

# Colby·Sawyer College

**PROFESSIONAL LEARNER**  
Course Catalog  
2022-2023



# Table of Contents

<b>2022-2023 Professional Learner Course Catalog</b>	3	Honors and Awards	29
<b>General Information</b>	3	Honor Societies	30
Notice of Nondiscrimination	3	<b>Graduate Academic Policy</b>	31
Accreditation	3	Application Process	31
<b>College Vision, Mission, Values, Promises and Commitments</b>	5	Admission for Students Interested in the Graduate Nursing Program	31
Vision	5	Non-Degree Students	31
Mission	5	Transfer Students	31
Values	5	Full Time Status/Financial Aid	31
Promises	5	Administrative Withdrawal	31
Foundational Commitments	6	Academic Probation	31
<b>Curriculum</b>	7	Academic Suspension and Dismissal	31
An Overview of the Curriculum	7	<b>Campus Spaces &amp; Facilities</b>	33
The Undergraduate Learning Outcomes	7	Campus Facilities	33
Professional Degrees	7	Athletic & Recreational Facilities	34
Colby-Sawyer College's Professional Learners Programs	8	<b>Governing Body &amp; Faculty</b>	35
Distance Education	8	Governing Body	35
<b>Undergraduate Liberal Education Program</b>	10	Faculty 2022-2023	36
Proficiencies	10	Faculty Emerit	42
Liberal Education Core Courses	10	<b>Programs</b>	43
Integrative Experience	12	Allied Health	43
Apprenticeship, Capstone and Learning Portfolio	13	Graduate Nursing	47
<b>Additional Curricular Opportunities</b>	14	Health Studies	54
Undergraduates Taking Graduate-Level Courses	14	Nursing	56
Professional Learning Credits	14	<b>Courses</b>	61
ROTC Programs	14	Accelerated Bachelor of Science in Nursing	61
Veteran Education Benefits	14	Allied Health	63
<b>Academic Policies</b>	15	Apprenticeship Elective Courses	64
Academic Calendar	15	Biology	64
Policies and Deadlines for Enrollment	15	Business Administration	65
Annual Tuition and Fees: 2022-2023	16	English	65
Return of Federal Title IV Funds	17	Graduate Nursing	66
Graduation Requirements	17	Health Studies	70
Course Credit and Course Load	18	History	71
Examination Policies	20	Intergrative Experience	71
Course Level Numbering	20	Mathematics	71
Grading System	20	Medical Assistant	71
Repeating Courses	22	Pharmacy Tech	72
Adding, Dropping and Withdrawing from Courses	22	Philosophy	73
Class Standing	23	Political Studies	73
Academic Standing - Grade Appeal	23	Psychology	73
Academic Suspension and Dismissal	23	R.N. to B.S./R.R.T. to B.S.	74
Student Responsibilities	24	Science	75
Academic Honesty	25	Sociology	75
Withdrawal Policy: Student-Initiated Withdrawal and Administrative Withdrawal	27	Studio Art	75
Transcript Policy	28	Surgical Tech	75
Release of Educational Records and the Family Education Rights and Privacy Act	28	Writing	77



# 2022-2023 Professional Learner Course Catalog

## General Information

### Notice of Nondiscrimination

Colby-Sawyer College is committed to being an inclusive and diverse campus community, which celebrates multiple perspectives. Under institutional policy, as well as under state and federal law (including Title IX of the Education Amendments of 1972 and the Age Discrimination Act), Colby-Sawyer College does not discriminate in its hiring or employment practices or its admission practices on the basis of gender, race or ethnicity, color, national origin, religion, age, mental or physical disability, family or marital status, sexual orientation, veteran status, genetic information or gender identity.

In addition, Colby-Sawyer College seeks to provide an environment free from all forms of sex discrimination and expects all college community members, visitors, vendors and other third parties to uphold this effort. Sexual harassment, sexual assault and sexual violence are forms of sex discrimination.

Colby-Sawyer College has designated multiple individuals to coordinate its nondiscrimination compliance efforts. Individuals who have questions or concerns about issues of discrimination or harassment, including complaints of sex discrimination in violation of Title IX and age discrimination in violation of the Age Discrimination Act, may contact:

- **For Students**
  - **Robin Burroughs Davis**, Vice President for Student Development and Dean of Students, Room 105, Ware Student Center, 603.526.3752, Lead Title IX Coordinator
  - **Lisa Lacombe**, Director of Hogan Sports Center/Recreation Hogan Sports Center, Room 001, Hogan Sports Center, 603.526.3775, Deputy Title IX Coordinator
- **For Faculty**
  - **Laura Sykes**, Academic Vice President and Dean of Faculty, Room 131, Colgate Hall, 603.526.3760, Deputy Title IX Coordinator
- **For Staff**
  - **Heather Zahn**, Director of Human Resources, Room 230A, Colgate Hall, 603.526.3584, Deputy Title IX Coordinator

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

- For Complaints about Students: Code of Community Responsibility: Conduct System.
- For Complaints about Employees: Employee Handbook, Discriminatory and Sexual Harassment Policy.

Faculty at Colby-Sawyer College are bound by the Employee Handbook in addition to the Faculty Handbook. The Employee Handbook can be found on myColby-Sawyer at <https://my.colby-sawyer.edu/myhr>.

### Accreditation

Colby-Sawyer College is accredited by the Commission on Institutions of Higher Education of the New England Commission of Higher Education (NECHE). Accreditation of an institution of higher education by the commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the commission should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803-4514  
(781) 425-7785  
E-mail: [info@neche.org](mailto:info@neche.org)

In accordance with the charter of the college and subsequent approvals from the N.H. Department of Education, Division of Higher Education - Higher Education Commission, Colby-Sawyer College is approved to offer the following degrees without a terminal date: Associate of Liberal Arts, Associate of Health Science, Bachelor of Arts, Bachelor of Fine Arts,

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

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

# College Vision, Mission, Values, Promises and Commitments

## Vision

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

## Mission

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

## Values

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

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

We treat all others with consideration and in a fair and just manner, demonstrating **mutual respect and a high regard** for one another's rights and perspectives.

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

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

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

## Promises

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

### *Sense of Place*

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

### *Personal and Holistic Learning Experience*

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

### *Transformative Education*

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

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

## Foundational Commitments

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

### *Personal Well-Being*

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

### *Social Justice*

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

### *Economic Stability*

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

### *Ecological Balance*

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

# Curriculum

## An Overview of the Curriculum

The Colby-Sawyer College curriculum is an expression of the belief that in this rapidly changing and pluralistic world, the best undergraduate education is grounded in the liberal arts and sciences.

## The Undergraduate Learning Outcomes

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

Colby-Sawyer College students will:

- Learn and use a broad body of knowledge with depth in their major fields  
Through their liberal arts education, students will acquire knowledge produced by their experiences and the scholarly disciplines and will develop interdisciplinary understanding. Through their major program of study, students will gain significant depth of disciplinary knowledge, integrating the liberal arts and sciences with career preparation.
- Enrich and deepen their self-knowledge  
Students will explore the elements of their private and public selves and integrate their personal, social and academic experiences. They will explore the roles of intellect, emotion, body and spirit in a person's well-being and strive to lead lives that demonstrate responsibility to themselves, their society and the earth.
- Think creatively and critically  
Students will analyze, evaluate, understand and synthesize new information and respond to it in considered and creative ways. They will develop qualitative and quantitative skills and use evidence to support and question opinions, ideas and beliefs in personal, public and professional life. They will be able to put ideas together in new ways and to engage in hypothetical reasoning – to imagine that which does not yet exist.
- Communicate and interact effectively  
Students will articulate and understand their experiences through speaking, reading, writing,

listening, movement and the various modes of artistic appreciation and expression. They will develop competence with new and traditional methods of communication. They will apply these skills, demonstrating effective collaboration in their personal, social and professional lives.

- Act ethically and professionally  
Students will understand the ethical standards of their society and professions, make considered choices in their academic, personal and professional lives and accept responsibility for those choices. Students will develop effective ways to make moral distinctions, attain the qualities of character required to act on their ethical principles and behave in a professional manner.
- Understand and employ multiple perspectives  
Students will understand how diversity affects perspective. They will use personal, disciplinary and interdisciplinary skills to explore the complexity of the past, present and future. Through their understanding of diversity and history, students will develop an active sense of themselves as members of varied local and global communities. They will interact successfully with people whose experiences and world views differ from their own.

## Professional Degrees

Colby-Sawyer College offers the Associate of Science, Bachelor of Science and Master of Science in Nursing degrees. The B.S. degrees require that students complete the Liberal Education Program (a total of 40 credits) and select a major from among those offered. A minimum grade point average of 2.00 and a minimum of 120 credits for the baccalaureate degree are required.

The A.S. degrees require that students complete the Liberal Education Program (a total of 20 credits) and select a program from among those offered. A minimum grade point average of 2.00 and a minimum of 60 credits for the associate degree are required.

Degrees are awarded following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail in the Undergraduate Professional Programs section of the catalog.

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

# Colby-Sawyer College's Professional Learners Programs

## Associate of Science Degree (A.S.)

Health Science with a program of:

- Medical Assistant (hybrid)
- Pharmacy Technician (hybrid)
- Surgical Technologist (hybrid)

## Bachelor of Science Degree (B.S.)

- R.N. to B.S. (online)
- R.R.T. to B.S. (online)
- Health Studies (online)
- Accelerated Bachelor of Science in Nursing (on campus)

## Master of Science in Nursing Degree (M.S.N.) (online)

- Clinical Nurse Leader
- Nursing Education
- Nursing Management and Executive Leadership

## Nursing Post-Master's Certificate (online)

- Clinical Nurse Leader
- Nursing Education
- Nursing Management and Executive Leadership

*For more information on traditional undergraduate programs please see the Undergraduate Catalog.*

## Distance Education

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

The online programs and courses ensure access to high quality and progressive curriculum through Moodle, the college's learning management system. Online students are subject to the same policies and processes as students in traditional courses unless specifically stated otherwise. Hybrid programs will have some in-person courses as well as online courses.

**\*Does not apply to the Accelerated Bachelor of Science in Nursing Degree (ABSN)**

## Compliance

Colby-Sawyer College is a participant in the State Authorization Reciprocity Agreement (SARA). Consumer protection within SARA provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the Interregional Guidelines for the Evaluation of Distance Education in such a way that a student is harmed.

Before submitting an allegation, it is important that students first contact the appropriate official(s) at Colby-Sawyer College, following the grievance procedure outlined in this catalog. Grade appeals and conduct complaints are expressly excluded by SARA. To file a complaint against a New Hampshire institution with the NH Department of Education, Division of Higher Education, Higher Education Commission, one must exhaust all avenues with the college for resolution. In accordance with standard practice for SARA states, the Division has established a web page for recording of a complaint against a participating New Hampshire institution: <https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx>

## Definitions for online students

- Full-time online student: must be registered for 12 credits per semester
- Half-time online student: must be registered for 6 credits per semester
- Part time online student: registered for less than 6 credits in any given semester
- All students are welcome to submit a FAFSA to determine eligibility for federal and state grants and loans (school code 002572).

## International students and distance education:

- Students on an F-1 Student Visa may take only one online class of the minimum 12 credit hours needed for a full course of study in each semester. If that threshold is met, they may take additional online classes.
- International students may apply to 100% online degree programs from their home countries. Colby-Sawyer College does not issue I-20 Forms (U.S. Department of Homeland Security Certificates of Eligibility for student visas) and therefore cannot fulfill requests for student visas for international students enrolled in 100% online degree programs.
- International students who are in the United States on a work visa must contact their Human Resource representative at their place of employment to determine if they (the student) are eligible to take online courses.



- Students who hold a green card are considered a lawful permanent resident of the United States; therefore, they are allowed to live, work and study in the United States without prior authorization.

The Code of Community Responsibility and conduct system applies to all students.

# Undergraduate Liberal Education Program

## Proficiencies

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

### *Writing Proficiency*

WRT 101

Credits: 4

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

#### Learning Outcomes for WRT 101

- Students will identify and evaluate rhetorical situations and write summaries, thesis-driven argumentative essays and response papers appropriate to an academic audience.
- Students will utilize critical reading, writing and thinking skills needed to enter scholarly conversations with thinkers from both inside and outside the college community.
- Students will evaluate sources for their legitimacy, relevance and authority.
- Students will practice writing as a process that involves prewriting, writing and rewriting.
- Students will formulate, evaluate and integrate criticism of written work.

In addition, A.S. students will complete one additional Writing Intensive (WI) course in their major. B.S. students will complete two Writing Intensive (WI) courses

#### Learning Outcomes for Writing Intensive Courses

- Students will evaluate texts that are representative of the writing and rhetoric valued within their major discipline.

- Students will compose papers that demonstrate the standards of effective writing in their major discipline.
- Students will complete writing assignments based on the conventions of drafting and revising based on feedback.

### *Quantitative Literacy (QL)*

Credits: 4

Courses: MAT206 or MAT220

The Quantitative Literacy course teaches students the necessary skills to understand and use quantitative information to function effectively in their personal, public and professional lives. An educated citizen in an increasingly information centered world must efficiently gather information, analyze it and use it to make well-reasoned decisions on a variety of issues. The ability to assess quantitative information is also an integral part of effective communication skills.

#### Learning Outcomes for QL Proficiency

- Students will apply basic arithmetical, algebraic and geometric tools in everyday settings and distinguish between the appropriate use and misuse of numerical information.
- Students will use inductive and deductive thinking.
- Students will correctly summarize and use quantitative information given in the form of descriptive statistics and graphical displays.
- Students will self-report improved confidence in using quantitative reasoning.

In addition, students will take one Applied Quantitative Literacy course in their major.

## Liberal Education Core Courses

### Vision Statement for Core Courses:

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

The skills students develop in these classes will be crucial to their professional success. These core courses will teach them to write and communicate more clearly, to think critically and creatively, to navigate quantitative information and to analyze and solve problems. These

skills will help lay the groundwork for the specialized thinking they will do within their major. But the skills will also help students prepare for a dynamic and evolving professional world after graduation. A well-rounded disciplinary background will help them to be flexible, marketable and adaptable in their professional career.

Beyond their professional application, these courses will offer students the chance to confront challenges and questions that are crucial to adult life: How do you fit in to your larger community? What does it mean to be creative and expressive? What is your relationship to the natural world? What should you believe and why should you believe it? In these six courses, students will learn to ask these questions, to think deeply about them and to consider what their answers might mean for the rest of their life.

These core classes are about professional and personal development. They are a crucial step toward building the knowledge and skill base that will serve students in their majors and in their professional lives after graduation. They will challenge students to think in new ways, to broaden their horizons and to find their calling.

#### Requirements:

- Online A.S. students are required to take a total of two Liberal Education Core courses from 2 different Liberal Education Core areas: Humanities and an Arts, Historical Perspectives, Literature, Science or Social Sciences (8 credits).
- Online B.S. students are required to take a total of six Core courses (24 credits). One 4 credit course from each of the following Core areas: Arts, Historical Perspectives, Humanities, Literature, Science and Social Sciences.
- Online A.S. and B.S. students are also required to take one 4 credit Integrative Experience course.

#### *Liberal Education Core Areas*

##### Arts:

Credits: 4

Experiential learning in the arts — visual arts, performing arts and design — enables students to develop creative and critical thinking skills that can be applied meaningfully across disciplines and professions. Arts courses are primarily project-based or performance-based, providing students the opportunity to learn actively through guided creative processes of art-making. These courses also provide an understanding of cultural, historical and/or technical contexts for making, thereby informing and framing creative expression.

##### Arts Skill Sets:

Creative expression, creative problem-solving, creative and critical thinking, innovation, inquiry and analysis

Qualifying courses: ART 100

##### Historical Perspectives:

Credits: 4

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

##### Historical Perspectives Skill Sets:

Critical thinking, inquiry and analysis, cultural awareness, information literacy, written communication

Qualifying courses: HIS 103, 104

##### Humanities:

Credits: 4

In humanities courses, students will develop skills in critical and creative thinking, effective communication and ethical reasoning. Through close reading and analysis of transformative texts from a variety of media, students explore fundamental questions about human nature and social responsibility: How do we communicate with one another? What is truth? What is morality? How do politics, media and religion shape who we are? What is justice? By thinking about these questions, students will improve their skills in written communication, information literacy, textual analysis and argumentation. In a rapidly changing world, courses in the humanities give students the important skills and the civic knowledge they need to realize their own potential and to be educated, effective participants in a democratic society.

##### Humanities Skill Sets:

Civic knowledge and engagement, creative and critical thinking, ethical reasoning, inquiry and analysis, intercultural knowledge, written communication

Qualifying courses: PHI 305

##### Literature: Credits: 4

In literature courses, students will hone their skills in critical thinking and analysis. By reading a variety of literary forms, students will study the complex ways language works to create meaning and the various ways language helps us shape and order our own experience in the world. In addition to gaining skills in critical inquiry and information literacy, students in these courses will develop sharper skills in written communication. The study of language and literature also helps students

develop soft skills like empathy and creativity and it gives them the opportunity to enrich and deepen their own self-knowledge.

**Literature Skill Sets:**

Creative expression, critical thinking, cultural awareness, information literacy, inquiry and analysis, written communication

Qualifying courses: ENG 222, 239, 265

**Science: Credits: 4**

Science is about exploration, curiosity and the development of a better understanding of the world we live in. Through hands-on practical experiences that investigate the underlying mechanisms of both small and large systems, science explains how everything works, from the smallest molecule to the largest universe. Scientific knowledge helps us understand how our actions impact the world both locally and globally. Through processes that encourage the integration and application of knowledge, science helps us formulate and test hypotheses and to utilize critical thinking, problem solving, observation and analysis.

**Science Skill Sets:**

Creative and critical thinking, ethical reasoning, inquiry and analysis, quantitative literacy/reasoning, teamwork and problem solving, written and oral communication

Qualifying courses: BIO 121, 205, 206; SCI 112

**Social Sciences: Credits: 4**

The social sciences focus on interactions among people, society and institutions, based primarily in the present. Social science courses provide an understanding of society and an introduction to multiple methods of inquiry and analysis using empirical evidence to test ideas. Through the study of the social sciences, students will develop critical thinking skills to explore the relationship between personal and social worlds and apply principles and theories of various disciplines in the creation of an informed perspective of their own responsibility as community members.

**Social Science Skill Sets:**

Civic knowledge and engagement, creative and critical thinking, foundations and skills for lifelong learning, inquiry and analysis, written communication

Qualifying courses: CHI 101; POL 100; PSY 101, 245; SOC 101

## **Integrative Experience**

Credits: 4

## **Vision Statement for the Integrative Experience:**

Integrative Experience (IE) courses are intended to incorporate and synthesize experiences and information across several disciplines. Students from multiple fields of study analyze a range of perspectives and develop an appreciation for the complexity of an idea, challenge or problem and work collaboratively with others to propose and, in some cases, implement a solution using their unique perspectives. Students draw from current (and previous) coursework and experiences outside of the classroom and apply problem-solving skills to make new connections and to communicate these assessments and conclusions (written, oral or visual) to a variety of audiences.

## **Integrative Experience Course Description:**

The challenges of the twenty-first century underscore the need for connection and integration in student learning. Colby-Sawyer College wants students to be engaged, intentional and mindful in their intellectual development and academic growth so that they can contribute positively to an increasingly complex and challenging global community. The IE class is a purposefully designed, interdisciplinary course that gives students the opportunity to look at a complex problem and apply a potential solution. Integrative Experience classes look outward to the world — through field studies, community-based projects, course simulations or other major projects — and give students an opportunity to integrate, synthesize and apply the skills and knowledge they've gained from their other liberal education courses. The IE is the culmination of students' work in the liberal education program. It's an opportunity for students to apply their knowledge to a complex topic and to think about the ways they connect to the world around them in a deeply personal way.

Integrative Experiences are 300-level courses that are noted in the course descriptions section of the catalog and include IE 300, BUS 366, ENV 325 and WRT 335. A prerequisite of Integrative Experience courses is the completion of four Liberal Arts core courses.

An Integrative Experience course may not be counted toward the major if it is taken as an Integrative Experience course.

## **IE Course Outcomes:**

Students will:

- Articulate and integrate multiple perspectives within a particular discipline through in-class discussions, analytical writing and/or group collaborations.

- Analyze course topics in an interdisciplinary manner through in-class discussions, analytical writing and course projects.
- Connect the course material to the outside world through experiences such as field studies excursions, community projects, course simulations, major projects, presentations and/or reflective essays.
- Reflect how facets of their own personal well-being are related to the course topic through reflective writing and communication.
- Utilize effective communication skills through in-class discussion and presentations.
- Utilize creative and critical thinking to synthesize the broad body of knowledge gained from their liberal education courses, courses in their major or their cocurricular experiences.

## Apprenticeship, Capstone and Learning Portfolio

As an opportunity to synthesize and apply learning from their Liberal Education courses and the courses from their majors, all online associate students complete at least one apprenticeship and all online baccalaureate students complete a senior Capstone project.

### *Learning Portfolio*

The learning e-portfolio is a compilation of work presented to the college by each student prior to graduation.

