alongside their technical and professional skills, ensuring a solid foundation for a career in design.

The program's studio courses explore all aspects of graphic design, from basic principles and typography to web design, visual identity, and advertising and retail design. Additionally, students complete several art history courses. Seniors are required to prepare a formal presentation and exhibition of their work in the Mugar Art Gallery as part of their Capstone experience. The major also requires a 240-hour internship with a graphic design firm.

Major Requirements—Graphic Design (BFA)

Liberal Education Program requirements

- ART 110, 125, 132, 213, 217, 313, 328, 425, 485, 492; ART 245 or THE 230
- Three Studio courses chosen from: ART 210, 226, 230, 234, 239, 240, 245, 260, 270; THE 226
- Four 300- 400-level Graphic Design courses chosen from: ART 317, 339, 421, 422, 423, 424, 437, 490
- ARH 201, 202, 380
- Two Art History courses chosen from: ARH 315, 324, 325, 333

Major Acceptance Requirements:

See requirements in the Academic Policies section.

Suggested Registration

First Year

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

Sophomore Year

<i>Fall</i>	<i>Spring</i>
Intro. Studio Course	Intro. Studio Course
ART 217	ART 313
ARH 380 or Liberal Education Course	Liberal Education Course
Liberal Education Course	Elective
Liberal Education Course	Elective or Exhibition Foundations Course

Junior Year

<i>Fall</i>	<i>Spring</i>
ART 317	ART 328
ART 245 or THE 230	300–400-level Graphic Design Course
Intro. Studio Course	ARH 300-level Course
ARH 380 or Liberal Education Course	Liberal Education Course
Elective	Elective or Exhibition Foundations Course
ART 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
ARH 300-level Course	300–400-level Graphic Design Course
ART 485 or Elective	ARH 300-level Course or Elective
ART 492	ART 425
300–400-level Graphic Design Course	Liberal Education Course
Elective	Elective

Studio Art Minor

The minor consists of 18 credits with the following required courses:

- ART 110 or 125
- ARH 201 or 202
- Two introductory Studio courses chosen from: ART 210, 213, 226, 230, 234, 239, 240, 245, 260, 270; THE 226
- Two 300-level Studio courses chosen from: ART 310, 311, 313, 328, 330, 331, 334, 340, 341, 345, 346, 360, 361, 370, 371

Gladys Greenbaum Meyers Juried Student Art Exhibition

Each spring the Fine and Performing Arts Department offers all Colby-Sawyer College students, art majors and art non-majors, the opportunity to submit work to the Juried Student Exhibition. This annual exhibition of work created in studio courses is made possible by a significant gift from Gladys Greenbaum Meyers '39, an avid and longtime supporter of the arts.

Senior Art Exhibition

Each spring semester, all seniors in the studio art and graphic design programs exhibit their strongest works together in the Marian Graves Mugar Art Gallery. This exhibition is a required component of the Capstone experience in studio art and graphic design.

Art Course Offerings

ART 100 Introduction to Visual Art 3 credits

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. This course is intended for non-art majors. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 110 Drawing Foundations 3 credits

Through studio practice, this course introduces the basic elements of line, shape, space, value, and texture, using the expressive medium of drawing and emphasizing the use of the principles of design. Students develop skills of critical observation and visual organization, internalizing their understanding of foundational concepts that they are expected to employ in all future art courses. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 111, 113, 115, 117 Exhibition Foundations 1 credit

These courses offer 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. *Prerequisites:* Scheduling with the gallery director and permission of the instructor

ART 112, 114, 116, 118 Exhibition Foundations 1 credit

These courses offer 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 spring. *Prerequisites:* Scheduling with the gallery director and permission of the instructor

ART 125 Design Foundations 3 credits

This course introduces the theory and practical application of the principles of two-dimensional design. It 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 Art Foundations 3 credits

This studio course surveys the digital technology used by artists and designers, covering a range of applications and image acquisition and generation techniques. It also introduces related hardware such as scanners, cameras, and printers. Students develop ideas and learn how to use software creatively and artistically. Assignments and in-class projects encourage students to experiment and avoid using built-in image manipulation and plug-in filters that require little creative thought. Offered fall and spring.

ART 210 Drawing I 3 credits

This course continues the development of perceptual and technical skills, with particular emphasis on drawing the human figure from life. Several approaches to life-drawing are used, including a study of anatomy, an analytical approach to drawing, and a more gestured and intuitive approach, using a variety of media and paper. Offered fall and spring. *Prerequisites:* ART 110, 125

ART 213 Graphic Design I 3 credits

As the beginning course in the graphic design major, this course intends primarily to provide a foundation of visual and problem-solving skills essential to upper-level work. Students are introduced to basic exercises in composition, abstraction, and communication. Working methods combine traditional hand skills with an introduction to basic computer technology. Offered spring. *Prerequisite:* ART 132

ART 217 Typography 3 credits

This course encourages students to creatively investigate the technical and theoretical aspects of typography. It focuses on the organizational and creative aspects of designing with type and on the development of typography. Students develop a basic proficiency with typographical options for problem solving, including integrated typographic layouts, type and system development, typographic principles, and interaction of type choices with text context. Offered fall. *Prerequisite:* ART 213

ART/THE 226 Integrated Arts Performance Studies and Theory I 3 credits

Students are introduced to concepts, approaches, and theories relevant in emerging media and technology. 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, theatre, graphic design, and studio art and art history) work together becoming aware of each other's materials and craft while creating a collaborative work. Offered spring.

ART 230 Painting I 3 credits

This course introduces the materials and techniques of painting. Working with acrylic-based paints, students learn how to prepare a surface for painting, explore several techniques and strategies for making a painting, and engage in group critique. Students complete several paintings and learn how to prepare them for exhibition. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 234 Watercolor I 3 credits

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 quizzes, risk-taking, class critiques and a final portfolio. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 239 Animation and Video Art I 3 credits

This course expands on knowledge gained in ART 132 to develop projects in such areas as animation, video and sound used in interactive Web art and projection or screen-based installation art. Offered fall of odd-numbered years beginning fall 2013. *Prerequisite:* ART 132

ART 240 Printmaking I 3 credits

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

ART 245 Sculpture I 3 credits

In this course students develop an understanding of three-dimensional ideation and sculpture construction. Students conceptualize through research and sketchbook work, explore methods of assemblage such as additive and subtractive processes, and create at least three sculptures from their own imagination. The course covers armature building, clay modeling, and numerous approaches to designing building, and finishing a three-dimensional object. Protocols for studio safety and equipment usage are emphasized. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 250, 350, 450 Topics in Art 1–3 credits

See Additional Curricular Opportunities for requirements.

ART 260 Photography I 3 credits

This course introduces basic theories and mechanical skills necessary to use a single-lens reflex camera, process film, and print black-and-white photographs. Creative exercises develop the student's understanding of the camera and lenses and increase awareness of the image-making possibilities of photography. Students learn and follow studio and chemical safety standards. A fully manual and adjustable SLR camera with light meter is required and it is recommended that each student have a digital camera. Offered fall and spring. *Exploration Area:* Fine and Performing Arts

ART 270 Ceramics I 3 credits

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 1–3 credits
See Additional Curricular Opportunities for requirements.

ART 285 Art Internship 1–3 credits
Qualified students may arrange internships related to the arts or art organizations, such as museums, art centers, design firms, artist studios, the college's Marian Graves Mugar Gallery, and other art-related institutions. Students are required to submit a written report on their experience to their faculty sponsor at the conclusion of the internship. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites*: Pre-internship seminar, permission of the faculty sponsor

ART 295, 395, 495 Independent Study 1–3 credits
See Additional Curricular Opportunities for Independent Study requirements.

ART 310, 311 Drawing II and Drawing III 3 credits
Students build on knowledge, technical skills, and visual strategies gained in previous drawing courses. These intermediate courses emphasize an 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. Offered fall and spring. *Prerequisites*: For ART 310: ART 210. For ART 311: ART 310

ART 313 Graphic Design II 3 credits
Students explore issues of aesthetics and communication in traditional graphic design applications for posters, page layouts, and symbols and logos. The course develops verbal presentation skills through short reports in the research phase of specific problems. Although working methods offer the student a choice of hand or digital tools, the course encourages the acquisition of more advanced computer technology. Offered spring. *Prerequisite*: ART 217

ART 317 Typography II 3 credits
This course builds upon the principles, concepts, vocabulary, technical skills, and creative processes learned in Typography I and Graphic Design II. Students solve various typographic problems as presented by posters, publication, identity, packaging, and user interface design. Students also delve deeper into their own personal creative expression, obeying and breaking, when appropriate fundamental rules of typography. Offered fall. *Prerequisite*: ART 313

ART/THE 319 Lighting and Color Theory 3 credits
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. *Prerequisite*: 200 level art or theatre class

ART 328 Interactive Web Design 3 credits

This course is an introduction to current software used to create, design, and manage websites for use on the Internet. The course is dedicated to creating a well-designed and organized website using each student's creative and artistic skill combined with knowledge of software and coding. Students are expected to envision and implement their own Web page design. Offered spring. *Prerequisites:* ART 132 and at least two 200-level studio art courses

ART 330, 331 Painting II and Painting III 3 credits

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 expression. Students examine several theories of art and strive to apply them in their work. Offered fall and spring. *Prerequisites:* For ART 330: ART 110, 125, 230. For ART 331: ART 330

ART 334 Watercolor II 3 credits

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 339 Animation and Video Art II 3 credits

This course expands on knowledge gained in ART 239. Students expand their knowledge of the software required to build more complex projects in the areas of animation, video and sound used in interactive Web art and projection or screen-based installation art. Offered fall of odd-numbered years. *Prerequisites:* ART 132, 239

ART 340, 341 Printmaking II and Printmaking III 3 credits

These intermediate courses introduce processes and materials that build upon those covered in ART 240. Students investigate monotypes, collagraphs, chine collé, multicolor 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:* For ART 340: ART 110, 125, 240. For ART 341: ART 340

ART 345, 346 Sculpture II and Sculpture III 3 credits

These intermediate-level sculpture courses introduce techniques such as woodworking and welding (arc and oxygen-acetylene); plastics, glass, and nonferrous metals may also be options. Students expand their ideas in sketchbooks and construct working maquettes, observing studio safety protocols and learning the proper use of machinery and tools. Students are expected to develop creative, fresh, and individual ideas. Offered fall and spring. *Prerequisites:* For ART 345: ART 110, 125, 245. For ART 346: ART 345

ART 360, 361 Photography II and Photography III 3 credits

These courses require 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. These courses also emphasize the development of a photographic style and the creation of a cohesive body of work. Each student must have a fully adjustable digital camera with manual controls. Offered fall and spring. *Prerequisites:* For ART 360: ART 110, 125, 260. For ART 361: ART 360

ART 370, 371 Ceramics II and Ceramics III 3 credits

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

ART 410, 411 Drawing IV and Drawing V 3 credits

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

ART 421, 424 Publication Design and Production Methods I and II 3 credits

These courses introduce a variety of publication design problems so that students develop hands-on skills in page layout and relevant computer programs. The production component explores the parameters of two-color and/or process-color limits in print work. These courses ask students to creatively investigate technical and theoretical aspects of digital media, while emphasizing print production and introducing Web design elements. Offered fall. *Prerequisites:* For ART 421: ART 313. For ART 424: ART 421

ART 422 Visual Identity and Systems Design 3 credits

This course explores the creation of corporate, institutional, and product identity. A crucial part of the project is the development of a corporate identity manual that defines and demonstrates the design system. Students create comprehensive, presentation-quality samples of stationery, product packaging, information pamphlets, annual reports, signage, and other applications of the identity system. Offered fall. *Prerequisites:* ART 313

ART 423 Advertising and Promotional Design 3 credits

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 not-for-profit organizations, the ethical issues of promotional design for controversial or unpopular causes, and design for hazardous products or services. Offered spring. *Prerequisite:* ART 313

ART 425 Professional Practices and Portfolio (Capstone) 4 credits

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

ART 430, 431 Painting IV and Painting V 3 credits

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 works of art that display a high degree of finish, aesthetic sophistication, and honesty. Offered fall and spring. *Prerequisites:* For ART 430: ART 331. For ART 431: ART 430

ART 434 Watercolor III 3 credits

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 works of art that display a high degree of finish, aesthetic sophistication, and honesty. This course may be used to satisfy a course requirement in the painting concentration. Offered fall and spring. *Prerequisite:* ART 334

ART 437 Packaging and Retail Design 3 credits

Students learn the concepts, tools, and techniques necessary to build various forms of three-dimensional commercial design. Using computer software and traditional hand tools, students create product, package, and spatial/retail design that are innovative, artistic, and well crafted. Attention is paid to identity and branding, in-store display, shelf presence, point of purchase, marketing, and consumer trends. Offered spring of even-numbered years. *Prerequisite:* ART 317

ART 439 Animation and Video Art III 3 credits

This course focuses on using the computer in the development of an artistic practice. Lectures, demonstrations and critiques focus on theoretical, technical and aesthetic issues in contemporary digital and interactive media. Students learn how to acquire imagery from a range of sources such as scanners and digital video cameras or drawing tablet into image editing software and learn how to manipulate, generate and animate the imagery. Offered fall of even-numbered years. *Prerequisites:* ART 132, 239, 339

ART 440, 441 Printmaking IV and Printmaking V 3 credits

In these courses students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Students pursue in-depth experimentation with color printing (intaglio 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. *Prerequisites:* For ART 440: ART 341. For ART 441: ART 440

ART 445, 446 Sculpture IV and Sculpture V 3 credits

These advanced courses may incorporate learning techniques or processes new to the students, encouraging them to work on projects that evolve from their prior knowledge of sculptural techniques. Students explore three-dimensional solutions to art making and create individually expressive works. Advanced research, problem-solving, and self-criticism are major parts of this course. Offered fall and spring. *Prerequisites:* For ART 445: ART 346. For ART 446: ART 445

ART 460, 461 Photography IV and Photography V 3 credits

Students in these courses further explore image-making options in photography. Emphasis falls on producing consistently high quality while developing an artistically cohesive body of work. Each student produces a professional-level portfolio. Each student must have a fully adjustable digital camera with manual controls. Offered fall and spring. *Prerequisites:* ART 460: ART 361. For ART 461: ART 460

ART 470, 471 Ceramics IV and Ceramics V 3 credits

In these courses, 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. *Prerequisites:* For ART 470: ART 371. For ART 471: ART 470

ART 480 Teaching Assistantship: 1–3 credits

See Additional Curricular Opportunities for requirements.

ART 485 Art Internship 1–6 credits

This 240-hour internship course is designed to provide students with an on-site art experience. A faculty member serves as the student's internship sponsor. An application must be submitted to the Harrington Center, and study plans must be submitted to the chair of the department for approval prior to the beginning of the internship. This course may be repeated. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair. Graphic Design majors must have completed ART 421.

ART 490 Advanced Graphic Design 3 credits

In this course students apply previous graphic design knowledge and skills to more complex design problems. The focus is on developing integrated design programs with unified concepts that explore levels of visual impact. The course provides students with insight and practical skills for planning, organizing, and developing advanced problem-solving strategies. The course considers special topics and current trends in the graphic design field. Offered as needed. *Prerequisite:* ART 313 or permission of the instructor.

ART 491 Senior Seminar: Contemporary Issues in the Arts 4 credits

The course consists of two components. The first involves studio-based group activities and critiques, enhanced by museum and gallery field trips, visiting artists, curators and guest lecturers. Students work closely with faculty members to develop a coherent body of work to be presented in the spring Senior Exhibition. The second addresses the development of critical awareness through discussions of contemporary art and critical theory. Offered fall. *Prerequisite:* Major Acceptance and senior status

ART 492 Senior Thesis and Seminar in Graphic Design 4 credits

Students engage in intensive personal research and create a cohesive, considered, and original body of work for the Senior Exhibition. Studio time is divided between critique, production assistance, and a seminar, in which students examine contemporary design as it relates to art, society, communication, business, ethics and global dialogue. Offered fall. *Pre or co-requisites:* ARH 380, 317, Major Acceptance and senior status

Biology

Bachelor of Arts: Biology

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 projects in labs and in the three semester senior research project. Biology majors are introduced to a range of biological topics as first- and second-year requirements. By working closely with academic advisors, students are able to tailor their course of study during their junior and senior years to concentrate in a specific area of biology. The program is designed to take advantage of the wide variety of 'natural classrooms' in the Lake Sunapee region of New Hampshire and the laboratory facilities of the Ivey Science Center.

A summer or semester internship enables students to practice biology and focus their career goals. Recent internship sites included biotech firms, academic research labs, hospitals, veterinary clinics, physical therapy facilities, environmental consulting firms, state agencies, and non-profit organizations. An active Biology Majors Club supports a wide variety of co-curricular activities that are conceived and planned by students. Trips to museums, aquaria, and national wildlife refuges, and participation in the Northeast New England Biological Conference are among the opportunities sponsored by the club.

The Natural Sciences Department offers calculus, organic chemistry and physics to fulfill the necessary admission requirements to medical or veterinary school. Information on pre-medical and pre-veterinarian studies is available elsewhere in the catalog.

Major Requirements—Biology

Liberal Education Program requirements

- BIO 106, 107, 212, 351, 485, 486, 487; BIO 206, 207 or 217; CHE 101, 102
- Two courses selected from CHE 307, 308; PHY 101, 102
- Five BIO courses, at least four at the 300 or 400 level*
- At least one organismal/environmental course selected from: BIO 314, 317, 318, 407; ENV 100, 334, 366
- At least one cellular/molecular course selected from: BIO 304, 321, 402, 406; CHE 304
- MAT 220 or 221
- SCI 107, 109, 111, 113 strongly recommended

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

* Includes all BIO courses plus ENV 100, 334, 366; ESS 324, 326, 419, 424; PBH 330; PSY 215.

Major Acceptance Requirements:

See requirements in the Academic Policies section as well as

- A minimum C (2.00) average in BIO 106 and 107
- Written statements that address the following (to be produced in consultation with the student's advisor in the sophomore year):
 - strengths and weaknesses in biological subject matter and academic skills, e.g., writing, public speaking; and
 - future goals in terms of interests for upper-level courses, possible internship experiences, e.g., sites and goals, and senior research interests
- Writing sample chosen from BIO 106, 107, or 212

Suggested Registration**First Year**

<i>Fall</i>	<i>Spring</i>
WRT 105	BIO 106
BIO 107	CHE 102
CHE 101 or MAT 123*	Liberal Education Course
PTH 101	Liberal Education Course
SCI 107 or Liberal Education course *	ENV 108 recommended

Sophomore Year

<i>Fall</i>	<i>Spring</i>
BIO 212	BIO 217, 205 or 207
CHE 307 or PHY 101	CHE 308 or PHY 102
Liberal Education Course	Liberal Education Course
SCI 109 recommended	Liberal Education Course
	ENV 110 recommended

Junior Year

<i>Fall</i>	<i>Spring</i>
Biology Elective	Biology 300- or 400-level Elective
Biology 300- or 400-level Elective	CHE 308 or PHY 102
CHE 307 or PHY 101	BIO 351
MAT 220 or 221	Liberal Education Course
SCI 111 recommended	ENV 112 recommended
BIO 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
Biology 300- or 400-level Elective	Biology 300- or 400-level Elective
BIO 486	Elective or BIO 485
SCI 113 recommended	BIO 487
Liberal Education Course	ENV 114 recommended
Elective	

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

Biology Minor**Requirements**

BIO 106 and BIO 107; either BIO 212 or 217; three additional three- or four-credit courses in BIO (or ENV, ESS, PBH, PSY courses that are allowed for a Biology Major), at least two of which must be at the 300 or 400 level.

Pre-Medical and Pre-Veterinary Curriculum

Students wishing to pursue medical and 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 for Biology majors on a Pre-Medical or Pre-Veterinary Track*

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

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BIO 106
BIO 107	CHE 102**
CHE 101**	PSY 101 or SOC 101
PTH 101	Major requirement and/or liberal education/ elective
Major requirement and/or liberal education/ elective	

Sophomore Year

<i>Fall</i>	<i>Spring</i>
MAT 220	MAT 221
CHE 307	CHE 308
BIO 205 (Optional pre-vet)	BIO 206 (Optional pre-vet)
Major requirement and/or liberal education/ elective	Major requirement and/or liberal education/ elective

Junior Year

<i>Fall</i>	<i>Spring</i>
PHY 101	PHY 102
BIO 304	BIO 321 or 402
Major requirement	Major requirement and/or liberal education/ elective

Senior Year

<i>Fall</i>	<i>Spring</i>
Major requirements and/or liberal education/ elective	BIO 207
Major requirements and/or liberal education/ elective	BIO 321 or 402

** It is recommended that students without a strong science or mathematics background (two years of high school algebra) consider mathematics preparation (MAT 123 or 212) prior to the chemistry and math sequence. Students can then enroll in CHE 101/102 second year, organic chemistry third year, and biochemistry and physics during their final year. Students are encouraged to contact a Health Professions Advisor for assistance.

Biology Course Offerings

BIO 106 The Chemical and Cellular Basis of Life 4 credits

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 4 credits

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

BIO 108 Human Biology 4 credits

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

BIO 205 Human Anatomy and Physiology I 4 credits

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 systems: integumentary, skeletal, muscular, and nervous. This course has both lecture and laboratory requirements, including dissections. Students who complete BIO 205 may not also receive credit for BIO 108. Offered fall and spring. *Prerequisite: BIO 106*

BIO 206 Human Anatomy and Physiology II 4 credits

This is the second of a two-semester sequence in human anatomy and physiology. The material in this course includes 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. Students who complete BIO 206 may not also receive credit for BIO 108. Offered fall and spring. *Prerequisite:* BIO 205

BIO 207 Microbiology 4 credits

This course involves the study of the fundamental principles of microbiology and the relationship of microorganisms to disease. Microbial morphology, growth, metabolism, genetics, diversity, ecology and viruses are stressed in the lectures. Laboratory work includes the preparation of media, cultural methods, microscopic work, control of organisms by physical and cultural means, and quantitative techniques. Offered spring. *Prerequisite:* BIO 106

BIO 212 Evolution and Diversity 4 credits

Biologists estimate there are 30 million species on earth. Students learn the major types of animals, plants, fungi, protists and bacteria, paying attention to how each organism is adapted to its environment. Students also learn how evolution works, from mutations in DNA to changes in frequency of genes and the formation of new species. Labs demonstrate principles and organisms discussed in class. Offered fall. *Prerequisite:* BIO 106

BIO 217 Organismal Physiology 4 credits

The physiology of organisms is a crucial link between cellular processes and ecological interactions. Students examine the physiology of plants, animals and fungi, as well as the essential anatomy of each. Students also explore tissues, organs and organ systems in animals, and transport, nutrition, reproduction, and control mechanisms in plants. Labs concentrate on anatomical studies and physiological experiments. Offered spring. *Prerequisite:* BIO 106

BIO 250, 350, 450 Topics in Biology 1–3 credits

See Additional Curricular Opportunities for requirements. Previously offered topics have included primate behavior and evolution, Toxicology, Pharmacology, and virology.

BIO 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements. Previously offered topics have included primate behavior and evolution, Toxicology, Pharmacology, and virology.

BIO 285 Biology Internship 1–3 credits

This internship allows biology students an opportunity to explore 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, spring, and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair.

BIO 295, 395, 495 Independent Study 1–4 credits

See Additional Curricular Opportunities for Independent Study requirements.

BIO/CHE 304 Biochemistry 4 credits

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta oxidation, fatty acid biosynthesis, and the urea cycle. Standard laboratory techniques of the biochemist are introduced. This cellular/molecular course is offered fall. *Prerequisite:* CHE 307 or permission of instructor

BIO 314 Animal Behavior 4 credits

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

BIO 317 Aquatic Ecology 3 credits

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

BIO 318 Terrestrial Ecology 3 credits

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 3 credits

Topics include the biochemical structure and replication strategy of the various virus families. Infection cycle, mode of transmission and the greater societal impact of viruses are discussed. Virus-host interaction, antiviral therapy, and the role of viruses in biotechnology are also included. Animal viruses are emphasized throughout the course. Offered spring of even years. *Prerequisite:* BIO 106

BIO 321 Cell Biology 4 credits

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

- BIO 351 Research Design** 1 credit
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, and determine the method to be employed. The work culminates in a research proposal. Students also learn concepts in research design, statistics, lab safety and research ethics. Offered spring. *Prerequisites:* BIO 212, Biology Major Acceptance
- BIO 402 Genetics** 4 credits
Both classical and modern topics are covered as students learn about the nature of the gene, gene action and its control, transmission of inherited characteristics, and behavior of genes in populations. The course also focuses on recent developments in genetic research and technology. Laboratory work is included. Offered spring of odd-numbered years.
Prerequisite: BIO 106
- BIO 406 Biology of Development** 4 credits
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** 3 credits
This course investigates the scientific basis behind topics in the field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focus on the ecological basis of the problem and relate that background to practical considerations and case studies. Offered spring of odd-numbered years. *Prerequisite:* BIO 107
- BIO 480 Teaching Assistantship:** 1–3 credits
See Additional Curricular Opportunities for requirements.
- BIO 485 Biology Internship** 1–6 credits
Students in this course enroll for varied credit in a department-approved internship with an appropriate organization. Weekly progress reports, a final written reflection, and an oral presentation to the Department are required. A minimum of 120 hours is required. Graded Pass/Fail. Offered fall, spring, and summer. *Prerequisites:* Biology Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair
- BIO 486 Senior Research I** 2 credits
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 the data they will use. Offered fall. *Prerequisite:* BIO 351
- BIO 487 Senior Research II (Capstone)** 1 credit
In this course students complete the project planned in BIO 351 and begun in BIO 486. Students analyze their full data set for presentation orally as well as in a final paper. Offered spring. *Prerequisite:* BIO 486 Business Administration

Business Administration

Bachelor of Science: Business Administration

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

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

Major Requirements—Business Administration

Liberal Education Program requirements

- BUS 101, 201, 215, 216, 220, 231, 301, 312, 318, 401, 403, 413, 460, 485; ECO 201
- One 300-/400- level BUS course outside of concentration (minimum of 4 credits)
- Concentration Areas: Students must select an area of concentration for their degree (this must be declared during major acceptance – see below). The concentration areas and requirements are detailed below:
- Accounting & Finance Concentration Requirements – BUS 332, 419; 4 credits from the following electives: BUS 342, 343, 348, 349, 351, 416
- Management Concentration Requirements – BUS 316, 417; 4 credits from the following electives: BUS 302, 323, 333, 336, 338, 344, 414, 421, 422
- Marketing Concentration Requirements – BUS 339, 415; 4 credits from the following electives: BUS 345, 346, 347, 407
- Sustainable Business Concentration Requirements – BUS 321, 414; ENV 108, 110, 112 or 114; 4 credits from the following electives: ENV 305, ENV 306, ENV 334, ENV 336

General Business Concentration Requirements

One 300 level and one 400 level course from any business concentration area required courses; 4 credits from any elective courses within the business department (combined with core requirements equates to 8 elective credits from any business electives)

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.

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum grade of C (2.00) in BUS 215, 216, 231
- Completion of online business computing proficiency
- Concentration area within the major must be declared at time of Major Acceptance application
- Students must have submitted all required items (PTH 101, 201, WRT105, First year Seminar Submission) to the ePortfolio in order to apply for major acceptance
- Submit a 1–2 page reflective paper to the student’s academic advisor that discusses reasons for wanting to becoming a business administration major and a statement of long term goals
- Submit a current résumé to student’s academic advisor.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
BUS 101	BUS 215
BUS 220 or 231	BUS 220 or 231
WRT 105	Liberal Education Course
PTH 101	Liberal Education Course
Liberal Education Course	

Sophomore Year

<i>Fall</i>	<i>Spring</i>
BUS 216 or ECO 201	ECO 201 or BUS 216
BUS 201	Liberal Education Course
BUS 312	Liberal Education Course
Liberal Education Course	Elective
Liberal Education Course	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
BUS 301	Business Elective
BUS 318	BUS 400-level Concentration Course
BUS 300-level Concentration Course	Liberal Education Course
Liberal Education Course	Elective
Elective	
BUS 485 Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
BUS 401	BUS 460
BUS 403	Business Concentration Course
BUS 413	Elective
Business Concentration Course	Elective
Business Elective	Elective
Liberal Education Course	

Business Administration Minor

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

Requirements

- BUS 215, 216, 231, ECO 201
- Six 300- or 400-level credits from business courses

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

Business Administration Course Offerings**BUS 101 First Year Seminar**

2 credits

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, 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

3 credits

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

1 credit

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 resumes and reflective essays which will enable students to complete major acceptance requirements. This course provides the foundation for the seminars required in junior and senior years. Offered fall. *Prerequisite:* BUS 101

BUS 215 Management and Human Relations

4 credits

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

BUS 216 Financial Accounting

4 credits

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.

