

*"Water links us to our neighbor
in a way more profound and complex than any other."*



Lake Sunapee Watershed Portfolio

**Compiled by
Advanced Community and Environmental Studies**

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Executive Summary

This portfolio of the Lake Sunapee Watershed is a compilation of information about the qualities and characteristics of this area. The purpose in collecting and analyzing this information is to be used as a reference tool in the future for the Lake Sunapee Protective Association (LSPA) to develop a watershed management plan. As a community-based project, there was a cooperative relationship between the Institute for Community and Environment at Colby-Sawyer College, the LSPA, and all six towns located in the watershed.

This portfolio represents an array of information concerning the watershed. Within this portfolio there are seven chapters that have been divided up into specific categories which relate to this project. The *Watershed Investigation* provides information pertaining to each of the individual towns in the watershed (Goshen, Newbury, New London, Springfield, Sunapee, and Sutton). The *Natural Resources Inventory* offers descriptions about the natural and physical conditions of the watershed, along with important information about land use. The *Comprehensive Lake Inventory* is an in-depth list of questions and their answers pertaining to the lake system, with an overall rating of the status of Lake Sunapee. *Rate of Development and Impervious Layers*, while attributes of the Comprehensive Lake Inventory, have been categorized as critical points of interest for future development and land use practices. The final three chapters, *Carrying Capacity Literature Reviews*, *Environmental Policy Reports*, and *Newsletter and Media Pieces* contain documents relevant to the watershed, with case studies, research, analyses, and recommendations for the LSPA to use in the future. The Lake Sunapee Watershed Portfolio can be utilized as a whole document, yet also has the capability of having pieces excerpted for specific references.

Acknowledgements

At this time we would like to thank individuals and organizations that were very helpful to us in compiling a comprehensive portfolio for the Lake Sunapee Watershed. Special appreciation goes to the Lake Sunapee Protective Association, the town offices of Goshen, Newbury, New London, Springfield, Sunapee, and Sutton, and the New Hampshire Department of Environmental Services. Individually, we would like to recognize John Callewaert, Laura Alexander, Aimee Ayers, and Leon-C. Malan for their instruction and guidance throughout the past two semesters. We also individually recognize Jacquie Colburn, who helped our class with the *Comprehensive Lake Inventory* and made it possible for our class to present our third year project to NH DES. Without the help and dedication of these organizations and to the individuals recognized our Third Year project possible.

*Title page quote is by John Thorson, Indian Water Rights, July 2003.

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Community and Environmental Studies Program Overview

The Community & Environmental Studies (CES) program at Colby-Sawyer College provides students with the opportunity to understand, integrate, and apply multiple disciplines and different ways of thinking with a high level of concern for the preservation and sustainability of the Earth and its resources. Our graduates are prepared and encouraged to act on their informed environmental concerns in their homes, places of work, and communities.

The CES program boasts several essential features that provide students with a unique and exciting learning experience. First, the program is pre-professional and designed to provide students with the necessary "hands-on" skills one needs to step from college directly into the work force. The program is also designed to prepare students for graduate training in a number of fields. Second, many CES projects are linked very closely with the local community. Students interact directly with individuals and businesses in the local area and develop an important sense of community for themselves and their college. Third, many experiences in the program are student driven. Students play a key role in determining which questions and issues are important as well as the proper methods for addressing those issues.

The third year is the defining characteristic of the Community and Environmental Studies program. Rather than choosing from a series of 300-level course options, all students majoring in Community and Environmental Studies take CES 301/302 for 18 total credit hours during the third year. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental problem or issue with detailed fieldwork and extended site visits. This structure allows students to work at length on a complex problem while developing important skills in group-oriented tasks to a degree that is not obtainable in traditional courses.