Students author, create and select artifacts from their college experiences to demonstrate they have met the six college learning outcomes. The artifacts demonstrate

reflections on the students' experiences across the major and the college's liberal education learning outcomes. Specific artifacts are required within each program.

Purpose:

- To provide students with a tool to demonstrate their cumulative academic success.
- To provide the college with an assessment tool to measure learning progression of its graduates.

### *Apprenticeship (Dartmouth Health/WRI programs)*

Upon completion of their Workforce Readiness Institute training program, students enter a 2,000-hour registered apprenticeship with the Department of Labor. Upon completing the first half of the apprenticeship (the first 1,000 hours has an elective academic component as well), the program credits can be transferred to Colby-Sawyer College allowing the Dartmouth Health employee/apprentice to begin online classes at CSC to complete their associate degree.

### *Capstone*

The Capstone is one of the final courses in the major and is taken in the senior year through Colby-Sawyer College. The Capstone differs from major to major; see course descriptions.

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



## Additional Curricular Opportunities

### Undergraduates Taking Graduate-Level Courses

Colby-Sawyer College undergraduate students may take graduate level courses if they meet the following criteria: have earned over 87 credits, have a GPA of 2.5 or above, enroll in no more than 6 graduate credits per term and have advisor approval. All graduate level courses will be free electives unless the student matriculates into a graduate program.

### Professional Learning Credits

Professional Learning Credits are defined as credits awarded for holding an unencumbered certification/license or work experience in a related field.

Transfer students may submit transcripts from institutions or programs that do not hold a recognized accreditation to be reviewed to possibly earn Professional Learning Credits (PLC). Students who possess a professional license or certification may also submit documentation to be reviewed to see if they qualify for Professional Learning Credits

For specific information please contact the Director of Professional Learning.

### ROTC Programs

If selected for this program, students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps (ROTC) at the University of New Hampshire. Students should be aware that most ROTC courses can transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or partial tuition, mandatory university fees and costs for required textbooks for all courses. More specific information can be obtained by contacting:

ROTC Recruiting Officer  
University of New Hampshire  
Durham, NH 03825  
or by calling:  
Air Force ROTC 603.862.1480 or Army ROTC  
603.862.1460

## Veteran Education Benefits

Colby Sawyer College is committed to supporting men and women who have served our nation through military service. The college serves veterans, service members and their families, who are accessing U.S. Department of Veterans Affairs (VA) education benefits, often referred to as the GI Bill®.

Colby-Sawyer accepts credits earned through the military as transfer credit. For further information about this, please contact the Registrar's Office.

Students attending Colby-Sawyer College, who are eligible to receive VA Educational Benefits may qualify for one of the following Chapters of the GI Bill® of Educational Assistance:

- CHAPTER 30 Montgomery GI Bill®
- CHAPTER 31 Vocational Rehabilitation
- CHAPTER 33 Post 9/11 GI Bill®
- CHAPTER 33 Post 9/11 GI Bill® FRY Scholarship
- CHAPTER 35 Survivors' and Dependents' Educational Assistance Program
- CHAPTER 1606 Montgomery GI Bill® - Selected Reserve
- CHAPTER 1607 Reserve Educational Assistance Program

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

The Certificate of Eligibility must be submitted to the School Certifying Official (SCO). Any changes in enrollment must be communicated to the (SCO) immediately. Students are responsible for maintaining their benefit eligibility. The SCO does not have access to see this information. If certification is requested it will be processed, however, should the VA deny payment it is the student's responsibility to make payment arrangements with Student Accounts for all outstanding charges.

#### *Yellow Ribbon*

Colby-Sawyer College is a participant in the Yellow Ribbon program. The Yellow Ribbon program allows for additional funding for students who are 100% eligible for Chapter 33 Post 9/11 benefits beyond the tuition and fees cap.

#### *School Certifying Officials:*

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

# Academic Policies

## Academic Calendar

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

## Policies and Deadlines for Enrollment

### *Applications:*

*Application for an Associate of Health Programs including Medical Assistant, Pharmacy Technician and Surgery Technologist*

- Students who have not already completed the W.R.I. program do not need to fill out an application. CSC will work in conjunction with the Dartmouth Health/W.R.I. program administration to gather and complete all application materials.
- Please see the specific information on Professional Learning Credits

*Application for an Associate of Health Programs including Medical Assistant, Pharmacy Technician and Surgery Technologist for students who have completed the W.R.I. program at Dartmouth Health*

- Colby-Sawyer accepts the Common Application as well as our online application
- Please see the specific information on Professional Learning Credits

*Application for the R.N. to B.S., R.R.T. to B.S. or B.S. in Health Studies programs*

- Colby-Sawyer accepts the Common Application as well as our online application for undergraduate programs.
- For A.B.S.N., M.S.N., M.B.A. and Nursing Post-Master's Certificate, please use our online application

### R.N. to B.S. Additional Admission Requirements

- Associate degree in nursing or a diploma in nursing from an accredited nursing program
- Valid and active Registered Nursing license
- Please see the specific major requirements for information on conditional acceptance
- Please see the specific information on Professional Learning Credits

### R.R.T. to B.S. Additional Admission Requirements

- Associate degree in respiratory therapy from an accredited respiratory therapy program

- Valid and active Respiratory Therapy license
- Please see the specific major requirements for information on conditional acceptance
- Please see the specific information on Professional Learning Credits

### B.S. Health Studies Additional Admission Requirements

- Associate degree from an accredited college or university
- Valid and active professional license or certification (optional)
- Please see the specific major requirements for information on conditional acceptance
- Please see the specific information on Professional Learning Credits

### A.B.S.N. Additional Admission Requirements

- Bachelor degree from an accredited college or university
- Please see the specific information on Professional Learning Credits

### Master of Science in Nursing Additional Admission Requirements

- Bachelor of Science degree in nursing from an accredited nursing program
- Completion of college-level statistics course (C grade or higher)
- Valid and active Registered Nursing license
- Resume or curriculum vitae
- Goal statement
- Official transcripts from all schools attended

### Nursing Post-Master's Certificate Additional Admission Requirements

- Master of Science degree in nursing from an accredited nursing program
- Completion of college-level statistics course (C grade or higher)
- Valid and active Registered Nursing license

### Transcripts

Applicants are required to submit official transcripts from all secondary schools attended. If you have a college degree, we have the option to waive this requirement. All post-secondary transcripts are required. Final official transcripts from all post-secondary schools will need to be received by Colby-Sawyer Operations before student enrolls.

### Recommendations

Although letters of recommendation are considered optional for most of our undergraduate majors, one may

be requested of a student if additional information is needed to make an accurate admission decision. Letters of recommendation are required for nursing graduate program applicants only.

### *International Students*

- International Students who are in the United States on an F1 visa may not participate in online degrees.
- International students who are in the United States on a work visa must contact their Human Resource representative at their place of employment to determine if they are eligible to take online courses.
- Students who hold a green card are considered a lawful permanent resident of the United States; therefore, they are allowed to live, work and study in the United States without prior authorization.

## Annual Tuition and Fees: 2022-2023

### **Enrollment Deposits for Matriculated Students**

\$100 for A.S. online programs (applied to tuition bill)  
 \$100 for RNBS/RTBS (applied to tuition bill)  
 \$100 for BS Health Studies (applied to tuition bill)  
 \$200 for M.S.N. (applied to tuition bill)  
 \$200 for Nursing Post-Master's Certificate (applied to tuition bill)  
 \$750 for ABSN (applied to tuition bill, non-refundable)

### **A.S. in Health Science hybrid program:**

\$270 per credit for preferred academic and healthcare partners  
 \$300 per credit non-affiliate;  
 A technology fee \$10 per credit

### **R.N. to B.S. program:**

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

\*Plus \$10 per credit technology fee

### **R.R.T. to B.S. program:**

\$270 per credit for preferred academic and healthcare partners  
 \$300 per credit non-affiliate;  
 A technology fee \$10 per credit

### **B.S. Health Studies program:**

\$270 per credit for preferred academic and healthcare partners  
 \$300 per credit non-affiliate;  
 A technology fee \$10 per credit

### **Accelerated Bachelor of Science in Nursing:**

- \$13,600 per semester
- \$400 comprehensive fee per semester
- \$850 per credit if less than full-time.

### **Master of Science in Nursing**

- Dartmouth-Hitchcock Health employees: \$575\* per credit
- Non-affiliates \$600\* per credit

\*Plus \$10 per credit technology fee

### **Nursing Post-Master's Certificate**

\$575 per credit for preferred academic and healthcare partners  
 \$600 per credit non-affiliate;  
 A technology fee \$10 per credit

### **Tuition Due Dates**

Summer Session 1	May 1
Summer Session 2	June 15
Fall Session 1	August 10
Fall Session 2	October 10
Spring Session 1	January 1
Spring Session 2	March 1

### **Payment Plan Information**

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

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

Payment plans are available April 1 for the academic year.

The college reserves the right to cancel your payment plan — especially for late or non-payment. The remaining balance of cancelled plans is transferred back to the student's account and becomes immediately due in full to the college.

The payment plans are setup so that they will be paid in full before the end of the term. If you have not paid your balance in full, you will not be able to register or attend the next term.

Enroll in an online Payment Plan or by calling Nelnet at 800.609.8056.

## Return of Federal Title IV Funds

This policy applies to students with federal aid who withdraw or are dismissed prior to completing 60% of the semester. Federal regulations require a specific refund calculation for all students receiving Federal Title IV Financial Aid Funds. This calculation, called the Return of Title IV Funds, determines how much federal funding the student "earned" up to the time of withdrawal. Title IV financial aid is earned in a prorated manner until 60% of the semester is completed. Title IV aid is considered 100% earned after the 60% point of the semester. If the student withdraws on or before the 60% point of the semester a portion of the Federal Title IV funds awarded to a student (Federal Pell Grant, Federal SEOG, Federal Direct Subsidized/Unsubsidized Loans or Federal Direct PLUS Loans) will be returned, if required, in accordance with federal regulations and within 45 days of the date of determination of the student's withdrawal. The return of these funds may result in the student owing a balance to the College and/or the federal government.

No refunds for tuition, fees or housing are given for administrative withdrawals such as, but not limited to, disciplinary action that results in the suspension or expulsion of a student.

## Graduation Requirements

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

General graduation guidelines:

- Students must earn a minimum cumulative grade point average (GPA) of 2.00 and have completed a minimum of 120 credits for the baccalaureate degree or 60 credits for the associate degree.
- Students must earn a minimum cumulative GPA of 2.00 in all courses that count for a declared major and minor with the exception for programs that have specific, restrictive requirements. Since some programs require a higher grade point average in the major, students should consult appropriate sections of the catalog for specific major program requirements. It is the responsibility of students to know the minimum quantitative and qualitative requirements of programs and to fulfill those requirements.
- Students who participate in a commencement ceremony prior to completion of all graduation requirements will be eligible for graduation honors once they have completed requirements.

- Students who have a cumulative GPA of 2.00 or higher, but do not have a GPA of 2.00 or higher in the major, may participate in the graduation ceremony, but will not receive their degrees until the minimum GPA of the major is achieved.

During each academic year, there are three graduation dates: October, December and May. Following are the deadlines for these graduation dates. Students who miss these deadlines may need to wait until the next official graduation date.

- October graduation
  - Students planning to complete graduation requirements to graduate in October must have completed all course work and have official grades on file in the Registrar's Office by September 1.
- December graduation
  - Students planning to complete graduation requirements to graduate in December must have completed all course work and have official grades on file in the Registrar's Office by November 20.
- May graduation
  - Students planning to complete graduation requirements to graduate in May must have completed all course work and have official grades on file in the Registrar's Office no later than the Tuesday preceding the commencement ceremony.
  - During the fall semester the Registrar's Office will contact students via e-mail asking them to fill out a graduation application. Students must apply for graduation with the Registrar's Office no later than February 1st. Graduation application forms are located on [myRegistrar](#). Diplomas will not be issued without a completed form on file.

The college holds one commencement ceremony annually at the end of the spring semester.

- Students who plan to graduate in October or December may choose to participate in the commencement ceremony held in the previous May or the ceremony held in the following May.
  - Please note ABSN students are not allowed to participate in the previous May commencement ceremony.
- To participate in the previous May commencement ceremony, baccalaureate candidate students must have earned a minimum 2.00 GPA and earned at least 104 credits by the Tuesday preceding the commencement ceremony.

- Associate degree candidates must have earned a minimum 2.00 GPA and have at least 53 credits successfully completed by the Tuesday preceding the commencement ceremony.
- Please note that you will not be able to participate in the graduation ceremony or receive your diploma if you have an outstanding balance on your account. Please contact Financial Services at 603.526.3744 if you see a Business Office Hold on your account.

### *Final Credits Residency Requirements*

To earn a degree from Colby-Sawyer College, students must take a prescribed number of credits at this institution. This includes Colby-Sawyer College online courses, summer residential classes and off-campus experiences, such as internships and enrollment through Colby-Sawyer College at a New Hampshire College and University Council (NHCUC) campus.

- To earn a bachelor's degree, the final 30 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- To earn an associate degree, the final 15 credits must be Colby-Sawyer College sponsored whether taken on or off campus.
- A student who takes all courses required in the degree program, but who is deficient in credits and/or grade point average, may write to the registrar for permission to compensate for deficiency at another regionally accredited institution. Permission is granted through the approval of the permission form.
- Students must fill out a permission form located on [myRegistrar](#) to take a course at another institution. This form needs to be submitted and approved prior to enrolling in the course.

### *Liberal Education Requirements*

- Students must fulfill the Liberal Education Program requirements that were published in the catalog the year in which they entered the college.
- All B.S. students must complete 40 credits of Liberal Education requirements.
- All A.S. students must complete 20 credits of Liberal Education requirements.

### *Major Course Requirements*

Students are responsible for completing requirements for the major listed in the Catalog for the year in which they entered Colby-Sawyer College. The registrar must approve exceptions to this. Refer to the requirements listed for each major.

## Course Credit and Course Load

All courses are calculated on the basis of semester credits. Credits are tracked automatically through the registration system. Students should register for full-time credit and course loads in consultation with their advisors. Billing is based on student registration. A typical full-time student enrolls for twelve to eighteen credits.

- Enrollment in twelve credits is considered full-time status, less than twelve credits reduces a student to part-time status.
- All courses need to meet the Federal definition of a credit hour.
- Students taking six credits are considered half-time students and are eligible for partial federal financial aid

### *Auditing Courses*

Auditing a course is a way to prepare for a course taken in the future or to simply take a course that you are interested in but do not wish to receive credit. A student wishing to audit a course must complete a permission form, which is located on [myRegistrar](#).

- A full-time student may request to audit courses at no additional charge.
- A fee for auditing a course is charged to part-time students.
- Students may audit only when space is available and with the faculty member's permission.
- The faculty member will determine whether the student's work will be evaluated, however a grade of AU is awarded, which carries no credits.
- A change from audit to credit may be made at any time prior to the final date for adding courses. A fee adjustment will be made where applicable.
- No changes in audit/credit status are permitted after the add/drop period. (See the Academic Calendar for specific dates.

### *Off-Campus Coursework for Current Students*

A matriculated Colby-Sawyer College student may receive Colby-Sawyer College transfer credit for courses taken at other accredited institutions. To request prior approval to take courses at another institution a student must fill out the appropriate form on [myRegistrar](#).

- The registrar must approve all courses prior to enrollment at another institution.
- Students must earn a minimum grade of C (2.00) to receive transfer credit.
- For nursing majors, the Registrar must approve all courses prior to enrollment.



- Credits and grades will be recorded on the student's transcript and calculated into the student's GPA.

### *Transfer Credits for Incoming Students*

Entering matriculated students who have completed work at other accredited post-secondary institutions may be eligible to receive transfer credit. The determination about specific courses for transfer will be made by the registrar in consultation with the relevant schools.

Students must request that an official transcript be sent from the institution they attended to the registrar. Transcripts must come directly from the sending institution or, if delivered by the student, the transcript must be in a sealed and stamped envelope. Once received by the registrar, the registrar may ask the student to provide course descriptions for all work completed. Students will be notified when credits are applied to their transcript.

- A maximum of 90 credit hours will be allowed for transfer to a baccalaureate degree program at Colby-Sawyer College. The final 30 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- A maximum of 45 credits will be allowed for transfer to the associate degree program at Colby-Sawyer. The final 15 credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- A maximum of nine credit hours will be allowed for transfer to a certificate program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus.
- A maximum of nine credit hours will be allowed for transfer to the Master of Science in Nursing program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus. MSN students will not be able to exceed 9 credits as a non-degree student.
- Students with an associate degree from the New Hampshire Community College system and a cumulative grade point average of 2.00 or higher will receive full credit for all courses taken and passed at the other college, provided that the degree has liberal education requirements similar to those at Colby-Sawyer.
- The work of students who have an associate degree with dissimilar or no liberal education requirements, do not have an associate degree, or do not have a cumulative grade point average of 2.00 or higher, will be evaluated on a course-by-course basis. In such cases, credit is given for courses that have been completed with grades of C

or above which are pertinent to the educational mission of Colby-Sawyer and thus have course equivalents here.

- The registrar has the responsibility of making the final determination regarding transferability of individual courses.
- Grades earned in courses taken before matriculation at Colby-Sawyer will not be included when computing the cumulative grade point average.
- Continuing education credits (CEUs) are not accepted.
- Please see information on Professional Learning Credits

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

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for specific courses in the curriculum may take credit examinations. Students should take a national exam when available; however, when there is no equivalent national examination, a student may be able to take a Colby-Sawyer College program examination. National exams include the College-Level Examination Program and Excelsior.

- College-Level Examination Program (CLEP)  
Students may take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:
  - General examinations: Students will receive from four to eight credits (depending on the particular test taken) for each examination on which they score a C or better. In the case of a non-letter grade a score in the 50th percentile or higher is required. The minimum score for English composition is the 61st percentile, and the test must include the essay section.
  - Subject examinations: Successfully completed subject examinations will apply toward appropriate graduation requirements.
  - For further information about CLEP, please contact the College-Level Examination Program, Box 6600, Princeton, NJ, 08541-6600 or [www.CLEP.collegeboard.org](http://www.CLEP.collegeboard.org).
- Excelsior College Examination Program
  - Credit will be granted to students who score at the 50th percentile or higher.
  - For further information about Excelsior College exams, please contact Excelsior College, 7 Columbia Circle, Albany, NY, 12203-5159 or [www.excelsior.edu/exams](http://www.excelsior.edu/exams).
- Colby-Sawyer College Credit Examination
  - The decision to allow the student to take the examination is the prerogative of the program faculty.

- Group examinations may be scheduled when practical.
- A Pass/Fail grade may be used only when the course does not satisfy a requirement.
- The method of evaluation must be determined by the program faculty and communicated to the student prior to the administration of the examination.
- Students must accept the grade assigned, which, along with the credit earned, will be recorded on their permanent transcript.
- The maximum number of credits that may be earned by credit examination is sixteen.
- A flat fee is required for credit examinations.
- Credit examinations must be evaluated with a letter grade (A, B, C, D, F) if they are to be used as a substitute for a requirement in the major, minor, or in the Liberal Education Program.
- If the student receives a passing grade on the examination they will be awarded the grades of 'CR' on their transcript.
- For program exams students may petition in writing to the appropriate school dean for the course they wish to take the exam in.

### Colby-Sawyer College Exemption Examinations

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

- The appropriate level of proficiency is determined by the faculty member who administers the examination. No credit or grade is earned.
- Students wishing to take an exemption exam may talk to their advisor and the dean of the school associated with the course they wish to be exempted from.

## Examination Policies

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

- Faculty members may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance.
- No changes in the final exam schedule may be made by students or faculty.
- No test, quiz or exam may be given over the last five class meeting days prior to the start of final exams.

- Students with three exams in one day may contact the registrar at least one week prior to the start of the exam period if they wish to reschedule one exam.
- All students are expected to schedule travel arrangements and other appointments in a manner that avoids conflict with the exam schedule.
- Should an emergency occur and a student cannot make a scheduled final exam, the student must e-mail the registrar and provide proof of the emergency.

## Course Level Numbering

Course levels are indicated as follows:

- 100 – Introduction to subject or survey of a discipline
- 200 – Increased depth of study combined with application of theory
- 300 – Analysis, synthesis, evaluation of theory or data
- 400 – Creation of new ideas, behaviors or objects of art
- 500 – Graduate level courses
- 600 – Higher level graduate course

## Grading System

A four-point letter grade system is used to indicate student achievement. The grade point average is calculated by multiplying the earned quality points for each course by the number of credits attempted for that course, then dividing by the total number of GPA credits attempted. Each letter grade has the following numerical quality-point value:

A = 4.00	B+ = 3.30	C+ = 2.30	D+ = 1.30	F = 0.00
A- = 3.70	B = 3.00	C = 2.00	D = 1.00	
	B- = 2.70	C- = 1.70	D- = 0.70	

- **A, A-** indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled, and extensive knowledge of facts and principles has been demonstrated.
- **B+, B, B-** indicate good performance. A substantial amount of critical thinking, reflection and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.
- **C+, C** indicate adequate performance. Critical thinking, reflection and application of knowledge

have been demonstrated at a competent level. Writing and communication skills also are at a competent level. Requirements of the course have been fulfilled, and an understanding of facts and principles has been demonstrated.