BUS 220 Business Statistics

4 credits

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

3 credits

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. This course is intended for non-business students nearing the end of their college courses. Offered fall and spring. *Prerequisites:* MAT 122 or above, junior standing or above

BUS 231 Marketing

4 credits

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.

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- BUS 233 History of Management** 4 credits
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, 350, 450 Topics in Business** 1–4 credits
See Additional Curricular Opportunities for requirements.
- BUS 278, 378, 478 Research Assistantship** 1–3 credits
See Additional Curricular Opportunities for requirements.
- BUS 285 Business Internship** 1–3 credits
This internship course is a 120-hour-minimum commitment designed to provide students with an on-site business experience early in their college career. The firm where the internship is held provides on-site supervision to the intern and submits a final evaluation of the intern’s performance. The intern is required to submit a written report on his or her internship experience to the department at the conclusion of the internship. This course may be repeated. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Pre-internship seminar, permission of the faculty sponsor and department chair
- BUS 295, 395, 495 Independent Study** 1–4 credits
See Additional Curricular Opportunities for Independent Study requirements.
- BUS 301 Junior Seminar** 1 credit
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 resume/cover letter, creation of a professional portfolio, development of a professional network, interviewing and professional communication skills. Offered fall. *Prerequisites:* BUS 201, Major Acceptance
- BUS 302 Managerial Communication** 2 credits
This course is designed to help students improve skills in professionally oriented communication: business letters, reports and résumés. Oral communication skills include running meetings, presenting to groups, and one-to-one situations such as job interviews and performance appraisals. Readings, computer simulation and assignments illustrate underlying principles of effective communication while providing hands-on practical application of the theory. Word-processing proficiency is required. Offered fall and spring. *Prerequisites:* BUS 215 and junior standing or above
- BUS 312 Computing Essentials for Business** 2 credits
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, Microsoft Access and SPSS 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*: Successful completion of Business Computing Skills Assessment

BUS 316 Navigating Human Relations in Management 4 credits

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*: BUS215, junior standing or above; or permission of the instructor

BUS 318 Corporate Finance 4 credits

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 BUS 216

BUS/ENV 321 Sustainable Organizations 3 credits

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. Exploration Area: Environmental Literacy. *Prerequisites*: WRT 105, sophomore standing or above.

BUS 323 International Management 4 credits

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 105, sophomore standing or above

BUS 332 Financial Reporting and Analysis 4 credits

This course continues the study of accounting concepts. Students learn to analyze and interpret financial statements. Actual company annual reports, 10K, and proxy statements are fully analyzed by utilizing various tools such as ratio, trend, industry, and competitor analysis in order to make financing, investing, and operating evaluations. The course is taught from an accounting user perspective. Offered fall. *Prerequisite*: BUS 216

BUS 333 Labor, Negotiation and Conflict Resolution 4 credits

This course is designed to be an overview of labor relations, negotiation and conflict resolution in a variety of settings, but particularly in business settings. Students review theoretical and applied issues in causes of labor disputes, negotiation tactics, and conflict prevention and resolution. This course examines constructive conflict, escalation practices, justice, and peacekeeping, and types of Alternative Dispute Resolution commonly used in legal, political and business environments. Offered fall of odd-numbered years. *Prerequisite*: BUS 215 and junior standing or above

BUS 336 Hospitality, Retail and Service Management 4 credits

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:* BUS 215, 216, 231

BUS 338 Project Management 2 credits

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:* BUS 215, 216, 231, junior standing or above. *Co-requisite:* membership in Enactus formerly known as SIFE (Students in Free Enterprise)

BUS 339 Sales and Strategic Marketing 4 credits

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 342 Taxation 4 credits

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. *Prerequisites:* BUS 216, junior standing or above

BUS 343 Real Estate 2 credits

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:* BUS 216; junior standing or above

BUS 344 Sales Management 2 credits

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 2 credits

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 2 credits

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 2 credits

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:* BUS 215, 216, 231

BUS 348 Insurance 2 credits

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

BUS 349 Concepts of Auditing and Compliance 2 credits

This course covers basic concepts, practices, and procedures of auditing and compliance at various types of institutions. Company requirements of internal audit, external audit, and compliance, including the Sarbanes-Oxley Act requirements, are studied from a management perspective. Guest speakers are used to illustrate the public and managerial accounting perspectives. Offered fall of odd-numbered years. *Prerequisites:* BUS216, 318

BUS 351 Lab Assistant 2 credits

Qualified junior and senior students may apply to work with financial accounting faculty members as a lab assistant for BUS216 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 BUS216, permission of instructor

BUS 401 Senior Seminar 1 credit

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 BUS485 internship experience and the three previous seminars, career building practices and documentation such as resumes 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, senior standing

BUS 403 Organizational Behavior 4 credits

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 4 credits

In this course students explore emerging social media technologies and the benefits and detriments they bring. Topics include: a quick review of relevant advertising principles, various forms of social media (and their strengths, weaknesses and ethical concerns), Web 2.0, RSS feeds, viral video, social bookmarking, social media news releases, and other emerging web technologies. Offered fall of even-numbered years. *Prerequisites:* BUS 231, junior standing or above

BUS 413 Management Science 4 credits

Problems facing business today are simply too complex to rely on intuition or common sense for solutions. Such complexity calls for computer based decision tools and statistical methods. This course covers fundamental theory, concepts, research, and practice in management science. Topics include linear programming, transportation and assignment problems, forecasting techniques, network optimization, inventory management, decision analysis, and queuing analysis. The methods employed in this class include a wide range of optimization models, computer simulations, probability, and decision trees. Offered fall. *Prerequisites:* BUS 215, 216, 220, 231, 312 and junior standing.

BUS 414 Non-Profit and Small Business Management 4 credits

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:* BUS 215, 216, 231, junior standing or above

BUS 415 Consumer Behavior and Market Research 4 credits

This course is designed to give the student an understanding of the critical importance of knowing and cultivating the current and potential consumers for a marketer'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. Offered spring. *Prerequisites:* BUS 231, junior standing or above

BUS 416 Investment Management 4 credits

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 4 credits

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. Offered spring. *Prerequisites:* BUS 215; any HIS or GOV course, junior standing or above

BUS 419 Financial Markets and Institutions 4 credits

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. Offered spring. *Prerequisites:* BUS 318; ECO 201

BUS 421 Leadership, Power and Politics 4 credits

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 2 credits

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 of odd-numbered years. *Prerequisites:* BUS 215 and junior standing or above

BUS 460 Strategic Management (Capstone) 4 credits

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 College campus and community. This course must be completed at Colby-Sawyer College. Offered spring. *Prerequisites:* BUS 231, 312, 318, 403, 413, ECO 201, Major Acceptance and senior standing

BUS 480 Teaching Assistantship: 1–3 credits

See Additional Curricular Opportunities for requirements.

BUS 485 Business Administration Internship 1–6 credits

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:* Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair

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, one of which can be a three credit course for a total of at least 18 credits. Students must complete:

- CHE 101, 102
- CHE 304, 307, 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 304, 307, and 308 count towards the minor and students must take PHY 101 and 102 plus another BIO course to complete their major. Please refer to the Minor Programs section of the catalog for further information.

Chemistry Course Offerings

CHE 101 Chemical Principles I 4 credits

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.

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

CHE 102 Chemical Principles II 4 credits

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 1–4 credits

See Additional Curricular Opportunities for Independent Study requirements.

CHE/BIO 304 Biochemistry 4 credits

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics, regulation, and mechanisms are emphasized. Thermodynamics and phosphate compounds are studied. Students examine important metabolic pathways, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation,

beta oxidation, fatty acid biosynthesis, and the urea cycle. Standard laboratory techniques of the biochemist are introduced. This cellular/molecular course is offered fall. *Prerequisite:* CHE 307 or permission of instructor

CHE 307 Organic Chemistry I

4 credits

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 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

4 credits

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:

1–3 credits

See Curricular Opportunities for requirements

Child Development

Bachelor of Science: Child Development

The Social Sciences and Education Department offers a Bachelor of Science in Child Development that provides a liberal arts foundation, a solid grounding in psychology and child development, and professional experience in any of several potential fields. Students also have the option to obtain N-3 teacher certification by taking additional courses in education and completing a teaching internship. The program places emphasis on evidence-based practice with children and families by placing students in practicum experiences in a variety of settings that serve children and families. The Windy Hill School, a laboratory school on campus, serves as an important resource. At Windy Hill, knowledge of child development research is used to structure the play based experiences of young children and to offer students opportunities to collaborate with faculty on research projects.

During the senior year, students complete an internship in a social service family setting (or in a school for students pursuing certification). Students play an active role in identifying internship experiences with the support and approval of the child development faculty.

Depending upon the focus of their studies, graduates of the Child Development program are prepared for employment in social work agencies, early intervention programs, government settings and, with certification, in N-3 classroom settings and for advanced studies in related fields such as child development and psychology, school guidance counseling, special education and clinical and counseling programs.

Baccalaureate degree graduates from Colby-Sawyer College can select to enter the Master’s Degree programs at Plymouth State University for those interested in certification (e.g., M.Ed.; M.A.T.; M.B.A. and M.S. degrees) and/or at Springfield College for those interested in mental health related fields (e.g., clinical mental health counseling, guidance counseling, marriage and family therapy). Further information is available in the Graduate School Opportunities section of the catalog.

Major Requirements—Child Development

Liberal Education Program requirements

- CHI 205, 306, 308
- PSY 101, 203, 401, 404
- PSY 306 or CHI 309
- SOC 101, 203, 304
- CHI 312 (Not required for students who choose to complete Early Childhood Education Certification)
- CHI 485 (CHI 490 is required instead for students who choose to complete Early Childhood Education Certification)

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum grade of C (2.00) in each of these courses: PSY 203 and CHI 205 classes, and C in the CHI 205 practicum
- A Major Acceptance Essay

Suggested Registration

First Year

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

Sophomore Year

<i>Fall</i>	<i>Spring</i>
CHI 205	CHI 285 (recommended)
Elective	Elective
Elective	Elective
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course

Junior Year

<i>Fall</i>	<i>Spring</i>
CHI 309 or PSY 306	PSY 401
CHI 306	CHI 308
SOC 304	CHI 312
Liberal Education Course	Elective
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
PSY 404	CHI 485
Elective	
Elective	
Elective	

Total credits: 120 minimum

Child Development with Early Childhood Education Certification

Students seeking New Hampshire Teacher Certification in Early Childhood Education (N–3) complete the degree requirement for the B.S. in Child Development and qualify for certification by completing additional coursework in education and a student teaching internship. The program requirements, courses, minimum grades, and the suggested registration are in the Education section of this catalog. To be admitted to the teacher preparation program, students must have passed the Praxis I examination and completed the application form for acceptance into the teacher preparation program.

Child Development Minor

Requirements

The child development minor consists of 18 credits: PSY 101, 203; CHI 205, 306; and four additional credits of coursework chosen from: CHI 307, 308, 309, 310, 311, 312, 313, 320, 485, PSY 306, 310, 316, 318, 320, 401, 404, SOC 304. Please refer to the section of the catalog entitled Minor Programs for further information.

Child Development Course Offerings

CHI 205 Services for Young Children

4 credits

This course provides students with an overview of normal and atypical development within the child's bio-psychosocial environment (family, neighborhood, and community). Students are introduced to theories of development that focus on understanding the child within the context of diverse family structures. Students explore the development of services and policies at the state and national level that are relevant to young children and their families. A 30-hour field practicum/lab is required. A minimum grade of C is required in the class and practicum/lab for N.H. Certification in Early Childhood Education. Offered fall and spring.

Prerequisite: PSY 203 minimum grade of C

CHI 250, 350, 450 Topics in Biology

1–3 credits

See Additional Curricular Opportunities for requirements.

CHI 278, 378, 478 Research Assistantship

1–3 credits

See Additional Curricular Opportunities for requirements.

CHI 285 Child Development Internship

1–3 credits

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:* PSY 203, CHI 205, Pre-internship seminar, permission of the faculty sponsor and department chair

CHI 295, 395, 495 Independent Study

1–3 credits

See Additional Curricular Opportunities for Independent Study requirements.

CHI 306 Experiences with Young Children

4 credits

This course applies theory and research in child growth and development to the planning, implementation, and evaluation of appropriate activities and projects for young children through age eight. Students learn to assess children's behavior in all domains, to plan activities based upon these assessments, to present activities to groups of children, and to evaluate these activities objectively. A four-hour-per-week practicum/lab at the Windy Hill School is required. A minimum grade of B- is required in the class and practicum/lab for N.H. Certification in Early Childhood Education. Offered fall. *Prerequisites:* PSY 203, CHI 205 minimum grades of C

CHI 307 Methods and Materials in Early Childhood Education

4 credits

This course applies current research about learning and principals of child growth and development to classroom practice in early childhood education. Emphasis is placed upon the value of play and its inclusion in educational programs for grades N-3. Students develop a semester-long project based on children's interests that incorporates literacy, mathematics, the arts, science, technology and social studies. A four-hour-per-week practicum/lab at the Windy Hill School is required. A minimum grade of B- is required in the practicum/lab for N.H. Certification in Early Childhood Education. Offered spring. *Prerequisite:* CHI 306

CHI 308 Evaluation of the Young Child

3 credits

This course examines the process of assessing young children's social, emotional and intellectual functioning. Students examine the legal, ethical and cultural aspects of assessing young children. Students are introduced to the process of assessment by learning about different types of observation and interview techniques, rating scales and administration and interpretation of developmental norms associated with psychological tests. Offered spring.

Prerequisite: PSY 203, junior standing or above recommended

CHI 309 Exceptional Children

3 credits

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, services that are effective for children with disabilities, and ways to adapt the learning environment to maximize student 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. Offered fall. *Prerequisite:* PSY 203 or 206 or 240

CHI 310 Language and Literacy Development in Early Childhood Education

4 credits

This course introduces theories of language and literacy development in young children. The focus is to understand how children, especially those from birth to five, develop language and literacy and how this process is supported by appropriate practices. Opportunities for in-depth study of children are provided through the required four-hour per week practicum/lab at Windy Hill School. A minimum grade of B- is required in the practicum/lab for N.H. Certification in Early Childhood Education. Offered fall. *Prerequisites:* PSY 203, CHI 205

CHI 311 Literacy Instruction in Early Childhood Education

4 credits

This course applies theories of teaching young children and research on literacy development to classroom practices in early childhood education. Emphasis is placed on understanding how children develop literacy and how this process informs best practices from kindergarten through third grade. Opportunities for in-depth study of children are provided through the required four hour per week practicum/lab at Windy Hill School or at a local public school. A minimum grade of B- is required in the practicum/lab for N.H. Certification in Early Childhood Education. Offered spring. *Prerequisites:* PSY 203, CHI 310

CHI 312 Social Policy: Children, Youth and Society

4 credits

This course offers an in depth exploration of current topics in social policy in the context of theories of family development and family resources. Students examine such topics as abuse and neglect, the impact of media and its regulation, community violence, gangs, bullying prevention, delinquency, substance use and abuse and physical (e.g., obesity and anorexia) and mental health issues (e.g., depression, PTSD). A practicum/applied experience is also required. Offered spring. *Prerequisites:* PSY 203, CHI 205

CHI 313 Early Childhood Education Mathematics Methods 2 credits

This course applies theories of teaching young children and recent research on mathematics development to classroom practices in early childhood education. Emphasis is placed on understanding how children especially those in nursery school, kindergarten and the primary grades, develop mathematical knowledge and how an understanding of this process informs best practices. Offered spring. *Prerequisites:* CHI 306, Math requirement

CHI/PSY 320 Children at Risk 3 credits

This course examines the factors associated with risk and resilience among children from various backgrounds. Topics vary but the focus is on examining current national and international examples of children and families at risk and the role of culturally sensitive approaches in understanding methods of intervention and prevention. Offered spring. *Prerequisite:* CHI 205 or PSY 200-level course

CHI 350, 450 Topics in Child Development 1–3 credits

These courses offer students in-depth study of topics in child development that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring. *Prerequisite:* For CHI 350: one 200-level course in child development. For CHI 450: one 300-level course in child development

CHI 430 Research and Reflection in Early Childhood Education 1–3 credits

This course provides prospective teachers with the opportunity for an in-depth research based study in an area of interest and/or need in combination with classroom experience. Child Development majors in the Early Childhood Education program may enroll in this course in the semester they are not completing CHI 490. Offered fall and spring. *Prerequisites:* CHI 307, 310, 311

CHI 480 Teaching Assistantship: 1–3 credits

See Additional Curricular Opportunities for requirements.

CHI 485 Child Development Internship and Professional Development Seminar (Capstone) 6–15 credits

The internship is composed of a seminar component and an internship in a setting serving children and/or families. The seminar focuses on improving research based practice with children and families and facilitates students' professional development, and preparation for work or graduate school. Placements include, but are not limited to internships in: hospitals, schools, museums, shelters, social service agencies, and government agencies serving families and children. 2.5 site-directed hours per week equals one credit. Graded Pass/Fail. Offered spring. *Prerequisites:* Child Development Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair

CHI 490 Child Development, Early Childhood Education Teaching Internship (Capstone) 15 credits

This internship is required of students who are applying for New Hampshire Teacher Certification in Early Childhood Education. It is a full-time, semester-long internship in a nursery school, kindergarten, first, second, or third grade. Placement can be in either private or public schools. Students must have a minimum 2.50 cumulative grade point average, and a minimum 2.50 grade point average in the courses required for the child development,

early childhood education program. Students seeking certification are required to pass the appropriate Praxis exams. A minimum grade of B- is required for N.H. Certification in Early Childhood Education. Offered fall and spring. *Prerequisites:* At least a grade of B- in CHI 306, the portfolio for CHI 306, and the lab portions of CHI 306, 307, 310, and 311; CHI 308, 309, 313; acceptance into the Teacher Preparation Program; permission of the faculty sponsor and department chair; passage of Praxis II is strongly recommended before enrolling in CHI 490.

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, a course in choreography enables more advanced students 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.

Dance Course Offerings

DAN 110 Ballet for the Creative Artist and Athlete 3 credits

This course introduces the basic concepts, characteristics, and vocabulary of classical ballet technique (turnout, straight spine, and five body positions). It examines the athleticism of movement and emphasizes an understanding of the body as a means of communication. Students learn to develop poised posture, body placement, and muscular/core strength, helping them as dancers and athletes. Barre work progresses to center-floor and across-the-floor routines. Offered fall. *Exploration Area:* Fine and Performing Arts

DAN 120 Jazz Dance Technique I 3 credits

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

DAN 130 Modern Dance Technique I 3 credits

This course provides a beginning experience in modern dance technique. Through the theory and practice of basic modern dance technique and creative movement activities, 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 170 Dance Repertory and Performance 1 credit

This 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 and 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. *Prerequisites:* Audition; DAN 110, 120 or 130

DAN 220 Jazz Dance Technique II 3 credits

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 develops into more complex jazz dance combinations. Offered spring. *Prerequisite:* DAN 120

DAN 230 Modern Dance Technique II 3 credits

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

DAN 240 Creating Choreography I 3 credits

This class is for both beginning and experienced 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, and small group works to be performed in the spring dance concert. Offered spring. *Exploration Area:* Fine and Performing Arts

DAN 320 Jazz Dance Technique III 3 credits

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 3 credits

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 3 credits

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 in the spring dance concert. Offered spring. *Prerequisite:* DAN 240 or a previous dance technique course

DAN 440 Creating Choreography III 3 credits

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 prominent choreographer's rehearsal process and performance. New dance works are created by the students for performance in the spring dance concert. Offered spring. *Prerequisite:* DAN 340 or a previous dance technique course

Economics

Economics Course Offering

ECO 201 Principles of Economics

4 credits

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*

Education

Colby-Sawyer College students may earn New Hampshire Teacher Certification in Early Childhood Education (grades N–3). The Early Childhood Education Program is offered in conjunction with the Bachelor of Science in Child Development and provides the broad preparation necessary for teaching nursery school through third grade.

The education option requires students to complete specific coursework for education, including a full-semester, 15-credit teaching internship in the senior year. During the internship, the student teacher gradually assumes responsibility for the operation of the classroom with final responsibility for planning the curriculum, teaching, and supervising staff and volunteers. Each student teacher keeps records of learning plans, conducts parent conferences when appropriate, attends parent functions, and attends faculty meetings at the cooperating school. General criteria for admission to the student teaching internship include acceptance into the Teacher Preparation Program and approval by the supervisor of student teachers and by the cooperating teacher.

The college has an affiliation agreement to assist qualified Baccalaureate Degree graduates from Colby-Sawyer College into the graduate and teacher certification programs at Plymouth State University.

Education Minor

The Education minor allows students to explore the field of education through a combination of coursework and fieldwork. This minor provides students with a broad background of knowledge in education, psychology, and sociology, all areas which intersect in school environments. Completion of the minor does not provide eligibility for New Hampshire Teacher Certification.

Requirements

The minor in education consists of 19 credits that include

- EDU 201, EDU 350
- PSY 101; PSY 206 or PSY 240 [Students interested in pursuing graduate work in Physical Education may substitute ESS 204: Motor Development];
- SOC 101; and
- three additional credits chosen from CHI 309, CHI/PSY 320, EDU 350, EDU 485, PSY 306, SOC 304.

Admission to the Teacher Preparation Program

Students must apply for acceptance into the Teacher Preparation Program at Colby-Sawyer College if they wish to pursue New Hampshire Teacher Certification. The college offers Teacher Preparation in Early Childhood Education (N–3). Students complete the necessary form with the assistance and approval of their advisor and return the completed form to the chair of the Department of Social Sciences and Education. Students must have received formal acceptance into the Teacher Preparation Program prior to enrolling in CHI 490.

Note:

- In order to be recommended for certification, a student must earn a State of New Hampshire passing score on the Praxis I and Praxis II (Early Childhood Education Content Knowledge) exams.
- The Praxis I exam must be taken prior to being admitted to the Teacher Preparation Program. Students who take Praxis I over summer 2013 and need to re-take sections they have not passed will be able to do so until December 31, 2013. After December 31 only the Praxis Core Academic Skills test will be available.
- In order to be accepted into the Teacher Preparation Program, students must complete and pass the School Employee Background Investigation and fingerprinting process with the New Hampshire Department of Safety.

The State of New Hampshire Board of Education requires prospective teachers to pass Praxis exams for certification. The precertification exams differ for each state. The requirements for teacher certification may change at any time if the State of New Hampshire sets new standards or requirements.

Child Development with Early Childhood Education Certification

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

Students seeking early childhood education certification complete the major requirements for the B.S. in Child Development and additional courses. Teaching internships are done during the senior year and are arranged with cooperating teachers in local schools or in the campus laboratory school (Windy Hill School). To enter a teaching internship, students must be accepted into the Teacher Preparation Program and complete the application for student teaching.

Child Development Major Requirements

- CHI 205, 306, 308
- PSY 101, 203, 401, 404
- SOC 101, 203, 304
- HIS 102, 103 or 104

Early Childhood Education Certification Requirements

- Completion of the liberal education and major requirements for Child Development
- WRT 105 – minimum grade of C+
- MAT 122 or above – minimum grade of C+
- Exploration Literature course – minimum grade of C+
- Successful completion of Major Acceptance and application for the Teacher Preparation Program
- Minimum cumulative GPA of 2.50
- CHI 205 – class and practicum/lab minimum grade of C
- CHI 306 – class and practicum/lab minimum grade of B-
- CHI 306 portfolio review minimum grade of B-
- CHI 307 – class and practicum/lab – minimum grade of B-
- CHI 310 – class and practicum/lab – minimum grade of B-
- CHI 311 – class and practicum/lab – minimum grade of B-
- CHI 309, 313 – minimum grade of B-
- CHI 490 – minimum grade of B-
- EDU 201 – minimum grade of B-

Academic Policies

- No practicum course may be repeated more than once.
- Only one Child Development course may be repeated.
- Minimum grades for all prerequisite classes must be met prior to enrolling in subsequent child development classes.

Suggested Registration

First Year

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

Sophomore Year

<i>Fall</i>	<i>Spring</i>
CHI 205 or EDU 201	EDU 201 or CHI 205
HIS 102 or Elective	HIS 102 or Elective
Liberal Education Course	Liberal Education Course
Elective	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
CHI 306	CHI 307
CHI 310	CHI 308
CHI 309	CHI 311
SOC 304	CHI 313
PSY 404	PSY 401

Senior Year

<i>Fall</i>	<i>Spring</i>
PSY 404; or Liberal Education Course and Electives; or CHI 490	PSY 401; or Liberal Education Course and Electives; or CHI 490

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

Education Course Offerings

EDU 201 Foundations of Education

3 credits

This course explores the social, political and philosophical forces behind school structures and practices in the United States as they have evolved over time. Students analyze the interaction of ideas and practices in past and current contexts. Exploratory assignments and projects are conducted in the schools. Course readings, class activities, and projects in the schools provide students with a framework from which they can formulate their own

educational principles and standards. Students seeking certification are required to pass the appropriate Praxis exams. Offered fall and spring. *Exploration Area*: Social Sciences

EDU 250, 350 Topics in Education 1–3 credits
See Additional Curricular Opportunities for requirements.

EDU 285 Education Internship 1–3 credits
This internship allows students to observe and participate in classes at the college or at local schools. Students develop a focus question or questions for their work in a school or schools and keep a journal related to their work. Students may present their findings to one of their on-going education classes. Five hours in the classroom and one hour per week with the faculty member equals one credit. This internship may be repeated for a maximum of three credits. Graded Pass/Fail. Offered fall and spring. *Prerequisites*: Pre-internship seminar, permission of the faculty sponsor and department chair

EDU 350 Methods of Teaching 4 credits
This course provides students with an introduction to classroom methods and teaching strategies in the secondary classroom (grades 5–12). Students teach and critique lessons, and develop and apply assessment tools. Curriculum models and frameworks are introduced and applied. Opportunities for work with children and adolescents are provided through the required 40-hour semester practicum. Students seeking certification are required to pass the appropriate Praxis exams. Offered fall. *Prerequisite*: EDU 201

EDU 485 Education Internship 1–15 credits
In this course students work in an educational setting with children in the middle- and high-school years. Placements include but are not limited to private schools, recreational, tutorial, developmental, and residential programs. Internships involve work experiences and individual and group discussions with on-site campus supervisors and with peers in other internship placements. There is a required weekly seminar meeting. Graded Pass/Fail. Offered fall and spring. *Prerequisites*: EDU 201, 305, Pre-internship seminar, permission of the instructor

English

Bachelor of Arts: English

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

Major Requirements—English

Liberal Education Program requirements

- ENG 160—minimum grade of C
- ENG 200-level courses: 18 credits
- Two survey courses from: ENG 221, 222, 231, 232, 248, or 249
- Two genre courses from: ENG 213, 226, 244, 245, 251, or 265
- Two interdisciplinary/cultural courses from: AME 201; ENG 215, 216, 224, 229, or 247; ENV 215
- Four additional 300- and 400-level courses selected from: AME 305; ENG 317, 324, 331, 332, 333, 335, 338, 339, or 350
- ENG 342, 485, (1-6 credits), 487, 488

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- ENG 160 – a minimum grade of a C (2.00)
- One ENG 200 course – a minimum of a C (2.00)
- Meet with a member of the English faculty to review coursework, GPA and professional goals
- Submit an electronic English major portfolio that will include an essay from WRT 105, the final reflective essay from ENG 160, and material from a 200-level literature course of the student's choosing.
- Submit a letter to introduce the portfolio explaining the reasons for wanting to major in English.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	ENG 200-level Survey Course
ENG 160	ENG 200-level Genre Course
Math Requirement	ENG 200-level Interdisciplinary/Cultural Course
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ENG 200-level Survey or Genre Course	ENG 200-level Survey or Genre Course
ENG 200-level Interdisciplinary/Cultural Course	ENG 300-level Literature Course
Liberal Education Course	Liberal Education Course
Elective	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
ENG 300-level Literature Course	ENG 342
ENG 300-level Literature Course	ENG 485
Liberal Education Course	Liberal Education Course
Elective	Elective
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
ENG 300-level Literature Course	ENG 488
ENG 487	Liberal Education Course
Liberal Education Course	Elective
Elective	Elective
Elective	Elective

Recommended electives: courses in creative writing, philosophy, religion, American studies, women's studies, communication studies, and film.

