Colby-Sawyer College

Colby-Sawyer College admits students of any race, color, gender, or national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the college. Colby-Sawyer College does not discriminate on the basis of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other college-administered programs. A copy of audited financial statements is available upon receipt of written request.

The Colby-Sawyer College Catalog represents the college’s best academic, social and financial planning at the time the catalog 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.

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Accredited Member

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

Commission on the Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433, USA
(781) 271-0022, Fax (781) 271-0950
www.neasc.org/cihe/cihe.htm

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THE COLLEGE
Colby-Sawyer College

Mission Statement

Colby-Sawyer College, founded as a coeducational academy in 1837 and engaged in higher education since 1928, is an independent, coeducational, residential, undergraduate college that strives to lead in offering coequal education to women and men. The college provides programs of study that innovatively integrate liberal arts and sciences with professional preparation. Through all of its programs, the college encourages students of varied backgrounds and abilities to realize their full intellectual and personal potential so they may gain understanding about themselves, others and the forces shaping our rapidly changing and pluralistic world.

Colby-Sawyer College fosters academic excellence and individual development in an environment that:

• is committed to liberal studies as a foundation for lifelong learning;
• provides close interaction among faculty, staff and students;
• emphasizes the importance of internship and other complementary educational experiences as a component of its academic programs;
• challenges students to participate in leadership opportunities in and out of the classroom as a way of enhancing their individual development; and
• prepares graduates to define and pursue varied personal, educational and career options.

Key Elements of the Mission

• Innovative integration of the liberal arts and sciences with professional preparation

A Colby-Sawyer education combines the values of liberal studies in the traditional arts and sciences with those of professional preparation. The Liberal Education Program fosters the development of skills and competencies and the acquisition of knowledge that is essential for all students.

Through a variety of major programs, students develop the knowledge and abilities that are required in the profession of their choice.

This approach to integrating liberal and professional studies provides the finest foundation for developing student potential and for preparing students to define and pursue their personal, educational and career goals. The college accepts the challenge of continuing to discover and offer innovative approaches that encourage students to acquire the values, skills, competencies and knowledge that will serve them well in the future.

• Liberal education as a foundation for lifelong learning

As students acquire the values, skills, competencies and knowledge cited above, they begin the process of preparing to be lifelong learners. However, they also must develop an attitude of continuing openness to new learning and understand that this is essential for personal and professional fulfillment and success. Colby-Sawyer faculty and staff serve as role models for students by communicating directly their love for learning, engagement in and enthusiasm for the acquisition of new knowledge, and joy in the process of discovery. Since close-knit faculty, staff, and student relationships form the cornerstone of the personalized
Colby-Sawyer educational experience, the college, in hiring and retaining faculty and staff, gives priority to those who are dedicated teachers and are engaged sufficiently in their scholarship to serve as models for continued learning and discovery; in short, those who are, themselves, lifelong learners.

- **Knowledge necessary for professional careers**
  Programs of study that are designed to prepare students for a particular profession provide opportunities to acquire the necessary theoretical and applied knowledge that permits students to function effectively in their field. Learning takes place on campus in classrooms, laboratories, studios, residence halls, career counseling and planning sessions at the Harrington Career Development Center, and in study sessions at the Academic Development Center. Off-campus internships and encounters with practicing professionals provide opportunities to integrate theoretical with practical learning. In each instance, students confront the challenges and issues that they will eventually encounter in their lives and careers.

- **Co-equal education**
  Colby-Sawyer College was founded as a coeducational academy in 1837 and is, therefore, one of the oldest educational institutions in New Hampshire. In 1990, after many years as a college dedicated to the education of women, Colby-Sawyer returned to its coeducational roots. As a result of its long and successful history, its faculty and administrators envision and are well prepared to offer an undergraduate education in which student learning is free from gender bias, individual differences are valued, and gender issues are understood. Men and women are encouraged to live, learn and work cooperatively; dialogue is characterized by respect for ideas as well as for personal experience. Colby-Sawyer faculty and staff believe that such an education serves students well and enhances the roles of men and women in society.

The mission statement expresses the educational philosophy of the college. To assure that everyone in the community uses the mission as the framework for planning, decision making and educational design, the college community has identified six learning outcomes that articulate more precisely the desired results of a Colby-Sawyer education.

**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 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.

**Values**

The mission statement conveys the values of Colby-Sawyer College. These values guide our individual and collective decisions, and those decisions support the achievement of the learning outcomes. In all that it does, the college demonstrates the values of:

**Excellence**: We strive for excellence as individuals and as a learning community, and we seek to continuously improve that which we do. To these ends, our learning community:

• deepens and broadens knowledge, interests, and perspectives in all of its members;
• assesses student needs, wants and outcomes of the educational experience;
• sets high academic expectations for our students while providing them the support they need to succeed;
• fosters an environment in which continuous improvement is valued and rewarded for students, faculty and staff;
• provides continuing faculty and staff professional development opportunities; and
• provides resources to support student learning.

Responsibility: We are responsible for the consequences of our choices as they affect not only ourselves but also others and the community. To that end, our learning community:
• supports student choice and exploration;
• respects individual choice;
• holds students responsible for their own learning and the consequences of their choices;
• promotes student self-assessment and goal setting; and
• provides support and mentoring for students in their learning and development.

Community: We communicate and collaborate freely to achieve our shared vision of the Colby-Sawyer College educational experience. To that end, our learning community:
• encourages clear and honest communication among its members and maintains a dialogue of integrity across the college;
• sets and maintains high standards of professional and ethical behavior;
• supports respect and collaboration among colleagues, students, and professional and local community members; and
• helps its members to acknowledge and work to resolve conflicts and to solve problems together.

Connectedness: We demonstrate our commitment to integrated learning and the connection of learning to life outside of the college. To that end, our learning community:
• fosters student learning outcomes across the college;
• emphasizes the interdisciplinary nature of learning and living;
• supports active and involved learning experiences in the classroom, the residence halls, student activities, internships, service learning, and volunteer and community settings; and
• assists students in making connections among disciplines and areas of experience and between their college and professional pursuits.
History of Colby-Sawyer College

Colby-Sawyer College has responded to changing times and educational needs of students. The college originated in 1837 when a legislative charter was granted to 11 New London citizens for the purpose of establishing a school in the town. In May 1838, the academy welcomed its first students, who began what was to become a cherished tradition of education. The original New London Academy Building still stands on the New London town green.

Susan Colby served as the first teacher and principal. She later married James B. Colgate of New York and remained actively involved with the school’s progress. Each generation of Susan Colby Colgate’s family has been identified with the life of the college. Colgate Hall, the central academic and administrative building on campus, was the gift of her daughter, Mary Colgate. This special relationship with the Colby family was formally recognized in 1878 when the New London Academy was renamed Colby Academy.

In 1928, after 90 years as a coeducational academy, Colby Academy became a junior college for women. Under the strong leadership of President H. Leslie Sawyer, Colby Junior College acquired a national reputation. Enrollment grew and new buildings were constructed to meet the growing number of applicants to the college’s programs. In 1943 the college charter was amended to introduce baccalaureate programs. As these programs were gradually expanded, more students enrolled, and the character of the college shifted as women began to move in increasing numbers into the baccalaureate programs. In 1975 the college was renamed Colby-Sawyer in honor of its first president and in recognition of its expanded mission. In 1989 the Board of Trustees voted to admit both men and women, returning the college to its coeducational roots.

Dr. Sawyer served as president until his retirement in 1955. For the next 30 years his successors contributed to further growth, each one leaving an individual stamp on the college as a scholar and an educator. Presidents Eugene M. Austin (1955–1962) and Everett M. Woodman (1962–1972) shaped the development and diversity of the student body and had a vision for the future during a period of unusual prosperity. The college began its transition to a senior institution during the administration of Louis C. Vaccaro (1972–1978) and completed this change under the presidency of H. Nicholas Muller III (1978–1986). Dr. Muller was instrumental in the establishment of the Susan Colgate Cleveland Library/Learning Center, which won awards for its innovative design and today provides an environment that is extraordinarily conducive to study and learning. During the tenure of Peggy A. Stock (1986–1995), the college increased enrollment, completed a successful capital campaign, and renovated or constructed several buildings, including Rooke Hall.

Anne Ponder served as the seventh president of Colby-Sawyer College from 1996 to 2005. She led the largest capital campaign in college history, raising more than $40 million for endowment, capital projects and academic support. Earlier in her tenure, President Ponder led a drive to return a historic building, now named Lethbridge Lodge, to campus for student use, extended the college’s contiguous landholdings to 200 acres, and built two new residence halls, Danforth and Lawson Halls.

In August 2006, Thomas C. Galligan Jr., the former dean and professor of law at the University of Tennessee College of Law, took office as the college’s eighth president. Following a nationwide search, President Galligan was selected unanimously by the Board of Trustees.
Campus Facilities

Colby-Sawyer is located on the crest of a hill in New London, New Hampshire, in the heart of the Lake Sunapee region. The combination of beautifully maintained grounds and stately buildings creates a physically splendid environment for learning. Campus architecture ranges from the classic Georgian style of Colgate Hall to the contemporary architecture of the innovative Susan Colgate Cleveland Library/Learning Center. The campus is safe, comfortable and accessible. Students can walk to all buildings without leaving the campus or requiring special transportation.

William T. Baird Health and Counseling Center (1954)
This building, named for William T. Baird, former chair of the Board of Trustees, houses the college’s health and counseling services, which are available to all full-time matriculated students.

Baker Communications Center (1996)
The center, located on the third floor of Colgate Hall, was a gift from Martine Baker-Anderson ’59, in memory of her father, Elbert H. Baker II—it is a tribute to his distinguished career in the newspaper and communications industry. The center includes the college radio station (WSCS-FM); two electronic technology-enabled classrooms; offices for the student newspaper, The Colby-Sawyer Courier; a video studio and editing room; and academic spaces.

Caretakers Cottage (1930)
The cottage is a nine-room building built in 1930 as a residence for the farm manager of the Colby Homestead. It was renovated in 1992. Situated near the Susan Colgate Cleveland Library/Learning Center, it now houses College Communications, the Office of Institutional Research, and the College Grants Writer.

Colby Farm (2005)
Colby Farm consists of a 12,000 sq. ft. former private residence and 18 acres of land. The building was acquired in 2005 through the generosity of the owner, Michael DiLorenzo. The building currently provides housing for guests of the college, staff residence space, and room for occasional departmental retreats and meetings. The barns and garages provide storage for facilities, equipment and supplies.

Colby Homestead (1800)
Beginning in February 2004, the Advancement Office (including Alumni Relations, Development, Research, Stewardship, the office of the Vice President of Advancement and the Adventures in Learning Program) have been located in the Colby Homestead. Previously, the building served as a private residence for college staff and administrators. The historic building, which the college purchased in 1981, once was the home of Anthony Colby, the governor of New Hampshire (1846–1847).
**Colgate Hall (1911)**

The central building on campus is Colgate Hall, built in 1911 to house the entire teaching and living facilities of Colby Academy. Reconstructed, altered and enlarged many times, this building constitutes the center of the college. Visitors are welcomed to Colgate Hall in the elegant Thornton Living Room. Colgate Hall houses the Admissions Office, other administrative offices, classrooms, bookstore, student computer facilities, and the Campus Safety Office. It also houses the departments of Business Administration, Social Sciences and Education, Nursing, and Humanities. Colgate Hall also houses large, sky-lit painting studios, and photography darkrooms and labs.

The building name honors the Colgate family, whose members were dedicated supporters of the college. Susan Colby, who became Mrs. James B. Colgate, was the first woman teacher and principal of Colby Academy. Her children, James C. Colgate and Mary Colgate, dedicated the building in 1912. The portico facing the college quadrangle was built in 1958, the gift of Mrs. Susan Colgate Cleveland and her sister Mrs. John Sloan, daughters of James C. Colgate.

**Susan Colgate Cleveland Library/Learning Center (1985)**

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns.

The five-level structure houses the Information Resources Department, which provides print and electronic resources, including full-text databases, books, periodicals, videotapes, audiocassettes and compact discs. Fully automated with an online catalog of holdings and access to the Internet, the library with its spectacular view of the surrounding mountains, is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with 30 PCs. A 25-seat computer classroom also is available for individual use when classes are not scheduled.

**Cleveland, Colby, Colgate Archives (1996)**

The archives were dedicated in June 1996 and named for three families who have played important roles in the history of Colby-Sawyer College and the Town of New London. The archives, located in the wing connecting the Colby Homestead to the Susan Colgate Cleveland Library/Learning Center, house records, documents, artifacts and other materials of significant historical interest to the college and the Cleveland, Colby and Colgate families.

**Dan and Kathleen Hogan Sports Center (1991)**

The center is named for Dan Hogan, a former trustee and benefactor of the college, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation and community fitness. The 63,000-square-foot building contains the multipurpose Coffin Field House with its suspended running/walking track; the Knight Natatorium six-lane swimming pool, locker rooms, and aerobics studio; the Elizabeth Kind Van Cise Fitness Center; Athletic Department offices; Chargers Club Conference Room; the sports medicine clinic; and racquet sports courts. The center is available to all students for individual fitness and recreation, intramurals and swimming. It is the primary facility for indoor athletic events at the college.
**Curtis L. Ivey Science Center (2004)**

The Curtis L. Ivey Science Center is a two-story, 32,000-square-foot building that houses the Natural Sciences Department and the Institute for Community and Environment. As the new center for science education, the facility accommodates eight laboratories and six classrooms, with faculty offices and student spaces on both floors. A 180-seat auditorium is located on the first floor. The building was named for Curtis L. and Doris Ivey, who contributed a major gift for science education in memory of their children, Curtis Ivey Jr. and Elizabeth Ivey Jurgenson.

**James House (1931)**

The Academic Development Center is located in James House, which was renovated in 1987. It provides academic support services to all Colby-Sawyer students. James House is named for William James, American philosopher.

**Lethbridge Lodge (1998)**

From 1934 until 1996, the Lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London’s first meeting house, originally erected in 1788. The Lodge was reconstructed on campus in 1998 and named Lethbridge Lodge in honor of trustee and friend George M. “Bud” Lethbridge, in May 2004. The building has a great room with a fireplace, snack bar and Internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access. During the summer it is used for alumni activities.

**Mercer Hall (1963/2002)**

Mercer Hall recently underwent a $1 million renovation. The building includes refurbished classrooms, conference areas, laboratories, and office space for students, faculty and staff affiliated with the Exercise and Sport Sciences Department. A 20-foot addition, a climbing wall, an expanse of windows overlooking Mount Kearsarge, and a colonnade are included in the renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer ’41, the building was rededicated in the fall of 2002. It was originally built in 1963 with funds raised by Dr. Eugene Austin, second president of the college.

**President’s House (1937)**

The President’s House on Main Street, across from the campus, was one of several gifts from Mary Colgate to the college. Surrounded by spacious lawns and well-groomed gardens, this house provides a gracious setting for social and celebratory events.

**Reichhold Science Center (1962)**

The center was made possible through the generosity of Mr. Henry H. Reichhold, father of Colby-Sawyer alumna Ingrid Reichhold Wagner ’51. The center provides classrooms, faculty offices and a seminar room.

**Sawyer Fine Arts Center (1959)**

The Sawyer Fine Arts Center was named in honor of Dr. H. Leslie Sawyer, who served as headmaster of Colby Academy from 1922 to 1928 and as first president of the college from 1928 until his retirement in 1955. The center includes classrooms, the art-history media library, art studios dedicated to study in ceramics,
design, drawing, graphic design, printmaking, and sculpture. The center also provides the Marian Graves Mugar Gallery, the Everett and Ruth Woodman Dance Studio, and the Sawyer Theatre and stagecraft studios and offices for the Fine and Performing Arts Department. There are additional fine arts studios for painting and photography in Colgate Hall.

**Marian Graves Mugar Art Wing and Art Gallery (1960)**

The Fine and Performing Arts Department and the Mugar Gallery adjoin the Sawyer Fine Arts Center. The building was named by Stephen P. Mugar, former trustee and devoted benefactor of the college, to honor his wife. Instructional facilities include art history lecture rooms and studios for design, drawing, ceramics and printmaking. The gallery features major exhibitions, which are integrated with the curriculum.

**Frances Lockwood Bailey Graphic Design Studio (1991)**

The Lockwood family, in memory of Frances Lockwood Bailey ’73, granted funds to Colby-Sawyer to provide three fully equipped studios for graphic design students. The studios, located in the Sawyer Fine Arts Center, offer current graphic design technology, including Macintosh computers, digital imaging equipment and large-format color printers.

**Ware Campus Center (1987)**

The Ware Campus Center, named in honor of Judge Martha Ware ’37, trustee and benefactor, provides a common gathering place and is the site of many educational and social events. The center houses the campus dining room, Alumni Lounge, Campus Activities Office, Wheeler Hall, the mail room, copying services and informal recreational space. Also located in the Ware Campus Center are offices for the vice president for student development and dean of students, and the assistant dean of students; Residential Education Office; Citizenship Education Office; space for clubs and organizations; Students in Free Enterprise; Ware Conference Room; and Board of Trustees Conference Room.

**Windy Hill School (1976)**

The Windy Hill School is the laboratory school for the Child Development Program and includes toddler, nursery and kindergarten programs. Windy Hill is located in the lower levels of Abbey and Burpee residence halls. Supervised by licensed teachers, the school provides practical experience for students interested in child development and early childhood education. Teaching internships for child development students interested in K–3 teacher certification also are offered here. The college’s laboratory school enjoys a reputation for excellence in child development.
Residence Halls

The college’s 11 residential living facilities each accommodate from 35 to 115 students. Each hall provides a living room and laundry room, and some provide kitchen facilities. Most of the halls bear the name of a person or family closely associated with college history. They are described below.

Abbey Hall (1940)
Abbey Hall was named to honor Mrs. Emily F. Abbey Gill, who made generous contributions to leading New England colleges especially concerned with the education of women. Abbey Hall accommodates 66 students.

Austin Hall (1965)
Austin Hall was named in honor of Dr. Eugene M. Austin, president of the college from 1955 to 1962. The building originally served as the physical education center and became a residence hall in 1965, after what is now Mercer Hall was completed. Austin Hall accommodates 61 students.

Best Hall (1954)
Best Hall was named for Dr. Samuel M. Best, football coach at Colby Academy, member of the Board of Trustees from 1933 until 1968, and chair from 1933 until 1968. Best Hall accommodates 115 students.

Burpee Hall (1934)
Perley Burpee, a shoemaker and farmer who married Judith Colby, sister of Governor Anthony Colby, was among the 11 men who procured the original charter for New London Academy in 1837. The home he built in 1816 still stands on Main Street, one block east of the campus. His grandchildren, Wilfred E. Burpee, class of 1882, and Mary Burpee Macomber, class of 1885, served as trustees from 1907 to 1948 and from 1905 to 1952 respectively. Erected wing-by-wing over three years, Burpee Hall housed the library collection until 1949. Burpee Hall accommodates 116 students.

Colby Hall (1931)
Created through a gift from Mary Colgate, this residence hall was named in honor of a New London family important to the history of the school. One of the 11 founders of the academy, Anthony Colby was a 19th-century New Hampshire governor, and his daughter Susan was the first teacher and principal. Colby Hall accommodates 55 students.

Danforth Hall (2004)
Danforth Hall was named in recognition of Peter D. Danforth, who served the college as a trustee from 1983 to 1992 and again from 1999 to the present time. The hall opened in fall 2001 as a residential facility for 102 students who live in 10- and 11-person suites with single and double rooms. It also features a conservatory, greenhouse, seminar room and the Wesson Honors suite—a study and event space for participants in the Wesson Honors Program. In fall 2004, the Harrington Center for Career Development and Community Service relocated its offices to the building.
Lawson Hall (1996)
Lawson Hall was named in honor of Charles J. “Chuck” Lawson and his wife Joan. Chuck served on the Board of Trustees from 1988 to 1998, the last six years as chair. Lawson Hall has an elevator and accommodates 107 students in nine-person suites of double and single rooms. Each suite has its own kitchenette, bathrooms and living room.

McKean Hall (1930)
McKean Hall was named for Dr. Horace G. McKean, principal and headmaster of the academy from 1899 to 1905. McKean Hall accommodates 39 students.

Page Hall (1938)
Page Hall was named for the Reverend Charles L. Page, class of 1880. He served for 40 years as a member and chair of the Board of Trustees. Page Hall accommodates 48 students.

Rooke Hall (1994)
Rooke Hall was named for Robert Levi Rooke, whose generous bequest provided resources for its construction. He was the father-in-law of former trustee Natalie Davis Rooke ’48 and Anastasia Payne Rooke ’50, and grandfather of Marianne Rooke Fairall ’73. Rooke Hall accommodates 102 students in 24 apartments. Each apartment has its own kitchen, bathroom, living room and three bedrooms.

Shepard Hall (1932)
The Shepards were one of the original families to settle in New London. James Ely Shepard was an active trustee during the early days of the academy and his son Charles E. Shepard, in addition to serving as a trustee for 20 years, operated the stagecoach service between New London and Potter Place. Shepard Hall accommodates 59 students.

Athletic and Recreational Facilities
New London is a four-season recreational and cultural community known throughout New England for its beautiful lakes and mountains. Colby-Sawyer students enjoy access to many local and regional recreational amenities.

Golf
Magnificent golf courses are available within minutes of Colby-Sawyer’s campus. The nearby Country Club of New Hampshire is open to the public and is ranked among the nation’s top 75 public courses.

Dan and Kathleen Hogan Sports Center
This 63,000-square-foot center is named for Dan Hogan, college benefactor and former trustee, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation and community fitness. It contains the multipurpose Coffin Field House with its suspended running/walking track; locker rooms; aerobics studio; the Elizabeth Kind Van Cise
Fitness Center; Athletic Department offices; Chargers Club Conference Room; sports-medicine clinic; racquet-sports courts; and the Knight Natatorium, a 25-yard six-lane pool with one- and three-meter diving boards. The center is available to students for individual fitness and recreation, intramural sports and swimming. It is the primary facility for the college’s indoor intercollegiate athletic events.

**Kelsey Athletic Fields and Mercer Field**

The Kelsey Athletic Fields, dedicated in October 1999, are named in honor of Patricia D. Kelsey, Colby-Sawyer trustee and former coach, and her husband, Robert P. Kelsey, Jr. In 1996 the college acquired 116 acres of land, of which 28 acres were developed into a premier baseball diamond, soccer/lacrosse field and an all-purpose recreational field. The views of surrounding mountains from these facilities are breathtaking, and the Kelsey Athletic Fields are among New England’s most beautiful college sports venues. Mercer Field, named in honor of Bill and Mona Mercer, is a competition field near Lawson Hall and complements the range of athletic and recreational sports facilities at the college.

**Patricia D. Kelsey Tennis Courts**

Six composition tennis courts are available for outdoor use from early spring until late fall. Relocated in 2001, these courts offer unparalleled views of Mount Kearsarge.

**Lakes and Mountains**

Within minutes of campus, Lake Sunapee, Little Lake Sunapee and Pleasant Lake provide students opportunities for boating, fishing and swimming. The college is ideally located for hiking enthusiasts, with Mount Kearsarge and Mount Sunapee each a 10-minute drive from campus. The college’s location in the midst of ski country offers many opportunities for downhill and cross-country skiers of all levels. Mount Sunapee, Eastman Ski Touring Center and Ragged Mountain Ski Area are a short drive from the college.

**Equestrian Facilities**

Complete equestrian facilities are available to students within minutes of campus at Hiddenbrook Farm in Grantham. These facilities include an indoor riding arena used for lessons, varsity practices and equestrian events. Stables also are available for boarding horses.
THE CURRICULUM
The Curriculum

An Overview of the Curriculum
The Colby-Sawyer 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. It is assumed that 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

The underlying purpose of the quantitative literacy proficiency at Colby-Sawyer College 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.

Computing Literacy—CIS 105: Computer Concepts and Applications

To be an informed citizen and an effective contributor to society increasingly requires the use of computer technology. Furthermore, the computer tools available and their uses are constantly changing, so the ability to engage new technology is more important than developing specific skills in selected software programs. Thus, the computing proficiency emphasizes students’ developing experience with current uses of computing technology and with the ever-present need to embrace new technological tools. Students also gain awareness of the impact of technology on themselves as individuals and on society as a whole. Across the curriculum experiences with computing will reinforce the skills acquired in the computing literacy proficiency course as students continue their education.

Note: For Fall 2007, CIS 250: Computer Applications for Data and Analysis, also fulfills this requirement.

Learning Objectives

1. use computer technology as a tool for communication and problem solving;
2. practice methods to minimize the risks and reap the benefits of working in a networked environment;
3. utilize ethical and legal techniques in using and conveying information accessed via computer technology;
4. use creative and critical thinking to propose and evaluate technology-based solutions to a variety of problems; and
5. develop personal strategies for maintaining computer literacy through self-directed, life-long learning.

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.

   **Requirements**

   Each Pathway is a set of five courses that all relate 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. A Pathway includes:

   - **PTH 101:** First Year Seminar. This three-credit seminar is taken in the first semester.
   - Three Stepping Stone courses chosen from at least five options. These courses must be completed by the end of the fourth semester. They fulfill Exploration requirements (listed below), and some may also fulfill requirements of the major.
   - **PTH 201:** Sophomore Seminar. This three-credit seminar is taken in the fourth 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. Students also must successfully complete the three Stepping Stone courses before or during the semester in which they enroll in PTH 201: Sophomore Seminar.

   **Transfer Students**

   Students who transfer less than 24 credits to Colby-Sawyer must complete each of the Pathway requirements including the First Year and Sophomore Seminars and

   *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.*
three Stepping Stone courses. The registrar determines if transfer credit will be awarded for a course that is the equivalent of a Stepping Stone course.

Students who transfer at least 24 credits are exempt from the First Year Pathway Seminar. However, the remainder of the Pathway courses, three stepping Stone courses and the Pathway Sophomore Seminar are required. Transfer Students must officially declare a Pathway by submitting the completed Intent to Declare a Pathway form to the registrar’s office no later than the first week of classes for the first semester of the student’s enrollment.

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 eight Exploration courses. Some of these courses will be Pathway Stepping Stone courses, and some also may fulfill requirements for the major.

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine and Performing Arts</td>
<td>1 course—3 credit hours</td>
</tr>
<tr>
<td>History</td>
<td>1 course—3 credit hours</td>
</tr>
<tr>
<td>Humanities</td>
<td>1 course—3 credit hours</td>
</tr>
<tr>
<td>Literature</td>
<td>1 course—3 credit hours</td>
</tr>
<tr>
<td>Science</td>
<td>1 laboratory course—4 credit hours</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1 course—3 credit hours</td>
</tr>
</tbody>
</table>

And 1 course (3 or 4 credit hours) from 2 of the following areas:
- Environmental Literacy
- Media Literacy
- Global Perspectives
- Wellness

**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:** BIO 100; BUS 321; CES 100, 312, 321; PHI 312
Fine and Performing Arts
The arts offer an understanding of culture through the study of art objects and visual communication. Art courses are interdisciplinary by nature and require an understanding of culture and historical context in order to understand the objet d’art and intent of an artist. The study of art provides students with an understanding of how artists create works either through the study of art history or through creation of objects in a studio environment.

Courses: ART 100, 110, 125, 201, 202, 213, 230, 234, 240, 245, 260, 270; COM 101; DAN 110, 120, 130; 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: BUS 323; COM 244; ENG 224, 248, 249; GOV 100; 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; HIS 101, 102, 217, 218

Humanities
The humanities foster 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 democratic society.

Courses: HUM 203; PHI 100, 110, 111, 205, 213, 214, 305; REL 100, 205, 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: CES 215, 229; ENG 213, 215, 216, 218, 220, 221, 222, 226, 229, 231, 232,
244, 245, 247, 251, 265

Media Literacy
Media Literacy enhances the ability to attend to the world’s tools of conversa-
tion, the communications media, because those tools are potent forces that
shape the world through their influence on a culture’s intellectual and social pre-
occupations. Media literacy courses are concerned with specific, identifiable tech-
niques 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: CES 204; COM 203, 235, 241, 243; 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; CES 107, 120, 201, 203; CHE 101; PHY 101;
SCI 120, 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 rea-
soning that require the use of evidence to test ideas. The study of the social sci-
ences 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, 116; CES 116; ECO 100, 101, 102; EDU 201; 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 pro-
vide 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; NUR 203; PSY 214; SCI 201
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 provide students with an opportunity to concretely demonstrate how they have met the college learning outcomes.

**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 and PTH 201: Pathway Sophomore Seminar;
- material submitted in application for Major Acceptance and other material specified by the particular major; and
- reflections and other material from the Capstone Experience.

**Baccalaureate Degree Programs**

Colby-Sawyer offers a wide range of major programs. The college 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 program of major study from among those offered. A minimum grade point average of 2.0 and a minimum of 120 credit hours for the baccalaureate degree are required. Degrees are awarded at commencement, following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail in the Major Programs and Course Offerings section of this catalog.

The faculty and staff who serve as advisors and mentors for students take seriously their responsibility to assist students in planning and making decisions about course selection, choice of major, and career opportunities. Nonetheless, the individual student is ultimately responsible for ensuring that decisions are made in a careful and timely manner and that all of the degree requirements are met.
Colby-Sawyer’s Major Programs:
For the Bachelor of Arts Degree (B.A.)
Art – Studio Art
Biology
Communication Studies
English
History, Society and Culture
Psychology
For the Bachelor of Fine Arts Degree (B.F.A.)
Art – Studio Art
Graphic Design
For the Bachelor of Science Degree (B.S.)
Business Administration
Child Development
Community and Environmental Studies
Exercise and Sport Sciences:
  Athletic Training
  Exercise Science
  Sport Management
Nursing

Teacher Preparation Programs
Colby-Sawyer offers the following New Hampshire Teacher Certification programs. Information about them can be found in the Education section of this catalog:
  Art Education (K–12)
  Early Childhood Education (N–3)
  English Language Arts Education (5–12)
  Social Studies Education (5–12)

Note: Whenever the state of New Hampshire changes certification standards, program requirements may change.

Associate Degree Program
Colby-Sawyer also offers a two-year program of study, which culminates in the Associate in Liberal Arts. 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 graduate with an associate degree, students must earn a minimum 2.0 cumulative grade point average and complete 60 credit hours of study, including the requirements in liberal education. Students who enroll in the Associate Degree Program often continue for two more years to earn a baccalaureate degree. This progress toward the bachelors degree can readily be done at Colby-Sawyer or elsewhere.
Minor Programs

Students pursing baccalaureate degrees who wish to have a concentrated program of study in addition to their major may pursue one of the minor programs offered by Colby-Sawyer. Minors require at least 18 but no more than 24 credit hours taken in prescribed courses. A minimum of six credit hours must be at the 300–400 level. Students may take no more than three credit hours 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 in the Registrar’s Office.

The following minors are offered:

- American Studies
- Art History
- Studio Art
- Biology
- Business Administration
- Child Development
- Communication Studies
- Community and Environmental Studies
- English
- History
- Philosophy
- Psychology
- Sociology
- Theatre
- Women’s Studies
- Writing for Publication
MAJOR PROGRAMS
AND COURSE OFFERINGS
American Studies

P. Anderson, A.P. Stecker

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 credit hours of study. A student must complete AME 201 and six credit hours 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 101, 102, 301, 307, 309, 310, 323; HSC 250, 350) or in any of the following: ART 303, COM 235, 241, 325, 341, 342, CES 215, 229, 323, GOV 202, 301, PHI 111, SOC 203, WST 111. Please refer to the Minor Programs section of the catalog for further information.

Course Offerings

AME 201 The West in American Culture

3 credit hours

Drawing on a wide range of interdisciplinary materials and perspectives, including literature, autobiography, diaries, historical documents, paintings and films, this course examines the impact of the frontier experience and contact with the land, from the time of the Puritans to the present, and considers 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 credit hours

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

AME 285, 485 Internships in American Studies

0–6 credit hours

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: Preinternship seminar, permission of the instructor

AME 295, 395, 495 Independent Study

1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction between course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the American Studies Program faculty. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair
AME 305  The American Dream in Literature and Film  3 credit hours
This course examines the myths and realities associated with the American Dream of Success, especially as they are reflected in the literature and film from the past hundred years. After briefly tracing the history of this ideal, the course focuses on the way it has been treated by modern writers and filmmakers, including F. Scott Fitzgerald, Arthur Miller, Lillian Hellman, J.D. Salinger, Charlie Chaplin, Orson Welles, Billy Wilder and Spike Lee. Offered spring of odd-numbered years.
Prerequisite: One 200-level literature or film course

AME/COM 341  Mass Media in America  3 credit hours
A survey of the history and theory of mass media in America, this course provides an introduction to newspapers, magazines, book publishing, advertising, radio, popular music, motion pictures and television. This course examines effects these media have upon shaping cultural attitudes, values and myths. Offered fall.
Prerequisite: COM 203; or HIS 101 or 102

AME 480  Teaching Assistantship  1–3 credit hours
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

Arts


The mission of the Department of Fine and Performing Arts at Colby-Sawyer College is to offer quality educational opportunities in the visual and performing arts by providing programs in studio art disciplines, with additional experiences in dance, music, and theatre. In an environment conducive to interdisciplinary exploration of the arts and technology, the department offers Bachelor of Arts and Bachelor of Fine Arts degrees in Studio Art, and a Bachelor of Fine Arts in Graphic Design. In addition, the department offers minors in art history, studio art, and theatre. These programs are designed to add a rich dimension to other majors across the campus. In all disciplines there is a strong emphasis on an individually expressive ideation process, which stresses the continual use of research, reflection, and the employment of critical and creative thinking.

The Department of Fine and Performing Arts promotes scholarship in the visual and performing arts through developing students’ sense of curiosity and understanding of the aesthetic and perceptual aspects of inventive problem solving. The department feels that an understanding of historical perspectives, knowledge of contemporary trends, and the employment of interdisciplinary approaches are important mechanisms that move students toward becoming intellectually vibrant individuals. More information about opportunities in dance, music and theatre can be found in other sections of this catalog.
Bachelor of Arts: Studio Art

The Fine and Performing Arts Department offers a Bachelor of Arts with a major in Studio Art that provides the opportunity for a broad study of art and prepares students for careers as professional artists and teachers. This major provides breadth and a sound foundation in several fine-art studio disciplines. After completing a series of introductory courses, students select an area of concentration—ceramics, graphic design, painting, photography, printmaking, or sculpture—to complete their studio sequence.

In addition to the studio sequence, each student takes two semesters of a survey of art history and two upper-level art history courses. Seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their Capstone Experience.

Students are encouraged to explore the various internship opportunities available in the arts both on and off campus. The Bachelor of Arts in Studio Art is the recommended degree option for art education majors.

Requirements

Liberal Education Program requirements
ART 110, 125, 132, 201, 202, 230 or 234, 240, 245, 270, 425
One additional introductory studio course from ART 210, 213, 260
Two 300-level art history courses
Three 300- or 400-level courses in one studio concentration area
ART 285 or 485 highly recommended

Major Acceptance Requirements
- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in ART 110, 125; 201 or 202; and at least one 200-level studio course
- A portfolio review by Art Department faculty
- A written artist’s statement

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. Exceptions to either of these policies must be approved by the academic dean.

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Total credit hours: 120 minimum

Studio Art with Education Certification

Students seeking New Hampshire Teacher Certification in Studio Art (K-12) complete the degree requirement for the B.A. in Art and qualify for certification by completing additional coursework in education. The program requirements, courses, minimum grades, and the suggested registration are in the Education section of this catalog.

Bachelor of Fine Arts: Studio Art

The Fine and Performing Arts Department offers a Bachelor of Fine Arts with a major in Studio Art that provides the opportunity for an intensive study of art and prepares students as professional artists and designers. This major provides a sound foundation in several art disciplines and allows students to concentrate in one studio area: ceramics, painting, photography, printmaking or sculpture.

In addition to the studio component of the program, students take two semesters of a survey of art history and three upper-level art history courses. Seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their Capstone Experience. Students are encouraged to explore the various internship opportunities available in the arts both on and off campus. The BFA program is recommended for the student who plans to continue art studies at the graduate level.
Requirements
Liberal Education Program requirements
ART 110, 125, 132, 201, 202, 210, 213, 230 or 234, 240, 245, 260, 270, 425
Three 300-level art history courses
Major Concentration: Four 300- or 400-level courses in one studio
concentration area
ART 285 or 485 highly recommended

Major Acceptance Requirements
- A minimum cumulative GPA of C (2.0)
- At least a C (2.0) average in ART 110, 125; 201 or 202; and at least two intro-
ductive studio courses
- A portfolio review by Art Department faculty
- A written artist’s statement

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 require-
ments for the major as they are listed in the catalog of the year they complete Major
Acceptance. Exceptions to either of these policies must be approved by the academic
dean.

Note: If a student has earned more than 60 credit hours before Major Acceptance,
it may take more than four years to complete this major.

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Bachelor of Fine Arts: Graphic Design

The Fine and Performing Arts Department offers a Bachelor of Fine Arts with a major in Graphic Design for the student who plans to be a practicing artist and wants a career in the graphic design field. The program provides broad study in foundation courses as well as intensive work in graphic design using both traditional and state-of-the-art graphic computer methodologies. The major requires a 240-hour internship with a graphic design firm. In addition to graphic design studio courses, each student takes two semesters of a survey of art history and three upper-level art history courses.

Seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their Capstone Experience.

Requirements

Liberal Education Program requirements
ART 110, 125, 132, 201, 202, 210, 213, 223, 230 or 234, 240, 260, 245 or 270, 308, 425
Two additional 300-level art history courses
Major concentration: ART 320, 421, 422, 423
ART 485
A minor in business administration or communication studies is recommended.

Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade of C (2.0) average in ART 110, 125; 201 or 202; and at least two graphic design studio courses
- A portfolio review by Art Department faculty
- A written artist’s statement

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. Exceptions to either of these policies must be approved by the academic dean.

Note: If a student has earned more than 60 credit hours before Major Acceptance, it may take more than four years to complete this major.
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**Total credit hours: 120 minimum**

### Art Minors

The Fine and Performing Arts Department offers minors in art history or studio art as a degree enhancement for students with a major other than art or graphic design. Please refer to the Minor Programs section of the catalog for further information.

### Art History Minor

**Requirements**

The minor consists of 21 credit hours with the following required courses:

- ART 201, 202
- ART 110 or 125
- One 200-level studio course
- Three 300- or 400-level art history courses
Studio Art Minor

Requirements
The minor consists of 24 credit hours with the following required courses:
- ART 201 or 202, and one additional art history course
- ART 110 and 125
- Two courses from ART 210, 213, 230, 234, 240, 245, 260, 270
- Two 300- or 400-level studio art courses in one discipline

Annual Juried Student Art Exhibit
Each year the Fine and Performing Arts Department offers every student the opportunity to enter the Juried Student Art Exhibition. The Edith B. Long Scholarship in Art, the Charlotte Cobb Stahl Scholarship in Art, the Nancy Pierce Williams Scholarship, the North Country Cordsmen Scholarship and a variety of other awards are presented at the opening reception.

Senior Art Exhibit
Each year during the spring semester, senior B.A. and B.F.A. students exhibit their strongest works in the Mugar Art Gallery. This exhibition is a required component of the Capstone Experience for all art majors.

Course Offerings

ART 100 Introduction to Visual Art 3 credit hours
This introductory course is designed to acquaint the general student with major periods of cultural history. This course affords each student the opportunity to learn the basic visual vocabulary necessary for making informed critical judgments about art. The course work establishes a framework of understanding through a process of introducing and discussing a variety of historical and contemporary visual ideas, through analysis and writing about art, and through small hands on project-based learning activities. The students think creatively and critically about the art and will have the opportunity to become more visually literate individuals. Offered fall and spring.

Exploration Area: Fine and Performing Arts

ART 110 Drawing I 3 credit hours
Through studio practice, this course introduces the student to the basic elements of line, shape, space, value and texture, by way of the expressive medium of drawing. The use of the principles of design, as they apply to each individual drawing, is emphasized. Students develop the skills of critical observation and visual organization, each internalizing their understanding of these foundation concepts and are expected to employ them in all future art courses. Offered fall and spring.

Exploration Area: Fine and Performing Arts

ART 125 Design 3 credit hours
Two-dimensional design is studied in theory and through studio practice. Each student is introduced to the elements and principles of design, and understands the single elements and principles and that each piece plays an important role in any work of art. In addition, students develop their ability to fuse the individual elements, using the principles of design into formal compositional relationships. Each
student internalizes their understanding of these foundation concepts and will be expected to employ them in all future art courses. Offered fall and spring.

Exploration Area: Fine and Performing Arts

**ART 129 Exhibition Production Lab**
1 credit hour
This course introduces the many aspects of art gallery operations and management. The students gain hands-on experience as they assist in the hanging of exhibitions under the guidance of the director of the Mugar Art Gallery. The course also includes weekly class meetings covering all topics relating to gallery procedures—including promotion and publicity, budget, calendar, selection of artists and exhibition themes—and the differences between commercial galleries and galleries with non-profit status. The students also visit other art galleries. May be repeated for credit. Offered fall and spring.

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

**ART 132 Computer Applications for the Artist**
3 credit hours
This course is a survey of the computer-based electronic technology used by visual artists and designers. Assigned projects explore the creative potential of basic program options and allow students to experience how each relates to the new electronic media environment. Various course activities include discussions, demonstrations, readings, practical exercises and assignments. Offered fall and spring.

**ART 201 History of Western Art I**
3 credit hours
This course surveys major developments in the painting, sculpture, and architecture of Western cultures from pre-history (ca. 30,000 BCE) through the Gothic period in Europe (ca. 1400 CE). While it seeks to identify the typical formal characteristics of each successive civilization’s artistic production, the course emphasizes a fundamental historical understanding of those civilizations as well. The course considers art and architecture as expressions of specific historical contexts of culture, society, religion, and politics. Offered fall.

Exploration Area: Fine and Performing Arts

**ART 202 History of Western Art II**
3 credit hours
This course surveys major developments in the painting, sculpture, and architecture of Western cultures from the early Italian Renaissance (ca. 1300) to the present. While it seeks to identify the typical formal characteristics of each successive period’s artistic production, the course emphasizes a fundamental historical understanding of those periods as well. The course considers art and architecture as expressions of specific historical contexts of culture, society, religion, and politics. Offered spring.

Exploration Area: Fine and Performing Arts

**ART 210 Drawing II**
3 credit hours
This course continues the development of perceptual skills and technical mastery of various media with particular emphasis on drawing the human figure from life. Several approaches to life drawing are used. These approaches include a study of anatomy and an analytical approach to drawing as well as 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 credit hours
As the beginning course in the major, the primary objective is to provide a foundation of visual and problem-solving skills essential to upper-level work in graphic design. Students are introduced to basic exercises in composition, abstraction and communication. Other exercises explore options for image making and creation of symbols from type to image. Working methods combine traditional hand skills with an introduction to basic computer technology. Offered fall and spring.

Exploration Area: Fine and Performing Arts

ART 223  Graphic Design II  
3 credit hours
As the second course in the major sequence, students explore aesthetic and communication issues by addressing traditional graphic design applications for poster, page layout, and symbol/logo design. Verbal presentation skills are developed through the preparation of short reports in the research phase of specific problems. Although working methods offer the student a choice of hand or digital tools, the acquisition of more advanced computer technology is encouraged. Offered fall and spring.

Prerequisite: ART 213

ART 230  Painting I  
3 credit hours
This course introduces the materials and techniques of painting. Students work with oil or acrylic paints. They learn how to prepare a surface for painting and a number of techniques and strategies for making a painting. 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 credit hours
This course offers students an introduction to the materials, basic techniques, and expressive potential of the watercolor medium. Emphasis is given to the unique attributes of watercolor, including transparency, fluidity, brilliance and spontaneity. Students are expected to integrate these qualities and methods into their own personal style of visual expression. Students demonstrate proficiency through practical exercises, ambitious assignments, quizzes, class critiques, a final portfolio, and risk-taking. Offered fall and spring.

Exploration Area: Fine and Performing Arts

ART 240  Printmaking I  
3 credit hours
This course introduces the four basic printmaking areas: intaglio (etching, engraving, aquatint, etc.); stone lithography; relief (woodcut, lino cut); and screenprinting. Emphasis is placed upon the student’s development of ideas and imagery through drawing and upon 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 credit hours
Students develop an understanding of the basic elements of three-dimensional ideation and sculpture construction. Research and sketchbook ideation processes are used for conceptual development. While exploring methods of assemblage, including the additive and subtractive processes, students create sculptures derived from their own imagination. Studio safety protocols, tool usage, armature building,
clay modeling techniques, and a variety of methodologies associated with designing, building, and finishing a three-dimensional object are covered. **Studio safety is emphasized.** Offered fall and spring.

Exploration Area: Fine and Performing Arts

**ART 250, 350, 450  Topics in Art**  
1–3 credit hours

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

**ART 260  Photography I**  
3 credit hours

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 are designed to develop the student’s understanding of the camera and lenses, and increase visual awareness in terms of the image-making possibilities of photography. Students learn and follow studio and chemical safety standards. **Each student needs a fully manual and fully adjustable SLR camera with light meter 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 credit hours

This course introduces basic techniques of hand-built and wheel-thrown ceramics. A series of studio assignments encourage creativity and help students develop a solid technical foundation in functional and sculptural aspects of the medium. Glazing and decorating techniques, glaze formulation, exposure to a variety of firing techniques, and the study of ceramic history are additional components of the course. **Studio safety is emphasized.** Offered fall and spring.