- **C-, D+, D, D-** indicate performance that is barely acceptable. Very little critical thinking, reflection or application of knowledge has been demonstrated. Writing and communication skills often are inadequate. Some requirements may not have been fulfilled, and very little knowledge of facts and principles has been demonstrated. These are the lowest grades for which academic credit is given.
- **F** indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated, and requirements clearly have not been fulfilled. No college credit is given for this grade, but it is factored into the GPA. Students who withdraw from the college or from a course after the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a grade of F.
- **I** An incomplete is awarded only in unusual or extraordinary circumstances beyond the student's control. Prior to the end of the semester the student and the faculty member must agree that an incomplete is appropriate and agree upon a date by which all work will be submitted, no later than three weeks after the beginning of the following term. The student must file a permission form with the Academic Vice President and Dean of Faculty's Office no later than 5:00 p.m. of the last day of classes for the semester. Permission forms are located on the [myColby-Sawyer](#) site, in the [myRegistrar](#) section. If permission is granted, the student must submit all work by the agreed upon date and the faculty member must file a grade within seven days of that date.
- **W** Courses dropped between the end of the add/drop period and before the last day to withdraw from a course will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether a student or faculty member initiated withdrawal, automatically becomes an F (See the Academic Calendar). W's do not impact GPA. Students who withdraw from the college or a course before the deadline to withdraw from a course with no penalty (see the Academic Calendar) will receive a W for their courses.
- **WA** Administrative withdrawal (if given after the deadline to withdraw from a course, the grade of "F" will be awarded to the student)
- **P** Pass in a Pass/Fail course does not impact GPA
- **NF** Failure in a Pass/Fail course
- **CR** Credit granted, no grade does not impact GPA
- **AU** Audit (no grade or credit granted)
- **NR** No grade reported

- **NC** No credit granted
- **E** Exempt - no credit granted does not impact GPA
- **[ ]** Repeated course: Only the latest registration affects cumulative average regardless if the grade earned is higher or lower than the original grade.

### *Pass/Fail Option*

Students in most degree programs are allowed to take one free elective course per academic year starting in the fall semester on a Pass/Fail basis. Major courses and liberal education courses must be taken for a letter grade. Prior to the end of the fourth week of fall or spring classes, students wishing to elect the Pass/Fail option submit the appropriate Permission form, gaining approval of the faculty member and the student's advisor. The pass/fail deadline is pro-rated for summer and other sessions of less than 15 weeks. Permission forms are located on [myRegistrar](#). (See the Academic Calendar for submission deadlines.)

### *Mid-semester Grades*

A faculty member may confer at any time during the semester with a student believed to be in academic difficulty. Mid-semester grades may be issued by faculty members to inform students of their progress in a course at mid-semester. Mid-semester grades are required for first year students and for students whose mid-semester grade is below C in a 10, 12 or 15 week course. In 8-week online courses faculty will remind students to review their gradebook in the Moodle course site and discuss any academic challenges with the professor. These grades are available to the student and the student's academic advisor. Students should confer with both the faculty member and academic advisor to determine the best method of ensuring students' academic progress and success.

### *Satisfactory Progress*

Colby-Sawyer College recognizes that student's progress through their academic careers at different rates. Students with a minimum of twelve credits should complete the requirements for a baccalaureate degree within a six year period and associate degree candidates should graduate within a three year period. Extenuating circumstances may justify an extension to be given by the academic vice president and dean of faculty. Part time students with less than twelve credits are expected to complete their degree requirements on a pro rata basis.

### *Satisfactory Academic Standing*

The standard for minimum satisfactory academic standing for all undergraduate students is a 2.00 cumulative grade point average (GPA); for graduate students it is 2.70. Satisfactory progress is monitored

each semester to assure undergraduate students meet the cumulative GPA requirement of 2.00 or higher in order to graduate. Students who have not achieved satisfactory standing may be restricted from enrolling in specific courses, internships and athletic participation and are at risk of not being eligible for college and Federal financial aid. Please see section on academic suspension and withdrawal for further information.

### Standardized grading scale

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

## Repeating Courses

Unless restricted by a specific program's requirements, students may repeat any failed course as many times as they wish. In each case, the more recent grade is counted for the cumulative GPA, although all grades are recorded on the student's transcript. The student receives credit for a course only once regardless of how many times it is repeated.

The Higher Education Act, Federal Financial Aid and Title IV dictates that students may repeat a course only once if they have previously passed the course, unless a second repeat of a previously passed course is necessary, due to program requirements, in which case the student must have full-time status exclusive of the credits for the repeated course. Programs that operate under specific guidelines from outside accrediting agencies may limit the number of times a student may repeat a course.

If a student does not earn the required minimum grade of C (2.00) in WRT 101 the student must repeat the course. If the required grade is not earned on the second attempt, WRT 101 must be retaken every semester thereafter, without exception, until a minimum grade of C (2.00) has been achieved.

Note: If repeating a course for the third time, the student must have 12 additional credits to be considered full time.

## Adding, Dropping and Withdrawing from Courses

The college's [Academic Calendar](#) has specific dates for adding, dropping and withdrawing from courses. The responsibility for making course adjustments rests with the student. It is recommended that students check their course registrations periodically for accuracy and confirmation of change requests submitted to their

advisor. A student cannot receive a grade for a course in which he or she is not officially registered. Conversely, a student remains enrolled in a course(s) and is responsible for fulfilling course requirements until a Drop or Course Withdrawal request has been approved by his or her advisor.

### Adding Courses

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

### Dropping Courses

Students may drop courses until the end of the first week of classes of the full, 15-week fall and spring semesters. The deadline for 8-week academic sessions is 2 days after course start date. Refer to the college's Academic Calendar for deadlines to drop courses. Courses dropped during this period will not appear on the student's academic transcript. Requests to drop courses must be submitted through PowerCAMPUS Self Service.

### Withdrawing from Courses

Students may withdraw from a course without grade penalty between the end of the drop period and completion of 61% of the full fall and spring semesters. The deadline for shorter academic sessions is proportional to the length of the session. Refer to the college's Academic Calendar for deadlines to withdraw from courses. Students wishing to withdraw from a course after the Add/Drop deadline should submit an electronic Course Withdrawal form located in the [myRegistrar](#) site. Courses will appear on the student's academic transcript with a grade of either W (Withdrawn) or WA (Administratively Withdrawn) depending on the circumstances.

Grades of W and WA are not factored in the grade point average. Students who do not register by the end of the add/drop period for the semester will be withdrawn from the college.

A grade of F (Failure) will be posted to the student's transcript for any course(s) from which the student is withdrawn after the deadline to withdraw from courses, whether student or faculty member initiated. A faculty member may withdraw a student from a course at any time during the semester by providing a written

explanation and notification to the academic vice president and dean of faculty, the registrar, the advisor and the student.

After receiving a grade of F in a course, the student may retake the course. The new grade will replace the F in computing the grade point average, but both grades will be reflected on the student's transcript.

## Class Standing

Class standing is determined by credits completed:

- First Year Student: 0-23 credits
- Sophomore: 24-53 credits
- Junior: 54-86 credits
- Senior: 87-120 credits

### *Part-Time Status*

If students change from full-time (at least twelve credits) to part-time status, either prior to the beginning of a semester or during a semester, the following may be affected: financial aid, health and counseling services, athletic eligibility, tuition and fees and F-1 student immigration status. Please contact the appropriate offices for specific details.

### *Athletic Eligibility*

All varsity team members must be full-time students with a minimum of 12 credits. A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing (minimum 2.00 GPA) is eligible for participation in intercollegiate athletics. A student athlete must complete 24 credits during the previous year to be eligible for the following year. Athletic eligibility is monitored annually by the Athletic Department prior to the beginning of fall semester classes. Students who have not attained satisfactory academic standing prior to this time will be ineligible for varsity athletic participation. Also, students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the National Collegiate Athletic Association (NCAA) faculty athletic representative for athletic eligibility reinstatement.

## Academic Standing - Grade Appeal

Students who believe their final grade in a course does not accurately reflect their performance may appeal the grade. If a student disputes the final grade he or she receives and wishes to appeal the grade, the following steps must be taken:

- The student must discuss the disputed grade with the faculty member. Every effort must be made to resolve the dispute at this stage.
- If no satisfactory resolution is possible, the student submits a written petition describing the facts of the case to the faculty member's supervising dean. The dean may ask for documentation to support the student's claims. The dean meets with the faculty member and investigates the dispute. The dean makes a written determination with copies to the student and the faculty member.
- If the student disputes the dean's findings, the student may appeal to the academic affairs coordinator via a written petition describing the facts of the case and basis of the dispute, including all pertinent documentation. Copies of the petition should be provided to the faculty member and the appropriate dean of schools. The academic affairs coordinator renders the final decision.
- The academic affairs coordinator reviews the student documentation and speaks with the appropriate dean of schools to review the facts of the investigation. If a conflict of interest among the parties to whom the appeal is addressed occurs:
  - If the disputed grade was given by a faculty member who is also the dean, the faculty member, in consultation with the student, will select another faculty member from within the same school, to whom the student submits a written petition.
  - If the academic affairs coordinator is the faculty member of the class in which the grade is disputed, or is the academic advisor to that student, the academic vice-president and dean of faculty will select a senior faculty member who serves as a dean or on the Academic Review Board. The student will submit a written petition to this individual who will render a final decision.
  - All grade appeal documentation will be retained on file in academic affairs coordinator's office.

## Academic Suspension and Dismissal

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. Students currently on probation who do not achieve the minimum satisfactory grade point average (GPA) of 2.00 at the end of the next semester may be suspended or dismissed from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the end of the next semester following notification of probation also may be suspended or



dismissed. A student whose GPA is below 1.50 may be suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students who are suspended are eligible for re-admittance to the college after a specific period of time, usually one semester. For the purposes of academic suspension, the summer semester shall not be counted in the cumulative period; moreover, students are not permitted to enroll in summer courses at CSC while suspended. Students seeking readmission are asked to furnish information in the form of transcripts and/or letters of reference that indicate the student's ability to do satisfactory academic work at Colby-Sawyer College. Decisions to readmit students are made in consultation with members of the Academic Review Board (ARB). Students who are suspended from the college may not participate in internships during their suspension. Students who do not seek re-admittance after suspension are withdrawn from Colby-Sawyer.

Students who are dismissed from Colby-Sawyer College may not be readmitted.

**Please note:** Students who are suspended for conduct reasons will have a notation added to their transcripts for as long as the suspension is in effect. Students who are dismissed for conduct reasons will have a notation added to their transcripts.

### *Academic Appeals*

At the end of the semester in which the action was taken students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board (ARB). The ARB's responsibilities are to review student academic appeals for suspension, dismissal and to communicate decisions to the students. When a student is informed about their suspension or dismissal, they will also receive information about the appeal process and deadlines.

Students who choose to appeal must submit a written request for a hearing to the director of student success and retention via the online link embedded in the academic status notice. Students may request an expedited hearing.

- The ARB hearing date and time is set once the student's appeal is received.
- Hearings are usually scheduled after the end of finals in the fall, spring and summer.
- Decisions on expedited hearings are made based on the written appeal and the student's documented academic history.
- Family members and legal counsel are not permitted to attend the hearing.

- The members of the ARB will have a copy of the student's academic record which may include mid-semester grades and records of academic dishonesty.
- The dean will communicate the board's decision to the student after the hearing and in writing to the student.
- The decision of the ARB is final.

## **Student Responsibilities**

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

At the beginning of each semester, faculty members are required to describe their expectations and grading policies, including those for attendance. A student who consistently fails to complete assignments or who is excessively absent from class may be withdrawn from the course by the faculty member. Written notification will be sent to the academic vice president and dean of faculty, the registrar, the advisor and the student. Prior to this action, the faculty member will confer with the student whenever possible.

It is the student's responsibility to make arrangements with the faculty member as far in advance as possible when unavoidable situations prevent the student from meeting the course requirements or attending class regularly. If a student must be absent from class for an extended period, it is the student's responsibility to notify the faculty member and to provide information regarding the reason for the absence and the expected date of return to class. This notification is not to be construed as an excused absence for the student. The student is still responsible for completing any missed work. Regardless of the cause for absences or missed work, it is the faculty member's prerogative to determine if the student has met the outcome requirements of each course. Excessive absences or incomplete work for any reason may result in not completing or passing a course.

### *Short Term Absence or Withdrawal Due to Medical or Mental Health Concerns*

The college expects that students are honest with their professors regarding their ability to complete work, and professors are expected to work with students on these issues within the parameters of academic policies and processes. Students should contact the Director of Professional Learning to receive help in starting the withdrawal process.

# Academic Honesty

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

## Forms of Academic Dishonesty

### Plagiarism

- Plagiarism is the submission of material as one's own work that is not the result of one's own effort. It is the use or imitation of the work of another author or artist and the representation of the work as one's own. Examples include:
  - Quoting paragraphs, sentences or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
    - Printed sources such as books, essays or articles;
    - Video and audio sources, such as taped interviews or television programs;
    - Papers, videotapes and audiotapes by other students;
    - Electronic sources such as internet, World Wide Web and CD-ROM.
  - Paraphrasing pages, paragraphs or sentences without acknowledging the source.
  - Using other people's ideas without giving them credit.
  - Writing a paper based on outside sources without using citations and a complete bibliography.
  - Acquiring papers or academic work and submitting it as one's own.
  - Using artificial intelligence to generate academic work and submitting it as one's own.
- Cheating
  - Giving, as well as receiving, aid on papers, laboratory experiments, quizzes and exams when not authorized by the faculty member.
  - Handing in papers that are the product of another person's work.
  - Using notes during a quiz or exam without authorization to do so.
  - Copying from another student's paper for an assignment or during a quiz or exam.
  - Using one paper for two different classes without prior arrangement with the faculty member(s) involved.
  - Accessing online sources, sites, information during a test, quiz or other assignment when not authorized by the faculty member.

- Giving papers or academic work to another student for submission without prior arrangement with the faculty member(s) involved

## General Violations

The above lists are examples and not meant to be comprehensive. Misrepresenting information to faculty members as well as forging information and/or signatures is considered dishonest behavior and subject to penalty.

## Responsibility of Students

- Students are responsible for knowing what constitutes plagiarism and cheating.
- Students are expected to cultivate a working understanding of creative integrity and to act accordingly as an ethical practitioner. Students are expected to consult with their faculty about permissible appropriation in the arts or about the nuances of inspiration versus influence versus imitation.
- Students are not permitted to submit the same paper or project for credit in more than one course without prior written consent of all faculty members and proper citation of the work itself. Students using elements of one of their prior papers/projects in a subsequent paper or project should properly cite the original. Occasionally, a student may wish to use the same research in the fulfillment of assignments for more than one course. In such cases, the student must obtain the permission of each of the faculty members involved.
- No student shall procure, without the written authority of the faculty member, the questions or answers of any exam to be given at a subsequent time or employ unauthorized aids while taking an exam.
- No student shall aid another in violating the academic honesty policy (sell or give a paper, take another's test, etc.).
- Students and all members of the college community are expected to maintain high standards of academic integrity.

## Responsibility of Faculty and Staff

Faculty and staff shall take reasonable steps to reduce the possibility of cheating and shall exercise caution in the preparation, duplication and security of examinations. Faculty members who have evidence that a student has violated the academic honesty policy and have penalized the student for such action must report the violation to the academic affairs coordinator.

## Procedures

If a faculty member believes the policy on academic honesty has been violated, the following procedures shall be followed:

- The faculty member may choose to discuss the incident and/or the process to be followed with the appropriate school dean.
- The faculty member discusses the incident with the student.
- Responsive options:
  - After discussing the incident with the student, if the faculty member determines that it is more likely than not that an honesty policy has been violated, the faculty member may decide the penalty, which should be consistent with the course syllabus specifications. Penalties may include, but are not limited to: failure of the examination, assignment or course.
  - The faculty member will submit the student's name, a written description of the violation and the penalty to the academic affairs coordinator and to the student. In addition, the evidence to support the finding of academic dishonesty will be sent to the academic affairs coordinator and student.
  - If the student is not enrolled in the class in which the alleged violation occurred (e.g., the student provided a paper from a previous term or took a test for another student), the academic affairs coordinator, upon receiving the report from the faculty member, will meet with the student to discuss the incident and decide on the penalty.

## Responsibilities of the Academic Affairs Coordinator

- Once the academic affairs coordinator receives the report from the faculty member, he/she will schedule a meeting with the student to explain the policy, discuss the evidence and review the process.
  - If the student chooses to appeal the faculty member's finding, the academic honesty appeals process will be implemented.
  - If a student withdraws from a course prior to or following an act of academic dishonesty, the faculty and/or administrative decision concerning the penalty for the act of academic dishonesty supersedes the withdrawal; thus, the student may be deemed to have failed the course for academic dishonesty and therefore assigned a grade of "F."
- Single/Multiple offenses
  - If the academic dishonesty violation is the first for a particular student, the academic affairs

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

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

## Records

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

## Academic Honesty Appeals Process

### Appealing a Faculty Member's Finding

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

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

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

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

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

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

The determination of the Academic Honesty Appeals Board is final.

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

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

#### Burden of Proof/Evidentiary Standards

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

civil court proceedings, are not used in academic honesty appeal hearings. The standard that the appeals board will use is the standard preponderance of evidence (or commonly referred to as the more likely than not standard). The Academic Honesty Appeals Board shall not consider written statements against a student or faculty member unless the student or faculty member has been advised of their content and the identity of those who made them and has been given the opportunity to rebut unfavorable inferences which might be drawn from them. A simple majority is required for a valid finding and for sanctioning.

#### Hearing Advisor

A student or faculty member involved with an Academic Honesty Appeals Board hearing, either as a party or as a witness, may be accompanied during the hearing by an advisor from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisors may confer with the student or faculty member during the hearing but may not participate in the hearing or speak in place of the involved party.

#### Notice

A member of the Academic Honesty Appeals Board will verbally notify the accused and the accuser of their decision on the day of the hearing. The academic affairs coordinator will send written notification of the appeal decision to all parties within a period of five business days of the hearing. A copy of this written notification will be stored in the academic affairs coordinator's files.

## **Withdrawal Policy: Student-Initiated Withdrawal and Administrative Withdrawal**

### *Student-Initiated Withdrawal*

Enrolled students who withdraw during a semester before the deadline to withdraw from a course with no penalty will receive a W for their courses. Students who withdraw after the deadline to withdraw from a course but before the end of the semester will receive a grade of F in each of their courses. See the Academic Calendar for specific dates.

Students who choose to withdraw from the college should contact the director of professional learning and complete the Application for Withdrawal form. The last date of attendance will be set as the last day the student received services from the college. If this date cannot be determined, the last date of attendance will be set within 30 days of mid-term of final exams. In cases when a student is withdrawing at the end of a semester, the last date of attendance will be the last day of the final exam period.

## Administrative Withdrawal

The college reserves the right to place students on an administrative suspension for academic, behavioral, financial, social or medical reasons. Students who are suspended from the college will be administratively withdrawn. Students who wish to return to the college should refer to the procedures below. In addition, the college can also dismiss students from Colby-Sawyer College. Such students will be administratively dismissed and may not be readmitted.

## Procedures for Returning from a Withdrawal

**Student-Initiated Withdrawal:** A student who wants to re-enroll within one year of a student-initiated withdrawal must contact the Director of Professional Learning and/or academic advisor, registrar's office or the business office. Unless there are significant changes to their program, students who are away for less than one year may follow their original catalog. Please note that certain majors have outside accreditation requirements, returning students must meet the requirements stipulated by the accrediting body.

If you decide to return to the College after withdrawing, you will be billed at the current rates for your program.

Students in professional learning programs who want to return after being withdrawn from the college for over one academic must submit a written request for reinstatement to the director of professional learning. Unless there are significant changes to their program, students may follow their original catalog. Please Note: If you have been gone for 5 years or more you must meet with the appropriate school dean to seek permission to allow older courses to still meet the degree requirements.

**Administrative Withdrawal:** Students who are suspended are eligible to return to the college after a specified period of time. Students who plan to return to the college at the end of their suspension period must submit the appropriate documentation to the Office of Student Success and Retention and Academic Affairs Coordinator before being reinstated. Unless there are significant changes to their program, students may follow their original catalog.

Note: See section on Tuition for information regarding refunds upon withdrawal.

## Transcript Policy

Official transcripts are maintained by the Registrar's Office for all academic work at Colby-Sawyer College. In compliance with federal laws designed to protect privacy, transcripts are not released without the student's authorization. Current students may find

transcript ordering information on the [myColby-Sawyer/myRegistrar](#) site. Former students may order transcripts by going to [www.colby-sawyer.edu](#), typing 'transcript request' in the site search box and following the link for instructions. There is a \$3.00 fee for each electronic transcript sent and a \$5.00 fee for each paper transcript sent.