English Minor**Requirements**

The English minor consists of 18 credits of courses that satisfy the English major. ENG 160 is required, and at least six of the remaining 15 credits must be at the 300 or 400 level.

English Course Offerings**ENG 160 Thinking About Literature**

3 credits

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

ENG 213 The Poem 3 credits

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

ENG/ENV 215 Visions of Nature: The Literary Tradition 3 credits

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 3 credits

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 Survey of American Literature I 3 credits

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 Survey of American Literature II 3 credits

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 224 Caribbean Written and Oral Literature 3 credits

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

ENG 226 American Poets, The Puritans to the Present 3 credits

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

ENG 229 Native American Literature 3 credits

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

ENG 231 British Literature I 3 credits

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

ENG 232 British Literature II 3 credits

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 244 The Novel in a Global World 3 credits

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 of odd-numbered years. *Exploration Area:* Literature

ENG 247 Encountering America 3 credits

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

ENG 248 World Literature I: Foundations of Culture 3 credits

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

ENG 249 World Literature II: Modern World Literature 3 credits

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:* Global Perspectives

ENG 250, 350 Topics in English 1–3 credits

See Additional Curricular Opportunities for requirements.

ENG 251 Modern Drama 3 credits

This course introduces students to the various forms of modern drama through the study of plays and playwrights from different cultures. Of particular interest are the similarities and differences in both form and content of modern drama from various countries and the cultural values which are reflected in it. Principal writers include Beckett, Chekhov, Ibsen, O’Neill, Pirandello, Williams, and Wilson. Offered spring of even-numbered years. Exploration Area: Literature

ENG 265 Literature and Film 3 credits

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. *Exploration Area:* Literature

ENG 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities.

ENG 285 English Internship 1–3 credits

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

ENG 295, 395, 495 Independent Study 1–3 credits

See Additional Curricular Opportunities for Independent Study requirements.

ENG 317 The Romantic Rebellion 3 credits

Students study Romantic poetry and prose within the political context of the time. The late 18th century was a time of near revolution in Great Britain where ideas about democracy, slavery, gender, class structure and even literature were intensely debated. Wordsworth, Coleridge, Blake, Mary Shelley and others participated in these debates. Offered spring of even-numbered years. *Prerequisite:* one 200-level literature course.

ENG 324 Literature of the American Renaissance 3 credits

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/WST 331 Images of Women in Literature 3 credits

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

ENG 333 The Flying Africans and the Talking Book 3 credits

African Americans have had a complex relation to literature and literacy. On the one hand, the ability to read and write was a means to freedom and to progress. On the other, African Americans always had a great faith in the power of the spoken words as a means of creative and even magical power. The creativity of both oral and written expression is studied in this course. Offered spring of odd-numbered years. *Prerequisite*: one 200-level literature course.

ENG 335 Autobiography: The Tentative Self 3 credits

This course introduces the hybrid literary genre autobiography. The life of the self, written by the self, provides students with insights into historical, literary, political, and cultural truths as they were recognized by a wide range of autobiographers. Examples of autobiography performed as confession, apologia, profession of faith, or transformation of experience are included and represented in forms as diverse as letters and fiction. Offered fall of even-numbered years. *Prerequisite*: one 200-level literature course.

ENG 338 Contemporary Novel and Narrative Theory 3 credits

The purpose of this course is to study contemporary novels with the tools provided by literary theory. Students read experimental novels mostly published since the 1960s and excerpts from recent theoretical essays. This course also explores the differences between Modernism and Postmodernism in the example of chosen novels. Offered fall of even-numbered years. *Prerequisite*: One 200-level literature course

ENG 339 Modernism: Literature from 1890–1940 3 credits

This course examines representative works of poetry, fiction and drama from the experimental literary movement known as modernism, exploring the social, cultural, and aesthetic influences that gave rise to this literature and which are reflected in it, including links with the art, music and film of the period. Among the writers to be considered are Cather, Eliot, Faulkner, Hemingway, Joyce, Pirandello, Pound, Stein, Toomer and Woolf. Offered spring of even-numbered years. *Prerequisite*: One 200-level literature course

ENG 342 Writing About Literature 3 credits

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 capstone project. Offered spring. *Prerequisite*: ENG 160

ENG 480 Teaching Assistantship: 1–3 credits

See Additional Curricular Opportunities for requirements.

ENG 485 English Internship

1–6 credits

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, historical societies, and the like. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* English Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair

ENG 487 The Capstone Proposal

1 credit

Students design and complete the proposal and an annotated bibliography for the Capstone Project they write the following semester. Students plan their project with both the instructor and their advisor for the project. Proposals are evaluated by the instructor, their advisor, and another member of the department. Graded Pass/Fail. Offered fall. *Prerequisites:* ENG 342, English major.

ENG 488 The Capstone Experience: Senior Seminar in Literary Studies

2 credits

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

Environmental Science and Environmental Studies

Several essential features of the Environmental majors provide students with a unique and exciting learning experience. First, the majors are preprofessional and designed to provide students with the necessary hands-on skills they need to step from college directly into the work force. They are designed to prepare students for graduate training in a number of fields. Second, many student projects are linked closely with the local community. Third, many experiences in the 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 discipline provide an educational experience that students are unlikely to encounter at any other small liberal arts college.

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

Field Study 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. Interested students should contact the department chairs of Environmental Studies or Natural Sciences Department for more details.

Bachelor of Science: Environmental Science

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

Major Requirements—Environmental Science

Liberal Education Program requirements

Students majoring in Environmental Science choose a concentration in either Aquatic or Terrestrial studies

Environmental Science—Aquatic

- ENV 100, 120, 201, 203, 301, 302, ENV 300-level (environmental chemistry), 485, 487, 488
- BIO 107, 317
- CHE 101, 102
- SCI 200-level (geology)
- MAT 220

Students must have a minimum cumulative GPA of C (2.00) in all required courses for Environmental Science-Aquatic to graduate.

Environmental Science—Terrestrial

- ENV 100, 120, 201, 203, 204, 301, 302, 485, 487, 488
- BIO 107, 314, 318, 407
- MAT 220
- SCI 200-level (geology)

Students must have a minimum cumulative GPA of C (2.00) in all required courses for Environmental Science-Terrestrial to graduate.

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in ENV 100, 120, 201 and 203.
- Note: There is no Major Acceptance essay required for Environmental Science. A liberal education learning outcomes reflection is completed in ENV 301 and is added to the liberal education portfolio in lieu of a Major Acceptance essay.

Environmental Science—Aquatic Concentration**Suggested Registration****First Year**

<i>Fall</i>	<i>Spring</i>
WRT 105	ENV 120
ENV 100	MAT 220
BIO 107	Liberal Education Course
PTH 101	Liberal Education Course
Liberal Education Course	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ENV 201	ENV 203
CHE 101	CHE 102
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
ENV 301	ENV 302
BIO 317 or SCI 200-level (Geology)	ENV 300-level (Environmental Chemistry)
Liberal Education Course	ENV 487
	Liberal Education Course
ENV 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
BIO 317 or SCI 200-level (Geology)	ENV 488
Liberal Education Course	Elective
Elective	Elective
Elective	Elective
Elective	

Environmental Science—Terrestrial Concentration

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	ENV 120
ENV 100	MAT 220
BIO 107	Liberal Education Course
PTH 101	Liberal Education Course
Liberal Education Course	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ENV 201	ENV 203
BIO 318 or SCI 200-level (Geology)	ENV 204
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
ENV 301	ENV 302
BIO 318 or SCI 200-level (Geology)	BIO 314 or BIO 407
Liberal Education Course	ENV 487
	Liberal Education Course
ENV 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
Liberal Education Course	ENV 488
Liberal Education Course	BIO 314 or BIO 407
Elective	Elective
Elective	Elective
Elective	

Bachelor of Science: Environmental Studies

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

Major Requirements—Environmental Studies**Liberal Education Program requirements**

- ENV 100, 120, 201, 203
- ENV 301, 302, 485, 487, 488
- MAT 220
- Required Areas of Study: Specific courses are required in five areas of study. These include:

BIO 107	ENV 204
BUS 115	PSY 101 or SOC 101
ENV/ENG 215	
- Electives: Chose two of the following courses for a minimum of six credits, one course must be at the 300/400 level: AME 201; BIO 317, 318, 407; BUS 321; ENG 229; ENV 207, 250, 304, 305, 306, 321, 323, 334, 350, 366, ENV 300-level (env. chem.), 404, 450, 470, 480; PHI 312; GOV 306; HIS 323; SCI 200-level (geology); SOC 305

To graduate students must have a minimum cumulative GPA of C (2.00) in all required courses for the Environmental Studies major.

Minor Requirement

Environmental studies majors are required to select and complete a minor from among those offered by the college. In making their selection, students should consider which course of study highlights their specific interests. Refer to the Minor Programs section of the catalog for further information.

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in ENV 100, 120, 201 and 203.
- Submit a reflective paper to the student's academic advisor that discusses reasons for wanting to become an Environmental Studies or Environmental Science major. Details of the essay are available from advisors. The essay needs to be approved by the advisor and needs to be submitted to the student's e-Portfolio.
- Environmental Studies majors must identify a Minor.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BUS 115
ENV 100	ENV 120
BIO 107	Liberal Education Course
PTH 101	Liberal Education Course
Liberal Education Course	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ENV 201	ENV 203
MAT 220	ENG/ENV 215
SOC 101 or PSY 101	ENV 204
Liberal Education Course or Minor Course	Liberal Education Course
Liberal Education Course	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
ENV 301	ENV 302
Liberal Education Course or Minor Course	ENV 487
ENV Elective	Liberal Education Course
	Minor Course
ENV 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
Liberal Education Course	ENV 488
Minor Course	Minor Course
Minor Course	Elective
Elective	ENV Elective
Elective	

Environmental Studies Minor

Requirements

The minor in environmental studies consists of 20 credits. Students intending to minor in environmental studies must take the following courses:

ENV 100, 120, and ENV 201 or 203

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

Environmental Sciences and Studies Course Offerings

ENV 100 Exploring Nature: A Sense Of Our Natural Place 3 credits

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

ENV 105 The Science of Maple Sugaring 1 credit

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 Seminar 1 credit

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 4 credits

This course examines environmental issues that threaten the future of the earth and current lifestyles. Students examine these issues after being introduced to pertinent biological and physical scientific principles. Laboratory exercises are included. Topics include population control, ozone layer depletion, loss of species diversity, rain forest depletion, global warming, recycling, toxic wastes, and air and water pollution. Offered fall and spring. *Exploration Area:* Science

ENV 201 Water Resources 4 credits

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 203 Climate Change 4 credits

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

ENV 204 Geographic Information Systems I 3 credits

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

ENV 207 Global Environmental Issues 3 credits

This course takes a multidisciplinary approach to global environmental issues such as climate change, biodiversity conservation, environmental justice, poverty reduction, and resource depletion. The scientific, social, economic and political consequences and approaches to global environmental issues are explored by means of place-based perception. Students get to know the local environment and use that knowledge to expand the scope and scale of understanding. Offered fall of even-numbered years. *Exploration Area*: Environmental Literacy

ENV/ENG 215 Visions of Nature: The Literary Tradition 3 credits

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 eco-centric visions for the 21st-century. Offered fall and spring. *Exploration Area*: Literature

ENV 250, 350, 450 Topics in Environmental Studies 1–4 credits

See Additional Curricular Opportunities for requirements.

ENV 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for Independent Study requirements.

ENV 295, 395, 495 Independent Study 1–4 credits
See Additional Curricular Opportunities for Independent Study requirements.

ENV 301 Community-Based Research Project I 9 credits
The third year is the defining characteristic of the Environmental Program. All students majoring in environmental studies and environmental science take ENV 301 and 302 for 15 total 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:* Major acceptance or permission of the department.

ENV 302 Community-Based Research Project II 6 credits
This course is the second, required component of the Community-Based Research Project. Students continue the yearlong analysis of a local environmental issue with detailed fieldwork and extended site visits, developing important skills in group oriented tasks. Students must enroll in both ENV 301 (fall) and ENV 302 (spring). Offered spring. *Prerequisite:* ENV 301

ENV 304 Geographic Information Systems II 3 credits
Students in this course should be proficient in the basics of Geographic Information Systems (GIS) and the ESRI ArcGIS software platform, including bringing data into a project, manipulating it, and creating a map layout. In this intermediate course students are expected to move from tutorial-based learning and exercises to developing their own research project. Offered spring. *Prerequisite:* ENV 204

ENV/SOC 305 Communities and Environment 3 credits
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/GOV 306 Introduction to Environmental Law and Policy 3 credits
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/BUS 321 Sustainable Organizations 3 credits
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. *Prerequisites:* WRT 105, sophomore standing or above. *Exploration Area:* Environmental Literacy

ENV/HIS 323 White Mountain History

3 credits

This course uses the White Mountains region of New Hampshire as a case study about the manner in which humans and the natural environment interact, especially through resource extraction and tourism. Students study the history of the region, including the people, communities, and political and economic change, as well as the ecological and social effects of human actions. Offered fall even-numbered years. *Prerequisite:* HIS 100- or 200-level course or one ENG 200-level course.

ENV 334 River Communities

3 credits

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 semester 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 366 Desert Communities

3 credits

This is a field study course to the Sonoran Desert in Arizona. Students apply ecological principles to the Sonoran Desert in order to understand how this region is similar and different to their own biome and to other deserts in the southwest. Students meet regularly before and after the trip and travel to Arizona during spring break. There is an estimated fee of \$700 for this course. Offered spring of even-numbered years. *Prerequisite:* One of the following: BIO 106, 107; ENV 101, 120, 201, 202; SCI 130

ENV 404 Geographic Information Systems III

3 credits

Students in this course should be able to use the ESRI ArcGIS platform to plan and execute a research project using GIS. Students in this course 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 480 Teaching Assistantship:

1–3 credits

See Additional Curricular Opportunities for requirements.

ENV 485 Environmental Studies/Science Internship

1–6 credits

Through a 240-hour-minimum-internship, students gain professional experience in applying the skills and methods associated with a B.S. degree in Environmental Studies or Science. Students must follow the internship requirements developed by the staff of the Harrington Center for Career Development. A poster presentation of the internship is required. Course may be repeated for credit; however a 240-hour-minimum is not required. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair.

ENV 487 Senior Capstone Seminar I

1 credit

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:* Environmental Science or Environmental Studies Major Acceptance

ENV 488 Senior Capstone Seminar II

2 credits

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

The Exercise and Sport Sciences (ESS) department offers majors in athletic training, exercise science, health promotion, and sport management. All integrate the liberal arts and sciences with professional preparation, and provide an integration of practice and theory through classroom activities, internships, and student interactions with professionals in the field. Each major has its unique disciplinary focus and the commitment to enhancing positive and healthy experiences within sport and physical activity. Graduates are prepared for a wide array of professional opportunities and graduate school; for example, Pre-Law, Pre-Physical Therapy, and Pre-Med. Opportunities also exist to pursue a coaching certificate.

Students in Athletic Training, Exercise Science, and Sport Management have a minimum of two internship/field experiences. Sites for these experiences are arranged in consultation with the department.

Bachelor of Science: Athletic Training

The Athletic Training Education Program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 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 healthcare 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.

Major Requirements—Athletic Training

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

Foundation requirements: ESS 100, 101, 451, 452

- MAT 123 or higher math course
- BIO 106, 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 C (2.00) is required for BIO 205, BIO 206 and all athletic training courses. A grade of C (2.00) is required in prerequisite courses to enroll in subsequent classes. A student who does not earn the minimum grade of C (2.00) in any clinical course (ESS 234, 333, 334, 433, 434) must successfully repeat the course before being allowed to progress in the major Athletic Training. Students will only be allowed to repeat any athletic training course one time.

Students must also:

1. be enrolled in Colby-Sawyer College's Athletic Training Education Program for a minimum of two academic years and
2. demonstrate competence in all athletic training proficiencies within clinical courses.

Complementary Courses (recommended but not required)

CHE 101, 102

ESS 204, 318, 324, 326, 421, 424

MAT 220

PHY 101, 102

PSY 303

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- Admission to the college does not guarantee Major Acceptance into the Athletic Training Education Program (ATEP) as this is a competitive process, and only those students who have demonstrated potential success in the major will be accepted. In the fall of the sophomore year (or later for transfer students and students reapplying for Major Acceptance), the candidate must make formal application to the program. Application to the athletic training major includes the following requirements:
- A minimum grade of C (2.00) in BIO 205 or 206; ESS 106, ESS 109, and ESS 209
- Current certification in CPR for the professional rescuer and/or American Red Cross CPR/AED for the Professional Rescuer and or American Heart Association CPR/AED for the Healthcare Provider
- Completed Hepatitis B Virus inoculation series or signed declination
- Signed Technical Standards for Athletic Training Education Program Admission form (available for review on the program website or 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
- Completed Application for Major Acceptance form
- A personal statement including a self-evaluation and professional goals
- Participation in a personal interview with the program director and members of the clinical instruction staff as needed

Students who have further questions should contact the ATEP Director or the Exercise and Sport Sciences Department chair.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BIO 205
BIO 106	ESS 100
ESS 101	ESS 106
ESS 109	Liberal Education Course
PTH 101	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ESS 209	ESS 215
BIO 206	ESS 234
Elective	ESS 323
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course

Junior Year

<i>Fall</i>	<i>Spring</i>
ESS 307	ESS 311
ESS 333	ESS 316
MAT 123 or higher	ESS 334
ESS 216	Liberal Education Course
Liberal Education Course	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
ESS 410	ESS 434
ESS 433	ESS 449
ESS 443	ESS 452
ESS 451	Elective
Liberal Education Course	Elective

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 Major Acceptance requirements and go through the process at the end of the semester in which they complete these requirements. As is the case with students who begin their education at Colby-Sawyer College, admission to the college does not guarantee Major Acceptance in the Athletic Training Program. Students must be enrolled in Colby-Sawyer College's Athletic Training Program for a minimum of two calendar years prior to graduation to graduate from the athletic training major.

Bachelor of Science: Exercise Science

The Exercise Science Major emphasizes the scientific approach to wellness. Courses in the major meet the recommended standards of the American College of Sports Medicine and prepare students to become health fitness specialists. Graduates are prepared to work in community, commercial, and clinical exercise science settings and to pursue graduate studies in exercise science or allied health fields.

Major Requirements—Exercise Science

Liberal Education Program requirements

Competency Requirement: ESS 105 (American Red Cross CPR/AED for the Professional Rescuer and Standard First Aid or American Heart Association CPR-AED for the Healthcare Provider and Standard First Aid. Other certifying organizations must be approved by the ESS department. First aid and CPR certification must be kept current.)

Foundation requirements: ESS 100, 101, 451, 452

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

- BIO 106, 205, 206
- CHE 101, 102

- ESS 201, 204, 205, 285, 313, 324, 326, 421, 424, 485
- MAT 123 or higher
- PSY 303
- ESS/ES electives. Choose two courses from the following: ESS 309, 310, 315, 318, 323, 419, 443, 350, 450 (Only one topics course that is specially designated as an ESS/ES elective may fulfill this elective requirement.)

Complementary Courses (recommended but not required)

BIO 207

ESS 203, 395 or 495, 426

MAT 220, 221

PHY 101, 102

PSY 101

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in ESS 101; ESS 204 or 205; BIO 205 or 206
- A Major Acceptance essay. See the ESS department chair or academic advisor for details.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BIO 106
CHE 101	CHE 102
ESS 101	ESS 105
PTH 101	ESS 100
Liberal Education Course	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
BIO 205	BIO 206
MAT 123 or higher	ESS 201
ESS 205	ESS 204
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course

Junior Year

<i>Fall</i>	<i>Spring</i>
PSY 303	ESS 285
ESS 324	ESS 326
ESS/ES Elective	ESS 421
Liberal Education Course	Liberal Education Course
Elective	Elective
ESS 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
ESS 313	ESS 424
ESS 451	ESS 452
ESS/ES Elective	ESS 485 or Elective
Liberal Education Course	Elective
Elective	Elective

Bachelor of Science: Sport Management

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 National Association for Sport and Physical Education and the North American Society for Sport Management. Students are prepared to enter careers in the sport industry as well as to pursue graduate studies in related fields.

Major Requirements—Sport Management**Liberal Education Program requirements**

Competency Requirement: ESS 105 (American Red Cross CPR/AED for the Professional Rescuer and/or Standard First Aid or American Heart Association CPR/AED for the Healthcare Provider and Standard First Aid. Other certifying organizations must be approved by the ESS department. First aid and CPR certification must be kept current.)

Foundation requirements: ESS 100, 101, 451, 452

- BUS 115, 216, 231, 302
- ECO 201

Important Note: A Sport Management major minoring in Business Administration will be required to complete an additional ESS/SM elective

- ESS 104, 203, 214, 285, 312, 317, 348, 426, 428, 485
- SOC 303
- Sport Management elective: Choose one course from the following: ESS 309, 322; HIS 322; PSY 303; WST 309

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

Complementary Courses (recommended but not required)

BUS, 312, 316, 325, 403, 407

COM 101, 303

ESS 328, 395 or 495

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in ESS 101, 104; BUS 115 or 231
- A Major Acceptance essay. See ESS department chair or academic advisor for details

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BUS 115 or Math
ESS 101	ESS 104
BUS 115 or Math	Liberal Education Course
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
BUS 231	BUS 216
ECO 201	ESS 100
ESS 214	ESS 105
ESS 203	Liberal Education Course
Liberal Education Course	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
BUS 302 or Elective	ESS 312
ESS 285	ESS 348
ESS 317	SOC 303
Sport Management Elective	Liberal Education Course
Liberal Education Course	Liberal Education Course
ESS 485 Internship – Recommended Summer Completion	

Senior Year

<i>Fall</i>	<i>Spring</i>
BUS 302 or Elective	ESS 428
ESS 426	ESS 452
ESS 451	Elective or ESS 485
Elective	Elective
Elective	Elective

Coaching Certificate

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

Requirements: Total credits 10–12

- ESS 100
- ESS 105 (competency requirement)
- ESS 206 or ESS 324 (Students receive credit for only one course)
- ESS 328

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 324

Complementary Courses (not required)

BIO 205, 206

ESS 201, 204, 318, 326, 402

PSY 303

Exercise and Sport Sciences Course Offerings**ESS 100 Personal Health and Wellness**

3 credits

This course is an introduction to concepts and applications of lifetime personal health and wellness. Topics covered include components of fitness, cardiovascular disease and risk factors, nutrition, weight management, relaxation and massage techniques, sexually transmitted diseases, ergogenic aids and substance abuse. The course includes practical applications of certain topics through activities such as fitness testing, circuit training, weight training and aerobic training. Offered fall and spring. *Exploration Area: Wellness*

ESS 101 Introduction to Exercise and Sport Sciences

3 credits

This course offers an overview of the discipline of exercise and sport sciences with regard to related professions. Course content includes explorations of the historical and philosophical foundations of exercise and sport sciences. Attention is given to assisting students in selecting academic and career directions in exercise and sport sciences that are compatible with individual goals, interests and capabilities. Offered fall

ESS 104 The Sport Industry

3 credits

This course introduces topics such as governance; the mass media; players' and coaches' associations; labor relations; regulatory agencies; interscholastic, intercollegiate, and professional sport; sponsorship; sport travel; agents; and sporting goods. Students explore these topics to make links among the sport industry segments and draw conclusions related to overarching policy implications. The course focuses on the United States but also draws from international case examples and authors. Offered spring.

ESS 105 First Aid and CPR

1 credit

This course is designed to prepare students with basic knowledge and skills in first aid and CPR for the professional rescuer. Additionally, components of the emergency medical service system are discussed. There is an additional fee charged for American Red Cross certification as well as for the personal protective mask. Offered fall and spring

ESS 106 Prevention and Strategies in Athletic Health Care

2 credits

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

2 credits

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 201 Nutrition

3 credits

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. Offered fall and spring. *Exploration Area: Wellness*

ESS 203 Philosophy and Ethics of Sport

3 credits

Students explore the philosophy of sport, and moral and ethical issues related to sport. The development of a personal philosophy and an understanding of social responsibility in the sport management setting are specific goals of the course. Topics covered involve professional ethics, foundations of philosophy, rights and responsibilities, concepts of morality, developing a personal philosophy regarding social responsibility, theories of ethics, establishing a professional code of ethics, and personal and management values.

Offered fall

ESS 204 Motor Development

3 credits

This course is designed to introduce students to the changes in motor behavior and skill performance across the lifespan. The lifespan approach is used because of the increased recognition of the importance of physical activity for all ages. In order to understand this approach, factors related to physical growth and maturation are explored. Offered spring

ESS 205 Principles and Concepts of Exercise for Health and Wellness

3 credits

Students explore various concepts related to the exercise science field. Specific focus is on health and performance related fitness. The course provides the foundation and the resources students need to create personalized fitness programs, including exercise guidelines, self-assessments and lab activities. Additional topics as they relate to exercise are nutrition and disease processes. Offered fall and spring.

ESS 206 Sport Science Applied to Coaching

3 credits

This course focuses on the basic science of exercise physiology and athletic performance as it applies to coaching. Topics include how the body responds to exercise, how to train the body to maximize health and athletic performance, basic movement and mechanical principles, risks associated with exercise, injury prevention strategies, and the influence of nutrition on exercise and athletic performance. Students may not receive credit for both this course and ESS 324. Offered spring of odd-numbered years. *Prerequisite:* ESS 100

ESS 208 Global Sport

3 credits

Students explore the political, socio-economical, historical, cultural, ethnic, gender and racial perspectives of international sport. The course encompasses the identification and study of popular amateur and professional international sport. There is a focus on the framework of sport from newly introduced grassroots sport to recognized international sport organizations and governing agencies. Offered fall. *Exploration Area:* Global Perspectives

ESS 209 Acute Care of Injury and Illness

4 credits

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 the Professional Rescuer, and are responsible for the fee associated with this certification. Laboratory experiences are used to supplement classroom instruction. Offered fall. *Prerequisite:* ESS 106

ESS 214 Facility Planning and Management 3 credits

The primary focus of this course is the many aspects of facility and event management: services and programs, day-to-day operations, legal and safety issues, fiscal management, facility trends and volunteer coordination. A secondary focus of this course includes the planning for and design of an athletic facility, and the planning, organization, budgeting, and promotion of an actual sporting event. Offered fall.

ESS 215 Clinical Exam and Diagnosis: Lower Body 4 credits

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 spring.

Prerequisites: ESS 109, BIO 205

ESS 216 Clinical Exam and Diagnosis: Upper Body 4 credits

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 234 Clinical Experience in Athletic Training I 2 credits

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 clinical instructor. 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, 350, 450 Topics in Exercise and Sport Sciences 1–3 credits

See Additional Curricular Opportunities for requirements.