Exploration Area: Fine and Performing Arts

**ART 285  Art Internship**  
0–3 credit hours

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 institutions that provide art-related services. 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:** Preinternship seminar, permission of the faculty sponsor

**ART 295, 395, 495  Independent Study**  
1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Fine and Performing Arts Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirement for a minor. May be repeated for credit. Offered fall and spring.

**Prerequisite:** Permission of the instructor and the department chair
ART 302  History of East Asian Art and Culture  3 credit hours
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. Particular 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: ART 201 or 202

ART 303  American Art  3 credit hours
This course examines the history of American painting, sculpture, and architecture from its pre-colonial origins to the early 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 change, and modernity. Offered spring of even-numbered years.

Prerequisite: ART 202 (ART 201 is recommended)

ART 304  Nineteenth-Century Art  3 credit hours
This course examines the evolution of “modern” painting, sculpture, photography, and architecture, focusing on Europe but occasionally considering the United States in relevant contexts. 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 social and political change. Offered fall of even-numbered years.

Prerequisite: ART 202 (ART 201 is recommended)

ART 305  Twentieth-Century Art  3 credit hours
This course examines developments in painting, sculpture, photography, and art criticism in Europe and the United States during the twentieth century. From the century’s 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 fall of odd-numbered years.

Prerequisite: ART 202 (ART 201 is recommended)

ART 308  History of Graphic Design  3 credit hours
This course surveys the development of graphic design throughout history. The object is to understand relationships between visual communication forms and their cultural, environmental, technical and visual arts influences. Emphasis is placed on graphic design in the 19th and 20th centuries. Individual research and the presentation of an oral and written paper are required. Offered spring of even-numbered years.

Prerequisites: ART 201, 202

ART 310, 311  Drawing III and Drawing IV  3 credit hours
Students build on the knowledge gained in previous drawing courses. Emphasis is placed on understanding the formal elements and correlating this 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 320 Typography 3 credit hours
This course is designed to encourage students to creatively investigate technical and theoretical aspects of typography. The course focuses on the organizational and creative aspects of designing with type and on the development of typography. By the end of the semester, students develop a basic proficiency of typographical options for problem solving. This proficiency should include development of integrated typographic layouts, type and system development, typographic principles, and interaction of type choices with text context. Offered spring.

Prerequisite: ART 223

ART 330, 331 Painting II and Painting III 3 credit hours
At this level, students move toward using painting as a personal and creative means of expression. Beginning level skills are developed toward greater technical proficiency and increased personal expression. Students examine several theories of art and strive to apply them to their work. Offered fall and spring.

Prerequisites: For ART 330: ART 110, 125, 230. For ART 331: ART 330

ART 334 Watercolor II 3 credit hours
This intermediate level course expands technical proficiency as students continue experimentation with the unique attributes of the watercolor medium, which include transparency, fluidity, brilliance and spontaneity. Creative and personal expressions are further developed through student-designed series projects. At this level, a larger portion of the in-class painting time is individualized and directed by the student. Students demonstrate proficiency through practical exercises, ambitious assignments, class critiques, a self-designed series project, a final portfolio, and risk-taking. Students also may be asked to prepare and present a class demonstration, and/or conduct a class critique. Offered fall and spring.

Prerequisites: ART 110, 125, 234

ART 340, 341 Printmaking II and Printmaking III 3 credit hours
The intermediate level introduces processes, techniques and materials that build upon those covered in ART 240. Students are introduced to monotypes, collographs, chine collé (Chinese collage), multicolor printing in relief, and papermaking. Students are expected to develop their drawing skills, creative thinking and visual literacy, along with greater technical proficiency and craftsmanship with the printmaking process. This course encourages experimentation as students move toward creative and 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 credit hours
These courses are structured at the intermediate level but introduce students to techniques such as woodworking and welding (both arc and oxygen acetylene). Working with plastics, glass and nonferrous metals also may be options. Students expand their ideas through using a sketchbook and constructing working maquettes. Students learn the proper use of machinery, tools and studio safety protocols. Each student is expected to work toward developing ideas that are creative, fresh and individual in nature. 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 credit hours
This course allows students to refine the techniques introduced in ART 260 and to expand their knowledge of printing techniques, film development techniques, and the use of various specialized light-sensitive materials. Digital imaging and color photography also will be introduced. Each student must have a fully adjustable 35 mm film camera and light meter. 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 credit hours
This course continues the process of ART 270 with more advanced work on the wheel and in hand-building techniques. Students produce a body of work that demonstrates individual expression and advanced technical proficiency. Additional emphasis is placed on glaze chemistry, kiln-firing principles, and the study of contemporary developments in the field. Fine craftsmanship and the development of a 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 V and Drawing VI 3 credit hours
Course activities are largely determined on an individual basis. With the instructor’s guidance, each student learns to synthesize early drawing experiences into strong visual statements and build 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 credit hours
This is an upper-level course in graphic design taught in a workshop fashion. The primary goal of this course is to introduce students to a variety of publication design problems so that students develop hands-on skills with aspects of page layout and relevant computer programs. The production component of this course introduces students to a variety of design problems within the parameters of two-color and/or process-color limits in print work. This course is designed to encourage students to creatively investigate technical and theoretical aspects of digital media as they apply to graphic design. Emphasis is on print production; however, there will be Web design elements introduced in this course. Offered fall.

Prerequisites: For ART 421: ART 213, 223, 320. For ART 424: ART 421

ART 422  Visual Identity and Systems Design 3 credit hours
This course explores the creation of corporate, institutional and product identity. Using a project-account scenario, the student is asked to develop an identity and marketing strategy and design appropriate internal and external communication forms as well as promotional and informational pieces for the project account. A crucial part of the project is the development of a corporate identity manual that defines and demonstrates the design system. Presentation-quality comprehensive dummies of stationery, product packaging, information pamphlets, annual reports, signage, and other applications of the identity system are required. Offered fall.

Prerequisites: ART 320, 421
ART 423  Advertising and Promotional Design  3 credit hours
This course explores the visual and verbal aspects of advertising, marketing and promotional design. Designing black-and-white and multicolor ads for insertion in periodicals and considering ad campaigns using correlated marketing approaches are among the design problems covered. Other topics include writing headlines and advertising copy; understanding the role of demographics in marketing; and understanding specific art and copy requirements, insertion schedules, deadline dates, and placement rates for advertising in periodicals. Students are given hypothetical problems for which they devise marketing strategies and create advertising solutions. Pro bono work for not-for-profit organizations, ethical and moral issues that confront designers who are asked to promote controversial or unpopular causes, and hazardous products or services also are discussed. Offered spring.

Prerequisites: ART 320, 421

ART 425  Professional Practices and Portfolio (Capstone)  3 credit hours
This Capstone Experience is required of all art students. The goal is to provide students with insight and practical skills in regard to planning, organizing, and developing a professional portfolio. Research papers, written critiques of journal articles, peer reviews, and field trips to professional meetings and lectures are required. Emphasis is placed on students refining or reworking projects relevant to their specific portfolio and reflecting on the learning outcomes. 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. Also, students are required to exhibit their work in the Senior Exhibition in the Mugar Art Gallery. Offered fall and spring.

Prerequisite: Senior standing

ART 430, 431  Painting IV and Painting V  3 credit hours
At this level, students are expected to work with considerable independence. Technical proficiency, craftsmanship, and understanding of art theory are expected. Students are expected to produce unique and 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 credit hours
At this level, students are expected to work with considerable independence. Technical proficiency, craftsmanship, and understanding of art theory are expected. Students are expected to produce unique and personal works of art that display a high degree of finish, aesthetic sophistication, and honesty. This course may be used to satisfy a painting concentration course requirement. Offered fall.

Prerequisite: ART 334

ART 440, 441  Printmaking IV and Printmaking V  3 credit hours
In these courses students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Student do in-depth experimentation with color printing (intaglio and lithography) and explore in depth other processes of historical and contemporary interest. Students experiment with a wide variety of inks and papers and mixed-media printmaking. Along with the 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 credit hours

These courses are structured at the advanced level but may incorporate learning techniques or processes new to the students. Students are encouraged to work on projects evolving from their knowledge of sculpture techniques. This knowledge, linked with new research, becomes the basis of each student’s new work. The use of a journal-like sketchbook, an emphasis that values personal experience, and new research are at the core of the creative process. Students explore three-dimensional solutions to art making and create individually expressive works. 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 credit hours

Students in these courses further explore image-making options in photography. Stress is placed on producing work of consistently high quality while developing an artistically cohesive body of work. Each student produces a portfolio of professional quality. *Each student must have a fully adjustable 35 mm film camera and light meter.* Offered fall and spring.

**Prerequisites:** For ART 460: ART 361. For ART 461: ART 460

**ART 470, 471  Ceramics IV and Ceramics V**  
3 credit hours

A major series of wheel-built and/or hand-built forms occupies students for at least one-half term. Students gain further experience in firing electric, gas, salt and raku kilns. Visits to practicing potters and museums, plus frequent seminar-critique sessions, help students foster a critical and more mature view of their own work. Emphasis is placed 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 credit hours

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

**ART 485  Art Internship**  
0–6 credit hours

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:** Art or Graphic Design Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair. Graphic Design majors must complete ART 320 and 421.
ART 490  Advanced Graphic Design  3 credit hours
This is an upper-level class taught in a workshop atmosphere. Graphic design knowledge and skills previously gained are applied toward complex design problems. The main focus is on developing integrated design programs with unified concepts that explore levels of visual impact. The course aims to provide students with insight and practical skills in regard to planning, organizing, and developing advanced problem-solving design strategies. The course is organized around special topics and current trends in the graphic design field. Various course activities include lectures, discussions, demonstrations, readings, practical exercises, group projects, assignments and critiques. The length of projects may vary depending on the progress of the class. Offered fall and spring.

Prerequisites: ART 320, 421, 422, 423, permission of the instructor

Biology

L. Alexander, N. Baer, L. Batalden, M. Mena, B. Steele, K. Stoedefalke, W. Thomas, P. White

Bachelor of Arts: Biology

The biology program offered by the Natural Sciences Department at Colby-Sawyer College is designed specifically to take advantage of the wide variety of magnificent “natural classrooms” in the Lake Sunapee region of New Hampshire and the well-equipped laboratory facilities of the Ivey Science Center. Biology majors receive a strong foundation in the natural sciences and are introduced to a range of biological topics as first- and second-year requirements. Enrollment in upper-level biology courses is typically small, allowing for direct interaction with fellow students and professors.

By working closely with academic advisors, biology students are able to tailor their course of study during their junior and senior years to concentrate in one of several areas of biology. Upper-level coursework is available in cellular/molecular and organismal biology. All students engage in a rigorous two-semester senior project focusing on the student’s interest area. A summer or semester internship enables students to practice biology and focus their career goals. Internship sites include the Audubon Society of New Hampshire, the Nature Conservancy, the Montshire Museum of Science, Dartmouth-Hitchcock Medical Center, and the Lake Sunapee Protective Association, whose regionally recognized water-quality testing laboratory is located in the Ivey Science Center. An active Biology Majors Club supports a wide variety of cocurricular 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.

Biology graduates are prepared with necessary skills and knowledge for a career in biology. If a student wants to prepare for eventual entry into a graduate, medical, or professional program, the Natural Sciences Department offers calculus, organic chemistry and physics to fulfill the necessary admission requirements.
Pre-Med Preparation

The Department of Natural Sciences offers advice and assistance to student interested in medical or veterinary school or other health related professional schools including dentistry, optometry, physicians assistant, doctor of podiatry, and doctor of osteopathy. Students from many disciplines can meet with a pre-med/pre-vet advisor to discuss career planning, prepare for admissions requirements, explore careers that meet their interests and learn about educational opportunities and requirements. Practitioners and school representatives are invited to campus to assist students in their plans for the future.

Requirements

Liberal Education Program requirements
BIO 106, 107, 212, 217, 485, 486, 487
CHE 101, 102
Two courses selected from CHE 201, 202; 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, 366, 407, or BIO courses designated 350 or 450
  At least one cellular/molecular course selected from: BIO 304, 321, 402, 406 or BIO courses designated 350 or 450
MAT 220 or 221
SCI 109 strongly recommended
Students must have a minimum C (2.0) cumulative GPA in all BIO courses to graduate.

* Includes all BIO courses plus ESS 324, 326, 419, 424, and PSY 215. The department also occasionally offers BIO 250, 350, 450.

Major Acceptance Requirements

• A minimum cumulative GPA of C (2.0)
• A minimum C (2.0) average in BIO 106 and 107
• Written statements that address the following (to be produced in consultation with the student’s advisor early in spring semester of sophomore year):
  1. strengths and weaknesses in biological subject matter and academic skills, e.g., writing, public speaking; and
  2. 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

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. Exceptions to either of these policies must be approved by the academic dean.
Suggested Registration

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<td>BIO 212</td>
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<td>MAT 220 or 221</td>
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Total Credit Hours: 120 minimum

**Biology Minor**

**Requirements**

BIO 106 and 107; either BIO 212 or 217; three additional three- or four-credit courses in BIO, at least two of which must be at the 300 or 400 level.

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

**Course Offerings**

**BIO/CES 100 Exploring Nature: A Sense of Our Natural Place**

3 credit hours

The study of our natural world (a.k.a. natural history) has fascinated people throughout time. For centuries people have studied it to determine what, how, where, and why certain plants and animals exist in a place. During our earliest days this knowledge was essential to our survival, as people needed to know what they could eat, where they might find it, and what might eat them. Knowledge of natural history still may be the key to our survival, but now we use it to recognize glob-
al and local landscape changes that are affecting biotic communities. The study of species that exist in the natural environment is a subject that appeals to people emotionally, through the range of feelings people experience when they spend time in the outdoors, and it also has intellectual appeal as we make sense of the inter-relationships and boundaries between the land and its inhabitants. Students learn identification skills and understand the functional relationships between flora and fauna in this course that will 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

**BIO 106 The Chemical and Cellular Basis of Life**  
4 credit hours
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/CES 107 Interactions in Ecology**  
4 credit hours
This course introduces biology as a study of patterns in nature and their causes. Using outdoor sites, students measure and observe plants and animals, and design independent investigations to explain the patterns students see. Their explorations are related to ecology concepts 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 205 Human Anatomy and Physiology I**  
4 credit hours
This is the first of a two-semester sequence in human anatomy and physiology. Students begin with a review of cellular physiology and then explore the anatomy and physiology of four important systems: integumentary, skeletal, muscular, and nervous. This course has both lecture and laboratory requirements, including dissections. Offered fall and spring.

*Prerequisite:* BIO 106

**BIO 206 Human Anatomy and Physiology II**  
4 credit hours
This is the second of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: endocrine, cardiovascular, immune, respiratory, digestive, renal and reproductive. This course has both lecture and laboratory requirements, including dissections and/or computer simulations. The material covered in this course assumes knowledge of the systems covered in BIO 205. Offered fall and spring.

*Prerequisite:* BIO 205

**BIO 207 Microbiology**  
4 credit hours
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 credit hours

Biologists estimate there are about 30 million separate species on earth. What are
they and how did they get here? Students do not learn them all in this one-semester
course but do learn the major types of animals, plants, fungi, protists and bacteria,
paying special attention to how each organism is adapted to its particular environ-
ment. Students ponder how aquatic animals and plants evolved to survive on dry
land. Students also learn how evolution works, from mutations in DNA to changes
in frequency of genes and the formation of new species. This course ties together
knowledge about molecules, cells and ecology. Labs demonstrate principles and
organisms discussed in class. Offered fall.

Prerequisite: BIO 106

**BIO 217  Organismal Physiology**  
4 credit hours

The physiology of organisms is a crucial link between cellular processes and ecoologi-
cal interactions. Each individual organism is both an aggregate of billions of cells and
merely one organism among billions of others within an ecosystem. To explore the
variety of ways organisms solve the basic problems of living, 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 of plants and animals from various phyla as well as relevant phys-
iological experiments. Offered spring of odd-numbered years.

Prerequisite: BIO 106

**BIO 250, 350, 450  Special Topics in Biology**  
1–4 credit hours

Faculty may elect to offer advanced courses in biology that are not regularly sched-
uled. Previously offered topics have included plant physiology, comparative zoology,
cellular pathology, and spectrophotometry. Courses are designated organismal/envi-
ronmental or cellular/molecular as appropriate. If one-credit hour topics courses are
taken, a total of three credits may count as one of the required upper level BIO cours-
es. The topics are announced before registration.

**BIO 285  Biology Internship**  
0–3 credit hours

This internship allows biology students an opportunity to explore particular careers
and employment settings in biology. Students registering for this course work with
departmental faculty and an on-site supervisor to design an appropriate internship
experience. Presentation of results to the Natural Sciences Department is required.
Graded Pass/Fail. Offered fall and spring.

Prerequisites: Preinternship seminar, permission of the faculty sponsor and
department chair

**BIO 295, 395, 495  Independent Study**  
1–4 credit hours

Qualified students may develop independent study courses in areas not ordinarily
offered at the college. The distinction among course levels depends on the focus of
the proposed course, the amount of work previously done in the field, and the extent
of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Natural Sciences Department. An oral presentation to the Natural Sciences Department of the results of the independent study is required. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirement for a minor. May be repeated for credit. Offered fall and spring.

Prerequisites: BIO 106, 107, permission of the instructor and the department chair

**BIO/CHE 304  Biochemistry**
4 credit hours
Topics include the structure and function of proteins, carbohydrates, lipids and nucleic acids. Enzyme regulation, kinetics and mechanisms are emphasized. Thermodynamics and the role of 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. Laboratory work introduces techniques such as ion exchange chromatography, thin-layer chromatography, gel-filtration chromatography, electrophoresis, and spectroscopic analyses of enzymatic reactions. This cellular/molecular course is offered fall of even-numbered years.

Prerequisite: CHE 201

**BIO 314  Animal Behavior**
4 credit hours
In this course, 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. The class is challenged to solve “Darwinian Puzzles.” 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/CES 317  Aquatic Ecology**
3 credit hours
This course explores the aquatic organisms that contribute to the structure and function of freshwater ecosystems. Students study the unique environmental conditions of lakes and ponds, and rivers and streams, and the diversity of the biotic community in these varied habitats. Because individual organisms respond differently to physical and chemical conditions, the class investigates how organisms have adapted to these environments. 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, foodweb dynamics, and nutrient cycling will be explored. Students develop taxonomic skills to identify aquatic organisms sampled during their investigations of the surrounding lakes region. Current resource management tools using the biotic community to quantify and monitor water quality impairments will be introduced to students. This course is comprised of two hours of in-class lecture and discussions, as well as two hours of field and laboratory exploration. The class draws from texts, and classic and current research to help explain the patterns observed. Offered fall of even-numbered years.

Prerequisite: CES/BIO 107
**BIO/CES 318  Terrestrial Ecology**  
3 credit hours

In this course students explore the most fascinating aspects of ecology, applying them to a specific group of organisms that live on land. Examples come from birds, plants, mammals, or another group depending on the interests of the instructor and students. Students discover the details of behavioral, population, community, and physiological ecology. Students also have an opportunity to explore the life history of a species of their choosing and present their findings to the class. Students focus on questions such as “Why do adults help others raise their offspring? What causes populations to decline? How can organisms survive freezing temperatures?” 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. Several field trips introduce students to field identification and the study of behavior. Parts of the course are taught seminar style. This organismal/environmental course is offered fall of odd-numbered years.

*Prerequisite:* CES/BIO 107

**BIO 321  Cell Biology**  
4 credit hours

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. This cellular/molecular course is offered spring of even-numbered years.

*Prerequisite:* BIO 106

**BIO/CES 366  Desert Communities**  
3 credit hours

This is a field study course to the Sonoran Desert near Tuscon, Arizona. Students apply ecological principles to the ecology of 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. Particular attention will be focused on understanding the human and natural history of this region and how humans and other biotic life have adapted to extremes of temperature and low precipitation. Students will explore the challenges of human settlement in this fragile ecosystem and explore issues faced by community planners in the southwest. Students will meet regularly in the classroom before and after the trip and will participate in the field study trip during spring break. Participation in all pre and post-trip classroom time as well as the actual field trip is mandatory. There is an estimated additional fee of $600 for this course. Offered spring of even-numbered years.

*Prerequisite:* One of the following: CES/SCI 120, 130; BIO 106, 107; CES 101, 201, 202

**BIO 386  Student Research**  
0–4 credit hours

This course allows students to investigate a biological phenomenon of interest prior to their senior research (BIO 486). Working closely with a faculty member, a student identifies a project of interest, performs a background literature search, designs and conducts experiments and measurements, and writes a report and/or presents a seminar. The research may be performed in the laboratory and/or as a field study in the surrounding environment. The student may choose a project that stands alone or is part of a larger study being conducted by the faculty member or other students. Students enrolled in BIO 386 meet regularly with seniors enrolled in BIO 486 or 487
for research discussions. May be repeated for credit; but only one time. May be used as a biology major course requirement. A final presentation is required. Offered fall and spring.

Prerequisites: BIO 106, 107

**BIO 402 Genetics**  
4 credit hours  
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. This cellular/molecular course is offered spring of odd-numbered years.

Prerequisite: BIO 106

**BIO 406 Biology of Development**  
4 credit hours  
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. This cellular/molecular course is offered fall of odd-numbered years.

Prerequisite: BIO 106

**BIO/CES 407 Conservation Biology**  
3 credit hours  
This course investigates the scientific basis behind topics in the new field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussion focuses on the ecological basis of the problem and relates that background to practical considerations and case studies. Readings include recent articles from journals. This organismal/environmental course is offered spring of odd-numbered years.

Prerequisite: BIO 107

**BIO 480 Teaching Assistantship**  
1–3 credit hours  
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

**BIO 485 Biology Internship**  
0–6 credit hours  
Students in this course enroll for varied credit in a department-approved internship with an appropriate environmental or biological organization. Methods of evaluation based on the nature of the internship are determined by the Natural Sciences Department in conjunction with the on-site supervisor. An oral presentation to the Natural Sciences Department of the results of the internship is required. A minimum of 120 hours is required for this internship. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Biology Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

**BIO 486 Biology Senior Project I (Capstone)**  
2 credit hours  
Seniors in biology must complete a research project in an area of the biological sciences. At the end of the junior year, the student selects an advisor for research and develops the project in conjunction with the advisor. Departmental approval and a
formal presentation of the progress and results at the end of each semester are required. One faculty member coordinates all projects each term and meets weekly with the students to discuss their research and other current topics in all fields of biological research. Reading from the literature may be assigned to aid the discussion. In this course the student completes a literature search, develops and tests methods, and presents a preliminary report. The student’s project is completed in BIO 487, where the bulk of data collection and analysis occurs. Offered fall.

Prerequisites: BIO 212, 217, Biology Major Acceptance

BIO 487  Biology Senior Project II (Capstone)  2 credit hours
This is a continuation of the project begun in BIO 486. In this course students complete the project started in BIO 486 by collecting and analyzing data and preparing a final presentation and paper. Offered spring.

Prerequisite: BIO 486

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 an understanding of the terminology, underlying concepts and analytical techniques necessary to understand how organizations function. Emphasis is placed on computers as management tools. Upper-level courses allow students to gain knowledge and skills in various functional areas, such as marketing, finance and human-resource management. Students are equipped with decision-making abilities and the basic knowledge that permits them to progress toward responsible management positions in many different types of organizations.

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

Requirements

Liberal Education Program requirements
BUS 115 or 116, 215, 216, 217, 224, 231, 305, 312, 316, 318, 403, 412, 460, 485, 486
ECO 101, 102
MAT 220

Requirements, continued next page
**Business Electives:**
Choose any four courses from those listed below. One must be at the 400 level:

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<th>Management</th>
<th>Marketing</th>
<th>Finance</th>
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Depending on the topic, BUS 350 can be used as a management, marketing or finance elective.

**Major Acceptance Requirements**
- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in BUS 115 or 116, 215, 216
- 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 resume to student’s academic advisor.

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. Exceptions to either of these policies must be approved by the academic dean.

**Note:** Students majoring in Exercise and Sport Sciences–Sport Management and minoring in Business Administration should refer to the Exercise and Sport Sciences–Sport Management section of the catalog for clarification of requirements.

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BUS 485 Internship

Senior Year

| BUS 403 | BUS 460 |
| BUS 412 | Business Elective |
| BUS 486 | Elective |
| Business Elective | Elective |
| Elective | Elective |

Total minimum credit hours: 120

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 115 or 116, 215, 216, 231, 316
- Any 300- or 400-level business elective

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

Course Offerings

BUS 115 Introduction to Organizations 3 credit hours

This course analyzes the functioning of organizations in our society. Primary focus is on business organizations, but attention also is given to organizations in the non-profit sector, which face many of the same issues and opportunities. The course focuses on the internal arrangement and practices of organizations, covering aspects such as management, employees, customers, finance and controls. The underlying theme of the course is the way in which organizations cope with external forces in a changing and uncertain global environment. Students are assigned to small teams. Case studies, guest speakers, current news and individual presentations are used to illustrate practical application of concepts. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered fall and spring.

Exploration Area: Social Sciences

BUS/CES 116 Introduction to Organizations (Environmental) 3 credit hours

This broad survey course analyzes the functioning of organizations in our society. Aspects such as management, decision making, employees, customers, forms of busi-
ness, finance, control, and strategy are covered in the course. The underlying theme of the course is the way in which organizations adapt to external forces in a changing and uncertain environment. This course emphasizes the natural environment as a crucial component in the strategic decisions of organizations. This course covers the same content as BUS 115, but there is stronger emphasis on the natural environment. Students are required to look for practical application of business theory and are exposed to ecological principles. Students develop a strong sense of their bioregional identity by means of practical research assignments. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered spring.

Exploration Area: Social Sciences

**BUS/ECO 203 Money and Banking** 3 credit hours
This course is designed as an in-depth study of the money and banking structure in American society. Major topics for study include the role of the banking system and other financial institutions in the supply and control of money; the relationship of money to government with special reference to the Federal Reserve system; examination of monetary theory and national income analysis; and the development of overall economic policy, including international involvements. Visits to various types of financial institutions are normally offered as part of the course. Offered fall of even-numbered years.

*Prerequisite:* ECO 101

**BUS 215 Management** 3 credit hours
Management of organizations always has presented unique challenges. These challenges have only escalated as we have moved into the 21st century. With rapid and unexpected change in our environment, greater global competition, and changing technology, special skills are needed to manage organizations. This course aims to develop specific management skills such as decision making, motivating, communicating, team building, conflict management and empowering others. Students are engaged in a number of hands-on exercises, case studies and group assignments. The objective of this course is to prepare future managers to deal with the 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** 3 credit hours
This course introduces the basic concepts of 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.

*Prerequisite:* BUS 115 or 116

**BUS 217 Business Ethics** 3 credit hours
This course is designed to provide a basic foundation of moral philosophy for ethical behavior with emphasis on the business arena. Students will learn to appreciate the importance of business ethics and its impact on organizations and society. This will include learning about legal issues regulating corporate behavior and acceptable
practices in business both domestically and globally. A variety of stakeholder obligations will be viewed via the extensive use of case analysis. Offered fall.

**BUS 224 Managerial Accounting** 3 credit hours

Building on the financial terminology and statement-preparation skills acquired in BUS 216, this course develops the student’s ability to make management decisions for planning and to control purposes using accounting data. Course topics covered include cost classification, cost behavior, pricing, cost-volume-profit break-even analysis, capital budgeting (net present value, internal rate of return, payback), operational and financial budgeting, forecasting, performance evaluation, and such timely topics as just-in-time manufacturing and quality control. Offered fall and spring.

*Prerequisites:* BUS 115, 216

**BUS 226 Introduction to Personal Finance** 3 credit hours

Who needs to know financial survival skills? Nurses, doctors, lawyers, teachers, artists, scientists, and students soon to leave college life. This course explores the world of money management, insurance, investments, taxes, pensions and employee benefits, assuming a beginner’s level of knowledge. This is an interactive, hands-on course that may include outside speakers. At the course conclusion, students understand the basics of financial planning: building a budget, the benefits of paying yourself first, transferring risk through insurance, maximizing employer pension plans, and the effects of taxation. The goal of this course is to have an outline of a financial plan at the end of the semester. This course is intended for non-business students nearing the end of their college courses. Offered spring.

*Prerequisite:* MAT 122 or above, junior standing or above

**BUS 231 Marketing** 3 credit hours

This course is designed to introduce the student to the broad scope of marketing. Students survey the fundamentals of marketing, including planning, pricing, promoting, and distributing goods and services. They study market environments and marketing information systems, and analyze consumer and industrial markets. Through use of a computing simulation, students assume marketing management responsibilities for a high-tech company in a competitive industry. Offered fall and spring.

*Prerequisite:* BUS 115 or 116

**BUS 250, 350, 450 Topics in Business** 1–3 credit hours

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

**BUS 285 Business Internship** 0–3 credit hours

This internship course is a 120-hour-minimum commitment designed to provide students with an on-site business experience early in their college career. While the student is responsible for finding an internship site, both the Career Development Center and the faculty provide advice and counsel. 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
The course may be repeated. Graded Pass/Fail. Offered fall, spring and summer.

Prerequisites: Preinternship seminar, permission of the faculty sponsor and department chair

BUS 295, 395, 495 Independent Study  1–3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the course number, the greater the expectation. Each independent study course is developed in consultation with a faculty member in the Business Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirement for a minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

BUS 302 Managerial Communication  3 credit hours
This course is designed to help students improve their 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 the underlying principles of effective communication while providing hands-on practical application of the theory. Students leave the class with a working résumé and cover letter, hands-on practice writing of other business correspondence, and mock job interviews. At least three presentations are required, one of which is videotaped. Word-processing proficiency is required. Offered fall and spring.

Prerequisites: WRT 105, junior standing or above; or permission of the instructor

BUS 305 Business Law  3 credit hours
This course provides a study of the origin of laws, the court system, and legal procedures, with emphasis on their impact on business policies. An in-depth study is made of contract law and its elements and agency. In addition, there are limited introductions to the laws relating to real property, wills and the Uniform Commercial Code. Emphasis is placed on the student’s ability to apply the legal concepts learned in the course. Offered fall and spring.

Prerequisites: BUS 115, sophomore standing or above

BUS 312 Business Applications of the Computer  3 credit hours
Students learn to use the computer in analysis and decision making. This class uses Microsoft Excel in business applications, utilizing spreadsheets, graphing, data analysis and macro development. By using software applications to create data tables, budgets and financial statements, students develop the ability to make use of applications common to business and organization needs encountered on the job. Offered fall and spring.

Prerequisite: CIS 105

BUS 316 Human Resource Management  3 credit hours
The field of human resource management encompasses those activities designed to provide for and coordinate the human resources of an organization. The course focuses on the relationship between people and the organizations they work for from
the manager's perspective. Topics include planning, recruiting, selecting, training and counseling employees; compensation management; and labor relations. Offered fall and spring.

**Prerequisites:** WRT 105, junior standing or above; or permission of the instructor

**BUS 318 Corporate Finance**
3 credit hours
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.

**Prerequisites:** BUS 115, 216, 224

**BUS 319 Investment Management**
3 credit hours
This course covers basic investment concepts, practices and procedures. Industry and company financial analyses are studied, and emphasis is put on investment decisions. Student teams manage a hypothetical portfolio as an integral part of the course. Case studies and guest speakers also are used. Visits to various types of financial institutions are normally offered as part of this course. Offered fall.

**Prerequisites:** BUS 115, 216, 224, 318

**BUS 320 Management of Technology**
3 credit hours
Organizations have to cope with rapid advances in technology both internal and external to the organization. This course examines changes resulting from advances in technology and how they relate to administration and management. Cases and readings present a representative sampling of the disruptions technological innovations cause to the managerial process. The goal of the course is to prepare the student to manage the unexpected. Offered spring.

**Prerequisites:** BUS 115, CIS 105

**BUS/CES 321 Organizations and their Environment**
3 credit hours
Organizations have to adapt to complex external forces, including economic, political, social, competitive and technological challenges. An external dimension of increasing importance is the natural or physical environment. Not only do organizations have to take natural forces into consideration, their very actions have a profound impact on the natural environment, such as the depletion of natural resources, air and water quality, and the rapid extinction of species. The physical conditions that humans require for survival are being destroyed by their own actions. Students explore critical issues facing organizations in regard to the environment. 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. Offered fall.

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

**BUS 323 Management in a Global Environment**
3 credit hours
One of the major challenges to management in modern times is coping with growing internationalization of the marketplace. Traditional and domestic borders no longer bind market opportunities and competitive threats. In addition, the interna-
tional political, economical, social, technological, and market dimensions grow increasingly uncertain, and changes are rapid and unexpected. Economic practices have global environmental consequences. Under these circumstances, American managers must be aware of global trends, remain competitive at the strategic level, and structure their organizations internally to respond to change. The challenge facing American managers is exacerbated by severe criticism of the role of multinationals. Environmental practices, human resource treatment, ethical behavior and the reliance on large, undemocratic organizations have come under the spotlight recently. This course explores opposing perspectives and searches for practical solutions to global problems. Offered spring.

Prerequisites: WRT 105, sophomore standing or above

Exploration Area: Global Perspectives

BUS 324 Labor Relations and Negotiations 3 credit hours
This course explores the dynamic relationship between employers, organized labor and the state. An analytical framework is applied to the development of American labor history. This framework is used in a comparative way to analyze labor relations systems of other countries. Some of the more contemporary developments in American and global labor relations are discussed. This course also develops negotiating skills in general settings (in addition to labor negotiations) by means of role-playing and case studies. Offered spring.

Prerequisite: BUS 115

BUS 325 Consumer Behavior 3 credit hours
This course take an interdisciplinary approach to the study of consumers and decision-making processes for the purpose of systematically defining the organization’s target market. Students explore the behavior that consumers display in searching for, purchasing, using, evaluating and disposing of products. This course addresses the psychological and sociological foundations of human behavior and how firms research these areas and design strategies on the basis of what they learn. Offered fall.

Prerequisite: BUS 231

BUS/CES 327 Non-Profit Organizations 3 credit hours
Non-profit organizations have multiplied exponentially in recent decades in virtually every field of endeavor. In this course students review the reasons for this incredible growth and discuss their economic, social and political ramifications. Particular reference is made to the development of non-profit organizations concerned with the environment, healthcare, visual and performing arts and diverse international activities. Students explore key policy issues such as managerial structure, the role of the board, fundraising and unrelated business income, among others. The increasing use of so called public-private partnerships is considered including how such partnerships have evolved and what they may mean for the future. Offered fall of odd-numbered years.

Prerequisites: BUS 115 or BUS 116

BUS 328 E-commerce Opportunities and Issues 3 credit hours
As e-commerce moves from novelty to mainstream, managements need to understand the business and technological factors rapidly driving changes in industries, companies and organizations. This course focuses on e-commerce and the Internet.
It explores their importance today and the direction they may be headed in the future. Issues such as the regulatory environment, security, risks, and the impact of e-commerce and the Internet on globalization are explained. Students look at e-commerce from the perspective of consumers, business partners, suppliers, system developers and internal company users. Real situations are reviewed to show how Internet-based systems have become a critical asset and a central factor influencing organizational structures and work flows. Offered spring.

Prerequisites: CIS 105, junior standing or above

**BUS 331 Conflict Management and Resolution** 3 credit hours
This course investigates the theory of conflict in a variety of venues but particularly in business settings. Using lecture, discussions, research, case studies, role-playing and an interactive Web site, students investigate theoretical and applied issues in causes of conflict, problem solving, conflict handling, and creativity. Students look at constructive conflict, escalation practices, justice, peacekeeping and prevention. The class examines types of alternative dispute resolution. Offered fall.

Prerequisite: WRT 105, sophomore standing or above

**BUS 361 Classic Leadership** 3 credit hours
Leadership is an important aspect of successful management in modern times. Examples of leadership are found in all spheres of our society. Successful individuals through the ages have one thing in common: They are good leaders. In this course students explore modern leadership theory, using examples of both classic and contemporary leaders and writings. The course links the theoretical concepts to practical application by means of readings, movie clips, exploration, and analysis of what leaders do. Students discover ways in which they can be better leaders now and in future careers. Offered fall.

Prerequisites: WRT 105, sophomore standing or above

**BUS 403 Organizational Behavior** 3 credit hours
Organizations must cope with rapidly changing environments. Changes at the macro societal, political and economic levels have a major impact on the arrangement inside organizations. This course looks at the way in which the interaction of people inside organizations contributes to overall organizational effectiveness and success. This course uses the classroom as a learning organization. The classroom serves not only as a vehicle to achieve learning objectives but also as an object of analysis and interpretation. Topics such as group cohesion, diversity, leadership and organizational culture are addressed. To meet learning objectives, students must successfully participate in interpersonal and group interactions in the class. Offered fall.

Prerequisites: BUS 215, 316

**BUS 404 Improving Management Decision Making** 3 credit hours
Managers make decisions all the time. Some decisions are routine, but others have major implications for their organizations. How do managers improve the quality of their decision making by using quantitative data and computer technology? This course concentrates on the quantitative dimension of decision making. Students use Microsoft Excel, SPSS and other computer application software to analyze data. The course addresses optimization problems, trends, prediction, statistical analysis, and other methods for improving the quality of decisions. The course also requires
students to read and interpret empirical research studies. This is a practical, hands-on course that prepares students to use and interpret quantitative information. Offered fall.

Prerequisites: BUS 312; MAT 220

BUS 406 Management of New Enterprises 3 credit hours
This course examines the many aspects of starting and successfully managing a small business, such as selecting location, securing financing, dealing with legal issues, developing a marketing plan, and securing and motivating employees. Students develop a comprehensive business plan, which they present to the class. Offered fall.

Prerequisites: BUS 115, 216, 224, 231, 318

BUS 407 Advertising 3 credit hours
This course examines the functions and roles of promotional strategies in the context of the marketing concept. Emphasis is placed on the role of advertising as a strategic variable in executing a marketing plan. Case studies and projects provide experience in developing creative advertising and promotional strategies and in the use of such communication media as television, radio and print. Offered fall.

Prerequisite: BUS 231

BUS 411 Market Research 3 credit hours
This course introduces students to the techniques of gathering, analyzing and using information to aid marketing decision making. It addresses the value of research as well as identification of the problem to be solved and research-design issues. Particular emphasis is placed on various survey techniques for data collection, and students are given the opportunity to apply these techniques by developing research projects. Offered spring.

Prerequisites: BUS 231; MAT 220

BUS 412 Operations Management 3 credit hours
This course deals with complex organizational systems designed to coordinate a firm’s personnel, equipment, materials and structures to effectively produce a product or deliver a service to the consumer. The focus is on the process of gathering scarce resources, organizing the production strategy, planning its operation, and controlling its output. Offered fall.

Prerequisites: BUS 115, 312; MAT 220

BUS 460 Strategic Management (Capstone) 4 credit hours
How do organizations succeed in constantly changing environments? In this course students view organizations from an executive management perspective; starting with long term planning, through implementation. In this integrative capstone course, students bring together learning from all of the liberal arts and business courses taken. All this composite knowledge will be applied to understanding strategic planning, problem solving, analysis, and implementation. This includes integrating the functional elements of a business and exploring the philosophical and theoretical assumptions underlying strategic management. The course uses a wide variety of topics: (management, strategy, ecology, science, philosophy, and history) to comprehend the broad dynamics of strategic management. Case-study will contribute to the application of theory to real-world examples. The laboratory component of this class will consist of hands-on team management of a computer simulated airline.
Students will actively manage a corporation in the airline industry; making all plans, decisions, formulating quantitative analyses, considering business ethics, and implementing strategy. The experience culminates in a professional presentation by each group open to the Colby-Sawyer campus and community. Offered spring.

Prerequisites: BUS 115, 215, 216, 231, 316, 318, senior standing

**BUS 480 Teaching Assistantship** 1–3 credit hours
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. This course cannot be used as a business elective course. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

**BUS 485 Business Administration Internship** 0–6 credit hours
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. While the responsibility for finding a suitable internship rests with each student, departmental faculty and the staff of the Harrington Center are prepared to play an active supporting role in the search and selection process. During the internship, the student files weekly activity reports with the designated department faculty member. These reports serve as basis for a written report, which is presented in BUS 486, and of an internship review conducted by the senior seminar professor and the student. Graded Pass/Fail. Offered spring, summer and fall.

Prerequisites: Business Administration Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

**BUS 486 Senior Seminar** 1 credit hour
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. During this course, students are addressed by outside speakers possessing direct and practical business experience. An oral presentation based on the student’s internship experiences is required. Each student develops a complete résumé and reviews it with the course professor and the Career Development Center. Students describe their “ideal job” and identify and research an organization where such an opportunity exists. The résumé and job research serve as a basis for several mock interviews the student has with experienced guest executives invited to the seminar during the last two weeks of class. Graded Pass/Fail. Offered fall.

Prerequisites: BUS 485, senior standing

**Chemistry**

C. Coolidge

**CHE 101 Chemical Principles I** 4 credit hours
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**

**CHE 102  Chemical Principles II**  
4 credit hours

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 noninstrumental methods of analysis, synthesis and solution equilibria. Offered fall.

*Prerequisite:* CHE 101

**CHE 201  Organic Chemistry I**  
4 credit hours

Topics covered in the first semester of organic chemistry include the structure of organic compounds, organic nomenclature, stereochemistry, and an introduction to organic reaction mechanisms, including radical halogenation, nucleophilic substitution and elimination. Laboratory work emphasizes the mastery of basic techniques of organic chemistry, including recrystallization, extraction, distillation, and the determination of physical properties. Offered fall of odd-numbered years.

*Prerequisite:* CHE 102

**CHE 202  Organic Chemistry II**  
4 credit hours

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 of even-numbered years.

*Prerequisite:* CHE 201

**CHE 295, 395, 495  Independent Study**  
1–4 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectation. Each independent study course is developed in consultation with a faculty member in the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

*Prerequisites:* CHE 102, permission of the instructor and the department chair

**CHE/BIO 304  Biochemistry**  
4 credit hours

Topics include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme regulation, kinetics and mechanisms are emphasized. Thermodynamics and the role of 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. Laboratory work introduces techniques such as ion exchange chromatography, thin-layer chromatography, gel-filtration chromatography, elec-
trophoresis, and spectroscopic analyses of enzymatic reactions. Offered fall of even-numbered years.

Prerequisite: CHE 201 or permission of instructor

**CHE 480 Teaching Assistantship**

1–3 credit hours

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.

Prerequisites: CHE 102, permission of the instructor and the department chair

**Child Development**

M. Abecassis, J. Bliss, M. Clement, J. Ewing

**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. The Early Childhood Education Program provides students with additional courses in education and a teaching internship leading to N–3 certification. Depending upon the focus of their studies, graduates of these programs are prepared for employment in nursery schools, kindergartens, elementary schools, hospitals, childcare centers, and other agencies that offer services to young children and their families. Graduates are prepared to pursue advanced studies in related fields.

Students in the child development major choose an internship experience to use the knowledge learned in the classroom in an applied setting. New England agencies that have sponsored internships for Colby-Sawyer students include the Boston Children’s Museum, Division for Children, Youth and Families, Montshire Museum, Spaulding Youth Center, Special Olympics, Windy Hill School (campus laboratory school) and Dartmouth-Hitchcock Medical Center in New Hampshire. Other recent internship experiences have taken place in a school library, a school for emotionally handicapped children, Head Start programs, an infant child-care setting, and a public school inclusion program. Students design their own internship experiences with the support and approval of the department.

**Requirements**

- Liberal Education Program requirements
  - CHI 205, 306, 308
  - PSY 101, 203, 401, 404
- Two PSY courses at 200 level or above
  - PSY 306 or CHI 309
  - SOC 101, 203, 304
  - HIS 102
  - CHI 312 (Not required for students who select Early Childhood Education Certification)
  - CHI 485 (Not required for students who select Early Childhood Education Certification)
Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade of C (2.0) in each of these courses: PSY 203 and CHI 205
- A Major Acceptance essay (see the social sciences and education department chair for details)

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. Exceptions to either of these policies must be approved by the academic dean.

Suggested Registration

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CHI 285 is strongly recommended during the sophomore year in the semester when CHI 205 is not taken.

Total credit hours: 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. The program requirements, courses, minimum grades, and the suggested registration are in the Education section of this catalog.

Child Development Minor

Requirements

The child development minor consists of 18 credit hours: PSY 101, 203; CHI 205, 306; and four additional credit hours of coursework chosen from psychology, sociology or child development courses at the 300 or 400 level currently required for the child development major with or without teacher certification. Please refer to the section of the catalog entitled Minor Programs for further information.

Course Offerings

**CHI 205 Services for Young Children**

4 credit hours

This course provides students with an introduction to various services, programs and policies that are relevant to young children and their families. It also examines the role of the professional in each of these settings. Students have the opportunity to examine topics such as social policy and child advocacy, childcare, child abuse, early education and programs for special populations. A 30-hour field practicum/lab is required. Students may choose from several types of placements in preschools, Head Start programs, and childcare centers. Offered fall and spring.

*Prerequisite:* PSY 203

**CHI 285 Child Development Internship**

0–3 credit hours

Students may enroll in a part-time internship (three to nine hours per week) to gain additional experience working with young children. Various placement sites are possible; these include, but are not limited to, child-care centers, hospitals, schools, and special education programs. Graded Pass/Fail. Offered fall and spring.