Transcripts will not be furnished for students or former students whose financial obligations to the college have not been satisfied. Any conduct violation that results in a sanction of suspension will be noted in the student's official transcript for as long as the suspension is in effect. A sanction of dismissal will be noted on the student's transcript.

## Release of Educational Records and the Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law that states that upon reaching the age of 18 or attendance at a post-secondary institution (regardless of age) FERPA rights transfer to the student. All academic records are kept in the registrar's office. Please note that due to this federal legislation, when asked, the college must provide academic data to certain government agencies. This includes, but is not limited to the military and Homeland Security

- Colby-Sawyer College releases to students, information from their educational records such as grades earned and academic status. Both mid-semester and final grades are available to students on PowerCAMPUS Self-Service. Students are encouraged to share this information with their parents or guardians.
- Under certain circumstances, however, grades and/or information concerning academic status may be released directly to parents or other individuals. When students begin at Colby-Sawyer College, they are asked to fill out a FERPA form. This form is found in the Getting Started Guide. Once students have filled out the first FERPA form, they may make changes to this document by submitting a new form. Annually, students are asked to review the names of those who they have declared FERPA cleared. The FERPA form is available on [myRegistrar](#). The information on the most current FERPA form remains in effect until the registrar's office is notified to change it; this includes following the student's graduation. Records may be released directly to the individual(s) identified by the student under any of the following conditions:
  - Mid-semester Grades:



- Students who have two or more mid-semester grades below C
- Students who are on academic probation from the previous semester and have at least one mid-semester grade below C
- Final Grades:
  - Students who have been placed on dean's list
  - Students who have been placed on academic probation
  - Students who have been suspended for academic reasons
  - Students who have been dismissed for academic reasons
- Colby-Sawyer College will not release the academic records of non-degree students to anyone other than the student.

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) allows students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student's education records within forty-five days from the day the college receives a request for access. The student should submit to the registrar or academic affairs coordinator a written request that identifies the record(s) she or he wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The student may request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should write the college official responsible for the record, clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The student has the right to consent to disclosure of personally identifiable information contained in his or her education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as:

- a person employed by the college in an administrative, supervisory, academic or support staff position (including campus safety and health staff);
- a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); or
- a person serving on the board of trustees or a college employee assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. The college expressly reserves the right to release information about a student to parents, guardians or other appropriate persons when necessary to ensure or protect the health, safety and well-being of the student or other persons.

### *Directory Information Public Notice*

Colby-Sawyer College, at its discretion, may provide directory information in accordance with the provisions of FERPA. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed.

- Designated directory information at Colby-Sawyer College includes the following: student's name, photo, college mailing address, college telephone number, college email address, hometown, major field of study, enrollment status, class level, date of birth, participation in officially recognized activities and sports, dates of attendance, degrees, honors and awards received and most recent education agency or institution attended.

If a student wishes to not have directory information released, the student must submit the request in writing to the registrar's office. Please note that waiving the directory information is an all or nothing waiver. If the student does choose to opt out of directory information none of the student's information may be given under any circumstances including, but not limited to, athletic events/photos, sponsors, notice of awards or inquiries from potential employers.

## Honors and Awards

May graduates, regardless of participation in the ceremony are eligible for awards at commencement. October and December graduates, regardless of when or if they participate in a commencement ceremony, are eligible for awards in the May following completion of their degree requirements. In order to be eligible for any award at the college the student must be in good standing with regard to citizenship, as determined by the

Student Development Office, and academically, as determined by the Office of the Academic Affairs Coordinator.

#### *Graduation Honors*

Students graduate cum laude, magna cum laude, or summa cum laude according to the following minimum requirements:

- cum laude: cumulative grade point average of 3.50 to 3.64 at the time of graduation
- magna cum laude: cumulative grade point average of 3.65 to 3.79 at the time of graduation
- summa cum laude: cumulative grade point average of 3.80 or higher at the time of graduation

#### *Dean's List*

At the end of the fall and spring terms, the college publicly recognizes those undergraduate students who have distinguished themselves through their superior academic achievement by placing their names on the Dean's List. To qualify, students must achieve a grade point average of 3.50 or better while carrying a minimum of twelve credits in graded courses. Courses graded pass/fail may not be included as part of the twelve credits. Full time nursing students enrolled in NUR clinical courses may also be considered for the Dean's List.

#### *Alpha Chi Award*

This award is given to a graduating Alpha Chi student who, in the opinion of the members of Alpha Chi, best exemplifies the ideals of the society – truth and character – through work at the college in support of chapter activities.

#### *Barbara Johnson Stearns Award*

Established in honor of a member of the Class of 1932, this award honors a member of the senior class, who has demonstrated exemplary leadership and dedication to the college community.

#### *Capstone Experience Awards*

The capstone experience differs from major to major, but its purpose is to ensure that all seniors demonstrate

their accumulated knowledge through action and effectively communicate their knowledge and actions to others in an interdisciplinary setting.

#### *Student Commencement Speaker*

Seniors, faculty and staff nominate students to give the Student Commencement Address. A selection committee reviews drafts of speeches submitted by the nominated students. A medallion is presented to the senior who represents the character of the graduating class and will give an inspirational and engaging speech that represents the college's values and learning outcomes.

## Honor Societies

#### *Alpha Chi*

The Colby-Sawyer College Chapter of this national honor society recognizes the academic achievement of junior and senior undergraduate students. To be eligible for membership, students must rank in the top ten percent of the junior or senior class and demonstrate the Alpha Chi values of truth and character. Each candidate must have completed at least one half of the credits for graduation and have been enrolled as a full-time student at Colby-Sawyer College for at least one academic year prior to election. Further information about Alpha Chi membership and activities is available from the society's faculty sponsor.

#### *Sigma Nursing Honor Society*

The mission of Sigma, the Honor Society of Nursing, is advancing world health and celebrating nursing excellence in scholarship, leadership and service. Sigma's vision is to be the global organization of choice for nursing. R.N. to B.S. students may be invited to become members of the PSI Sigma Chapter if they have completed three of the five required RNRT courses, have a minimum GPA of 3.00, rank in the upper thirty five percent of their nursing class, meet the expectation of academic integrity and obtain faculty endorsements. For further information about the Sigma Nursing Honor Society or the PSI Sigma Chapter, contact the faculty sponsor.

## Graduate Academic Policy

*Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.*

Graduate students will follow undergraduate academic policy with the following exceptions:

### Application Process

Students applying for a graduate program should use the Colby-Sawyer College application found on our admissions website. The Common Application is not used for graduate level programs.

### Admission for Students Interested in the Graduate Nursing Program

The Master of Science in Nursing (M.S.N.) Program at Colby-Sawyer College is extremely selective. To be successful in nursing, students who apply for admission to the college with the intention of pursuing the M.S.N. program should be a graduate of an accredited Bachelor of Science in nursing program; hold an active and valid nursing License and have achieved a 2.50 cumulative grade point average in their undergraduate program which included an introductory statistics course.

### Non-Degree Students

Students may enroll in a master nursing level course as a non-degree student if student has received a previous bachelor's degree.

### Transfer Students

The ability to accept transfer students seeking entry into a graduate program will be evaluated on an individual basis and will be considered only when space permits. Three courses (9-12 graduate credits) may be transferred from other programs after evaluation by the registrar. Further information is available from the Admissions Office.

## Full Time Status/Financial Aid

Graduate students must be matriculated and half-time (5-6 credits) in order to be eligible for financial aid.

### Administrative Withdrawal

The 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 graduate program.

### Academic Probation

Students whose cumulative grade point average (GPA) is below the minimum satisfactory standard of 2.70 are placed on academic probation and notified in writing of their status. A minimum grade of a B- is required in all nursing courses. Academic probation indicates that students must improve their performance or risk suspension or dismissal at the end of the next semester. Satisfactory progress is monitored each semester to assure students meet the minimum 2.70 GPA for graduation. A student whose GPA is below 1.50 may be suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students on academic probation risk losing their financial aid and/or tuition-remission assistance. Students are urged to meet with their advisor to plan a strategy to improve their academic performance. Students may be advised to reduce their course load and/or repeat courses. In addition, students should take advantage of the services of the Student Learning Collaborative or Access Resources.

### Academic Suspension and Dismissal

At the end of each semester the academic records of students on probation are reviewed to determine whether they have met the college's standards for satisfactory progress. Students currently on probation who do not achieve the minimum satisfactory grade point average (GPA) of 2.70 at the end of the next semester may be suspended or dismissed from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the end of the next semester following notification of probation also may be suspended or dismissed. A student whose GPA is below 1.50 may be

suspended; below a 1.0 a student may be dismissed without having been placed on academic probation in a prior semester.

Students who are suspended are eligible for re-admittance to the college after a specific period of time, usually one semester. Students seeking readmission are asked to furnish information in the form of transcripts and/or letters of reference that indicate the student's

ability to do satisfactory academic work at Colby-Sawyer College. Decisions to readmit students are made in consultation with the Deans of Schools. Students who are suspended from the college may not participate in internships during their suspension. Students who do not seek re-admittance after suspension are withdrawn from Colby-Sawyer. Students who are dismissed from Colby-Sawyer College may not be readmitted.

# Campus Spaces & Facilities

## Campus Facilities

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

### Colby Homestead (1800)

The Advancement Office (including Alumni Relations, Development, Research, Stewardship, the Office of the Vice President of Advancement and the Adventures in Learning Program) are 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 Thornton Living Room. Colgate Hall houses the Admissions Office, other administrative offices, classrooms, student computer facilities and a state-of-the-art nursing lab. It also houses faculty of the School of Business & Social Sciences, as well as faculty of the School of Arts & Sciences. The offices of the Information Technology Department are located on the first floor. The building name honors the Colgate family, whose members were dedicated supporters of the college. Susan Colby, who later married James B. Colgate, was the first woman teacher and principal of Colby Academy. Her children, James C. Colgate and Mary Colgate, dedicated the building in 1912. The portico facing the college quadrangle was built in 1958, the gift of Mrs. Susan Colgate Cleveland and her sister Mrs. John Sloan, daughters of James C. Colgate.

### Curtis L. Ivey Science Center (2004)

The Curtis L. Ivey Science Center is a two-story, 32,000-square-foot building that houses the faculty of the School of Arts & Sciences. As the center for science education, the facility accommodates eight laboratories and six classrooms, with faculty offices and

student spaces on both floors. A 180-seat auditorium is located on the first floor. The building was named for Curtis L. and Doris Ivey, who contributed a major gift for science education in memory of their children, Curtis Ivey Jr. and Elizabeth Ivey Jurgenson.

### Davidow Center for Art + Design (2017)

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

### James House (1931)

James House is named for William James, American philosopher and houses the Campus Safety Offices.

### Lethbridge Lodge (1998)

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

### Mercer Hall (1963; 2002)

The Mercer Hall building houses nursing and health sciences classrooms, conference areas, laboratories and meeting spaces. A 20-foot addition, a climbing wall, an expanse of windows overlooking Mount Kearsarge and a colonnade were also included in the 2002 renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer '41, the building was rededicated in the fall of 2002. It was originally built in 1963 with funds raised by Dr. Eugene Austin, second president of the college.

### President's House (1937)

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

### Sawyer Fine Arts Center (1959)

The Sawyer Fine Arts Center was named in honor of Dr. H. Leslie Sawyer, who served as headmaster of Colby Academy from 1922 to 1928 and as first president of the

college from 1928 until his retirement in 1955. The center includes classrooms and spaces for performing art programs. The center also houses the Marian Graves Mugar Gallery, the Everett and Ruth Woodman Dance Studio, the Sawyer Theatre and stagecraft shop and offices for the faculty of the School of Arts & Sciences.

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

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns. The five-level structure houses the college library and archives, as well as The Harrington Center for Academic and Career Advising, the Student Learning Collaborative and Access Resources. The library provides print and electronic resources, including full-text databases, books, periodicals, videotapes, DVDs and compact discs. With its spectacular view of the surrounding mountains, the library is a perfect place for quiet contemplation, reading and research. Wireless network and Internet access is available in two computer areas with numerous PCs and a computer classroom. The Colby-Sawyer Testing Center is located in this building as well and offers more than 200 state and national assessment examinations, as well as professional certification and licensure exams.

#### **Ware Student Center (1987)**

The Ware Student Center, named in honor of Judge Martha Ware '37, former trustee, provides a common gathering place and is the site of many educational and social events. The center houses the Stable, which is the campus bookstore, the campus dining services, Ware Conference Room, Student Activities, Wheeler Hall and the mailroom. Also located in the Ware Student Center are offices for Student Development, Residential Education, Citizenship Education and the Board of Trustees Conference Room.

## **Athletic & Recreational Facilities**

New London is a four-season recreational and cultural community known throughout New England for its

beautiful lakes and mountains. Colby-Sawyer students enjoy access to many local and regional recreational amenities.

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

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

#### **Kelsey Athletic Campus**

The Kelsey Athletic Fields, dedicated in October 1999 and renamed in 2013, are named in honor of Patricia D. Kelsey, Colby-Sawyer trustee and former coach, and her husband, Robert P. Kelsey Jr. In 1996, the college acquired 116 acres of land, of which 28 acres were developed into a baseball diamond, soccer/lacrosse field and the Sally Shaw Veitch '66 Track and Field. The views of surrounding mountains from these facilities are breathtaking, and the Kelsey Athletic Fields are among New England's most beautiful college sports venues. Mercer Field, named in honor of Bill and Mona Mercer, is a competition field near Lawson Hall and complements the range of athletic and recreational sports facilities at the college.

#### **Patricia D. Kelsey Tennis Courts**

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

#### **Mercer Hall (1963)**

The Ray Indoor Climbing Wall, as well as a human performance laboratory that provides computerized health and fitness assessments are housed in this facility.



# Governing Body & Faculty

## Governing Body

### Board of Trustees

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

Bonita S. Basnyat '14

Jourdain K. P. Bell '19

Stephen D. Birge

Bernard N. Botchway '15

Collin D. Bray '06

Pamela Stanley Bright '61

Wendy G. Carey

Aimee M. Claiborne

Deborah L. Coffin '76

Edwin A. Cowell

Thomas C. Csatari

Ann Carroll Harris

Mitchell E. Harris

Lisa M. Hogarty '81, Chair

Thomas W. Hoyt

Susan MacMichael John '68

Bruce P. King

Anthony H. Librot '94, Vice Chair

Andrew Lydecker '00

Beth Constantinides Meurlin '70

William H. Mitchell

Margaret V. Mulley

JoAnn Franke Overfield '69

Susan B. Pomerantz '70

Sally Shaw Veitch '66

Barbara-Jan Wilson

### Honorary Life Trustees

Anne Winton Black '73, '75

Thomas C. Csatari

William H. Dunlap P '98

### Senior Staff

Karen I. Bonewald, Vice President for Finance and Administration

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

Gregg Mazzola, Vice President for Marketing and Communications

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

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

Laura A. Sykes '98, Academic Vice President and Dean of Faculty

## Faculty 2022-2023

**Maryann S. Allen, 2004**

*Associate Professor, School of Arts & Sciences*  
B.S., Pennsylvania State University  
M.S., Drexel University  
Ed.D., Argosy University

**Arianna M. Anton, 2014**

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

**Brandon Arvesen, 2022**

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

**Christopher J. Audino, 2015**

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

**Nicholas A. Baer, 2004**

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

**Kristie Baldwin, 2021**

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

**Caren Baldwin-DiMeo, 2005**

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

**Janet Bauer, 2016**

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

**Megan Baxter, 2020**

*Adjunct Faculty, School of Arts & Sciences*  
B.F.A., Goddard College  
M.F.A., Vermont College of Fine Arts

**Alicia Bergeron, 2020**

*Adjunct Faculty, School of Arts & Sciences*  
B.A., New England College

**Donna E. Berghorn, 1991**

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

**Christine Konicki Bieszczad, 2008**

*Associate Professor, School of Arts & Sciences* B.S., Saint Joseph College  
Ph.D., Dartmouth Medical School

**Wally D. Borgen, 2008**

*Adjunct Faculty, School of Arts & Sciences*  
B.B.A., Pace College  
M.S., Pace University  
Ed.D., Northern Illinois University

**Kimberly A. Boulanger, 2012**

*Assistant Professor, School of Nursing & Health Sciences*  
B.S.N., Western Connecticut State University  
M.S.N., Norwich University

**Eric M. Boyer, 2008**

*Professor, School of Business & Social Sciences*  
B.A., Indiana University of Pennsylvania  
Ph.D., University of Minnesota

**Karen C.L. Brook, 2018**

*Adjunct Faculty, School of Arts & Sciences*  
B.S., University of New Hampshire  
M.S., University of New Hampshire

**Audrey E. Brown, 2021**

*Adjunct Faculty, School of Business & Social Sciences*  
B.S., Morgan State University  
M.S., Brandeis University  
Psy.D., University of the Rockies

**Eli Burakian, 2022**

*Adjunct Faculty, School of Arts & Sciences*  
B.A., Dartmouth College  
M.A.L.S., Dartmouth College

**Kimberly Burwick, 2019**

*Adjunct Faculty, School of Arts & Sciences*  
B.A., University of Wisconsin  
M.F.A., Antioch University

**Andrew Davis Cahoon, 2007**

*Assistant Professor, School of Arts & Sciences*  
B.S., University of Maryland  
M.S., Yale University

**Nicole Chartier, 2019**

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

**Ewa A. Chrusciel**, 2006  
*Associate Professor, School of Arts & Sciences*  
 M.A., Jagiellonian University  
 Ph.D., Illinois State University

**Shirley Collins**, 2022  
*Adjunct Faculty, School of Arts & Sciences*  
 A.S., River Valley Community College  
 B.S., Granite State College

**Harry Compton**, 2022  
*Adjunct Faculty, School of Arts & Sciences*  
 B.S., Stockton State College  
 M.S., University of Pennsylvania

**Katelyn M. Cormier**, 2015  
*Adjunct Faculty, School of Nursing & Health Sciences*  
 B.S.N., Norwich University  
 M.S.N., Norwich University

**Steven R. Cornish**, 2018  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.A., University of Durham, UK  
 M.A., Brown University  
 Ph.D., University of Hull, UK

**R. Todd Coy**, 2005  
*Professor, School of Business & Social Sciences*  
 B.A., University of Houston at University Park  
 M.S., University of Houston at Clear Lake  
 Ph.D., Tufts University

**Elizabeth C. Crockford**, 1993  
*Professor, School of Business & Social Sciences*  
 B.A., College of the Holy Cross  
 M.B.A., New Hampshire College  
 Ph.D., Capella University

**Abigail E. Dempsey**, 2022  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.A. Indiana University-Purdue University Indianapolis  
 M.A., Ph.D., University of Toledo

**Cory Dinsmore**, 2021  
*Assistant Professor, School of Arts & Sciences*  
 B.F.A., Northern Vermont University  
 M.F.A., Vermont College of Fine Arts  
 (anticipated, 2023)

**Holley Dupre**, 2022  
*Adjunct Faculty, School of Business & Social Sciences*  
 B.A., Berry College  
 J.D., Vermont Law School

**Asher Ellis**, 2012  
*Adjunct Faculty, School of Arts & Sciences*  
 B.A. Colby-Sawyer College  
 M.A., University of Southern Maine

**Kathleen P. Farrell**, 2009  
*Professor, School of Business & Social Sciences*  
 B.A., Trinity College  
 M.A., Ph.D., Syracuse University

**Kelly Faughnan**, 2020  
*Adjunct Faculty, School of Arts & Sciences*  
 B.A., Amherst College  
 M.A., University of Massachusetts Amherst  
 M.Ed., Harvard University

**Kevin E. Finn**, 2019  
*Professor; Dean of the School of Nursing & Health Sciences*  
*Director of Clinical Partnerships*  
 B.S., Merrimack College  
 M.A., Fairfield University  
 Ed.D., Boston University

**Iris A. Fischer-McMorrow**, 2011  
*Assistant Professor, School of Arts & Sciences*  
 B.A., Mount Holyoke College  
 M.V.B., University College Dublin

**Bianca Fortier**, 2021  
*School of Nursing & Health Sciences*  
 B.S.N., Saint Anselm College  
 M.S.N., Norwich University

**Ann L. Fournier**, 2019  
*Assistant Professor, School of Nursing & Health Sciences*  
 B.A., Saint Anselm College  
 A.D.N., Manchester Community College  
 M.S.N., Massachusetts General Hospital Institute of Health Professions  
 M.S., Healthcare Administration New England College  
 Ph.D., Nursing Rutgers, The State University of New Jersey

**Katherine Gardener**, 2021  
*Adjunct Faculty, School of Arts & Sciences*  
 B.F.A., Colby-Sawyer College  
 M.F.A., Boston University

**Shari L. Goldberg**, 1994  
*Professor, School of Nursing & Health Sciences*  
 B.S.N., University of New Hampshire  
 M.S.N., Boston College  
 Ph.D., University of Massachusetts Lowell

**Matt Golec**, 2020  
*Adjunct Faculty, School of Arts & Sciences*  
 B.S., University of Vermont  
 M.J., University of California at Berkeley