ESS 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

ESS 285 Internship in Exercise and Sport Sciences 1–4 credits

This 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:* Major Acceptance, pre-internship seminar, current first aid and CPR certification, permission of the faculty sponsor and department chair

ESS 295, 395, 495 Independent Study 1–4 credits

See the section entitled Additional Curricular Opportunities for Independent Study requirements.

ESS 307 Basic Therapeutic Interventions

4 credits

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. Offered fall. *Prerequisite:* ESS 215 or 216

ESS/WST 309 Gender and Sport

3 credits

This course examines gender issues in sport. Topics to be covered include political, economic, historical, psychological, and physiological perspectives, as well as sociological constructs concerning gender issues. This course may be used to satisfy a 300-level course requirement for the Women's Studies minor. Offered fall of odd-numbered years. *Prerequisite:* ESS 101 or Social Sciences Exploration Area course

ESS 310 Exercise Management for Individuals with Chronic Diseases

3 credits

This course focuses on guidelines for developing exercise programs for people with special health considerations. For each condition, the pathophysiology, effects of training, exercise programming, management, and medications are discussed. Topics covered include cardiovascular and pulmonary diseases, metabolic diseases, immunological/hematological disorders, orthopedic diseases and disorders, and neuromuscular disorders. Offered spring of odd-numbered years. *Prerequisite:* ESS 324

ESS 311 Clinical Interventions and Referral

2 credits

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 Athletics Administration

3 credits

This course prepares students to organize and administer a program of intramural sports, club sports, and interscholastic and intercollegiate sports at the public school and college level. Consideration is given to both the challenges and standards associated with such programs. Offered spring. *Prerequisite:* BUS 115

ESS 313 Fitness Management

3 credits

This course involves an examination of the business principles and administrative responsibilities related to managing fitness programs and facilities. Topics include leadership, scheduling, personnel management, program evaluation, equipment purchasing, market analysis, facility management and budget issues. Offered fall of even-numbered years. *Prerequisite:* ESS 205

ESS 315 Leading Group Exercise 2 credits

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 Interventions 4 credits

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 3 credits

This course focuses on the various skills, roles and functions of sport managers. Students are able to describe the elements of leadership theory and practices as they relate to various managerial responsibilities. This course concentrates on incorporating various concepts, such as the strategic planning process, organizational behavior, structure and staffing, motivation theories, personal management style and philosophy, time management skills, human resource management, theories of leadership, and management theory. Offered fall. *Prerequisite:* ESS 104

ESS 318 Strength and Conditioning 3 credits

This course focuses on the development of appropriate strength and conditioning programs for optimizing sport performance and the physiological responses of the body to those programs. The principles and guidelines for appropriate testing techniques are addressed as well as the design of sport-specific training programs. Offered spring of even-numbered years. *Prerequisite:* ESS 324

ESS/HIS 322 History of Sport 3 credits

This course examines the development of sport as an integral part of American life from the Colonial period to the late twentieth century. Special attention is given to identifying sport practices in the context of changing work and 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 Techniques 4 credits

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, ergodynamics 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

4 credits

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

3 credits

This course introduces students to the facts, concepts and principles related to the study of human motion. The focus of the course is the influence of mechanical principles on movement. The analysis of human movement is approached from qualitative and quantitative perspectives. Laboratory experiences supplement classroom instruction. Offered spring. *Prerequisites:* BIO 205, MAT 123

ESS 328 Theory of Coaching

4 credits

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 of even-numbered years. *Prerequisite:* ESS 100

ESS 333 Clinical Experience in Athletic Training II

2–4 credits

This advanced course is designed to provide clinical experience under the direct supervision of an approved clinical instructor. 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. *Prerequisite:* ESS 106, ESS 215 or 216

ESS 334 Clinical Experience in Athletic Training III

2–4 credits

This advanced course is designed to provide clinical experience under the direct supervision of an approved clinical instructor. 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. *Prerequisite:* ESS 106, ESS 215 or 216

ESS 348 Sales and Marketing in Sport

3 credits

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:* BUS 231

ESS 402 Leadership and Motivation

3 credits

This course prepares students for competent and effective leadership as professionals in the field of exercise and sport sciences. Topics include an overview of different theories and models of leadership and motivation as well as strategies for successful communication, group dynamics, problem solving and decision making. Offered fall. *Prerequisite:* ESS 317 or ESS 324

ESS 410 Athletic Health Care Administration

2 credits

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, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. Offered fall. *Prerequisite:* ESS 106

ESS 419 Rapid Interpretation of EKGs

3 credits

This course focuses both on the interpretation of normal and abnormal EKGs and on the pathological basis of abnormal EKGs. Arrhythmias, heart blocks, hypertrophies and axis deviation are examples of topics covered. Offered spring of even-numbered years. *Prerequisite:* ESS 324

ESS 421 Exercise Prescription

4 credits

This course centers on the development of skills and knowledge related to exercise testing, prescription, measurement and evaluation. Topics include medical/health screening, exercise test administration and evaluation, metabolic calculations, exercise program development, and medications specific to cardiac patients. This course closely follows the Resource Manual Guidelines for Exercise and Testing Prescription published by the American College of Sports Medicine. Offered spring. *Prerequisite:* ESS 324

ESS 424 Advanced Exercise Physiology

3 credits

This course builds on the principles learned in ESS 421. Topics covered include biochemical principles, all of which are applied to exercise physiology; exercise test interpretation in the general athletic and diseased populations; protocols for exercise testing, and evaluating cardiovascular and pulmonary responses to exercise; skeletal muscle adaptations to exercise; and other current topics in exercise physiology. Offered spring. *Prerequisite:* ESS 324, 421 or co-requisite

ESS 426 Sport Law

3 credits

This course examines the legal aspects of sport (such as coaching; administering fitness; instructional, recreational, and athletic programs; and sport marketing). Areas of study include, but are not limited to, constitutions; legislative enactments; case law related to administrative, constitutional, contract, labor, product liability and tort law; and risk-management techniques. Offered fall. *Prerequisite:* ESS 312

ESS 428 Senior Sport Management Seminar

3 credits

This course brings together all aspects of sport management, building on the foundation and specialized course prerequisites in the Exercise and Sport Sciences and Business Administration programs. Course content includes organizing, motivating, planning, staffing and supervising. Emphasis is on the practical application of the sport management knowledge base. Offered spring. *Prerequisites:* ESS 248, 314, 317

ESS 433 Clinical Experience in Athletic Training IV

2–4 credits

This advanced course is designed to provide clinical experience under the direct supervision of an approved clinical instructor. 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

2–4 credits

This advanced course is designed to provide clinical experience under the direct supervision of an approved clinical instructor. 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 443

ESS 443 Advanced Care and Prevention

4 credits

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. Offered fall. *Prerequisite:* ESS 209

ESS 449 Senior Seminar in Athletic Training

2 credits

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 451 Research in Exercise and Sport Sciences:
Critical Components (Capstone)**

2 credits

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 312 or ESS 324

**ESS 452 Research in Exercise and Sport Sciences:
Assessment and Analysis (Capstone)**

2 credits

In this course students complete the investigation of the topic they designed in ESS 451 and present the results and analysis of their findings. Emphasis is placed on the analysis of various types of data and information as well as the interpretation of the findings. Offered spring. *Prerequisite:* ESS 451

ESS 480 Teaching Assistantship:

1–3 credits

See Additional Curricular Opportunities for requirements.

ESS 485 Internship in Exercise and Sport Sciences

1–12 credits

This 240-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:* Major acceptance, junior status, pre-internship seminar, current first aid and CPR certification, ESS 285, permission of the faculty sponsor and department chair

Health Care Management

Bachelor of Science: Health Care Management

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.

Major Requirements—Health Care Management

Liberal Education Program requirements

Required Areas of Study:

- BIO 108 (or BIO 205 and 206)
- BUS 115, 215, 216, 401
- ESS 100
- Health Studies Seminar (2 semesters)
- HCM 302, 340, 341, 485, 487
- HEA 100
- MAT 220 or BUS220
- PHI 305
- PSY 101
- SOC 101, 307

Health Care Management Electives: Choose 9 credits from the following courses; 6 of which must be at the 300-400 level.

- BUS 231, 302, 316, 333, 403, 414, 417, 421, 422
- PBH 301, 330, 431
- SOC 304

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in Core Courses: BIO 108 or 205; HEA 100; PSY 101 or SOC 101; and a minimum grade of C (2.00) in BUS 115

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BIO 108
HEA 100	ESS 100
PSY 101	SOC 101
PTH 101	BUS 115
Liberal Education Course	Liberal Education Course
Health Studies Seminar recommended	HEA 105 recommended

Sophomore Year

<i>Fall</i>	<i>Spring</i>
BUS 215	BUS 216
PHI 305	Major Elective
MAT 220	Liberal Education Course
Major Elective	Liberal Education Course
Liberal Education Course	Elective
Health Studies Seminar recommended	Health Studies Seminar recommended

Junior Year

<i>Fall</i>	<i>Spring</i>
SOC 307	HCM 340
HCM 302	Major Elective
HCM 341	Liberal Education Course
Liberal Education Course	Elective
Health Studies Seminar recommended	Health Studies Seminar recommended
HCM 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
BUS 401	HCM 487
Major Elective	Major Elective
Elective	Elective
Elective	Health Studies Seminar recommended
Elective	

Health Studies Seminar recommended

Health Care Management Course Offerings

HCM 278, 378, 478 Research Assistantship

1–3 credits

See Additional Curricular Opportunities for requirements.

HCM 302 Healthcare Economics and Policy

4 credits

Acquiring knowledge of basic healthcare 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

4 credits

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 healthcare. Skills are developed in working capital management, capital budgeting, financial statement analysis, forecasting and productivity measurement, incentives mechanisms and organized labor. Offered spring.

Prerequisites: BUS 115, 216, HEA 100

HCM 341 Health Care Management and Law

4 credits

Building upon learning in the introductory health systems and general management courses 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 use of directed reading, case study, experiential learning and class discussion. Offered fall. *Prerequisites*: BUS 115, 215; HEA 100

HCM 485 Health Studies Internship

1–6 credits

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*: Major Acceptance; Pre-internship seminar; permission of faculty sponsor and department chair.

HCM 487 Strategic Healthcare Management

4 credits

In this Capstone students bring together learning from liberal arts, business and healthcare management courses taken. This includes integrating the functional elements of business and exploring the philosophical and theoretical assumptions underlying strategic management. The laboratory component incorporates application of such integration to a healthcare simulation or scenario. The experience culminates in a professional presentation by students, open to the campus and community. Offered spring. *Prerequisites:* HEA100; BUS 115, 215, 216; HCM 302, 340, 341, 485; PHI305; Major Acceptance.

Health Promotion

Bachelor of Science: Health Promotion

The Health Promotion major 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, healthcare and worksite settings.

Major Requirements – Health Promotion

Liberal Education Program Requirements

Required Areas of Study:

- BIO 108 (or BIO 205 and 206)
- ESS 100, 201, 205
- HEA 100
- Health Studies Seminar (2 credits)
- HP 220, 320, 420, 485, 486, 487
- MAT 220
- PBH 301, 306
- PHI 305
- PSY 101, 214, 316
- SOC 101, 307

Health Promotion Electives: Choose 5 of the following courses; 4 courses must be at the 300-400 level for a minimum total of 15 credits

- ESS 204, 309, 311, 421
- HCM 302
- PBH 330
- PSY 227, 240, 310, 313, 318, 320, 369
- REL 206
- SOC 304

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in: BIO 108 or 205; HEA 100; PSY 101 or SOC 101; and a minimum grade of C (2.00) in HP 220

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	BIO 108
HEA 100	ESS 100
PSY 101	SOC 101
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
HEA 105 recommended	Health Studies Seminar recommended

Sophomore Year

<i>Fall</i>	<i>Spring</i>
HP 220	PSY 214
MAT 220	Major Elective
ESS 201	Major Elective
ESS 205	Liberal Education Course
Liberal Education Course	Liberal Education Course
Health Studies Seminar recommended	Health Studies Seminar recommended

Junior Year

<i>Fall</i>	<i>Spring</i>
SOC 307	PSY 316
HP 320	PBH 301
PHI 305	PBH 306
Major Elective	Major Elective
Major Elective	Major Elective
Health Studies Seminar recommended	Health Studies Seminar recommended

Senior Year

<i>Fall</i>	<i>Spring</i>
HP 485	HP 487
HP 486	Elective
HP 420	Elective
Elective	Elective
Health Studies Seminar recommended	Health Studies Seminar recommended

Health Promotion Course Offerings**HP 220 Concepts of Health Promotion**

3 credits

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. The process for delivering health promotion programs and the intended products of those interventions are emphasized. Various behavioral theories and models are explored. Offered fall.

Exploration Area: Wellness

HP 278, 378, 478 Research Assistantship

1–3 credits

See Additional Curricular Opportunities for requirements.

HP 320 Foundations of Health Education

3 credits

This course provides students with a fundamental understanding of the education process including learner assessment, educational planning and strategies and evaluation techniques. 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:* HEA 100

HP 420 Health Promotion Programming

3 credits

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 is explored. Offered fall. *Prerequisites:* HP 220, 320

HP 485 Health Promotion Internship

1–12 credits

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 for this internship. Graded Pass/Fail. Offered fall and spring. *Prerequisites:* Major Acceptance; Pre-internship seminar; permission of faculty sponsor and department chair.

HP 486 Health Promotion Capstone I

1 credit

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 advisor and 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:* Major Acceptance

HP 487 Health Promotion Capstone II

2 credits

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

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 (HEA100 Introduction to Health Care Systems) and at least one of the human biology courses. This material is complemented by choosing additional courses in the areas of public health, health promotion, health care management, and social science.

Students choosing to complete a minor in Health Studies must complete a minimum of 19 credits with at least 6 credits at the 300-400 level.

Requirements

- HEA 100; and HP 220 or PBH 230
- BIO 108; or BIO 205 and 206
- PSY 240 or ESS 204 or SOC 307
- Any two 300-400 level elective courses chosen from: HCM 302, 340, 341; HP 320, 420; PBH 301, 330, 332, 431; PHI 305; PSY 316; SOC 304, 305, 307, 313

Health Studies Course Offerings

HEA 100 Introduction to Health Care Systems 3 credits

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 and unique elements of the health care system. Offered fall and spring.

HEA 105 The Vocabulary of Health 1 credit

This course introduces students to the vocabulary, taxonomy and terminology related to body systems necessary to communicate information in the specialized environment of healthcare. 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 1 credit

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 1 credit

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.

History and Political Studies

Bachelor of Arts: History and Political Studies

History and Political Studies 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.

Major Requirements—History and Political Studies

Liberal Education Program requirements

- 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

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in any two of the following courses: HPS 100; HIS 100-level, HIS 200-level, POL 100; POL 200-level

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	POL 100 or 101
HPS 100	Elective
HIS 100-level Course	Math Requirement
PTH 101	Liberal Education Course
	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
HIS 218	HIS 200-level Course
POL 200-level Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Elective
	HPS 285 recommended

Junior Year

<i>Fall</i>	<i>Spring</i>
HIS 300-level Course	HIS 300-level Course
HPS 485	POL 300-level Course
POL 300-level Course	IST 105
Elective	Liberal Education Course
	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
HPS 486	HSC 487
HIS 300-level Course	Elective
Liberal Education Requirement	Elective
Elective	Elective
Elective	Elective

History Minor**Requirements**

The minor in history consists of 18 credit hours of history courses. HPS 100 is required. Students then choose the remaining 14 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. One credit HIS or HPS courses can count toward the minor.

History Course Offerings**HIS 102 U.S. History 1877 to the Present:**

3 credits

The Quest for Power and Progress

The challenge of translating into reality the promises of the Declaration of Independence and the Constitution continued as problems from the past and new ones generated by industrial growth sparked great reform movements at home and the nation's new global leadership encouraged it to attempt similar efforts throughout the world. This course examines the United States' quest for power and progress at home and abroad. Offered fall and spring. *Exploration Area: History*

HIS 103 American Rebels

4 credits

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 yuppies, 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 4 credits

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 212 God's Country: Religion and Politics in America 4 credits

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:* Humanities

HIS 218 West and the World 4 credits

This course is a general survey of western civilization from the Renaissance to the present, with special emphasis upon developing a better understanding of the interaction between western civilization and the wider world. This course places an emphasis upon the themes of liberty and the individual's place in society. 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 4 credits

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 studies, anthropology, and cultural studies. Offered spring odd-numbered years. *Exploration area:* Media Literacy

HIS/WII 230/330 Making History: Monuments and Museums 4 credits

Museums and monuments make history and attempt to shape the present by telling stories not only about the past but about the nature and identity of the nation and its people. After reading classic works about public history, students visit museums and monuments to analyze how they shape and construct our understanding of the past and ourselves. The 200-level course investigates the production of patriotism. The 300-level course focuses on exploring the myths of public history. Taken at the 300-level, this course fulfills a major elective requirement for the History and Political Studies major. Offered fall and spring. *Exploration Area:* History (only HIS/WII 230)

HIS 250, 350 Topics in American and Global History 4 credits

See Additional Curricular Opportunities for requirements. *Prerequisite:* 100-level HIS course for HIS 250

HIS 308 Hollywood History: The Construction of History through Films 4 credits

Movies and films shape popular notions about history. Scholars often reject movies as lacking historical value because filmmakers are not historians. Students debate the veracity and historical value of movie depictions of the past and explore the differences and similarities between the work of historians and filmmakers. Students consider films as visions and producers of national mythology and popularly held understandings of the past. Offered fall odd-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS, or POL course

HIS 309 America in the Sixties 4 credits

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 4 credits

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 4 credits

United States and Mexican commerce continues to grow, especially with the NAFTA, making Mexico the nation's third-largest trade partner. Numerous Americans visit Mexico as tourists while, every year, thousands of Mexicans immigrate to the United States, exercising an increasing and controversial impact on politics, the economy and culture. In this course students become more literate about Mexico, familiarizing themselves with the basic events, people, and ideas that have shaped Mexican culture. Offered fall of even-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS or POL course

HIS 321 Contemporary Europe 4 credits

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 even-numbered years. *Prerequisite:* One 100- or 200-level HIS, HPS or POL course

HIS/ESS 322 History of Sport

3 credits

This course examines the development of sport as an integral part of American life from the Colonial period to the late 20th century. In particular, special attention is given to identifying sport practices in the context of changing work and leisure patterns and other economic, social, and cultural movements. Offered fall of even-numbered years. *Prerequisite:* History Exploration Course

HIS/ENV 323 White Mountain History

3 credits

This course uses the White Mountains region of New Hampshire as a case study about the manner in which humans and the natural environment interact, especially through resource extraction and tourism. Students study the history of the region, including the people, communities, and political and economic change, as well as the ecological and social effects of human actions. Offered fall even-numbered years. *Prerequisite:* One HIS 100- or 200-level course or one ENG 200-level course.

History and Political Studies Course Offerings**HPS 100 The Detective: Introduction to History and Political Studies**

4 credits

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 209, 211, 213, 215 Making Sense of Current Events Seminar

1 credit

Can't make sense of what is going on in the world? Or, do you want to talk about current events with other interested people? Using daily news sources (newspapers, internet, television, radio and magazines) and other materials, students explore the events that are changing our social, political, cultural, and economic life. Students and the faculty member provide the topics and events for class analysis and discussion. Graded Pass/Fail. Offered fall.

HPS 210, 212, 214, 216 Making Sense of Current Events Seminar

1 credit

Can't make sense of what is going on in the world? Or, do you want to talk about current events with other interested people? Using daily news sources (newspapers, internet, television, radio and magazines) and other materials, students explore the events that are changing our social, political, cultural, and economic life. Students and the faculty member provide the topics and events for class analysis and discussion. Graded Pass/Fail. Offered spring.

HPS 219, 221, 223, 225 History, Society, Politics and Culture Seminar

1 credit

The Social Sciences and Education Department organizes a program of weekly speakers that focus on historical, social, political, and cultural topics. Seminars are open to the public. Students receive 1 credit hour for attending 80% of the semester's discussions and producing several short writing assignments. Graded Pass/Fail. Offered fall.

HPS 220, 222, 224, 226 History, Society, Politics and Culture Seminar 1 credit

The Social Sciences and Education Department organizes a program of weekly speakers that focus on historical, social, political, and cultural topics. Seminars are open to the public. Students receive 1 credit hour for attending 80% of the semester's discussions and producing several short writing assignments. Graded Pass/Fail. Offered spring.

HPS 239, 240 Colby-Sawyer College Oral History Project 1–4 credits

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. HPS 239 offered fall; HPS 240 offered spring. *Prerequisite:* Permission of the instructor and the department chair

HPS 278, 378, 478 Research Assistantship 1–4 credits

See Additional Curricular Opportunities for requirements.

HPS 285 History and Political Studies Internship 1–4 credits

This internship gives students the opportunity to gain experience in the skills associated with the study of history and political studies as well as with career opportunities available to graduates. Internships include archives and historical societies, museums, law offices, political campaigns and public radio. Graded Pass/Fail. Offered fall and spring. *Prerequisites:* Pre-internship seminar, sophomore or above standing, permission of faculty sponsor and department chair

HPS 295, 395, 495 History and Political Studies Independent Study 1–4 credits

See Additional Curricular Opportunities for Independent Study requirements.

HPS 480 History and Political Studies Teaching Assistantship 1–4 credits

See the section entitled Additional Curricular Opportunities for requirements.

HPS 485 History and Political Studies Internship 1–12 credits

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

HPS 486 History and Political Studies Research Methods

2 credits

Students design a research plan that facilitates an original exploration of a particular theme drawn from history, society and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences, such as surveys, archival research and oral history interviews. This plan synthesizes their own and existing research and thinking. Students carry out the research plan in HPS 487. Offered fall. *Prerequisites*: Major Acceptance in History and Political Studies, senior standing

HPS 487 Advanced Research Seminar (Capstone)

2 credits

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

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.

To receive an Honors Certificate, a student must complete:

- Honors PTH 101
- Four honors courses (12 credits) or three honors courses and one honors contract course (12 credits)
- An Honors component for the capstone course in their major
- Wesson Honors Capstone Seminar (1 credit)

Students who do not complete the Honors Pathway but plan to earn an Honors Certificate must meet with the Honors Coordinator to work out a plan to fulfill the requirements. Additional information can be found in the Wesson Honors Program section of this catalog and from the honors coordinator.

Honors Course Offerings

HON 486 Wesson Honors Capstone Seminar

1 credit

This Honors Capstone culminates the Wesson Honors Program and results in the 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 review the process of interdisciplinary thinking. Graded Pass/Fail. Offered spring.

Human Resources Management Certificate

Human Resources 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.

Human Resources Management Certificate Course Requirements

The curriculum consists of 3 required core courses (10 credits) and 6 elective credits for a total of 16 credits. Students must have a cumulative GPA of 2.0 or better in the courses required for the certificate in order to earn the certificate. All courses are exclusively online.

- 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

Human Resources Course Offerings

HRM 201 Essential of Human Resources Management

3 credits

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. You also 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

3 credits

The complexities of the issues surrounding human resource management necessitate a good understanding both of the inter-relationship 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. Seminal employment legislation such as 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. *Prerequisite for HRM Certificate:* HRM 201 or BUS 215. *Prerequisite for Leadership Certificate:* LDR 202 or BUS 215.

HRM 310 Employee Recruitment, Selection and Placement

3 credits

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 for HRM Certificate:* HRM 201 or BUS 215.

HRM 440 Strategic Human Resources

3 credits

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. *Prerequisite for HRM Certificate:* HRM 201 or BUS 215, and HRM 301, and 6 credits from the following electives HRM 310, 410, LDR 411.

Interdisciplinary Studies

Interdisciplinary Studies Course Offerings

INT 285, 485 Interdisciplinary Internships

1–6 credits

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

International Studies Minor

The minor in International Studies is an interdisciplinary minor offering a broad and flexible curriculum for students from any major interested in international affairs. 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 includes required foreign language and off-campus international experiences.

Requirements

The minor in International Studies consists of 18 credits. In addition to the core requirements, at least 6 of the elective credits must be at the 300/400 level

Core requirements: 6–9 credits

- IST 101; POL 100
- Approved off-campus study abroad/international study focused program*
- Approved Foreign Language Experience (maximum of 3 credits)*

Elective Courses:

Choose 9–12 credits from the courses below, 6 of these credits must be at the 300- 400-level.

- Lower Level (200-level): ARH 201, 202; COM 244; ENG 216, 224, 231, 232, 248, 249; ENV 203, 207; HIS 218; POL 203, 204, 209; PSY 221; REL 237; IST 150 (If language requirement already fulfilled)
- Upper Level (300-400) at least 6 credits: ARH 333; BUS 323; ENV/SOC 305; HIS 319, 321; PHI 308, 309; POL 303, 304, 307, 312, 324; SOC 302

* Courses taken at a foreign educational program or institution that are international in content; must receive approval from the registrar.

- A Washington Internship Institute (WII) internship which has an international focus; (maximum 6 credits applied to minor)

Approval Criteria for Off Campus Study Options and Language Experience Requirements

Off Campus Study Options

The minor in International Studies requires an off-campus study opportunity that encompasses some element of global or international interaction. The following options are available through Colby-Sawyer College, but other experiences may be acceptable as well:

- A semester abroad
- A field studies course through the School For Field Studies
- A short experience abroad that may be aligned with another course

- A semester at the WII in an internship that is closely associated with globalization and international issues: for example, an internship at a foreign embassy.
- A summer study abroad or internship experience in a foreign location.
- Originating from a foreign country, or having lived in a foreign nation for a period of time.

Foreign Language Experience Options:

Students may meet the foreign language requirement in several ways. This includes, but is not limited to:

- Successful completion of one of the following: IST 105, 106, 107, 108, 109, 110, 111, 112
- Successful completion of a language course transferred from another institution
- Advanced Placement credits/exam from high school language classes
- Bi-lingual expertise

*The off-campus and language experiences must be approved by the Chair of the Multidisciplinary Studies Department

International Studies Course Offerings**IST 101 Introduction to International Studies** 3 credits

This course provides an introduction to the field of international studies. Students explore such themes as the emergence of the nation-state and the modern system of international relations, nationalism vs. global citizenry, the environment and ecological commons, globalization and culture, transnational movement and identity, terrorism, the global drug trade, how globalization shapes our personal lives and local communities, and the future of international collaboration and organization. Offered Spring. *Exploration Area:* Global Perspectives

IST 105, 107, 109, 111 Independent Language Study 1 credit

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 1 credit

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 150 Language and Culture: Level I

3 credits

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.

Exploration Area: Global Perspectives

Leadership Certificate

Leadership Certificate

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.

Leadership and Management Course Requirements

- Required Core Courses: LDR 202 or BUS 215 and HRM 301 and LDR 440
- Electives Courses: 6 elective credits: LDR 312, 411, 412

Leadership Certificate Course Offerings

LDR 202 Essentials of Management and Leadership

3 credits

This course is a survey of the history of the management field; exploring the planning, organizing, leading, and controlling dimensions of the manager's job; and analyzing the transition that takes place as a professional takes on a management position. Students learn key interpersonal and managerial skills; study high-level leadership strategies, gain skills in resolving disputes, managing diversity, and building productive teams.

LDR 312 High Performing Teams

3 credits

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

3 credits

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. *Prerequisite:* LDR 202 or BUS 215, HRM 301.

LDR 412 Conflict Resolution, Power & Influence

3 credits

This course will study the pivotal management issues of conflict, power, and influence. In order to manage others effectively, managers must understand to their own sources and uses of conflict and power. It is critical managers understand their own conflict handling styles and that of their employees. In addition, working together seamlessly requires knowledge of the impact of the interaction of different conflict styles. Helping employees better resolve conflicts at work leads to greater morale and productivity. In addition, managers must have power and use appropriate influence strategies in order to make decisions, solve problems, move ideas forward and contribute fully to the organization. This course will help identify types of power and influence and how to gain beneficial types of power and wield them effectively. Finally, we will examine how to develop and share power in ones' subordinates so as to enhance employee contribution, innovation, performance, and commitment. *Prerequisite for Leadership Certificate:* LDR 202 or BUS 215.