*Prerequisites:* PSY 203, CHI 205, preinternship seminar, permission of the faculty sponsor and department chair

**CHI 295, 395, 495 Independent Study**

1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for additional credit. Only one independent study course may be used to meet the requirement for a minor. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair
CHI 306 Experiences with Young Children  4 credit hours
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. The course is designed for students who are interested in teaching in the primary grades and for those who intend to work with children in childcare centers, hospitals, social-service agencies, and recreation programs. The student learns 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. Additional emphasis is placed on guidance techniques, cooperative learning, special needs, and parent involvement. Each student develops a portfolio to document achievement of class goals. A four-hour-per-week practicum/lab at the Windy Hill School is required. Offered fall.

Prerequisites: PSY 203, CHI 205

CHI 307 Methods and Materials in Early Childhood Education  4 credit hours
This course applies recent research about learning and principals of child growth and development to classroom practice in early childhood education. Emphasis is placed upon design and administration of appropriate educational programs for nursery school, kindergarten, and primary classrooms through grade three. Students investigate and compare various curriculum models and assumptions that underlie them. Topics include choosing and sequencing subjects in an integrated curriculum, forming and implementing teaching units based on a project approach, using technology with young children, following the process of inclusion, and learning evaluation and record keeping technologies. Students develop a semester-long project that incorporates literacy, mathematics, the arts, science, technology and social studies. Each student develops a presentation portfolio as well as a philosophy statement on individual beliefs about teaching. A practicum/lab is required in which each student works four hours a week at Windy Hill School or at a local elementary school. This course is required of all child development students who plan to pursue teacher certification. Offered spring.

Prerequisite: CHI 306

CHI 308 Evaluation of the Young Child  3 credit hours
This course focuses on the overall process of assessing the intellectual development and academic achievement of young children. Students learn about different types of observation techniques, developmental norms, and administration and interpretation of various intelligence and achievement tests. Students also examine the legal and ethical considerations in assessment. Offered spring.

Prerequisite: PSY 203 or 206 or 240

CHI 309 Exceptional Children  3 credit hours
This course focuses on educational handicapping conditions in young children. Legislation and litigation trends are examined. Such educational handicaps as mental retardation, learning disabilities, ADHD, behavioral disorders, communication disorders and physical disabilities as well as giftedness are examined with a view toward intervention and/or educational remediation. Student, teacher, parent, and
administrative involvement in providing services for educationally handicapped children is examined. Offered fall.

*Prerequisite:* PSY 203 or 206 or 240

**CHI 310 Language and Literacy Development in Early Childhood Education**
4 credit hours

This course introduces theories of language and literacy development in young children. Emphasis is placed on understanding how children, especially those from birth to five, develop language and literacy and how this process relates to appropriate practices. Students learn how to plan, implement and assess learning activities that support language and literacy development of the individual child. Opportunities for in-depth study of children are provided through the required four-hour-per-week practicum/lab at Windy Hill School. Offered fall.

*Prerequisites:* PSY 203, CHI 205

**CHI 311 Literacy Instruction in Early Childhood Education**
4 credit hours

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, especially those in kindergarten through the primary grades, develop literacy and how this process informs appropriate classroom practices. Students learn how to plan, implement and assess literacy learning activities that support the individual child in the classroom setting. 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. Offered spring.

*Prerequisites:* PSY 203, CHI 310

**CHI 312 Social Policy: Children, Youth and Society**
4 credit hours

This course introduces issues that lay at the intersection of child development research and social policy issues. Students examine a variety of organizations and programs that play a part in and affect the lives of children, youth and families. Students become familiar with local, state, federal and international organizations and policies. A practicum/lab at a social service organization is required. Offered spring.

*Prerequisites:* CHI 205, PSY 203

**CHI 313 Early Childhood Education Mathematics Methods**
2 credit hours

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 appropriate practices. Students learn to plan, implement, and assess mathematics-learning activities that support the individual child in the classroom setting. Offered spring.

*Prerequisite:* Math requirement

**CHI/PSY 320 Children at Risk**
3 credit hours

This course examines children in these risk situations: abuse and neglect, hospitalization, and child fatalities. Each area is researched with a view toward defining the problem for the child and exploring ways to help minimize or reduce the risk. Offered spring.

*Prerequisite:* CHI 205 or PSY 200-level course
CHI 350, 450  Topics in Child Development  1–3 credit hours
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 credit hours
This course provides prospective teachers with the opportunity for in-depth 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: Child Development, Early Childhood Education Teaching Internship. Offered fall and spring.

Prerequisites: CHI 307, 310, 311

CHI 480  Teaching Assistantship  1–3 credit hours
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

CHI 485  Child Development Internship and Professional Development Seminar (Capstone)  6–15 credit hours
Students in this course work in a setting serving children or families. Placements include, but are not limited to, hospitals, nursery schools, schools, museums, shelters, social-service agencies, and government agencies serving families. Work in these sites is designed to help students apply their academic knowledge of child development. Internships include a weekly seminar with the course instructor; 2.5 site-directed hours per week equals one credit hour. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Child Development Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

CHI 490  Child Development, Early Childhood Education Teaching Internship (Capstone)  15 credit hours
This internship is required of those students who are applying for New Hampshire Teacher Certification in Early Childhood Education. It is a full-time, semester-long program in a kindergarten, or first, second, or third grade. These placements can be in either private or public schools. Students must have a minimum 2.5 cumulative grade point average, and a minimum 2.5 grade point average in the courses required for the child development, early childhood education program. Students earn a letter grade. Offered fall and spring.

Prerequisites: A grade of B- or better in CHI 306 and the lab portion of CHI 306, 307, 310, 311; CHI 308, 309; acceptance into the Teacher Preparation Program; permission of the faculty sponsor and department chair
Communication Studies

P. Anderson, D. Berghorn, K. Berthiaume, H. Fuller, M. McLaughlin, M. McMahon, M. Meade, A. Metzegen, D. Reed

Bachelor of Arts: Communication Studies

Based in the Humanities Department, the Communication Studies Program is an interdisciplinary major that presents communication skills and issues in both a liberal arts and a professional context. The program emphasizes the skills of speaking, writing, seeing and thinking, while offering specialization in audio, video, and multimedia production, and print and writing.

Requirements

Liberal Education Program requirements

Communication Core Courses

COM 203, 216, 325, 341

Specialization Course Requirements

A total of 27 credit hours, nine from each of the following three areas. At least five of these courses must be taken at the 300 level.

Audiovisual Production  Print and Writing  Theory

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Depending on the topic, COM 250 and 350 may fit into the above three categories.

Senior Requirements (3–9 credit hours)

For their Capstone Experience (COM 470), all students design, create and publicly present a communication project (such as a video, audio program, newsletter, public-relations campaign or CD-ROM) that addresses a community need. Students also are required to apprentice either through an off-campus internship (COM 485) or a college praxis (COM 475) in which they assume leadership roles in campus media.

Minor Requirement (credit hours vary according to discipline)

Communication Studies majors are required to complete a minor in any one of the disciplines offered by the college. Please refer to the Minor Programs section of the catalog for further information.
Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum grade of C (2.0) in COM 203, 216
- Meet with a Communication Studies faculty advisor to review coursework, scheduling and academic and professional goals
- Declare a minor
- 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

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. Exceptions to either of these policies must be approved by the academic dean.

Suggested Registration

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<td>CIS 105</td>
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<td>First Year Pathway Seminar</td>
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<td>Communication Course</td>
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Total credit hours: 120 minimum
Communication Studies Minor

Requirements
The minor in communication studies consists of 18 credit hours:
- COM 203
- Two additional communication core courses
- Three communication electives, two must be at the 300-level

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

Course Offerings

COM 101 Introduction to Public Speaking and Oral Communication 3 credit hours
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 201 Concepts in Communication 3 credit hours
This course is an introduction to studies in human communication. It includes interpersonal, intrapersonal, group and mass methods of transferring meaning. In addition to verbal and non-verbal modes, attention is given to such common media as print, film and television with an emphasis on the ways that each medium codifies reality and the ways it shapes the perceptions of people who use it. Offered fall or spring.

COM 203 Media Criticism 3 credit hours
This course is designed to analyze and criticize contemporary genres of audio and visual communication media. Students view examples of photography, film, television and video, both in and out of class. Each genre is studied in terms of structure, style, cultural context and meaning by developing specific techniques of interpretation. Offered fall and spring.

Exploration Area: Media Literacy

COM/WRT 205 Introductory Journalism 3 credit hours
In this course, 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 Newspaper Practicum 1 credit hour
Credit for this course is based on the student's participation as an editor for The Colby-Sawyer Courier, the student newspaper. Editors are required to assign and edit stories, attend editorial board meetings, and design and compose their sections of the newspaper. Editors also are required to attend weekly conferences and/or critiques with the advisor of the paper. This course may be repeated for up to six credits. Offered fall and spring.

Prerequisite: WRT 105; and COM 205 or ART 260

COM 208 Introduction to Desktop Publishing 3 credit hours
A comprehensive introduction to desktop publishing, this course introduces students to writing, editing, design and desktop composition. Students utilize page layout and
image-editing programs to produce newsletters. Some introduction to desktop publishing on the Web may be included. Offered fall.

                    Prerequisite: COM 203 or COM/WRT 205 or BUS 302

COM 211 Interpersonal Communication 3 credit hours
An introduction to the role of communication in maintaining meaningful personal relationships. This course analyzes dyads (two-person interactions) and small groups. The role of the self in the communication process is emphasized, and students discover and interpret their own communication styles and strategies. Offered fall of odd-numbered years.

COM 214 Audio Production I 3 credit hours
This first course in audio production introduces the fundamentals of writing for radio; sound recording; voice work; editing and mixing. Students listen to audio pieces in various styles, including essays, documentaries, audio theater and commercial spots. The emphasis is on student production—both individual and group—although some historical and theoretical points are introduced to provide context for production activities. Offered fall or spring.

COM 215 Radio Station Operations Practicum 1 credit hour
Credit for this course is based on the student's participation as part of the day to day operations team at WSCS-FM, the campus radio station. Students learn about legal, regulatory and programming aspects of station operations, and help to maintain programming and transmitter logs, document programming as required by the Federal Communications Commission under the terms of our educational broadcasting license, and assist in training and supporting on-air hosts in proper station procedure, including taking a turn in the rotating duty cycle as primary support contact for on-air hosts at night and on the weekends. Students also learn and perform simple technical maintenance and repair tasks, to select, manage and document pre-recorded program elements for air, and contribute to the community service mission implicit in our license. Students must attend a weekly conference and programming review with the advisor to the station. This course may not be taken Pass/Fail, and can be repeated for up to six credits. Offered fall and spring.

                    Prerequisite: either COM 203 and 214; or two satisfactory semesters hosting a
                    live program on WSCS-FM.

COM/WRT 216 Writing for Public Communication 3 credit hours
In this course 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

COM 222 Internet Publishing 3 credit hours
This course introduces students to the theory and practice of publishing on the Internet. Through examples and guided practice, students are introduced to interactive media development using World Wide Web technologies. Students learn to identify and address user requirements exploiting the characteristics that distinguish interactive, screen-based hypertext from paper-based publications. Students learn
basic skills for web graphics production in Adobe Photoshop; learn to read and write XHTML page code; use graphics, style sheets and elementary JavaScript to present information on the Web. Related technologies such as streaming media, Shockwave and RSS (Real Simple Syndication) are demonstrated. Browsing familiarity with the World Wide Web is desirable. Offered fall or spring.

Prerequisite or corequisite: CIS 105

COM 228 Video Production I
3 credit hours
This course provides a comprehensive introduction to the use of portable digital video recording and editing equipment and its wide range of applications. Through a series of exercises and demonstrations, students become familiar with both video technology and style. The student’s major task is to coproduce a program for Colby-Sawyer Insights, a video magazine about the college. Offered fall and/or spring.

Prerequisite: COM 203

COM 235 Documentary Film and Video
3 credit hours
This course is an introduction to the critical history and development of documentary film and video. This analysis begins with early international examples, then focuses on this controversial genre’s development in the United States. Offered spring.

Exploration Area: Media Literacy

COM 241 American Film
3 credit hours
This historical survey of films produced in the United States focuses on various film genres—westerns, comedies, musicals, gangsters and documentaries—as well as on such concepts as the auteur theory, the star system, and the “golden years” of Hollywood. The technical, aesthetic and cultural aspects of the media are explored. Offered fall.

Exploration Area: Media Literacy

COM/WST 243 Women in Film
3 credit hours
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 credit hours
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, and Italian neorealism, as well as major figures like Fellini, Bergman, Truffaut, Kurosawa, Bunuel, Wertmüller and Armstrong. Offered spring of even-numbered years.

Exploration Area: Global Perspectives

COM 250 Topics in Communications I
1–3 credit hours
This course offers a sophomore-level opportunity to study particular subjects in various communication areas that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.
**COM 285 Communication Studies Internship**  
0–3 credit hours  
This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. The student works under the supervision of both a site evaluator, who is required to submit a final evaluation of the intern's performance, and a member of the faculty. The student is required to submit a final written paper and a final oral report to the faculty. Graded Pass/Fail. Offered fall, spring and summer.  

*Prerequisites:* Communication Studies Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

**COM 295, 395, 495 Independent Study**  
1–3 credit hours  
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in Communication Studies. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for a minor. May be repeated for credit. Offered fall and spring.  

*Prerequisite:* Permission of the instructor and the department chair

**COM/WRT 303 Writing About Sports**  
3 credit hours  
In this course, students pursue advanced study of sports journalism, focusing on sports writing. Students write game-analysis stories and study the role of commentary in sports. Students study the field of sports public relations and write news releases and feature stories. Students also analyze and practice writing for audio, video and multimedia. Because this course focuses on game coverage, an extensive knowledge of sports is required. Offered spring of odd-numbered years.  

*Prerequisite:* COM/WRT 205 or ESS 101

**COM/WRT 305 Topics in Advanced Journalism**  
3 credit hours  
In this course, students pursue advanced study in a particular form of journalism: investigative news reporting, feature writing, editorial writing or sports journalism. Using database research techniques, students produce magazine-length articles. Offered spring.  

*Prerequisite:* COM 205

**COM 310 New Media Technologies**  
3 credit hours  
Students examine recent developments in media technologies and consider their impact on our lives and our prospects. Students explore various definitions and metaphors for "the new media" and investigate how these technologies affect us as individual learners, workers, and members of communities. Students examine their implications for institutions like schools, the law, and American-style democracy. Students ask whether any deep transformations are implicit in the shift from analog to digital representations of the world, and use published research, personal experience, and theory to imagine the future. Offered fall or spring.  

*Prerequisites:* CIS 105 and either COM 203 or permission of the instructor
COM/WRT 311  Scriptwriting  3 credit hours
This course is an introduction to fiction writing for the film and video screen. Through class discussion, readings, and analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of audiovisual media. Offered fall of odd-numbered years.
Prerequisite: COM 216

COM/WRT 312  Writing About the Arts  3 credit hours
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: Any COM or WRT 200-level course

COM 314  Audio Production II  3 credit hours
This second-level course in audio production builds on skills introduced in COM 214. The use of radio as an expressive medium is further explored through projects that require more awareness of the audience, and new skills in interviewing, field production and program development. Several projects are collaboratively designed by the students and the instructor. Depending on class interests, the course projects may include feature documentary production, public service campaigns, audio theater and/or live event coverage. Offered fall or spring.
Prerequisite: COM 214 or instructor permission

COM 316  Multimedia Production I  3 credit hours
Students build on prior experience at the 200-level in media production and electronic media to create interactive, computer-based productions that communicate using multiple media. A series of exercises of graduated complexity acquaints students with the fundamentals of development in Macromedia Flash including animation, elementary ActionScript, and the use of time-lines and frames. Students integrate multiple media to create interactive projects for deployment on the Web or as CDROMs. Offered fall or spring.
Prerequisites: COM 214 or COM 228; and either COM 208 or 222, or ART 132

COM 319  Multimedia Production II  3 credit hours
This advanced course in multimedia production builds on skills acquired in COM 316 by addressing the interactive capacities of Macromedia Director and the Lingo programming language. Students undertake a series of hands-on exercises and projects, culminating in the creation of an original interactive application incorporating original audio and/or video as well as text and imagery. Offered fall or spring.
Prerequisite: COM 316

COM 321  Electronic Journalism  3 credit hours
This course is designed to analyze the process and product of electronic journalism. Included are the history of both radio and television journalism, the social implications of news coverage, techniques, and economic foundations of contemporary electronic journalism. Offered spring of even-numbered years.
Prerequisite: COM 203 or 205 or 216
COM 325  Media Law and Ethics 3 credit hours
The First Amendment of the Constitution establishes freedom of the press as one of our democratic society’s fundamental liberties. This course traces the origin of press freedom, its development in American law, and its impact on the journalistic code of ethics. Students explore key legal controversies that have shaped the way we apply the First Amendment today, looking particularly at areas where the courts have limited our freedom of speech, including the topics of libel, obscenity, and invasion of privacy. Students also look at the special challenges to press freedom posed by new forms of media, particularly radio and television broadcasting and the Internet. Offered spring.

Prerequisite: COM 203

COM/WRT 326  Investigative Reporting 3 credit hours
Students in this course will learn to use data bases, government reports, police logs, public meeting minutes, other public documents, and other information sources to report on town and state governments. Students will learn to analyze statistics, interpret rulings, verify information, apply laws and regulations, develop follow-up research strategies and synthesize findings. Students also will learn to provide clear, concise overviews of social issues that affect local citizens. Offered fall of even-numbered years.

Prerequisite: COM 205

COM 328  Video Production II 3 credit hours
Building on the knowledge and techniques learned in COM 228, this course focuses on longer forms of portable and/or studio video productions. Participants are required to write, direct and produce projects for commercial or noncommercial purposes. Offered fall.

Prerequisite: COM 228

COM/AME 341  Mass Media in America 3 credit hours
A survey of the history and theory of mass media in America, this course provides an introduction to newspapers, magazines, book publishing, advertising, radio, popular music, motion pictures and television. The course examines the effects these media have upon shaping cultural attitudes, values and myths. Offered fall.

Prerequisite: COM 203; or HIS 101 or 102

COM 342  The Movies See the Media 3 credit hours
This course explores mass communication as mediated through selected feature motion pictures whose themes and plots revolve around newspapers, photography, radio, television, and film itself. The focus is on the relationship between image and reality, the ethics and practice of both print and electronic journalism, and the possible effects of these films on audiences. Particular attention is given to the film medium’s strengths and weaknesses in portraying significant issues in meaningful ways. The course’s objectives are to understand how popular films shape public perception of the communications industry; to gain insights into the cultures of specific times and places depicted in individual films; to learn to critically analyze individual films; and to learn to synthesize the themes of several films into a coherent thesis concerning the meaning of a particular body of films.

Prerequisite: COM 203 or 341
COM 350  Topics in Communications II  
This course is a junior-level opportunity to study particular subjects in various communications areas that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

COM/WST 360  Gender and Communication  
This course analyzes the role of gender in the communication process. Using experimentation, case study and observation, students investigate the different communication strategies men and women use to interact with each other. Theories of gender and language are discussed. Offered spring of odd-numbered years.

Prerequisite: COM 203 or PHI/WST 111

COM 470  The Capstone Experience  
This course provides an opportunity for seniors in the Communication Studies Program to design and produce a semester-long project. The project must serve the communication needs of a campus or community-service-oriented organization; after completion, the project is made available to the service group for which it was made. During the semester before enrollment, students must submit a proposal that establishes the project’s objectives. At the semester’s beginning, they must design a schedule for production of the project, complete the objectives set forth in the proposal, and work under the supervision of one or more members of the Communication Studies faculty. Examples: documentaries in audio or video, public relations campaigns, series of public service announcements, series of newspaper articles, and instructional or promotional videotapes. To qualify, students must have achieved a competency in the selected medium, usually by completing at least two production courses and appropriate related courses. Offered spring only.

Prerequisites: Majors only, permission of the instructor

COM 475  Praxis: Campus Communications  
A senior-level course that provides students with the opportunity to serve as directors, managers or editors of media projects on the Colby-Sawyer campus. This experience varies from semester to semester but always involves leadership positions in print, audio and/or video production in practical situations with on-campus professional communicators. Examples: the editor of The Colby-Sawyer Courier, the news director and the 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. They may be repeated for credit. Offered fall or spring.

Prerequisites: Majors and minors only, permission of the instructor

COM 480  Teaching Assistantship  
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
COM 485 Communication Studies Internship  0–6 credit hours
This is an option for qualified students in the Communication Studies Program to gain work experience by means of an apprenticeship in an off-campus professional communication position that involves significant activity and responsibility. Although students must qualify for specific internships by thorough on-campus preparation (both formal and informal training) and completion of an introductory course in appropriate medium, they also must seek internships that stretch their experience beyond the campus. 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 credit hours). Graded Pass/Fail. Offered fall, spring and summer.
Prerequisites: Communication Studies Major Acceptance, preinternship seminar, permission of the faculty sponsor and department chair

Community and Environmental Studies


Bachelor of Science:
Community and Environmental Studies

Several essential features of the Community and Environmental Studies (CES) Program provide students with a unique and exciting learning experience. First, the program is preprofessional and designed to provide students with the necessary “hands-on” skills they need to step from college directly into the work force. The program also is designed to prepare students for graduate training in a number of fields. Second, many CES projects are linked 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 are responsible for determining which questions and issues are important as well as the proper methods for addressing those issues. Finally, Colby-Sawyer’s location in the beautiful mountains and lakes region of New Hampshire complements these academic and professional opportunities in environmental studies, to provide an educational experience that students are unlikely to encounter at any other small liberal arts college.

Requirements
Liberal Education Program requirements
CES/BIO 100, 120; CES 201, 203
CES 301, 302, 485, 486
MAT 220
Requirements, continued next page
Required Areas of Study: Specific courses are required in five areas of study. These include

- CES/BIO 107
- BUS 115 or CES/BUS 116
- CES/ENG 215
- PHI 213
- PSY 101 or SOC 101

CES Electives: Choose two of the following courses for a minimum of six credits, one course must be at the 300-400 level

- AME 201
- CES 295, 395, 495
- CES/BIO 318
- CES 404
- CES/BIO 100
- CES 304
- CES/BUS 321
- CES/BIO 407
- CES 204
- CES/SOC 305
- CES/HIS 323
- CES 470
- CES/ENG 229
- CES/PHI 312
- CES/BUS 327
- CES 480
- CES 250, 350, 450
- CES/BIO 317
- CES/BIO 366

Minor Requirement

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

Major Acceptance Requirements

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in CES/BIO 100, CES/SCI 120; and CES 201 or CES 203

Note: There is no Major Acceptance essay for CES. A liberal education learning outcomes reflection is completed in CES 301 and is added to the liberal education portfolio in lieu of a Major Acceptance essay. Contact the director of the Institute for Community and Environment for details.

Suggested Registration

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<th>Fall</th>
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<tr>
<td>WRT 105</td>
<td>BUS 116 or BUS 115</td>
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<td>CES/BIO 100</td>
<td>CES/SCI 120</td>
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<td>CES/BIO 107</td>
<td>Liberal Education Course</td>
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<td>Liberal Education Course</td>
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<td>First Year Pathway Seminar</td>
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Sophomore Year

- CES 201
- MAT 220
- PHI 213
- SOC 101 or PSY 101
- Liberal Education Course
- CES 203
- ENG 215
- Liberal Education or Minor Course
- Sophomore Pathway Seminar
- Elective
Suggested Registration (continued)

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<td>CES 301 (9 credit hours)</td>
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<td>Liberal Education or Minor Course</td>
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<td>CES 485 Summer Internship</td>
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<td><strong>Senior Year</strong></td>
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<td>Liberal Education Course</td>
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Total minimum credit hours: 120

Community and Environmental Studies Minor

Requirements

The minor in community and environmental studies consists of 20 credit hours. Students wishing to minor in community and environmental studies must take the following courses:

- CES/BIO 100, 120; and CES 201 or 203

Three additional 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 CES elective courses.

Students may petition for a maximum of six credit hours of other courses containing significant community and environmental studies content. The Community and Environmental Studies Program faculty approves such courses on a case-by-case basis (students should see the director of the Institute for Community and Environment for more information). Please refer to the Minor Programs section of the catalog for further information.

Course Offerings

**CES/BIO 100 Exploring Nature: A Sense of Our Natural Place**  
3 credit hours

The study of our natural world (a.k.a. natural history) has fascinated people throughout time. For centuries people have studied it to determine what, how, where, and why certain plants and animals exist in a place. During our earliest days this knowledge was essential to our survival, as people needed to know what they could eat, where they might find it, and what might eat them. Knowledge of natural history still may be the key to our survival, but now we use it to recognize global and local landscape changes that are affecting biotic communities. The study of species that exist in the natural environment is a subject that appeals to people emotionally, through the range of feelings people experience when they spend time in the outdoors, and it also
has intellectual appeal as we make sense of the inter-relationships and boundaries between the land and its inhabitants. Students learn identification skills and understand the functional relationships between flora and fauna in this course that will 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

**CES/BIO 107 Interactions in Ecology**

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

Exploration Area: Science

**CES/BUS 116 Introduction to Organizations (Environmental)**

This broad survey course analyzes the functioning of organizations in our society. Aspects such as management, decision making, employees, customers, forms of business, finance, control, and strategy are covered in the course. The underlying theme of the course is the way in which organizations adapt to external forces in a changing and uncertain environment. This course emphasizes the natural environment as a crucial component in the strategic decisions of organizations. This course covers the same content as BUS 115, but there is stronger emphasis on the natural environment. Students are required to look for practical application of business theory and are exposed to ecological principles. Students develop a strong sense of their bioregional identity by means of practical research assignments. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered spring.

Exploration Area: Social Sciences

**CES/SCI 120 Environmental Issues**

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 and an integrated approach to the study of individual topics is stressed. Laboratory exercises are included. Topics include current issues, including 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

**CES 201 Water Resources**

This course explores aquatic ecosystems, an essential resource for human life that we often take for granted. Students explore streams, lakes, wetlands, estuaries, and marine ecosystems. The class develops an understanding of how humans impact water resources, and the broad implications of these alterations. The class examines ecological, economical, societal, and political aspects of water resources. The course challenges students to evaluate water resources using multiple perspectives. Students participates in a variety of field based laboratory investigations, including
contributing to on-going research efforts to better understand specific watersheds, touring a hydroelectric facility, a wastewater and a water purification treatment plant, as well as sampling biological, physical, and chemical, aspects of aquatic habitats. Offered fall.

Exploration Area: Science

**CES 203  Climate Change**  
4 credit hours  
Climate is a fundamental component of life on Earth. When climate changes, life forms change. 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 in patterns. Climate change is explored from interdisciplinary and multi-dimensional perspectives. Students learn how science, ethics, economics, public policy, and the study of communities and human activities can all affect environmental problems and solutions. Climate change is multi-dimensional because it connects the chemistry and structure of the atmosphere to the all the other systems and cycles of life on earth. Field study experiences, case studies, quantitative data analysis, air quality measurement and critical judgment of scientific articles are used to study this topic. Offered spring.

Exploration Area: Science

**CES 204  Geographic Information Systems I**  
3 credit hours  
Geographic Information Systems (GIS) is a computer application that uses spatially-referenced information to analyze data and display results in map form. In recent years, media created using Geographic Information Systems (GIS) have emerged as popular and effective ways to promote understanding of a variety of topics in several disciplines. This course introduces students to concepts and skills that help them interpret GIS displays as well as create their own maps. Emphasis is placed on recognizing that GIS maps are constructed reality that is subject to transmission of values and bias, as well as interpreted through a filter of value and bias. A good deal of time is spent critiquing cartographic technique and the ways that it can be used to influence how map readers will interpret the media. In addition to creating their own maps using GIS, students learn how to interpret GIS media found in printed materials and displayed on the Internet. Offered spring.

Exploration Area: Media Literacy

**CES/ENG 215  Visions of Nature: The Literary Tradition**  
3 credit hours  
Using examples of the tradition of nature writing 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 and many others, this course examines the sources of the nature-writing tradition in prose and poetry. The course explores definitions of the pastoral, wilderness, and the birth of environmentalism and looks toward ecocentric visions for the 21st century. Offered spring.

Exploration Area: Literature

**CES/ENG 229  Native American Literature**  
3 credit hours  
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 contempo-
rary 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

CES 250, 350, 450 Special Topics in Community and Environmental Studies 3–4 credit hours
These courses offer students in-depth study of topics in community and environmental studies that are not part of the regularly scheduled course offerings. The topics are announced before registration.

CES 295, 395, 495 Independent Study 1–4 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Community and Environmental Studies Program. May not be used to meet a major requirement. May be repeated for credit. Only one independent study course may be used to meet the requirement for a minor. Offered fall and spring.

Prerequisite: Permission of the instructor and the Community and Environmental Studies faculty committee

CES 301 Community-Based Research Project I 9 credit hours
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 and 302 for 18 total credit hours during the third year. CES 302 is the second component of this two-semester course. 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. 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. A new project is developed each year that focuses on an important environmental issue in the local community. Students must enroll in both CES 301 (fall) and CES 302 (spring). Offered fall.

Prerequisites: CES/BIO 100, 120; and CES 201 and 203

CES 302 Community-Based Research Project II 6 credit hours
This course is the second, required component of Advanced Community and Environmental Studies. 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 CES 301 (fall) and CES 302 (spring). Offered spring.

Prerequisite: CES 301

CES 304 Geographic Information Systems II 3 credit hours
It is assumed that students in this course are 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 interme-
diat course students learn how to find and create their own data, how to plan a project, and how to use data layers and tables to answer analytical questions. Students are expected to move from tutorial-based learning and exercises to developing their own research project. The classroom sessions are lab-based and students are required to use their initiative to move beyond basic analysis to more sophisticated use of the available tools. Each student develops a research question that can be answered using GIS. Offered spring.

**Prerequisite:** CES 204

**CES/SOC 305  Environmental Sociology**  
3 credit hours

This course addresses how sociology can contribute to the understanding of environmental issues and how the environment and environmental issues provide an understanding of sociological phenomenon. More specifically, students examine how social organizations and structures such as the distribution of power and the construction of meaning shape and are shaped by what we call “nature” or the “environment.” Students also seek to understand how environmental problems have roots in social processes such as culture, community and social inequality, and the bearing these social forces have on ways individuals and groups understand and seek to solve environmental problems. Offered fall of even-numbered years.

**Prerequisite:** SOC 101

**CES/PHI 312  Environmental Philosophy**  
3 credit hours

How do we define and determine the value of nature? How do we define and understand the impact of environmental problems such as global climate change and extinction of species? This course addresses philosophical, especially ethical, environmental issues raised by thinking about the environment through study of challenging philosophical texts and other materials. A presumption of the course is that “philosophy matters”: In other words, identification and resolution of environmental issues should be based not only on science, economics and politics but also on philosophical analysis of knowledge and values. Students read and discuss ancient and modern philosophical materials from various traditions; films, literature and poetry also may be used. Understanding theory, applying theory to current issues, and deepening students’ own environmental awareness all are goals of the course. Offered spring of even-numbered years.

**Prerequisite:** Sophomore standing or above

Exploration Area: Environmental Literacy

**CES/BIO 317  Aquatic Ecology**  
3 credit hours

This course explores the aquatic organisms that contribute to the structure and function of freshwater ecosystems. Students study the unique environmental conditions of lakes and ponds, and rivers and streams, and the diversity of the biotic community in these varied habitats. Because individual organisms respond differently to physical and chemical conditions, the class investigates how organisms have adapted to these environments. 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, foodweb dynamics, and nutrient cycling are be explored. Students develop taxonomic skills to identify aquatic organisms sampled during investiga-
tions of the surrounding lakes region. Current resource management tools using the biotic community to quantify and monitor water quality impairments are introduced to students. This course is comprised of two hours of in-class lecture and discussions, as well as two hours of field and laboratory exploration. The class draws from texts, and classic and current research to help explain the patterns observed. This organismal/environmental course is offered fall of even-numbered years.

Prerequisite: CES/BIO 107

CES/BIO 318 Terrestrial Ecology

In this course students explore the most fascinating aspects of ecology, applying them to a specific group of organisms that live on land. Examples come from birds, plants, mammals, or another group depending on the interests of the instructor and students. Students discover the details of behavioral, population, community, and physiological ecology. Students also have an opportunity to explore the life history of a species of their choosing and present findings to the class. Students focus on questions such as “Why do adults help others raise their offspring? What causes populations to decline? How can organisms survive freezing temperatures?” 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. Several field trips introduce students to field identification and the study of behavior. Parts of the course are taught seminar style. This organismal/environmental course is offered fall of odd-numbered years.

Prerequisite: CES/BIO 107

CES/BUS 321 Organizations and their Environment

Organizations have to adapt to complex external forces, including economic, political, social, competitive and technological challenges. An external dimension of increasing importance is the natural or physical environment. Not only do organizations have to take natural forces into consideration, their very actions have a profound impact on the natural environment, such as the depletion of natural resources, air and water quality, and the rapid extinction of species. The physical conditions that humans require for survival are being destroyed by their own actions. Students explore critical issues facing organizations in regard to the environment. 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. Offered fall.

Prerequisite: WRT 105, sophomore standing or above

Exploration Area: Environmental Literacy

CES/HIS 323 White Mountain History

People have been drawn to the White Mountains of New Hampshire since their discovery. They have been revered by native people, explored by European settlers, exploited by timber barons, and “loved to death” by recreational users. This course uses the White Mountains region as a case study about the manner in which humans and the natural environment interact. 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. Students learn how the tourism and logging industries forever changed the face of the region and the people who live
there. Students uncover the passion with which native and visitor populations continue to fight for this area and how those battle lines have been set up historically. Students visit the White Mountains region on field trips and engage in a variety of creative assignments designed to integrate an historical framework with a modern ideology. Offered fall even-numbered years.

Prerequisites: WRT 105, one HIS 100- or 200-level course or one ENG 200-level course

CES/BUS 327 Non-Profit Organizations 3 credit hours
Non-profit organizations have multiplied exponentially in recent decades in virtually every field of endeavor. In this course students review the reasons for this incredible growth and discuss their economic, social and political ramifications. Particular reference will be made to the development of non-profit organizations concerned with the environment, healthcare, visual and performing arts and diverse international activities. Students explore key policy issues such as managerial structure, the role of the board, fundraising and unrelated business income, among others. The increasing use of so called public-private partnerships is considered including how such partnerships have evolved and what they may mean for the future. Offered fall of odd-numbered years.

Prerequisite: BUS 115 or BUS 116

CES/BIO 366 Desert Communities 3 credit hours
This is a field study course to the Sonoran Desert near Tuscon, Arizona. Students apply ecological principles to the ecology of 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. Particular attention will be focused on understanding the human and natural history of this region and how humans and other biotic life have adapted to extremes of temperature and low precipitation. Students will explore the challenges of human settlement in this fragile ecosystem and explore issues faced by community planners in the southwest. Students will meet regularly in the classroom before and after the trip and will participate in the field study trip during spring break. Participation in all pre and post-trip classroom time as well as the actual field trip is mandatory. There is an estimated additional fee of $600 for this course. Offered spring of even-numbered years.

Prerequisite: One of the following: BIO/CES 100, BIO 106, 107; CES 201, 203; CES/SCI 120; SCI 130

CES 404 Geographic Information Systems III 3 credit hours
Students in this course should be able to use the ESRI ArcGIS platform to plan and execute a simple 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. Students are expected to develop analytical questions, find and interpret research articles, and to solve problems creatively. The classroom sessions are lab-based and students are required to use their initiative to solve problems and to teach the material they have mastered through the development of tutorials in their chosen extension. The final product is a professional presentation of their individual research project. Offered spring.

Prerequisite: CES 304
CES/BIO 407 Conservation Biology 3 credit hours
This course investigates the scientific basis behind topics in the new 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. Readings include recent articles from journals. This organismal/environmental course is offered spring of odd-numbered years.
Prerequisite: BIO 107

CES 470 Research Assistantship 1–4 credit hours
Qualified junior and senior students may apply to work with faculty members as research assistants for faculty research projects. The assistant has responsibilities to assist in the design, implementation and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the particular research project and the relevant methodological and ethical issues. May be repeated for up to eight credit hours. Offered fall and spring.
Prerequisite: Permission of the instructor and the director of the Institute for Community and Environment

CES 480 Teaching Assistantship 1–3 credit hours
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 director of the Institute for Community and Environment

CES 485 Community and Environmental Studies Internship 0–6 credit hours
Through a 240-hour-minimum-internship, students gain individual professional experience in applying the skills and methods associated with a B.S. in Community and Environmental Studies. Students also are able to explore career opportunities available to CES majors. Placements include, but are not limited to, local, state, federal and international environmental regulatory agencies; environmental organizations; businesses; environmental research centers; state and national parks; national wildlife refuges, etc. Students must follow the internship requirements developed by the staff of the Harrington Center for Career Development. An oral presentation of the results of the internship is required. Course may be repeated for credit, however, the 240-hour-minimum is not required. Graded Pass/Fail. Offered fall, spring and summer.
Prerequisites: Community and Environmental Studies Major Acceptance, preinternship seminar, permission of the faculty sponsor and director of the Institute for Community and Environment

CES 486 Capstone 3 credit hours
As a final component of the CES program, an independent research project must be completed by students in some area relevant to the study of community and environment. In consultation with the faculty member directing the seminar, students identify a topic of interest, complete a literature review, determine appropriate research or analytical methodologies, prepare a project proposal, conduct the
research and analysis, and present the findings to the appropriate audiences. These efforts culminate in a final written report and an oral presentation. In addition, each student identifies and works with a faculty mentor throughout the semester to gain or develop specific project-related expertise. Class sessions provide opportunities to discuss project progress and problems, issues related to analysis and writing, and preparation for the final presentation. This course also addresses the professional development of students as they prepare to seek employment or pursue graduate studies following graduation. Offered spring.

Prerequisite: Senior standing

Computing

M. Allen, L. Baines, J. Reed

CIS 105 Computers Concepts and Applications  3 credit hours
This hands-on course familiarizes the student with fundamental information management concepts and applications using computers. Students learn and apply strategies for using data and text with software applications. Primary goals are to introduce and reinforce the computer skills and knowledge base necessary to be effective and efficient in today’s information-based society as well as the Colby-Sawyer academic computing environment. Students also use the Internet for research, collaboration and online learning. Offered fall and spring.

CIS 250 Computer Applications for Data Analysis  3 credit hours
Decisions in contemporary society are increasingly made using a “data-driven” approach. In this hands-on course, students learn to use various data analysis tools in Excel, Access, and SPSS. In each of these software applications, students learn and apply strategies for transforming raw data into information to support decision-making and how to transfer data between software applications, and link data from various sources. Students also explore societal and ethical issues arising from advancements in technology that enable collection and storage of massive amounts of data from numerous sources, in many cases, without consent. In addition, students use the Internet for research, collaboration, and online learning. For fall 2007, this course fulfills the college’s computing literacy requirement. Offered fall and spring.

Dance

S. Barnard

DAN 110 Ballet Technique I  3 credit hours
As an introduction to classical ballet technique, this course focuses on the fundamentals of ballet. It emphasizes the body placement, muscular strength and control that lead to free and graceful movement; movement-music coordination; and a basic knowledge of dance terminology. Offered fall.

Exploration Area: Fine and Performing Arts
DAN 120  Jazz Dance Technique I  3 credit hours
In this course, basic jazz dance warm-ups, isolations and combinations are practiced. Technical development and performance are emphasized. Offered spring.

Exploration Area: Fine and Performing Arts

DAN 130  Modern Dance Technique I  3 credit hours
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 have the opportunity to develop freedom, kinesthetic awareness, and control in the use of the body. Offered fall and spring.

Exploration Area: Fine and Performing Arts

DAN 210  Ballet Technique II  3 credit hours
This course is a continuation of the fundamental principles of ballet technique and dance terminology. Building on the skills gained in DAN 110, the student further refines strength, control and style. Offered fall.

Prerequisite: DAN 110

DAN 220  Jazz Dance Technique II  3 credit hours
A continuation of basic jazz dance techniques, this course concentrates on current styles of jazz. Offered spring and fall.

Prerequisite: DAN 120

DAN 230  Modern Dance Technique II  3 credit hours
As a continuation of the beginning experience in modern dance, this course places emphasis on developing strength, flexibility, endurance, control and coordination with music and rhythm in dance. Students practice basic axial and locomotor movements and their development into simple movement patterns. Offered fall and spring.

Prerequisite: DAN 130

DAN 320  Jazz Dance Technique III  3 credit hours
This course is designed for the intermediate-level student of jazz dance technique. Emphasis is placed on continued technical development, style and performance skills. May be repeated twice for credit. Offered spring.

Prerequisite: DAN 220

DAN 330  Modern Dance Technique III  3 credit hours
A continuation of DAN 130 and 230, this course is designed for the intermediate-level student of modern jazz technique. Students have the opportunity to further develop kinesthetic awareness and control of the body through the practice of specific modern dance movement exercises. Attention is given to expanding the student’s awareness of space and time and to disciplining the body to move with energy and greater freedom. May be repeated twice for credit. Offered fall and spring.

Prerequisite: DAN 230
Economics

A. QUINN

**ECO 100 Liberal Arts Economics**  
*3 credit hours*
This course is designed to allow a student to explore basic economic concepts. Knowledge of economic theory is of importance to students in all careers and of practical value to every student. In this course the non-business major will be introduced to basic economic principles, monetary and fiscal policy, and the interrelationship between the U.S. and world economies. In addition, students will learn about the importance of supply and demand, unemployment data, inflation and international trade. This course is intended for non-business majors and does not meet the economic course requirements for the business major. Offered spring

Exploration Area: Social Sciences

**ECO 101 Macroeconomics**  
*3 credit hours*
The course introduces the basic principles of macroeconomics. Topics for discussion include the fundamentals of national income theory, monetary and fiscal policies, the nature and use of money, the gross national product, the effect of government on economic activity, problems in employment, contrasting economic systems, and business organization. Special reference is made to the role of women in the American economic system. Offered fall.

Exploration Area: Social Sciences

**ECO 102 Microeconomics**  
*3 credit hours*
The course introduces the basic principles of microeconomics. Topics for discussion include the fundamentals of price theory; basic demand-and-supply relationships; problems in demand elasticity and utility; forms of economic competition; production schedules, costs and revenue; impact of the interaction of business and labor; economic rent; interest cost as a factor in production; and international trade. Attention is paid to the use of mathematical skills in the analysis of microeconomic theory. Offered spring.

Exploration Area: Social Sciences

**ECO/BUS 203 Money and Banking**  
*3 credit hours*
This course is designed as an in-depth study of the money and banking structure in American society. Major topics for study include the role of the banking system and other financial institutions in the supply and control of money; the relationship of money to government with special reference to the Federal Reserve system; examination of monetary theory and national income analysis; and the development of overall economic policy, including international involvements. Visits to various types of financial institutions are normally offered as part of the course. Offered fall of even-numbered years.

*Prerequisite:* ECO 101

**ECO 295, 395, 495 Independent Study**  
*1–3 credit hours*
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent
of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member of the Business Administration Department. May be repeated for credit. Offered fall and spring.

**Prerequisite:** Permission of the instructor and the department chair

**ECO 480 Teaching Assistantship**  
1–3 credit hours
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

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**Education**

**J. Bliss, W. Brock, M. Clement, J. Ewing, A. Lyon, M. McMahon, W. Thurlow**

Colby-Sawyer students may earn New Hampshire Teacher Certification in Early Childhood Education (grades N–3), Art Education (grades K–12), Social Studies Education (grades 5–12), and English Language Arts Education (grades 5–12). *The State of New Hampshire may change its certification standards at any time. Therefore, program requirements may change.*

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 kindergarten through third grade. Certification in art education and English language arts education is available to students who complete majors in those subjects and the required courses in education. Social studies education certification is available to students who complete the history, society and culture major and the required courses for education.

All education options require 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 lesson 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. Specific requirements for each certification program are described below.

**Admission to the Teacher Preparation Programs**

Students must apply for formal acceptance into the Teacher Preparation Program at Colby-Sawyer College if they wish to pursue New Hampshire Teacher Certification. The college offers Teacher Preparation programs in Early Childhood Education (N–3),
Art Education (K–12), English Language Arts Education (5–12), and Social Studies Education (5–12). Students complete the necessary form with the assistance and approval of their advisors 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 the Student Teaching Internship (CHI 490 or EDU 490). Specific requirements are as follows:

**Requirements for all Teacher Preparation Programs**
- EDU 201—minimum grade of C+
- WRT 105—minimum grade of C+
- MAT 122 or above—minimum grade of C+
- Exploration Literature course—minimum grade of C+
- Minimum cumulative GPA of 2.5
- Successful completion of Major Acceptance in the appropriate major
- Successful application for the Teacher Preparation Program

**Additional requirements for the Early Childhood Education Program**
- CHI 306—class and practicum/lab minimum grade of B-
- Successful completion of CHI 306 portfolio review
- CHI 307 practicum/lab—minimum grade of B-
- CHI 310 practicum/lab—minimum grade of B-
- CHI 311 practicum/lab—minimum grade of B-

**Additional requirements for the Art, English Language Arts, and Social Studies Education Programs**
- EDU 305—minimum grade of B-

*Note:* It is college policy that in order to be recommended for certification, a student must earn a State of New Hampshire passing score on the Praxis exam(s). Further information is available from the department chair.

*The State of New Hampshire Board of Education also requires prospective teachers to pass Praxis exams for certification. In the most recent year, 100 percent of Colby-Sawyer’s precertification students passed these exams. 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 kindergarten through third grade. New Hampshire certification transfers to most other states.