**Kevin Goodan**, 2019  
*Adjunct Faculty, School of Arts & Sciences*  
 B.A., University of Montana  
 M.F.A., University of Massachusetts

**Rachel E. Gross, 2018**

*Adjunct Faculty, School of Arts & Sciences*

B.A., Oberlin College

M.F.A., Temple University

**Randall S. Hanson, 1996**

*Professor, School of Business & Social Sciences*

*David H. Winton Endowed Teaching Chair*

B.A., Washington University

M.A., Ph.D., Indiana University

**Douglas G. Harp, 2013**

*Adjunct Faculty, School of Arts & Sciences*

B.A., Harvard University

M.F.A., Yale University

**Scott Horsley, 2018**

*Assistant Professor, School of Arts & Sciences*

B.F.A., Rhode Island School of Design

M.F.A., University of California, San Diego

**Margaret Jacobs, 2021**

*Adjunct Faculty, School of Arts & Sciences*

B.A., Dartmouth College

**James A. Jukosky, 2010**

*Associate Professor, School of Arts & Sciences*

B.S., University of New Hampshire

Ph.D., Dartmouth College

**Thomas Kealy, 2000**

*Professor; Dean of the School of Business & Social Sciences*

B.A., Wesleyan University

M.A., University of Rhode Island

M.A., Ph.D., University of Oregon

**Jon P. Keenan, 1992**

*Professor, School of Arts & Sciences*

*Joyce J. Kolligian Distinguished Professor in Fine and Performing Arts*

*Sonja C. Davidow '56 Endowed Chair in the Fine and Performing Arts*

B.A., University of New Hampshire

M.F.A., Kyoto University

**Semra Kılıç-Bahi, 2003**

*Professor, School of Arts & Sciences*

B.S., Middle East Technical University

M.S., University of Saskatchewan

Ph.D., University of New Hampshire

**James Killarney, 2021**

*Associate Professor, School of Arts & Sciences*

B.A., University of Maine

M.P.H., Boston University

Ph.D., University of Maine, Orono

**Clara Knapp, 2020**

*Adjunct Faculty, School of Nursing & Health Sciences*

B.S.N., University of Vermont

M.S.N., Thomas Edison State University Graduate School

**Elizabeth M.G. Krajewski, 2003**

*Adjunct Faculty, School of Arts & Sciences*

*Research Librarian*

B.A., University of Massachusetts

M.Div., Seabury-Western Theological Seminary

Ph.D., University of Wales

**Sonya R. Kuykendall, 2014**

*Adjunct Faculty, School of Nursing & Health Sciences*

B.S.N., California State University, Bakersfield

M.S.N., Indiana Wesleyan University

**Christopher La Barbera, 2008**

*Adjunct Faculty, School of Arts & Sciences*

B.A., Dartmouth College

Ph.D., Stony Brook University

**Ambre Lahar, 2020**

*Adjunct Faculty, School of Arts & Sciences*

B.A., University of New Hampshire

M.F.A., University of New Hampshire

**Robin LeBoeuf, 2021**

*Assistant Professor, Nursing; School of Nursing & Health Sciences*

B.S.N., Drexel University

M.S.N., University of Pennsylvania

**Lauren Lefebvre, 2019**

*Adjunct Faculty, School of Nursing & Health Sciences*

B.S.N., Franklin Pierce University

M.S.N., Simmons College

**Joan Lehoullier, 2018**

*Assistant Professor, School of Business & Social Sciences*

B.S., Westfield State

M.S., Eastern Illinois

Ed.D., University of Massachusetts Lowell

**Joan G. Loftus, 2008**

*Associate Professor, School of Nursing & Health Sciences*

B.S., Wilkes University

M.S.N., Georgetown University

D.N.P., Wilkes University

**Michael Lovell, 2001**

*Adjunct Faculty, School of Arts & Sciences*

B.F.A., Cornell University

M.F.A., The School of the Art Institute of Chicago

**Amy Lyon, 2018**

*Assistant Professor, School of Business & Social Sciences*

B.S., Colby-Sawyer College  
M.A., Dartmouth College  
Ed.L.D., New England College

**Teriko MacConnell, 2016**  
*Adjunct Faculty, School of Arts & Sciences*  
B.S., University of New Hampshire  
M.Ed., Plymouth State University

**Leon-C. Malan, 1994**  
*Professor, School of Arts & Sciences*  
*M. Roy London Endowed Chair*  
B.Com., University of Pretoria  
M.B.A., University of Cape Town  
Ph.D., State University of New York at Albany  
Ph.D., Antioch University

**Christine L. McClure, 2020**  
*Adjunct Faculty, School of Business & Social Sciences*  
B.S., Granite State College  
M.A., University of Central Florida

**Kelly A. McCue, DNP, MSN, AOCNS, RN, 2021**  
D.N.P., Northeastern University  
M.S.N., Loyola University

**Jonathan G. McCosh, 2013**  
*Associate Professor, School of Business & Social Sciences*  
B.S., Merrimack College  
M.B.A., Babson College  
D.B.A., Nova Southeastern University

**Megan L. McGinnis, 2021**  
*School of Nursing & Health Sciences*  
M.S.N., Southern New Hampshire University  
B.S.N., Rivier University  
A.S.N., St Joseph School of Nursing

**Krystal McGovern, 2019**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.A., Providence College  
M.B.A., University of Phoenix  
M.S.N., Franklin Pierce University

**Elizabeth B. McGrath, 2016**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., St. Anselm College  
M.S.N., Sage Graduate School  
D.N.P., Northeastern University

**Mary McLaughlin, 2003**  
*Adjunct Faculty, School of Arts & Sciences*  
B.A., University of New Hampshire  
M.Ed., University of Vermont

**Courtney B. McManus, 2008**  
*Adjunct Faculty, School of Business & Social Sciences*  
B.S., Southern Connecticut State University  
Ph.D., Dartmouth College

**Russell E. Medbery, 2001**  
*Professor, School of Business & Social Sciences*  
*David H. Winton Endowed Teaching Chair*  
B.S., Trinity College  
M.S., Purdue University  
Ph.D., University of North Carolina at Greensboro

**Jillian R. Miller, 2006**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., University of Phoenix  
M.S.N.Ed., University of Phoenix

**Darcy B. Mitchell, 2010**  
*Professor, School of Business & Social Sciences*  
*Sonja C. and William H. Davidow Endowed Chair*  
B.S., Rensselaer Polytechnic Institute  
M.A., Ph.D., Boston College

**James D. Moyer, 2022**  
*Adjunct Faculty, School of Arts & Sciences*  
B.S., Marquette University  
M.S., Yale University  
Ph.D., Yale University

**Jody Eva Murphy, 2000**  
*Professor, School of Business & Social Sciences*  
B.S., Franklin Pierce College  
M.B.A., New Hampshire College  
Ph.D., Capella University

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

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

**Pete Nye, 2021**  
*Assistant Professor, School of Business & Social Sciences*  
B.A., University of New Hampshire  
M.A.T., Boston College  
M.B.A. Cornell University  
Ph.D. Duke University

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

**Tracia L. O'Shana, 2008**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., Rhode Island College  
M.S.N., Graceland University

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

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

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

**Brentnall Powell, 2022**  
*Adjunct Faculty, School of Arts & Sciences*  
B.A., Williams College  
M.A., Brown University  
Ed.M., Harvard Graduate School of Education

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

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

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

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

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

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

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

**Theodore J. Smith, 2005**

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

**Rebecca Socci, 2019**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., Colby-Sawyer College  
M.S.N., Norwich University

**Anne Sosin, 2018**  
*Assistant Professor, School of Nursing & Health Sciences*  
B.A., Dartmouth College  
MPH, John Hopkins Bloomberg School of Public Health

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

**William F. Spear, 2008**  
*Adjunct Faculty, School of Business & Social Sciences*  
B.S., B.A., Emmanuel College  
M.B.A., Norwich University  
D.B.A., Walden University

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

**Michael S. Staunton, 2022**  
*Assistant Professor, School of Business & Social Sciences*  
B.A., Saint Michael's College  
M.A., University of New Hampshire  
Ph.D., University of New Hampshire

**Julie Steele, DNP, RN, 2021**  
*Assistant Professor, School of Nursing & Health Sciences*  
D.N.P., Duke University  
M.S.N., Albany Medical College  
B.S.N., Regents College

**Kerstin Stoedefalke, 1991**  
*Professor, School of Nursing & Health Sciences*  
B.S., Pennsylvania State University  
M.S., University of Montana  
Ph.D., University of Exeter

**Susan D. Stuebner, 2016**  
*Professor, School of Business & Social Sciences*  
*President of the College*  
A.B., Dartmouth College  
Ed.M., Ed.D., Harvard University Graduate School of Education

**Beth Swanson, 2018**  
*Adjunct Faculty, School of Nursing & Health Sciences*

B.A., Wittenberg University  
M.S., University of Indianapolis  
D.P.T., The Sage Colleges

**Siobhan Swanson, 2020**  
*Adjunct Faculty, School of Business & Social Sciences*  
B.A., Framingham State College  
M.Ed., Northeastern University

**Laura A. Sykes, 1993**  
*Professor, School of Arts & Sciences*  
*Academic Vice President and Dean of Faculty*  
B.S., Colby-Sawyer College  
M.S., Ph.D., Antioch University

**Courtney Gray Tanner, 2020**  
*Adjunct Faculty, School of Business & Social Sciences*  
B.A., Saint Anselm College  
J.D., University of New Hampshire  
M.S.W., University of New Hampshire

**Sarah Tatro, 2020**  
*Adjunct Faculty, School of Nursing & Health Sciences*

**Kathleen M. Tennent, 2010**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., Ottawa University School of Nursing  
M.P.H., Boston University School of Medicine / Public Health

**Lindsey M. Thompson, MSN, RN, CNL, 2018**  
*Assistant Professor, School of Nursing & Health Sciences*  
B.S., State University of New York at Potsdam  
B.S.N., University of Rochester School of Nursing  
M.S.N., Colby-Sawyer College

**Alexander Thorngren, 2019**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.A., Vermont College  
M.S., Dartmouth College  
Ed.D., University of Vermont

**Jennifer Tockman, 2020**  
*Adjunct Faculty, School of Arts & Sciences*  
B.S., University of Massachusetts Amherst  
M.B.A., Framingham State University

**Catherine Turcotte, 2013**  
*Associate Professor, School of Business & Social Sciences*  
B.A., New England College  
M.A., Ph.D., University of New Hampshire  
M.S.W. Fordham University

**Jason C. Vallee, 2022**  
*Assistant Professor, School of Business & Social Sciences*  
B.A. Plymouth State College  
M.A., Ph.D. The Fielding Graduate University

**Stacey L. Watts, 2007**  
*Associate Professor, School of Business & Social Sciences*  
B.S., Ithaca College  
M.Ed., Springfield College  
Ph.D., Northcentral University

**Nanci Weinhold, 2019**  
*Adjunct Faculty, School of Nursing & Health Sciences*  
B.S.N., Colby-Sawyer College  
M.S.N., Franklin Pierce University

**Karen West, 2020**  
*Adjunct Faculty, School of Arts & Sciences*  
B.A., Hunter College, CUNY  
M.A., CUNY Graduate Center  
M.S., Logan University

**Chery A. Whipple, 2017**  
*Assistant Professor, School of Arts & Sciences*  
B.S., Lake Erie College  
M.S., Ph.D., University of New Hampshire

**Peter A. White, 2001**  
*Professor, School of Arts & Sciences*  
*Sonja C. and William H. Davidow Endowed Chair*  
B.S., University of Massachusetts at Dartmouth  
Ph.D., Indiana State University

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

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



## Faculty Emerit

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

# Programs

## Allied Health

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

#### Degree Type

Associate of Science

The Associate of Science in Health Science (A.S.) Partnership Programs are available to employees of Dartmouth Health who are trained through the Dartmouth Health Workforce Readiness Institute (WRI). Students in these programs supplement their coursework and apprenticeships at Dartmouth Health with online coursework through Colby-Sawyer College (CSC).

Three pathways to the Associate of Science in Health Science are available: medical assistant, pharmacy technician and surgical technologist.

#### *Medical Assistant Certification*

Dartmouth Health WRI Medical Assistant trainees are enrolled in an 11-week intensive training program, which leads to national certification through the National Healthcareer Association (NHA) and a credential of Certified Clinical Medical Assistant (CCMA). Upon successful completion, medical assistant trainees begin work in the ambulatory clinic and are enrolled in a 2,000-hour Department of Labor Registered Apprenticeship.

A total of 60 credits is required to earn the Associate of Health Science. Dartmouth Health WRI Medical Assistant trainees earn 25 credits through Colby-Sawyer for the MA training coursework, followed by 21 credits for elective courses taken during the student's registered apprenticeship. The final 20 credits of the pathway are derived from 8-week online Liberal Education courses taught by CSC. Please note: the additional credits students earn can be rolled into a Bachelor's degree program.

#### *Pharmacy Technician Certification*

Dartmouth Health WRI Pharmacy Technician trainees are enrolled in a 9-week intensive training program which leads to national certification through the Pharmacy Technician Certification Board (PTCB) exam and the credential of a Certified Pharmacy Technician (CPhT). Upon successful completion, pharmacy technician trainees begin work in the pharmacy and are enrolled in a 2,000-hour Department of Labor Registered Apprenticeship.

A total of 60 credits is required to earn the Associate of Health Science. Dartmouth Health WRI Pharmacy Technician trainees earn 19 credits through Colby-Sawyer for the PT training coursework, followed by 21 credits for elective courses taken during the student's apprenticeship. An additional 8 credits are taken through the WRI following certification. The final 20 credits of the pathway are derived from 8-week online Liberal Education courses taught by CSC. Please note: the additional credits students earn can be rolled into a Bachelor's degree program.

#### *Surgical Technologist Certification*

The surgical technology program is accredited by the Commission on Accreditation of Allied Health Education programs (CAAHEP). Graduates are eligible to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) exam to become Certified Surgical Technologists (CSTs). Beginning in Fall 2021, students admitted to the Surgical Technology (ST) program at Dartmouth Health who do not hold an associate degree or higher may begin taking courses at CSC, followed by Dartmouth Health technical training courses, so they will have completed the Associate of Science prior to certification.

A total of 60 credits is required to earn the Associate of Health Science. 24 credits of the program are derived from 8-week online Liberal Education courses taught by CSC. An additional 21 credits are available via elective courses taken during the student's apprenticeship. The final 20 credits will be granted from the ST training coursework. Please note: the additional credits students earn can be rolled into a Bachelor's degree program.

#### Professional Learning Credits

Professional Learning Credits can be applied in place of the Dartmouth Health campus courses.

#### Learning Outcomes

1. Identify common terminology, tool and practices used in health and wellness systems.
2. Synthesize various theories of human behavior among societal cohorts.
3. Discover and assess community resources for patients of health and wellness providers.
4. Describe potential risks to wellness stemming from behavioral, environmental and social factors.
5. Practice appropriate scientific inquiry, mathematical fluency and lab techniques for problem solving.

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

Courses taken at Dartmouth Health location:

Item #	Title	Credits
ALH 101	Medical Terminology	3.0
ALH 102	Introduction to Anatomy and Physiology	3.0
ALH 103	Pathophysiology	3.0
ALH 105	Communication for the Healthcare Professional	3.0
ALH 106	Pharmacology	3.0
MA 101	Clinical Medical Assistant Practices	4.0
MA 101L	Clinical Medical Assistant Practices Lab	8.0
MA 201	Clinical Medical Assistant Practicum	3.0

Courses taken at CSC:

Item #	Title	Credits
IE 300	Level Courses	4.0
	MAT 206 or 220	4
PHI 305	Biomedical Ethics	4.0
WRT 101	Introduction to Academic Writing	4.0

One additional Liberal Education course

Item #	Title	Credits
	Liberal Education Course	4

Courses taken through the WRI can be evaluated for Professional Learning Credits that may count toward the degree as free electives.

## Health Science (A.S.) Pharmacy Technician Progress to completion Requirements:

Courses taken at Dartmouth Health location:

Item #	Title	Credits
ALH 101	Medical Terminology	3.0
ALH 102	Introduction to Anatomy and Physiology	3.0
ALH 103	Pathophysiology	3.0
ALH 104	Introduction to Healthcare	2.0
ALH 105	Communication for the Healthcare Professional	3.0
ALH 106	Pharmacology	3.0
PHT 101	Pharmacy Technician Practices and Procedures	3.0
PHT 101L	Pharmacy Technician Practices and Procedures Lab	2.0
PHT 102	Pharmacy Calculations	3.0
PHT 201	Pharmacy Technician Practicum	3.0

Courses taken at CSC:

Item #	Title	Credits
IE 300	Level Courses	4.0
	MAT 206 or 220	4
PHI 305	Biomedical Ethics	4.0
WRT 101	Introduction to Academic Writing	4.0

One additional Liberal Education course

Item #	Title	Credits
	Liberal Education Course	4

Courses taken through the WRI can be evaluated for Professional Learning Credits that may count toward a degree as free electives.

## Health Science (A.S.) Surgical Technologist Progress to completion Requirements:

Courses taken at Dartmouth Health location:

Item #	Title	Credits
AHS 101	Surg Tech Terminology	3.0
AHS 200	Surgical Anatomy and Physiology I (+ Lab)	4.0
AHS 300	Surgical Anatomy and Physiology II (+ Lab)	4.0
SUR 101	Perioperative Patient Care	4.0
SUR 102	Perioperative Patient Care II	6.0
SUR 103	Aseptic Lab	12.0
SUR 200	Microbiology	4.0
SUR 201	Surgical Procedures I	4.0
SUR 202	Surgical Procedures I Clinical	12.0
SUR 300	Pharmacology	3.0
SUR 301	Surgical Procedures II	4.0
SUR 302	Surgical Procedures II Clinical	12.0
SUR 400	Professional Success Development	1.0
SUR 401	CST Review	3.0
SUR 402	Surgical Specialties III	4.0
SUR 403	Surgical Specialties III Clinical	12.0

Courses taken at CSC:

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
IE 300	Level Courses	4.0
	MAT 206 or 220	4
PHI 305	Biomedical Ethics	4.0
WRT 101	Introduction to Academic Writing	4.0

One additional Liberal Education course

Item #	Title	Credits
	Liberal Education Course	4

Courses taken through the WRI can be evaluated for Professional Learning Credits that may count toward a degree as free electives.

### Suggested Registration Sequence

## A.S. in Health Science – Medical Assistant

## Dartmouth Health campus: (25 credits)

Item #	Title	Credits
ALH 101	Medical Terminology	3.0
ALH 102	Introduction to Anatomy and Physiology	3.0
ALH 103	Pathophysiology	3.0
ALH 105	Communication for the Healthcare Professional	3.0
ALH 106	Pharmacology	3.0
MA 101	Clinical Medical Assistant Practices	4.0
MA 101L	Clinical Medical Assistant Practices Lab	8.0
MA 201	Clinical Medical Assistant Practicum	3.0
CSC 210	Introduction to Registered Apprenticeship	3.0
CSC 301	Registered Apprenticeship I	6.0
CSC 302	Registered Apprenticeship II	6.0
CSC 303	Registered Apprenticeship III	6.0

## CSC online campus: (20 credits)

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
	Math Proficiency	4
	Liberal Education Course	4
IE 300	Level Courses	4.0
PHI 305	Biomedical Ethics	4.0

*\*A maximum of two courses may double count for credit within the Liberal Education requirement and the program requirements.*

*\*\*Students take the CCMA certification exam on the final day of the medical assistant training program, prior to beginning their apprenticeship; all coursework must earn a 75% or higher to be eligible for the certification exam.*

*+Students will enroll at CSC and be oriented to pathways to completion at the beginning of their training program.*

Please contact the director of graduate and professional studies, School of Nursing & Health Sciences for individual advising.

## A.S. in Health Science – Pharmacy Technician

## Dartmouth Health campus: (27 credits)

Item #	Title	Credits
ALH 101	Medical Terminology	3.0
ALH 102	Introduction to Anatomy and Physiology	3.0
ALH 103	Pathophysiology	3.0
ALH 104	Introduction to Healthcare	2.0
ALH 105	Communication for the Healthcare Professional	3.0
ALH 106	Pharmacology	3.0
PHT 101	Pharmacy Technician Practices and Procedures	3.0
PHT 101L	Pharmacy Technician Practices and Procedures Lab	2.0
PHT 102	Pharmacy Calculations	3.0
PHT 201	Pharmacy Technician Practicum	3.0
CSC 210	Introduction to Registered Apprenticeship	3.0
CSC 301	Registered Apprenticeship I	6.0
CSC 302	Registered Apprenticeship II	6.0
CSC 303	Registered Apprenticeship III	6.0

## CSC campus: (20 credits)

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
	Math Proficiency	4
	Liberal Education Course	4
IE 300	Level Courses	4.0
PHI 305	Biomedical Ethics	4.0

[ALH 102](#), [ALH 103](#), [ALH 104](#): These courses are taken after students earn certification

*\*A maximum of two courses may double count for credit within the Liberal Education requirement and the program requirements.*

*\*\*Students take the CPhT certification exam on the final day of the pharmacy technician training program, prior to beginning their apprenticeship; all coursework must earn a 75% or higher to be eligible for the certification exam.*

*+Students will enroll at CSC and be oriented to pathways to completion at the beginning of their training program.*

Please contact the director of graduate and professional studies, School of Nursing & Health Sciences for individual advising.