LDR 440 Strategic Leadership

4 credits

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 your employees' and company's overall performance. 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 strategy. *Prerequisite:* LDR 202 or BUS 215, and HRM 301, and 6 credits from the following electives LDR 312, LDR 411, LDR 412.

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 18 credits. In addition to the core credits, at least 6 of the elective credits must be at the 300/400 level.

Required Credits: 6 credits

- POL 100 or 101
- PHI 110

Elective Courses:

Choose at least 12 credits from below, 6 of these credits must be at the 300 or 400-level.

- COM 325
- ESS 426
- ENV 306
- HRM 301
- PHI 213, PHI 308
- PSY 354

Mathematics

Mathematics Course Offerings

MAT 122 Quantitative Reasoning 3 credits

Students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen. Topics include logic, personal finance, descriptive statistics, and probability. The use of spreadsheets is integrated into this course. The emphasis in this course is not on proofs and derivations but on reasoning skills. Offered fall and spring

MAT 123 College Algebra 3 credits

This course features a contemporary approach to algebra and focuses on using algebra in realistic situations. The course concentrates on the concepts of variable and function, with an emphasis on understanding the behavior of linear, quadratic, rational, exponential, and trigonometric functions, as well as on solving related equations. Offered fall and spring.

MAT 212 Precalculus 3 credits

Designed for students who have successfully completed two high school courses in algebra, this course builds on the concept of a function and its applications. It emphasizes a numerical approach and incorporates computing technology to facilitate the analysis of polynomial, rational, logarithmic and trigonometric functions, and their applications. Preparation for calculus is an integral component of the course. Offered spring. *Prerequisite:* Successful completion (B- or better) of two years of high school algebra or MAT 123

MAT 220 Introduction to Statistics 3 credits

This course provides an overview of the field of statistics including gathering, and analyzing numerical information. Students study the concepts of sampling, experimentation, and measurement and examine statistical methods to study them. Students study confidence intervals and hypothesis testing, including t-tests, F-tests, Chi-Square tests, regressions, and analysis of variance. The use of statistical software and/or graphing calculators is included. Offered fall and spring.

MAT 221 Calculus I 3 credits

Calculus involves the study of how quantities change. The ideas of infinity, limits, and continuity are developed, leading to the concept of the derivative of a function: its instantaneous rate of change. The process of differentiation is then applied to the study of motion, optimization and other areas. A working knowledge of algebra is expected. Offered fall. *Prerequisite:* Successful completion (B- or better) of three years of high school math or MAT 212

MAT 222 Calculus II 3 credits

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 their applications. Offered spring. *Prerequisite:* MAT 221

MAT 250, 350, 450 Topics in Mathematics 1–3 credits

See Additional Curricular Opportunities for requirements.

MAT 295, 395, 495 Independent Study 1–3 credits

See Additional Curricular Opportunities for Independent Study requirements. *Prerequisites:* MAT 220 or 221, permission of the instructor and the department chair

MAT 480 Teaching Assistantship 1–3 credits

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

Media Studies

Bachelor of Arts: Media Studies

The Media Studies major offers a curriculum of theory and practice consistent with the college's mission to integrate professional preparation with a liberal arts education. This major seeks 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, emphasis is on ethical professional practice and life-long learning. 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.

Major Requirements—Media Studies

Liberal Education Program requirements

Core Courses

- COM 203, 209, 216, 238, 325, 341
- COM 469, 470
- COM 485

Media Studies Electives

Choose 8 courses from the following courses, 4 courses must be at the 300-level for a total of 24 credits

AME 305, ART 260, BUS 231, COM 208, 214, 222, 227, 228, 235, 241, 244, 250, 310, 316, 321, 328, 333, 337, 345, 350; COM/WRT 205, 303, 312, 326; COM/WST 243, 360; WRT 201, 208, 301, 302, 311; PHI 221

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum grade of C (2.00) in COM 203, 216
- Meet with a Media Studies faculty advisor to review coursework, scheduling and academic and professional goals
- Complete an application that includes a faculty recommendation form, a copy of the student's transcript, and a copy of the portfolio reflective essay written in COM 216

Suggested Registration**First Year**

<i>Fall</i>	<i>Spring</i>
COM 203	COM 216
WRT 105	COM 238
PTH 101	Math
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
COM 209	COM Elective
COM Elective	COM Elective
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Liberal Education Course

Junior Year

<i>Fall</i>	<i>Spring</i>
COM 341	COM 325
COM 300 Elective	COM 300 Elective
COM Elective	Elective
Elective	Elective
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
COM 469	COM 470
COM 300 elective	COM 300 elective
COM 485	Elective
Elective	Elective
Elective	Elective

Media Studies Minor

The minor in Media Studies consists of 18 credits of media studies courses including COM 203 and 216. Two of the remaining four courses must be taken in media studies courses at the 300-level.

Film Studies Minor

The Film Studies minor consists of 18 credits of film studies courses including either COM 227 or COM 241; and COM 228. Six of the remaining 12 credits must be taken in film studies at the 300-level. Students may choose from the following: AME 305; COM 227, 235, 241, 244, 250, 328, 345, 350; COM/WST 243, COM/WRT 312; ENG 265

Media Studies Course Offerings

COM 101 Introduction to Public Speaking and Oral Communication 3 credits

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

COM 203 Media Criticism 3 credits

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

COM/WRT 205 Introductory Journalism 3 credits

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

COM/WRT 207, 307, 407 Newspaper Practicum 1 credit

The *Colby-Sawyer Courier* is a student-run newspaper serving the campus community. A student may earn credit as a writer or an editor. Contribution to six issues each semester is required, the precise nature of which is determined by the level of the class. Offered fall. *Prerequisites:* For 207: WRT 105. For 307: COM/WRT 207 or 217. For 407: COM/WRT 307 or 317.

COM 208 Introduction to Desktop Publishing 3 credits

A comprehensive introduction to desktop publishing, this course introduces students to creating flyers, brochures, and newsletters. Students learn to write, edit, design and compose on desktop using page layout and image editing programs. Basic design principles and audience need analysis are emphasized. Offered fall. *Prerequisite:* COM 203 or COM/WRT 205 or BUS 302

COM 209 Expanding Perception: Image, Word and Sound 3 credits

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. *Exploration Area:* Media Literacy

COM 214 Audio Production I 3 credits

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

COM/WRT 216 Writing for Public Communication 3 credits

Students learn how to write for the most common forms of public communication (radio and television public service announcement, newspaper editorial, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered fall and spring. *Prerequisite:* WRT 105

COM/WRT 217, 317, 417 Newspaper Practicum 1 credit

The *Colby-Sawyer Courier* is a student-run newspaper serving the campus community. A student may earn credit as a writer or an editor. Contribution to six issues each semester is required, the precise nature of which is determined by the level of the class. Offered spring. *Prerequisites:* For 217: WRT 105. For 317: COM/WRT 207 or 217. For 417: COM/WRT 307 or 317.

COM 222 Internet Publishing 3 credits

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

COM 227 Film, Technology and Truth 3 credits

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

COM 228 Video Production I 3 credits

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

COM 235 Documentary Film and Video 3 credits

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

COM 238 Digital Media 3 credits

This course introduces students to the practical and theoretical implications of new digital media technologies from the Internet to I-pads. Students learn the basics of web design and produce an interactive multi-media project. Offered spring.

COM 241 American Film 3 credits

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

COM/WST 243 Women in Film 3 credits

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

COM 244 International Film 3 credits

This course focuses on the history of international film as it has developed in a dozen foreign countries throughout the 20th century, examining important aesthetic movements such as Russian montage, German expressionism, Italian neorealism, French and Australian new waves and Third World cinema, as well as major figures like Eisenstein, Fellini, Bergman, Truffaut, Kurosawa, Bunuel, Wertmüller, Armstrong, Meirelles, and Yimou. Offered spring of even-numbered years. *Exploration Area:* Global Perspectives

COM 250, 350 Topics in Media Studies 1–3 credits

See Additional Curricular Opportunities for requirements.

COM 261, 361, 461 Radio Station Operations Practicum 1 credit

Students develop and implement projects supporting programming, legal, regulatory and/or technical aspects of radio station operations at WSCS-FM. Requirements include a signed learning contract by end of the second week, 40 logged hours per credit and a weekly meeting with instructor. Offered fall. *Prerequisites:* For 261: COM 214 or two satisfactory semesters as live on-air host. For 361: COM 261 or 262. For 461: COM 361 or 362.

COM 262, 362, 462 Radio Station Operations Practicum 1 credit

Students develop and implement projects supporting programming, legal, regulatory and/or technical aspects of radio station operations at WSCS-FM. Requirements include a signed learning contract by end of the second week, 40 logged hours per credit and a weekly meeting with instructor. Offered spring. *Prerequisite:* For 262: COM 214 or two satisfactory semesters as live on-air host. For 362: COM 261 or 262. For 462: COM 361 or 362.

COM 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

COM 285 Media Studies Internship 1–3 credits

This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. Students work 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

COM 295, 395, 495 Independent Study 1–3 credits

See the section entitled Additional Curricular Opportunities for Independent Study requirements.

COM/WRT 303 Writing About Sports 3 credits

Students pursue advanced study of sports journalism by writing game analysis stories, press releases, commentaries, feature stories and audio scripts. Students study the field of sports public relations, with particular attention paid to the role of new media in sports promotion. Because this course focuses on game coverage, an extensive knowledge of sports is required. Offered spring of odd-numbered years. *Prerequisite:* WRT/COM 205 or ESS 101

COM 310 New Media Technologies 3 credits

Students use experience, research, theory to explore new media. Topics reflect changing landscape and student interests (such as: blogs, gaming, Second Life, social networks, collaborative web). Central questions examine metaphors for new media, investigate deep transformations implicit in shift to digital representations of the world, and ask, So what? Small-group, presentation and writing assignments encourage students to assess fit between theory and personal experience. Offered fall. *Prerequisites:* COM 203 or permission of instructor

COM/WRT 312 Writing About the Arts 3 credits

Students learn to write hard-news stories, reviews, and features about the arts, works of art, artists, and those areas of the arts that shed light on cultural and social issues. Students become familiar with all the ways in which journalists gather information about the arts. Offered spring of even-numbered years. *Prerequisite:* One 200-level WRT or COM course.

COM 316 Multimedia Production I 3 credits

Introduction to multimedia communication using Flash and elementary ActionScript. Projects include simple animation (frame-by-frame and tweened), game development,

integrating multiple media in interactive widgets for deployment on the web or on CD-ROM. Assumes at least elementary training/experience in at least one of the following: audio or video production, or photography, or graphic design. Offered fall or spring. *Prerequisite:* COM 222 or COM 208 or ART 132 or permission of the instructor

COM 321 Electronic Journalism 3 credits

This course analyzes the processes and products of electronic journalism. Included are social implications of news coverage, evolving technologies and strategies such as blog writing and gonzo journalism. The social, political and economic trends of contemporary electronic journalism are also studied. Offered spring of even-numbered years. *Prerequisite:* COM 203 or 205 or 216

COM 325 Media Law and Ethics 3 credits

The First Amendment of the Constitution establishes freedom of speech as one of our democratic society's fundamental freedoms. This course traces the origin of this freedom and its development in American law. Students explore and identify legal issues associated with the First Amendment, including topics of libel, obscenity, privacy, and intellectual property. Students also consider a range of ethical issues present in the mass media industries and their products. Offered spring. *Prerequisite:* COM 203

COM/WRT 326 Investigative Reporting 3 credits

Students learn to use data bases, government reports, police logs, public meeting minutes, and other public information sources to report on local governments. Students learn to analyze statistics, interpret rulings, apply regulations, develop follow-up research strategies, synthesize findings and create over-views of social issues that effect local citizens. Offered fall of even-numbered years. *Prerequisite:* COM 205

COM 328 Video Production II 3 credits

Building on knowledge and techniques learned in Video Production I, students expand and enhance their facility with and understanding of video production. The course includes an introduction to the department's television studio, as well as advanced editing techniques and DVD authoring. Creativity and personal expression are encouraged as students write, direct, and produce their own projects. Offered fall. *Prerequisite:* COM 228

COM 333 Cartoons in American Culture 3 credits

Editorial cartoons, comics and animated films have played an important role in America by creating, enhancing and critiquing cultural symbols and behaviors. This course explores the history of the cartoon in America, focusing on key illustrators, animators and publications. Students analyze the use of humor, the cartoon in war times, and the use of animation for propaganda. Offered fall of odd-numbered years. *Prerequisite:* COM 203

COM 337 Public Relations Writing 3 credits

This is a hands on, project-oriented (team and individual) course which studies then applies various theories of public relations in a diversity of settings. Past and current case studies, typical public relations problems in industry, labor, non profit and entertainment are analyzed. The course emphasis is on students' writing, problem solving, research skills and utilization of successful strategies and tactics. Offered fall of odd-numbered years. *Prerequisite:* COM 216

COM/AME 341 History of U.S. Media 3 credits

This course considers the development of U.S. mass media, with particular reference to significant influences of the 19th and 20th Centuries. Students examine a variety of media (newspapers, magazines, advertising, telegraph, motion pictures, radio, television, and the Internet) within the broad social contexts within which they were developed and operated. Offered fall. *Prerequisite:* COM 203; or HIS 102

**COM 345 Movie Mavericks:
Independent Filmmakers Who Challenge the Hollywood System** 3 credits

This course examines the work of contemporary film directors and writers in the United States 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 focus on the aesthetic styles and thematic concerns of films which challenge the conventions of classic Hollywood cinema. Offered fall of even-numbered years. *Prerequisites:* COM 227, 235, 241, 243, 244 or ENG 265

COM/WST 360 Gender and Media 3 credits

This course considers relationships among popular culture, mass media, gender, race, class, and sexuality. Students learn reading strategies, analytical tools, and theoretical models for better understanding the role communication media play in our gendered selves. Offered spring of even-numbered years. *Prerequisite:* COM 203 or PHI/WST 111

COM 469 Capstone Preparation 3 credits

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

COM 470 Capstone 3 credits

The Capstone project requires senior Media Studies majors to conduct field-related research or to create a media project that serves the communication needs of a campus or community service organization. Projects 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:* Major Acceptance and designated 300-level courses appropriate to student's proposed project; consult program faculty for specifics before November 1 of the preceding semester.

COM 475 Praxis: Campus Communications 3 credits

This course involves leadership positions in print, audio and/or video production in practical situations with campus professionals. Examples: editor of *The Colby-Sawyer Courier*, news director and program director at WSCS, and a video producer of an extensive project involving several students. Students must qualify for these positions by completing at least one semester of preliminary volunteer service and demonstrating a keen interest. The positions must be arranged prior to the semester enrolled. Offered fall or spring. *Prerequisites:* Majors and minors only, permission of the instructor.

COM 480 Teaching Assistantship:

1–3 credits

See Additional Curricular Opportunities for requirements.

COM 485 Media Studies Internship

1–6 credits

This is an option for qualified students in the Media Studies major 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. For major requirement, this internship must include 120 contact hours (the equivalent of three credits). Graded Pass/Fail. Offered fall, spring and summer. Prerequisites: Media Studies Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair

Multidisciplinary Studies

Bachelor of Arts: Multidisciplinary Studies

The Multidisciplinary Studies 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 more than one academic area. 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.

Major Requirements—Multidisciplinary Studies

Liberal Education Program requirements

- MDS 100, 285, 485, 487
- COM 101
- ECO 201
- WRT 201
- Select one from: ENG 221, 222, 248 249
- Select one from: ENV 120, 207
- Select one from: HIS 102, 103, 104, 218, or ARH 202
- Select one from: PHI 100 or 110 or PHI/WST 111, or AME 201
- Select one from: SOC 101 or PSY 101
- Select one from: COM/WRT 303, 312, 326; WRT 311
- Select one from: ENG 317, 324, 331, 333, 335, 338, 339; WST 331
- Select one from: ENV/SOC 305; ENV/BUS 321; PHI 312
- Select one from: HIS 308, 309, 310, 317, 319, 321; ENV/HIS 323; ESS/HIS 322; POL 303, 307, 324

- One PSY or SOC at the 300-level
- IST 105 (students may also meet the foreign language requirement in other ways, such as transferring a 3-credit course or Advanced Placement credit)

Minor Requirement

Multidisciplinary Studies majors are required to complete any minor offered by the college. Please refer to the Minor Programs section of the catalog for further information.

Major Acceptance Requirements:

See requirements in the Academic Policies section.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	PSY 101 or SOC 101
MDS 100	HIS 100-or 200-level Course
COM 101	Math Requirement
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
WRT 201	MDS 285
PHI 100-level or AME 201	Minor Course
ECO 201	Liberal Education Course
Minor Course	Liberal Education Course
Liberal Education Course	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
MDS 485	IST 105
PSY or SOC 300-level Course	Minor Course
Minor course	HIS 300-level Course
ENV 120 or 207	ENG 200-level Course
COM or WRT 300-level Course	ENV 300-level Course or PHI 312

Senior Year

<i>Fall</i>	<i>Spring</i>
Minor Course	MDS 487
Minor Course	Minor Course
ENG 300-level	Elective
Elective	Elective
Elective	Elective

Multidisciplinary Studies Course Offerings**MDS 100 Introduction to Multidisciplinary Studies** 3 credits

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 285 Multidisciplinary Studies Internship 1–3 credits

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. Graded pass/fail. Offered fall and spring. *Prerequisite:* Pre-internship Seminar, permission of faculty sponsor and department chair

MDS 485 Multidisciplinary Studies Internship 1–9 credits

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:* Major Acceptance, MDS 285, junior standing or above, Pre-internship Seminar, permission of faculty sponsor and department chair

MDS 487 Multidisciplinary Studies Capstone 3 credits

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 fall and spring. *Prerequisites:* Major Acceptance, senior status

Music

The Fine and Performing Arts Department supports music at Colby-Sawyer College. The department offers a Music Appreciation course that follows a standard lecture format and satisfies the Fine and Performing Arts Exploration Area requirement. A variety of applied music opportunities include individual lessons. Credit is given for lessons in voice, piano, or other instruments, subject to approval by the department. These courses follow a one-on-one format of discussion and demonstration followed by practice and critique. Musical instruction carries credits according to the following schedule, with fees assessed on a per-credit basis:

- One hour lesson and nine hours of practice per week carry three credits
- One 45-minute lesson and five hours of practice per week carry two credits
- One 30-minute lesson and five hours of practice per week carry one credit

Music Course Offerings

MUS 103 Music Appreciation 3 credits

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, 210, 310, 410 Applied Music: Vocal and Instrumental 1–3 credits

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, 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. *Prerequisites*: Successful completion of each successive course

MUS 111, 211, 311, 411 Applied Music: Vocal and Instrumental 1–3 credits

Individual instruction facilitates the development of technical abilities on a given instrument. Students may select from the following: piano, voice, flute, violin, 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. *Prerequisites*: Successful completion of each successive course

MUS 131, 133, 135, 137 Colby-Sawyer College Singers 1 credit

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

1 credit

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.

Nursing

Bachelor of Science: Nursing

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

Mission Statement

The program leading to a Bachelor of Science (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 studies in nursing. It is expected that graduates will practice in a variety of settings as they serve persons from diverse backgrounds in need of health care and form partnerships with professionals in other disciplines.

In addition to a liberal education, the core components of the program in Nursing 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.

Upon completion of degree requirements, students are able to:

- Incorporate, integrate and apply a broad body of knowledge to the delivery of nursing care to practice compassionate, culturally sensitive, patient-centered, effectiveness-based, cost effective clinical nursing in various settings using the core competencies and knowledge that underlie state and national standards of practice;
- Demonstrate professional attitudes and behaviors that incorporate clients' rights; professional codes and standards; and workplace policies;
- Communicate effectively in writing, orally and electronically with all members of the inter-professional health care team, including clients, families, communities and their support systems;
- Think critically for the purposes of exercising clinical judgment and making ethical decisions;
- Assume responsibility for professional development and life-long learning in an ever-changing and challenging health care environment; and

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

Colby-Sawyer College is a member of the American Association of Colleges of Nursing. The Nursing Program is accredited by the Commission on Collegiate Nursing Education and approved by the New Hampshire Board of Nursing.

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; demonstrate sound skills in 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 and the Registrar's Office.

Academic Policies

A minimum grade of B- is required in all BIO and all NUR courses, PSY 101 and SOC 101.

All required BIO courses must be completed at Colby-Sawyer College. BIO 106 may be repeated only once. Students may not repeat BIO 205, 206 or 207.

A minimum grade of B- is required in all nursing (NUR) courses and students may only repeat one NUR course one time if necessary.

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. Only one nursing course may be repeated.

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 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.

Every nursing student, at the time of Major Acceptance, must have on record in the Nursing Department evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider/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 the first nursing course, NUR 203: Introduction to Professional Nursing. Students may not attend clinical internships without proper documentation of ALL health and safety requirements on file in the Nursing Department. A criminal background check is an agency requirement and random drug screening may be conducted. 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.

Major Requirements—Nursing

Liberal Education Program requirements

- BIO 106, 205, 206, 207
- ESS 201
- MAT 220
- NUR 203, 230, 307, 309, 313, 314, 332, 334, 336, 405, 407, 408, 442, 445, 446
- PHI 305
- PSY 101, 240
- SOC 101, 203

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum cumulative GPA of 2.7
- A minimum grade of B- (2.7) in BIO 106, 205, 206; NUR 203; PSY 101; SOC 101
- Major Acceptance Application form
- One letter of recommendation from a faculty member outside of the department
- A one-page self-evaluation in required format

When applying for major acceptance students must follow the major acceptance requirements listed in the catalog for the year in which they apply. Once major acceptance has been completed, students are responsible for completing the requirements for the major as they are listed in the catalog of the year they complete major acceptance. Nursing students may be required to enroll in a summer semester in lieu of a fall or spring semester for one or more years

Suggested Registration**First Year**

<i>Fall</i>	<i>Spring</i>
WRT 105	ESS 201
BIO 106	SOC 101
PSY 101	BIO 205
PTH 101	NUR 203
NUR 150	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
BIO 206	BIO 207
NUR 203	NUR 230
SOC 203	NUR 307
PSY 240	Liberal Education Course
Liberal Education Course	Liberal Education Course

Junior Year

Students will take one of the following two sequences per semester during their junior year.	
<i>Fall</i>	<i>Spring</i>
NUR 313	NUR 309
NUR 314	NUR 332
NUR 334	NUR 336
Liberal Education Course	MAT 220

Senior Year

<i>Fall</i>	<i>Spring</i>
NUR 405	NUR 408
NUR 407	NUR 442
NUR 445	NUR 446
PHI 305	

Nursing Course Offerings

Interpreting NUR course credits: Total credits (class credits. clinical credits)

NUR 150 First Year Seminar in Nursing 1 credit (1.0)

The first year seminar in Nursing is designed to facilitate the integration of conceptual and practical learning in the discipline. The course utilizes team-based learning methods while introducing many basic nursing concepts. The class participates in team building exercises and uses field trips to experience nursing environments first-hand. Guest speakers attend class to discuss nursing and career issues. Graded Pass/Fail. Offered fall. *Prerequisite:* Admission as a nursing major.

NUR 203 Introduction to Professional Nursing 3 credits (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 biopsychosocial model of health and Gordon's health patterns, and the nursing process and critical thinking on which clinical judgment is based. Offered fall.

NUR 230 Health Assessment and Fundamental Nursing Skills 6 credits (2.4)

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals. Topics include assessment of the biopsychosocial and spiritual needs of the client, physical examination skills, basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication, and nursing documentation. Offered spring. *Prerequisites:* Major Acceptance; *Co-requisites:* BIO 207; NUR 307

NUR 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

NUR 307 Pharmacology 3 credits (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. Offered spring. *Prerequisites:* BIO 106, 205, 206

NUR 309 Community-Based Nursing 2 credits (2.0)

This nonclinical course introduces the concepts of community-based nursing care. The focus is on the community as the client and also as the context of care for individuals and families. Topics include family-centered care, culture, community and health care systems, vulnerable populations in the community (elders and the developmentally disabled), public health and community health issues (alcoholism, communicable diseases, domestic violence, sexual abuse and suicide), and epidemiology. This course is open to non-nursing majors. Offered fall and spring. *Prerequisites:* PSY 101; SOC 101

NUR 313 Maternal-Child Nursing 4 credits (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. Nursing assessment of the childbearing family unit is conducted in a community setting. Offered fall and spring. *Prerequisites:* NUR 230

NUR 314 Pediatric Nursing 4 credits (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. *Prerequisites:* NUR 230

NUR 332 Adult Medical-Surgical Nursing I 9 credits (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/electrolyte balances, perioperative care, health promotion, and prevention in chronic disease. Offered fall and spring. *Prerequisite:* NUR 230

NUR 334 Mental Health Nursing 4 credits (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 230

NUR 336 Nursing Research and Evidence-Based Practice 3 credits (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. This course is open to non-nursing majors. Offered fall and spring. *Prerequisite or co-requisite:* MAT 220

NUR 405 Adult Medical-Surgical Nursing II 7 credits (4.3)

In this clinical course, the students provide and manage restorative care for adults with complex needs and their families, in an acute care setting. Topics include pathophysiology and acute complications of disease, therapeutic nursing interventions in multisystem organ failure, shock, burns, interpretation of cardiac arrhythmias, fluid/electrolyte imbalances, palliative care, pain management, hospice, and discharge planning. Offered fall. *Prerequisite:* NUR 332

NUR 407 Nursing Leadership Capstone I 2 credits (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 and meet weekly for clinical seminar. Offered fall. *Prerequisite:* Senior status in the Nursing major

NUR 408 Nursing Leadership Capstone II 2 credits (2.0)

Students continue to work in select communities with a community mentor to implement and evaluate the interventions designed in NUR 407. Topics include cultural influences on the health of communities, roles of human service organizations, interdisciplinary collaboration, occupational health nursing, public safety/disaster management, and evaluation methods. Weekly clinical seminar meetings allow students to benefit from one another's experiences. Student projects/interventions are presented to a group jointly identified by student, faculty and community mentors. Offered spring. *Prerequisite:* NUR 407

NUR 442 Clinical Capstone: Nursing Management of Patient Care 8 credits (2.6)

Students provide and coordinate complex restorative nursing care in the hospital setting to acutely ill individuals and their families. Students work under the guidance of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and responsibilities to develop management and leadership skills as they assume a professional role. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and the professional role of nurses. Offered spring. *Prerequisites:* NUR 405

NUR 445 NCLEX-RN Preparation I 0 credit

Students prepare for the National Council Licensure Examination for Registered Nurses (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 2 credits (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 480 Teaching Assistantship

1–3 credits

See Additional Curricular Opportunities for requirements.

NUR 495 Independent Study

1–3 credits

Qualified students may develop independent study courses in particular topics not ordinarily offered by the Department. Each course is developed under the direction of a faculty member in the Nursing Department. May not be used to meet a major requirement.

Offered spring and fall. *Prerequisites:* NUR 332, 336

Pathway

The Pathway Program provides the foundation for the Liberal Education Program at Colby-Sawyer College. The goal of the Pathway is to introduce students to the demands and pleasures of rigorous intellectual endeavors and help them develop good habits of the mind. Each Pathway has an interdisciplinary theme that defines the First Year Seminar. Pathway faculty members and peer mentors strive to help students develop their full potential and achieve the learning outcomes of the college. While each Pathway has its own theme and pursues the education goals of the college's liberal education program in its own manner, all Pathways share certain characteristic features:

- to introduce students to the demands and pleasures of rigorous intellectual endeavors and to develop good habits of the mind necessary for college-level work;
- to develop students' ability to work collaboratively in a community of co-learners;
- to help students appreciate the interconnectedness of knowledge from different disciplines across the breadth of human experience; and
- to help each student achieve the clarity and perspective to choose an area of concentration while gaining the tools and experience to carry out upper-level study.
- Students learn how to formulate important, illuminating questions, and then how to answer them using information drawn over time from a diversity of sources.
- The central theme is developed through multiple media approaches and with an emphasis on historical context.
- There are extensive and intensive opportunities for students to develop their skills in reading, writing and oral communication throughout the course.