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
Two PSY courses at the 200 level or above
SOC 101, 203, 304
HIS 102

Early Childhood Education Certification Requirements

Completion of the liberal education and major requirements for the B.S. in Child Development
WRT 105—minimum grade of C+
MAT 122 or above—minimum grade of C+
Exploration Literature course—minimum grade of C+
Successful application for the Teacher Preparation Program
Minimum cumulative GPA of 2.5
CHI 306—class and practicum/lab minimum grade of B-
Successful completion of CHI 306 portfolio review
CHI 307 practicum/lab—minimum grade of B-
CHI 310 practicum/lab—minimum grade of B-
CHI 311 practicum/lab—minimum grade of B-
CHI 309, 313, 490
EDU 201—minimum grade of C+

Suggested Registration

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<th>Fall</th>
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<td>WRT 105</td>
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<td>PSY 101</td>
<td>SOC 203</td>
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<td>EDU 201 or CHI 205</td>
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<td>HIS 102 or Elective</td>
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<td>PSY Course 200-level or above</td>
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<td>PSY 401; or Liberal Education Course and</td>
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<tr>
<td>Electives; or CHI 490</td>
<td>Electives; or CHI 490</td>
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CHI 430 is strongly recommended during the senior year in the semester when CHI 490 is not taken.

Total credit hours: 120 minimum

Art, English Language Arts, and Social Studies Education Certification

These certification options provide prospective teachers with sustained study in a disciplinary area, a solid background in the liberal arts and sciences, and an awareness of how to blend their knowledge of material with an understanding of current pedagogical techniques.

Students in this program acquire knowledge in human growth and development, methods of learning, educational philosophy and pedagogy of teaching. Students must apply for acceptance into the Teacher Preparation Program. Teaching internships are done during the senior year and are arranged with cooperating teachers in local schools and with the approval of the faculty supervisor, based on performance in EDU 306 for English language arts education and social studies education, and EDU 307 for art education.

Studio Art with Education Certification

The Bachelor of Arts in Studio Art with the New Hampshire Teacher Certification option is designed for the student who plans to teach at the primary or secondary level. The degree option leads to certification to teach grades K through 12. Students in this program complete the requirements for the Bachelor of Arts in Art and additional coursework for education. Prospective teachers must do the teaching internship at both the elementary and secondary grade levels. They also must be accepted into the Teacher Preparation Program.

**Studio Art Major Requirements**
- ART 110, 125, 132, 201, 202, 230 or 234, 240, 245, 270, 425
- One additional introductory studio course chosen from ART 210, 213, 260
- Three 300- or 400-level courses in one studio area concentration
- Two 300-level art history courses
- Students must have a minimum C (2.0) cumulative GPA in all art courses to graduate.

**Studio Art Education Certification Requirements**
- Completion of the liberal education and major requirements for the B.A. in Studio Art
  - WRT 105—minimum grade of C+
  - MAT 122 or above—minimum grade of C+
  - Exploration Literature course—minimum grade of C+

Requirements, continued next page
Minimum cumulative GPA of 2.5  
Successful application for the Teacher Preparation Program  
CHI 309  
EDU 201—minimum grade of C+  
EDU 305—minimum grade of B-  
EDU 307, 490  
HIS 102  
PSY 101, 240  
EDU 285 is highly recommended for education students.

**Suggested Registration**

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<td>PSY 101</td>
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<td>ART 110 or 125</td>
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<td>CIS 105</td>
<td>ART 132 or Intro. Studio Course</td>
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<td>ART 201</td>
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<td>ART 132 or Intro. Studio Course</td>
<td>Intro. Studio Course</td>
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<td>Intro. Studio Course</td>
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<td>Intro. Studio Course</td>
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<td>Art History 300-level Course</td>
<td>Studio Concentration Course</td>
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<td>Studio Concentration Course</td>
<td>EDU 307</td>
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<td>EDU 305</td>
<td>HIS 102</td>
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<td>CHI 309</td>
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<tr>
<td>Studio Concentration Course</td>
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<td>Art History 300-level Course</td>
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<td>ART 425</td>
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**Total Credit Hours: 120 minimum**

**English Language Arts with Education Certification**

Students seeking New Hampshire Teacher Certification in English Language Arts (grades 5–12) complete the degree requirements for the B.A. in English and qualify for certification by completing additional coursework in Education. A successful application to the Teacher Preparation Program also is required.
English Major Requirements

Liberal Education Program requirements

ENG 160—minimum grade of C

ENG 200-level courses: 21 credit hours

ENG 220
  Three survey courses: ENG 222, 231, and 248 or 249
  One genre course: ENG 213, 226, 244, 245, 251, or 265
  Two interdisciplinary/cultural courses: AME 201; CES 215, 229; ENG 215, 216, 224, 229, or 247

ENG 300- and 400-level courses: 15 credit hours

ENG 342, 487, 488
  Three additional courses at the 300 level:
    AME 305; ENG 317, 324, 331, 333, 335, 338, 339, or 350

English Language Arts Teacher Certification Requirements

Completion of the liberal education and major requirements for the B.A. in English

WRT 105—minimum grade of C+

MAT 122 or above—minimum grade of C+

Exploration Literature course—minimum grade of C+

Minimum cumulative GPA of 2.5

Successful application for the Teacher Preparation Program

CHI 309

EDU 201—minimum grade of C+

EDU 305—minimum grade of B-

EDU 285, 306, 490

ENG 332

HIS 102

PSY 101, and 206 or 240

Suggested Registration

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<td>WRT 105</td>
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<td>ENG 160</td>
<td>ENG 200-level Genre Course</td>
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<td>First Year Pathway Seminar</td>
<td>ENG 200-level Interdisciplinary/Cultural Course</td>
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Sophomore Year

ENG 200-level Survey or Genre Course  ENG 200-level Survey Course

PSY 101                                   ENG 220

EDU 201                                   PSY 206 or 240

CIS 105                                   HIS 102

Liberal Education Course                  Sophomore Pathway Seminar
## Suggested Registration (continued)

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<tr>
<td>ENG 200-level Interdisciplinary/</td>
<td>ENG 342</td>
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<tr>
<td>Cultural Course</td>
<td>Elective or EDU 285</td>
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<td>ENG 300-level Literature Course</td>
<td>ENG 332</td>
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<td>EDU 285 or Elective</td>
<td>ENG 300-level Literature Course</td>
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<td>EDU 305</td>
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<td>CHI 309</td>
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<td>EDU 490</td>
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<td>ENG 487</td>
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Recommended electives: courses in creative writing, philosophy, religion, American studies, women’s studies, communication studies and film.

**Total Credit Hours: 120 minimum**

## Social Studies with Education Certification

Students who wish to obtain New Hampshire Teacher Certification in Social Studies (grades 5–12) must complete a Bachelor of Arts in History, Society and Culture; qualify for certification by completing additional coursework in education; and be accepted into the Teacher Preparation Program.

### History, Society and Culture Major Requirements

- Liberal Education Program requirements
  - GOV 100, and one 200- or 300-level GOV course
  - HIS 101, 102, 217, 218, 301
  - HSC 100, 400, 401
- Two additional history 300- or 400-level courses: at least one U.S. history:
  - HIS 307, 309, 310; and one non-U.S. history course: HIS 317, 319, 321, 324.
  - (Students pursuing teacher certification may use ESS 322 only as an elective course.)
- SOC 101 and one 300- or 400-level SOC course
- Two culture courses from the following: AME 201, 305, 341; ART 201, 202, 302; CES 229; COM 203, 341; ENG 216, 224, 229, 247, 248, 249, 324, 331, 333, 339; PHI 205, 308; PSY 221; REL 205, 234; WST 331.

### Social Studies with Teacher Certification Requirements

- Completion of the liberal education and major requirements for the B.A. in History, Society and Culture
  - WRT 105 — minimum grade of C+
  - MAT 122 or above — minimum grade of C+
  - Exploration Literature course — minimum grade of C+
  - Minimum cumulative GPA of 2.5
  - CHI 309

*Requirements, continued next page*
Successful application for the Teacher Preparation Program
EDU 201—minimum grade of C+
EDU 305—minimum grade of B-
EDU 306, 490
PSY 101, and 206 or 240
EDU 285 is highly recommended for education students.

Suggested Registration

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<th>Fall</th>
<th>Spring</th>
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<tbody>
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<td><strong>First Year</strong></td>
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<tr>
<td>WRT 105</td>
<td>GOV 100</td>
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<td>HIS 101</td>
<td>HIS 102</td>
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<td>HSC 100</td>
<td>SOC 101</td>
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<td>PSY 101</td>
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<td>CIS 105 or Math Requirement</td>
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<td>PSY 206 or 240</td>
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<td><strong>Junior Year</strong></td>
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<td>HIS 300- or 400-level Course (U.S.)</td>
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<td>CHI 309</td>
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<td>EDU 305</td>
<td>GOV 200- or 300-level Course</td>
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<tr>
<td>HIS 300- or 400-level Course (non-U.S.)</td>
<td>EDU 490 (either semester)</td>
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Total Credit Hours: 120 minimum

Course Offerings

**EDU 201  Foundations of Education**  3 credit hours
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. This course is a requirement for teacher certification. Offered fall and spring.

Exploration Area: Social Sciences
EDU 250, 350  Topics in Education  1–3 credit hours
These courses offer students in-depth study of topics in education that are not part of the regularly scheduled course offerings. The topics are announced before registration.

EDU 285  Education Internship  0–3 credit hours
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. They keep a journal related to their work and discuss their work with the instructor at intervals during the semester. 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 professor equals one credit hour. This internship may be repeated for a maximum of three credits. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Preinternship seminar, permission of the faculty sponsor and department chair

EDU 305  Methods of Teaching I  3 credit hours
This course provides students with an introduction to classroom methods and teaching strategies. Models of teaching content and thinking skills are examined and applied to the various content areas as well as in relation to interdisciplinary learning. Students develop and implement lessons, teach and critique the work of their peers, and develop and apply assessment tools. Curriculum models and frameworks are introduced and applied in lesson planning. Assignments and projects are implemented in the schools. Offered fall.

Prerequisite: EDU 201

EDU 306  Methods of Teaching in Middle and Secondary Schools  4 credit hours
This course prepares students for various aspects of student teaching. Topics include school climate, student diversity, lesson planning and implementation, assessment, classroom management, computer technology and audio visual media, communication with parents and community, and professional and legal issues. Course themes are explored in relation to the course practicum: required participation in a classroom for five hours per week. Students from the content areas of English and social studies meet together in seminar to discuss issues, develop strategies, and practice teaching skills. Students meet in separate labs to address issues specific to their disciplines. Offered spring.

Prerequisite: EDU 305

EDU 307  Methods in Art Education  5 credit hours
Methods of teaching art involves the study, analysis and application of curriculum models and instructional techniques in preparation for a teaching internship. As an outcome of this course, students are able to use various approaches in the design of art lessons and unit plans, employ classroom management skills, provide techniques of assessment, and use a variety of methods to meet the diverse needs in a classroom. Students consider perspectives on the goals and purposes of art education as articulated by leaders in the field. As beginning teachers, students become informed decision-makers in the classroom and collaborative leaders in the school rather than passive technicians and followers. Offered spring.

Prerequisites: EDU 201, 305; PSY 240
EDU 485  Education Internship 0–15 credit hours
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 and, 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, 306, preinternship seminar, permission of the instructor

EDU 490  Student Teaching Internship 15 credit hours
This is a semester-long internship for seniors providing practical teaching experience in an accredited school. It involves supervision by a cooperating teacher, lesson planning, and teaching at a high level of competency. Observations are made by the supervisor of student teachers and by content area faculty, and regular seminar meetings are held with other student teachers. Students seeking the B.S. in Studio Art with education certification must complete the internship at both the elementary and secondary grade levels. To be eligible for the course, students must have at least a 2.5 cumulative grade point average. Students earn a letter grade. Offered fall and spring.
Prerequisites: EDU 201, 305, 306 (for English language arts and social studies) or 307 (for art), acceptance into the Teacher Preparation Program, permission of the faculty sponsor and department chair

English

P. ANDERSON, D. BERGHORN, E. CHRUSCIEL, D. ELLIOTT, T. KEALY, M. McMAHON, A.P. STECKER, O. SMITH, M. WILEY

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

Requirements
Liberal Education Program requirements
ENG 160—minimum grade of C

Requirements, continued next page
ENG 200-level courses: 18 credit hours
   Two survey courses: ENG 221, 222, 231, 232, 248, or 249
   Two genre courses: ENG 213, 220, 226, 244, 245, 251, or 265
   Two interdisciplinary/cultural courses: AME 201; CES 215, 229; ENG 215, 216, 224, 229, or 247
ENG 300- and 400-level courses: 18–24 credit hours
   ENG 342, 485, 487, 488
   Four additional 300-level courses: AME 305; ENG 317, 324, 331, 332, 333, 335, 338, 339, or 350

Major Acceptance Requirements
   • A minimum cumulative GPA of C (2.0)
   • A minimum C (2.0) average in ENG 160 and in one 200-level literature course
   • 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. The portfolio must include the Major Acceptance application that lists grades, courses taken in the major and overall GPA.
   • Submit a letter to introduce the portfolio explaining the reasons for wanting to major in English.

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. Exceptions to either of these policies must be approved by the academic dean.

Suggested Registration

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<td>ENG 160</td>
<td>ENG 200-level Genre Course</td>
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| **Senior Year**                           |                 |
| ENG 300-level Literature Course           | ENG 488         |
| ENG 487                                   | Elective        |
| Elective                                  | Elective        |
| Elective                                  | Elective        |
| Elective                                  | Elective        |

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

**Total Credit Hours: 120 minimum**

### English Language Arts with Education Certification

Students seeking New Hampshire Teacher Certification in English Language Arts (grades 5–12) complete the degree requirements for the B.A. in English and qualify for certification by completing additional coursework in education. The program requirements, courses, minimum grades, and the suggested registration are in the Education section of this catalog.

### English Minor

**Requirements**

The English minor consists of 18 credit hours of courses that satisfy the English major. ENG 160 is required, and at least six of the remaining 15 credit hours must be at the 300 or 400 level. Please refer to the Minor Programs section of the catalog for further information.

### Course Offerings

**ENG 160  Thinking About Literature**  
3 credit hours

In this course, students work and play with basic literary concepts. As the class reads novels, poems, plays and nonfiction, students are asked to take a creative and critical approach to such questions as What is literature? How does it relate to ordinary language? How do literary texts relate to each other? How does literary language relate to ways that we think? Is reading itself a creative act? At the end of the course, students should have a better understanding of literature and its workings, and, most importantly, a more creative and playful process of engaging with texts. A minimum grade of C is required for English majors. Offered fall.
ENG 213  The Poem  
This course explores the diversity and uses of poetry, from poems of many cultures and literary periods to contemporary song lyrics and greeting card verse. Offered fall of even-numbered years.

Exploration Area: Literature

ENG/CES 215  Visions of Nature: The Literary Tradition  
Using examples of the tradition of nature writing 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 and many others, this course examines the sources of the nature-writing tradition in prose and poetry. The course explores definitions of the pastoral, wilderness, and the birth of environmentalism and looks toward ecocentric visions for the 21st century. Offered spring.

Exploration Area: Literature

ENG 216  Irish Literature  
This course examines Irish literature in its cultural context. Special attention is given to Anglo-Irish relations, Catholicism, the Great Irish Famine, the Abbey Theatre, Irish nationalism, and Ireland’s hold on the Irish-American imagination. The class reads a sampling from Ireland’s rich literary heritage ranging from ancient heroic narratives to writers who are more familiar to 21st-century readers, such as Heaney, Joyce, McCourt, and Yeats. Offered spring of even-numbered years.

Exploration Area: Literature

ENG 218  Perspectives in Children’s Literature  
What are the qualities that make a particular work of children’s literature endure? Citing the work of psychologists, art historians, educators and authors, students explore this and similar questions. The class begins with traditional literature and moves on to picture books and early readers, asking what role these books play in the social/psychological lives of children and adults who care for them. While students prepare annotated bibliographies of various genres, this is not a survey course. Rather, it is an in-depth and personal look at how particular books help to shape a child’s moral and social development. Offered spring of even-numbered years.

Exploration Area: Literature

ENG 220  Adolescent Literature  
Adolescents have been described as “those who think they’re too old to be children but who others think are too young to be adults.” This course defines adolescence as the period ranging from grade five through the senior year of high school. Students work to identify the criteria that set literature written for this age group apart from that written for older audiences. Students also reflect upon their own adolescence in ways that may help them understand this literature in a deeper, more connected context. Offered spring of odd-numbered years.

Exploration Area: Literature

ENG 221  Survey of American Literature I  
This course is a study of selected representative works by American writers from 1620 to 1855. Attention is paid to literary periods and major literary themes. Offered fall of odd-numbered years.

Exploration Area: Literature
ENG 222  Survey of American Literature II  3 credit hours
This course is a study of selected representative works by American writers from 1855 to the present. Attention is paid to literary periods and major literary themes. Students read the works of Emily Dickson, Robert Frost, Allen Ginsberg, Langston Hughes, Zora Neale Hurston, Flannery O’Connor, Eudora Welty, and Walt Whitman. Offered spring of even-numbered years.

Exploration Area: Literature

ENG 224  Caribbean Written and Oral Literature  3 credit hours
This course examines literature, poetry and music from the Caribbean. A range of writings is considered: novels by black writers about life on the islands, novels written by North Americans about the Caribbean, and novels by black Caribbeans about the experience of emigration. Reggae, Haitian drumming, and calypso also are studied. Topics such as the relation of literary tradition to nontraditional groups, the relation of music to poetry, the experience of emigration, and the new oral tradition of music are central to the course. Offered fall of odd-numbered years.

Exploration Area: Global Perspectives

ENG 226  American Poets, The Puritans to the Present  3 credit hours
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/CES 229  Native American Literature  3 credit hours
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 credit hours
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, Johnson, Milton, Shakespeare, Swift and others. Offered fall of even-numbered years.

Exploration Area: Literature

ENG 232  British Literature II  3 credit hours
Romantic, Victorian, and 20th-century figures are approached within the contexts of social and political roles/concepts, aesthetic forms and conventions, and literary themes. Literary continuity between the 19th and 20th centuries and between England and the United States is stressed. Students read the works of the Brontës, Dickens, Eliot, Woolf, Wordsworth and others. Offered spring of odd-numbered years.

Exploration Area: Literature
ENG 244  The Novel  
This introductory course explores the characteristics of the modern novel, such as theme, setting, point of view, character and plot. Questions concerning the novel's definition as a genre and the novel's ability to analyze social life are basic to the course. Offered fall of odd-numbered years.

Exploration Area: Literature

ENG 245  The Short Story  
This introductory course explores the basic elements of prose fiction, such as theme, setting, plot, narration, character and symbol. Learning to analyze prose fiction and understanding the genre of the short story constitute the main objectives of the course. Offered spring of odd-numbered years.

Exploration Area: Literature

ENG 247  Encountering America  
The Americas proved to be the meeting ground of cultures that were vastly different in their religion, technology and culture. History, literature and film record and interpret the moment of encounter as it was played out in what has become Canada, the United States, the Caribbean, and Central and South America. This course examines these encounters 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  
This course introduces the written and verbal origins of human expression in non-Western cultures. Students begin by asking how literature is a creation of human cultures and how a person from one culture can productively read literature from a radically different perspective. Since all of our texts come from non-Western sources, it is important to keep our minds open to new ways of thinking about the world. Students become aware of both the influences these texts have had on Western culture, and the new and important perspectives they can bring to our lives. Our reading begins with some of the first works of recorded literature and ends with the study of the discovery of new worlds and the cultural, linguistic and environmental changes brought by cultural contact. Offered fall.

Exploration Area: Global Perspectives

ENG 249  World Literature II: Postcolonial Literature  
This course focuses on non-Western literary expression after the age of exploration and discovery of new worlds. Students examine the impact of colonialism on literary expression and track those influences through the postcolonial era of the 20th and 21st centuries. Some of the issues encountered are: the continued syncretism of cultures in language and art, the impact of emigration and exile on identity, gender issues, and global cultures. Offered spring.

Exploration Area: Global Perspectives

ENG 250, 350  Topics in English  
These courses offer students in-depth study of topics in English that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.
ENG 251  Modern Drama  3 credit hours
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, Fugard, Ibsen, Miller, O'Neill, Pirandello, Williams, and Wilson. Offered spring of even-numbered years.

Exploration Area: Literature

ENG 265  Literature and Film  3 credit hours
This course explores the similarities and differences in both the form and content of works of literature—short stories, novels, nonfiction, drama—and their cinematic adaptations. Using literary and filmic examples from a variety of cultural traditions, the course considers how the two media draw on their unique aesthetic elements to develop characters, themes, narrative lines and point of view. Offered spring of odd-numbered years.

Exploration Area: Literature

ENG 285  English Internship  0–3 credit hours
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: Preinternship seminar, permission of the faculty sponsor and department chair

ENG 295, 395, 495  Independent Study  1–3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Humanities Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

ENG 317  Romantic Rebellion  3 credit hours
The years 1780 to 1820 were considered a watershed, with great changes of thought and feeling, political organization, class structure, economy, technology, literature and art in merely forty years. In this course students will study Romantic poetry, novels, and prose within the political and social context of the time. The late 18th century was a time of near revolution in Great Britain where ideas about democracy, slavery, art, gender, the capacities of the mind, language and literature were intense-
The writings of Wordsworth, Blake, Coleridge, Wollstonecraft, Austen, Byron, Keats and Shelley gain greater meaning when read as part of a debate, both responding to and participating in the lively and important discussions of the time. Offered spring of even-numbered years.

**Prerequisite:** One 200-level English course

**ENG 324 Literature of the American Renaissance**

This course aims to explore in depth American literature of the mid-19th century, which helped declare America's cultural independence from Europe and which gave "meters" to the same dazzling geography that inspired landscape artists from the Hudson River to the western Rockies. To this end, students study the major figures of the American Renaissance—Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and Dickinson—by examining their works in considerable detail, understanding their works in the context of the times when they were created, and tracing the connections and influences they 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**

This course examines the various ways in which women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Readings include images of women as wives, mothers, sisters and friends; women on pedestals; women as sex objects; and women in new roles as depicted in autobiographical accounts. Writers studied may include Zora Neale Hurston, Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, Arandhati Roy, Jeanette Winterson, and literary critics such as Sandra Gilbert, Susan Gubar, Carolyn Heilbrun and Elaine Showalter. Offered fall of odd-numbered years.

**Prerequisite:** One 200-level literature course

**ENG 332 Study of Language**

In this course students learn to discuss theories and processes by which we acquire, understand and use language; the major developments of language history; and major grammatical theories of English. In addition to the usual assignments, students do fieldwork on language acquisition, do "dialect geography," trace a word history, and analyze a piece of literature using a major theory of linguistics. Offered spring of odd-numbered years.

**Prerequisite:** One 200-level literature course

**ENG 333 The Flying Africans and the Talking Book**

In this course, students examine African American literature from a distinct perspective: the various ways it has thought through the relationship between the written and the spoken word. African Americans have had a complex relation to literature and literacy. On the one hand, the ability to read and to write was perceived as both a means to freedom and of progress. On the other, African Americans always had a great faith in the power of the spoken word as a means of great creative and even magical power. The creativity of both oral and written expression is examined in this course. Offered spring of odd-numbered years.

**Prerequisite:** One 200-level literature course
ENG 335  Autobiography: The Tentative Self  3 credit hours
This course introduces the often-neglected and misclassified genre of 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. The autobiography 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 credit hours
The purpose of this course is to study contemporary novels with the tools provided by contemporary narrative theory. Students read experimental novels published since the 1960s and excerpts from recent theoretical essays. Students decide the extent to which theory enhances their ability to understand the complex and intricate forms of the contemporary novel. Writers such as Italo Calvino, Jerzy Kosinski, N. Scott Momaday and Carol Shields are considered. Offered fall of even-numbered years.

Prerequisite: One 200-level literature course

ENG 339  Modernism: Literature from 1890–1940  3 credit hours
This course examines works of poetry, fiction and drama that reflect the period of experimentation known as modernism, a movement that encompasses the fifty-year period between 1890 and 1940. It explores some of the social, cultural, and aesthetic forces that gave rise to this literature and are reflected in it, including links with the art, music and film of the period. Among the writers to be considered are Willa Cather, T.S. Eliot, William Faulkner, Ernest Hemingway, James Joyce, Luigi Pirandello, Ezra Pound, Gertrude Stein, Jean Toomer and Virginia Woolf. Offered spring of even-numbered years.

Prerequisite: One 200-level literature course

ENG 342  Writing About Literature  3 credit hours
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 and how such study prepares them for the extended senior project of independent literary study. Offered spring.

Prerequisite: ENG 160

ENG 480  Teaching Assistantship  1–3 credit hours
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

ENG 485  English Internship  0–6 credit hours
All English majors (with the exception of students seeking New Hampshire Teacher Certification in Language Arts) are required to complete a 400-level 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, preinternship seminar, permission of the faculty sponsor and department chair

**ENG 487 The Capstone Proposal**
1 credit hour

In this course, students will design and complete the proposal for the Capstone Project that they will write during the following semester. Their English major portfolio will provide a basis for students to think thoughtfully about their proposal. Their proposal will include discussion of how their project derives from class work in the major and how students expect it to impact their future. Students will also complete an annotated bibliography and plan their project with both the instructor and their advisor for the project. Students will submit three copies of the proposal for consideration by the instructor, their advisor and one other member of the program. Graded Pass/Fail. Offered fall.

Prerequisites: ENG 342, English major

**ENG 488 The Capstone Experience:**
**Senior Seminar in Literary Studies**
2 credit hours

In this course, students complete a major independent project in a setting where they can exchange ideas with each other. Two faculty members contribute to the student’s experience, the instructor of the course and an advisor with specialized knowledge in the student’s choice of topic. The course combines workshops in research and writing with the reading and discussion of material relevant to each other’s projects. At the conclusion of the course, students will present their project at the spring Scholar’s Symposium. Offered spring.

Prerequisite: ENG 487 or permission of the instructor

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**English as a Second Language**

D. Elliott

**ESL 205 Advanced ESL**
3 credit hours

Students in this course are nearly ready to function independently in an academic setting. This class familiarizes students with basic rhetorical strategies as well as such synthesizing skills as summarizing and paraphrasing. Readings from *The New York Times*, *International Business* and *The Wall Street Journal* help to form the basis of the course. Students also read a short novel, such as *Of Mice and Men*, *My Antonia* or *Their Eyes Were Watching God*. Passive voice, clause structure, and gerunds and infinitives provide a grammatical focus. This class meets one hour daily, Monday through Friday.

Prerequisite: Permission of the instructor
Exercise and Sport Sciences


Bachelor of Science: Exercise and Sport Sciences

The major in Exercise and Sport Sciences prepares students for careers in athletic training, exercise and wellness, and the sport industry through three programs of study: Athletic Training, Exercise Science and Sport Management. Study in these three program areas is integrated with the liberal arts, enhancing preparation for professional and personal roles in the professional world. Program requirements allow flexibility in planning and pursuing a student's post-graduate or career goals. On-campus experiential learning and on/off campus internships and field experiences provide the student with practical learning experiences designed to strengthen both professional preparation and career placement. Students are encouraged to discuss their professional goals including graduate school options with their advisors as early as possible so that courses and internships/field experiences can be selected to enhance their personal and professional opportunities.

The Athletic Training Education Program, accredited by the Commission on Accreditation of Athletic Training Education, provides preparation in the prevention, recognition, management and rehabilitation of injuries for the physically active. This preparation may lead to careers in secondary schools, colleges and universities, professional sports, sports medicine clinics, or corporate or industrial settings. The Exercise Science Program emphasizes the scientific approach to wellness through exercise prescription and the evaluation of human performance. Graduates are prepared to work in community, commercial and clinical exercise-science settings. The Sport Management Program provides students with a solid foundation in business and marketing, with specific applications to sport communication, administration, programming and event management. Graduates are prepared for entry-level administrative posts in the sport-business sector.

Internships and/or field experiences are an integral part of the educational experience for all programs. Based on the specific program of study, students have a minimum of two internship/field experiences. Sites for these experiences are arranged in consultation with the department.

Requirements for all Exercise and Sport Sciences (ESS) Major Programs

Liberal Education Program requirements

Competency Requirement: ESS 105 (The certifying organization 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 (2.0) in ESS 100, 101, 105, 451, 452 and all other required courses in the program of study within the major to graduate.
Dual Programs of Study

Students may choose to complete two programs of study. Students must complete Major Acceptance requirements for both programs to be formally admitted into each program. Students are required to complete only one ESS 285 internship (to be determined with advisor). All other requirements of each program must be successfully completed.

Exercise and Sport Sciences: Athletic Training

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education. Upon completion of degree requirements, graduates are eligible to take the Board of Certification, Inc., examination to become certified athletic trainers. Graduates are prepared for entry-level athletic training positions and graduate studies in athletic training and other allied health fields.

Requirements (in addition to requirements for all Exercise and Sport Sciences Major programs)

- BIO 106, 205*, 206*
- MAT 123 or higher
- SCI 201
- PSY 101

* A minimum grade of C (2.0) is required for each of these courses.

Students also must:

1. complete a minimum of 800 clinical hours under the direct supervision of a certified athletic trainer.
2. be enrolled in Colby-Sawyer’s Athletic Training Education Program for a minimum of two years.
3. demonstrate competence in all athletic training proficiencies.

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. Exceptions to either of these policies must be approved by the academic dean.

Complementary Courses (recommended but not required)

- CHE 101, 102
- ESS 204, 318, 326, 421, 424
- MAT 220
- PHY 101, 102
- PSY 303

Major Acceptance Requirements

Admission to the college does not guarantee Major Acceptance into the Athletic Training Education Program (ATEP). 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, which includes the following requirements:

Requirements, continued next page
• A minimum cumulative GPA of 2.0
• A minimum grade of C (2.0) in BIO 205 and ESS 101, 106
• Current certification in first aid and CPR for the professional rescuer
• 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 Web site or from the program director)
• A signed Oath of Confidentiality form
• Completion of 80 hours of supervised athletic training observation
• Submission of an Athletic Training Observation Log documenting learning experiences
• Successful completion of a skills test in applying elementary athletic taping/wrapping procedures
• Completed Application for Major Acceptance form
• Two completed Faculty Recommendation forms
• A personal statement explaining why the student wants to be admitted to the Athletic Training Education Program
• Participation in a personal interview with members of the clinical instruction staff

The application deadline for the ATEP is the Colby-Sawyer Major Acceptance application deadline during the fall of the student’s sophomore year. This date is published in this catalog and on the college Web site.

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

Acceptance in the exercise and sport sciences major is a prerequisite for all ESS 300- and 400-level courses and internships unless permission is granted by the department.

**Suggested Registration**

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| **Sophomore Year** | | |
| BIO 206          | ESS 216                     |                            |
| ESS 150          | ESS 232                     |                            |
| ESS 215          | ESS 234                     |                            |
| ESS 231          | ESS 323                     |                            |
| CIS 105          | PSY 101                     |                            |
| Liberal Education Course | Sophomore Pathway Seminar |                            |
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### Transfer Policy for Athletic Training Education Program

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 (ATEP) 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 also 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's Athletic Training Program for a minimum of two calendar years prior to graduation to graduate from the athletic training program.

### Exercise and Sport Sciences: Exercise Science

Courses in the Exercise Science (ES) Program are designed to meet the recommended standards of the American College of Sports Medicine in preparing students to be health, fitness and exercise specialists. The curriculum is also structured to prepare students who wish to pursue graduate studies in exercise science and/or allied health fields.

**Requirements** (in addition to requirements for all Exercise and Sport Sciences Major programs)

- BIO 106, 205, 206
- CHE 101, 102
- SCI 201

*Requirements, continued next page*
MAT 123 or higher
PSY 303
ESS 204, 205, 285, 313, 324, 326, 421, 424, 485
ESS/ES electives. Choose two courses from the following:
  ESS 350, 450 (Only one special topics course that is specially designated as
  an ESS/ES elective may fulfill this elective requirement.)
  ESS 309, 310, 315, 318, 323, 419, 440

Complementary Courses (recommended but not required)
PHY 101, 102
MAT 220, 221
BIO 207
PSY 101
ESS 203, 395 or 495, 426, 486

Major Acceptance Requirements
• A minimum cumulative GPA of C (2.0)
• A minimum C (2.0) average in ESS 101; ESS 204 or 205; BIO 205
• A Major Acceptance essay. See the ESS department chair or academic advisor
  for details.

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 com-
plete Major Acceptance. Exceptions to either of these policies must be approved by
the academic dean.

Suggested Registration

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### Exercise and Sport Sciences: Sport Management

Courses in the Sport Management Program integrate knowledge of business and sport. 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.

**Requirements** (in addition to requirements for all Exercise and Sport Sciences Major programs)

- BUS 115 or 116, 216, 231, 302
- ECO 101
- SOC 303
- ESS/SM elective. Choose one course from the following:
  - ESS 309, 322; PSY 303

**Complementary Courses** (recommended but not required)

- BUS 224, 312, 316, 325, 403, 406, 407, 411
- COM 101, 303
- ECO 102
- ESS 328, 395 or 495, 486

**Major Acceptance Requirements**

- A minimum. cumulative GPA of C (2.0)
- A minimum C (2.0) average in ESS 101, 104; BUS 115 or 116
- A Major Acceptance essay. See ESS department chair or academic advisor for details

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. Exceptions to either of these policies must be approved by the academic dean.

**Note:** Students majoring in Exercise and Sport Sciences–Sport Management and minoring in Business Administration must complete BUS 115 or BUS/CES 116, BUS 215, BUS 216, BUS 231, BUS 302, BUS 316 and 2 additional BUS 200, 300, or 400-level courses.
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## Course Offerings

### ESS 100 Personal Health and Wellness 3 credit hours
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. The focus is upon individualization of activities to address particular needs and circumstances. Offered fall and spring.

Exploration Area: Wellness

### ESS 101 Introduction to Exercise and Sport Sciences 3 credit hours
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. The course also provides an introduction to sociological and psychological aspects of sport, with partic-
ular attention to those issues of special concern to the sport participant. 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 credit hours
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 segments of the sport industry, delineate concepts and larger issues within each, and draw conclusions related to overarching policy implications. The course focuses on the United States but also draws from international case examples and authors. Offered spring.

**ESS 105  First Aid and CPR**
1 credit hour
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. Offered fall and spring.

**ESS 106  Prevention and Care of Athletic Injuries**
4 credit hours
This course introduces the student to the profession of athletic training. Particular emphasis is placed on the prevention of injuries to the physically active individual. Topics include conditioning, protective equipment, preparticipation screening, and environmental risk factors. Advanced topics of emergency care also are covered, including skills of the professional rescuer. The student becomes familiar with common medical and human anatomical terminology and injury mechanisms. Offered spring.

*Prerequisites or corequisites:* ESS 105, BIO 106

**ESS 150  Taping Techniques in Athletic Training**
1 credit hour
This is a laboratory course designed to prepare the student for work in an athletic-training environment. The course focuses on specific taping techniques and includes instruction and practical experience. Graded Pass/Fail. Offered fall.

*Prerequisite:* ESS 106

**ESS 203  Philosophy and Ethics of Sport**
3 credit hours
Students explore the central topics in 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 aspects associated with 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 credit hours
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 Science**  2 credit hours
Students explore various concepts related to the exercise science field. Specific focus is on health-related fitness and motor-performance fitness and their assessment. Proper technique and uses of various exercise equipment are presented as well as an evaluation of the movements associated with each. Offered fall.

*Prerequisite:* ESS 101

ESS 215  **Athletic Training Assessment I**  4 credit hours
This course includes an in-depth inquiry into the anatomical and physiological processes associated with the occurrence of injuries to athletes and physically active individuals. Students learn to perform and interpret the results of structural and functional tests in order to accurately evaluate and determine the extent of injury. Topics include general assessment procedures as well as procedures for the evaluation of posture, gait and the lower extremity. Offered fall.

*Prerequisites:* BIO 205, ESS 106

ESS 216  **Athletic Training Assessment II**  4 credit hours
This course includes an in-depth inquiry into the anatomical and physiological processes associated with the occurrence of injuries to athletes and physically active individuals. Students learn to perform and interpret the results of structural and functional tests in order to accurately evaluate and determine the extent of injury. Topics include procedures for the evaluation of the spine, abdomen and thorax, head, face and upper extremity. Offered spring.

*Prerequisites:* ESS 215

ESS 231  **Athletic Training Practicum I**  1 credit hour
This course is a structured clinical experience in the prevention and care of injury under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

*Prerequisite:* ESS 106

ESS 232  **Athletic Training Practicum II**  1 credit hour
This course is a structured clinical experience in posture and gait analysis, and assessment procedures for the lower extremity, under the guidance of a certified athletic trainer. It requires demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

*Prerequisites:* ESS 150, 215, acceptance into the Athletic Training program

ESS 234  **Field Experience in Athletic Training I**  1 credit hour
This course is a structured clinical course in which students rotate through supervised observation experiences in a variety of athletic training and health care settings under the guidance of an approved clinical instructor. Personal reflection on the experience is a critical component of the course. Graded Pass/Fail. Offered spring.

*Prerequisite:* ESS 231

ESS 248  **Sport Marketing**  3 credit hours
This course introduces the student to marketing in the sport industry and leisure service organizations. Topics include unique aspects of sport and leisure service marketing, economic feasibility studies, data collection, market segmentation, competitive analyses, consumer behavior, marketing mixes, public relations, sponsorships,
media promotions, and marketing plans. Offered spring.

Prerequisites: BUS 231, CIS 105

ESS 250, 350, 450 Special Topics 1–3 credit hours
These courses offer students an avenue for exploration of specific current and relevant issues in the field. No particular topic is offered on a regular basis. Instead, topics are selected on the basis of current students’ needs and interests. Every attempt is made to offer topics that have cross-disciplinary appeal. The topics are announced before registration. Offered fall and spring.

ESS 285 Internship in Exercise and Sport Sciences 0–3 credit hours
This 120-hour-minimum experience in exercise and sport sciences is organized to allow for student participation in programs relevant to the student’s program area and professional interests. Graded Pass/Fail. Offered fall, spring and summer.

Prerequisites: Major Acceptance, preinternship seminar, current first aid and CPR certification, permission of the faculty sponsor and department chair

ESS 295, 395, 495 Independent Study 1–4 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Exercise and Sport Sciences Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

ESS 307 Therapeutic Modalities 3 credit hours
This course focuses on the theory, principles and physiological effects of various therapeutic modalities used in the treatment of injuries to athletes and physically active people. The indications, contraindications, and operational protocols for the following are addressed: electrical stimulating currents, infrared modalities, ultrasound, shortwave and microwave diathermy, ultraviolet therapy, low-power lasers, tractions, intermittent compression devices, and therapeutic massage. Laboratory experiences are used to supplement classroom instruction. Offered fall.

Prerequisites: ESS 216

ESS 309 Gender and Sport 3 credit hours
This course examines gender issues in sport. Topics to be covered include political, economical, 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 credit hours
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

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**ESS 311 Clinical Interventions in Health Psychology**  1 credit hour
This course prepares the student to address unhealthy sociocultural, mental, emotional and physical behaviors of the physically active population. Emphasis is placed on recognition, intervention and appropriate referral. Offered spring.

**Prerequisites:** PSY 101, ESS 231

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**ESS 312 Athletics Administration**  3 credit hours
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 or 116

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**ESS 313 Fitness Management**  3 credit hours
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

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**ESS 314 Facility Planning and Management**  3 credit hours
This course is designed to identify the unique characteristics of sport-related facilities, including planning, design and management. One focus of this course is the many aspects of facility management: marketing, services and programs, day-to-day operations, documentation, fiscal management, and trends. A second focus of this course includes the planning for and design of facilities. Offered spring.

**Prerequisite:** BUS 231

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**ESS 315 Leading Group Exercise**  2 credit hours
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

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**ESS 316 Therapeutic Rehabilitation**  3 credit hours
This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in rehabilitation of injuries to athletes and physically active individuals. Students are introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation design and implementation, including determining therapeutic goals, progress, and ability to return to athletic participation. Laboratory experiences are used to supplement classroom instruction. Offered spring.

**Prerequisites:** BIO 206; ESS 215, 216
ESS 317 Management Concepts in Sport 3 credit hours
This course allows students to analyze 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. Specifically, the 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. In addition, students synthesize these topics and describe the links among them. Offered fall.

Prerequisite: ESS 104

ESS 318 Strength and Conditioning 3 credit hours
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 322 History of Sport 3 credit hours
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/leisure patterns and other economic, social, and cultural movements.

History, society and culture majors who are not pursuing teacher certification in social studies may use this course as a 300-level U.S. history course. Students who are pursuing teacher certification in social studies may use this course only as an elective course. This course may be used to meet the requirements for a history minor. Offered fall of even-numbered years.

Prerequisite: History Exploration Area course

ESS 323 Structural Kinesiology 3 credit hours
This course introduces students to the facts, concepts and principles related to the study of human motion. The focus of the course is on the influence of anatomical structure. The specific focus is on the skeletal, neural and muscular systems. Offered spring.

Prerequisite: BIO 205

ESS 324 Exercise Physiology 4 credit hours
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. A required laboratory involving scientific instrumentation supplements lecture materials. Pulmonary function tests, measurement of body composition, anaerobic power testing, aerobic capacity assessment, and fitness testing are experiences fundamental to the student’s understanding of basic physiological adaptations to exercise, and these experiences also provide the basis for evaluation of cardiovascular function. Offered fall.

Prerequisites: BIO 205, 206
ESS 326  Biomechanics  3 credit hours
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  3 credit hours
This course is an overview of current theory and practice in coaching education. Students are introduced to sport pedagogy, physiology, psychology, administration, and risk management in the context of coaching sport. This course addresses issues across all levels of performance and competition as well as issues specific to child, youth and collegiate coaching.
Prerequisite: ESS 100

ESS 331  Athletic Training Practicum III  1 credit hour
This course is a structured clinical experience in athletic training assessment of the head, trunk and lower extremity under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.
Prerequisites: ESS 216, acceptance into the Athletic Training program

ESS 332  Athletic Training Practicum IV  1 credit hour
This course is a structured clinical experience in the application of therapeutic modalities and the psychosocial aspects of injury under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.
Prerequisites: ESS 307, 311, Athletic Training program Major Acceptance

ESS 333  Field Experience in Athletic Training II  2 credit hours
This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the prevention and care of athletic injuries and athletic training assessment of the upper extremity. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered fall.
Prerequisite: ESS 232

ESS 334  Field Experience in Athletic Training III  2 credit hours
This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including athletic training assessment of the lower extremity. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.
Prerequisite: ESS 331

ESS 402  Leadership and Motivation  3 credit hours
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 credit hours
This course addresses the organizational and administrative aspects of athletic health care management for various employment settings. Content of this course includes human resource management, financial resource management, facility design and planning, information management, legal and ethical considerations, professional development, and promotion of athletic training. Offered fall.

Prerequisite: ESS 307

ESS 419 Rapid Interpretation of EKGs 3 credit hours
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 credit hours
The major thrust of 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 credit hours
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 many other current topics in exercise physiology. Offered spring.

Prerequisite: ESS 324

ESS 426 Sport Law 3 credit hours
This course examines the legal aspects of sport (i.e., coaching; administering fitness; instructional, recreational, and athletic programs; sport marketing). Areas of study include, but are not limited to, constitutions; legislative enactments; case law related to administrative, constitutional, contract, labor, product liability and tort law; and risk-management techniques. Offered fall.

Prerequisite: ESS 312

ESS 428 Sport Management 3 credit hours
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 431  Athletic Training Practicum V  1 credit hour
This course is a structured clinical experience in the application of therapeutic exercise techniques and the nutritional aspects of injury prevention and recovery under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

Prerequisites: ESS 316, SCI 201

ESS 432  Athletic Training Practicum VI  1 credit hour
This course is a structured clinical experience in the application of general medical assessment and health care administration issues under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

Prerequisites: ESS 410, 440, 441

ESS 433  Field Experience in Athletic Training IV  2 credit hours
This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the safe and proper use of various therapeutic modalities. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered fall.

Prerequisite: ESS 332

ESS 434  Field Experience in Athletic Training V  2 credit hours
This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the implementation of therapeutic exercise in the rehabilitation process. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

Prerequisite: ESS 431

ESS 440  Pathology of the Body Systems  3 credit hours
This course covers the pathophysiology of prominent acute and chronic diseases and conditions of the major body systems. Students study the interdependence of body systems and the conditions that affect human health and well-being. Other topics include common risk factors associated with these conditions as well as their response to, and impact on, physical activity. Offered fall.

Prerequisite: ESS 324

ESS 441  Pharmacological Concepts in Health Care  2 credit hours
This course covers the general principles of pharmacology as they relate to the physically active population. Topics include social drugs, ergogenic drugs, prescription medications, and over-the-counter drugs. Also covered is the principle of emergency administration of bronchodilators and epinephrine. Offered fall.