## A.S. in Health Science – Surgical Technologist

## Dartmouth Health Campus: (92 credits)

Item #	Title	Credits
AHS 101	Surg Tech Terminology	3.0
AHS 200	Surgical Anatomy and Physiology I (+ Lab)	4.0
SUR 101	Perioperative Patient Care	4.0
SUR 102	Perioperative Patient Care II	6.0
SUR 103	Aseptic Lab	12.0
AHS 300	Surgical Anatomy and Physiology II (+ Lab)	4.0
SUR 200	Microbiology	4.0
SUR 201	Surgical Procedures I	4.0
SUR 202	Surgical Procedures I Clinical	12.0
SUR 300	Pharmacology	3.0
SUR 301	Surgical Procedures II	4.0
SUR 302	Surgical Procedures II Clinical	12.0
SUR 400	Professional Success Development	1.0
SUR 401	CST Review	3.0
SUR 402	Surgical Specialties III	4.0
SUR 403	Surgical Specialties III Clinical	12.0
CSC 210	Introduction to Registered Apprenticeship	3.0
CSC 301	Registered Apprenticeship I	6.0
CSC 302	Registered Apprenticeship II	6.0
CSC 303	Registered Apprenticeship III	6.0

## CSC Campus (24 credits)

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
WRT 101	Introduction to Academic Writing	4.0
	Math Proficiency	4
	Liberal Education Course	4
IE 300	Level Courses	4.0
PHI 305	Biomedical Ethics	4.0

[AHS 101](#), [BIO 205](#): These courses are prerequisites for the surgical technologist program

*\*A maximum of two courses may double count for credit within the Liberal Education requirement and the program requirements.*

*\*\*Students take the NBSTSA certification exam on the final day of the surgical technologist training program; all coursework must earn a 75% or higher to be eligible for the certification exam.*

*+Students will enroll at CSC and be oriented to pathways to completion at the beginning of their training program.*

Please contact the Director of graduate and professional studies, School of Nursing & Health Sciences for individual advising.

# Graduate Nursing

## Nursing – Master of Science in Nursing (M.S.N.)

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

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

### *Admission for Students Interested in the Graduate Nursing Program*

The Master of Science in Nursing (M.S.N.) Program at Colby-Sawyer College is extremely selective. To be successful in nursing, students who apply for admission to the college with the intention of pursuing the M.S.N. program should be a graduate of an accredited Bachelor of Science in nursing program; and have achieved a 2.50 cumulative grade point average in their undergraduate program which included an introductory statistics course.

### *Transfer Students*

The ability to accept transfer students seeking entry into the graduate nursing program will be evaluated on an individual basis and will be considered only when space permits. Three courses (9 graduate credits) may be transferred from other programs after evaluation by the registrar. Further information is available from the Admissions Office.

### *Nursing Program Academic Policies*

A minimum grade of B- is required in all nursing courses. Students may only repeat one nursing course one time if necessary. A graduate student is considered to be a full-time student with 9 or more credits per semester.

Three courses (9-12 graduate credits) will be allowed for transfer to the Master of Science in Nursing program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus. MSN students will not be able to exceed 9 credits as a non-degree student.

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to

remain in a nursing course or in a clinical setting. Failure to comply with clinical agency policy is also cause for dismissal from the nursing major.

For program-specific complaints, all students are encouraged to work with their advisor to resolve issues directly with their professor. If resolution at the faculty/course level is not reached, students are encouraged to talk with the director and chair of nursing and then the dean of the SNHS and to follow the specified process in the Professional Learner Course Catalog.

### *Clinical Education*

Colby-Sawyer College is fortunate to offer its students clinical experiences in a variety of inpatient and community settings. The School of Nursing & Health Sciences has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice and New Hampshire area schools, in addition to other health and human services organizations. For students out of the area, Colby-Sawyer College will create an affiliation agreement with each student's employer or another healthcare organization convenient to them.

Nursing students must have the following on record in the School of Nursing & Health Sciences at least four weeks prior to the start of their clinical experience: evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider/Professional Rescuer level, issued by either the American Red Cross or the American Heart Association, proper documentation of all health and safety requirements and a criminal background check and a urine drug screening test (agency requirements). Students employed at their clinical site will provide a letter of attestation of the above noted health and safety requirements. Random urine drug screening may also be conducted at the discretion of the program. Regarding clinical education policies, the nursing program abides by the policies articulated by the clinical agencies in which it is engaged.

## Nursing Program Mission

The nursing program mission flows from the college mission by preparing competent ethical nursing graduates at the baccalaureate and master's level. The integration of knowledge from the liberal arts and sciences with professional education is designed to provide a student-centered, high-quality education in nursing, grounded in evidence-based theory, including the educational and clinical opportunities that prepare them for advanced nursing practice. It is expected that graduates will practice in a variety of settings as they serve persons from diverse backgrounds in need of health care and form collaborative partnerships with

professionals in other disciplines. In addition to a liberal education, the core components of the program in nursing are grounded in the Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and the Essentials of Master's Education in Nursing (2011) and include the competencies and knowledge essential to nursing practice, the values of the healing professions and the development of the professional role of the nurse. The program prepares its graduates for lifelong learning and a spirit of inquiry.

## Master of Science in Nursing Program Goals

- Prepare graduates with necessary knowledge, skills and attitudes for advanced nursing practice as an educator, executive leader or clinical nurse leader.
- Prepare graduates to make significant contributions to the improvement of healthcare and to the advancement of nursing knowledge and practice.
- Provide a foundation for doctoral study.

## R.R.T. to Bachelor of Science (B.S.) – Online

### Degree Type

Bachelor of Science

This program is for Registered Respiratory Therapists (RRT) with an earned associate degree in respiratory therapy who wish to earn a Bachelor of Science with a respiratory therapy major. Courses are offered over 3 semesters in 8-week online sessions that cater to the demanding schedules of working professionals. The option to enroll full-time or part-time provides flexibility throughout the program. Students take courses at their own pace to maintain an optimal work-life balance. The program can be completed in as little as 16 months, or four semesters, or can take as long as necessary to fit into one's schedule. The average program completion rate is two to three years. The program integrates knowledge from the liberal arts and sciences with professional respiratory therapy education.

## Conditional Acceptance Policy for the R.R.T. to B.S. program:

- The admissions counselor verifies the student is in the final semester of a program, or within 18 credits of graduating from an associate degree program.
- Student holds a cumulative GPA above a 2.5 from college/university
- Student will need to submit the online application. The application contains no disciplinary issues or criminal record that would need to be reviewed by Admissions.

- Student provides transcripts showing completion of the associate degree program before enrolling at Colby-Sawyer. Students could start with a course as a non-degree student until their official transcript has been received.
  - If official transcripts are not received, the admissions counselor will follow up with the incoming student 2 weeks before courses start to verify.
- Student passes R.R.T. licensing exam before moving beyond 3 courses (12 credits) at Colby-Sawyer. This will be verified by the admissions counselor.

If the student does not meet these conditions by the end of the add/drop date for the session to which they are applying, their conditional acceptance will be rescinded, and they will be withdrawn from courses. The student may be considered for future entry points if they fulfill the admission requirements.

## Academic Policies Specific to R.R.T. to B.S. Program

- R.R.T. to B.S. students must achieve a B- in all RNRT and RTBS courses.
- One RNRT or RTBS course can be repeated one time.
- R.R.T. to B.S. students must complete all liberal education requirements and RNRT/RTBS coursework prior to taking RNRT 486 (Capstone).
- A minimum cumulative grade point average of 2.00 in the major is required for graduation.

## Learning Outcomes

Upon completion of degree requirements, students are able to:

1. Incorporate, integrate and apply a broad body of knowledge to the delivery of care in order to practice compassionate, culturally competent, patient-centered, research-based, cost-effective, clinical care in various settings using the core competencies and knowledge that underlie state and national standards of practice.
2. Assume responsibility for professional development and life-long learning in an ever-changing and challenging healthcare environment.
3. Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate high-quality, safe, evidence-based care across the lifespan and the continuum of care
4. Communicate effectively in writing, orally and electronically with all members of the interdisciplinary healthcare team, including clients, families, communities and their support systems.



5. Demonstrate professional attitudes and behaviors that incorporate clients' rights and professional codes and standards.
6. Understand the micro- and macro- systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.
7. Use critical inquiry and information technology to participate in quality improvement processes.

## R.R.T. to B.S. Program Progress to Completion Requirements:

[RNRT 401](#), [RNRT 403](#), [RNRT 404](#), [RNRT 486](#), [RTBS 410](#): minimum grade of B-

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
MAT 220	Introduction to Statistics	4.0
BIO 121	Basic Microbiology (+lab)	4.0
BIO 205	Human Anatomy and Physiology 4.0 I (+lab)	
BIO 206	Human Anatomy and Physiology 4.0 II (+lab)	
PSY 101	Introduction to Psychology	4.0
PHI 305	Biomedical Ethics	4.0
RNRT 401	Healthcare Research and Evidence Based Practice	4.0
RNRT 403	The Administrative Context for High Quality Care Delivery	4.0
RNRT 404	Leadership and Management in Health Care Systems	4.0
RNRT 486	Capstone Project in Nursing	4.0
RTBS 410	Advanced Topics in Respiratory Therapy	4.0
	Lib Ed Courses	16

### Suggested Registration Sequence

### Proficiencies

Item #	Title	Credits
MAT 220	Introduction to Statistics	4.0
WRT 101	Introduction to Academic Writing	4.0

### Liberal Education Core

Item #	Title	Credits
	Lib Ed Courses	16

## BS: Respiratory Care Therapist to Bachelor Degree

Item #	Title	Credits
BIO 121	Basic Microbiology (+lab)	4.0
BIO 205	Human Anatomy and Physiology 4.0 I (+lab)	
BIO 206	Human Anatomy and Physiology 4.0 II (+lab)	
PSY 101	Introduction to Psychology	4.0
PHI 305	Biomedical Ethics	4.0
RNRT 401	Healthcare Research and Evidence Based Practice	4.0
RNRT 403	The Administrative Context for High Quality Care Delivery	4.0
RNRT 404	Leadership and Management in Health Care Systems	4.0
RTBS 410	Advanced Topics in Respiratory Therapy	4.0
RNRT 486	Capstone Project in Nursing	4.0

Please contact the director of professional learning, School of Nursing & Health Sciences for individual advising.

## Master of Science in Nursing (M.S.N.)

### Degree Type

Master of Science in Nursing

Colby-Sawyer's graduate nursing program leads to a Master of Science in Nursing (M.S.N.) degree. The program is designed for the baccalaureate-prepared registered nurse and will prepare those who will practice in advanced nursing roles in a variety of settings. The program presumes knowledge from the liberal arts and sciences and professional nursing education acquired in undergraduate baccalaureate nursing programs. Offered in an on-line format, the nursing courses are designed to respond to the unique needs of adult learners who have current nursing practice experience.

### Learning Outcomes

### Master of Science in Nursing Program Outcomes:

Drawn from the American Association of Colleges and Nursing's [Essentials of Master's Education in Nursing](#)

- Incorporate, integrate and apply a broad body of knowledge from the liberal arts and sciences to the acquisition of nursing knowledge as the foundation for safe quality patient care.

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

#### **Program Outcomes Master of Science in Nursing: Clinical Nurse Leader**

- Deliver safe, high quality, patient-centered, evidence-based care to assigned clients.
- Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and the degree to which they are patient-centered.
- Use information systems and technology at the point of care to improve health care outcomes.
- Participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.
- Assume accountability for healthcare outcomes for a specific group of clients within a unit or setting, recognizing the influences of the meso- and macro systems on the clinical microsystem; and applies evidence-based information to design, implement and evaluate the client plans of care.
- Assimilates and applies evidenced-based information to design, implement and evaluate the client plans of care.
- Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.

- Use appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health professionals.
- Effect change through advocacy for the client, the interdisciplinary health care team and the profession.
- Communicate effectively to achieve quality client outcomes and integration of care for a cohort of clients.
- Actively pursue new knowledge and skills as needs of clients and the role of the nurse in the health care system evolve.
- Properly delegate and utilize the nursing team resources (human and fiscal) and serve as a leader and partner in the inter-professional health care team.

#### **Program Outcomes Master of Science in Nursing: Nursing Education**

- Synthesize concepts and theories of education and related sciences to the design of curricula and the evaluation of program outcomes for individuals or groups in a variety of settings.
- Apply leadership strategies to advance nursing practice and education and advocate for policies that improve nursing education at local and national levels.
- Utilize knowledge of continuous improvement methodology to improve the design, coordination and evaluation of patient-centered care and utilize research to analyze the outcomes of interventions to improve nursing practice and enhance pedagogy.
- Integrate clinical and population health concepts in the development of culturally responsive nursing education and practice.
- Incorporate the best available evidence from nursing and related sciences to build a foundation for practice as a nurse educator in an academic or healthcare delivery setting, integrating an evolving personal philosophy of nursing.

#### **Program Outcomes Master of Science in Nursing: Nursing Management and Executive Leadership**

- Synthesize concepts and theories from nursing and organizational science and informatics to make changes in the healthcare environment to improve health outcomes to diverse groups.
- Demonstrate the ability to use complexity science and systems theory in the design, delivery and evaluation of health care and analyze how policies influence the structure and financing of nursing practice and outcomes.
- Employ collaborative strategies in the application of evidence-based practice as an organizational leader in redesigning healthcare delivery systems.

- Integrate clinical and population health concepts in the use of communication technologies and information systems to facilitate organization decision making.
- Incorporate the best available evidence from nursing and related sciences to build a foundation for practice as an organizational leader and promote improvement in healthcare outcomes.

## Master of Science in Nursing M.S.N. Progress to Completion Requirements Core Requirements

GNUR 514: optional for CNL Track

Item #	Title	Credits
GNUR 504	Clinical Quality Improvement I	3.0
GNUR 510	Evidence-Based Practice and Applied Nursing Research	3.0
GNUR 512	Health Care Systems, Policy and Leadership	3.0
GNUR 513	Population Health	3.0
GNUR 514	Advanced Role Development in Nursing	1.0

### Concentration courses: Clinical Nurse Leader

Item #	Title	Credits
GNUR 501	Health Assessment and Diagnostic Reasoning for the Advanced Practitioner	3.0
GNUR 502	Advanced Pathophysiology	3.0
GNUR 503	Advanced Pharmacology	3.0
GNUR 511	Clinical Quality Improvement II	5.0
GNUR 598	Advanced Generalist Nursing Capstone I	5.0
GNUR 599	Advanced Generalist Nursing Capstone II	6.0

### Concentration courses: Nursing Education

Item #	Title	Credits
GNUR 501	Health Assessment and Diagnostic Reasoning for the Advanced Practitioner	3.0
GNUR 502	Advanced Pathophysiology	3.0
GNUR 503	Advanced Pharmacology	3.0
GNUR 515	Theoretical Basis of Teaching and Learning in Nursing Education	3.0
GNUR 525	Role of Nurse Educator and Curriculum Development in Nursing	3.0
GNUR 535	Assessment and Evaluation Strategies in Nursing Education	3.0
GNUR 587	Nursing Education Clinical Capstone	6.0

## Concentration courses: Nursing Management and Executive Leadership

Item #	Title	Credits
GNUR 511	Clinical Quality Improvement II	5.0
GNUR 520	Healthcare Delivery Systems	3.0
GNUR 530	Role Development for Nursing Management and Executive Leadership	3.0
GNUR 540	Organizational Behavior in Healthcare	3.0
GNUR 545	Principles of Business and Finance in Healthcare	3.0
GNUR 586	Nursing Management and Executive Leadership Capstone	6.0

### Suggested Registration Sequence

## Master of Science in Nursing (M.S.N.) Clinical Nurse Leader

GNUR 514: optional for CNL Track

Item #	Title	Credits
GNUR 504	Clinical Quality Improvement I	3.0
GNUR 510	Evidence-Based Practice and Applied Nursing Research	3.0
GNUR 512	Health Care Systems, Policy and Leadership	3.0
GNUR 513	Population Health	3.0
GNUR 514	Advanced Role Development in Nursing	1.0
GNUR 501	Health Assessment and Diagnostic Reasoning for the Advanced Practitioner	3.0
GNUR 502	Advanced Pathophysiology	3.0
GNUR 503	Advanced Pharmacology	3.0
GNUR 511	Clinical Quality Improvement II	5.0
GNUR 598	Advanced Generalist Nursing Capstone I	5.0
GNUR 599	Advanced Generalist Nursing Capstone II	6.0

## Master of Science in Nursing (M.S.N.) Nursing Education

Item #	Title	Credits
GNUR 504	Clinical Quality Improvement I	3.0
GNUR 510	Evidence-Based Practice and Applied Nursing Research	3.0
GNUR 512	Health Care Systems, Policy and Leadership	3.0
GNUR 513	Population Health	3.0
GNUR 514	Advanced Role Development in Nursing	1.0
GNUR 511	Clinical Quality Improvement II	5.0
GNUR 520	Healthcare Delivery Systems	3.0
GNUR 530	Role Development for Nursing Management and Executive Leadership	3.0
GNUR 540	Organizational Behavior in Healthcare	3.0
GNUR 545	Principles of Business and Finance in Healthcare	3.0
GNUR 586	Nursing Management and Executive Leadership Capstone	6.0

## Master of Science in Nursing (M.S.N.) Nursing Management and Executive Leadership

Item #	Title	Credits
GNUR 504	Clinical Quality Improvement I	3.0
GNUR 510	Evidence-Based Practice and Applied Nursing Research	3.0
GNUR 512	Health Care Systems, Policy and Leadership	3.0
GNUR 513	Population Health	3.0
GNUR 514	Advanced Role Development in Nursing	1.0
GNUR 511	Clinical Quality Improvement II	5.0
GNUR 520	Healthcare Delivery Systems	3.0
GNUR 530	Role Development for Nursing Management and Executive Leadership	3.0
GNUR 540	Organizational Behavior in Healthcare	3.0
GNUR 545	Principles of Business and Finance in Healthcare	3.0
GNUR 586	Nursing Management and Executive Leadership Capstone	6.0

## School of Nursing & Health Sciences Nursing Post-Master's Certificate Program

### Degree Type

Post-Master's Certificate

The Colby-Sawyer College nursing post-master's certificate programs offer nurses with an MSN degree an opportunity to acquire specialized skills that may not have been offered in their master's degree program. The post-master's certificates will prepare the student for formal certification by professional organizations. Offered in an on-line format.

## Academic Policies for Post-Master's Certificate Program

### Admission for Students Interested in Post Masters Certificate Program

The post-master's certificate program at Colby-Sawyer College is extremely selective. To be successful in the program, applicants should hold a Bachelor of Science in Nursing degree from an accredited college or university with a cumulative GPA of 2.5 or higher; hold an MSN from an accredited college or university with a 3.0 GPA or higher; and have completed an undergraduate or graduate statistics course.

A maximum of three courses (9-12 graduate credits) will be allowed for transfer to the CNL post masters certificate program only after evaluation by the Registrar. The remaining credit hours must be Colby-Sawyer College sponsored. The Capstone course (if required) must be taken as the last course in the program.

The post master certificate program will follow all other academic policies as the MSN program.

### Application Checklist:

- Complete online application form
- Resume or curriculum vitae
- Goal statement
- Official transcripts from all schools attended
- Evidence of current nursing license

## Clinical Nurse Leader (CNL):

The **Clinical Nurse Leader (CNL) post-master's certificate program** for individuals who hold a master's degree in nursing that has prepared them for practice in another advanced generalist role or in an advanced nursing specialty. Post-master's students must successfully complete graduate didactic and clinical requirements of a master's CNL program through the graduate-level certificate program. Post-master's students are expected to master the same outcome competencies as master's CNL students, including the Master's Essential core competencies and the CNL competencies.

Courses may be waived if the individual's master's transcript indicates that he/she has successfully completed the CNL required course or its equivalent. Course waivers and exceptions may be granted for individual students through a gap analysis by the Director and Chair of the nursing program. In addition, graduate level content or courses in epidemiology, nursing research, pharmacotherapeutics, physiology/pathophysiology and health assessment is required and must be documented.

Post-master's CNL students are required to complete a minimum of 300 hours in a supervised clinical immersion practicum that provides the opportunity to practice in the CNL role. In addition, the post-master's CNL student must have completed the required clinical experiences for the Clinical Nurse Leader.

### Student Learning Outcomes of Clinical Nurse Leader Post-Master's Certificate

- Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and the degree to which they are patient-centered.
- Use information systems and technology at the point of care to improve health care outcomes.
- Participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.
- Assume accountability for healthcare outcomes for a specific group of clients within a unit or setting, recognizing the influences of the meso- and macro systems on the clinical microsystem; applies evidence-based information to design, implement and evaluate the client plans of care.
- Assimilate and apply evidenced-based information to design, implement and evaluate the client plans of care.
- Synthesize data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.