Students who do not earn a passing grade in PTH 101: First Year Seminar must enroll and successfully complete another First Year Seminar as soon as one is offered. The First Year Seminar courses are offered fall semester. A complete list of this year's Pathway courses appears below.

Pathways Offered Fall 2013

PTH 101A The Farmer

3 credits

Farmers combine the necessary components of the atmosphere, geosphere, hydrosphere and biosphere and bring them to our plates. The farmer is a jack-of-all-trades, possessing an interdisciplinary skill set including skills in: animal husbandry, meteorology, soil science, business, botany and communication. Farmers have a unique relationship with the Earth and society. This Pathway strives to gain an understanding and appreciation of this relationship.

PTH 101B “The Outdoorsy Type”

3 credits

The disciplines of literature, art, psychology, religion, sociology, physiology and environmental biology combine to help explain the way people interact with nature and identify with others who rely on being outdoors as a defining part of their persona. Motivations for belonging to this social group are examined and students broaden their understanding of how different life experiences, cultures and interests can lead to a similar drive to incorporate the outdoors into their lives.

PTH 101C Future Trends—What Will They Mean to You?

3 credits

This course explores the concept of change in the context of major trends identified by futurists. Through discussion of each trend students are introduced to factors prompting change, elements of predictability and uncertainty in trends and the implications of potential changes for society, culture and the individual. Classes touch upon the life cycle of change and the challenges of implementing planned change.

PTH 101D Motorcycle Mania

3 credits

This course will expose students to the mysterious world of motorcycles. Motorcycles have been in existence since the late 1800’s and have influenced areas of society including literature and film, economics and environmental issues. We will begin with the history of the motorcycle and its beginning as a transportation mode and importance in different wars. We will review the mass appeal of the motorcycle, companies that manufacture and sell bikes and its impact on literature, film and television. Societal issues such as biker gangs and organizations and their financial support of charities will also be examined along with the motorcycle’s influence on environmental and economic issues.

PTH101E Mind, Body and Soul

3 credits

This course will explore Eastern & Western perspectives on health, well-being, happiness, mindfulness, and the meaning of life. Students will have the opportunity to read, discuss, and write about these topics from a scholarly point of view. Students will be given the opportunity to practice mindfulness and meditation as an experiential component of this course.

PTH 101F I’m Not There

3 credits

This Pathway hopes to answer three questions: Why would someone want to change their identity? How would they go about doing this? And what are the repercussions, both intentional and unforeseen? Students look at a works of literature, memoir, art and film, examine public figures, and explore the natural world for examples of people who have gone out of their way to become someone else.

PTH 101G From Orphan to Auror:**The Education and Development of Harry Potter**

3 credits

In this course students will explore both the wizarding world of Harry Potter and the unsuspecting adolescent himself through the lens of practicing educators and developmental psychologists. Students will pay particular attention to the social and academic development of Harry Potter as he comes to understand schooling practices at Hogwarts School of Witchcraft and Wizardry. Simultaneously, first-year Colby-Sawyer College students will apply the concepts to their own lives in an effort to make sense of their emerging identities as learners in a college setting. Weekly themes include “The Common Room to the Quidditch Pitch: Friendships & Extracurriculars”, “Potions, Transfiguration & Divination: Curriculum & Programs of Study”, and “Channeling your Inner Hermione: Motivation & Self Direction.”

PTH 101H Mountains

3 credits

The urge to climb high mountains leads people into dangerous situations and brings out aspects of culture, ethics, spirituality, science and history. Climbing literature includes stories of incredible heroism and amazing physiological feats and allegations of stealing critical supplies and ignoring dying climbers. Students examine these and other issues: why people climb, Himalayan cultures, the impact of commercialism of climbing, and the technical aspects of climbing.

PTH101I Private Eyes are Watching You

3 credits

Do you have a right to privacy? Is privacy even possible in the Digital Age? Does the state or a private company have the legal and/or moral authority to monitor your e-mail, purchases, Facebook updates, etc.? This Pathway explores the shifting meaning of privacy within twenty-first century democratic states, and the impact of new technologies and security concerns on personal privacy, individual autonomy, and civil liberties in democratic and authoritarian regimes. We will focus on a variety of topics, including censorship and policing, data mining, and the balance between personal rights and the public good.

PTH 101J Game On

3 credits

Today, games are invading society, from *World of Warcraft* and *Words with Friends*, to books like *The Hunger Games*. Why are games such an attraction? Are today's games all that different from games throughout history? What are the design elements that make a great game? Are games just about raids and badges or can they conquer social causes and business problems? Join the quest to explore the concepts of games, fun, games psychology, game theory, problem solving, economics, politics, strategy and innovation, while you and your guild are challenged to design the ultimate game.

PTH101K Why Run?

3 credits

Most mammals can easily run much faster than humans over short distances. Over longer distances we are unparalleled athletes, capable of outrunning almost any other animal. In this pathway we will attempt to answer a series of questions focused on running. What is running and how is it different from other physical activities? What are the physical adaptations in humans that make us exceptional distance runners? How have humans used this elite ability throughout history? What forces shape participation in running events in modern society? This course will provide multiple perspectives on the history, biology, and culture of running in modern society.

PTH 101L Secret Communication

3 credits

The ability to keep or unravel secrets has had a major impact in the development of social events and scientific breakthroughs throughout history. The desire and need for secret communication and the development of communication styles and techniques are important aspects of the history of mankind. We will focus on the development of secret communication styles and codes used throughout human history from early civilizations up to the First World War. The use of music (jazz), body language, and art as a means of communication is explored.

PTH 101M Drawn Out

3 credits

This Pathway examines the development of drawing from mark-making and ritualistic cave drawings to how drawing today has merged with twenty-first century technology. Students explore how mark-making and early pictographs developed into written language and how drawing influenced and shaped religion, art and architecture. Students focus on contemporary manifestations of the practice and how technology has affected the uses of drawing in today's culture.

PTH 101N Food for Thought

3 credits

This course uses food as a medium to explore a variety of cultural, social and global perspectives. Students work to build our understanding of dietary needs and how location and culture shape our diet. Students investigate where their food comes from and the social, economic, political and environmental considerations that can play a strong role in what we eat. Topics include food and its meaning in art, film, literature, religion, and social class structures.

PTH101O Dollars and Sense

3 credits

What is money anyway? We'll begin the course by discussing barter and then the development of money. By studying the history of money, we will see how it has changed over time. We will also examine how money is connected globally. Is money the root of all evil? We will attempt to answer this question. Personal experiences with money will be discussed. The course will also view how money is portrayed in songs and movies. Ultimately, we will examine the evolution of money and the role it has and continues to play in our lives.

PTH101P Animals in Culture and Nature

3 credits

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

PTH101Q The Talent Hunt

3 credits

We live in a world that is dominated by talented people. Our society rewards people who demonstrate talent in fields as diverse as sport, music, agriculture, politics, and science. Talent is often used to describe natural ability. However, talent is measured in performance ability. In this course, we will examine how talent is defined and explore the possibility of talent development. As we explore talent development, we see to understand talent in the context of the challenges and subsequent struggles that are a component of each of our lives.

PTH101R Adore, Deplore, or Eat More?

3 credits

Human-animal relationships are complicated. What dictates whether an animal becomes a family pet, or an item on a menu? Why do we fear injury or disease from some animals, but we allow others to sleep in bed with us? The way we, as human beings, consider other creatures on this planet does not always seem logical and it is rarely consistent. In this course we will investigate the complex interactions between humans and animals, and compare and contrast human and animal relationships across cultures. We will explore this topic using examples from human psychology, animal behavior, anthrozoology, animal welfare, as well as veterinary medicine and public health.

PTH 101S Awakening the Best

3 credits

This pathway will explore the life stories and histories of the United States and world leaders as we attempt to answer the following questions: Are there certain personality traits that great leaders share? To what extent is context responsible for creating leaders? We will read about and discuss the concept of leading from the middle, servant leadership, and citizen leaders.

PTH 101T Where Are You Going?

3 credits

College is the beginning of a life journey. This pathway will explore the idea of journey as pilgrimage, travel undertaken with the intention of experiencing a life-transforming event. Readings will reflect various secular and religious, medieval and modern perspectives on pilgrimage, and students will craft their own imaginary pilgrimage narrative.

PTH 101U Paradigm Shift: Global Change from the Inside Out

3 credits

What we are doing is not working. We need a paradigm shift, and what the world needs are integrated, visionary people capable of negotiating that process of change in these unpredictable and challenging times. This course looks at other progressive colleges and organizations that are transforming their infrastructure and operations to address personal wellbeing, social justice, economic fairness, and environmental sustainability. Students explore the various international movements that have emerged to respond to and shape this new paradigm.

PTH 101V-HN. Storytelling-Honors

3 credits

We live in a world saturated with narratives: television shows, historical accounts, news stories, blog archives, celebrity gossip, and on and on. In our own lives, more importantly, narrative is one of the major frameworks we use to understand our world, to make sense of the non-sensical, and to define who we are. But what is narrative exactly and how does it operate? What are the consequences of viewing the world through a narrative lens? In this course we will look at the way narrative forms shape our understanding in a variety of fields and think collaboratively about the consequences of being such story-driven animals.

PTH 101W-HH. Coming of Age-Honors

3 credits

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.

PTH 380 Pathway Peer Mentor

1–3 credits

A Pathway peer mentor is a sophomore, junior or senior who works with a faculty member to provide new students at the college with a unique educational experience in the First Year Seminar. The peer mentor serves as a more experienced co-learner in the Pathway and provides first year or Sophomore Seminar students with guidance and information to help them address their academic and social adaptation needs. May be repeated for up to a total of three credits. Offered fall and spring.

Philosophy

Bachelor of Arts: Philosophy

Based in the Humanities Department, the Philosophy major gives students a broad competency in the history and practice of philosophy. It also provides advanced coursework in several areas of specialization. Philosophy fosters openness of mind, critical reasoning skills, and reading, writing and oral communication skills. These competencies are not only valuable in themselves, but contribute to possibilities for graduate study in philosophy and to careers in law, business, medicine, education or other fields.

Major Requirements—Philosophy

Liberal Education Program requirements

- PHI 100, 110 – minimum grade of C in both courses
- Four additional PHI courses at the 100- or 200-level
- PHI 470, 485
- Four additional PHI courses at the 300- or 400-level

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- Meet with a member of the full time Philosophy faculty to review coursework, GPA, professional goals, the Capstone thesis project
- Submit an electronic Philosophy major portfolio which includes one paper from a Philosophy course, to which the Capstone thesis paper will be added later

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
PTH 101	PHI 110
WRT 105	PHI 100- or 200-level Course
Math requirement	Liberal Education Course
PHI 100	Liberal Education Course
Liberal Education Course	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
PHI 100- or 200-level Course	PHI 100- or 200-level Course
PHI 100- or 200-level Course	PHI 300- or 400-level Course
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
PHI 300-level Course	PHI 300- or 400-level Course
Liberal Education Course	PHI 485
Elective	Elective
Elective	Elective
Elective	Elective
PHI 485 Summer Internship	

Senior Year

<i>Fall</i>	<i>Spring</i>
PHI 300- or 400-level Course Elective	PHI 470
Liberal Education Course	Elective
Elective	Elective
Elective	Elective
Elective	Elective

It is highly recommended, in order to gain requisite competency in the history of the discipline, that Philosophy majors interested in pursuing graduate studies in Philosophy take both courses in the Western Mind sequence (PHI 231 and 232). It is also suggested that students with a Pre-Law interest enroll in PHI 110 prior to their senior year, and set up a meeting with one of the co-chairs of Pre-Law advising. Students who are interested in business, medicine, or related fields may consider pursuing a minor in the appropriate field.

Philosophy Minor

Requirements

The minor in Philosophy consists of 18 credits of study, including PHI 100 and 110, and at least six 300- or 400-level philosophy credits. PHI 470 and 485 may not be used to fulfill minor requirements.

Philosophy Course Offerings

PHI 100 Introduction to Philosophy 3 credits

This course is an introduction to aims and methods of philosophy, approached from the standpoint of Socrates' dictum, The unexamined life is not worth living. Students study key topics from the history of philosophy, including the nature of truth, reality and the self. The course emphasizes how philosophy contributes to the expansion of intellectual and personal horizons. Offered fall and spring. *Exploration Area:* Humanities

PHI 110 Introduction to Logic and Critical Reasoning 3 credits

This course is an introduction to logic and critical thinking. Students learn how to evaluate the soundness of arguments from various contexts. Students also study the basics of propositional logic, fallacies, and deductive and inductive reasoning. The course may also examine the relation between logic and language, or the connection between reason and meaningful discourse. Offered fall or spring. *Exploration Area:* Humanities

PHI/WST 111 Introduction to Gender Studies 3 credits

Gender studies is an academic response to the movement toward women's equality. This course introduces students to gender studies through the lens of philosophy, especially feminism and feminist philosophy. Students study the concept of gender and how it intersects with class, race, and sexuality. The history of feminism and the contemporary issues facing women are also emphasized. Offered fall or spring. *Exploration Area:* Humanities

PHI 213 Foundations of Ethics 3 credits

Ethics is the study of how we should live. This course is divided among the study of major ethical theories, including virtue theory, deontology, and utilitarianism. Consideration of how these theories can be applied to ethical questions and the general consideration of how principled, theoretical thinking can help us understand our world is discussed. Offered fall or spring. *Exploration Area:* Humanities

PHI 214 Philosophers on Sex, Love, and Friendship 3 credits

This course takes up philosophical investigations into the nature and value of sex, love, and friendship. Students also consider pressing social issues like the right to same-sex marriage, feminist and non-feminist appraisals of pornography, and the validity of polygamy. This course may be used to satisfy a requirement for the Women's Studies minor. Offered spring of odd-numbered years. *Exploration Area:* Humanities

PHI 221 Philosophy of Art, Beauty and Feeling 3 credits

This course introduces students to aesthetics, 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 231 Western Mind I: Ancient Philosophy 3 credits

Ancient Greece is called the cradle of Western civilization. Much of how we understand ourselves in the Western world, including our philosophy, science, and politics, has its roots in ancient Greece. In this course, students study ancient Greek philosophy, including the Pre-Socratics (e.g., Parmenides, Heraclitus, and Pythagoras), Plato, Aristotle, Epicureanism, Stoicism, and Skepticism. Offered spring of odd-numbered years. *Exploration Area:* Humanities

PHI 232 Western Mind II: Modern Philosophy 3 credits

With the rise of the modern science and culture, Western philosophers started asking new questions. This course is an introduction to philosophy from the 17th to 19th centuries. Students study philosophers such as Descartes, Hume, Kant, Hegel, and Nietzsche; asking questions like: What can I know? What is reality? What is history? Does God exist? Offered spring odd numbered years. *Exploration Area:* Humanities

PHI 250, 350 Topics in Philosophy 1–3 credits

See Additional Curricular Opportunities for requirements.

PHI 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

PHI 285 Philosophy Internship 1–3 credits

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. *Prerequisite:* Pre-internship seminar, permission of the faculty sponsor and department chair

PHI 295, 395, 495 Independent Study 1–3 credits

See the section entitled Additional Curricular Opportunities for Independent Study requirements.

PHI 305 Biomedical Ethics 3 credits

This course examines fundamental ethical concepts and applies them to issues in health care and in the biological sciences. Students study major ethical theories, case studies, and contemporary arguments to develop a reflective approach to biomedical issues. Emphasis is placed on the challenges that health care professionals face in their work. Offered fall. *Prerequisite:* Sophomore standing or above. *Exploration Area:* Humanities

PHI 308 Social and Political Philosophy

3 credits

This course is an introduction to social and political theory. Students study major figures and texts from the history of philosophy, including work by Plato, Hobbes, Marx, and others. Students analyze major concepts such as power, justice, and democracy. Emphasis is placed on relating theory to social and political issues in the contemporary world. Offered spring of odd-numbered years. *Prerequisite:* Any 100- or 200-level Philosophy course

PHI 309 Existentialism and Phenomenology

3 credits

This course is an introduction to existentialism and phenomenology, two major philosophical movements from 20th and 21st century continental Europe. Other related movements like deconstruction, post-structuralism, post-colonialism, feminism, and psychoanalytic philosophy may be considered. Questions asked may include: What is the meaning of freedom? What is the structure of experience? How do class, race, and gender affect us? Offered spring of even-numbered years. *Prerequisite:* Any 100- or 200-level Philosophy course

PHI 312 Environmental Philosophy

3 credits

Environmental philosophy is the philosophical study of the natural world and its relation to human beings. Students study several significant areas in environmental thought, including environmental ethics, animal ethics, ecofeminism, and political ecology. Artificial and urban environments, as well as land and environmental art, may also be covered. Offered fall of even-numbered years. *Prerequisite:* Sophomore standing or above. *Exploration Area:* Environmental Literacy

PHI 470 Philosophy Capstone: Thesis Project

3 credits

Students complete a significant thesis paper in philosophy and defend it before the philosophy faculty. Students develop the topic 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 the thesis project on Scholar's Day. *Prerequisite:* Philosophy Major Acceptance, senior standing, permission of full time philosophy faculty

PHI 480 Teaching Assistantship:

1–3 credits

See Additional Curricular Opportunities for requirements.

PHI 485 Philosophy Internship

1–12 credits

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:* Philosophy Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair

Physics

Physics Course Offerings

PHY 101 Introduction to Physics I 4 credits

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 123 or successful completion (B- or better) of two years of high school algebra. *Exploration Area:* Science

PHY 102 Introduction to Physics II 4 credits

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

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 18 credits of political studies courses including:

- Four credits chosen from POL 100, 101
- Four credits chosen from POL 202, 203, 204
- Two credits chosen from HPS 209, 210, 211, 212, 213, 214, 215, 216
- Eight credits at the POL 300-level

PHI 308 may be used to satisfy a minor requirement

Political Studies Course Offerings

POL 100 Introduction to Comparative Politics 4 credits

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. *Exploration Area:* Global Perspectives

POL 101 Introduction to American Politics 4 credits

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. *Exploration Area: Social Sciences*

POL 202 The American Presidency 4 credits

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.

POL 203 Political Ideas and Ideologies 4 credits

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? *Exploration Area: Humanities*

**POL 204 From Isolation to Global Policing:
American Foreign Policy, 1776 to the Present** 4 credits

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. *Exploration Area: Social Sciences*

POL 209 Contemporary Latin America 4 credits

Latin America is a diverse and vibrant region and the home of some the world's most dynamic economies and areas of great poverty. Students examine issues in Latin America today: the struggle to create a functional democracy; the war on drugs; relations with the United States; the benefits and challenges of globalization; rebel and reform movements; and the counter-revolutionary response to popular mobilizations, environmental problems, immigration, and economic development and inequality. *Exploration Area: Global Perspectives*

POL 250, 350 Topics in American and Global Politics 1–4 credits

See Additional Curricular Opportunities for requirements.

POL 301 The United States Constitution 4 credits

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*

POL 303 Politics of Sub-Saharan Africa

4 credits

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. *Prerequisite:* One POL 100- or 200-level course

POL 304 Marx and Marxism Empire

4 credits

This course acquaints students with the origins, rise, decline, and eventual dissolution of the Soviet Union in the 20th century. This course begins with a study of Marx and Marxism, before turning to the Russian Revolution of 1917, the Stalin Revolution of the 1930's, the Cold War years, and the dissolution of the regime under Gorbachev. In the study of the Soviet Empire, attention is directed toward geography, history, political philosophy, government structure. *Prerequisite:* One POL course or permission of the instructor

POL 307 America in the Cold War Era, 1945–1990

4 credits

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 odd-numbered years. *Prerequisite:* One HIS, HSC or POL 100- or 200-level course

POL 312 Politics of the Middle East

4 credits

More than any other region in the developing world, the Middle East has experienced internal crises and stirred emotion in the West. Do crises like the persistent Arab-Israeli conflict, the rise of political Islam, the terrorist attacks of September 11th, and the Gulf Wars point to something unique in the civilizations of the Middle East, or are these crises the result of political processes shared by all modern states? The goal of this course is to critically analyze a wide range of answers to this important question. *Prerequisite:* One 100 or 200- level POL Course

POL 324 The Colonial Experience in the Modern World

4 credits

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 spring of even-numbered years. *Prerequisite:* One HIS, HPS or POL 100- or 200-level course

Psychology

Bachelor of Arts: Psychology

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.

The college has an affiliation agreement to assist qualified Baccalaureate degree graduates from Colby-Sawyer College into Master's Degree programs at Springfield College and Plymouth State University. Information is available in the Graduate School Opportunities section of the catalog.

Major Requirements—Psychology

Liberal Education Program requirements

- PSY 101, 202, 210, 215, 302, 304, 308, 460, 485
- One developmental psychology course chosen from PSY 203, 206, or 227
- Five focus courses chosen from 200-, 300-, and 400-level psychology courses; at least four of these courses must be 300- or 400-level psychology courses.

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) in PSY 101
- A minimum C (2.00) average in two other psychology courses
- A Major Acceptance essay (see the Social Sciences and Education department chair for details).

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
PSY 101	PSY 202
WRT 105	PSY Dev. Course or Elective
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
Liberal Education Course	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
PSY Dev. Course or Elective	PSY 200- or 300-level Course
Liberal Education Course	Liberal Education Course
Liberal Education Course	PSY 210
PSY 215	Math Requirement
Elective	Liberal Education Course

Junior Year

<i>Fall</i>	<i>Spring</i>
PSY 302	PSY 308
PSY 304	PSY 300- or 400-level Course
PSY 300- or 400-level Course	PSY 300- or 400-level Course
Liberal Education Course or Elective	Liberal Education Course or Elective
Elective	Liberal Education Course

Senior Year

<i>Fall</i>	<i>Spring</i>
PSY 460	PSY 485
PSY 300- or 400-level Course	Elective
Liberal Education Course	Elective
Elective	Elective

Psychology Minor**Requirements**

The minor in Psychology consists of 18 credits of psychology courses. PSY 101 is required and at least 6 of the remaining 15 credits must be at the 300 or 400 level. Please refer to the Minor Programs section of the catalog for further information.

Psychology Course Offerings**PSY 101 Introduction to Psychology**

3 credits

This course introduces the student to the study of human behavior from cognitive, behavioral, physiological, and social and cultural perspectives across the life span. Students learn to apply this beginning knowledge to a variety of personal and professional contexts. This course also serves as a foundation for more advanced study in psychology. Offered fall and spring. *Exploration Area:* Social Sciences

PSY 202 Psychology of Personality 3 credits

This course introduces students to major theories of personality and the social, cultural, and psychodynamic influences on personality development. Students explore the ideas of Freud, Miller, Skinner, Rogers, Maslow and others, and investigate what Eastern psychologies offer to an understanding of who we are. Students develop their understanding of theory through reading, discussion, and case studies. Offered fall and spring. *Prerequisite:* PSY 101

PSY 203 Child Psychology 3 credits

This course introduces the major theories, methods and research findings in child psychology. The physical, cognitive, and psychosocial development of children is examined from conception through middle childhood. Offered fall and spring. *Prerequisite:* PSY 101

PSY 206 Adolescence 3 credits

This course examines the processes of adolescent development. It examines physical, cognitive, and socio-emotional development in the contexts of peers, families, school and culture. Topics covered include: identity, peer relationships, gender, vocation, morality, alternative life styles, and problems of adolescence. Offered spring. *Prerequisite:* PSY 101

PSY 210 Learning and Cognition 3 credits

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 214 Human Sexuality 3 credits

This course provides students with an introduction to a variety of topics related to human sexuality, including the cultural and personal aspects of human sexuality across the life cycle, sexual diversity, attitudes and myths about sex and sexuality, and the creation and dissolution of relationships. Offered spring. *Exploration Area:* Wellness

PSY 215 Biological Psychology 3 credits

Psychology is the scientific study of behavior and mental processes. Biological psychology takes a biological approach to understanding behavior. This course introduces students to the methods biological psychologists employ to investigate the biological underpinnings of behavior. It explores what is currently known about the biological basis of emotional responses, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several neurological disorders. Offered fall. *Prerequisite:* PSY 101

PSY 221 Cross-cultural Psychology 3 credits

This course considers the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environment, and their relations with others within and outside their culture. The primary objective of this course is to provide students with both a theoretical and practical understanding of the effects of culture on human thinking, values, and behavior. The purpose of this comparative approach to psychology is to emphasize that the Western view of psychology should not be taken as the norm. Offered fall and spring. *Exploration Area:* Global Perspectives

- PSY 227 Adult Psychology** 3 credits
This course provides an overview of physical, cognitive, personality, and social development across the adult life span, starting from high school graduation through death. Students examine how individuals progress through a series of predictable stages during their lifetime, how they cope with the challenges of each stage, and whether aging should be viewed pessimistically as a series of losses or optimistically as increasing gains in wisdom and experience. Offered fall. *Prerequisite:* PSY 101
- PSY 240 Life Span Development** 3 credits
This course explores the fascinating journey of the individual from birth to death. Students trace individual physical, cognitive, and socio-emotional development chronologically, exploring the issues pertaining to each stage. This course helps all students better understand others and gain some insight into their own history. It is particularly designed to help future nurses, teachers, and mental health professionals who are responsible, in some way, for the care of others. Offered fall. *Prerequisite:* PSY 101
- PSY 250, 350, 450 Topics in Psychology** 1–3 credits
See Additional Curricular Opportunities for requirements.
- PSY 278, 378, 478 Research Assistantship** 1–3 credits
See Additional Curricular Opportunities for requirements.
- PSY 285 Psychology Internship** 1–3 credits
Qualified sophomores, juniors, and seniors may arrange internships related to psychology with a member of the Psychology faculty. Internships may be arranged in various agencies such as mental hospitals, human service agencies, courts, treatment centers, and other agencies that provide psychological services. *Prerequisites:* Two 200-level psychology courses, the Pre-internship seminar, and sophomore standing
- PSY 295, 395, 495 Independent Study** 1–3 credits
See the section entitled Additional Curricular Opportunities for Independent Study requirements.
- PSY 302 Statistical Methods for Psychology** 3 credits
This course introduces students to the application of statistics to the research process in psychology. Statistics are used to describe and to critically evaluate information. This course introduces two branches of statistics: descriptive and inferential. Students learn about central tendency, variability, z-scores, correlation, linear regression, probability, parametric tests such as z-test, and t-tests. Offered fall. *Prerequisite:* PSY 101 or SOC 101 and junior standing recommended
- PSY 303 Psychological Aspects of Sport** 3 credits
This course is designed to examine and apply the psychological effects of sports on human behavior. This is accomplished by investigations of various concepts and theories which analyze sports, exercise, and physical activity. Topics of discussion include: anxiety, arousal, attention, personality structures, motivation, and intervention strategies. Offered fall. *Prerequisite:* PSY 101 or ESS 101

PSY 304 Experimental Social Psychology 4 credits

This course introduces students to theories and research about many topics that are important in their everyday lives. Throughout the course, students explore the theme of the interplay between people and their environment. Topics examined through discussion and readings include attraction and intimate relationships, conformity, persuasion, and reasons for aggressive behavior. The laboratory portion of the course is devoted primarily to the design, implementation and write-up of social psychology experiments. Offered fall.