Prerequisites: ESS 307, 316

ESS 451  Research in Exercise and Sport Sciences: Critical Components (Capstone)  2 credit hours
In this first semester of the Capstone students explore, in depth, a topic of their choosing. This exploration involves reviewing and synthesizing the primary litera-
ture 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 credit hours

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 credit hours

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

ESS 485 Internship in Exercise and Sport Sciences 0–6 credit hours

This 240-hour-minimum-experience in exercise and sport sciences is organized to allow for student participation in programs relevant to the student’s program area and unique interests. This final required internship experience serves as a unique 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: Completion of 70 percent of total credit hours required in the major, preinternship seminar, current first aid and CPR certification, ESS 285, permission of the faculty sponsor and department chair

Government

H. CLEVELAND, R. HANSON, S. JANKIEWICZ

GOV 100 Comparative Government and Geography 3 credit hours

This course examines political and geographic ways of understanding how people interact with their physical surroundings and with each other. It explores countries and regions from around the globe, as well as political and environmental issues of international importance. Topics include the development of political ideologies; the nature of democracy and its challenges in the modern world; the relationship of geography and government, and structure and interactions of nation-states; the geopolitics of the modern world; and the political implications of environmental issues. Offered fall and spring.

Exploration Area: Global Perspectives
GOV 202  The American Presidency  3 credit hours
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.

Prerequisite: One GOV course

GOV 250, 350  Topics in Government and Politics  3 credit hours
Topic courses are a series of area studies focusing on regions throughout the world. They are intended to introduce students to the history and the contemporary politics of selected countries in those regions.

GOV 295, 395, 495  Independent Study  3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the course number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Social Sciences and Education Department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

GOV 301  The United States Constitution  3 credit hours
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 GOV course or permission of the instructor

GOV 303  Dissolution of the Soviet Empire  3 credit hours
The purpose of this course is to acquaint students with the causes and results of the dissolution of the Soviet Union in 1991. Attention is directed toward geography, history, political philosophy, government structure, and many other factors involved in the breakup. Special consideration is given to current problems facing the Russian Federation and the successor states and the impact of those problems on the international community.

Prerequisite: Sophomore standing or above

GOV 304  The Far East in Modern Times  3 credit hours
This course examines the governments of China and Japan since they were opened up to the West in the middle of the 19th century. Special emphasis is placed on the clash between traditional cultures and modernization. Topics include the collapse of the Ch’ing Dynasty in China up to the communist revolution of Mao Tse-tung and beyond, as well as the opening up of Japan by Commodore Perry, the Meiji period, the Tojo regime, World War II and modern Japan.

Prerequisite: Sophomore standing or above
History, Society and Culture

D. Burley, J. Carroll, H. Cleveland, T. Galligan, R. Hanson, S. Jankiewicz, S. LeBeau, A. Major

Bachelor of Arts: History, Society and Culture

History, Society and Culture is an interdisciplinary major that provides students with a broad understanding of social conditions from the perspectives of history, the social sciences and the humanities. It is designed to meet the content requirement for certification to teach social studies (grades 5–12), and it also prepares students interested in pursuing further study in any of its fields as well as students who are interested in careers where knowledge of social conditions is important. The major is supported by the Department of Social Sciences and Education and the Department of Humanities.

Requirements

Liberal Education Program requirements

GOV 100, any GOV 200- or 300-level course
HIS 101, 102, 217, 218
HSC 100, 400, 401, 485

Three additional 300- or 400-level history courses; at least one U.S. history: HIS 301, 307, 309, 310, 323; ESS 322 and one non-U.S. history course: HIS 317, 319, 321, 324. (Students pursuing teacher certification must take HIS 301 and may use ESS 322 only as an elective course.)
SOC 101 and one 300- or 400-level SOC course

Two culture courses from the following: AME 201, 305, 341; ART 201, 202, 302; CES 229; COM 203, 341; ENG 216, 224, 229, 247, 248, 249, 324, 331, 333, 339; PHI 205, 308; PSY 221; REL 205, 234; WST 331

Major Acceptance Requirements

• A minimum cumulative GPA of C (2.0)
• A minimum C (2.0) average in any two of the following courses: HSC 100; HIS 101, 102; GOV 100; SOC 101
• Portfolio review

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. Exceptions to either of these policies must be approved by the academic dean.

Suggested Registration

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Total minimum credit hours: 120

**History Minor**

**Requirements**

The minor in history consists of 18 credit hours of history courses, including six credits chosen from HSC 100, HIS 101, HIS 102, HIS 217, and HIS 218. Six of the remaining 12 credits must be at the 300- and 400-levels. Please refer to the minor programs section of the catalog for further information. ESS 322: History of Sport may be used to satisfy a minor requirement.

**Social Studies with Education Certification**

Students seeking New Hampshire Teacher Certification in Social Studies (grades 5–12) complete the degree requirements for the B.A. in History, Society and Culture and qualify for certification by completing additional coursework in education. The program requirements, courses, minimum grades, and the suggested registration sequence are in the Education section of this catalog.

**History Course Offerings**

**HIS 101  U.S. History to 1877:**

*The Struggle to Create a Nation*  
3 credit hours

This course uses the American Civil War as a lens through which to understand the development of the North American continent from the years 1600 to 1877. Tracing back to the origins of this conflict, students explore the social, economic, political and cultural forces that gave the North and South a common heritage, as well as divergences that brought them to war. Themes in the course include the origin and development of slavery; free-labor capitalism and abolition; and the way concepts of liberty and slavery
influenced the development of the Declaration of Independence, the Constitution, and the subsequent course of race relations in America. Offered fall and spring.

Exploration Area: History

**HIS 102 U.S. History 1877 to the Present: The Quest for Power and Progress**
3 credit hours

Reunited after the Civil War, the United States experienced rapid and profound changes that transformed it into an industrial giant and a world leader. 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. From the gilded age to the present, this course examines the United States’ quest for power and progress at home and abroad. Offered fall and spring.

Exploration Area: History

**HIS 217 The West and the World I**
3 credit hours

This is an introductory survey course that examines the development of the West and its interactions with other parts of the world from antiquity into the 17th century. Special attention is given to issues of political expansion and cultural exchange. Topics include the ancient foundations of Western Civilization, the rise of Christianity and Islam and the formation of a Mediterranean World, and the transformation of European society during the Middle Ages, the Renaissance, and the Reformation. From the crusades to the conquest of the New World, the West can best be understood through a global perspective. Offered fall.

Exploration Area: History

**HIS 218 The West and the World II**
3 credit hours

This is an introductory survey course that examines the changing relationship of the West and other parts of the world from the 18th century to the present. Special emphasis is placed on the dramatic political and economic transformations occurring during this period. Topics include the spread of nationalism, the global implications of the industrial revolution and European imperialism, the revolutions in France and Russia, two world wars, and decolonization. From slavery and capitalism in the Atlantic to the new era of globalization, the West and the world are profoundly interconnected. Offered spring.

Exploration Area: History

**HIS 250, 350 Topics in History**
3 credit hours

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

**HIS 295, 395, 495 Independent Study**
1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for the
minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

**HIS 301 The History of New England:**
**Regional and Local Studies**
3 credit hours
Exploring methods of historiography, the course examines issues of growth and change in New England regional culture and history. This course focuses particularly on the social, economic and political events that have affected the region’s development as well as the emerging field of regional and local history. Students extensively use the Colby-Sawyer archives. Offered spring of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

**HIS 307 America in the Cold War Era, 1945–1990**
3 credit hours
How did the Cold War help to create the world in which we live today? This course examines the conflict between the United States and U.S.S.R. in the second half of the 20th century and how this conflict affected American politics, culture and society. Topics include the origins of the Cold War, 1950s conformity, McCarthyism, the civil rights movement, Vietnam, the 1960s, liberalism, the rise of conservatism, and the end of the Cold War. Offered fall of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

**HIS 309 America in the Sixties**
3 credit hours
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 fall of even-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

**HIS 310 From Isolation to Global Policing:**
**American Foreign Policy, 1776 to the Present**
3 credit hours
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—though never without doubts and debate. This course surveys the development of United States foreign relations and diplomacy from the Revolution to the present post-Cold War era. Offered spring of even-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

**HIS 317 Revolutions and Revolutionaries**
3 credit hours
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. Students analyze the ideas and writings that have inspired revolutionary movements. Finally, students look at
revolution as a historiographical issue, examining scholarly debates about the nature and definition of these upheavals and why they occur. *Viva la Revolución!*

Offered fall of even-numbered years.

**Prerequisite:** One 100- or 200-level HIS, HSC or GOV course

**HIS 319 Modern Mexico**

3 credit hours

Americans have important reasons to inform themselves about Mexico. Mexico shares a huge border with the United States. United States—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. But on a deeper level, students explore the dynamics of Mexican history and society, asking why the nation has developed as it has and what it might expect in the future. Offered fall of odd-numbered years.

**Prerequisite:** One 100- or 200-level HIS, HSC or GOV course

**HIS 321 Contemporary Europe**

3 credit hours

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. Students compare life in both the East and West. Topics include the postwar economic recovery of Europe, the Sovietization of Eastern Europe, decolonization, the flowering of the welfare state, relations with the United States, and efforts at European unity. Offered fall of odd-numbered years.

**Prerequisite:** One 100- or 200-level HIS, HSC or GOV course

**HIS/CES 323 White Mountain History**

3 credit hours

People have been drawn to the White Mountains of New Hampshire since their discovery. They have been revered by native people, explored by European settlers, exploited by timber barons, and “loved to death” by recreational users. This course uses the White Mountains region as a case study about the manner in which humans and the natural environment interact. 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. Students learn how the tourism and logging industries forever changed the face of the region and the people who live there. Students uncover the passion with which native and visitor populations continue to fight for this area, and how those battle lines have been set up historically. Students visit the White Mountains region on field trips and engage in a variety of creative assignments designed to integrate a historical framework with a modern ideology. Offered fall even-numbered years.

**Prerequisites:** WRT 105, one HIS 100- or 200-level course or one ENG 200-level course

**HIS 324 The Colonial Experience in the Modern World**

3 credit hours

This course examines the development, impact and experience of modern colonialism from the 19th century to the present day. 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 will examine strategies of resistance; struggles for liberation; and the economic, social and cultural legacy of colonialism. Offered spring of odd-numbered years.

**Prerequisite:** One 100- or 200-level HIS, HSC or GOV course

**HIS 480 Teaching Assistantship** 1–3 credit hours
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

**History, Society and Culture Course Offerings**

**HSC 100 The Detective: Introduction to History, Society and Culture Studies** 3 credit hours
Open to all students, this course provides an introduction to the “detective work” necessary to study history, society and culture. It examines the development of these fields from ancient to modern times and their basic approaches and interconnections. It considers epistemological issues such as fact, truth and inference and begins introducing the research methods employed by students of history, society and culture: electronic and published sources for finding materials, archives, primary research, annotated bibliographies, and methods of citation. The course shows that a student must become a detective who assembles and analyzes information from many different sources to solve the mysteries of history, society and culture. Offered fall.

**HSC 250, 350 Topics in 18th- and 19th-Century American History** 3 credit hours
These courses offer students in-depth study of topics in United States history that are not part of the regularly scheduled course offerings. The topics are announced before registration.

**HSC 400 History, Society and Culture Research Methods** 3 credit hours
To begin synthesizing their own thinking with existing work, seniors in the HSC program 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 then carry out the research plan in HSC 401. Offered fall.

**Prerequisites:** Major Acceptance in History, Society and Culture, senior standing

**HSC 401 Advanced Research Seminar (Capstone)** 3 credit hours
In this course, students carry out the research projects they designed in HSC 400. 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:** HSC 400
HSC 485  History, Society and Culture Internship  0–6 credit hours
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 and with career opportunities available to HSC majors. Placements include, but are not limited to, archives and historical societies, museums, law offices, political campaigns, libraries, and public radio. The minimum 120-hours required for the HSC major must be completed at a single internship site. Only HSC students not pursuing teacher certification in social studies must take this course. Students pursuing teacher certification in social studies take EDU 490. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Junior standing or above, pre-internship seminar, permission of the faculty sponsor and department chair.

Humanities
T. Kealy, M. Meade, O. Smith

HUM 109  Humanities Seminar  1 credit hour
The Humanities Department hosts a program of speakers on various topics in humanities. Seminar topics reflect the diversity within the humanities, drawing from such fields as comparative literature, classics, philosophy, English, communication studies, linguistics, languages and the arts. Seminars are open to the public. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

HUM 150, 250, 350  Topics in Humanities  1–3 credit hours
These courses offer students in-depth study of topics in Humanities that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

HUM 203  Yoga: The Movement of Consciousness  3 credit hours
Yoga is a means of self-knowledge that has informed Eastern consciousness for at least five centuries. Self-knowledge, as in Western philosophy, is the cornerstone of a continuous and evolving intellectual, literary, and spiritual tradition. Students study ancient and more modern writings about yoga in order to understand its basic principles. One session a week is spent in the physical practices of the postures. Through the practice of the postures, students apply the ideas in the texts. Our bodies act as a training ground for knowledge that can then be applied to everyday life. The course combines conventional ways of studying in college (reading, writing, discussion) with the Eastern practice of training the self by observing our bodies and by observing our thoughts in the process of meditation.

Exploration Area: Humanities

HUM 480  Teaching Assistantship  1–3 credit hours
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.
Interdisciplinary Studies

INT 285 Interdisciplinary Internship 0–3 credit hours
This interdisciplinary internship is designed to provide students an opportunity to explore occupational areas of interest before committing to a major field of study 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 would require students to draw correlations between various academic areas and learning objectives of the internship experience. Students may choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Graded Pass/Fail. Offered fall, spring and summer.

Prerequisite: Preinternship seminar, permission of the instructor

Mathematics

A. CAHOUN, C. CONROY, S. KILIC-BAHI

MAT 122 Topics in Liberal Arts Math 3 credit hours
In this course, students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen in society. Topics include logic, the mathematics of finance (compound interest and loan repayments), the application of statistical reasoning, probability, and game theory. Other topics may be included according to the interests of the students and instructor. The emphasis in this course is not on proofs and derivations but on reasoning skills and the importance of these topics in society and daily life. Offered fall and spring.

MAT 123 College Algebra 3 credit hours
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 and exponential functions, as well as on solving related equations. An introduction to trigonometric functions may be included. Offered fall and spring.

MAT 212 Precalculus 3 credit hours
Designed for those students who have successfully completed a high school course 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 the concepts of calculus is an integral component of the course. Offered fall and spring.

MAT 220 Introduction to Statistics 3 credit hours
This course provides a modern overview of the field of statistics. Gathering useful and accurate numerical information is vital to statistical studies. Describing and analyzing numerical information is equally vital in statistics. Students examine the important concepts of sampling, experimentation, and measurement and identify and classify variables and examine appropriate statistical methods to study them. Students study formal statistical reasoning, including confidence intervals and
hypothesis testing. The inference about variables and relationships is emphasized through study of t-test, F-test, Chi-Square test, regression, and analysis of variance. The use of statistical software and graphing calculators to help organize and analyze numerical data is integrated into the course. Offered fall and spring.

**MAT 221 Calculus I**  
3 credit hours  
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.

**MAT 222 Calculus II**  
3 credit hours  
This course focuses on the integral calculus as an extension of the differential calculus that is introduced in MAT 221. Topics include differential equations, techniques of integration, and applications thereof. Offered spring.  
*Prerequisite:* MAT 221

**MAT 250, 350, 450 Topics in Mathematics**  
1–3 credit hours  
These courses offer students in-depth study of topics in mathematics that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

**MAT 295, 395, 495 Independent Study**  
1–3 credit hours  
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectation. Each independent study course is developed in consultation with a faculty member in the Natural Sciences Department. May be repeated for credit. Offered fall and spring.  
*Prerequisites:* MAT 220 or 221, permission of the instructor and the department chair

**MAT 480 Teaching Assistantship**  
1–3 credit hours  
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

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**Modern Languages**  
D. Hill, S. Hirsh

The purpose of the modern language offerings is to give interested students, at various proficiency levels, the opportunity to receive instruction.

Courses at the 100 level are designed to introduce students to basic vocabulary, grammatical rules, and conversational skills. The 200 level fosters further vocabulary development and exposure to literature in the language studied. These intermediate level courses are normally conducted in the language. Independent Study courses are
offered at the 300 level. They are conducted in the language and provide an intense exposure to works that deal with a particular period or a particular theme or problem.

**FRE 101, 102 Elementary French**
3 credit hours each
These courses are an introduction to spoken and written French. Students engage in active practice by speaking and understanding French in class. Assignments include written exercises, easy reading materials and taped drills. FRE 102 stresses language drills, vocabulary review, and classroom practice of spoken French. FRE 101 offered fall; FRE 102 offered spring.

*Prerequisite:* For FRE 102: FRE 101 or permission of the instructor

**FRE 203, 204 Intermediate French**
3 credit hours each
These courses continue the development of speaking and writing skills. Written exercises stress grammar and vocabulary. Classes include language drills and discussion of current French culture. FRE 203 offered fall; FRE 204 offered spring.

*Prerequisite:* For FRE 203: FRE 102 or permission of the instructor
For FRE 204: FRE 203 or permission of the instructor

**FRE 250, 350 Topics in French**
1–3 credit hours
These courses offer students in-depth study of topics in French that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

*Prerequisite:* FRE 204 or permission of the instructor

**FRE 480 Teaching Assistantship**
1–3 credit hours
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

**SPA 101, 102 Elementary Spanish**
3 credit hours each
These courses provide a study of the fundamentals of pronunciation and structure of Spanish. Objectives include the ability to understand the spoken language, to speak simply and correctly, and to read and write simple material. SPA 101 offered fall; SPA 102 offered spring.

*Prerequisite:* For SPA 102: SPA 101 or permission of instructor

**SPA 203, 204 Intermediate Spanish**
3 credit hours each
These courses review and extend the fundamentals of pronunciation and structure and augment the comprehension and use of current everyday language. They increase the knowledge and appreciation of Spanish culture by means of intensive reading, class discussion and related activities. SPA 203 offered fall; SPA 204 offered spring.

*Prerequisite:* For SPA 203: SPA 102 or permission of instructor.
For SPA 204: SPA 203 or permission of instructor

**SPA 250, 350 Topics in Spanish**
1–3 credit hours
These courses offer students in-depth topics in Spanish that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.
Music

S. CANCIO-BELLO, N. FENTON, G. ROBINSON, P. SANBORN

A variety of applied music activities are open to all students: applied lessons, music master classes, and performance ensemble work. Credit is given for piano, voice, or other applied music, subject to approval by the department. See the Financial Information section of this catalog for the applied music fees.

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

Course Offerings

MUS 103  Music Appreciation  3 credit hours
This music survey course explores contemporary to ancient music 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. Each genre is studied 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: Piano, Voice, Winds, and Strings  1–3 credit hours
Individual instruction facilitates the development of technical abilities required on a given instrument. Students may select from the following: piano, voice, flute, violin, cello and guitar. (The level of instruction is dependent on ability. Audition may be required). See the Financial Information section of this catalog for applied music fees. May be repeated for credit. Offered fall and spring.

MUS 131  Colby-Sawyer College Singers  1 credit hour
The Colby-Sawyer College chorus is open to all members of the student body as an opportunity for musical expression. The chorus presents performances of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. May be repeated for credit. Offered fall and spring.

MUS 251, 351, 451  Ensemble Module  1 credit hour
This course brings together a variety of singers and instrumentalists and gives them an opportunity to accompany one another and to perform music at the college level and in the community. The level is dependent upon the musical expertise of student. Graded Pass/Fail. See the Financial Information section of this catalog for the ensemble module fee. Offered fall and 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 who are experiencing or can be expected to experience variations in health and the tending of the entire environment in which care occurs. A full description of the philosophy can be found in the Manual for Nursing Majors.

Mission Statement

The program leading to a Bachelor of Science in Nursing (B.S.) integrates knowledge from the liberal arts and sciences with professional education. Students are afforded the educational and clinical opportunities that help to prepare them to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses, 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 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

• exemplify the characteristics and values of a caring professional;
• communicate effectively in writing and orally with individuals and families of diverse backgrounds and with colleagues in other professional disciplines;
• think critically for the purposes of exercising clinical judgment and making ethical decisions;
• practice clinical nursing by using the core competencies and knowledge that underlie state and national standards of basic practice; and
• perform the professional nursing roles that serve the health-care interests of the public.

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 (2002–2012) and fully approved by the New Hampshire Board of Nursing (2003–2008).

Academic Policies

The Manual for Nursing Majors includes the philosophy of the Department of Nursing and a complete description of the department’s academic and clinical policies. Students are admitted to the college and then apply to the nursing major during the fall of their sophomore year. Students must demonstrate competence in both the classroom and the clinical/lab components of the nursing courses to progress in the major.
Students who do not demonstrate competence in the clinical component of a course receive a final grade of F for the course, regardless of their performance in the classroom. Students who fail a nursing course based on either their clinical or classroom performance 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.

Students may not repeat BIO 205, 206 and 207; and only one NUR 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. For more information on performance standards and reasonable accommodations, consult the *Manual for Nursing Majors*.

**Clinical Internships**

In the nursing program, internships are the clinical component of nursing courses. Clinical internships are taught by nursing faculty, who are responsible for assisting students in the integration of theory and practice in a clinical setting. Clinical internships also include a community-practice module, during which students rotate out of the hospital to work one-on-one with a nurse in a community setting. During the spring of the senior year, students do 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 community practice project, addressing a health care need they have identified in a neighboring community.

Colby-Sawyer College is fortunate to offer its students internships in a variety of inpatient and community settings. The Department of Nursing has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Alice Peck Day Memorial Hospital, Lake Sunapee Region Visiting Nurse Association, the Visiting Nurse Alliance and Hospice of Vermont and New Hampshire Inc., and New Hampshire area schools in addition to other health and human services organizations.

**Requirements**

- Liberal Education Program requirements
  - BIO 106, 205, 206, 207
  - MAT 220
  - PHI 305
  - PSY 101, 240
  - SCI 201
  - SOC 101, 203

A minimum grade of C+ (2.3) is required in BIO 205, 206, 207 and NUR 203 before enrolling in 300-level nursing courses. All required science courses must be completed at Colby-Sawyer College. Students may not repeat BIO 205, 206, and 207; and only one NUR course may be repeated. For further explanation of policies regarding progress in the major, please see the *Manual for Nursing Majors*.
Major Acceptance Requirements

Students applying for Major acceptance in the fall 2007, must complete the requirements listed below.

- A minimum cumulative GPA of 2.5
- A minimum grade of C+ (2.3) in BIO 205, 206; NUR 203
- A minimum grade of C (2.0) in BIO 106; CIS 105; PSY 101; SOC 101
- Major Acceptance Application form
- Two letters of recommendation
- A one-page self-evaluation

Applications are due in November (see the Nursing Department for details and deadlines) and students will be informed of their status before the beginning of the spring semester.

Major Acceptance into the nursing program occurs in the fall of the sophomore year. The criteria for acceptance and the decision process are explained in the *Manual for Nursing Majors*.

Admission to the college does not guarantee Major Acceptance into the nursing program. Each year, the nursing department selects a pre-determined number of students for study. Acceptance to the major is a competitive and merit-based process.

Transfer Students

The Colby-Sawyer College nursing curriculum is designed for the student seeking a Bachelor of Science 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. A minimum grade of C+ will be required in the courses equivalent to BIO 205, 206, 207 and NUR 203. Science and nursing courses will be evaluated by the registrar to determine if they are the equivalent of Colby-Sawyer's courses. Priority for entrance to the nursing program is given to enrolled Colby-Sawyer College students. Further information is available from the Nursing Department and the Registrar's Office.

Suggested Registration

The Nursing Program courses are designed to be taken in sequence, beginning with NUR 203 and ending with NUR 445. Students should expect to spend a minimum of six semesters completing the NUR sequence.

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<th>Fall</th>
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<td>WRT 105</td>
<td>CIS 105</td>
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<td>BIO 106</td>
<td>SOC 101</td>
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<td>PSY 101</td>
<td>BIO 205</td>
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<tr>
<td>First Year Pathway Seminar</td>
<td>Liberal Education Course</td>
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<td>Liberal Education Course</td>
<td>Liberal Education Course</td>
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Sophomore Year

| BIO 206                       | BIO 207                       |
| NUR 203                       | NUR 230                       |
| SOC 203                       | SCI 201                       |
| PSY 240                       | Sophomore Pathway Seminar     |
| Liberal Education Course      |                               |
### Suggested Registration (continued)

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<td>Junior Year</td>
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<td>NUR 313</td>
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<td>NUR 314</td>
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<td>MAT 220</td>
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<td>Senior Year</td>
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<td>PHI 305</td>
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* It is recommended that students take two free electives, but it is not required.

Total credit hours: 120 minimum

### Course Offerings

**Interpreting NUR Course credits:**

Total credit hours (class credits:clinical credits:lab credits)

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>NUR 203</td>
<td>Introduction to Professional Nursing</td>
<td>3 credit hours (3.0.0)</td>
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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.

**Exploration Area: Wellness**

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<tr>
<td>NUR 230</td>
<td>Health Assessment and Nursing Skills</td>
<td>6 credit hours (3.2.1)</td>
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This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals in residential and community care. 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. Students practice physical assessment skills on one another in the lab setting under the guidance of nursing faculty. Community-based practice modules allow students to participate in the hands on care of elders. Offered spring.

**Prerequisites:** NUR 203; BIO 205, 206

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<td>NUR 307</td>
<td>Pharmacology</td>
<td>3 credit hours (3.0.0)</td>
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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 fall.

**Prerequisites:** BIO 106, 205, 206
NUR 309  Community-Based Nursing Care  2 credit hours (2.0.0)
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  Nursing Practice: Child Health  4 credit hours (2.2.0)
This clinical course introduces the role of care provider for families experiencing normative childrearing and for children who require restorative care. Topics include child and family development, nursing interventions with children, and management of childhood illnesses. Nursing assessment of children in the school setting and other community settings is conducted. Offered fall.

Prerequisites: NUR 230

NUR 314  Nursing Practice: Family Health  4 credit hours (2.2.0)
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.

Prerequisites: NUR 230

NUR 332  Nursing Practice: Care of the Adult I  7 credit hours (5.2.0)
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. Under the guidance of a community mentor, the community-based practice module includes assessment of self-care capacity, adaptation to chronic illness, and depression/dementia in adults. Offered fall and spring.

Prerequisites: NUR 305, 307, 309

NUR 334  Nursing Practice: Mental Health Nursing  4 credit hours (2.2.0)
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). Under the guidance of a community mentor, the community-based practice module includes assessment of self-care capacity, adaptation to chronic illness, and depression/dementia in adults. Offered fall and spring.

Prerequisites: NUR 305, 307, 309
NUR 336  Healthcare Research and Policy  3 credit hours (3.0.0)
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 spring.
Prerequisite: MAT 220

NUR 405  Nursing Practice: Care of the Adult II  7 credit hours (4.3.0)
In this clinical course, the students provide and manage restorative care for adults with complex needs and their families, in an acute care setting and in home care. 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. Under the guidance of nursing faculty, the community-based practice module includes assessment of home care of adults. Offered fall.
Prerequisites: NUR 332, 334, 336

NUR 407  Community Capstone I  3 credit hours (2.1.0)
In this clinical course, the focus is on the community as client. The nursing role includes acting as provider, manager, and coordinator of care for individuals, families and communities. Nursing care 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. Course emphasis is on assessing and planning nursing care for select aggregates and communities and utilizing community health indicators in collaboration with community partners. 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.
Prerequisites: NUR 332, 334, 336

NUR 408  Community Capstone II  2 credit hours (1.1.0)
In this clinical course, students continue to work in select communities with a community mentor to implement and evaluate the interventions they designed in Community Capstone I. There is a greater focus in this course on the coordination of care and the leadership role of nurses in the community. 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.
Prerequisites: NUR 405, 407

NUR 442  Clinical Capstone: Nursing Management of Patient Care  10 credit hours (2.8.0)
In this clinical course, 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. Topics include management of nursing care, nursing leaders/leadership, role development, and career management. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and the professional role of nurses. Offered spring.

Prerequisite: NUR 405, 407

**NUR 445 NCLEX-RN Preparation**

Students develop and implement a study plan during the senior year in preparation for the NCLEX-RN exam. A Web-based assessment program is utilized and student take computerized content exams, use software to practice test questions, and meet regularly with faculty as part of their preparation. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Senior status

**NUR 495 Independent Study in Nursing**

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, 334, 336

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**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, the Pathway’s three Stepping Stone courses, and the Sophomore Seminar. Pathway professors 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:

- 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 two-year curriculum.
**PTH 101  First Year Seminar**  
3 credit hours

In the first semester of a student's study at Colby-Sawyer, the college offers a variety of First Year Pathway Seminars, which are theme-based and interdisciplinary. The goals of the first year seminar are

- 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 colearners;
- 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 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. Students must also successfully complete the three Stepping Stone courses before or during the semester in which they enroll in PTH 201: Sophomore Seminar.

The First Year Seminar courses are offered fall semester. A complete list of this year's Pathway and Stepping Stone courses appears below.

**PTH 201  Sophomore Seminar**  
3 credit hours

The development of basic skills begun in the First Year Seminar continues and intensifies in the Sophomore Seminar. Students' ability to view material from multiple perspectives is evident in all aspects of their work as they construct and demonstrate an in-depth understanding of the Pathway theme. The Sophomore Seminar concludes with an integrated, collaborative and investigational project that culminates the Pathway learning experience. Work done in the sophomore seminar reflects students' growing ability to apply the Colby-Sawyer learning outcomes to their own educational experiences; thus, the seminar includes a written essay in which students reflect on the meaning of the learning outcomes and how they have made progress toward achieving them. Offered spring.

**PTH 380  Pathway Peer Mentor**  
1-3 credit hours

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 or the Sophomore Seminar. The peer mentor will serve as a more experienced co-learner in the Pathway and provide first year or sophomore Pathway 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.

**Pathways and Stepping Stones Offered Fall 2007:**

**PTH 101A  Inequality**  
3 credit hours

This Pathway examines inequality in its many forms with the understanding that inequality provides the basis for discrimination. Basing the course on the premise that inequality is not a new phenomenon, students consider the subject from both
an historic and contemporary view.

In the First Year Seminar students discover the various types of inequality and their causes as well as the resultant effects. The Sophomore Seminar continues the study of inequality with the same consideration of historic and contemporary views. The Pathway aims to help students become more knowledgeable, understanding, and tolerant in an increasingly global society.

Stepping Stones Options: ECO 100 or ECO 101; GOV 100 or PSY 221; HIS 101 or HIS 102; HIS 217 or HIS 218; PHI/WST 111

**PTH 101B** The Long and Winding Road: Exploring the Detour of Emerging Adulthood

3 credit hours

As a first-year student are you an adolescent or an adult, or perhaps somewhere in between? What factors help us to identify our current stage of development? How do we know when we’ve successfully transitioned to the next stage? This Pathway guides the student in answering these questions by exploring a new developmental stage called Emerging Adulthood.

First Year Seminar students begin this exploration by defining themselves and answering the age-old question, who am I. This intellectual path winds through wooded areas (structures of adult thought), cozy meadows (friendship and romance), and opens up to mountain vistas (the sources of meaning in life). In the Sophomore Seminar the path becomes a superhighway with numerous exits where students get off to explore the economy, a sense of community, and the media. Students look at whether Emerging Adulthood exists in other cultures, whether war and tragedy contribute to arrested development, and the nature of globalization.

Stepping Stones Options: AME 201; ECO 100 or PSY 101 or SOC 101; ENG 247; ENG 248 or PSY 221; PHI 100 or PHI/REL 205

**PTH 101C** Art and Science of Secret Communication

3 credit hours

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.

The First Year seminar focuses on the development of secret communication styles, codes used throughout human history from early civilizations up to the first World War. The use of music (jazz), body language, and art as means of communication is explored. The Sophomore Seminar focuses on the relevance of the subject in our lives today. Students review the tools and techniques used for secret communication since the first World War which includes Internet security, check digit schemes, and different communication styles and means by different cultures.

Stepping Stones Options: ART 100 or ART 201 or ART 202 or MUS 103; GOV 100; HIS 101 or HIS 102 or HIS 217 or HIS 218; PSY 101; SCI 140

**PTH 101D** Exploration: From Dream to Discovery

3 credit hours

Humans have engaged in exploration for as long as we have inhabited the earth. There are a variety of motives behind exploration ranging from satisfying one’s curiosity to gaining political power to acquiring economic advantage.

The First Year Seminar asks questions around the theme of exploration in an effort to understand the process, progress, and change humans make through discovery. The common story of exploration used in class is the Lewis and Clark expedition. In
the Sophomore Seminar students revisit their questions and integrate new perspectives gained from their Stepping Stone classes. Students incorporate what they have learned in this Pathway to plan an exploration relevant to their own life.

Stepping Stones Options: BIO/CES 100; BIO/CES 107 or CES/SCI 120 or SCI 130; ENG 247; ENG 248 or PSY 221; PSY 101 or SOC 101

**PTH 101F Art in the Landscape/Landscape as Art**  
3 credit hours

The relationship between architecture, landscape architecture, and art in the landscape has a history of its own and the lines between the different disciplines are intertwined and at times have become one entity. Works like those of architect Frank Lloyd Wright and landscape architect James Rose are good examples of architecture, landscape architecture and art merging into whole concepts.

The First Year Seminar explores the basic elements of design and the vocabulary necessary for the understanding of sculptural form and landscape design, thus discovering the first layer of commonalities of vision between the two disciplines and develops a group of enduring understandings for the study of art in the landscape and landscape as art. In the Sophomore Seminar students review the enduring understandings to develop additional areas of inquiry on such topics as the politics and protocols of creating art in the landscape, public art-parks, malls, cemeteries, monuments and memorials, and gardens and landscape as art-botanical-legends, environmental issues, social and political histories, and time.

Stepping Stones Options: ART 125 or ART 201 or ART 202; BIO/CES 107; BUS 115 or BUS/CES 116 or EDU 201; HIS 102; CES/SCI 120 or SCI 130

**PTH 101G Starting Over**  
3 credit hours

This Pathway explores the concept and many connotations of starting over from the simplistic to the sophisticated. Students will explore why and how individuals and groups decide to, or are forced to, start over. We will study and question these, as well as our own, life stories and in the process consider cultural, religious, philosophical, political, and societal differences that may exist.

First Year Seminar students are exposed to individual starting over experiences through reflection, discussion, readings, and videos. For example, you are starting over as a first year student. In the Sophomore Seminar we expand our study to include a broader group of individuals, communities, colonies, nations, and economies. In addition to international exposure areas of local interest are included such as Faneuil Hall and the New York Mercantile Exchange.

Stepping Stones Options: AME 201 or HIS 101; CES/ENG 229 or ENG 247; ECO 100 or ECO 101 or SOC 101; GOV 100 or PSY 221; PHI 100 or REL 100

**PTH 101H Time: Past, Present, and Future**  
3 credit hours

This Pathway centers on the question: What is the meaning of time? Most people agree that there is not enough time in a day, but how did we arrive at this point in our society? Students explore how various disciplines, such as science, philosophy, religion, history, and sociology influence conceptions of time in various cultures.

The First Year Seminar examines the meaning of time in contemporary American society and explores the scientific discoveries, social norms, customs, religious or philosophic beliefs and historical events that contribute to our current conception of time. The Sophomore Seminar begins by investigating the meaning of time in various cultures, and explore how science, religion, philosophy, historical events, and
social factors influence the present perception of time within each culture.

Stepping Stones Options: ENG 248 or PSY 221; ESS 100; HIS 217 or HIS 218; REL 100 or REL 234; SCI 130 or SCI 140

**PTH 101I  Betwixt and Between:**

*An Introduction to College Honors*  
**3 credit hours**

This Pathway proposes to examine the ways we map paths from one place, one creative, cultural, or intellectual experience, one set of relationships to another. In popular usage we might call this living on the edge. The disciplines of anthropology and environmental studies introduce fruitful ways of thinking about living on or at the edge in their emphasis on the opportunity at the edges to encounter diverse species, ideas, and experiences. Students are encouraged to ask impertinent questions about change and growth and devise ways to map their own process of being in-between. In this sense, the course intends to cultivate the practice of daring map-making, cartography that recognizes the value of exploring *terra incognita*.

In the First Year Seminar students read, discuss, and write about shared texts and then be encouraged in the Sophomore Seminar to bring the texts of their lives and texts they choose to deepen and amplify the course’s central questions.

Stepping Stones Options: ART 100; COM 203; ENG 248 or ENG 249; HIS 217 or HIS 218; PHI 213

**PTH 101J  Since September 11th**  
**3 credit hours**

On September 11, 2001, we suddenly learned that we did not understand the world as it was. The collapse of the towers let us know that our knowledge was seriously inadequate and that it differed from the knowledge of other parts of the world. Several years later, we can look back and study what we do not know: what happened to those who lost family members, how do we recognize the humanity of a vast event, what leads someone to become a suicide bomber, what do we make of Islam, what do we make of someone like Bin Laden, and how can we respond creatively to a vast destructive act.

The First Year Seminar students discuss 9/11 from the perspective of questions raised in this country. In the Sophomore Seminar students study the literature and history of countries that became suddenly very important to us because of 9/11 but which we had little knowledge of, such as Afghanistan, Iraq, and Iran.

Stepping Stones Options: COM 203; ECO 100 or ECO 101 or SOC 101; ENG 249 or GOV 100 or PSY 221; HIS 218 or HIS 102; REL 237

**PTH 101L  Adventures on the Silk Road**  
**3 credit hours**

Follow in the footsteps of Marco Polo, the Chinese explorer Xuanzang, and Genghis Kahn as they discover hidden treasures in the mountains and deserts of central Asia. The Silk Road was a vast array of trade routes that helped to link the cultures of the east with the west. In this Pathway students become familiar with many traditions of central Asia and how they have influenced our own culture, from music and religion to horsemanship and warfare.

Both seminars focus on the history of the trade routes between China and Europe. Students study the experiences of the first explorers and learn about the land, the people, and the cultures they encountered.

Stepping Stones Options: ART 201 or MUS 103; COM 244; HIS 217 or HIS 218; CES/SCI 120; SOC 101
**PTH 101M  Know Your Neighbor**  
3 credit hours

This Pathway explores the many facets and perspectives of the global neighborhood. Our exploration in both seminars includes viewing the global neighborhood geographically, historically, politically, culturally, racially and ethnically. This Pathway also explores what it means to know your neighbor and the roles and responsibilities that are the present reality of the global neighborhood.

The First Year Seminar focuses toward developing an understanding of neighbors located in North America, Central America, South America and the Caribbean. The Sophomore Seminar’s focus expands globally develop an understanding of how the United States and its population view and are viewed by global neighbors.

Stepping Stones Options: ART 201 or ART 202; ENG 248 or ENG 249 or ENG 224; GOV 100 or PSY 221; HIS 102 or HIS 217 or HIS 218; REL 234 or REL 237

**PTH 101N  Hostile Lands and Wild Beasts:**  
**Nature and the Human Experience**  
3 credit hours

This Pathway explores the connections between humans and the natural world. In particular, plants and animals are vital to understanding the human experience. Wolves, whales, wheat, tea, ravens, horses and tigers along with so many other species have shaped our imaginations, our economies, and our cultures.

The First Year Seminar investigates the historical interaction of humans and the natural world, including the destruction of wilderness, the remaking of landscapes, and the exploration of the sea. Students explore how authors like Jules Verne and J.R.R. Tolkien have imagined nature in their works of fiction. The Sophomore Seminar specifically focuses on how humans have related to plants and animals—getting eaten by predators, hunting whales on the high seas, building ships from oak trees.

Stepping Stones Options: ART 201 or ART 202; BIO/CES 107; CES/ENG 215; HIS 101 or HIS 102; HIS 217 or HIS 218

**PTH 101O  Revelations, Revolutions, and Reconstruction:**  
**The Nature of Change**  
3 credit hours

This Pathway examines the inevitable process of change. Students investigate how change happens, why it happens, the impact change has on the individual and society, and how liberally educated adults think about and react to change in a continually changing world.

The First Year Seminar uses literature to focus on the nature of change in three arenas: individual change, family change, and community change. Students begin to examine change processes (revelations, revolutions, and reconstructions) as they relate to the individual, the family, and the community. The Sophomore Seminar uses nonfiction texts to extend the study of change to a broader societal focus.

Stepping Stones Options: ART 201 or ART 202; BUS 115 or BUS/CES 116; HIS 217 or HIS 218; PHI/WST 111; CES/SCI 120

**PTH 101P  Catharsis: A Theatrical Journey**  
3 credit hours

Theatre is art and art reflects life. Understanding the aims of the theatre experience helps us understand life and our own experiences. Theatre is explored through historical study, reading and seeing plays, writing critical responses, and participating in acting exercises and scene work. Students are encouraged to think critically about the nature and history of theatre and think creatively by participating in acting exercises.

The First Year Seminar is organized around the belief that “if you can do theatre,
you can do anything.” Students work with each other to develop scenes from plays and to communicate a unified presentation. In the Sophomore Seminar students write a play that is an expression of their academic experience.

Stepping Stones Options: BIO/CES 107; BUS 115 or BUS/CES 116; PHI 100; PSY 101; THE 102 or WRT 201

**PTH 101Q  Outsidors: Marginality, Social Change and Social Justice**  
3 credit hours

This Pathway explores how individuals or groups, who are viewed as outsiders in society respond and, in many cases, act to change the world in which they live. Students study the experiences of individuals who, at various times, have clashed with powerful institutions; the immigrant experience, both historically and in the present; and the experiences of people whose lifestyles are often viewed as being on the margins of their communities.

In the First Year Seminar students use autobiographical and biographical works to raise questions about marginalization, social power, and social change. In the Sophomore Seminar students focus on broader issues related to the extension of human rights to outsiders by studying the immigrant and refugee experiences, at least one international ethnic or religious conflict, and a social movement.

Stepping Stones Options: AME 201 or HIS 217 or HIS 218; ENG 220 or ENG/CES 229; GOV 100 or PSY 221; PHI 110 or PHI/WST 111; PSY 101 or SOC 101

**PTH 101R  Where are We? Finding our Location in Space and Time**  
3 credit hours

This Pathway explores many different ways of describing where we are, both geographically and in time. Students explore ways of discovering what is unique about where and when we live, and how this time and place might look to people in other places and times. Where we are can be described by culture, society, and history as well as by geology, biology, and the technology used for navigation. Students collect information using their own observations, as well as from books and other readings, and videos.

The First Year Seminar focuses on where we are in New London, New Hampshire, and then the Universe. Describing the universe raises questions such as: What is the nature of time? When did it begin? How can the universe be bounded, yet infinite? Observations are an important focus. In the Sophomore Seminar we look at where we are from a broader perspective: where we are in the United States and how we are viewed by other cultures, and where we think we are in our history.

Stepping Stones Options: BIO/CES 100; CES 201 or CES 203 or BIO/CES 107; GOV 100; CES/ENG 215 or ENG 247; HIS 101 or HIS 102 or HIS 217 or HIS 218

**PTH 101S  Migration**  
3 credit hours

Birds do it, butterflies do it, trees do it and we do it. Species migrate from one geographical location to another over time. Sometimes these migrations happen on a seasonal basis, like wildebeest in Africa, and other times the migrations happen over thousands of years, like trees moving into the New England region after the last ice age. What are the factors that give rise to migration and what are the consequences of migration? This Pathway explores some examples of migration (birds, butterflies, and invasive species) and the ecological principles associated with migration pat-
terns. We develop a better understanding of the relationship between humans and their natural environment and an understanding of contemporary social and political issues (e.g. imperialism, slavery, global economy).

The First Year Seminar develops a broad understanding of the natural forces that contribute to migration and the factors that assist species in successful migration. The Sophomore Seminar concludes our own “migration” through the concepts and explanations and ends up with a focus on our individual ecological identity. We develop an understanding of how and why we relate to our natural physical environment.

Stepping Stones Options: BIO 106 or BIO/CES 107 or CES 203; BIO/CES 100; ENG 224 or GOV 100 or PSY 221; HIS 217 or HIS 218; SOC 101

**PTH 101T  Awakening the Best: Invoking the Citizen Leader  3 credit hours**

This Pathway explores the life stories and histories of 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, Mahatma Gandhi, for example? Students read about and discuss the concepts of leading from the middle, servant leadership, and citizen leaders.

The First Year Seminar explores concepts and biographies. Students leave with their own ideas of what makes a leader. In the Sophomore Seminar students put theory to action through individual and group leadership projects.

Stepping Stone Options: BUS 115 or BUS/CES 116; GOV 100 or PSY 221; HIS 101 or HIS 102; PHI 213; PSY 101 or SOC 101

**Philosophy**

C. Greenman, A.P. Stecker, P. Steese, M. Wiley

**Philosophy Minor**

The minor in philosophy provides in-depth learning about the aims, methods and texts of philosophy. Philosophical study fosters openness of mind, development of considered opinions, critical and creative thinking and writing skills, understanding of intellectual history, and engagement with questions about the meaning and value of human life. The minor balances concentration in PHI courses with limited room for interdisciplinary study, in recognition of the breadth of philosophical topics and thinking. Please refer to the Minor Programs section of this catalog for further information.