- Use appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health professionals.
- Effect change through advocacy for the client, the interdisciplinary health care team and the profession.
- Communicate effectively to achieve quality client outcomes and integration of care for a cohort of clients.
- Actively pursue new knowledge and skills as needs of clients and the role of the nurse in the health care system evolve.
- Properly delegate and utilize the nursing team resources (human and fiscal) and serve as a leader and partner in the inter-professional health care team.

### Prerequisites: Graduate Level:

- Advanced Health Assessment
- Advanced Physiology/pathophysiology
- Advanced Pharmacology
- Nursing Research and Evidence-Based Practice

### Curriculum (25 credits):

Item #	Title	Credits
GNUR 512	Health Care Systems, Policy and Leadership	3.0
GNUR 513	Population Health	3.0
GNUR 504	Clinical Quality Improvement I	3.0
GNUR 511	Clinical Quality Improvement II	5.0
GNUR 598	Advanced Generalist Nursing Capstone I	5.0
GNUR 599	Advanced Generalist Nursing Capstone II	6.0

*The total number of credit hours needed and the time to completion may be less, depending on the specific courses taken in the prior master's program. The courses needed will be evaluated on an individual basis during the admission process.*

## Nursing Education:

The nursing education certificate program is based on the National League for Nursing (NLN) Competencies for Nursing Education and the AACN Essentials of Master's Education in Nursing. The post-master's certificate in nursing education is designed to prepare the student for the nurse educator role in academic settings or healthcare organizations. Upon completion, students are eligible to sit for the CNE exam.

### Student Learning Outcomes of Nursing Education Post-Masters Certificate:

- Synthesize concepts and theories of education and related sciences to the design of curricula and the evaluation of program outcomes in a variety of settings.
- Incorporate the best available evidence from nursing and related sciences to build a foundation for practice as a nurse educator in an academic or healthcare delivery setting.
- Apply leadership strategies to advance nursing practice and education and advocate for policies that improve nursing education at local and national levels.
- Utilize knowledge of continuous improvement methodology and informatics, employing collaborative strategies, to improve the design, coordination and evaluation of patient-centered care and utilize research to analyze the outcomes of interventions to improve nursing practice and enhance pedagogy.

### Prerequisites: Graduate Level:

- Advanced Health Assessment
- Advanced Physiology/pathophysiology
- Advanced Pharmacology
- Nursing Research and Evidence-Based Practice

### Curriculum (15 credits):

Item #	Title	Credits
GNUR 515	Theoretical Basis of Teaching and Learning in Nursing Education	3.0
GNUR 525	Role of Nurse Educator and Curriculum Development in Nursing	3.0
GNUR 535	Assessment and Evaluation Strategies in Nursing Education	3.0
GNUR 587	Nursing Education Clinical Capstone	6.0

## Nursing Management and Executive Leadership:

The nursing management and executive leadership certificate program is designed to prepare the student to assume greater responsibility across all levels of a healthcare organization in order to impact and improve systems and processes to improve patient outcomes. Upon completion, students are prepared to sit for the ANCC National Certification Exam of Nurse Executives.

### Student Learning Outcomes of Nursing Management & Executive Leadership Post-Master's Certificate

- Synthesize concepts and theories from nursing and organizational science and informatics to make changes in the healthcare environment to improve health outcomes to diverse groups.
- Demonstrate the ability to use complexity science and systems theory in the design, delivery and evaluation of health care and analyze how policies influence the structure and financing of nursing practice and outcomes.
- Incorporate the best available evidence from nursing and related sciences to build a foundation for practice as an organizational leader and promote improvement in healthcare outcomes.

### Prerequisites: Graduate Level:

- Nursing Research and Evidence-Based Practice

### Curriculum (12 credits):

GNUR 586: optional

Item #	Title	Credits
GNUR 520	Healthcare Delivery Systems	3.0
GNUR 530	Role Development for Nursing Management and Executive Leadership	3.0
GNUR 540	Organizational Behavior in Healthcare	3.0
GNUR 545	Principles of Business and Finance in Healthcare	3.0
GNUR 586	Nursing Management and Executive Leadership Capstone	6.0

## Health Studies

### Bachelor of Science (B.S.) in Health Studies – Online

Degree Type  
Bachelor of Science

This program is for individuals with an earned Associate of Arts, Allied Arts, Science or Allied Science degree who wish to earn a Bachelor of Science with a health studies major. Courses are offered over 3 semesters in 8-week online sessions that cater to the demanding schedules of working professionals. The option to enroll full-time or part-time lets a student progress through the program at the pace that fits their individual needs. The program can be completed in as little as 16 months, or four semesters, or can take as long as necessary to fit into one's schedule. The average program completion rate is two to three years. The program integrates knowledge from the liberal arts and sciences with core courses in research, quality improvement and leadership and management.

### Conditional Acceptance Policy for the B.S. Health Studies program:

- The admissions counselor verifies the student is in the final semester of a program, or within 18 credits of graduating from an associate degree program.
- Student holds a cumulative GPA above a 2.5 from college/university
- Student will need to submit the online application. The application contains no disciplinary issues or criminal record that would need to be reviewed by Admissions.
- Student provides transcripts showing completion of the associate degree program before enrolling at Colby-Sawyer. Students could start with a course as a non-degree student until their official transcript has been received.
  - If official transcripts are not received, the admissions counselor will follow up with the incoming student 2 weeks before courses start to verify.

If the student does not meet these conditions by the end of the add/drop date for the session to which they are applying, their conditional acceptance will be rescinded, and they will be withdrawn from courses. The student may be considered for future entry points if they fulfill the admission requirements.

### Academic Policies Specific to B.S. in Health Studies Program

- B.S. Health Studies students must complete all liberal education requirements and HEA coursework prior to taking HEA 486 (Capstone).
- A minimum cumulative grade point average of 2.00 in the major is required for graduation.

### Learning Outcomes

Upon completion of degree requirements, students are able to:

1. Identify common terminology, tools and practices used in health and wellness systems.
2. Synthesize various theories of human behavior among societal cohorts.
3. Describe potential risks to wellness stemming from behavioral, environmental and societal factors.
4. Practice appropriate scientific inquiry, mathematical fluency and research techniques for problem-solving.
5. Assess internal and external issues regarding technology, demographics, regulatory and other influences as they impact health and wellness systems and activities.
6. Communicate effectively in writing, orally and electronically with all members of the interdisciplinary health and wellness team, including clients, families, communities and their support systems.
7. Demonstrate professional attitudes and behaviors that incorporate clients' rights and professional codes and standards.
8. Use critical inquiry and information technology to participate in quality improvement processes.

### B.S. Health Studies Program Progress to Completion Requirements:

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
MAT 220	Introduction to Statistics	4.0
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
PSY 101	Introduction to Psychology	4.0
SOC 101	Introduction to Sociology	4.0
PHI 305	Biomedical Ethics	4.0
HEA 401	Health Studies Research & Evidence-Based Practice	4.0
HEA 403	Healthcare Quality & Safety	4.0
HEA 404	Healthcare Leadership & Management	4.0
HEA 486	Health Studies Capstone	4.0
	Lib Ed Courses	16

The following free elective courses can be used to follow pathways related to the major:

Pre-nursing pathway:

Item #	Title	Credits
BIO 121	Basic Microbiology (+lab)	4.0
PSY 240	Life Span Development	4.0



Administrative pathway:

Item #	Title	Credits
BUS 204	Management Principles	4.0
BUS 403	Organizational Behavior	4.0

#### Suggested Registration Sequence

#### Proficiencies

Item #	Title	Credits
MAT 220	Introduction to Statistics	4.0
WRT 101	Introduction to Academic Writing	4.0

#### Liberal Education Core

Item #	Title	Credits
	Lib Ed Courses	16

#### BS: Health Studies

Item #	Title	Credits
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
PSY 101	Introduction to Psychology	4.0
SOC 101	Introduction to Sociology	4.0
PHI 305	Biomedical Ethics	4.0
HEA 401	Health Studies Research & Evidence-Based Practice	4.0
HEA 403	Healthcare Quality & Safety	4.0
HEA 404	Healthcare Leadership & Management	4.0
HEA 486	Health Studies Capstone	4.0

Please contact the director of professional learning, School of Nursing & Health Sciences for individual advising.

## Nursing

Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.

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

## Program Description/Mission

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

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

## Accelerated Bachelor of Science in Nursing (ABSN) – On Campus

### Degree Type

Accelerated Bachelor of Science in Nursing

The Accelerated Bachelor of Science in Nursing program is for students that already hold a Bachelor of Science (BS) or Bachelor of Arts (BA) degree and wish to pursue a career as a Registered Nurse (RN). This is a full-time program focusing on a core nursing curriculum over 16 months or four semesters.

### Acceptance Policy for ABSN:

The Accelerated Nursing Program at Colby-Sawyer College is extremely selective. To be considered for acceptance, program candidates must have, or will meet prior to start of the program, the following requirements:

- Cumulative GPA above 3.0 from college/university
- Completion of the following pre-requisite courses prior to program commencement – a minimum of 5 pre-requisites must be completed to qualify for an admissions interview.

[BIO 121](#) Basic Microbiology \*

BIO 205 Anatomy and Physiology I \*  
BIO 206 Anatomy and Physiology II \*  
SOC 101 Introduction to Sociology  
PSY 101 Introduction to Psychology  
PSY 240 Developmental Psychology  
MAT 220 Introduction to Statistics

(\*) To be taken within five years of application.

Requires lab component and a minimum grade of B- for program entry

Program candidates must provide the following admission material:

- Completed online application
- Verification of disciplinary action or criminal record
- Official transcript(s) from all post-secondary education
- Professional resume

### ABSN Program Academic Policies:

- Students must achieve a B- in all ABSN courses.
- Students may repeat one ABSN course one time if necessary.
- Students must demonstrate competence in both classroom and clinical/lab components of the ABSN courses to progress in the program.
  - ABSN courses with clinical internships have two grade components: a clinical grade expressed as Pass/Fail and a classroom letter grade.
  - Students who fail a nursing course based upon their clinical performance and/or receive a grade less than a B- in the classroom, must successfully repeat both the classroom and the clinical components of the course before they can progress in the program. Permission to repeat a clinical course must be granted by the Director and Chair of Nursing and will be considered only when space permits.
- Students must complete all ABSN coursework prior to [ABSN 400](#) (NCLEX-RN Preparation) and [ABSN 410](#) (Nursing Leadership Capstone)

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting. Failure to comply with clinical agency policy is also cause for dismissal from the ABSN program.

### Clinical Education:

Clinical courses are taught by nursing faculty who are responsible for assisting students in the integration of theory and practice in a clinical setting. During the final semester, students complete a Capstone clinical preceptorship, working one-on-one with a

nurse-preceptor in a clinical setting under the guidance of nursing faculty. Concurrently, students will also develop a Capstone leadership project, addressing a health care issue they have identified.

Colby-Sawyer College is fortunate to offer its students clinical experiences in a variety of inpatient and community settings. The School of Nursing & Health Sciences has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice and New Hampshire area schools, in addition to other health and human services organizations.

Prior to the start of the program, every nursing student must have on record in the School of Nursing & Health Sciences evidence of:

- Current Basic Life Support (BLS)/CPR for the Healthcare Provider certification issued by either the American Red Cross or the American Heart Association (referred to as HeartCode BLS).
- Clinical agency health requirements that will be specified following program admission.
- A criminal background check and a urine drug screening test per agency requirements.

### Additional Nursing Clinical Education Policies and Requirements:

- Students may not attend clinical internships without proper documentation of all health and safety requirements on file in the School of Nursing & Health Sciences.
- Random urine drug screening may also be conducted at the discretion of the program.
- Student is responsible for maintaining annual health requirements and certifications.
- Laptop (not "tablet") computers that have the capability of meeting the operating system requirements of the college, and that have sufficient battery capability for a three-hour testing session, are required.
- Additional fees for the Assessment Technologies Institute (ATI) testing package will be required.
- Students who are ill are discouraged from participation in the classroom and clinical learning environments.
- Students who are absent during a clinical day(s) must make up the missed time and may be asked to pay a fee to cover the faculty costs incurred by a make-up day.

### Learning Outcomes

Upon completion of degree requirements, students are able to:

1. Incorporate, integrate and apply a broad body of knowledge from the liberal arts and sciences to the acquisition of nursing knowledge as the foundation for safe quality patient care.
2. Promote the delivery of compassionate, culturally competent patient centered care in various settings using the core competencies and knowledge that underlie state and national standards of practice.
3. Deliver high-quality, cost effective patient care through the application of organizational and systems leadership, quality improvement concepts and patient safety outcomes.
4. Exercise clinical judgment and make ethical decisions using critical thinking to deliver and evaluate safe, evidence-based nursing care across the lifespan and the continuum of care.
5. Communicate effectively in writing, verbally and electronically with all members of the interdisciplinary health care team, including clients, families, communities and their support systems.
6. Demonstrate professional attitudes and behaviors that incorporate clients' rights and professional codes and standards.
7. Understand the micro-systems and macro-systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.
8. Use critical inquiry and information technology to participate in quality improvement processes.
9. Assume responsibility for professional development and life-long learning in an ever-changing and challenging health care environment.

Graduates of the ABSN program are prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), assume entry-level positions in professional nursing and enroll in graduate studies.

*Note: Accreditation agencies and regulatory bodies may change requirements at any time and that, in turn, may necessitate changes in program requirements. In that event, matriculated students will be notified of the nature of those changes and will be required to adhere to the new standards.*

## ABSN Program Progress to completion Requirements:

ABSN courses – minimum grade of B-

Item #	Title	Credits
PHI 305	Biomedical Ethics	4.0
ABSN 101	Nursing Seminar	1.0
ABSN 203	Introduction to Professional Nursing	3.0
ABSN 207	Pharmacology	3.0
ABSN 212	Health Assessment	2.0
ABSN 222	Fundamentals of Nursing	4.0
ABSN 309	Community and Public Health Nursing	2.0
ABSN 313	Maternal-Child Nursing	4.0
ABSN 314	Pediatric Nursing	4.0
ABSN 332	Adult Medical-Surgical Nursing I	9.0
ABSN 334	Mental Health Nursing	4.0
ABSN 336	Nursing Research and Evidence-Based Practice	3.0
ABSN 336	Nursing Research and Evidence-Based Practice	3.0
ABSN 400	NCLEX-RN Preparation	2.0
ABSN 405	Adult Medical-Surgical Nursing II	7.0
ABSN 410	Nursing Leadership Capstone	4.0
ABSN 442	Clinical Capstone: Nursing Management of Patient Care	8.0

### Suggested Registration Sequence

#### First Year - Semester 1 (15 weeks)

Item #	Title	Credits
ABSN 101	Nursing Seminar	1.0
ABSN 203	Introduction to Professional Nursing	3.0
ABSN 212	Health Assessment	2.0
ABSN 222	Fundamentals of Nursing	4.0
ABSN 207	Pharmacology	3.0

#### First Year - Semester 2 (15 weeks)

Item #	Title	Credits
ABSN 313	Maternal-Child Nursing	4.0
ABSN 314	Pediatric Nursing	4.0
ABSN 334	Mental Health Nursing	4.0
ABSN 336	Nursing Research and Evidence-Based Practice	3.0
ABSN 309	Community and Public Health Nursing	2.0

#### First Year - Semester 3 (8 weeks each course)

Item #	Title	Credits
ABSN 332	Adult Medical-Surgical Nursing I	9.0
ABSN 405	Adult Medical-Surgical Nursing II	7.0

## Second Year - Semester 4 (15 weeks)

Item #	Title	Credits
ABSN 410	Nursing Leadership Capstone	4.0
PHI 305	Biomedical Ethics	4.0
ABSN 442	Clinical Capstone: Nursing Management of Patient Care	8.0
ABSN 400	NCLEX-RN Preparation	2.0

Please contact the ABSN program coordinator, School of Nursing & Health Sciences for individual advising.

## R.N. to Bachelor of Science (B.S.) – Online

### Degree Type

Bachelor of Science

This program is for licensed Registered Nurses (RN) with an earned associate degree in nursing who wish to earn a Bachelor of Science with a nursing major. Courses are offered over 3 semesters in 8-week online sessions that cater to the demanding schedules of working professionals. The option to enroll full-time or part-time lets a student progress through the program at the pace that fits their individual needs. The program can be completed in as little as 16 months, or four semesters, or can take as long as necessary to fit into one's schedule. The average program completion rate is two to three years. The program integrates knowledge from the liberal arts and sciences with professional nursing education.

### Conditional Acceptance Policy for the R.N. to B.S. program:

To qualify for a conditional acceptance due to not having graduated at the time of application period:

- The admissions counselor verifies the student is in the final semester of a program or within 18 credits of graduating from an associate degree program.
- Student holds a cumulative GPA above a 2.5 from college/university
- Student will need to submit the online application. The application contains no disciplinary issues or criminal record that would need to be reviewed by Admissions.
- Student provides transcripts showing completion of the associate degree program before enrolling at Colby-Sawyer. Students could start with a course as a non-degree student until their official transcript has been received.
  - If official transcripts are not received, the admissions counselor will follow up with the incoming student 2 weeks before courses start to verify.

- Student passes NCLEX-RN exam before moving beyond 3 courses (12 credits) at Colby-Sawyer. This will be verified by the admissions counselor.

## Academic Policies Specific to R.N. to B.S. Program

If the student does not meet these conditions by the end of the add/drop date for the session to which they are applying, their conditional acceptance will be rescinded and they will be withdrawn from courses. The student may be considered for future entry points if they fulfill the admission requirements.

- R.N. to B.S. students must achieve a B- in all RNRT and RNBS courses.
- One RNRT or RNBS course can be repeated one time.
- R.N. to B.S. students must complete all liberal education requirements and RNRT/RNBS coursework prior to taking RNRT 486 (Capstone).
- A minimum cumulative grade point average of 2.00 in the major is required for graduation.

## Learning Outcomes

Upon completion of degree requirements, students are able to:

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

## R.N. to B.S. Program Progress to Completion Requirements:

RNRT 401, RNRT 403, RNRT 404, RNRT 486; RNBS 402: minimum grade of B-

Item #	Title	Credits
WRT 101	Introduction to Academic Writing	4.0
MAT 220	Introduction to Statistics	4.0
BIO 121	Basic Microbiology (+lab)	4.0
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
PSY 101	Introduction to Psychology	4.0
PSY 240	Life Span Development	4.0
SOC 101	Introduction to Sociology	4.0
PHI 305	Biomedical Ethics	4.0
RNRT 401	Healthcare Research and Evidence Based Practice	4.0
RNRT 403	The Administrative Context for High Quality Care Delivery	4.0
RNRT 404	Leadership and Management in Health Care Systems	4.0
RNRT 486	Capstone Project in Nursing	4.0
RNBS 402	Community and Public Health Nursing	4.0
Lib Ed Courses		16

### Suggested Registration Sequence

### Proficiencies

Item #	Title	Credits
MAT 220	Introduction to Statistics	4.0
WRT 101	Introduction to Academic Writing	4.0

### Liberal Education Core

Item #	Title	Credits
Lib Ed Courses		16

## BS: Respiratory Care Therapist to Bachelor Degree

BIO 121: Fulfills SCI requirement from Lib Ed core

PSY 101: Fulfills SS requirement of Lib Ed core

PHI 305: Fulfills HUM requirement of Lib Ed core

Item #	Title	Credits
BIO 121	Basic Microbiology (+lab)	4.0
BIO 205	Human Anatomy and Physiology I (+lab)	4.0
BIO 206	Human Anatomy and Physiology II (+lab)	4.0
PSY 101	Introduction to Psychology	4.0
PSY 240	Life Span Development	4.0
SOC 101	Introduction to Sociology	4.0
PHI 305	Biomedical Ethics	4.0
RNRT 401	Healthcare Research and Evidence Based Practice	4.0
RNBS 402	Community and Public Health Nursing	4.0
RNRT 403	The Administrative Context for High Quality Care Delivery	4.0
RNRT 404	Leadership and Management in Health Care Systems	4.0
RNRT 486	Capstone Project in Nursing	4.0

Please contact the RNBS program coordinator, School of Nursing & Health Sciences for individual advising.

# Courses

## Accelerated Bachelor of Science in Nursing

### **ABSN 101 : Nursing Seminar**

The first-year seminar in nursing designed to begin the professional formation for a career in nursing. A key outcome of the seminar is the creation of a learning community for students in the nursing program which will endure throughout their educational journey. The course utilizes team-based learning methods while introducing many basic nursing concepts. Guest speakers attend class to discuss nursing and career issues. Graded Pass/Fail.

**Credits 1**

**Class Credits 1**

**Clinical Credits 0**

### **ABSN 203 : Introduction to Professional Nursing**

This nonclinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care, therapeutic communication, principles of patient teaching the biopsychosocial model of health, the nursing process and critical thinking on which clinical judgment is based.

**Credits 3**

**Class Credits 3**

**Clinical Credits 0**

**Corequisites**

[ABSN 101](#), [ABSN 207](#), [ABSN 212](#), [ABSN 222](#)

### **ABSN 207 : Pharmacology**

This nonclinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they relate to each physiological system.