Prerequisite: PSY 101 or SOC 101 and junior standing

PSY 306 Abnormal Psychology 3 credits

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. The multi-perspective approach includes the major viewpoints on mental and emotional disorder, including the cognitive, neuropsychological, interpersonal, and existential perspectives. Students apply classroom learning in case studies and grapple with some of the current and perennial issues pertaining to abnormal psychology. Offered fall. *Prerequisite:* PSY 202

PSY 308 Research Methods in Psychology 3 credits

This course provides students with a detailed understanding of experimental, observational, and survey research methods. Emphasis is placed on framing research questions, defining variables and rendering them operational, sampling, assuring internal and external validity, and drawing appropriate conclusions. Students design original research projects. Offered spring. *Prerequisite:* PSY 302

PSY 310 Theories of Counseling 3 credits

This course introduces students to the field of counseling psychology and provides an overview of the major theories of counseling. Students learn about psychological theories: psychodynamic, cognitive-behavioral, humanistic, transpersonal, and systemic. These serve as the foundation of counseling and the ways in which counseling goals and methods emerge from these theories. The course includes a practical component and addresses major ethical concerns in the field of counseling. Offered spring. *Prerequisites:* PSY 101 and one 200-level psychology course

PSY 316 Health Psychology 3 credits

This course focuses on the field of health psychology, which seeks to identify the psychological influences on health, health-related behaviors, illness, and coping strategies. Students examine the etiology and correlates of health, illness, and dysfunction. Topics include health enhancing and health compromising behaviors, modifying health habits, using health services, patient-provider relations, pain, and chronic and terminal illnesses. Students explore research in health psychology as well as develop personal health behavior modification programs. Offered spring. *Prerequisites:* PSY 101 and one 200-level Psychology course

PSY 318 Fundamentals of Helping Interaction 3 credits

Students explore the art and science of relating to others with sensitivity, objectivity, empathy and genuineness. Students develop skills in listening, reflecting, responding and problem solving and gain an understanding of ethical issues in the helping professions. This course is intended for students preparing for internships and careers in the field of psychology as well as those in nursing and teaching. Offered fall. *Prerequisites:* PSY 202 or a developmental psychology course, and junior standing

PSY/CHI 320 Children at Risk

3 credits

This course examines the factors associated with risk and resilience among children from various backgrounds. Topics vary but the focus is on examining current national and international examples of children and families at risk and the role of culturally sensitive approaches in understanding methods of intervention and prevention. Offered spring.

Prerequisite: CHI 205 or PSY 200-level course

PSY 354 Psychology and the Law

3 credits

This course introduces students to the role of psychology in the legal system. Students seek to understand how the legal system actually works, not how the law assumes that it works. This course examines the complex relationships between psychology and the law, explores the many roles of psychologists in the legal system, and provides insight into the past and anticipated future of this interdisciplinary field. Offered spring. *Prerequisites:* PSY 200-level course and junior standing

PSY 369 Drugs and Behavior

3 credits

This course is an introduction to the study of drug use, misuse, abuse and dependence. The focus is on both the medicinal and recreational uses of various classes of both licit and illicit drugs. Topics range from the history of drug use to the neurochemical actions of drugs and to the consequences of their use for society. Offered fall. *Prerequisite:* PSY 101

PSY 401 Cognitive and Language Development in Young Children

3 credits

This course is an introduction to such cognitive processes as thinking and reasoning, concept formation, problem solving, skill and performance, memory, and creativity. Also examined are basic linguistic and psycholinguistic concepts, theories of language acquisition, empirical studies of language development from birth to age eight, and language development as a function of social class and cultural differences. Offered spring. *Prerequisite:*

PSY 203, 206, or 240

PSY 404 Social and Personality Development of the Young Child

3 credits

This course explores social and personality development from birth to adolescence. Emphasis is placed on understanding the emergence of social behavior from the bio-psychosocial context of family and community in infancy to the emergence of more complex forms of social behavior with peers, families and others in childhood. Topics to be covered include temperament, attachment, emotion regulation, positive and negative peer relationships and moral development, play, the development of self, and gender role development. Offered fall. *Prerequisites:* PSY 203 and junior or senior status

PSY 460 Advanced Research Seminar (Capstone)

3 credits

In this course, students design, carry out, and present the results of original research projects on topics of particular interest to them. Emphasis is placed on choosing methodologies, simple and complex designs, multivariate analysis, interpretation of results, and ethical considerations in psychological research. Students must complete this Capstone experience at Colby-Sawyer College. Offered fall. *Prerequisites:* PSY 302 and PSY 308

PSY 480 Teaching Assistantship:

1–3 credits

See Additional Curricular Opportunities for requirements.

PSY 485 Psychology Internship and Professional Development Seminar

6–12 credits

Students in this course work in social-service agencies or other appropriate settings.

Placements include, but are not limited to, community mental-health center, government agencies, rehabilitation centers, counseling centers, school systems and other agencies in which students are able to exercise helping skills and put their knowledge of psychology into practice. Internships include a weekly seminar with the course instructor in which students explore the process of helping, ethical practice, and other issues pertaining to professional development. Graded Pass/Fall. Offered spring. *Prerequisites:* Psychology major acceptance, pre-internship seminar, permission of the faculty sponsor and department chair

Public Health

Bachelor of Science: Public Health

This major provides a solid foundation in the liberal arts and focuses on the study of public health as a cross-cutting, interdisciplinary specialty area within the health care system. Population health, health disparities, vulnerable populations and other current public health concerns are covered extensively. This course of study integrates classroom, laboratory, internship and research experiences that provide students with the necessary disciplinary knowledge and practical skills to practice within the public health system and/or pursue graduate education in public health.

Major Requirements—Public Health

Required Areas of Study:

- BIO 108 (or BIO 205 and 206)
- ESS 100
- HEA 100
- MAT 220
- PBH 230, 301, 306, 330, 332, 431, 485, 486, 487
- PHI 305
- PSY 101, 316
- SOC 101, 307
- Health Studies Seminar (2 semesters)

Public Health Electives:

- Choose 5 of the following courses, 4 courses must be at the 300-400-level for a minimum total of 15 credits. CHI/PSY 320; ENV 305, 306; BUS/ENV 321; ESS 201; HCM 302; HP 320; PSY 240, 369; SOC 304, 305, 313

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in: BIO 108 or 205; HEA 100; PSY 101; SOC 101; and a minimum grade of C (2.00) in PBH 230

Suggested Registration**First Year**

<i>Fall</i>	<i>Spring</i>
WRT 105	ESS100
HEA 100	SOC 101
PSY 101	Liberal Education Course
PTH 101	Liberal Education Course
BIO 108	Liberal Education Course
HEA 105 recommended	Health Studies Seminar recommended

Sophomore Year

<i>Fall</i>	<i>Spring</i>
PBH 230	PBH 301
MAT 220	Major Elective
Major Elective	Elective
Liberal Education Course	Elective
Liberal Education Course	Liberal Education Course
Health Studies Seminar recommended	Health Studies Seminar recommended

Junior Year

<i>Fall</i>	<i>Spring</i>
SOC 307	PSY 316
PBH 330	PBH 332
PHI 305	PBH 306
Major Elective	Major Elective
Elective	Elective
Health Studies Seminar recommended	Health Studies Seminar recommended

Senior Year	
<i>Fall</i>	<i>Spring</i>
PBH 485	PBH 487
PBH 486	PBH 431
Major Elective	Elective
Elective	Elective
Health Studies Seminar recommended	Health Studies Seminar recommended

Public Health Course Offerings

PBH 230 Introduction to Public Health 3 credits

This course introduces the basic principles of public health. The context and scope of public health are covered including history, philosophy, literature, essential services, ethics, and application to current events. Public health is explored from an historical and modern perspective. Some of the topics covered include social justice, health disparities, vulnerable populations, and the role of governments in health care. Offered fall. Co-requisite or *Prerequisite*: HEA 100

PBH 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

PBH 301 The Mental Health System 3 credits

This course focuses on the mental health delivery system and how people with mental illness interact with the 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 306 Health Studies Research 3 credits

This course prepares students to effectively assess and apply research evidence in health studies practice. Students evaluate the source and quality of health data, conduct a literature review and apply principles of ethics and human rights to health information collection and use. Students evaluate the relationship of politics and local, state and national law to health policy and practice. Students analyze and interpret risk in the health arena. Offered spring. *Prerequisites*: HEA 100, MAT 220

PBH 330 Epidemiology 3 credits

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*: HEA 100, MAT 220

PBH 332 Prevention 3 credits

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 prevention of illness and injury. Offered spring. *Prerequisites*: HEA 100, PBH 230

PBH 431 Global Health Issues

3 credits

In this course the context and scope of global health are covered including the importance of culture to health, the global burden of disease, and demographic and epidemiologic transitions. The links between health and education, health and equity, poverty, and development are explored. Some of the topics covered include environmental health, human rights, reproductive health, nutritional needs, and infectious diseases. Offered spring.

Prerequisites: HEA 100, PBH 230

PBH 485 Public Health Internship

3–12 credits

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 120 hours is required for this internship. Graded Pass/Fail. Offered fall and spring. *Prerequisites:* Major Acceptance; Pre-internship seminar; permission of faculty sponsor and department chair.

PBH 486 Public Health Capstone I

1 credit

Students propose, design and carry out a research program in an area of interest in the public health field. Students work with a member of the college community as their research advisor and 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:* Major Acceptance; PBH 306, PBH 330

PBH 487 Public Health Capstone II

2 credits

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

Religious Studies

Religious Studies Course Offerings

REL 100 The Meaning of Life: Introduction to Religious Studies

3 credits

This course is an introduction to the study of ancient and contemporary religions, centered on the question, what is the meaning of life? Through the analysis of key texts in several traditions, students investigate deeply held human values and their expressions in religion. Emphasis is placed on making the traditions meaningful, regardless of a student's religious commitments. Offered fall and spring. *Exploration Area:* Humanities

REL 206 The Meaning of Death

3 credits

In this course students are introduced to how various religious traditions have responded to death. Is life worth living if death is its outcome? If God exists and is good, why do death, evil, and suffering exist? Is there an afterlife? Emphasis is placed on the reading of texts and their application to contemporary life. Offered fall of even-numbered years. *Exploration Area: Humanities*

REL 234 Myth and Folklore

3 credits

This course introduces students to mythology and folklore from a variety of cultures and epochs. Myths and folk tales not only serve as explanations for natural phenomena they also create foundations for spiritual discovery. Students study ancient and modern stories and attempt to describe the role that myth plays in people's lives. Offered spring of odd-numbered years. *Exploration Area: Humanities*

REL 237 Comparative Religion

3 credits

This course explores two or more religious traditions in significant depth. The goal is to delve more deeply into the ideas and practices of the religions than is possible in REL 100. Emphasis is placed on the interpretation of texts and on making the traditions meaningful regardless of a student's religious commitments. Offered fall of odd-numbered years. *Exploration Area: Humanities*

REL 250, 350 Topics in Religion

1–3 credits

See Additional Curricular Opportunities for requirements.

REL 295, 395, 495 Independent Study

1–3 credits

See the section entitled Additional Curricular Opportunities for Independent Study requirements.

Science

Science Course Offerings

SCI 107, 109, 111, 113 Science Seminar

1 credit

The Natural Sciences Department provides a program of speakers and presentations that focus on topics in science. A set of different topics are presented each year. Seminars are open to the public. Students receive one credit hour for attendance at 80 percent of the semester's talks and are required to produce several short writing assignments. Students make take consecutive seminars (with a different number) for credit. Graded Pass/Fail. Offered fall.

SCI 112 Introduction to Astronomy

4 credits

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

4 credits

This course focuses on fundamentals of earth science, which include geology, meteorology, oceanography and astronomy. In addition to developing a basic comprehension of our physical environment, students study potential responses to hazards in the natural environment. Extensive use is made of audiovisual materials and laboratory activities. Offered fall and spring. *Exploration Area: Science*

SCI 140 Science from Stone Age to Space Age

4 credits

Students ponder the questions that humans have asked about the world since the dawn of civilization. Focus is on how the questions were asked, how they were answered, and how those answers changed. The course examines how the process of science paralleled other developments in society. During labs, students replicate some simple observations that led to major discoveries. Offered fall of odd-numbered years. *Exploration Area: Science*

Sociology

Bachelor of Arts: Sociology

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 or a theoretical research paper. An internship is also required. The major includes opportunities for service learning and students have the option of enrolling in the Washington Internship Institute for an internship.

Major Requirements—Sociology

Liberal Education Program requirements

- SOC 101, SOC 216, SOC 333, SOC 460, SOC 485
- Five additional courses (at least three at the 300-level) chosen from the following: SOC 203, 250, 302, 303, 304, 307, 313, 318, 350; PHI/WST111; PSY 304; SOC/ENV 305; SOC/WST 322.

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum C (2.00) average in SOC 101 and a 200-level sociology course
- A Major Acceptance essay (see the Social Sciences and Education department chair for details)

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	SOC 200-level Course
SOC 101	Math Requirement
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Elective

Sophomore Year

<i>Fall</i>	<i>Spring</i>
SOC 200-level Course	SOC 216
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Liberal Education Course	Liberal Education Course
Elective	Liberal Education Course

Junior Year

<i>Fall</i>	<i>Spring</i>
SOC 300-level Course	SOC 300-level Course
SOC 300-level Course	SOC 333
Elective	Elective
Elective	Elective
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
SOC 460	SOC 485
Elective	Elective

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 18 credits that include SOC 101 and 5 other courses chosen from SOC 203, 216, 250, 302, 303, 304, 305, 307, 313, 318, 322, 350, 450; PSY 304; PHI/WST 111. Of the 6 courses, 2 must be at the 300 or 400 levels and at least 4 must be in sociology.

Sociology Course Offerings

SOC 101 Individual and Community 3 credits

This course explores the interrelationship between individual experience and the broader social context. Students obtain an understanding of the effect of societal institutions on individual behavior, through an analysis of familiar social phenomena such as the group, culture, work and family. A core component is the effect of social class, race and ethnicity and gender on life experience and opportunity. Offered fall and spring. *Exploration Area:* Social Sciences

SOC 203 Sociology of the Family 3 credits

This course focuses on the structure of the American family and how this structure is changing as society changes. Cross-cultural and historical approaches to the family are covered early in the course. A goal is the understanding of systems of sexual behavior, mate selection, marital roles, parenting and child rearing. The course also deals with a number of family problems, such as domestic violence and divorce. Offered fall and spring. *Prerequisite:* SOC 101

SOC 216 Social Theory 3 credits

This course offers students an introduction to both classical and contemporary sociological theory. A goal of the course is to examine how Western oriented theories contrast with multicultural approaches to examining the social world. Offered spring. *Prerequisite:* SOC 101

SOC 250, 350, 450 Topics in Sociology 1–3 credits

See Additional Curricular Opportunities for requirements.

SOC 278, 378, 478 Research Assistantship 1–3 credits

See Additional Curricular Opportunities for requirements.

SOC 285 Sociology Internship 1–3 credits

This 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. Offered fall and spring. *Prerequisites:* Pre-internship seminar, sophomore standing or above, permission of faculty sponsor and department chair

SOC 295, 395, 495 Independent Study 1–3 credits

See the section entitled Additional Curricular Opportunities for Independent Study requirements.

SOC 302 Genocide: A Comparative Study

3 credits

This course explores cases of genocide, the intentional killing of a social group, in most cases by the government of a nation-state. The goal is to understand the reasons why genocide occurs in order to understand how to prevent its occurrence. Relying on the contributions of sociology, psychology, history, literature, and film, students explore such examples as the Nazi Holocaust, the Armenian genocide of WWI, the slaughter of Cambodians by the Khmer Rouge, the genocide of Tutsis in Rwanda and the slaughter of Muslims in Bosnia. Offered fall of odd-numbered years. *Prerequisite:* SOC 101 or PSY 101 or one HIS course

SOC 303 Sociological Aspects of Sport

3 credits

This course acquaints students with the nature of sport as a reflector and transmitter of values as well as with a number of issues raised by the nature of sport in our society. Topics include: sport and mass media, violence in sports, deviant behavior and sport, the black athlete, women in sport, and the attitudinal components of sport participation. Offered spring. *Prerequisite:* SOC 101 or ESS 101

SOC 304 Race and Ethnic Relations

3 credits

This course emphasizes the nature of dominant and minority relations. The class focuses on the nature of assimilation and pluralism as well as discusses theories of prejudice and discrimination. Current American and international topics are discussed. Offered fall and spring. *Prerequisite:* SOC 101

SOC/ENV 305 Communities and Environment

3 credits

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

SOC 307 Aging: Social Forces in Later Life

3 credits

This course examines the aging process from age 50 to 100. The course includes aspects of the physiological, psychological, and sociological aging process. Also the course focuses on the American health care system and its effect on older adults. Offered fall and spring. *Prerequisite:* SOC 101

SOC 313 Domestic Violence

3 credits

This course uses an interdisciplinary approach to study the incidence, causes, societal responses, prevention, and impact on victims of different types of family violence. The course covers various forms of child abuse, dating violence, marital violence, abuse of the elderly, and violence in gay relationships. Historical and cross-cultural materials are also covered. Offered spring of even-numbered years. *Prerequisite:* SOC 101 or PSY 101

SOC 318 International Sociology

3 credits

This course studies societal institutions in non-western countries. The course objective is to gain knowledge of these countries and evaluate ethnocentric concepts of travel, education, living conditions, economies, family structures, religious practices, and value systems. Offered spring. *Prerequisite:* SOC 101

SOC/WST 322 Gender and Society 3 credits

This course explores sex (defined in our society as biological) and gender (defined in our society as having to do with masculinity and femininity) from a sociological perspective. Students examine and critique social institutions that produce, maintain, and enforce these categories and investigate how they are connected to social stratification and structures of race and ethnicity, socio-economic class, and sexualities. *Prerequisite:* SOC 101 or PHI/WST111

SOC 333 Research Methods in Sociology 4 credits

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 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 460 Advanced Research Seminar (Capstone) 3 credits

This course involves a semester of directed research in which students carry out either an original empirical study or write a theoretical paper. Students work with a faculty sponsor and present their research to the college community at a spring symposium. Offered fall. *Prerequisite:* SOC 333

SOC 480 Teaching Assistantship: 1–3 credits

See Additional Curricular Opportunities for requirements.

SOC 485 Sociology Internship 1–12 credits

Through this minimum 120 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:* Major Acceptance, Junior standing or above, Pre-internship seminar, permission of faculty sponsor and department chair.

Theatre

Theatre is an integral part of the mission of the Fine and Performing Arts Department, which annually sponsors two theatrical productions. A course in Theatre Appreciation fulfills the Exploration Area requirement for Fine and Performing Arts, and additional courses allow students to study stagecraft, acting, and directing.

Theatre Course Offerings

THE 102 Theatre Appreciation 3 credits

The literature and craft of theatre is explored through the major genres of performance: tragedy, comedy, variety and circus, ritual theatre, realism, avant-garde performance, musicals and children's theatre. Theatre and dramatic literature are investigated through play readings, historical study, theatre attendance, written responses and group presentations. Students gain an appreciation of theatre as art, literature and entertainment. Offered fall. *Exploration Area:* Fine and Performing Arts

THE 140 Acting Studio I

3 credits

Beginning with a foundation in voice and body techniques, this class is a survey of the major methodologies of acting including realism, commedia del arte, improvisation and non-narrative devising. Students are expected to design and lead studio sessions based on their research into major artists and acting methods. Offered fall. *Exploration Area:* Fine and Performing Arts

THE 201 20th-century Performing Arts History

3 credits

This course examines the different performing disciplines which have contributed to 20th-century theatre. Through readings and embodied exercises, students investigate performance modes such as modern dance, mime, opera, stand-up comedy, educational and children's theatre, performance art, and street theatre. The class explores business models for 20th-century performance, including touring and commercial theatre, community based regional models, and nonprofit initiatives. Offered spring of odd-numbered years. *Exploration Area:* Fine and Performing Arts

THE 202 Theatre History

3 credits

In this research course students survey different approaches to the historiography of performance—the writing of history—and strategies for investigating temporal events. Close attention is paid to the nature and credibility of sources surrounding live performance. In case studies students examine plays and theatrical events which impacted the cultural and political climate. Offered spring of even-numbered years. *Exploration Area:* Fine and Performing Arts

THE/ART 226 Integrated Arts Performance Studies and Theory I

3 credits

Students are introduced to concepts, approaches and theories relevant in emerging media and technology. 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, theatre, graphic design, and studio art and art history) work together becoming aware of each other's materials and craft while creating a collaborative work. Offered spring.

THE 230 Stagecraft I

3 credits

Designed to provide students with a working knowledge of the artistic and technical skills essential to theatre 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

3 credits

A continuation of THE 140 this course develops the actor's range of skills in traditional staging, through advanced vocal, physical, and character work as well as presentational acting and performance art. Students at this level enhance their knowledge of major theatrical styles by developing a studio response informed by secondary readings about a core play from the syllabus. Offered fall. *Prerequisite:* THE 140

THE 260 Directing and Stage Management I 3 credits

Students learn the fundamental skills of the director and stage manager. Course readings on the history and evolution of stage direction complement practical skills including play selection, dramaturgy, blocking, technical notation, casting and rehearsal organization. Students serve as assistant directors and stage managers for the college sponsored productions in the Sawyer Theatre. Offered fall and spring.

THE 295, 395, 495 Independent Study 1–3 credits

See the section entitled Additional Curricular Opportunities for Independent Study requirements.

THE/ART 319 Lighting and Color Theory 3 credits

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. *Prerequisite:* 200 level art or theatre class

THE 330 Stagecraft II 3 credits

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 3 credits

Continuing their work in THE 240 students at this level examine actor training techniques from experimental theatre and comic performance. Through readings and student-led studio responses students explore solo performance, non-narrative devising techniques, commedia del arte, and mask work. Offered fall. *Prerequisite:* THE 240

THE 360 Directing and Stage Management II 3 credits

This course work builds upon skills gained in THE 260 and expands students' knowledge of directing styles and management techniques. Students work as assistants to the director for the semester's main theatrical production in the Sawyer Theater. The final project requires directing a one-act play and creating a regie-buch for a full production. Offered fall and spring. *Prerequisite:* THE 260

THE 430 Advanced Stagecraft 3 credits

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

3 credits

Continuing their work in THE 340, students explore non-traditional acting methodologies, including site-specific performance and multi-media collaborations. Students choose a stylistic area of concentration as the basis for an individual project to be presented on campus at the end of the semester. Offered fall. *Prerequisite:* THE 340

THE 480 Teaching Assistantship

1–3 credits

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

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, to carry their financial aid with them for the semester away 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 apply to four different programs.

The Inside Washington D.C. program welcomes all majors and is a multidisciplinary internship program examining the way in which diverse fields ranging from communications 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, US Department of Justice, Meet the Press, Smithsonian Institute, Internal Revenue Service, Council of Economic Advisors, CNN (Cable News Network) and Newseum.

The International and Foreign Policy Studies program is an intensive academic seminar drawing on 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: US Department of State, US Department of Defense, Woodrow Wilson Center, Embassy of Kuwait, Atlantic Council, US Coast Guard, and Amnesty International.

The Environmental and Sustainability Policy Studies program (ESPS) examines how US environmental and sustainability policies are made, who and what influences their creation, and the scope and breadth of the field. ESPS introduces you 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 US 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, US Building Council, and World Wildlife Fund.

The Global Women’s Leadership Development program offers the opportunity to study key issues facing women around the world and in the US 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: how do we develop more opportunities for women in global and domestic political leadership, women in Congress and parliaments, state houses, executive corporate leadership, internship 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.

Curriculum

Internship: 6–12 credits

Students work 4 days per week at their individually determined internship (32 hours). Credits earned on the student’s major. Required—graded by WII faculty

Experiential Education Seminar: 3 credits

Provides a context for discussion, reflection and understanding of the internship experience related to their major and other courses. Required—graded by WII faculty

Elective Seminar: 3 credits

Related to student’s major. Weekly readings and written assignments are required. A final “Issues Brief” or research paper is required. This seminar may meet a Colby-Sawyer elective or a major or minor requirement depending on the program. Required – graded by WII faculty

Optional Independent Research Project: 4 credits

This is designed by Colby-Sawyer College and supervised by a WII faculty member while the student is in residence at WII.

Program Requirements for Admission

- Students are juniors or seniors in good academic standing with a 2.50 minimum GPA at time of application
- Sophomore students with excellent faculty references may apply
- There is a rolling admissions policy, but students are given 'suggested' dates. For fall that is July 1st; spring is December 1st. The program operates in a fall and spring semester that is relatively similar to our own. All internship deadlines for Colby-Sawyer College are in effect for WII applicants.

Washington Internship Institute Course Offerings

WII/HIS 230/330 Making History: Monuments and Museums

4 credits

Museums and monuments make history and attempt to shape the present by telling stories not only about the past but about the nature and identity of the nation and its people. After reading classic works about public history, students visit museums and monuments to analyze how they shape and construct our understanding of the past and ourselves. The 200-level course investigates the production of patriotism. The 300-level course focuses on exploring the myths of public history. Offered fall and spring. *Exploration Area*: History (only WII/HIS 230)

Women's Studies

Women's Studies Minor

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

Requirements

The minor in women's studies consists of 18 credits in women's studies including PHI 111/WST 111, and at least six credits of 300- or 400-level women's studies courses. The courses ESS/WST 309, SOC 203, and SOC 313 may be taken to satisfy a minor requirement (at the 200- or 300-level respectively).

Women's Studies Course Offerings

WST/PHI 111 Introduction to Gender Studies

3 credits

Gender studies is an academic response to the movement toward women's equality. This course introduces students to gender studies through the lens of philosophy, especially feminism and feminist philosophy. Students study the concept of gender and how it intersects with class, race, and sexuality. The history of feminism and the contemporary issues facing women are also emphasized. Offered fall or spring. *Exploration Area*: Humanities

WST/COM 243 Women in Film 3 credits

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

WST 250, 350 Topics in Women's Studies 1–3 credits

See Additional Curricular Opportunities for requirements. Courses have examined psychology of gender, gender and art, gender and science, gender and the historian, and gender and management.

WST 295, 395, 495 Independent Study 3 credits

See Additional Curricular Opportunities for Independent Study requirements.

WST/ESS 309 Gender and Sport 3 credits

This course examines gender issues in sport. Topics to be covered include political, economic, historical, psychological, and physiological perspectives, as well as sociological constructs concerning gender issues. This course may be used to satisfy a 300-level course requirement for the Women's Studies minor. Offered fall of odd-numbered years. *Prerequisite:* ESS 101 or Social Sciences Exploration Area course

WST/SOC 322 Gender and Society 3 credits

This course explores sex (defined in our society as biological) and gender (defined in our society as having to do with masculinity and femininity) from a sociological perspective. Students examine and critique social institutions that produce, maintain, and enforce these categories and investigate how they are connected to social stratification and structures of race and ethnicity, socio-economic class, and sexualities. *Prerequisite:* SOC 101 or WST 111

WST/ENG 331 Images of Women in Literature 3 credits

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

WST/COM 360 Gender and Media 3 credits

This course considers relationships among popular culture, mass media, gender, race, class, and sexuality. Students learn reading strategies, analytical tools, and theoretical models for better understanding the role communication media play in our gendered selves. Offered spring of even-numbered years. *Prerequisite:* COM 203 or PHI/WST 111

Writing

Bachelor of Arts: Creative Writing

The Humanities Department offers a major in Creative Writing which prepares students to publish their writings, to continue to study writing and literature in graduate school, to use creative writing and literature as tools to understand themselves and their world, and to enter professions that require excellent communications skills. This major is composed of liberal education courses, courses in English, and courses in Creative Writing, roughly following the traditional formula for undergraduate majors in the liberal arts with a third of the courses in liberal education, a third of the courses in the major, and a third of the courses as electives. The members of the writing faculty encourage students to explore disciplines and subject areas beyond English and Creative Writing.

Major Requirements—Creative Writing

Liberal Education Program Requirements

- ENG 160
- Four 200-level literature courses from the following:
- Two genre courses chosen from: ENG 213, 244, 251
- Two survey courses chosen from: ENG 221, 222, 231, 232, 248, 249
- Four 300-level literature courses from: AME 305; ENG 317, 324, 331, 333, 335, 338, 339 or 350
- WRT 201, 208, 301, 302, 311, 420 (3 credits), 485

Major Acceptance Requirements:

See requirements in the Academic Policies section.