**Requirements**

The minor in philosophy consists of 18 credit hours of study, including PHI 100, PHI 110, and at least six 300- or 400-level philosophy credit hours. Up to six credit hours in non-PHI courses containing significant philosophical content may be counted towards the minor. Such courses are approved on a case-by-case basis by the Humanities Department (students should see the chair of the Humanities Department for more information).
Course Offerings

**PHI 100  Introduction to Philosophy**  3 credit hours
This is an introduction to the aims and methods of philosophy, approached from the standpoint of Socrates’ dictum, “The unexamined life is not worth living.” Students study central topics in the history of philosophy, such as the nature of truth, of the self, and of good and evil, through a variety of texts. The course emphasizes how this study can contribute to an expansion of personal horizons and a greater depth of self-knowledge. Offered fall and spring.
Exploration Area: Humanities

**PHI 110  Creative and Critical Thinking**  3 credit hours
This course aims to help students master the art of thinking effectively through a study of the techniques involved in assessing issues and problems, producing ideas in response to those issues and problems, and assessing the merits of the ideas. The course also addresses the nature of argumentation, identifies common flaws in argumentation, and requires that students engage in effective argumentation in both written and spoken form. To enforce the application of these skills to everyday life, current issues are a regular topic of discussion. Offered spring.
Exploration Area: Humanities

**PHI/WST 111  Introduction to Women’s Studies**  3 credit hours
This course examines the position of women and men in contemporary society. Following an overview of certain key myths and traditions that inform Western thinking about gender, the course asks questions particularly about the 19th- and 20th-century American experience. Using an interdisciplinary approach, the course asks about the significance of the myths, symbols, rituals and social structures that construct gender-roles. Students are encouraged to use the fundamental insights of the philosophical tradition in examining their own lives. Offered fall.
Exploration Area: Humanities

**PHI/REL 205  Philosophy of Religion and Spirituality**  3 credit hours
Rather than surveying major world religions, this course explores basic philosophical questions raised by religion and spirituality: What is spiritual experience? Why are humans religious? What is the nature of divinity? What is faith, as distinct from reason, and what are their roles in a meaningful human life? Can a “scientific” outlook and a “spiritual” outlook cohabit peacefully in the same person? These questions are explored through contemporary and current philosophical, religious and literary texts. Offered spring.
Exploration Area: Humanities

**PHI 213  Foundations of Ethics**  3 credit hours
This course presumes that decisions of moral significance should be made in a reasoned manner, rather than on emotion or gut feeling alone. The work of the course is divided among the study of major philosophical theories of morality, consideration of how these moral theories can be applied to moral questions, and more general consideration of how principled, theoretical thinking can assist us in our own day-to-day ethical choices. Offered fall and spring.
Exploration Area: Humanities
PHI 214  Philosophers on Sex, Love and Friendship  3 credit hours
This course takes up philosophical investigations into the nature and value of sex, love, and friendship. Through study of a range of classical and contemporary philosophical, spiritual and literary texts, students consider whether there is one kind of love or many, whether sex is a moral matter, and what the nature of “true” friendship is. Please note: This is a philosophy class, not an informal discussion of personal experience. Class discussion always moves beyond our experiences of sex, love and friendship to the fundamental nature and value of these experiences, often in relatively abstract terms. This course may be used to satisfy a requirement for the Women's Studies minor. Offered fall odd-numbered years.
   Exploration Area: Humanities

PHI 250, 350  Topics in Philosophy  1–3 credit hours
Theses courses offer students in-depth study of topics in philosophy that are not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

PHI 295, 395, 495  Independent Study  1–3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member of the Humanities Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.
   Prerequisite: Permission of the instructor and the department chair

PHI 305  Biomedical Ethics  3 credit hours
This course examines fundamental moral concepts and applies them to issues in the biomedical professions. The course presumes that decisions of moral significance should be made in a reasoned manner rather than on emotion or gut feeling alone. Additionally, mastery of a basic set of moral principles promotes consistent decision making, which is especially important for healthcare professionals. Case studies, both classic precedent-setting cases and contemporary cases, are used to broaden student understanding of the moral challenges they will face as healthcare professionals and to model the kind of reasoning required to meet those challenges in an ethically defensible fashion. Offered fall.
   Prerequisite: Sophomore standing or above
   Exploration Area: Humanities

PHI 308  Social and Political Philosophy  3 credit hours
This course examines the philosophical underpinnings of major social-political systems, such as democracy, autocracy, capitalism and socialism. Through close study of primary texts in the development of these traditions, by authors such as Niccolo Machiavelli, John Locke, and Karl Marx, students develop an understanding of basic social and political principles and apply them to contemporary life. Offered fall of odd-numbered years.
   Prerequisite: Any 100- or 200-level Philosophy course
PHI/CES 312  Environmental Philosophy  3 credit hours
How do we define and determine the value of nature? How do we define and understand the impact of environmental problems such as global climate change and extinction of species? This course addresses philosophical, especially ethical, environmental issues raised by the study of challenging philosophical texts and other materials. A presumption of the course is that “philosophy matters”: In other words, identification and resolution of environmental issues should be based not only on science, economics and politics but also on philosophical analysis of knowledge and values. Students read and discuss ancient and modern philosophical materials from various traditions; films, literature and poetry also may be used. Understanding theory, applying theory to current issues, and deepening students’ own environmental awareness all are goals of the course. Offered spring of even-numbered years.
Prerequisite: Sophomore standing or above
Exploration Area: Environmental Literacy

Physics

A. CAHOON

PHY 101  Introduction to Physics I  4 credit hours
The topics included in this course are classical mechanics, statics, simple machines, energy, and the properties of matter. The experimental, historical and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions and laboratory experiences. A working knowledge of algebra is expected. Offered fall of even-numbered years.
Exploration Area: Science

PHY 102  Introduction to Physics II  4 credit hours
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 of odd-numbered years.

Psychology


Bachelor of Arts: Psychology
The Social Sciences and Education Department offer a Psychology major that provides students with the background to assume a variety of positions in the human-services and mental health professions and to pursue graduate work in psychology, counseling and social work. In addition, the major represents a clear opportunity to combine personal and professional growth.

Psychology majors take introductory courses and then have the opportunity to
focus their studies in a variety of areas including developmental psychology, social/personality psychology, counseling and abnormal psychology, and research design and analysis. The culmination of the senior’s work is the design and implementation of an original research project in an independently selected area of psychological inquiry. In addition, psychology majors complete a required internship in a mental health or human-services setting.

**Requirements**

**Liberal Education Program requirements**

- PSY 101, 202, 210, 215, 302, 304, 308, 318, 460, 485
- One developmental psychology course chosen from PSY 203, 206, or 227
- Four focus courses chosen from 200-, 300-, and 400-level psychology and sociology courses; at least three of these courses must be 300- or 400-level psychology courses.
- SOC 101

**Major Acceptance Requirements**

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in PSY 101 and a 200-level psychology course
- A Major Acceptance essay (see the Social Sciences and Education department chair for details).

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. Exceptions to either of these policies must be approved by the academic dean.

**Suggested Registration**

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<td><strong>First Year</strong></td>
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<td>WRT 105</td>
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<td>SOC 101</td>
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<td>PSY 318</td>
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**Total credit hours: 120 minimum**

### Psychology Minor

**Requirements**

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

### Course Offerings

**PSY 101 Introduction to Psychology**

3 credit hours

This course introduces the student to the study of human behavior from cognitive, behavioral, physiological, and social/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.

**Prerequisite:** PSY 101

**PSY 109 Psychology Seminar**

1 credit hour

This seminar offers psychology majors the opportunity to hear from speakers about their research and professional work within the field of psychology. Seminars are open to students outside the psychology major. May be repeated for credit. Graded pass/fail. Offered spring.

**PSY 202 Psychology of Personality**

3 credit hours

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 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 credit hours

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 204 Social Psychology 3 credit hours
This course has as its focus the influence of others on the experience and behavior of the individual. Topics examined through reading, study and discussion of behavior attitudes include the attraction process, aggression and altruism, and the impression-formation process. Not offered after fall 2006.
  Prerequisites: PSY 101 or SOC 101

PSY 206 Adolescence 3 credit hours
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 credit hours
This course introduces students to learning theory and examines how organisms make associations between various environmental events. Areas of convergence and integration of the cognitive underpinnings of the learning theory are emphasized. The maturing field of the science of cognition is studied through the central question of cognitive psychology: how our world of experience is produced by those experiencing it. Offered spring.
  Prerequisite: PSY 101

PSY 214 Human Sexuality 3 credit hours
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 credit hours
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 credit hours
Cross-cultural psychology 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 credit hours
This course provides an overview of physical, cognitive, personality, and social development across the adult life span, starting from high school graduation through death. This course covers the major theories and historical and contemporary research findings in the field of adult development. Students examine how individuals progress through a series of predictable stages during their lifetime, how they cope with the challenges of each stage, and whether aging should be viewed pessimistically as a series of losses or optimistically as increasing gains in wisdom and experience. Offered fall.

Prerequisite: PSY 101

PSY 240  Life Span Development  3 credit hours
This course explores the fascinating journey of the individual from birth to death. Students trace individual physical, cognitive, and socioemotional 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 and spring.

Prerequisite: PSY 101

PSY 250, 350, 450  Topics in Psychology  1–3 credit hours
Students are offered the opportunity to study in depth a particular topic in psychology that is not part of the regularly scheduled course offerings. The topics for each semester are announced before registration.

Prerequisite: For PSY 250: one 100-level PSY course
For PSY 350: one 200-level PSY course
For PSY 450: one 300-level PSY course

PSY 285  Psychology Internship  0–3 credit hours
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: Completion of two 200-level psychology courses, the pre-internship seminar, and sophomore standing

PSY 295, 395, 495  Independent Study  1–3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among the levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence—the higher the number, the greater the expectation. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. Only one independent study course may be used to meet the requirements for a minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

PSY 302  Statistical Methods for Psychology  3 credit hours
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 will 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 and junior standing recommended

**PSY 303 Psychological Aspects of Sport** 3 credit hours
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 credit hours
This course will introduce students to theories and research about many topics that are important in their everyday lives. Throughout the course, students will 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 will be devoted primarily to the design, implementation and write-up of social psychology experiments. Offered fall.

Prerequisite: PSY 101 or SOC 101

**PSY 306 Abnormal Psychology** 3 credit hours
This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. The multiperspective approach includes the major viewpoints on mental and emotional disorder, including the cognitive, neuropsychological, interpersonal, and existential perspectives. Students apply class room learning in case studies and grapple with some of the current and perennial issues pertaining to abnormal psychology. Offered fall.

Prerequisite: Any psychology course at the 200-level

**PSY 308 Research Methods in Psychology** 3 credit hours
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: Any psychology course at the 200-level

**PSY 310 Theories of Counseling** 3 credit hours
This course introduces students to the field of counseling psychology and provides an overview of the major theories of counseling. Students learn about psychological theory—psychodynamic, cognitive-behavioral, humanistic, transpersonal, and systemic—serves 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 the major ethical concerns in the field of counseling. Offered spring.

Prerequisite: PSY 318
PSY/SOC 313  Domestic Violence  
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 fall of odd-numbered years.

Prerequisites: PSY 101 or SOC 101

PSY 316  Health Psychology  
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  
Effective interpersonal interaction is central to the effectiveness of the helping relationship. In this course students explore the art and science of relating to others with sensitivity, objectivity, empathy and genuineness. The class addresses the nature of “helping,” attributes of skillful “helpers,” and the special dimensions and dynamics of the therapeutic relationship. Students develop skills in attending, listening, reflecting, responding and problem solving. Students also gain an understanding of the many ethical issues involved 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 PSY course, and junior standing

PSY/CHI 320  Children at Risk  
This course examines children in these risk situations: abuse and neglect, hospitalization, and child fatalities. Each area is researched with a view toward defining the problem for the child and exploring ways to help minimize or reduce the risk. Offered spring.

Prerequisites: CHI 205 or PSY 200-level course

PSY 354  Psychology and Law  
This course will introduce students to the role of psychology in the legal system. Students will examine and evaluate the assumptions made by the legal system about psychological and scientific issues. Students will 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 dynamic interdisciplinary field. Offered spring.

Prerequisites: PSY 200-level course and junior standing
**PSY 401 Cognitive and Language Development in Young Children**

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**

This course explores social and personality development from birth to adolescence. Topics include temperament, attachment, self-esteem, emotions, early interaction, and family, sibling, friend, and peer relationships. Moral development, pro-social behavior, and gender role development are viewed through multiple perspectives. Theories applied to the social and personality development of the young child include: ethological attachment theory, psychoanalytic theory, social-learning theory, cognitive-developmental theory, and ecological-systems theory. Offered fall.

*Prerequisites: PSY 203 and junior or senior status*

**PSY 415 Behavior Modification**

This course is designed to help the student understand every aspect of behavior therapy. Students gain factual knowledge about the processes of behavior modification and learn how to apply this knowledge and the principles of behavior modification in a therapeutic setting. Offered fall of even-numbered years.

*Prerequisite: Any 200-level psychology course*

**PSY 460 Advanced Research Seminar (Capstone)**

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. Offered fall.

*Prerequisites: PSY 302 and PSY 308*

**PSY 470 Research Assistantship**

Qualified junior and senior students may apply to work with faculty members as research assistants for faculty research projects. The assistant has responsibilities to assist in the design, implementation, and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the research project and the methodological and ethical issues involved in psychological research. Offered fall and spring.

*Prerequisite: PSY 308 or permission of the instructor and the department chair*

**PSY 480 Teaching Assistantship**

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 department chair and instructor*
PSY 485  Psychology Internship and Professional Development Seminar  
6–12 credit hours
Students in this course work in social-service agencies or other appropriate settings. Placements include, but are not limited to, community mental-health centers, 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/Fail. Offered spring.

Prerequisites: Psychology Major Acceptance, pre-internship seminar permission of the faculty sponsor and department chair

Religious Studies

C. KRAJEWSKI, E. KRAJEWSKI, C. GREENMAN

REL 100  The Meaning of Life: Introduction to Religious Studies  
3 credit hours
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 will investigate some of the most deeply held human values and their expression in religions. Emphasis will be placed on making the values meaningful in a contemporary context, regardless of the student’s religious commitments. Offered fall.

Exploration Area: Humanities

REL/PHI 205  Philosophy of Religion and Spirituality  
3 credit hours
Rather than surveying major world religions, this course explores basic philosophical questions raised by religion and spirituality: What is spiritual experience? Why are humans religious? What is the nature of divinity? What is faith, as distinct from reason, and what are their roles in a meaningful human life? Can a “scientific” outlook and a “spiritual” outlook cohabit peacefully in the same person? These questions are explored through contemporary and current philosophical, religious and literary texts. Offered spring.

Exploration Area: Humanities

REL 206  The Meaning of Death  
3 credit hours
In this course, students are introduced to some of the key problems involved with death and how various religious traditions have responded to them. For example, is life worth living if death is its inevitable outcome? If God exists and is good and powerful, why do death, evil and suffering exist? Is there an afterlife? Does the theory of reincarnation make sense? Throughout the course, emphasis will be placed on the close reading of texts and their application to contemporary life, including to the lives of the students. Offered spring of even-numbered years.

Exploration Area: Humanities
REL 234 Myth and Folklore 3 credit hours
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 will study ancient and modern stories and attempt to describe the role that myth plays in people’s lives. Offered spring of odd-numbered years.

REL 237 Comparative Religion 3 credit hours
This course explores two or more religious traditions, such as Christianity, Judaism, Islam, Hinduism, or Daoism, in depth. It is designed to introduce students to the study of religion, but in greater detail than REL 100: The Meaning of Life. An emphasis will be placed on the study of significant texts from religious traditions and on relating these texts to contemporary life. Religions covered may vary from year to year; consult the instructor for more details. Offered fall.

REL 250, 350 Topics in Religion 1–3 credit hours
These courses offer students in-depth study of topics in religion that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

REL 295, 395, 495 Independent Study 3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Humanities Department. Only one independent study course may be used to meet the requirements for a minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the humanities department chair

Science


SCI 109 Science Seminar 1 credit hour
The Natural Sciences Department provides a program of speakers each term on topics in biology and other areas of science. Seminars are open to the public. Students may receive one credit hour for attendance at 80 percent of the semester’s talks and several short writing assignments. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

SCI/CES 120 Environmental Issues 4 credit hours
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, and an integrated approach to the study of individual topics is stressed. Laboratory exercises are included. Topics include cur-
rent issues, including 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

SCI 130 Earth Science  4 credit hours
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 credit hours
Students in this course 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 actually changed throughout history. Labs explore the approaches and methods scientists have used to obtain answers. The course examines how the process of science paralleled other developments in society, considering how changes in society and culture influenced scientific discovery and how scientific achievements influenced cultural and political history. Students examine the parallel development of the language of science—math. Students consider prehistory, the Greek civilization, the Roman Empire, the Middle Ages, the Renaissance, the scientific revolution, and the exponential growth of scientific knowledge since the 18th century. During labs, students replicate some simple observations that led to major discoveries. Offered fall of even-numbered years.

Exploration Area: Science

SCI 201 Nutrition  3 credit hours
The course provides a general background suitable for all students on the functions of food and its relation to mental and physical well being. Concentration is focused on topics of current interest to students and is based on the most recent information. The following topics are included: world food supply, health foods, organic foods, vitamins, food additives, essential amino acids, and other requirements for adequate diets. Offered fall and spring.

Exploration Area: Wellness

Sociology

D. BURLEY, J. CALLEWAERT, J. CARROLL, P. ELLER, A. MAJOR

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

The minor in sociology consists of 18 credit hours that include SOC 101 and five other courses chosen from SOC 203, 250, 302, 303, 305, 313, 304, 350, 402, 450; PSY 304, 308, or 313; PHI 111/WST 111. Of the six courses, two must be at the 300 or 400 levels and at least four must be in sociology.

Course Offerings

SOC 101 Individual and Community
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/ethnicity and gender on life experience and opportunity. Offered fall and spring.

Exploration Area: Social Sciences

SOC 203 Sociology of the Family
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 major 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 250, 350 Topics in Sociology
These courses offer students in-depth study of topics in sociology that are not part of the regularly scheduled course offerings. The topics are announced before registration.

Prerequisites:
For SOC 250: one 100-level SOC course
For SOC 350: one 200-level SOC course

SOC 295, 395, 495 Independent Study
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Social Sciences and Education Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit.

Prerequisite: Permission of the instructor and the department chair

SOC 302 Genocide: A Comparative Study
This course explores cases of genocide, the intentional killing of a social group, in most cases by the government of a nation-state. The major 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, the class explores such examples as the Nazi Holocaust, the Armenian genocide of WWI, the slaughter of Cambodians by the Khmer Rouge, and the recent genocide
of Tutsis in Rwanda and the slaughter of Muslims in Bosnia. Offered spring of odd-numbered years.

Prerequisite: SOC 101 or PSY 101 or one HIS course

**SOC 303 Sociological Aspects of Sport**  
3 credit hours  
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 credit hours  
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.

Prerequisite: SOC 101

**SOC/CES 305 Environmental Sociology**  
3 credit hours  
This course addresses how sociology can contribute to the understanding of environmental issues and how the environment and environmental issues provide an understanding of sociological phenomenon. More specifically, students examine how social organizations and structures such as the distribution of power and the construction of meaning shape and are shaped by what we call “nature” or the “environment.” Students also seek to understand how environmental problems have roots in social processes such as culture, community and social inequality, and the bearing these social forces have on ways individuals and groups understand and seek to solve environmental problems. Offered fall of even-numbered years.

Prerequisite: SOC 101

**SOC/PSY 313 Domestic Violence**  
3 credit hours  
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. This course may be used to satisfy a requirement for the Women’s Studies minor. Offered fall of odd-numbered years.

Prerequisites: SOC 101 or PSY 101

**SOC 402 Criminology**  
3 credit hours  
Criminology is a discipline that studies various forms of crime and criminal behavior. This course concentrates on forms of criminal behavior, the causes of crime, and the effects of crime on victims and society as a whole. Students analyze crime and criminality and develop theoretical explanations for criminal behavior. Criminological theory overlaps with criminal justice. Therefore, students become familiar with both theory and practice, with an eye toward future trends in our criminal legal system. Offered spring of even-numbered years.

Prerequisites: SOC 101, one 200-level SOC course
**SOC 480  Teaching Assistantship**  
1–3 credit hours  
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

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**Theatre**

**G. Bliss, M. Lovell**

**Theatre Minor**

The Fine and Performing Arts Department offers a minor in theatre that provides students an opportunity to pursue a concentrated program focusing on acting, performing, writing, and technical operation. A wide range of theatrical productions provide students with choices centered on their interests. The minor in theatre consists of 21 credit hours.

**Requirements**

Due to the course sequencing, students intending to minor in Theatre should be aware of the importance of careful planning in order to complete the requirements of the minor. The following courses are required:

- THE 140, 230
- Choose one course from the following: THE 201 or 202
- Choose 2 courses from the following: THE 240, 260; COM 203; ENG 231, 251
- Choose two 300- or 400-level courses from the following: THE 330, 340, 360, 440; COM 311, 312; WRT 311, 312

**Course Offerings**

**THE 102  Dramatic Pause**  
3 credit hours  
This introductory course familiarizes students with several aspects of the theatre arts and provides a basis for further participation in or increased appreciation for acting, dance, design, directing, dramatic literature and technical theatre. Theater is art and art reflects life. Understanding the aims of the theatre experience helps students understand life and their own experiences. Theatre and the dramatic arts are explored through an historical study, reading and seeing plays, writing critical responses, and participating in acting exercises and scene work. Class work stimulates the student by encouraging critical thinking of the nature and history of theatre and creative thinking by participating in dramatic and acting exercises. Offered fall and spring.  
Exploration Area: Fine and Performing Arts

**THE 140  Acting I**  
3 credit hours  
Dealing with the fundamentals of acting, this course is designed to acquaint the novice with the basic terminology and techniques of the stage. Emphasis is on movement for the stage, the expression of emotion, and acting problems in modern, realistic plays. This is a practical course concentrating on performance and criticism of individual students. Offered fall.  
Exploration Area: Fine and Performing Arts
THE 201 20th-century Performing Arts History  3 credit hours
This course is a survey of the beginnings of 20th-century theatre and the many performing arts which contribute to it. The practical as well as the aesthetic factors necessary to the creation of significant theatre performance are studied. Forms examined include commercial theatre, regional theatre, educational and children’s theatre, dance, opera, and mime. Offered spring of odd-numbered years.

Exploration Area: Fine and Performing Arts

THE 202 Theatre History  3 credit hours
Major periods of theatre from ancient Greece to the 20th century are studied. Students consider great plays and playwrights, physical theatres and production techniques, and the place of theatre performance in the culture of the day. Through dramatic analysis and criticism, the student gains a wide perspective and appreciation of theatre as art, literature, and entertainment. Offered spring of even-numbered years.

THE 230 Stagecraft I  3 credit hours
Designed to provide a working knowledge of the arts and technical skills essential to theatre production, the course introduces the student to skills, tools, and hardware necessary for the execution of scenery, properties, sound effects and lighting. The course is a combination of lecture and laboratory work and requires backstage participation in college productions. Offered fall and spring.

Exploration Area: Fine and Performing Arts

THE 240 Acting II  3 credit hours
A continuation of THE 140, the course emphasizes interpreting roles from plays: training in character definition and analysis. Various acting styles are discussed. Offered fall.

Prerequisite: THE 140

THE 260 Directing I  3 credit hours
Students learn the fundamentals of play directing. Students work directly with the show director and practice the basic techniques of staging a play, from the interpretation of the script to casting the actors, rehearsing the cast, and overseeing the entire production and performance. Offered fall and spring.

THE 281, 381, 481 Tutorials in Theatre  1–3 credit hours
Tutorial courses offer students the opportunity to work closely with faculty in areas of particular interest not usually offered at the college. Topics might include directing, stage management, house management, box office, choreography, and historical research projects. May be repeated for credit. Offered fall and spring, depending on student interest and availability of faculty.

Prerequisite: Permission of the instructor

THE 295, 395, 495 Independent Study  1–3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Performing Arts Department. Only one independent study course may be used to
meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

THE 330 Stagecraft II
This course introduces students to the basic fundamentals of theatrical scenery and lighting design. Color theory, design for varied types of productions (musical recital, standard theatre, dance and others), and the director-designer (or choreographer-designer) relationship are explored. Offered fall and spring.

Prerequisite: THE 230

THE 340 Acting III
A continuation of THE 240, the course concentrates on the rehearsal of scenes from period plays and one-act plays written by the acting and directing students. The goal of the course is a production for the public at the conclusion of the term. Offered fall.

Prerequisite: THE 240

THE 360 Directing II
A continuation of THE 260, this course examines more difficult and complex problems, both technical and artistic, that a theatre director must face. Students work as assistants to the show director during the main stage play. Students in this course direct a one-act play as their final project. Offered fall and spring.

Prerequisite: THE 260

THE 440 Acting IV
Individual projects and audition styles are emphasized. Students perform monologues in preparation for professional auditions. Offered fall.

Prerequisite: THE 340

THE 480 Teaching Assistantship
1–3 credit hours
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

Women’s Studies

P. ANDERSON, D. BERGHORN, C. GREENMAN, M. MEADE, A. P. STECKER, M. WILEY

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 credit hours in women’s studies including PHI 111/WST 111, and at least six credit hours of 300- or 400-level women’s studies courses. The courses ESS 309: Gender and Sport, PHI 214: Philosophers on Sex, Love and Friendship, SOC 203: Sociology of the Family, and SOC/PSY 313:
Domestic Violence, may be taken to satisfy a minor requirement (at the 200- or 300-level respectively). Please refer to the Minor Programs section of the catalog for further information.

**Course Offerings**

**WST PHI 111 Introduction to Women’s Studies 3 credit hours**
The course examines the position of women and men in contemporary society. Following an overview of certain key myths and traditions which inform Western thinking about gender, the course asks questions particularly about the 19th- and 20th-century American experience. Using an interdisciplinary approach, the course asks about the significance of the myths, symbols, rituals and social structures that construct gender roles. Students are encouraged to use the fundamental insights of the philosophic tradition in examining their own lives. Offered fall.

Exploration Area: Humanities

**WST COM 243 Women in Film 3 credit hours**
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 credit hours**
These courses offer students study in-depth of topics in women’s studies, such as psychology of gender, gender and art, gender and science, gender and the historian, and gender and management, that are not part of the regularly scheduled course offerings. Topics are announced before registration. Offered fall and spring.

**WST 295, 395, 495 Independent Study 3 credit hours**
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a faculty member in the Humanities Department. Only one independent study course may be used to meet the requirements for the minor. May be repeated for credit. Offered fall and spring.

*Prerequisite:* Permission of the instructor and the department chair

**WST ENG 331 Images of Women in Literature 3 credit hours**
This course examines the various ways in which women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Readings include images of women as wives, mothers, sisters and friends; women on pedestals; women as sex objects; and women in new roles as depicted in autobiographical accounts. Writers studied may include Emily Dickinson, Zora Neale Hurston, Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, Arundhati Roy, and literary critics such as Gilbert, Gubar, Heilbrun and Showalter. Offered fall of odd-numbered years.

*Prerequisite:* One 200-level literature course
WST/COM 360  Gender and Communication  3 credit hours
This course analyzes the role of gender in the communication process. Using experimentation, case study and observation, students investigate the different communication strategies men and women use to interact with each other. Theories of gender and language are discussed. Offered spring of even-numbered years.
Prerequisite: COM 203 or PHI/WST 111

Writing

Writing for Publication Minor
Students who enroll in this minor should be interested in making writing an important element in their lives both during and after their college careers. Students who complete the minor should understand the logistics, information, skills, concepts and discipline necessary to have their writings published. Students enrolled in the minor can explore the challenges of writing fiction, nonfiction, poetry and plays. Please see the Minor Programs section of the catalog for further information.

Requirements
Each student must complete at least 19 credit hours of study from the courses listed below. At least nine credit hours must be at the 300 level or above. All students in the minor must complete WRT 420.

Introductory courses
- COM/WRT 205, 207, 216
- WRT 201, 208, 214, 250

Intermediate and Advanced courses
- COM/WRT 303, 305, 311, 312
- WRT 301, 302, 314, 350, 414, 420

Course Offerings
WRT 105  Writing I  3 credit hours
This course helps students learn to use writing as a tool for learning and as a means of communication. Through daily writing assignments students have the opportunity to develop personal writing processes and personal voices that will allow them to be effective learners, writers and readers for the rest of their lives. Through assignments involving research, argumentation, critical analysis and a writing portfolio, students have the opportunity to develop academic or professional writing styles. Offered fall and spring.
WRT 105 is required of all students, unless exempted. To successfully complete this course, students must earn a minimum grade of C (2.0). 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 sec-
WRT 201 Creative Writing 3 credit hours
This is an introductory course in the writing of fiction, nonfiction, and poetry. In addition to practicing each of these forms, the student reads examples of contemporary poetry and fiction. Offered fall and spring.

WRT/COM 205 Introductory Journalism 3 credit hours
In this course, students learn the basic elements of journalism and study the basic forms of journalistic writing: editorials, news articles and feature stories. Offered fall and spring.

WRT/COM 207 Newspaper Practicum 1 credit hour
Credit for this course is based on the student’s participation as an editor for The Colby-Sawyer Courier, the student newspaper. Editors are required to assign and edit stories, attend editorial board meetings, and design and compose their sections of the newspaper. Editors are also required to attend weekly conferences and/or critiques with the advisor of the paper. This course may be repeated for up to six credits. Offered fall and spring.

Prerequisites: WRT 105; and COM 205 or ART 260

WRT 208 Creative Writing II 3 credit hours
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 214, 314, 414 The Literary Magazine 1 credit hour
This course involves students with the production of the campus literary magazine during the spring term. Students participate in the creation and editorial processes necessary to produce a literary periodical. This course may be repeated for credit. Offered fall and spring.

WRT/COM 216 Writing for Public Communication 3 credit hours
In this course 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 250, 350 Topics in Writing 1–3 credit hours
These courses offer students in-depth study of topics in writing that are not part of the regularly scheduled course offerings. The topics are announced before registration. Offered fall and spring.

WRT 295, 395, 495 Independent Study 1–3 credit hours
Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among course levels depends on the focus of
the proposed course, the amount of work previously done in the field, and the extent
of student independence; the higher the number, the greater the expectations. Each
independent study course is developed in consultation with a faculty member in the
Humanities Department. Only one independent study course may be used to meet
the requirements for the minor. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the instructor and the department chair

WRT 301 Intermediate Creative Writing: Poetry 3 credit hours
Students continue to develop their knowledge of poetry and the skills and discipline
necessary to write it. 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: Prose 3 credit hours
Students continue to develop their knowledge of fiction and the skills and discipline
necessary to write it. Students submit their stories to literary magazines not affiliated
with the college. Offered spring.

Prerequisite: WRT 208

WRT/COM 303 Writing About Sports 3 credit hours
In this course, students pursue advanced study of sports journalism, focusing on
sports writing. Students write game-analysis stories and study the role of commen-
tary in sports. Students study the field of sports public relations and write news
releases and feature stories. Students also analyze and practice writing for audio,
video and multimedia. 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/COM 305 Topics in Advanced Journalism 3 credit hours
In this course, students pursue advanced study in a particular form of journalism:
 investigative news reporting, feature writing, editorial writing or sports journalism.
Using database research techniques, students produce magazine-length articles.
Offered spring.

Prerequisite: WRT/COM 205

WRT/COM 311 Scriptwriting 3 credit hours
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, dia-
logue, 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 credit hours
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 credit hours
Students in this course will learn to use data bases, government reports, police logs, public meeting minutes, other public documents, and other information sources to report on town and state governments. Students will learn to analyze statistics, interpret rulings, verify information, apply laws and regulations, develop follow-up research strategies and synthesize findings. Students also will learn to provide clear, concise overviews of social issues that affect local citizens. Offered fall of even-numbered years.

Prerequisite: COM 205

WRT 420  Writing for Publication Seminar  1 credit hour
Students develop portfolios of their best writing and prepare to perform their works for the campus community. This course is required for the Writing for Publication minor. Offered spring.

Prerequisites: WRT 301 or 302; or one 300-level COM writing course
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, earn a minimum cumulative grade point average (GPA) of 2.0, and have completed a minimum of 120 credit hours for the baccalaureate degree or 60 credit hours 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 two graduation dates; one in December and one in May. The college's commencement ceremony is held in May. Students planning to complete graduation requirements in December must have completed all course work and have official grades on file in the Registrar's Office by December 30. Students who qualify for December graduation will not be considered to have graduated until after the vote of the faculty of the college and the board of trustees. These votes occur in late February and diplomas are available in early March.

Students who plan to complete graduation requirements in December may choose to participate in commencement in either the previous or following spring ceremony. To participate in the previous spring ceremony, baccalaureate candidate students must have earned a minimum 2.0 GPA, completed Major Acceptance, and earned at least 105 credit hours by the date of commencement. Associate degree candidates must have earned a minimum 2.0 GPA and at least 53 credit hours successfully completed by the date of commencement to participate in the previous spring 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 credit hours, must be Colby-Sawyer sponsored, whether taken on or off campus. Off-campus experiences sponsored by Colby-Sawyer include internships and enrollment through Colby-Sawyer at a New Hampshire College and University Council (NHCUC) campus. (See the section of this catalog on Student Exchange.) A student who takes all courses required by the degree program, but who
is deficient in credit hours 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 per-
manent record.

Course Credit and Course Load

All courses are calculated on the basis of semester credit hours and are one semes-
ter in duration. A typical full-time student enrolls for 12 to 18 credit hours. Fifteen
credits is considered a normal course load. Students in residence must maintain a full
course load throughout the semester. In extraordinary circumstances, students may
petition the director of residential education for permission to remain in residence
with a reduced load. Students enrolling for more than 18 credit hours 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 credit hours
(depending on the particular test taken) for each examination on which they
score at the 50th percentile or higher. The minimum score for English compo-
sition 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 student may receive Colby-Sawyer 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 (2.0) to receive
transfer credit. Credit hours and grades will be recorded on the student’s transcript
and calculated into the student’s GPA. Colby-Sawyer faculty must submit grades by
October 1 for summer internships.

Colby-Sawyer Credit and 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 departmental examination. The
decision to allow the student to take the examination is the prerogative of the depart-
ment. 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. See the Financial Information section of this catalog.

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 professor who administers the examination. No credit or grade is earned.

Auditing Courses

A full-time student may audit courses at no additional charge. See the Financial Information section of this catalog for the fees charged to part-time students. Students may audit only when space is available, the professor’s permission is secured, and the registrar is informed. The professor 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 = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- C+ = 2.3
- C = 2.0
- D+ = 1.3
- D = 1.0
- F = 0.0
- B- = 2.7
- C- = 1.7
- D- = 0.7

The grade point average is calculated by multiplying the earned quality points for each course by the number of credit hours attempted for that course, then dividing by the total number of credit hours 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 extenuating circumstances that are beyond the student’s control. Prior to the end of a semester the student and professor must agree that an incomplete is appropriate. The student will be permitted to satisfactorily complete the coursework until six weeks after the beginning of the following fall or spring semester. After that, work may no longer be submitted and the I will be changed to an F. It is the responsibility of the student to submit all relevant materials to the professor early enough so that a grade may be submitted to the Registrar’s Office by 4 p.m. on the deadline date. (See the College Calendar.)

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 professor-initiated withdrawal, automatically becomes an F.

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

**IQ.Web**

IQ.Web is the college’s web-based academic records management system accessible from both on- and off-campus computers through the Colby-Sawyer College Web site. IQ.Web allows students to view their course registration, class schedule, midsemester grades, final grades, and unofficial transcripts. Students are given user names and passwords to access their IQ.Web account at the beginning of their first semester of enrollment.

Students are responsible for reviewing their IQ.Web 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:

1. 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 submitted a Change of Course form

2. next semester’s course registration:
   - after registration for the upcoming semester
   - any time they have submitted a Change of Course form

3. grades:
   - after the deadline to submit Midsemester grades
   - at the end of the semester

**Repeating Courses**

Unless restricted by a specific department’s requirements, students may repeat any 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. With programs that operate under specific guidelines from outside accrediting agencies, it may be necessary to limit the number of times a student may repeat a course.

If a student does not earn the required minimum grade of C (2.0) in WRT 105: Writing I, 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 (2.0) 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 must have permission forms signed by their professors, approved by their advisors, and submitted to the registrar. Forms are available in the Registrar’s Office. (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, these steps must be followed:

1. The student must discuss the disputed grade with the professor. Every effort must be made to resolve the dispute at this stage.

2. If no satisfactory resolution is possible, the student must have a conference with the academic dean. If after this conversation the student still wishes to pursue a grade appeal, the student must write a petition describing the facts of the case and explaining the basis of the dispute. This petition is addressed to the academic dean with copies to the professor and the department chair.

3. The academic dean asks the chair to meet with the professor and investigate the dispute. If the chair is the professor in question, the academic dean will ask another senior faculty member to carry out the investigation.

4. The chair (or senior faculty member) forwards a recommendation to the academic dean.

5. The academic dean reviews the facts of the case and the recommendation and makes a final decision.

Satisfactory Progress

Colby-Sawyer College recognizes that students progress through their academic careers at different rates. However, full-time students with a minimum of 12 credit hours 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 credit hours 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 credit hours each semester.

Satisfactory Academic Standing

The standard for minimum satisfactory academic standing for all students is a 2.0 cumulative grade point average.
**Class Standing**

Class standing is determined by credit hours 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 is below the minimum satisfactory standard of 2.0 will be 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. A student whose GPA is exceptionally low may be suspended or dismissed without having been placed on probation.

Students on academic probation risk losing their financial aid or tuition-remission assistance. Students are urged to meet with their advisor and the director of academic affairs to plan a strategy to improve their academic performance. Students may reduce their course load, retake courses, and/or reduce their extracurricular commitments to improve their grades. In addition, students should take advantage of the services of the Academic Development Center.

**Academic Suspension and/or Dismissal**

Students on probation who do not achieve the minimum satisfactory grade point average (GPA) 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 exceptionally low may be suspended or dismissed without having been placed on probation.

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. If the student remains below the minimum standard the director of academic affairs makes a recommendation to the academic dean as to whether or not suspension or dismissal is appropriate.

Students who are suspended are eligible to reapply to the college after a specific period of time, usually one semester. Students seeking readmission will be asked to furnish information in the form of transcripts and/or professional letters of reference that indicate the student’s ability to do satisfactory academic work at Colby-Sawyer. Decisions to readmit students are made by the academic dean in consultation with members of the Academic Review Board. Students who do not return to the college after a one- or two-semester suspension will be withdrawn from the college effective the final day of the last semester they were enrolled. Students who are dismissed from Colby-Sawyer 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) for reversal of their suspension or dismissal. The letter of suspension or dismissal will include the date that the stu-
dent’s appeal must be received by the director of academic affairs and the dates of the ARB hearings.

1. Students who choose to appeal must send a written request for a hearing to the director of academic affairs. 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.

2. The director of academic affairs will set the ARB hearing date and time once the student’s appeal is received.

3. 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 will be the first day of classes for the upcoming semester.

4. Family members and legal council are not permitted to attend the hearing.

5. The members of the ARB will have a copy of the student’s academic record which may include midsemester grades and records of academic dishonesty.

6. The chair will communicate the board’s decision to the student after the hearing and in a letter to the student.

**Academic Review Board**

1. The Academic Review Board’s (ARB) responsibilities are to review student petitions concerning academic appeals of notices of suspension, dismissal, denial of a major, and academic dishonesty.

2. The members of the ARB will be the chair of the ARB, two faculty members from the ARB, assistant dean of students or designee, and director of academic affairs (ex-officio) or designee. The director of academic affairs will serve as the coordinator of the ARB.

**Athletic Eligibility**

All varsity team members must be full-time students with a minimum of 12 credit hours. A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing (minimum 2.0 GPA) is eligible for participation in intercollegiate athletics. A student athlete must complete 24 credit hours 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 a satisfactory academic average.
At the beginning of each semester, professors are required to announce 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 professor. Written notification will be sent to the academic dean, the registrar, the advisor and the student. Prior to this action, the professor will confer with the student whenever possible.

It is the student’s responsibility to make arrangements with the professor 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 professors 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.

**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 footnotes and a complete bibliography

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
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 professors involved

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 professors 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 consistent with the physical conditions of the classroom to reduce the possibility of cheating on examinations.

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 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. If the student admits violating the policy, she/he will acknowledge admission in writing to the academic dean.
   b. If the student denies violating the policy on academic honesty and the faculty member is not persuaded of the student’s innocence, the faculty member will decide on the penalty, which may include failure of the examination, assign-
ment 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.

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.

4. In addition, the academic dean may investigate any matter involving academic honesty when he/she has additional information about previous violations concerning the student involved. The Administrative Hearing procedures may be used and other penalties may be levied.

5. 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 taught) to assume the academic dean’s role.

Records

Records involving cases of suspected academic honesty will be maintained in the academic dean’s office.

Academic Honesty Appeals Process

Simple disagreement with a faculty member is not sufficient basis for an academic honesty appeal. An appeal may be granted when there is (1) reasonable claim of new evidence likely to have a significant effect on the outcome of the hearing, (2) evidence of significant irregularity in the initial sanctioning process, and/or (3) imposition of an inappropriate or excessive penalty.

A petition for appeal of a faculty decision must be submitted in writing to the academic dean within ten (10) days of written notification of the decision. The petition for appeal must be sufficiently detailed to allow for reasonable judgment on whether to grant the petition.

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 of an impartial group of faculty, staff and students. The board will consist of the academic dean (chair, nonvoting member), two faculty members, two students, and a staff member selected by the academic dean. In the event that a faculty member and/or student feels that he or she should not participate in the hearing of a particular case, the academic dean can appoint other faculty and/or student members. 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) working days unless the college is not in session, in which case, the hearing will take place as promptly as circumstances allow. 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.
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. Written notification of the appeals decision will be returned to the accused and the accuser within five (5) days of the hearing.

Midsemester Grades

A professor may confer at any time during the semester with a student believed to be in academic difficulty. Midsemester grades may be issued by professors to inform students of their progress in a course at midsemester. Midsemester grades are required for first-year students and for students whose midsemester grade is below C. These grades are available to the student, the student’s academic advisor, and the director of academic affairs. Students should confer with both the professor and academic advisor to determine the best method of ensuring students’ academic progress and success.

Adding, Dropping, and Withdrawing from Courses

The College Calendar has specific dates for adding, dropping, and withdrawing from courses. All course changes must be submitted to the registrar’s office on an Add/Drop form by the appropriate date. The student must obtain the signatures of the course’s professor and his/her advisor prior to submitting the form. The responsibility for completing and submitting the form rests with the student. It is recommended that students check their course registrations periodically for accuracy and confirmation of changes submitted. A student cannot receive a grade for a course in which s/he is not officially registered. Conversely, a student remains enrolled in a course(s) and is responsible for fulfilling course requirements until s/he has filed a completed Add/Drop form with the registrar’s office.
Adding Courses: Students may add courses and make credit adjustments to variable credit courses until the end of the first week of classes. (See College Calendar)

Dropping Courses: Students may drop courses until the end of the first week of classes. Courses dropped during this period will not appear on the student’s academic transcript. (See College Calendar)

Withdrawing from Courses: Students may withdraw from a course without grade penalty between the second week and the eighth week of classes. 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. (See College Calendar)

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 professor-initiated.

A professor 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 credit hours) 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**

Professors may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance. No examinations, however, will be given during the final week of classes of the fall and spring terms.

No changes in the final exam schedule may be made by students or faculty. Students with three exams in one day may contact the registrar at least one week prior to the start of the exam period if they wish to reschedule one exam. All students are expected to schedule travel arrangements and other appointments in a manner that avoids conflict with the exam schedule.

**Leave of Absence Policy**

Colby-Sawyer 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 (2.0) in each course to receive transfer credit. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student’s permanent record and cumulative grade point average. It is the student’s responsibility to provide the Colby-
Sawyer College Registrar's Office with an official transcript for courses taken at another college or university.

An ELOA does not affect the completion of college residency or academic requirements. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. However, it does not guarantee the student's return to the residence hall occupied prior to the leave.

**Application for an Educational Leave of Absence**

Students who choose to take an Educational Leave of Absence (ELOA) should have an exit interview with the director of academic affairs 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 Office of Academic Affairs. The academic dean must approve an ELOA in advance.

**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, Business, 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 semester ends will receive a grade of F in each of their courses. See the College Calendar for specific dates.

Students who do not register for courses by June 1 for the fall semester or by January 1 for the spring semester will be administratively withdrawn from the college, and the withdrawal will be dated from the last day of the semester for which they were enrolled.

**Student-initiated Withdrawal**

Students who choose to withdraw from the college should have an exit interview with the director of academic affairs and complete the Application for Withdrawal form.

**Suspension**

The college reserves the right to place students on an administrative suspension for academic, behavior, 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 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 dean of students and/or the academic dean 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. Transcripts may be obtained from the Registrar’s Office upon written request of the student. In compliance with federal laws designed to protect privacy, transcripts are not released without the student’s authorizing signature. Generally, a reasonable number of transcripts will be issued free of charge, but the Registrar’s Office reserves the right to charge a fee for requests of more than two transcripts to the same address. Transcripts will not be furnished for students or former students whose financial obligations to the college have not been satisfied. Requests for transcripts must include the student’s signature and dates of enrollment at Colby-Sawyer College and be sent to the Registrar’s Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257.

Academic Renewal

A Colby-Sawyer College student who withdraws and then re-enrolls after a period of five years or more may elect to apply for academic renewal.

If a student applies for and is granted academic renewal, coursework previously taken at Colby-Sawyer will be evaluated in a manner consistent with the college’s policy for transfer students. In such cases, only courses in which a grade of “C” or higher was earned will be accepted toward graduation, and the student’s transcript will reflect only the total number of credits accepted. It will not reflect course titles or grades, nor will the student’s earlier work be included in the calculation of GPA. Courses with grades below “C” will not count toward the student’s degree. If any of those courses are required in the student’s major, the student must retake these courses to qualify for a degree.

If a student does not apply for academic renewal, all grades and credits previously earned at Colby-Sawyer College will carry forward and be applied as appropriate to a student’s intended major.

Students wishing to apply for academic renewal must do so prior to the start of their first semester of re-enrollment. Academic Renewal forms may be obtained in the Registrar’s Office and must be approved by the academic dean, department chair, and the registrar. A student may receive only one academic renewal during his/her studies at Colby-Sawyer. A minimum of 30 credits toward graduation requirements must be earned at Colby-Sawyer College after renewal is granted.
Selection of Major and Major Acceptance

Students must be officially accepted into a major through Major Acceptance. They should select a major based on their interests, abilities and career goals. Students must apply for acceptance into the major of their choice by submitting the Major Acceptance form to the appropriate department chair. Refer to the requirements listed for each major. Acceptance requires that a student earn a minimum 2.0 cumulative grade point average and fulfill the requirements specified by the major. 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. Exceptions to either of these policies must be approved by the academic dean.

Major Acceptance application forms are available from academic advisors. The director of academic affairs 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 credit hours. A student who has earned 86 credit hours and whose candidacy has not been approved by the department may not register for courses at the college for the next semester. 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

Sometimes students wish to pursue two major programs rather than select a single major and a minor. Occasionally a double major is possible, although students are strongly cautioned against this choice unless they are willing to accept the possibility of taking more than four years to graduate. Students who intend to pursue two majors must work out a plan with their advisor and the chair from each major’s department. The plan should provide detail of how the requirements will be met for each major. The student should submit the plan, including a statement of approval from the advisor and the appropriate department chair(s), to the academic dean.

No more than four courses completed to satisfy the requirements for one major may be counted toward the requirements for the other major. The student’s transcript will list each degree and major. A student will receive two diplomas if the degrees are different (such as a BA, BFA or BS), but only one diploma if the degrees are the same.

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 midsemester and final grades are available to students from their on-line IQ.Web
accounts. 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 colleges’ Web site. Those records are released directly to the individual(s) identified by the student under any of the following conditions:

1. Midsemester Grades:
   - students who have two or more midsemester grades below C
   - students who are on academic probation from the previous semester and have at least one midsemester 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 Web site.

**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 are 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 address, college telephone number, college e-mail address, major field of study, enrollment status, grade 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 academic dean 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

Graduation Honors
Students graduate cum laude, magna cum laude, or summa cum laude according to the following minimum requirements:

- **cum laude**
  Cumulative grade point average of 3.50 to 3.64 at the time of graduation

- **magna cum laude**
  Cumulative grade point average of 3.65 to 3.79 at the time of graduation

- **summa cum laude**
  Cumulative grade point average of 3.80 or higher at the time of graduation

Academic Awards
All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

**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. Each semester the director of athletics and the faculty athletics representative publicly recognize student-athletes who have earned a 3.0 GPA or higher for a term.

**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 to a student whose major is English, and the Grace Adella Sheldon Graves Award 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.

**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. In each case, the recipients must be full-time students and have completed at least 50 percent of their credits at Colby-Sawyer.

**Richard Crosby Memorial Award**
This award, established in 1976 in honor of Professor 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 Award
The Wynne Jesser McGrew Senior Scholar-Athlete Award may be given to the graduating female senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

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

The James Duane Squires Book Award
The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College professor James Duane Squires. Professor Squires was a faculty member from 1933 to 1970 and served as chair of the Social Sciences Department for all but two of those years. He also served as director of public affairs for many years. This award is presented by the academic vice president and dean of faculty based upon recommendations made by faculty members. The goal of the award is to recognize and honor students' specific academic performances above and beyond expectations.

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 graduate's years at Colby-Sawyer 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.

Service and Leadership Awards
All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.
Colby-Sawyer Award
This award is given by the college to that 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 the 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 fall to the sophomore student who best exemplifies, through voluntary service, the qualities of reliability, loyalty and unselfishness. The recipient of the award is chosen by vote of the sophomore class.

Key Association Award
The Key Association Award is given annually to that graduating Key Association member who exemplifies the very best qualities of the Key Association Tour Guide. He or she must be responsible, articulate, enthusiastic, and display a strong sense of pride and enthusiasm to visitors to our campus.

Senior Achievement Award
This award is presented each year to two graduates, one male and one female, who have distinguished themselves through leadership in the cocurricular life of the college.

Barbara Johnson Stearns Award
Established in honor of a member of the class of 1932, this award honors senior female and male students who have demonstrated exemplary leadership and dedication to the college community.

Honor Societies
All May graduates, regardless of participation in the ceremony are eligible for awards at commencement. All December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements.

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 3.5 or better while carrying a minimum of 12 credit hours in graded courses. Courses graded Pass/Fail may not be included as part of the 12 credit hours.

**Alpha Chi**
The Colby-Sawyer Chapter of this national honor society recognizes the academic achievement of juniors and seniors. To be eligible for membership, a student 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 credit hours (one-half at Colby-Sawyer) with a 3.5 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 seniors.

Further information about Alpha Chi membership and activities is available from the society’s faculty sponsor or the office of the academic dean.

**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 credit hours, with 12 in communication studies courses, have a minimum cumulative GPA of 3.0, a minimum GPA of 3.25 in communication studies courses, and rank in the top 30% of their class.

**Psi Chi**
The Colby-Sawyer 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 GPA of 3.0, have completed at least three college semesters and nine credits of psychology courses with a minimum GPA of B (3.0) in those courses, and be enrolled in a program of study with strong psychological content (for example, the psychology or child development majors and 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 3.0. 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 first 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 completed one-half of the nursing curriculum, have a minimum GPA of 3.0, rank in the upper 35 percent of their graduating class, meet the expectation of academic integrity, and obtain two endorsements. For further information about the Honor Society or Sigma Theta Tau, contact the faculty sponsor.

Academic Support Services

Academic Advising
Opportunities for educational planning are provided to assist students in realizing the full value of their college experience. All Colby-Sawyer students have an academic advisor who takes a personal interest in their progress. This advisor confers with the student at regular intervals, giving advice on both academic and career matters, including the choice of a career or graduate school. In addition, the advisor can provide assistance if further academic, career or personal counseling is needed and can make the necessary referrals. While students have the responsibility for successful completion of degree requirements in their chosen field of concentration, advisors assist in the design and implementation of educational goals and serve as a resource for selecting appropriate courses.

Academic Development Center
The Academic Development Center offers support to all full time Colby-Sawyer students free of charge. The Center is staffed by a director, an assistant director, a learning specialist, professional writing and math consultants, and peer academic consultants. The Center’s mission is to support and challenge students in their development as active learners. It carries out this mission in the following ways:

Study Skills and Mentorship
Study skills training is delivered through one-on-one meetings and group workshops. Students may make appointments with peer or professional tutors to discuss time management and organization strategies or to review effective approaches for note taking, reading and test preparation. These sessions focus on developing skills that are effective and appropriate to each student’s particular learning style.

Content Area Tutoring
This peer tutorial service, available for most first- and second-year courses and select upper-level courses, helps students to maximize their learning in specific classes. Students can meet with peer tutors to improve their understanding of
course concepts, review for exams or develop study strategies targeted to a particular course.

**Mentoring**
Professional mentors are available to meet with students one-on-one. The role of the mentor is to help students clarify academic goals and strategize ways in which to attain them. The mentor also provides support and direction to the student as he/she works through the process of applying these strategies. The goal of the mentorship program is to support students in identifying and developing specific strategies for successfully engaging in the learning process.

**Writing Consultation**
The Academic Development Center’s peer and professional writing consultants are trained to assist students with all stages of the writing process. Consultants are available to help students brainstorm, outline a paper, clarify thinking or develop editing skills. Writing sessions offer supportive, objective and helpful feedback on student writing.

**Disability Services**
Support services for students with disabilities are coordinated through the Academic Development Center. The Center’s learning specialist works with students to identify and document reasonable and appropriate accommodations and to offer referrals to other campus resources. Colby-Sawyer does not offer college remedial courses or programs. Students who feel they could benefit from remediation or specialized programs to further develop compensatory learning strategies are advised to first consider a transition program that offers these types of courses and support.

**Career Development Center**
The Harrington Center for Career Development and Community Service, located in Danforth Hall is staffed by professionals who offer a variety of services to students. The center has career exploration and job development resources as well as information concerning internship sites for students, job listings and community service opportunities. The staff of the Harrington Center also coadministrates the college’s student employment program, trains student employees and supervisors, and maintains personnel files on student employees.

Students are encouraged to follow a planned succession of activities that help them assess their interests and abilities, coordinate majors with career fields, participate in videotaped interview practice sessions, conduct long-range graduate school planning, and identify internship and community service opportunities to enhance their job search success. Upon completion of college, students should be able to identify and achieve goals, make well-informed decisions, and implement appropriate and professional job search strategies.

Students have access to FOCUS on the Web, a computerized guidance program that helps students develop a model for career decision making. FOCUS on the Web contains the latest information about work activities, job entry requirements, salary levels, work conditions and market outlooks for over 2,000 occupations. Other computerized resources include an online job vacancy listing called Jobline; alumni career-volunteer database; internship opportunities; and Career Search, a searchable
database of over 1.4 million large and small employers nationwide.

The center also sponsors career panels that give students the opportunity to learn from alumni and other professionals about various careers, and a community service program that includes visiting the elderly, tutoring at local schools, volunteering with Habitat for Humanity and Special Olympics, and engaging in various human service activities.

The Harrington Center Web site provides students and alumni with up-to-date information on all programs and services offered by the center, plus online resources and links to enhance job search opportunities.

**Special Academic Programs**

**English Language and American Culture Program**

Through all of its programs, Colby-Sawyer College encourages students of varied backgrounds and abilities to realize their full intellectual and personal potential so that they may gain understanding about themselves, others, and the major forces shaping our rapidly changing and pluralistic world.

To this end, the college has committed itself to attracting international students to Colby-Sawyer and to preparing and supporting them as they pursue an American college education. This preparation and support are provided by the English Language and American Culture Program. Students enrolled in the English Language and American Culture Program are eligible for all the college’s services and are further supported through a program of advising that is designed especially for international students.

**English Language Component**

The English Language component of the program provides classes in English as a Second Language (ESL) to prepare students to be able to study successfully at Colby-Sawyer College. The ESL courses carry academic credit that may be applied toward graduation in the same way that modern language study earns elective credit.

- ESL courses are designed to serve students who have achieved 500 on the TOEFL test but need to strengthen their English academic skills.

**American Culture Component**

The American Culture component provides international students with

- advice concerning immigration and tax regulation;
- help with issues and problems that arise from living in a new culture;
- native English-speaking conversation partners;
- opportunities for educational field trips and social activities;
- home stays with English-speaking hosts; and
- on-campus residential experiences that maximize the possibility of learning English and understanding American culture.

**Wesson Honors Program**

The Colby-Sawyer College Wesson Honors Program is designed to provide highly motivated students with an optional intensive experience in the liberal arts. By cre-
ating 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 professors.

Students with a minimum 3.5 GPA and a minimum 1150 SAT or 25 ACT score 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) and take at least one honors course each year.

Students entering the Wesson Honors Program are encouraged to enroll in the Honors Pathway Seminar to begin their participation in the program and advance toward an Honors Certificate at graduation. To receive an Honors Certificate, a student must complete the Honors Pathway sequence in the first and second years (6 credit hours), three additional honors courses (9 credit hours), or two honors courses and one honors contract (9 credit hours), and an Honors Capstone course (3 credit hours). 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, an academic consortium which includes Daniel Webster College, 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 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 (2.0) to receive transfer credit. Credit hours 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 they intend to visit. 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.

**Internships Across the Curriculum**

In keeping with its mission to integrate the liberal arts and sciences innovatively with career preparation, Colby-Sawyer offers 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 faculty, staff and work-site professionals. Internships offer the opportunity for 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 other opportunities in a national setting.

Most programs 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 departments' respective sections.

Internships are arranged through the Harrington Center for Career Development and Community Service with approval and evaluation by faculty sponsors. Specific information on policies and procedures as well as student, faculty sponsor, and career development center responsibilities is available from the Harrington Center.

**Rationale**

Internships Across the Curriculum support the mission of the college to “combine the values of liberal studies in the traditional arts and sciences with those of professional preparation.” Yearly placement survey results show that Colby-Sawyer 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.

**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 Application form to the Harrington Center;
- has satisfactorily completed a preinternship seminar offered by the Harrington Center;
- 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.
Guidelines
Each department may have established prerequisites for students wishing to undertake internships. However, these are the general guidelines:

- Students must register for each internship with the Registrar’s Office.
- Internships may or may not carry credit.
- Internships numbered 285 and 485 will be graded on a Pass/Fail basis.
- Forty site-directed hours equals one credit.
- 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.

Teaching Assistantships
Qualified juniors and seniors may apply to work with faculty members as teaching assistants in 100- and 200-level courses. If they are accepted for an assistantship, students 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 credit hours for teaching assistantships, 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.
- The credit hours granted should follow regular guidelines for the department and may differ with the nature of the course (lecture, laboratory, studio).
- Teaching assistantships are limited to juniors and seniors.
- The assistant must work in a 100- or 200-level course.
- The student must have received a B (3.0) or better in the course or its equivalent.
- The student must have a minimum 3.0 cumulative grade point average.

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 independent study course may be used to meet the requirement for a minor.**

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 fall and spring semesters.

**Study Abroad**

Students are encouraged to adopt a perspective on learning that reaches beyond their own regional and cultural vision. Studying abroad allows students to travel internationally and experience other countries and cultures.

Colby-Sawyer College recognizes the value that students with international experience bring to the classroom and their other academic endeavors. Students who study abroad also satisfy these learning outcomes: enrich and deepen their self knowledge, communicate and interact effectively, and understand and employ multiple perspectives. A liberal arts curriculum combined with an education abroad strengthens students' ability to pursue vocations in the global community.

Students interested in study abroad programs can receive information and assistance from the Office of Academic Affairs and International Programs. Colby-Sawyer has affiliations with five programs for students who want to study abroad in various countries, including Australia, Austria, China, Czech Republic, England, France, Hungary, Ireland, Italy, Latin America, Mexico, New Zealand, Poland, Russia, South Africa and Spain. These affiliate institutions include: Academic Programs International, American Institute of Foreign Study, Center for International Studies, Institute for Study Abroad Butler University, and The School for Field Studies.

**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.
ADMISSIONS
AND
FINANCIAL AID
Admissions

Colby-Sawyer College seeks students who will benefit from and contribute to the educational environment of the college, which is based on a commitment to excellent instruction and personalized faculty-student relationships. The admissions committee selects for admission students who demonstrate academic ability, intellectual curiosity, motivation, self-initiative and leadership potential. The college actively seeks diversity in its student body, and no person is excluded on the basis of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin.

Campus Visits

Students and their families are invited to visit the campus either during the week or on scheduled Saturdays. Because there are no Saturday classes, a weekday visit allows visitors to have a more complete experience. Personal interviews in the Admissions Office are scheduled Monday through Saturday. While not required, interviews are used in the evaluation of a candidate and, therefore, are highly recommended.

During the fall and winter months, there are several days set aside for Colby-Sawyer College Discovery Days. On these days, a prospective student is paired with a Colby-Sawyer host to experience “a day in the life of a Colby-Sawyer student.” With a host, students attend classes, visit residence halls, eat lunch in the dining hall and browse through the campus bookstore. The Admissions Office also sponsors a Fall Open House in October and two Accepted Students Days in April. Please call the Admissions Office at (800) 272-1015 or (603) 526-3700 or email admissions@colby-sawyer.edu to arrange a visit.

Admissions Requirements

The primary factor in the selection process is a careful review of the student’s high school transcript. Most successful applicants for admission have prepared for a Colby-Sawyer education by taking a college preparatory program in high school including four years of English, three years of mathematics, two years of the same foreign language, three years of social studies, and three years of a laboratory science. The Admissions Office also places emphasis on the results of standardized testing, the required essay, counselor and teacher recommendations and extracurricular activities. A personal interview with a member of the admissions staff is highly recommended. Students who apply for admission to the college with the intention of pursuing a major in nursing are strongly encouraged to have a minimum of three years of laboratory science, including biology and chemistry.

Applicants whose academic preparation does not include the required college preparatory coursework may also apply. They must, however, present other evidence that will support their ability to master college-level work.

First-Year Admission Early Decision

Exceptional high school seniors who identify Colby-Sawyer as their top choice may apply for Early Decision. Upon acceptance, Early Decision applicants are expected to enroll at Colby-Sawyer, subject to financial aid determinations, and to withdraw all pending applications at other colleges.
Early Decision applications must be postmarked by December 1, and acceptance notifications are mailed beginning December 15. The applicant, parent or legal guardian, and guidance counselor must sign an agreement stating that, if accepted to Colby-Sawyer as an Early Decision candidate, the accepted student will withdraw any applications made to other colleges and must submit a non-refundable enrollment deposit of $500 by February 15. All students accepted under the Early Decision option must enroll for the fall semester. At the time of enrollment, applicants must have a high school diploma or the equivalent.

There are several advantages to applying for Early Decision, providing that Colby-Sawyer is a student's top choice college. An Early Decision application demonstrates a student's commitment to and excitement about attending Colby-Sawyer. Because the application deadline is earlier than regular decision, students receive an estimate of their financial aid at the time of acceptance.

**First-Year Admission Regular Decision**

Regular Decision applications for incoming first-year students wishing to enroll for fall classes must be postmarked by April 1, for the college’s priority deadline. If completed applications have been received early enough, notifications of decision may be mailed as early as January 1. Regular Decision application carries no binding agreement to enroll at Colby-Sawyer.

Incoming first-year students who wish to enroll for spring classes must postmark their applications by January 1. Notifications for these applications may be mailed as early as October for spring enrollment.

Accepted students are asked to confirm their intention to attend Colby-Sawyer by sending an enrollment deposit of $500. This deposit is refundable until May 1. At the time of enrollment, applicants must have a high school diploma or the equivalent.

**Admissions Procedures**

The following guidelines are offered to assist students who wish to apply for admission to Colby-Sawyer College.

1. **Application**: Current application forms may be obtained from a high school guidance counselor, transfer counselor, or the Admissions Office at Colby-Sawyer College. Applicants may apply electronically or download the PDF version of the Colby-Sawyer Application for Admission form at www.colby-sawyer.edu. Colby-Sawyer also accepts the Common Application. Applicants should complete the application form, including the required personal statement, and mail or deliver it with the nonrefundable application fee of $45.00 to:
   
   Admissions Office  
   Colby-Sawyer College  
   541 Main Street  
   New London, NH 03257

2. **Transcript**: Applicants should ask their secondary school guidance office to send an official transcript that includes the first marking period grades of the senior year to the Admissions Office. A student who has attended another college must send an official transcript to the Admissions Office along with a college catalog that contains descriptions of all courses taken.
3. **Recommendations**: Students are required to provide two academic recommendations with the admissions application: one from a guidance counselor and one from a teacher.

4. **SAT or ACT Test Results**: Test results from the College Examinations Board Scholastic Assessment Test (SAT) or the American College Testing Program (ACT) are required. The scores from these examinations either should be sent directly from the test center to the Admissions Office or should be included on an applicant’s official high school transcript. The Colby-Sawyer College number for the SAT is 3281; for the ACT it is 2506. The test should be taken early in the student’s senior year, although it is recommended that students take the test for the first time in spring of their junior year. By beginning the process during the junior year, students have ample time to retake the test during the fall of their senior year should they choose.

**Admissions Procedures for International Students**

Admissions procedures and deadlines are generally the same as those noted above. Instead of the SAT, students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) administered by the College Board. Students are required to earn a minimum 173 (CBT)/500 (PBT) TOEFL score. The applicant must take the TOEFL during the year of application so that the score accurately reflects the student’s command of the English language. Further information is available from the Admissions Office or from TOEFL Services, Box 6151, Princeton, NJ 08541-6151, USA. Once accepted for admission, international students must submit proof of their ability to support themselves financially while studying in the United States. A modest amount of financial assistance is available for international students.

**Admissions Procedures for Home Schooled Students**

Colby-Sawyer welcomes applications from home schooled students wishing to pursue a liberal arts education. The college appreciates the unique perspective they bring to the classroom and recognizes the important contributions made by these students as a part of student life. Colby-Sawyer makes a conscious effort to accommodate the special circumstances of home schooled students during the admission process. In order to facilitate the evaluation of an applicant’s candidacy, students submit the following items in addition to the admissions procedures and requirements listed above:

- A transcript or portfolio detailing high school coursework considered most indicative of the applicant’s academic achievements
- Two letters of recommendation from sources outside the home who have knowledge of the applicant’s academic or extracurricular achievements

**Admissions Procedures for the Wesson Honors Program**

Students with a minimum 3.5 GPA and a minimum 1150 SAT or 25 ACT score are eligible for the Wesson Honors Program and are automatically enrolled in the program. Students accepted into this program will be awarded a four-year, renewable $12,000 Wesson Honors Scholarship if they are in good standing in the program.
Admission for Students Interested in the Nursing Major

Admission to the college does not guarantee formal acceptance into the nursing major. Acceptance to the major is a competitive and merit-based process during the sophomore year.

The nursing program at Colby-Sawyer is especially selective. Students who intend to major in nursing are strongly encouraged to apply early. 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 sciences, including biology and chemistry, a minimum SAT combined score of 1000 (for math and critical reading) and a minimum high school grade point average of 2.75 (B-).

Transfer Admission

Colby-Sawyer welcomes applications from those students who have previously attended other accredited schools. Transfer students are welcome to begin their studies in September or January. It is strongly recommended that prospective transfer students visit the college for a campus tour and an interview. Transferring students must postmark their applications for spring admission by December 14 and for fall admission by July 1. Notifications may be mailed as early as October for spring admission and January for fall admission. Applicants may apply electronically or download the PDF version of the Colby-Sawyer Application for Admission form at www.colby-sawyer.edu.

Student’s work from other accredited colleges will be evaluated on a course-by-course basis. In all cases, credit will only be given for courses that have been completed with minimum grades of C (2.0) and are equivalent to courses offered at Colby-Sawyer. The registrar works individually with students and makes the final determination regarding the transfer of individual courses. Grades earned in courses taken before matriculation at Colby-Sawyer will not be included when computing the cumulative grade point average. Only a maximum of 60 credit hours will be allowed for transfer to Colby-Sawyer. At least 50 percent of the required credits for an associate and bachelor degree including the final 30 credit hours must be Colby-Sawyer sponsored whether taken on or off campus.

Admissions requirements are the same as those outlined in the Admissions Procedures section of this catalog, although special emphasis is given to the college transcript showing work most recently completed. An official high school final transcript is still required. Colby-Sawyer requires a dean’s recommendation from the school the student is currently attending (or most recently attended). It is the responsibility of students to provide catalog descriptions of all courses offered in transfer. Forms may be obtained by contacting the Admissions Office at (603) 526-3700 or (800) 272-1015 or by emailing admissions@colby-sawyer.edu.

Transfer students interested in the nursing major should refer to the Nursing Department section of the catalog. Minimum grades of C+ are required for the courses equivalent to BIO 205, 206, 207 and NUR 203.

Advanced Placement

Colby-Sawyer College recognizes meritorious secondary school work by granting advanced placement and/or credit for those who have taken enriched or accelerated courses before entering college. Applicants qualify for credit by satisfactory achieve-
ment on college-approved placement examinations. Credit will be given if a score of three or higher is achieved on the College Board Advance Placement Tests; and given on a case-by-case basis through the College-Level Examination Program. For further information regarding credit for advanced placement courses and tests, please contact the Registrar’s office at (603) 526-3673.

Transfer Policy for Athletic Training Program

Given the specific nature of an education for the health professions, transfer students with prior athletic training education will be evaluated on an individual basis. In direct consultation, the student and the Athletic Training Education Program (ATEP) director will 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 from all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and March 1 if enrolling in the fall semester. Transfer students are held to all Major Acceptance requirements and will go through the process at the end of the semester in which they complete these requirements. See the requirements for Major Acceptance in Exercise and Sport Sciences section of this catalog.

As is also 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’s Athletic Training Education Program for a minimum of two calendar years prior to graduation with a specialization in athletic training.

Deferred Admission

Admitted students who have submitted their enrollment deposit of $500 are eligible to delay their college attendance up to two semesters under Deferred Admission. Applicants are encouraged to apply for admission during their senior year of high school and to request a deferral after acceptance. If the enrollment deposit is not already received, the deferral request should be accompanied by an enrollment deposit of $500, which is not refundable after May 1 of the year of acceptance. The deferral request should include the student’s plans for the semester(s) of deferral. A request for deferred admission must be filed with the admissions committee.

Non Degree Students

A nondegree student at Colby-Sawyer is one who has not applied for or been admitted to a degree program but who wishes to study on a part-time or full-time basis. For example, students may wish to explore the Colby-Sawyer curriculum for a semester while on leave from their home institutions. Others may wish to attend classes at Colby-Sawyer to return to academic pursuits. For information and an application for nondegree student course registration, contact the Admissions Office. See the financial information section for information about cost of enrolling in a course.

Local Area High School Students Enrollment

Exceptional high school seniors who wish to enroll for a minimum of three credits but no more than six credits in an academic year at Colby-Sawyer College may
do so by submitting a Nondegree Student Admission Application, an official copy of their high school transcript, a letter of recommendation from a guidance counselor and a $15 non-refundable application fee. Interested students must submit their application as soon as possible but no later than four weeks prior to the start of an academic semester.

Candidates for non-degree student admission must meet the following criteria:

- be a high school senior with a cumulative grade point average of 3.25 in a college preparatory curriculum
- must have completed a minimum of 13 units of college preparatory work, including three years of English, three years of mathematics, two years of the same foreign language, three years of social studies, and two years of a laboratory science
- be in good academic and social standing at the high school presently attending

Applications will be reviewed by the Admissions Committee on a rolling basis. Accepted students may contact the Registrar's office for assistance in selecting a college course. For information and an application for non-degree student course registration, contact the Admissions Office. Information about the cost of enrolling in a course can be obtained from the Admissions Office.

**Academic Renewal**

A Colby-Sawyer College student who withdraws and re-enrolls after a period of five years or more may elect to apply for academic renewal. More detailed information can be found in the academic policies section of the catalog.

**Re-enrolling Students**

Any previously enrolled students, except for those on official leaves of absence, who have been away from the college for more than one year must reapply through the Admissions Office. Students who have been on official leaves of absence or who have been away from the college for less than one year should contact the Registrar's Office.

**Financial Aid**

**Policy**

Colby-Sawyer supports a need and merit-based financial aid policy that is representative of its academic goals. Colby-Sawyer offers assistance to approximately 85 percent of enrolled students. This aid is made possible through several sources including endowment income and scholarships, operating income, grant and loan funds, and funds provided through state and federal programs. Financial aid is awarded through the Financial Aid Office.

Financial aid packages are provided in the form of scholarships, grants, loans and employment, either singly or in combination. Except as otherwise noted, financial aid is based on demonstrated need, academic merit, and citizenship requirements for financial aid established by the federal government. All students who plan to attend Colby-Sawyer are encouraged to apply for financial assistance.

Financial aid is awarded on an annual basis. One half of the total amount awarded through scholarships, grants or loans is applied to each semester's bill. Payment
for on-campus employment is made directly to the student. Students are expected to contribute to their cost of education through loans, part-time work during the year, and summer employment.

All financial aid is calculated on the basis that students will be enrolled full-time. Students enrolled less than full time will have their financial aid award adjusted according to their enrollment status. Colby-Sawyer assistance is granted only to full-time students. However, for less than full-time students, federal assistance will be prorated according to the number of credits taken. Further information regarding the college's financial aid can be obtained by contacting the Financial Aid office at (800) 272-1015 or (603) 526-3717 or by emailing cscfaina@colby-sawyer.edu.

Procedure For Entering Students

Students interested in receiving financial aid from Colby-Sawyer College should:

- be accepted for admission by April 1 to receive priority consideration (students accepted after this date will be awarded financial aid as funds become available) and
- complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov or mail the paper version included with the application form provided by a local high school guidance office or the college’s Financial Aid Office. (Students are urged to send the FAFSA to the federal processing center by February 15).

Procedure for Returning Students

The college is committed to renewing the financial aid of students whose need continues and whose academic and personal records indicate satisfactory progress and a contribution to college life. A Free Application for Federal Student Aid (FAFSA) must be filed each year. Forms may be obtained from the Financial Aid Office. The FAFSA should be completed online no later than April 15 to receive priority consideration. Returning students will be notified of their financial award decisions in early June after satisfactory academic standing and progress have been determined.

Procedure for Tuition Remission and Exchange Programs

This policy outlines the admission and financial aid procedures for those candidates who are eligible for approved tuition exchange programs (Council of Independent Colleges, National Tuition Exchange or the New Hampshire College and University Council):

- Colby-Sawyer College will notify applicants of their admission to the college as described in the admissions section of the catalog.
- Students who are seeking tuition exchange will be notified of their admission status into one of the exchange programs on or about March 15.
- Once notified by the college, students must communicate their intent to enroll by submitting a $500 enrollment deposit and notification form by May 1.
- All accepted tuition exchange students are required to live on campus while participating in any of the exchange programs.
- All exchange programs are valid for a maximum benefit of four years (eight continuous semesters) of undergraduate study.
• All students are required to submit the Free Application for Federal Student Aid (FAFSA) no later than April 1. The college will use any federal and state grant funding available to reduce the tuition waiver. If a student is selected to enroll through one of the exchange programs, institutional scholarships and grants will be replaced by the tuition waiver. Students selected for federal work-study may continue to use these funds to help assist in meeting educational costs. Students who enroll through one of the exchange programs must submit the FAFSA annually.

• Participating students must submit, if required by the appropriate tuition exchange program, a renewal application by the established deadline. Students must maintain satisfactory academic progress and must be in satisfactory standing as outlined in the college's catalog.

• This policy may be amended at the discretion of Colby-Sawyer at any time without advance notice. For additional information on the college's admission and financial aid policies regarding tuition exchange, contact the vice president for enrollment and college relations.

Loss of Eligibility for Financial Aid and Tuition Exchange or Remission

Federal, state and institutional regulations require that students receiving financial aid must maintain satisfactory academic standing and progress. Financial aid may be withdrawn if a student fails to meet the minimum cumulative grade point average of 2.0. Students are expected to maintain satisfactory academic standing and progress as defined in the Academic Policies section of the catalog.

Once a year, following the spring semester, the cumulative grade point average and number of credits earned by each financial aid recipient will be reviewed. Students who have not met the standards for satisfactory academic progress and/or satisfactory academic standing will be notified of their status and may be placed on financial aid probation. A student may remain on financial aid probation for no more than two consecutive semesters and still receive financial aid. Upon the conclusion of the following spring semester, a student who has not earned satisfactory academic progress will be denied financial aid for the next semester. Appeals to this decision may be made in writing within 10 days of receipt of the financial aid decision and must explain the extenuating circumstances that provide evidence to support their appeal. All appeals should be directed to the Director of Financial Aid. Financial assistance may be reinstated on a probationary period, as funds allow, when the student meets either the minimum standard or the conditions required by the Financial Aid Appeals Committee.

Once a student, whose aid had been withdrawn, earns satisfactory academic standing and meets the criteria for satisfactory academic progress he or she must file a petition for reinstatement of financial aid.

Scholarships, Grants and Loans

Scholarship Funds

Many scholarships have been established through the interest and generosity of
alumni, parents, and friends of Colby-Sawyer. Some honor individuals, some reflect gratitude of alumni for their education at Colby-Sawyer and others express the desire to assist a small liberal arts college. Colby-Sawyer does not award athletic scholarships.

**Endowed Scholarships**

Through the generosity of alumni and friends, the college has an extensive endowed scholarship program for those students who meet the established criteria. Endowed scholarships are awarded by the Financial Aid Office and in certain cases by the faculty. For a complete list of available endowed scholarships for this academic year, please see the director of financial aid.

**Merit Awards for Entering Students**

Colby-Sawyer offers several four-year, renewable merit awards ranging up to $12,000 per year which are given to incoming students regardless of financial need. These selective scholarship awards were instituted to reward academic excellence and commitments to leadership and community service displayed in high school that the college would like to see nurtured and further developed. For the 2007-2008 academic year, all students who are accepted to the college prior to March 1 with a minimum high school 3.00 grade point average will be considered for this selective scholarship program. Merit award applications and further information can be obtained from the Admissions Office.

**Grants**

**Colby-Sawyer College Grants-in-Aid**

Grants-in-Aid represent the major portion of the financial aid program. A grant-in-aid is a form of gift aid (financial aid that the student need not repay). Grant monies are derived from gifts from alumni, trustees, friends of the college, foundations, as well as from the college’s current income. Amounts vary depending on individual financial need. For the 2007-2008 academic year, first year students received grants between $100 and $25,000. Recipients must be enrolled full-time and demonstrate financial need.

**Federal Grants**

**Federal Supplemental Educational Opportunity Grants (SEOG)**

The Federal Supplemental Educational Opportunity Grant program provides awards up to $3,000 for students with exceptional financial need. Funds from this federal program are administered by the college.

**Federal Pell Grant Program**

This federal student aid program provides direct grants ranging from $400 to $4,310. Students apply for the Federal Pell Grant through the Free Application for Federal Student Aid (FAFSA).

**Loans**

**Federal Loans**

**Federal Perkins Loans**

Federal Perkins Loans are authorized by federal legislation and administered by
the college. Because of the limited amount of funds in the Perkins Loan program, priority for loans from this source of assistance will be extended to students who are determined by the college to be most in need.

**Federal Stafford Loan**

This is a low-interest, educational loan program under which first-year students may borrow up to $3,500, sophomores $4,500, and juniors and seniors $5,500 per academic year. Repayment begins six months after graduation from undergraduate and graduate school. Termination of studies may affect the repayment schedule. Deferment or repayment for up to three years for military service, Peace Corps or VISTA is permitted. Up to one year of deferment may be allowed while actively seeking but not finding full-time employment.

**Federal Parent Loans for Undergraduate Students (PLUS)**

PLUS is a federal loan program through which parents may borrow up to the total cost of education minus other financial aid offered to the student. The rate of interest for all federal loans is variable based on the Treasury Bill. Rates are established as of July 1.

At Colby-Sawyer, the exclusive lender for all federal loans is Citibank. Therefore, students who choose Citibank are not charged any origination or guarantee fees.

**Colby-Sawyer College Loans**

When there is evidence of need, loans are available directly from Colby-Sawyer College. The maximum loan per year is $3,000. No interest is charged while the recipient is enrolled as a full-time student at this or any other accredited educational institution. Beginning immediately thereafter, interest accrues at the rate of 9 percent per year. Repayment on loans, beginning six months after termination of full-time enrollment, starts at a minimum of $600.00 per year, payable at a minimum of $150 per quarter.

**Other Sources of Financial Aid**

**State Incentive Grant Program**

Students apply for their state’s Incentive Grant Program through the Free Application for Federal Student Aid (FAFSA). The amount of the grant and the eligibility criteria are determined by each state.

**Local or National Scholarships**

There are many scholarships that are awarded by fraternal and religious organizations, businesses, industries, labor unions, etc. Information is available in guidance offices, local libraries, and on-line.

**Student Employment Opportunities**

Part-time, on-campus employment during the academic year is awarded as a part of a financial aid package. Campus jobs are posted on the Harrington Center Website and payment is at hourly rates established by state and federal legislation. *Students cannot be employed on campus without showing proof of eligibility to work in the United States as required by the Immigration Reform and Control Act of 1986.*
FINANCIAL INFORMATION
Financial Information

Classifications

**Resident Student**
A student is defined as a resident when living in a college-operated living area. A resident student is required to carry at least 12 credit hours in the fall and spring semesters. Students with special needs may petition for a waiver from the Residential Education Office and the academic dean. All resident students must participate in the board plan.

**Nonresident Student**
A nonresident student is one who does not live in college facilities.

**Full-time Student**
Any student taking at least 12 credit hours per semester is a full-time student and receives all the benefits and privileges of that status. A full-time student may be a resident or a nonresident.

**Part-time Student**
Any student taking fewer than 12 credit hours per semester is defined as a part-time student. Part-time students are charged on a credit-hour basis.

**Audit Student**
Credit courses may be audited on a no-credit basis if space is available, the professor’s permission is secured, and the registrar is informed. Full-time students may audit as many courses as they wish at no additional fee. Other students may audit one or more courses at the special fee listed in this catalog.

Annual Charges
The annual comprehensive fee includes full-time study during the fall and spring semesters, admission to all cocurricular events at student rates, and access to all student services. The fees for 2007–2008 are listed below.

- Full-time nonresident student, comprehensive fee $28,010
- Full-time resident student, comprehensive fee, based on shared room $37,910
- Full-time resident student, Tuition $28,010
- Full-time resident student, Room and Board $9,900

Room charges are based on shared occupancy. Some rooms have additional charges per year as shown below:

- Single room $500
- Single room with private bath $900
- Shared room with private bath Charges vary

Students should plan to spend an estimated $1,500 per year on books, supplies and personal expenses.
An initial enrollment deposit of $500 is required of all first-time Colby-Sawyer students and is only refundable before May 1, upon written request. After May 1, students not matriculating forfeit the deposit. Once a student has matriculated, this deposit is held by the college for the entire time the student is enrolled. The deposit will be refunded after a student’s graduation or withdrawal and after any outstanding charges have been deducted.

Students are billed twice a year, in July and November. Fall tuition and fees are due August 15, and spring tuition and fees are due December 1. All checks and money orders should be made payable to Colby-Sawyer College and mailed to the Financial Services Office, 541 Main Street, New London, NH 03257. MasterCard, Discover Card, and Visa are accepted.

Full payment or enrollment in the Tuition Management Systems payment plan must be completed before a student may complete registration. Grades, transcripts, and diplomas will not be released until all obligations are paid in full. Students with past-due balances as of 12 noon on the last day of final exams before graduation are not eligible to participate in the commencement ceremony. Unpaid balances of more than 30 days will be assessed a 1.5 percent per month finance charge. The college reserves the right to assign unpaid accounts to an outside agency and to take legal action.

**Calendar for Payment for 2007–2008 Resident Fees**

- By May 1 for new entering students:
  - Continuing enrollment deposit ............... $500
- By August 15 for fall enrollment ................. $18,955
- By December 1 for spring enrollment ............ $18,955

Colby-Sawyer College reserves the right to make revisions to the fee schedule at any time without prior notice.

**Special Fees**

- Applied music and ensemble module courses (per credit hour) ................. $200
- Audit fee (per credit hour for part-time students) ........ $140
- CSC credit examination fee per credit hour (for fewer than 12 credit hours or more than 18 credit hours) ........ $55
- Course fee per credit hour (for fewer than 12 credit hours or more than 18 credit hours) ........ $935
- Horseback riding lessons ......................... $600
- Car registration fee (annually)
  - Resident and nonresident students ............... $50
- Replacement ID fee .............................. $10
- Returned check ................................. $25
Payment Plan

Tuition Management Systems, a monthly payment plan, is available whereby tuition fees for full-time students may be paid on a monthly basis through an outside agency. Information is mailed to all students and is available online at www.afford.com.

Refunds

Refunds are issued on a credit balance statement only. All requests for refunds must be submitted in writing to the Financial Services Office. Please allow two to four weeks for processing.

Students should complete an exit interview with the director of academic affairs and must file a Withdrawal form with the Registrar’s Office to qualify for a comprehensive fee (tuition, room and board) refund. Non-attendance or failing to complete the withdrawal process as outlined in the college’s catalog does not constitute an official withdrawal; and a refund or credit cannot be allowed on that basis. The comprehensive fee refund is granted based upon the date last date of attendance as listed on the Withdrawal form. The college’s institutionally endowed scholarships and special fees are not refundable.

Loan and Scholarship Checks

Loan and outside scholarship checks that are co-payable to the student and the college will be credited to the student’s account. No refund will be made until such time as the student’s account shows a credit balance. Students are advised to plan living and bookstore expenses accordingly.

Tuition, Room and Board Refunds for Withdrawal

The refund of the college’s institutional grants and/or scholarships (excluding institutionally endowed scholarships) and tuition, room and board will be based upon the following scale:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Due</th>
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</thead>
<tbody>
<tr>
<td>Prior to first day of classes</td>
<td>100 percent</td>
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<tr>
<td>During the first two weeks of classes</td>
<td>80 percent</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>60 percent</td>
</tr>
<tr>
<td>During the forth week of classes</td>
<td>40 percent</td>
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<tr>
<td>During the fifth week of classes</td>
<td>20 percent</td>
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<tr>
<td>After the fifth week of classes</td>
<td>0</td>
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</tbody>
</table>

The Registrar’s Office will determine the official date of withdrawal. Questions about refunds can be answered by the Financial Services Office. Information regarding the federal refund policy can be found below.

Administrative Withdrawal Refunds

No refunds for tuition, fees or housing are given for administrative withdrawals, including, but not limited to, disciplinary action that results in the suspension or dismissal of a student. In addition, no refund is granted for students who lose their residency privileges due to an administrative action.
Federal IV Refund Policy
Students receiving federal financial aid will receive a refund based on the current policy specified by Title IV regulations. When students use financial aid to pay for tuition, fees and on-campus housing, any refundable amount is returned to the appropriate Title IV program (i.e., Pell Grant, Federal Supplemental Educational Opportunity Grant; and Perkins, PLUS, and Stafford loans). The full amount of a student’s refund will be used to restore funds to the Title IV federal account from which aid was received, regardless of any unpaid balance that may still be owed to Colby-Sawyer College. Students considering withdrawing from the college during a semester are encouraged to contact the Financial Services Office.

Course Overload and Special Course Fees Refund Policy
No adjustment or refund of special fees will be made to the student’s account beyond the end of the first week of classes. Students who drop a course that carries a special fee after the first week of classes will receive no refund.

Adjustments for Course Changes
Although courses may be dropped later in the semester without academic penalty, the college will make no fee adjustments after the first week of class.

Tuition Insurance Refund Plan
Colby-Sawyer College offers a voluntary tuition insurance plan administered by AWG Dewar Inc. The Tuition Refund Plan goes beyond the college’s published refund policy, providing a 100 percent refund for accidents and illness. Withdrawals for emotional or psychological reasons are covered at 60 percent.

Enrollment forms and information are mailed midsummer. Families choosing to enroll do so directly with AWG Dewar before fall classes begin.
STUDENT SERVICES
Student Services

Academic Advisors
All Colby-Sawyer students have academic advisors who take a personal interest in their progress. This advisor confers with the student at regular intervals to give advice on academic matters and career or graduate school choices and to make the necessary referrals to other campus services. Advisors assist students in the design and implementation of educational goals and serve as a resource for selecting appropriate courses.

Academic Development Center
The Academic Development Center offers a variety academic support services to all Colby-Sawyer students. The Center is located in the James House, and all of its services are provided free of charge. Staffed by a director, an assistant director, a learning specialist, writing and math consultants, and peer academic consultants, the Center’s mission is to support and challenge students in their development as active learners.

Baird Health and Counseling Center
Baird Health and Counseling Center (BHCC) provides confidential, holistic health care to all full-time matriculated students, including both physical and psychological services. The center is open Monday through Friday, 8 a.m. to 5:30 p.m. Emergency care after hours and on weekends is available at New London Hospital Emergency Department. The director of BHCC and/or a counselor are always on call for psychological emergencies and can be contacted through the Campus Safety Office.

Health services provided by BHCC include the treatment of common acute and chronic problems, physical exams, contraceptive services and immunizations. Counseling services address transitional issues, relationship problems, eating disorders, alcohol and drug use, and a number of other issues facing young adults.

All full-time, matriculated Colby-Sawyer College students have a secondary health insurance policy that will provide coverage up to $1,000. All students are encouraged to have additional private coverage that coordinates with the college insurance policy. For more information regarding insurance benefits and additional coverage, contact BHCC. Students may call or visit the Baird Center for appointments or for additional information.

Bookstore
The college bookstore in Colgate Hall, operated by Follett, carries textbooks, supplies, clothing, gifts and snacks. Students may pay for merchandise with a personal check, cash and SmartCard bookstore account. MasterCard, American Express, Discover and VISA cards are also accepted.

Campus Activities Office
The Campus Activities Office facilitates the activities of a variety of campus groups and organizations, including activities in the Ware Campus Center and Sawyer Fine Arts Center. The office also maintains a master calendar for all campus events and activities, and coordinates campus leisure and social programs and events.
**Campus Safety**

Campus Safety works to protect all members of the college community and the security of buildings and property. Campus Safety promotes individual responsibility and community commitment through education, empowerment and enforcement, using proactive partnerships throughout the college community. The college's Web site has information about policies and procedures.

**Career Development Center**

The Harrington Center for Career Development and Community Service offers a wide variety of programs, services and resources to assist students with career and graduate school planning and internships. The center offers a career library, ongoing workshops, computer-assisted guidance, individual career counseling, videotaped mock interviews, an alumni network, internship database, job fairs and community service opportunities. The college's Web site has more information about policies and procedures.

**Cash Machines**

An automatic teller machine (ATM) is available in the Hogan Sports Center. Other cash machines are available at several banks in town. Students are urged to establish accounts with local banks to assure check-cashing and other privileges.

**Child Care**

The college's Windy Hill School accommodates children from ages 15 months through kindergarten. Children can be registered with the director of Windy Hill School, and financial arrangements can be made through the Business Office. Individual arrangements can be made with students wishing to offer child care through postings in the Ware Campus Center or the Harrington Center.