- A minimum of C (2.00) average in ENG 160 and one 200-level creative writing course
- Meet with a member of the creative writing faculty to review course work, GPA and professional goals
- Submit an electronic Creative Writing portfolio that will include an essay from WRT 105, the final reflective essay from ENG 160, and material from a 200-level creative writing course of the student's choosing. The portfolio must include the Major Acceptance application that lists grades, courses taken in the major, overall GPA and faculty recommendation.
- Submit a letter to introduce the portfolio explaining the reasons for wanting to major in Creative Writing.

Suggested Registration

First Year

<i>Fall</i>	<i>Spring</i>
WRT 105	WRT 201
ENG 160	ENG 200-level Genre Course
Math Requirement	ENG 200-level Survey Course
PTH 101	Liberal Education Course
Liberal Education Course	Liberal Education Course

Sophomore Year

<i>Fall</i>	<i>Spring</i>
ENG 200-level Survey or Genre Course	ENG 200-level Survey or Genre
WRT 208	ENG 300-level Literature Course
Liberal Education Course	Liberal Education Course
Elective	Liberal Education Course
Elective	Elective

Junior Year

<i>Fall</i>	<i>Spring</i>
WRT 301	WRT 302
ENG 300-level Literature Course	ENG 300-level Literature course
Liberal Education Course	WRT 485
Elective	Elective
Elective	Elective

Senior Year

<i>Fall</i>	<i>Spring</i>
ENG 300-level Literature Course	WRT 420
WRT 311	Elective
Elective	Elective
Elective	Elective
Elective	Elective

Writing for Publication Minor

Students who enroll in this minor are interested in making writing an important element in their lives both during and after their college careers. Students who complete the minor understand the logistics, information, skills, concepts and discipline necessary to have their

writings published. Students enrolled in the minor can explore the challenges of writing fiction, nonfiction, poetry and plays.

Requirements

Each student must complete at least 19 credits of study from the courses listed below. At least nine credits must be at the 300 level or above. All students in the minor must complete WRT 420 for one credit.

Introductory courses

COM/WRT 205, 207, 216, 217, 307, 317, 407, 417; WRT 201, 208, 214, 250

Intermediate and Advanced courses

COM/WRT 303, 312, 326; WRT 301, 302, 311, 314, 350, 414, 420

Writing Course Offerings

WRT 105 Writing I

3 credits

Students learn to use writing as a tool for learning and as a means of communication. Through daily writing assignments students develop personal writing processes that allow them to be effective learners, writers and readers. Through assignments involving research, argumentation, critical analysis and a writing portfolio, students also develop academic or professional writing styles. Offered fall and spring. WRT 105 is required of all students, unless exempted. This course must be taken during the first semester of a student's enrollment. To successfully complete this course, students must earn a minimum grade of C (2.00). If the minimum grade is not earned on the first attempt, the student must repeat the course no later than the third semester of the student's enrollment. If the grade is not earned on the second attempt, it must be retaken every semester thereafter, without exception, until a minimum grade of C (2.00) has been achieved.

WRT 114, 214, 314, 414 The Literary Magazine

1 credit

These courses involve students with the production of the campus literary magazine. Students participate in the editorial processes necessary to produce a literary periodical. Offered fall and spring.

WRT 201 Creative Writing

3 credits

This is an introductory course in the writing of fiction, nonfiction, 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/COM 205 Introductory Journalism

3 credits

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

WRT/COM 207, 307, 407 Newspaper Practicum

1 credit

The *Colby-Sawyer Courier* is a student-run newspaper serving the campus community. A student may earn credit as a writer or an editor. Contribution to six issues each semester is required, the precise nature of which is determined by the level of the class. Offered fall. *Prerequisites*: For 207: WRT 105. For 307: COM/WRT 207 or 217. For 407: COM/WRT 307 or 317.

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- WRT 208 Creative Writing II** 3 credits
This course concentrates on the writing of poetry and short fiction for publication. Students in the course should have an interest in submitting their work to the campus literary magazine. Offered fall and spring. *Prerequisites:* WRT 201, junior standing or above
- WRT/COM 216 Writing for Public Communication** 3 credits
Students learn how to write for the most common forms of public communication (radio and television public service announcement, newspaper editorial, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered fall. *Prerequisite:* WRT 105
- WRT/COM 217, 317, 417 Newspaper Practicum** 1 credit
The *Colby-Sawyer Courier* is a student-run newspaper serving the campus community. A student may earn credit as a writer or an editor. Contribution to six issues each semester is required, the precise nature of which is determined by the level of the class. Offered spring. *Prerequisites:* For 217: WRT 105. For 317: COM/WRT 207 or 217. For 417: COM/WRT 307 or 317.
- WRT 250, 350 Topics in Writing** 1–3 credits
See Additional Curricular Opportunities for requirements.
- WRT 278, 378, 478 Research Assistantship** 1–3 credits
See Additional Curricular Opportunities for requirements.
- WRT 295, 395, 495 Independent Study** 1–3 credits
See Additional Curricular Opportunities for Independent Study requirements.
- WRT 301 Intermediate Creative Writing: Poetry** 3 credits
Students continue to develop their knowledge of poetry and the skills and discipline necessary to write. In this course students submit their poems for publication to literary magazines not affiliated with the college. Offered fall. *Prerequisite:* WRT 208
- WRT 302 Intermediate Creative Writing: Fiction** 3 credits
Students continue to develop their knowledge of fiction and the skills and discipline necessary to write. Students submit their stories to literary magazines not affiliated with the college. Offered spring. *Prerequisite:* WRT 208
- WRT/COM 303 Writing About Sports** 3 credits
Students pursue advanced study of sports journalism by writing game analysis stories, press releases, commentaries, feature stories and audio scripts. Students study the field of sports public relations, with particular attention paid to the role of new media in sports promotion. Because this course focuses on game coverage an extensive knowledge of sports is required. Offered spring of odd-numbered years. *Prerequisite:* WRT/COM 205 or ESS 101
- WRT 311 Scriptwriting** 3 credits
This course is an introduction to fiction writing for the film and video screen. Through class discussion, readings, and the analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of the audiovisual media. Offered fall of even-numbered years. *Prerequisite:* COM 216

WRT/COM 312 Writing About the Arts

3 credits

Students learn to write hard news stories, reviews and features about the arts, works of art, artists, and those areas of the arts that shed light on cultural and social issues. Students become familiar with all the ways in which journalists gather information about the arts. Offered spring of even-numbered years. *Prerequisite:* One 200-level WRT or COM course.

WRT/COM 326 Investigative Reporting

3 credits

Students learn to use data bases, government reports, police logs, public meeting minutes, and other public information sources to report on local governments. Students learn to analyze statistics, interpret rulings, apply regulations, develop follow-up research strategies, synthesize findings and create overviews of social issues that effect local citizens. Offered fall of even-numbered years. *Prerequisite:* COM 205

WRT 420 Writing for Publication Seminar

1–3 credits

Students prepare and present a creative thesis consisting of their best work (length requirements to vary depending upon genre.) Additionally students write a craft and reflection essay demonstrating special knowledge in an area of their choice. This essay serves as the foundation for a seminar to be facilitated by the student. Offered spring. *Prerequisite:* Creative Writing Major Acceptance or a declared Minor

WRT 485 Creative Writing Internship

1–6 credits

All Creative Writing 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 faculty. Any organization involved in writing or publishing, or the promotion of writing, literacy, and the arts would serve as appropriate sites. These organizations might include newspaper, magazine, journal and book publishers, advertising and public relations firms, writers' organizations and arts councils. Graded Pass/Fail. Offered fall, spring and summer. *Prerequisites:* Major Acceptance, Pre-internship seminar, permission of the faculty sponsor and department chair.

Additional Curricular Opportunities

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 in the Registrar's Office and from the faculty. Completed proposals should be submitted, with departmental approval, to the academic dean during the normal registration period for the next semester. Under special circumstances, the academic dean may extend the period for submission of independent study proposals, but in no case will proposals be accepted after the third day of the first week of classes of the semester.

Internships Across the Curriculum

In keeping with its goal to integrate the liberal arts and sciences with career preparation, students have opportunities to gain practical experience in a chosen field through internships in a wide range of organizations.

Internships are field experiences designed to provide students with learning opportunities under collaborative supervision among Colby-Sawyer 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 education, athletic training and nursing have specific certification and accreditation requirements, and related information can be found in the respective sections.

Internships are arranged through the Harrington Center for Career and Academic Advising with approval and evaluation by faculty sponsors. Specific information on 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 graduate school goals in areas related to their majors. It is evident in feedback from employers that the amount of internship experience our graduates have had during their course of study is what makes them stand out from other candidates. 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 (i.e., no family members are members of the on-site staff, no former supervisors on—or off-campus may act as supervisors for this internship, the student meets academic qualifications if necessary, etc.); and
- has a college-approved on-site supervisor.

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.
- Internships numbered 285 and 485 will be graded on a Pass/Fail basis.
- Forty site-directed hours equals one credit for all majors except Child Development and Psychology.
- Internships are either 285 (exploratory) or 485 (advanced).
- Internship credit is limited to a maximum of 15 credits towards graduation.
- In a given semester, a student may take only one internship.
- The internship will be a different experience each time for each student.
- An interdisciplinary internship (INT 285) is available.
- Colby-Sawyer College faculty must submit grades by September 15 for summer internships.

For students enrolled in Summer internships the deadline to Add/Drop is four (4) weeks prior to the start of the fall semester. The deadline to Withdraw is two (2) weeks prior to the start of the fall semester.

Research Assistantships

Qualified 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 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 three credits for a research assistantship, in one three-credit course or in any combination of courses.
- Course credit toward major or minor requirements is a departmental decision
- The course will be graded unless the student chooses the Pass/Fail option. 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.
- Only junior and senior students are eligible
- The student must have a minimum 3.00 cumulative grade point average

Teaching Assistantships

Qualified junior and senior students 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. The following policies govern assistantships:

- A student may earn up to three credits for teaching assistantships, in one three-credit course or in any combination of courses.
- Permission of the instructor and the department chair
- Course credit toward major or minor requirements is a departmental decision.
- The course will be graded unless the student chooses the Pass/Fail option.
- The 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.
- 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.
- The student must have a minimum 3.00 cumulative grade point average.

Topics Courses

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 in the fall and spring.

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 the Honors Pathway 101; four additional honors courses (12 credits), or three honors courses and one honors contract (12 credits), an Honors component to their major Capstone course and the Honors Capstone Seminar (1 credit). Students who do not complete the Honors Pathway but plan to earn an Honors Certificate must meet with the Honors Coordinator to work out a plan to fulfill the requirements. The Wesson Honors Program maintains an affiliation with the National Collegiate Honors Council and mirrors its high academic standards. Additional information is available from the Honors Coordinator.

Student Exchange

The New Hampshire College and University Council

Colby-Sawyer College is a member of the New Hampshire College and University Council (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 maintain their enrollment status at Colby-Sawyer College thereby allowing them to carry their financial aid into their international 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, Latin America, New Zealand, Poland, Russia, Spain and more. These affiliate programs include: Academic Programs International, American Institute of Foreign Study, Harlaxton College, Grantham, UK affiliated with the University of Evansville, 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.

ROTC Programs

Students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps (ROTC) at the University of New Hampshire. Students should be aware that not all ROTC courses will carry transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or partial tuition, mandatory university fees, and costs for required textbooks for all courses. More specific information can be obtained by contacting Air Force ROTC (603) 862-1480 or Army ROTC (603) 862-1078.

Field Study 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. The Colby-Sawyer College financial aid will travel with the student and 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 <http://www.fieldstudies.org>.

Pre-Physical Therapy Curriculum

Professional programs in physical therapy are either master's (2 years) or a doctoral degree in physical therapy (3 years) although the trend is toward the doctorate. An undergraduate degree is typically required for admission to a graduate program in physical therapy. Students interested in physical therapy should regularly check the American Physical Therapy Association 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 experience, (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 programs as well as the biology major. However, students may choose any major and take the suggested prerequisites. Typical courses required before entry into a graduate level program in physical therapy are:

BIO 106, 205, 206

CHE 101, 102

ESS 323, 324

MAT 123, 220

PHI 213

PHY 101, 102

PSY 101, 240

Some programs require MAT 212 or 221; BIO 321; and CHE 307 or 304. Most programs in physical therapy require 100 hours or more of observation in a physical therapy setting. The student may choose to do an internship in that type of setting or seek this experience outside of the class setting.

Graduate School Opportunities

The college has an affiliation agreement to assist qualified Baccalaureate degree graduates from Colby-Sawyer College with applications into Master's degree programs at Springfield College. This opportunity is available for students who want to pursue advanced work in: Education, Exercise Physiology, Health Promotion and Disease Prevention, Clinical Exercise Physiology Track, Sport and Exercise Psychology, Strength and Conditioning, Athletic Counseling, Clinical Mental Health Counseling, Industrial/Organizational Psychology, Marriage and Family Therapy, School Guidance Counseling and Student Personnel Administration. For additional information contact the department chairs of Exercise and Sport Sciences or Social Sciences and Education.

The college has an affiliation agreement to assist qualified Baccalaureate Degree graduates from Colby-Sawyer College into the graduate and teacher certification programs at Plymouth State University. Qualified students may complete Master's degree (e.g. M.Ed., M.A.T., M.B.A. or M.S.), teacher certification programs, or post-baccalaureate programs that provide New Hampshire Licensure in Secondary Education at Plymouth State University. For additional information contact the department chair of Social Sciences and Education.

Academic Policies

Academic Standards and Requirements

Graduation Requirements

Degrees are awarded by vote of the faculty of the college and the Board of Trustees to students who have completed the liberal education, major program and residence requirements. Students must apply for graduation with the Registrar's Office no later than February 1 for May graduation, January 1 for February graduation, and September 1 for October graduation. Students who miss these deadlines may need to wait until the next official graduation date. Students must earn a minimum cumulative grade point average (GPA) of 2.00, 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.

During each academic year there are three graduation dates: October, February, and May. 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, respectively. 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.

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, completed Major Acceptance, 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.

Major Course Requirements

Students are responsible for completing requirements for the major listed in the Catalog for the year they complete Major Acceptance. Exceptions to this must be approved by the academic dean. Refer to the requirements listed for each major.

Liberal Education Requirements

Students must fulfill the Liberal Education Program requirements that were in force for the year in which they entered the college.

Residence Requirements

At least 50 percent of the required credits for associate and bachelor's degrees, including the final 30 credits, 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; 15 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 maintain full-time status throughout the semester. In extraordinary circumstances, students may petition the director of residential education for permission to remain in residence with a reduced load. 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.

College-Level Examination Program (CLEP)

Students are invited to take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:

General Examinations: Students will receive from three to six credits (depending on the particular test taken) for each examination on which they score at the 50th percentile or higher. The minimum score for English composition is the 61st percentile, and the test must include the essay section.

Subject Examinations: Successfully completed subject examinations will apply toward appropriate graduation requirements.

For further information about CLEP, please contact the Registrar's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257, or write directly to the College-Level Examination Program, Box 6600, Princeton, NJ 08541-6600.

Excelsior College Examination Program

Credit will be granted to students who score at the 50th percentile or higher. For further information about Excelsior College exams, please contact the Registrar's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257, or write directly to Excelsior College, 7 Columbia Circle, Albany, NY 12203-5159.

Off-Campus Coursework

A matriculated Colby-Sawyer 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 faculty must submit grades by September 30 for summer internships.

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 or in the Liberal Education Program. A Pass/Fail grade may be used only when the course does not satisfy a requirement. The method of evaluation must be determined by the department and communicated to the student prior to the administration of the examination. Students must accept the grade assigned, which, along with the credit earned, will be recorded on their permanent transcript. The maximum number of credits that may be earned by credit examination is 15. A fee is required for credit examinations.

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.

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 College Calendar.)

Course Level Numbering

Course levels are indicated as follows:

100—Introduction to subject or survey of a discipline

200—Increased depth of study combined with application of theory

300—Analysis, synthesis, evaluation of theory or data

400—Creation of new ideas, behaviors or objects of art

Grading System

A four-point letter grade system is used to indicate student achievement. Each letter grade has the following numerical quality-point value:

A = 4.00	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 after the deadline to drop a course with no penalty (see the College Calendar) will receive a grade of F.

I An incomplete is awarded only in unusual or 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 Share Point 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 first and ninth weeks will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether a student- or faculty member-initiated withdrawal, automatically becomes an F (See the College Calendar).

Students who withdraw from the college before the deadline to drop a course with no penalty (see the College Calendar) will receive a W for their courses.

P Pass in a Pass/Fail course

NF Failure in a Pass/Fail course

WA Administrative withdrawal

CR Credit granted, no grade

AU Audit (no grade or credit granted)

NR No grade reported

NC No credit granted

E Exempt

[] Repeated course: Only the latest registration affects cumulative average

PowerCAMPUS Self-Service

PowerCAMPUS Self-Service is the college's web-based academic records management system accessible from both on- and off-campus computers through the Colby-Sawyer College website. PowerCAMPUS Self-Service allows students to view their course registration, class schedule, mid-semester grades, final grades, unofficial transcripts, college bills, and current balance information. Students are given user names and passwords to access their PowerCAMPUS Self-Service account at the beginning of their first semester of enrollment.

Students can share access with parents or other family members for viewing of grades, unofficial transcripts, course schedule, financial aid, tuition statements, and current balance information. To share access, students must log in to "PowerCAMPUS Self-Service" and select "invite user." Students can invite any parent or relative that is on file as well as select what information these family members have access to. An e-mail will then be sent to any invited family members with instructions on how to view and use PowerCAMPUS Self-Service. If, at any time, students would like to revoke access, they simply log in to "PowerCAMPUS Self-Service" and select "delete user."

Students are responsible for reviewing their PowerCAMPUS Self-Service accounts on a regular basis to monitor their academic progress and to ensure the accuracy of the academic information on file in the registrar's office. Each semester students are expected to review their **current semester's course registration**:

- at the beginning of the semester
- after the deadline to Add/Drop courses
- after the deadline to Withdraw from courses
- any time they have made an adjustment to their course registration through PowerCAMPUS Self-Service

Next semester's course registration:

- at the time of registration for the upcoming semester
- any time they have made an adjustment to their course registration through PowerCAMPUS Self-Service

Grades:

- after the deadline to submit mid-semester grades
- at the end of the semester

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 105 the student must repeat the course no later than the third semester of the student's enrollment. If the required grade is not earned on the second attempt, WRT 105 must be retaken every semester thereafter, without exception, until a minimum grade of C (2.00) has been achieved.

Pass/Fail Option

Students in most degree programs are allowed to take one free elective course each semester—a maximum of two per year—on a Pass/Fail basis. Major courses, minor courses, 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, accessed via myColby-Sawyer, the college's SharePoint site. (See the College Calendar for deadline.)

Grade Appeal

Students who believe their final grade in a course does not accurately reflect their performance may appeal the grade. If a student disputes the final grade he or she receives and wishes to appeal the grade, the following steps must be taken:

1. The student must discuss the disputed grade with the 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.
4. The academic dean reviews the student documentation and speaks with the department chair to review the facts of the investigation and basis

In the event there is a conflict of interest among the parties to whom the appeal is addressed:

1. If the disputed grade was given by a 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.
2. 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 will select a senior faculty member who serves as a department chair or on the Academic Review Board. The student will submit a written petition to this individual who will render a final decision.

Deadline: A written grade appeal must be received by the chair of the department by the deadline to remove an incomplete grade in the semester following the grade in question. See the academic calendar for the specific date in any given year.

All grade appeal documentation will be retained on file in the Academic Dean's office.

Satisfactory Progress

Colby-Sawyer College recognizes that student's progress through their academic careers at different rates. However, full-time 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. To complete a baccalaureate degree in four years, students should plan to enroll in at least 15 credits each semester.

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 and internships.

Class Standing

Class standing is determined by credits completed:

- First-Year Student 0–23 credits
- Sophomore 24–53 credits
- Junior 54–86 credits
- Senior 87–120 credits

Academic 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 at a 1.50 or below may be suspended; a 0.50 or below 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. 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 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 at a 1.50 or below may be suspended; a 0.50 or below may be dismissed without having been placed on academic probation in a prior semester.

Students who are suspended are eligible to reapply 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. Students who do not return to the college after a one- or two-semester suspension are withdrawn from the college effective the final day of the last semester they were enrolled. 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 letter of suspension or dismissal includes the date that the student's appeal must be received by the director of student success and retention and the dates of the ARB hearings.

Students who choose to appeal must send a written request for a hearing to the director of student success and retention. The appeal should contain any extenuating circumstances beyond the student's control that warrant return to the college and a strategy for achieving success that includes a plan to avoid future academic difficulties.

- The ARB hearing date and time is set once the student's appeal is received.
- Students must attend their hearing which is usually scheduled in early January (after the fall semester) or June (after the spring semester). For students who cannot attend a hearing during the usual dates, the first opportunity for a hearing may be the day before first day of classes for the upcoming semester.
- 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.

Academic Review Board

The Academic Review Board's (ARB) responsibilities are to review student academic appeals concerning notices of suspension, dismissal, and to communicate decisions to the students.

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.

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 arranging to complete the work missed. 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 a civilized community. The integrity of academic life depends on cooperation among students, faculty and staff.

Forms of Academic Dishonesty

Plagiarism

Plagiarism is the submission of material as one's own work that is not the result of one's own effort. It is the use or imitation of the work of another author or artist and the representation of the work as one's own. Examples include these situations:

1. Quoting paragraphs, sentences or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
 - Printed sources such as books, essays, or articles
 - Video and audio sources, such as taped interviews or television programs
 - Papers, videotapes, and audiotapes by other students
 - Electronic sources such as Internet, World Wide Web, and CD-ROM

2. Paraphrasing pages, paragraphs, or sentences without acknowledging the source.
3. Using other people's ideas without giving them credit.
4. Writing a paper based on outside sources without using 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 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 aid another in violating the academic honesty policy (sell a paper; take another's test, etc.)
5. Students and all members of the college community are expected to maintain high standards of academic integrity.

Responsibility of Faculty and Staff

1. Faculty and staff shall exercise caution in the preparation, duplication and security of examinations.
2. Faculty shall take reasonable steps 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 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 to deny an appeal is final.
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 indicated in 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 within 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 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

An 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.

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.

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 college 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.

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.

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.

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. While papers and projects may be due at any time, no examinations or quizzes will be given during the final five (5) class days of the semester.

No changes in the final exam schedule may be made by students or faculty. 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.

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

Enrolled students who withdraw during a semester before the deadline to drop a course with no penalty will receive a W for their courses. Students who withdraw after the deadline to drop a course with no penalty but before the end of the semester will receive a grade of F in each of their courses. See the College 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.

Student-initiated Withdrawal

Students who choose to withdraw from the college should contact the director of student success and retention and complete the Application for Withdrawal form.

Suspension

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.

Dismissal

Students who are dismissed from Colby-Sawyer College will be administratively withdrawn and may not be readmitted.

Procedures for Returning from a Withdrawal

Student-initiated Withdrawal

A student who wants to re-enroll within one year after a student-initiated withdrawal must submit a written request for reinstatement to the Registrar's Office. Students who want to return after one year away from the college must reapply to the college through the Admissions Office.

Administrative Withdrawal

Students who are suspended are eligible to reapply to the college after a specific period of time. Students who plan to return to the college from an administrative suspension must submit the appropriate documentation to the administrative office 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.

Selection of Major and Major Acceptance

Students must be officially accepted into a major through Major Acceptance. When applying for Major Acceptance students must follow the Major Acceptance requirements for the year in which they apply as listed on myHarrington Center in the myColby-Sawyer Share point site (intranet portal). The Major Acceptance Application and Faculty Recommendation forms are embedded in the requirements for each major. Once Major Acceptance has been completed, students are responsible for completing the requirements for the major as listed for the year they complete Major Acceptance.

The registrar's office notifies the student in writing of the department's decision. The successful completion of Major Acceptance formalizes a student's entry into a baccalaureate major.

It is strongly recommended that students apply for Major Acceptance during the semester in which they will complete 54 credits. A student whose candidacy is not approved by the department may submit a second application after all the requirements have been fulfilled. Students must apply for Major Acceptance no later than the semester in which they will complete 86 credits. Academic departments reserve the right to prevent a student from registering for courses for the next semester if the student will complete 86 credits in the current semester and their candidacy has not been approved by the department. It is the student's responsibility to ensure that the application is complete and submitted by the deadline listed on the College Calendar.

Double Major

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 detail 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 Registrar, along with the appropriate major declaration forms. Students are encouraged when pursuing a double major to keep in mind the additional credit hours that it will take to complete. Major acceptance requirements for both majors must be followed.

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 BS in Business and a BA in English), must meet all requirements for and be awarded the first degree, then complete an additional minimum of 24 credits in residence at Colby-Sawyer College. 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.

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 from the college's website. 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

Students who wish to have grade reports mailed to themselves and/or parents/guardians regardless of academic standing must complete a separate authorization form available in the registrar's office and from the college's website.

Family Education Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) allows students certain rights with respect to their educational records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.**

Students should submit to the registrar, dean, or appropriate college official written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes 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. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the office that administers FERPA:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Directory Information Public Notice

Colby-Sawyer College, at its discretion, may provide directory information in accordance with the provisions of the Family Educational Rights and Privacy Act. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Colby-Sawyer College includes the following: student’s name, college mailing address, college telephone number, college e-mail address, 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.

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

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. Recipients must be full-time students and have completed at least 50 percent of the credits for graduation at Colby-Sawyer College.

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 fall to the rising sophomore, junior, and senior who rank highest in scholarship in the appropriate class. The recipients must be full-time students who have completed at least 50 percent of their credits at Colby-Sawyer College.

Richard Crosby Memorial Award

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

Gula Graves Plummer Award

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

Scholar-Athlete Awards

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

The James Duane Squires Book Award

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College 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 and have completed at least 50 percent of the credits for graduation 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. Alpha Chi Associate membership is awarded to sophomores who have completed at least 24 credits (one-half at Colby-Sawyer College) with a 3.50 or higher cumulative grade point average and demonstrate the Alpha Chi values of truth and character. These students participate in all Alpha Chi activities and serve as associates during their sophomore year only. To become regular members of the society, they must fulfill the appropriate Alpha Chi eligibility requirements for junior and senior students. Further information about Alpha Chi membership and activities is available from the society's faculty sponsor.

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 Honor Society for Nursing

The Colby-Sawyer College Honor Society for Nursing was founded in the fall of 2000 as a step in becoming a chapter of Sigma Theta Tau, the international honor society in nursing. Sigma Theta Tau is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Although chapters are housed in institutions of higher education, active members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. Undergraduate nursing students may be invited to become members of the honor society if they have achieved senior standing in the nursing program, have a minimum GPA of 3.00, 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 2013 – 2014

Maurissa Abecassis, 2000

Associate Professor, Social Sciences & Education

B.A., University of Winnipeg

M.A., University of Alberta

Ph.D., University of Minnesota

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

Patrick D. Anderson, 1977

Professor, Humanities

Gibney Distinguished Faculty member

A.B., University of Notre Dame

M.A., Ph.D., University of Michigan

Christiane-Marie Andrews, 2008

Adjunct Faculty Member,

Multi-Disciplinary Studies

B.A., Bard College

M.A., Cornell University

Gregory R. Austin, 2005

Associate Professor, Exercise & Sport Sciences

B.P.E., Acadia University

M.S.P.E., Ph.D., Ohio University

Jennifer Austin, 2005

Associate Professor, Exercise & Sport Sciences

Director Athletic Training Education Program

B.S.A.T., M.S.P.E., Ph.D., Ohio University

Nicholas A. Baer, 2004

Associate Professor, 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,

Multi-Disciplinary Studies

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 L. Beaudry, 2009

Assistant Professor, Business Administration

B.S., College of New Rochelle

M.B.A., Northcentral University

Donna E. Berghorn, 1991

Associate Professor, Humanities

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