**Clubs, Leadership and Organizations**

**Art Student Society**

The purpose of the Art Student Society is to promote the visual and fine arts on campus and off campus through museum visits, guest artist and performers, and exhibitions. Membership is open campus wide to any individual interested in promoting the arts.

**Biology Majors Club**

The Biology Majors Club provides biology majors and others with an interest in biology the opportunity to plan and carry out activities related to the life sciences outside the classroom setting.

**Campus Activities Board**

The Campus Activities Board is a student organization responsible for developing and implementing a variety of social, cultural, educational and recreational activities. The group is made up of a variety of committees, each focusing on a specific type of activity.

**Class Boards**

There are four class boards, one for each matriculating class. These four boards are comprised of class officers elected annually by their class. These boards promote class
unity and facilitate communication among class members, address class issues when appropriate or bring those issues to representatives of the Student Government if necessary, plan and implement activities for their class, and initiate fund-raising activities to support class programming.

Community Service

The Harrington Center may be contacted for further information about community service opportunities for students. Recent programs include

- ABC Quilt Project
- After School Program
- Alternative Spring Break
- American Red Cross
- America Reads
- Council on Aging
- New London Hospital
- Special Olympics
- Thanksgiving Baskets
- Upper Valley Humane Society

Colby-Sawyer Courier (newspaper)

*The Colby-Sawyer Courier* is a student-run publication that strives to provide full and accurate coverage of campus life, events and issues. The paper is a forum for the exchange of viewpoints, comments and criticisms.

Dance Club

The Dance Club is open to all students regardless of their level of experience. The club welcomes enthusiasm and interest in learning ballet, tap, jazz and exercises. The group meets regularly and a performance is scheduled each semester.

Exercise and Sport Sciences Majors Club

The objective of the Exercise and Sport Sciences Majors Club is to promote understanding among the programs of athletic training, exercise science, and sport management, while providing students with hands-on experience in their particular fields. All of the club’s activities are designed to enhance the department’s curriculum by allowing students the opportunity to apply the knowledge they have gained in the classroom. Students also participate in service activities.

Key Association

The Colby-Sawyer College Key Association is comprised of a select group of students who have expressed a strong interest in welcoming visitors to campus. Key members serve as ambassadors of Colby-Sawyer and are eager to acquaint prospective students with the opportunities available to them. Selection is based on character, enthusiasm, the candidate’s ability to express himself or herself, assume responsibility, and academic eligibility. Key members are compensated for their work which includes: campus tours, overnight visits, panel discussions, and special events.

Leadership Expedition

Students who complete four years of the Leadership Expedition Program and more than 36 hours of leadership training receive a Leadership Expedition Certificate. The training sessions focus on enriching and deepening students’ self-
knowledge, thinking creatively and critically, communicating and interacting effectively, acting ethically and professionally, and understanding and employing multiple perspectives.

**Philosophers for Higher Intellectual Learning**

Philosophers for Higher Intellectual Learning (PHIL) is the student Philosophy Club at Colby-Sawyer. PHIL is dedicated to enhancing the intellectual life of Colby-Sawyer by providing an informal, student-led forum for the discussion of ideas. All students are welcome.

**Psychology Club**

The Psychology Club is open to all students with an interest in psychology. Its purpose is to provide students an opportunity to engage in activities related to psychology and to enhance their knowledge of the field. This purpose is achieved through guest speakers, films and discussions held throughout the year.

**Safe Zones**

Safe Zones is a campus organization with the purpose of creating a safe environment for gay, lesbian, straight, bisexual and transgender members of the community.

**Student Government Association (SGA)**

The SGA has three standing committees: Student Issues, Media, and Clubs and Organizations. The senate and executive council oversee these committees. (See the SGA Constitution for more details.)

**Students in Free Enterprise (SIFE)**

The purpose of SIFE is to work in partnership with businesses and higher education, providing college students the leadership experience of establishing free enterprise community outreach programs that teach others how market economies and businesses operate and how people can use this knowledge to better themselves, their country and their community.

**Student Nurses Association (SNA)**

The SNA is composed of students interested in or majoring in nursing who want to work together on campus projects that support the ideals of the nursing profession. The association works closely with the Nursing Department and the Baird Health and Counseling Center to organize and implement health-related activities on campus.

**Word Order**

Word Order is a club for students interested in creative writing and in literature generally. This club sponsors slam poetry events, poetry contests and posts poetry throughout the campus. The Club is student run and students are free to generate the types of activities that interest them including, watching films together that are relevant to literary topics.

**WSCS Radio Station (90.9 FM)**

This club is for students interested in all aspects of radio work, including station management, audio production, and broadcasting on WSCS. It also helps students explore possible career opportunities in radio.
Code of Community Responsibility

Students, faculty and staff who join Colby-Sawyer College become members of a unique academic community with strong traditions and a commitment to developing personal excellence. Community living demands that individuals balance personal freedoms with respect for the rights of others. The Code of Community Responsibility, which exists to clarify reasonable balance points within this community, is available on the college’s Web site.

College Vans

The college maintains a fleet of 15-passenger vans for the college community's use. Requests to use or operate a van are made through the Campus Safety Office.

Computers

Computer labs are located in the Susan Colgate Cleveland Library/Learning Center and Colgate Hall. Students have access to these labs at designated hours. Wireless network access is now available across campus. The college provides file server personal directories for saving student work. Windows XP Professional is the environment for our standard applications, including Microsoft Office Suite, Internet Explorer for Internet access, and Exchange e-mail. The Microsoft Office Suite is available to students to load on their personal computers free of charge. College policy requires that all students have an active, updated antivirus program on their personal computers. The college specified antivirus software is required and available to all students free of charge.

Information Resources provides technical support for the computer labs. Student computer lab-monitors are available to provide additional support. Network access is available for students from the residence halls by direct network connection. Information Resources supplies support for connectivity issues with students’ in-room PCs.

College computing resources are offered to students under an acceptable use policy. Inappropriate use of college computers for any potentially harmful purpose such as threatening or sending obscene e-mail messages may result in disciplinary action. It is not permissible for students to install software or make changes to the configuration of any college computer. Penalties for such infractions may include cancellation of user accounts.

Dan and Kathleen Hogan Sports Center

The center is named for Dan Hogan, a former trustee and benefactor of the college, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation and community fitness. The 63,000-square-foot building contains the multipurpose Coffin Field House with its suspended running/walking track; the Knight Natatorium six-lane swimming pool, locker rooms, and aerobics studio; the Elizabeth Kind Van Cise Fitness Center; Athletic Department offices; Chargers Club Conference Room; the sports medicine clinic; and racquet sports courts. The center is available to all students for individual fitness and recreation, intramurals and swimming. It is the primary facility for indoor athletic events at the college.
**Food Services**

The college food service is provided by Sodexho. All resident students are required to be on the meal plan. Before entering the dining room, resident students must present their ID card, which serves as a meal ticket. The ID/meal card is not transferable. Guests may purchase a meal by paying the posted prices at the entrance. Meal hours, prices and menus are posted outside the dining room and may also be found on the Colby-Sawyer College Web site. Health Code standards require that shoes and shirts be worn in the dining room, and no animals are permitted on the premises.

**Identification Cards**

The Campus Safety Office is responsible for issuing identification (ID) cards. The ID also is called a SmartCard and:

1. is used for access to the residence halls and many classroom and administrative buildings;
2. is used for meals in the dining room;
3. is used as identification for campus activities and facilities;
4. is necessary for library lending; and
5. is used for discounts at some local businesses and ski areas.

6. as the SmartCard, it is used for purchases in the campus bookstore, dining (Lethbridge Lodge and guest meals in the dining room) and miscellaneous—campus laundry, vending and library copy machines (see the section on SmartCard);

Lost cards must be reported to the Campus Safety Office, and a $10 replacement fee is charged. Damaged cards should be taken to the Campus Safety Office for replacement and the director will determine if a replacement fee will be charged. Lending or other misuse of a card will result in a fine. Students must carry their IDs at all times while on campus.

**Keys**

The college maintains an access system protect its community members, facilities, and property, and to safeguard information. The Campus Safety Office is responsible for issuing, installing, repairing and recapturing all locking devices.

Students whose work or academic responsibility requires them to enter a college building at a time when that building is locked may contact the Campus Safety Office for access.

**Lethbridge Lodge**

From 1934 until 1996, the Lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London’s first meeting house, originally erected in 1788. The Lodge was reconstructed on campus in 1998 and was named Lethbridge Lodge in honor of trustee and friend George M. “Bud” Lethbridge, in May 2004. The building has a great room with a fireplace, snack bar and Internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access. During the summer it is used for alumni activities.
Library/Learning Center

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college’s first teacher. The award-winning design was created using two pre-Civil War barns.

The five-level structure houses the Information Resources Department, which provides print and electronic resources, including full-text databases, books, periodicals, videotapes, audiocassettes and compact discs. Fully automated with an online catalog of holdings and access to the Internet, the library with its spectacular view of the surrounding mountains, is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with 30 PCs. A 25-seat computer classroom also is available for individual use when classes are not scheduled.

Mail

Every residential and commuter student is issued a mailbox in the college mail room for the academic year. The mail room is located in the Ware Campus Center. During posted hours, packages may be sent and received, and postage stamps are available for purchase. Mail room hours are 9 a.m. to 4 p.m., Monday–Friday. Campus information is distributed through the mail room, so students should check mailboxes frequently.

Parking

Students, guests or employees who wish to have a vehicle on campus must register their vehicle(s) in order to avoid penalties. Online vehicle registration for the academic year begins in May. There is no additional charge for changing vehicle registration, or for summer/recess parking. Registration fees are as follows:

- **Resident Students:** $50
- **Guests:** Temporary permits are available for up to seven days at no charge. Guest’s vehicles are the responsibility of the housing student or employee.
- **Commuter Students and Employees:** Fee is waived.

Additional information is available on the college’s Web site.

Residential Education

Colby-Sawyer College residence halls are dynamic living and learning environments in which students are challenged to investigate the many dimensions of human interaction, explore current social issues as a vehicle for personal development, and develop leadership and membership skills.

Eleven residence halls range in size from 39 to 116 students. Each hall has live-in staff members who seek to know each resident of the hall, develop a community based on individual responsibility and respect for others, and provide opportunities for student learning. The members of the residence hall staff are resident directors and resident assistants.
Resident Directors

Resident directors (RDs) are full-time, live-in professional staff members who are responsible for the overall management, administration and supervision of one to four residence halls. The RDs train and supervise RAs. Through community development and individual contact with residents, RDs work to maintain an atmosphere that establishes an environment conducive to the intellectual and personal growth of each student. RDs coordinate educational and social programming, manage emergency situations, and meet with students who have violated the Code of Community Responsibility. Some RDs have a secondary assignment in Citizenship Education or Residential Education.

Resident Assistants

Resident assistants (RAs) are undergraduate students who assist in the management of the residence hall by working to create a community atmosphere based on trust, respect, and adherence to the Code of Community Responsibility. The RA's primary goals are to get to know each resident and then to help residents get to know one another. By providing referrals to campus resources and helping students identify their needs and interests, RAs are instrumental in the success of all students.

Furnishings

All residence hall rooms are furnished with a bed and mattress, desk, desk chair, and dresser for each resident. Students who would like to have their furniture removed from their room must contact their RAs, who will initiate a work order.

Occupancy

During normal college vacations, the residence halls are closed, and unless special permission is received, students are expected to vacate their rooms 24 hours after their last class or exam or by 7 p.m. on the last exam day, whichever comes first. Traditional vacation periods include Thanksgiving recess, recess between semesters, and spring recess. Students are expected to formally check out with a member of the residential education staff and vacate their rooms 24 hours after their last class or final exam of the academic year. Graduating students may stay in their rooms through commencement.

Students given special permission to stay on campus must sign a temporary housing contract and adhere to the Code of Community Responsibility. Due to limited staff during vacations, students with special permission to stay on campus may not host guests or have alcohol on campus until the college officially opens. The same is true for the period immediately preceding the opening of college for the academic year.

SmartCard

The SmartCard is the student’s multipurpose college identification (ID) card issued upon arrival to campus. The student ID (SmartCard) gives access to campus buildings and can be used to make purchases on campus. Account choices are: bookstore, dining (Lethbridge Lodge and guest meals in the dining room), and miscellaneous (laundry, copy and vending machines). Note: Campus laundry machines do not accept cash.

SmartCard account(s) can be established 24/7 online using a credit card. Go to www.colby-sawyer.edu > web gateways > blackboard. For students: Fill in User Name
and Password. Click on SmartCard tab and choose deposits. Use the scroll down box to select account to be funded, fill in credit card information and Submit. For parents: Fill in “SmartCard Deposit” box with the student’s first and last name and student 9 digit ID number located on back of ID card or student bill. Use the scroll down box to select account to be funded, fill in credit card information and Submit.

The Financial Services Office will accept cash, check or credit card payments in person (Minimum $10) or by mail a check payable (memo field: SmartCard) to Colby-Sawyer College, Financial Services Office, 541 Main Street, New London, NH 03257. Please include the student’s name, ID number, telephone number and the account(s) to be funded.

Balances carry forward each semester and are refunded when the student withdraws or graduates. Returns/refunds on SmartCard purchases will be credited back to your SmartCard account. Funds may not be moved between accounts and cash withdrawals are not possible. For more information, please contact Financial Services (603-526-3454, 3746, or 3776) or email: smartcard@colby-sawyer.edu

**Special Events**

A variety of special events occur throughout the academic year, such as:

- Commencement
- Convocation
- Fall Fest
- Family Weekend
- Mountain Day
- Orientation
- Scholars’ Symposium
- Spring Weekend
- Winter Carnival

More information is available on the college’s Web site.

**Sports**

**Varsity Athletics—NCAA Division III**

The athletics program views the goal of continuously challenging and supporting students in reaching their optimal level of performance and potential as an important part of the student-athlete’s total college experience. All varsity team members must be full-time students (minimum 12 credit hours) and remain in good academic standing (minimum 2.0 GPA). 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. All entering student-athletes must undergo a complete physical examination before participating on any intercollegiate team. Colby-Sawyer College does not offer athletic scholarships.

The intercollegiate athletic program consists of nine sports for women (basketball, lacrosse, equestrian, alpine ski racing, soccer, swimming and diving, tennis, track and field, and volleyball) and eight sports for men (baseball, basketball, equestrian, alpine ski racing, soccer, swimming and diving, tennis, and track and field). The college belongs to the NCAA Division III and competes against other independent colleges in the Northeast as a member of the Eastern College Athletic Conference (ECAC). The college is a member of the Commonwealth Coast Conference, which sponsors cham-
pionships for baseball, basketball, lacrosse, soccer, tennis, track and field and volleyball. Students interested in participating in a varsity sport should contact the coach or athletic director.

Recreational Sports

The recreational sports program offers students the opportunity to participate in sports through club sports, intramural sports and special events.

**Club Sports.** Club sports are organized by students with interests in a particular sport that is not offered at the varsity level. Clubs provide opportunities to compete with other club and varsity programs throughout New England. Active club sports include cross country running, field hockey, ice hockey, men’s lacrosse, mountain bike racing, Nordic ski racing, men’s and women’s rugby, snowboarding and women’s softball. New club teams may be formed in response to student interest combined with coaching support and activity-funding authorization. All club sports must adhere to the policies and standards set forth by the Recreational Sports Office.

**Intramural Sports.** Intramural sports provide opportunities for students, faculty and staff to participate at a competitive and recreational level in team and individual sports leagues. Sports offered for both men and women include basketball, floor hockey, flag football, indoor soccer and volleyball. Special events organized by the Recreational Sports Office include races, golf tournaments and wellness programs.

**Student Employment**

There are a number of Federal Work-Study employment positions on campus. Students who are eligible to work should review available jobs and contact the appropriate supervisor. Payment is at hourly rates established by federal legislation. The Harrington Center maintains listings of campus job openings on their website.

**Telephone Service**

All matriculated students are provided with the college’s telephone service. Each resident and nonresident student is assigned a private voice-mailbox. Answering machines are not permitted. Long-distance calling service is available with a credit card or calling card.

**Ware Campus Center**

The Ware Campus Center, named in honor of Judge Martha Ware ’37, trustee and benefactor, provides a common gathering place and is the site of many educational and social events. The center houses the campus dining room, Alumni Lounge, Campus Activities Office, Wheeler Hall, the mail room, copying services and informal recreational space. Also located in the Ware Campus Center are offices for the vice president for student development and dean of students, and the assistant dean of students; Residential Education Office; Citizenship Education Office; space for clubs and organizations; Ware Conference Room; and Board of Trustees Conference Room.
COLLEGE GOVERNANCE
AND
CAMPUSS DIRECTORY
College Governance

To meet its educational goals, the college is committed to collaborative planning and effort with all constituencies of the college and to across-the-college conversations. Established bodies for faculty participation include the academic departments and the committees of the college.

Board of Trustees

Colby-Sawyer College is chartered under the laws of the State of New Hampshire, and ultimate responsibility for the college rests with the Board of Trustees. As such, it is the final institutional authority and grants all degrees awarded by the institution upon the certification of the registrar. Its primary responsibility is articulating general educational policies and academic goals. In so doing, it is obligated to protect the financial resources of the college, plan and direct the financial resources, and relate them to the current and future needs of the college.

President

The president of the college is selected by the Board of Trustees and serves as chief executive officer of the college. The president is responsible for all college functions, activities and policies. The president has power, on behalf of the trustees, to perform all acts and execute all documents to carry out the actions of the board and its Executive Committee.

Senior Staff

The senior staff provides effective administrative leadership for the college by planning, coordinating and evaluating all areas of college life; articulates the vision of the institution; and initiates, develops and implements strategies to achieve the goals and objectives of the college.

Members of the senior staff are the academic vice president and dean of faculty, the treasurer, the vice president for enrollment management, the vice president for advancement, the vice president for student development and dean of students, and the vice president for administration and assistant treasurer.

Academic Affairs

The academic vice president and dean of faculty works with the faculty and academic affairs staff overseeing the development, implementation and evaluation of academic policies and programs; recommends to the president the allocation of resources among all academic offices; recommends to the president all appointments, promotion, tenure, and sabbatical leaves of personnel; and is responsible for coordinating the planning and budgeting process.

Academic Departments
- Business Administration
- The Institute for Community and Environment
- Exercise and Sport Sciences
- Fine and Performing Arts
- Natural Sciences
- Nursing
- Humanities
- Social Sciences and Education

Academic Advising

Academic Development Center
Academic Affairs and International Programs
Career Development and Community Service
Academic Dean
Faculty
English Language and American Culture
Information Resources
Registrar
Study Abroad
Windy Hill School

Student Development
The vice president for student development and dean of students works with the student development staff overseeing the development, implementation and evaluation of student services.

- Baird Health and Counseling Center
- Leadership Program
- Campus Activities
- Mailroom
- Campus Safety
- Orientation
- Citizenship Education
- Residential Education

Administration
The vice president for administration and assistant treasurer is responsible for athletics, recreation, physical plant programs, including major construction, management of risk reduction and insurance, personnel administration, purchasing, food services, bookstore and auxiliary activities.

- Athletics
- Dan and Kathleen Hogan Sports Center
- Bookstore
- Human Resources
- Facilities
- Purchasing
- Food Services
- Recreation
- Gordon Research Conferences

Advancement
The vice president for advancement oversees programs and activities that connect alumni, parents and friends to the college.

- Advancement Operations
- Public Programs
- Alumni Relations and Annual Giving
- Stewardship
- Development

Finance
The treasurer is the chief financial officer of the college. The treasurer is responsible for accounting, budgeting, cash management, fiscal planning, financing and investments.

- Financial Services
- Institutional Research

Enrollment Management
The vice president for enrollment management is responsible for student recruitment and retention, and the positioning of the college in external affairs.

- Admissions
- Enrollment Operations
- Financial Aid
Campus Directory

Board of Trustees

Honorary Life Trustees
David L. Coffin P’76
Peter D. Danforth P’83, ’84, GP’02
William H. Dunlap P’98
Charles J. Lawson

Life Trustees Emeriti
Mary Trafton Simonds ’38, P’64
Barbara Johnson Stearns ’32

Class I (Term Expires May 2008)
William S. Berger, vice chair
Timothy C. Coughlin P’00
Thomas C. Csatari
Richard Dulude
Stephen W. Ensign
Suzanne Simons Hammond ’66, executive secretary
Patricia Driggs Kelsey
Daniel H. Wolf

Class II (Term Expires May 2009)
Anne Winton Black ’73, ’75, chairman of the board
Karen Craffey Eldred ’86
Eleanor Morrison Goldthwait ’51
G. William Helm Jr.
David B. Payne
Mark A. Peterson P’08
Richard N. Thielen
Jean M. Wheeler

Class III (Term Expires May 2010)
Pamela Stanley Bright ’61
Alice W. Brown
Joan Campbell Eliot ’67
William E. Gundy
Joyce Juskalian Kolligian ’55

P = Parent
GP = Grandparent
Emeriti

Upon recommendation of the academic vice president and dean of faculty and with the concurrence of the Board of Trustees, retiring faculty members may be promoted to the rank of Faculty Emeriti. This honorary rank, awarded to full-time faculty who have devoted a significant portion of their professional lives to meeting the educational mission of the college, carries with it certain privileges and benefits. The following members have been so honored:

Martha M. Andrea, M.F.A. 1978–2005
Reva E. Bailey, M.Ed. 1962–1986
Donald L. Campbell, M.F.A. 1960–1990
Donald Coonley, Ph.D. 1989–2007
Nancy J. Draper, Mus. M. 1952–1987
Larry B. Dufault, Ph.D., J.D. 1973–2000
Alf E. Jacobson, Ph.D. 1958–1986
Barbara J. MacDonald, M.A. 1962–1991
Faculty

Maurissa Abecassis, 2000
Associate Professor, Social Sciences and Education
B.A., University of Winnipeg; Ph.D., University of Minnesota

Laura Alexander, 1993
Assistant Professor, Natural Sciences
B.S., Colby-Sawyer College; M.S., Antioch New England Graduate School

Maryann Allen, 2004
Assistant Professor, Natural Sciences
B.S., Pennsylvania State University; M.S., Drexel University

Patrick D. Anderson, 1977
Professor, Chair, Humanities
A.B., University of Notre Dame; M.A., Ph.D., University of Michigan

Gregory R. Austin, 2005
Associate Professor, Exercise and Sport Sciences
B.P.E., Acadia University; M.S.P.E., Ph.D., Ohio University

Jennifer Austin, 2005
Assistant Professor, Exercise and Sport Sciences
B.S.A.T., M.S.P.E., Ph.D., Ohio University

Nicholas A. Baer, 2004
Assistant Professor, Natural Sciences
B.A., University of Vermont; Ph.D., University of Maryland

Linda Baines
Adjunct Assistant Professor, Natural Sciences
B.A., Rivier College
M.B.A., Whittemore School, University of New Hampshire

Caren Baldwin-DiMeo, 2005
Adjunct Assistant Professor, Humanities
B.A., University of New Hampshire; M.F.A, Emerson College

Susan Barnard, 2002
Adjunct Associate Professor, Fine and Performing Arts
M.F.A., M.A., State University of New York College at Brockport; C.M.A., University of Utah

Kathleen N. Barnett, 2005
Adjunct Assistant Professor, Nursing
B.S., Wagner College; M.A., New York University

Loretta S. Wonacott Barnett, 1978
Professor, Chair, Fine and Performing Arts
B.F.A., Boise State University; M.F.A., Ohio State University

LaVonne M.O. Batalden, 1994
Associate Professor, Natural Sciences
B.A. Augsburg College; M.S., Ph.D., University of Minnesota

Kathleen Berger, 2007
Adjunct Assistant Professor, Nursing
A.D.N., Community College of Rhode Island; B.S.N., Vermont College of Norwich University; M.S.N., University of Massachusetts, Amherst

Donna E. Berghorn, 1991
Associate Professor, Humanities
(sabbatical leave spring '08)
B.A., Canisius College; M.S., Ph.D., Rensselaer Polytechnic Institute

Karin Berthiaume, 2003
Adjunct Assistant Professor, Humanities
B.A., Wittenberg University
Marla Perkins Bevin, 2007
Adjunct Assistant Professor, Humanities
B.A., Cedarville University; M.A., Syracuse University; M.A., State University of New York University at Buffalo

Anne R. Bewley, 1996
Adjunct Associate Professor, Social Sciences and Education
B.S., Western Oregon State College; M.A., Chapman College; Ph.D., The Union Institute

Janet C. Bliss, 1976
Assistant Professor, Social Sciences and Education
A.A., Colby Junior College; B.S., New England College; M.Ed., Wheelock College

Gerald M. Bliss, 1988
Professor, Fine and Performing Arts
B.A., University of New Hampshire; M.F.A., University of Florida

John Bott, 1977
Professor, Fine and Performing Arts
B.S., Troy State University; M.F.A., University of North Carolina

Kim-Laura Boyle, 2007
Adjunct Assistant Professor, Natural Sciences
B.A., Colby-Sawyer College; M.S., University of North Carolina at Wilmington; Ph.D., Duke University

Wende Butler Brock, 1999
Assistant Professor, Social Sciences and Education
B.S., St. Lawrence University; M.Ed., University of New Hampshire

Dexter Burley, 2005
Adjunct Associate Professor, Social Sciences and Education
B.A., Marlboro College; M.A., Ph.D., University of New Hampshire

Andrew Davis Cahoon, 2007
Visiting Assistant Professor, Natural Sciences
B.S., University of Maryland; M.Phil., M.S., Ph.D., Yale University

John H. Callewaert, 2000
Associate Professor, Social Sciences and Education, and Director, Institute for Community and Environment
(sabbatical leave spring ’08)
B.S., Michigan State University; M.A., M.Div., Catholic Theological Union; Ph.D., University of Michigan

Deborah M. Campbell, 2003
Adjunct Assistant Professor, Fine and Performing Arts
B.S., Northeastern University

Susan Cancio-Bello, 2007
Adjunct Assistant Professor, Fine and Performing Arts
B.S., University of New Hampshire

Joseph C. Carroll, 1977
Professor, Social Sciences and Education
M. Roy London Endowed Chair
B.A., Holy Cross College; M.A, Ph.D., University of New Hampshire

Ewa Chrusciel, 2006
Assistant Professor, Humanities
M.A., Jagiellonian University, Krakow; Ph.D., Illinois State University

Brian Carl Clancy, 2006
Assistant Professor, Fine and Performing Arts
B.A., Yale University; M.A., Ph.D., Rutgers University

Marc A. Clement, 1974
Professor, Social Sciences and Education
B.A., Villanova University; M.S., Ph.D., University of Massachusetts
Hilary P. Cleveland, 1955
Adjunct Associate Professor, Social Sciences and Education
B.A., Vassar College; Licence, Sciences Politiques, Institut Universitaire des Hautes Études Internationales

Christine Conroy, 2007
Adjunct Assistant Professor, Natural Sciences
B.A., College of New Rochelle; M.A.T., University of Chicago; M.B.A., Carroll Graduate School of Management, Boston College; C.A.S., Harvard University

Bradford E. Cook, 2002
Adjunct Assistant Professor, Business Administration
B.S., University of New Hampshire; J.D., Cornell University

Cheryl Coolidge, 2002
Associate Professor, Natural Sciences
A.B., Bowdoin College; M.S., Northeastern University; Ph.D., University of Massachusetts, Lowell

Maria Alexandrovna Coy, 2007
Adjunct Assistant Professor, Social Sciences and Education
B.A., Novosibirsk State Pedagogical University; M.S., Fitchburg State College

R. Todd Coy, 2005
Assistant Professor, Social Sciences and Education
B.A., University of Houston; M.A., University of Houston, Clear Lake; Ph.D., Tufts University

Kathleen Craig, 2005
Adjunct Assistant Professor, Nursing
B.S.N., Vermont College of Norwich University

Elizabeth C. Crockford, 1993
Associate Professor, Business Administration
B.A., College of the Holy Cross; M.B.A., New Hampshire College; Ph.D., Capella University

John M. Culp, 1996
Clinical Assistant Professor, Exercise and Sport Sciences
B.A., Ohio Northern University; M.S., University of Arizona

Edmond C. Dansereau, 2007
Adjunct Assistant Professor, Business Administration
B.S., Northeastern University; M.B.A., Southern New Hampshire University

Robin Burroughs Davis, 1998
Adjunct Assistant Professor, Humanities
B.A., M.S., Longwood College

Lisa Dupuis, 2006
Clinical Assistant Professor, Exercise and Sport Sciences
B.S. Southern Connecticut State University; M.Ed., Boston College

Jean Eckrich, 1995
Professor, Chair, Exercise and Sport Sciences
B.S., University of Delaware; M.S., University of Wyoming; Ph.D., Purdue University

Philip Eller, 2004
Adjunct Assistant Professor, Social Sciences and Education
A.B., Drury University; M.A., Truman State University

David Elliott, 1998
Instructor, Humanities
B.A., Ohio State University; M.A., School for International Training
David Ernster, 1999  
Visiting Assistant Professor, Fine and Performing Arts  
B.F.A., University of Iowa;  
M.F.A., West Virginia University

Janice K. Ewing, 1995  
Professor, Chair, Social Sciences and Education  
B.A., University of British Columbia;  
M.A., Washington State University;  
Ph.D., University of South Carolina

Nicole Fenton, 2002  
Adjunct Assistant Professor, Fine and Performing Arts  
B.S., The College of Saint Rose

John Ferries, 2005  
Adjunct Assistant Professor, Business Administration  
B.A., Dartmouth College;  
M.B.A., Tuck School of Business

Michael H. Forman, 2006  
Adjunct Assistant Professor, Humanities  
B.A., State University of New York/Empire State College;  
M.A.L.S., Dartmouth College

Hester Fuller, 2003  
Associate Professor, Humanities  
A.B., Harvard-Radcliffe College;  
M.S., Columbia University;  
M.Ed., Ed.D., Harvard University

Thomas C. Galligan Jr., 2006  
President of the College, Professor, Humanities  
A.B., Stanford University;  
J.D., University of Puget Sound School of Law;  
L.L.M., Columbia University Law School

Lynn J. Garrioch, 2001  
Associate Professor, Social Sciences and Education  
B.A., Wilfrid Laurier University;  
M.A., Ph.D., University of Victoria

Brandy Gibbs-Riley, 2007  
Assistant Professor, Fine and Performing Arts  
B.A., Bates College;  
M.F.A., Boston University

Shari Goldberg, 1998  
Assistant Professor, Nursing  
B.S., University of New Hampshire;  
M.S., Boston College

Maynard Goldman, 2004  
Adjunct Assistant Professor, Business Administration and Institute for Community and Environment  
B.A., University of Michigan;  
J.D., Harvard University

Daniel A. Gottsegen, 2007  
Adjunct Professor, Fine and Performing Arts  
B.A., Brown University;  
M.F.A., California College of Arts and Crafts, Oakland

Craig Greenman, 2004  
Assistant Professor, Humanities  
B.A., Valparaiso University;  
M.A., Ph.D., Loyola University, Chicago

Randall S. Hanson, 1996  
Professor, Social Sciences and Education (sabbatical leave fall ’07 and spring ’08)  
B.A., Washington University;  
M.A., Ph.D., Indiana University

Delphine Hill, 2003  
Adjunct Assistant Professor, Humanities  
Diplôme d’Études Spécialisées Supérieures, Université de Dijon;  
Diplôme d’Ingénieur-Maître, Université de Marseille;  
Diplôme Universitaire Technologique, Université de Bourge-en-Bresse

Sally E. Hirsch, 2007  
Adjunct Assistant Professor, Humanities  
B.A., University of Massachusetts, Boston;  
M.S.T., M.A., University of New Hampshire
Bethany Hunter-Clark, 2007  
Adjunct Assistant Professor, Fine and Performing Arts  
B.F.A., Colby-Sawyer College;  
J.D., The National University, Bonn, Germany

Stephen Jankiewicz, 2005  
Assistant Professor, Social Sciences and Education  
B.A., Haverford College;  
Ph.D., Rutgers University

Judith Joy-Clark, 2004  
Assistant Professor, Nursing  
B.A., M.S., State University of New York at Buffalo;  
Ph.D., University of Texas at Austin

Thomas Kealy, 2000  
Associate Professor, Humanities  
sabbatical leave spring ’08  
B.A., Wesleyan University;  
M.A., University of Rhode Island;  
Ph.D., University of Oregon

Jon P. Keenan, 1990  
Professor, Fine and Performing Arts  
(leave of absence fall ’07 and spring ’08)  
Doshisha University (A.K.P.), Kyoto, Japan;  
B.A., University of New Hampshire;  
C.A.G.S./M.F.A., Kyoto University of Fine Arts Graduate School

Semra Kilic-Bahi, 2003  
Assistant Professor, Natural Sciences  
B.S., Middle East Technical University;  
M.S., University of Saskatchewan;  
Ph.D., University of New Hampshire

Charles Krajewski, 2007  
Adjunct Assistant Professor, Humanities  
B.S., University of Rhode Island;  
M.Div., Andover Newton Theological School

Elizabeth M. Krajewski, 2003  
Adjunct Assistant Professor, Humanities  
B.Mus., University of Massachusetts;  
Clinical Pastoral Education, Rush-Presbyterian-St. Luke’s Medical Center;  
M.Div., Seabury-Western Theological Seminary

Christopher Kubik, 2006  
Assistant Professor, Business Administration  
B.S., Madonna University;  
M.B.A., University of Detroit

Amber Landis, 2007  
Clinical Assistant Professor, Exercise and Sport Sciences  
B.S., Eastern University;  
M.S.Ed., Old Dominion University

Sandra S. LeBeau, 2004  
Adjunct Associate Professor, Social Sciences and Education  
B.A., Smith College;  
M.A., Yale University;  
Ph.D., University of Pittsburg

Michael Lovell, 2000  
Adjunct Assistant Professor, Fine and Performing Arts  
B.F.A., Cornell University;  
M.F.A., School of the Art Institute of Chicago

Amy Carrier Lyon, 2007  
Adjunct Assistant Professor, Social Sciences and Education  
B.S., Colby-Sawyer College;  
M.A.L.S., Dartmouth College

Sean Lyon, 2007  
Visiting Assistant Professor, Nursing  
B.A., Seattle University;  
M.S.N., University of Tennessee

Aaron W. Major, 2005  
Visiting Assistant Professor, Social Sciences and Education  
B.A., University of Kansas;  
M.A., Ph.D., New York University
Leon-C. Malan, 1994  
Professor, Chair, Business Administration  
B.Com., University of Pretoria;  
M.B.A., University of Cape Town;  
Ph.D., State University of New York, Albany  

Heather Martin, 2005  
Adjunct Assistant Professor, Nursing  
B.S.N., University of Vermont;  
M.S.N., University of Phoenix  

Deborah McKew, 2006  
Adjunct Assistant Professor, Humanities  
B.A., Mount Holyoke College;  
M.S., Boston University  

Mary McLaughlin, 2006  
Adjunct Assistant Professor, Humanities  
B.A., University of New Hampshire;  
M.Ed., University of Vermont  

Michael E. McMahon, 1968  
Associate Professor, Humanities  
A.B., Colby College;  
M.A., University of Scranton  

Melissa Meade, 2004  
Assistant Professor, Humanities  
B.A., Purdue University;  
M.A., Ph.D., University of Washington at Seattle  

Russell E. Medbery, 2001  
Associate Professor, Exercise and Sport Sciences  
B.S., Trinity College;  
M.S., Purdue University;  
Ph.D., University of North Carolina at Greensboro  

Melisa Mena, 2006  
Assistant Professor, Exercise and Sport Sciences  
B.S., University of Pittsburgh;  
M.S., University of Florida  

Jillian R Miller, 2007  
Adjunct Assistant Professor, Nursing  
A.N.D., New Hampshire Technical Institute;  
B.S.N., University of Phoenix  

Douglas J. Moran, 1991  
Affiliate Professor, Exercise and Sport Sciences  
B.A., College of the Holy Cross;  
M.D., Georgetown University School of Medicine  

Mary E. Moran, 2005  
Adjunct Assistant Professor, Nursing  
B.S., St. Anselm College;  
M.P.A., Golden Gate University;  
M.S.N., University of Alabama  

Jody E. Murphy, 2004  
Assistant Professor, Business Administration  
B.S., Franklin Pierce College;  
M.B.A., New Hampshire College  

Tracia L. O'Shana, 2005  
Adjunct Assistant Professor, Nursing  
B.S. Rhode Island College;  
M.S. Graceland University  

Linda Kay Ost, 2005  
Assistant Professor, Fine and Performing Arts  
A.A.S., Yavapai College;  
B.S., Grand Canyon University;  
M.F.A., Savannah College of Art and Design  

Basia M. Pietlicki, 2003  
Assistant Professor, Social Sciences and Education  
B.A., University of New Hampshire;  
M.A., University of Nevada;  
Psy.D., Forest Institute of Professional Psychology  

Anthony N. Quinn, 1991  
Assistant Professor, Business Administration  
B.S., Cornell University;  
M.S., University of Vermont
Brenda R. Quinn, 2006
Adjunct Assistant Professor, Social Sciences and Education
B.A., Colby College; M.S.W., Boston University

David B. Reed, 2007
Visiting Assistant Professor, Humanities
B.A., University of Pennsylvania; M.F.A., California Institute of the Arts

John Reed, 2002
Adjunct Assistant Professor, Natural Sciences
B.S., University of New Hampshire

Susan A. Reeves, 2002
Assistant Professor, Chair, Nursing
B.S.N., Colby-Sawyer College; M.S., University of New Hampshire

Paul Regan, 2004
Adjunct Assistant Professor, Fine and Performing Arts
B.F.A., Massachusetts College of Art

Gary Robinson, 1975
Adjunct Assistant Professor, Fine and Performing Arts
B.A., Franconia College

Britta Carole Rodrigues, 2007
Adjunct Assistant Professor, Nursing
B.A., Simmons College; M.S., University of New Hampshire

Pam Sanborn, 1999
Adjunct Assistant Professor, Exercise and Sport Sciences
B.S., Colby-Sawyer College; B.A., Pepperdine University

Mary L. Shea, 2007
Assistant Professor, Nursing
B.S.N., Salem State College; M.S.N., University of Pennsylvania

Jennifer A. Smith, 2007
Adjunct Assistant Professor, Natural Sciences
B.S., West Virginia State College; Ph.D., Marshall University

Olivia S.J. Smith, 1993
Associate Professor, Humanities
B.A., University of Massachusetts, Boston; M.A., Rutgers University; Ph.D., University of Birmingham

Theodore J. Smith, 2005
Clinical Adjunct Instructor, Exercise and Sport Sciences
B.S., M.S., Frostburg State University

Thomas P. Stark, 1999
Assistant Professor, Business Administration
B.S., Northeastern University; M.B.A., Harvard University

Ann Page Stecker, 1980
Professor, Humanities
David H. Winton Endowed Chair
A.B., Randolph-Macon Woman’s College; M.A., University of Virginia

Benjamin B. Steele, 1988
Professor, Chair, Natural Sciences
B.A., Harvard University; M.S., Utah State University; Ph.D., Dartmouth College

Peter G. Steese, 1991
Adjunct Assistant Professor, Humanities
B.A., M.A., University of Maryland

Kerstin Stoedefalke, 1990
Associate Professor, Exercise and Sport Sciences
B.S., Pennsylvania State University; M.S., University of Montana; Ph.D., University of Exeter

Nicole B. Subik, 2007
Adjunct Assistant Professor, Humanities
B.A., Dickinson College; M.S.Ed., Simmons College

David G. Swanz, 2000
Adjunct Assistant Professor, Business Administration
B.S., University of Detroit; M.B.A., George Washington University
Linda Tanner, 2004
Adjunct Assistant Professor, Exercise and Sport Sciences
B.S., University of Massachusetts, Amherst;
M.A.L., Dartmouth College

Deborah A. Taylor, 1976
Professor, Social Sciences and Education
A.B., Cornell University;
M.S., Ph.D., Rutgers University

Kathy Taylor, 2004
Adjunct Assistant Professor, Social Sciences and Education
B.A., M.S., Alfred University

Carrie Thomas, 1998
Assistant Professor, Information Resources
B.A., Mount Holyoke College;
M.L.S., Rutgers University

William A. Thomas, 1991
Professor, Natural Sciences
B.A., Hamilton College;
M.A., Ph.D., Princeton University

Brett L. Thompson, 2007
Adjunct Assistant Professor, Humanities
B.A., M.A., University of New Hampshire

Peter J. Thurber, 2003
Clinical Adjunct Professor, Exercise and Sport Sciences
B.S., University of New Hampshire;
M.Ed., Plymouth State University

William Thurlow, 2005
Adjunct Assistant Professor, Social Sciences and Education
B.A., M.A., American International College

Rebekah A.L. Tolley, 2005
Assistant Professor, Fine and Performing Arts
B.F.A., Concordia University;
M.F.A., Temple University

Kristin C. Tupper, 2006
Adjunct Assistant Professor, Fine and Performing Arts
B.S., Bridgewater State College

Stacey L. Watts, 2007
Visiting Assistant Professor, Exercise and Sport Sciences
B.S., Ithaca College;
M.Ed., Springfield College

Peter A. White, 2001
Associate Professor, Natural Sciences
B.S., University of Massachusetts Dartmouth;
Ph.D., Indiana State University

Elizabeth Whittington, 2004
Adjunct Associate Professor, Humanities
B.A., University of Massachusetts;
M.Ed., Plymouth State College

Susan Wiitala, 2004
Adjunct Assistant, Nursing
B.S.N., Norwich University;
M.S., Syracuse University

Leland A. Wilder, 1999
Adjunct Assistant Professor, Natural Sciences
B.A., M.Ed., University of New Hampshire

Margaret C. Wiley, 1998
Assistant Professor, Humanities
B.S., University of New Hampshire;
M.A., Ph.D., University of Massachusetts

Bert Yarborough, 1997
Assistant Professor, Fine and Performing Arts
B.A., Clemson University;
M.A., M.F.A., University of Iowa
Offices of the College

Office of the President
Thomas C. Galligan Jr., President
Kimberly Slover, Director of Communications

Office of Academic Affairs
Deborah A. Taylor, Academic Vice President and Dean of Faculty
Patrick D. Anderson, Chair, Humanities
Loretta Barnett, Chair, Fine and Performing Arts
Janet C. Bliss, Director of Windy Hill School
John Callewaert, Director, The Institute for Community and Environment
Ann Chalker, Director of Learning Services
Elizabeth Crockford, Academic Dean
Jean Eckrich, Chair, Exercise and Sport Sciences
David Elliott, Director of English Language and American Culture Program
Janice K. Ewing, Chair, Social Sciences and Education
Leon-C. Malan, Chair, Business Administration
Carole H. Parsons, Registrar
Susan A. Reeves, Chair, Nursing
Benjamin Steele, Chair, Natural Sciences
Kathy Taylor, Director of Career Development and Internships
Nancy L. Teach, Director of Academic Affairs and International Programs
TBA, Director of Information Resources

Office of Student Development
David A. Sauerwein, Vice President for Student Development and Dean of Students
Peter Berthiaume, Director of Campus Safety
Robin Burroughs Davis, Associate Dean of Students and Director of Citizenship Education
Mary McLaughlin, Director of Residential Education
Jacqueline Webb, Director of Baird Health and Counseling
Sharon Williamson, Director of Campus Activities

Office of Enrollment Management
Greg Matthews, Vice President for Enrollment Management
Hilary Cogen, Assistant Director of Admissions
Ted Craigie, Director of Financial Aid
Jennifer Jacques, Associate Director of Admissions/Transfer Coordinator
David R. Morcom, Executive Director of Publications and Marketing
Tracey Perkins, Senior Associate Director of Admissions
Jessica Price, Assistant Director of Admissions
Benjamin Reeder, Assistant Director of Admissions
Kristen West, Senior Associate Director of Admissions Operations
Office of Administration

Douglas G. Atkins, Vice President for Administration
Michael Heffernan, Director of Sodexho Food Services
Lisa Lacombe, Director of Dan and Kathleen Hogan Sports Center
Debi Field McGrath, Director of Athletics
Robert Morse, Director of Sodexho Facilities Services
Christine Staub, Director of Human Resources
Kimberly White, Manager of Follett Bookstore
Mitchell Capelle, Director of Sports Information

Office of Financial Services

Douglas W. Lyon, Treasurer
Karen Bonewald, Controller
Judith Condict, Director of Institutional Research

Office of Advancement

Elizabeth A. Cahill, Vice President for Advancement
Tracey Austin, Co-director of Alumni Relations and Annual Giving
Kathleen Carroll, Director of Development
Jennifer Hastings, Director of Advancement Operations
Christopher Reed, Co-director of Alumni Relations and Annual Giving

Colby-Sawyer Alumni Association

The Colby-Sawyer Alumni Association comprises the 14,000 alumni of Colby Academy, Colby Junior College, Colby–New Hampshire College, and Colby-Sawyer College. Students who attend the college for at least two years are considered alumni, and become part of the Alumni Association.

The Alumni Association, through its hundreds of volunteers, works to support the college in many ways, including student recruitment, legacy scholarships, the annual fund, regional events and educational programming, career development, professional networking and mentoring. The goal of the Office of Alumni Relations is to provide opportunities for alumni to maintain ties with the college as well as with one another.

For further information, contact
Alumni Relations
(603) 526-3724 or (800) 266-8253
alumni@colby-sawyer.edu
www.colby-sawyer.edu/alumni-friends
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