**Credits 3**

**Class Credits 3**

**Clinical Credits 0**

**Corequisites**

[ABSN 101](#), [ABSN 203](#), [ABSN 212](#), [ABSN 222](#)

### **ABSN 212 : Health Assessment**

This course focuses on the development of health assessment skills essential to the role of the professional nurse caring for people throughout the aging process. Emphasis is on the psychomotor and assessment skills required to distinguish normal from abnormal findings. Attention is placed on integrating the knowledge and skills necessary for history taking, physical and psychosocial examination and documentation. Guided classroom, laboratory and simulation learning opportunities are utilized.

**Credits 2**

**Class Credits 1**

**Clinical Credits 1**

**Corequisites**

[ABSN 101](#), [ABSN 203](#), [ABSN 207](#), [ABSN 222](#)

### **ABSN 222 : Fundamentals of Nursing**

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals. Topics include basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication and nursing documentation.

**Credits 4**

**Class Credits 2**

**Clinical Credits 2**

**Co-Requisite Courses**

[ABSN 101: Nursing Seminar](#)

[ABSN 203: Introduction to Professional Nursing](#)

[ABSN 207: Pharmacology](#)

[ABSN 212: Health Assessment](#)

### **ABSN 309 : Community and Public Health Nursing**

This is a non-clinical course that introduces the concepts of population-centered health care in the community. The focus is on the community as the client and also as the context care for individuals, families and aggregates. Topics include community and health care systems, nursing roles and functions in the community, vulnerable populations, public health and community health issues and epidemiology

**Credits 2**

**Class Credits 2**

**Clinical Credits 0**

**Prerequisites**

completion of all 100 and 200 level nursing courses

**Corequisites**

[ABSN 313](#), [ABSN 314](#), [ABSN 334](#), [ABSN 336](#)

**ABSN 313 : Maternal-Child Nursing**

This clinical course introduces the role of care provider for families experiencing normative childbearing and childbirth. Topics include prenatal development, neonatal assessment, family development, reproductive health, labor and birth and related nursing interventions in maternal-infant care.

**Credits** 4

**Class Credits** 2

**Clinical Credits** 2

**Prerequisites**

completion of all 100 and 200 level nursing courses

**Corequisites**

[ABSN 309](#), [ABSN 314](#), [ABSN 334](#), [ABSN 336](#)

**Course Definition**

WI

**ABSN 314 : Pediatric Nursing**

This clinical course introduces the role of care provider for families experiencing normative childrearing and for children and adolescents who require restorative care. Topics include child and family development, nursing interventions with children and management of childhood illnesses.

**Credits** 4

**Class Credits** 2

**Clinical Credits** 2

**Prerequisites**

completion of all 100 and 200 level nursing courses

**Corequisites**

[ABSN 309](#), [ABSN 313](#), [ABSN 334](#), [ABSN 336](#)

**ABSN 332 : Adult Medical-Surgical Nursing I**

In this clinical course students provide restorative care for adults in an acute care setting and begin to develop skills in the management of care for adults and their families. Topics include pathophysiology of disease, therapeutic nursing interventions with acute manifestations of disease in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neurologic and musculoskeletal), fluid and electrolyte balance, perioperative care, health promotion and prevention.

**Credits** 9

**Class Credits** 5

**Clinical Credits** 4

**Prerequisites**

completion of all 100 and 200 level nursing courses,  
[ABSN 309](#), [ABSN 313](#), [ABSN 314](#), [ABSN 334](#), [ABSN 336](#)

**ABSN 334 : Mental Health Nursing**

In this clinical course, students provide restorative care for adults with psychiatric illness in an inpatient setting and develop skills in the assessment and management of mental health for adults and their families. Topics include psychiatric illnesses (depression, schizophrenia, anxiety and post-traumatic stress syndrome), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder).

**Credits** 4

**Class Credits** 2

**Clinical Credits** 2

**Prerequisites**

completion of all 100 and 200 level nursing courses

**Corequisites**

[ABSN 309](#), [ABSN 313](#), [ABSN 314](#), [ABSN 336](#)

**ABSN 336 : Nursing Research and Evidence-Based Practice**

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.

**Credits** 3

**Class Credits** 3

**Clinical Credits** 0

**Prerequisites**

completion of all 100 and 200 level nursing courses

**Co-Requisite Courses**

[ABSN 309: Community and Public Health Nursing](#)

[ABSN 313: Maternal-Child Nursing](#)

[ABSN 314: Pediatric Nursing](#)

[ABSN 334: Mental Health Nursing](#)

**Course Definition**

QL

**ABSN 400 : NCLEX-RN Preparation**

Students prepare for the National Council Licensure Examination (NCLEX-RN) utilizing a web-based program. A self-assessment is completed and an individualized plan of study is developed, implemented and evaluated for its effectiveness in preparation for the NCLEX-RN exam. Strategies include the use of computerized exams and software and regularly scheduled meetings with faculty.

**Credits** 2

**Class Credits** 2

**Clinical Credits** 0

**Prerequisites**

completion of all 100, 200 and 300 level nursing courses



**ABSN 405 : Adult Medical-Surgical Nursing II**

In this clinical course, the students provide and manage care for adults with complex chronic diseases and their families in an inpatient setting. Topics include pathophysiology and complications of disease, therapeutic nursing interventions, interpretation of cardiac arrhythmias, acid-base imbalances, palliative care, pain management, hospice and discharge planning.

**Credits 7**

**Class Credits 4**

**Clinical Credits 3**

**Prerequisites**

completion of all 100, 200 and 300 level nursing courses

**Course Definition**

WI

**ABSN 410 : Nursing Leadership Capstone**

The nursing role includes acting as provider, manager and coordinator of care for individuals, families and communities. This includes planning health promotion through normative transitions across the life span, prevention of events that compromise health and management and maintenance of optimal health for persons with chronic illness and disability. Students will identify a health or health system issue and a targeted population. Using the nursing process, students will complete an assessment and develop a plan that will be evaluated and implemented.

**Credits 4**

**Class Credits 4**

**Clinical Credits 0**

**Prerequisites**

all ABSN 100, 200 and 300 level nursing courses

**Corequisites**

[ABSN 400](#), [ABSN 442](#), [PHI 305](#)

**Course Definition**

WI

**ABSN 442 : Clinical Capstone: Nursing Management of Patient Care**

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

**Credits 8**

**Class Credits 2**

**Clinical Credits 6**

**Prerequisites**

all ABSN 100, 200 and 300 level nursing courses

**Corequisites**

[ABSN 400](#), [ABSN 410](#), [PHI 305](#)

## Allied Health

**AHS 101 : Surg Tech Terminology**

Medical Terminology presents medical word-building principles that will enable students to learn medical terminology with the aim of effectively communicating with other members of the health care team and understanding patient orders. Anatomical, physiological and pathological terms are introduced. A solid foundation for specific terms used in reference to body systems is provided.

**Credits 3**

**AHS 200 : Surgical Anatomy and Physiology I (+ Lab)**

This course focuses on the study of the structure and function of the human body. Topics include the cells and tissues, integumentary, skeletal, muscular and nervous systems and the special senses.

**Credits 4**

**AHS 300 : Surgical Anatomy and Physiology II (+ Lab)**

This is the second of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: endocrine, cardiovascular, immune, respiratory, digestive, renal and reproductive. This course has both lecture and laboratory requirements, including dissections and/or computer simulations. A \$50 lab fee is charged.

**Credits 4**

**Prerequisites**

[BIO 205](#)

**Liberal Education Core Area**

Science

**ALH 101 : Medical Terminology**

Medical Terminology presents medical word-building principles that will enable students to learn medical terminology with the aim of effectively communicating with other members of the health care team and understanding patient orders. Anatomical, physiological and pathological terms are introduced. A solid foundation for specific terms used in reference to body systems is provided.

**Credits 3**

**ALH 102 : Introduction to Anatomy and Physiology**

Introduction to Anatomy and Physiology focuses on the human body as a living, functioning organism. Emphasis is placed on how tissues, organs and body systems work together to carry out complex activities (maintaining body temperature, regulating blood pressure, responding to stress).

**Credits 3**



**ALH 103 : Pathophysiology**

Pathophysiology condenses and simplifies current medical information on common clinical disorders into a practical and handbook-like tool. It includes comprehensive information about hundreds of diseases.  
**Credits 3**

**ALH 104 : Introduction to Healthcare**

Introduction to Healthcare introduces the student to the Healthcare setting and familiarizes them with standards necessary to navigate working with patients and dealing with their confidential information. A brief history of Healthcare in America is discussed and topics including financing the US healthcare system, the evolution of insurance, healthcare settings and the future of the US healthcare system.  
**Credits 2**

**ALH 105 : Communication for the Healthcare Professional**

Essential Communication for the Healthcare Professional will explore effective communication skills employed when dealing with coworkers, other members of the Healthcare team and a variety of patient situations. Self-awareness and sensitivity to cultural differences will also be addressed.  
**Credits 3**

**Course Definition**  
 WI

**ALH 106 : Pharmacology**

Foundations of Pharmacology provides a framework of knowledge about drug names, interactions and clinical applications. Emphasis is placed on therapeutic drug actions and the rationale for using drugs to treat disease. Dosage forms and routes of administration, as well as common medications used to treat diseases, are discussed in detail.  
**Credits 3**

**Course Definition**  
 QL

## Apprenticeship Elective Courses

**CSC 210 : Introduction to Registered Apprenticeship**

Introduction to Registered Apprenticeship prepares the student for working effectively with mentors and introduces the student to strategies they can employ to obtain the greatest learning benefit from the apprenticeship program. Students practice translating academic theories and principles to action to enable them to develop career skills and abilities through carefully planned and supervised programs.  
**Credits 3**

**CSC 301 : Registered Apprenticeship I**

Registered Apprenticeship I builds upon the knowledge and skills learned in Intro to Registered Apprenticeship. Students learned the interrelationship between theoretical knowledge and workplace skills and will build proficiency in their occupational skills as well as begin to utilize the process of self-evaluation.  
**Credits 6**

**Prerequisites**  
 CSC 201

**CSC 302 : Registered Apprenticeship II**

Registered Apprenticeship II builds upon the knowledge and skills learned in Registered Apprenticeship I. Students learned the interrelationship between theoretical knowledge and workplace skills and will build proficiency in their occupational skills as well as begin to utilize the process of self-evaluation.  
**Credits 6**

**Prerequisites**  
 CSC 201, 301

**CSC 303 : Registered Apprenticeship III**

Registered Apprenticeship III is the culmination of the student's integration of theoretical knowledge and interpretation with carefully mentored workplace experiences. Students will continue to develop proficiency in their occupational skills with reduced mentoring and be able to analyze and report areas of improvement to better meet business needs.  
**Credits 6**

**Prerequisites**  
 CSC 201, 301, 302

## Biology

**BIO 121 : Basic Microbiology (+lab)**

This course is for the non-science major. This course will cover basic microbiology (and underlying chemical principles). Cellular structure of prokaryotes and eukaryotes will be discussed. The focus of the course will be classification and understanding of the biology of microorganisms. This will include colonization and growth, microbial metabolism, nutrition and control. The structure and function of viruses will also be covered. Special emphasis will be placed on the role of microorganisms in disease. Laboratory sessions will be geared toward a practical understanding of the microbial staining, cultures and growth, nutrition, metabolism and control of microorganisms. A \$50 lab fee is charged.  
**Credits 4**

**Semester Offered**

Offered fall and spring (fall registration available only to students majoring in nursing)

**Liberal Education Core Area**  
 Science

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

This is the first of a two-semester sequence in human anatomy and physiology. Students begin with a review of cellular physiology and then explore the anatomy and physiology of four important systems: integumentary, skeletal, muscular and nervous. This course has both lecture and laboratory requirements, including dissections. A \$50 lab fee is charged.

**Credits 4**

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

This is the second of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: endocrine, cardiovascular, immune, respiratory, digestive, renal and reproductive. This course has both lecture and laboratory requirements, including dissections and/or computer simulations. A \$50 lab fee is charged.

**Credits 4**

## Business Administration

**BUS 204 : Management Principles**

This course is designed for both business and non-business majors to develop management skills such as decision making, motivating, communicating, team building, conflict management and empowering others. Students are encouraged to view management quite broadly as it applies to their own social, family, work and school lives. The focus is on managing as an individual, within groups and as the member of some form of organization — including those in which students will pursue their career aspirations, no matter the discipline. Students are engaged in hands-on exercises, case studies and group assignments. This course will begin the preparation for future management or self-employed roles. It is also useful for anyone who will enter the workforce and face the challenges inherent in managing oneself and working with others effectively.

**Credits 4**

**Prerequisites**

[WRT 101](#) or eligible AP credit.

**Semester Offered**

Offered fall and spring

**Course Definition**

WI

**BUS 403 : Organizational Behavior**

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

**Credits 4**

**Prerequisites**

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

**Semester Offered**

Offered fall

**Course Definition**

WI

## English

**ENG 222 : American Literature II**

This course is the study of selected representative works by American writers from 1865 to the present. Special attention is paid to literary periods, major literary themes and major authors.

**Credits 4**

**Semester Offered**

Offered spring of even-numbered years.

**Liberal Education Core Area**

Literature

**ENG 239 : World Literature II**

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

**Credits 4**

**Liberal Education Core Area**

Literature

**ENG 265 : Literature and Film**

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

**Credits 4**

**Semester Offered**

Offered spring of odd-numbered years.

**Liberal Education Core Area**

Literature

### **ENG 266 : African American Literature**

This course is a historical survey of African American Literature. Students will study a wide variety of genres – the slave narrative, folklore, the blues, the novel and poetry – to better understand the unique contributions writers of African descent have made to the American imagination. Other possible topics include the Harlem Renaissance, the Black Arts Movement and African American women authors.

**Credits 4**

**Liberal Education Core Area**  
Literature

## **Graduate Nursing**

### **Nursing – Master of Science in Nursing (M.S.N.)**

The baccalaureate degree program in nursing and master's degree program in nursing at Colby-Sawyer College are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

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

#### *Admission for Students Interested in the Graduate Nursing Program*

The Master of Science in Nursing (M.S.N.) Program at Colby-Sawyer College is extremely selective. To be successful in nursing, students who apply for admission to the college with the intention of pursuing the M.S.N. program should be a graduate of an accredited Bachelor of Science in nursing program; and have achieved a 2.50 cumulative grade point average in their undergraduate program which included an introductory statistics course.

#### *Transfer Students*

The ability to accept transfer students seeking entry into the graduate nursing program will be evaluated on an individual basis and will be considered only when space permits. Three courses (9 graduate credits) may be transferred from other programs after evaluation by the registrar. Further information is available from the Admissions Office.

#### *Nursing Program Academic Policies*

A minimum grade of B- is required in all nursing courses.

Students may only repeat one nursing course one time if necessary. A graduate student is considered to be a full-time student with 9 or more credits per semester.

Three courses (9-12 graduate credits) will be allowed for transfer to the Master of Science in Nursing program at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus. MSN students will not be able to exceed 9 credits as a non-degree student.

The nursing faculty reserves the right to require withdrawal of any student whose health, conduct or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting. Failure to comply with clinical agency policy is also cause for dismissal from the nursing major.

For program-specific complaints, all students are encouraged to work with their advisor to resolve issues directly with their professor. If resolution at the faculty/course level is not reached, students are encouraged to talk with the director and chair of nursing and then the dean of the SNHS and to follow the specified process in the Professional Learner Course Catalog.

#### *Clinical Education*

Colby-Sawyer College is fortunate to offer its students clinical experiences in a variety of inpatient and community settings. The School of Nursing & Health Sciences has relationships with Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Lake Sunapee Region Visiting Nurse Association and Hospice and New Hampshire area schools, in addition to other health and human services organizations. For students out of the area, Colby-Sawyer College will create an affiliation agreement with each student's employer or another healthcare organization convenient to them.

Nursing students must have the following on record in the School of Nursing & Health Sciences at least four weeks prior to the start of their clinical experience: evidence of current certification in cardiopulmonary resuscitation (CPR) at the Health Care Provider/ Professional Rescuer level, issued by either the American Red Cross or the American Heart Association, proper documentation of all health and safety requirements and a criminal background check and a urine drug screening test (agency requirements). Students employed at their clinical site will provide a letter of attestation of the above noted health and safety requirements. Random urine drug screening may also be conducted at the discretion of the program. Regarding clinical education policies, the nursing program abides by the policies articulated by the clinical agencies in which it is engaged.

## Nursing Program Mission

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

## Master of Science in Nursing Program Goals

- Prepare graduates with necessary knowledge, skills and attitudes for advanced nursing practice as an educator, executive leader or clinical nurse leader.
- Prepare graduates to make significant contributions to the improvement of healthcare and to the advancement of nursing knowledge and practice.
- Provide a foundation for doctoral study.

### **GNUR 501 : Health Assessment and Diagnostic Reasoning for the Advanced Practitioner**

This course is designed to provide students with an advanced level of skill and knowledge in diagnostic reasoning and clinical decision making for conducting health assessments and planning care for holistic, adaptive human beings. The following elements are integrated into the course: scientific integrity and ethics, human diversity, and social issues. Students will apply the knowledge and skills learned as they diagnose and manage the care of clients with acute, chronic and episodic health problems throughout the life span, in the subsequent clinical nursing courses. Students will demonstrate advanced assessment skills (a comprehensive history and physical examination) in the 40-hour precepted clinical experience to detect and differentiate abnormal findings and to generate potential diagnoses.

**Credits 3**

**Class Credits 2**

**Clinical Credits 1**

### **GNUR 502 : Advanced Pathophysiology**

This course provides an intense and rigorous analysis of pathophysiology in frequently encountered conditions across the life span and in special populations. Pathophysiological theories and research as a basis for advanced nursing practice are also discussed. In-depth case analysis of pathophysiological adaptation and alterations in selected conditions across the life span are also included.

**Credits 3**

### **GNUR 503 : Advanced Pharmacology**

This course focuses on analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing and evaluating therapeutic pharmacological interventions across the lifespan in the promotion, maintenance and restoration of health. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, distribution, metabolism and excretion, are defined. Personal, genomic and environmental practice considerations are addressed.

**Credits 3**

### **GNUR 504 : Clinical Quality Improvement I**

This course is intended to provide the advanced generalist nurse with a working knowledge of the measurement of outcomes for individuals and populations; as well as the improvement model as it relate to nursing practice. Concepts essential for evidence-based practice and clinical prevention and population health are addressed. Additionally, phenomena along the wellness continuum will be discussed. The Natural History of Disease model will be applied to the study of health and illness in human populations. Recommendations for changes in practice for optimal outcomes are explored.

**Credits 3**

### **GNUR 510 : Evidence-Based Practice and Applied Nursing Research**

The purpose of this course is to provide the foundation for evidence-based decision making in the advanced generalist nursing role. Knowledge of research design and essential competencies related to research in professional nursing are developed. A focus of the course is the retrieval and systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes in nursing. Working in the clinical environment for 24-32 hours, the student will design an evidence-based practice project and disseminate it in the appropriate clinical microsystem.

**Credits 3**

**GNUR 511 : Clinical Quality Improvement II**

This course examines the mandates to address issues of quality and safety in health care delivery systems. Knowledge, skills and attitudes for the advanced nurse role of provider and designer of direct care across the care continuum are the foci. Advocacy and accountability for safe, quality, patient-centered care within standards of nursing practice are stressed. The completion of a clinical improvement project in the course will require the student to engage in the clinical environment for 80 hours over the course of the semester. Under the guidance of course faculty, students collaborate with a clinical mentor in a specific clinical area. The clinical mentor is a master's prepared nurse leader who oversees the student Quality Improvement project.

**Credits 5**

**Class Credits 3**

**Clinical Credits 2**

**Prerequisite Courses**

[GNUR 504: Clinical Quality Improvement I](#)

**GNUR 512 : Health Care Systems, Policy and Leadership**

The purpose of this course is to provide students an opportunity to evaluate health care systems that influence advanced nursing practice. The focus of the course is on organizational theories of health system leadership and health care economics. Students examine issues and trends in the development and impact of policy on the health care delivery system. An emphasis is placed upon the process of legislative health policy and the role of professional nursing in influencing the policy-making process. Ethical dimensions of public policy formulations and implementation will be highlighted. In addition, students analyze and evaluate theories and research that influence leadership in complex systems. Leadership is explored in complex system domains. Core competencies and strategies for leadership effectiveness are examined and evaluated.

**Credits 3**

**GNUR 513 : Population Health**

Population health is the art and science of preventing disease, prolonging life and promoting health through organized efforts and informed choices of society, public and private organizations, communities and individuals. In this course, students will examine the shifting of the health care system to new models of care; delivering health and not simply health care. Issues such as education, economics, transportation, exercise and nutrition are explored for their influence on the health of a population. Novel developments in technology and roles will also be discussed for both the potential they bring to improve health of populations and also for the challenges they introduce.

**Credits 3**

**GNUR 514 : Advanced Role Development in Nursing**

This course examines the development of roles for advanced nursing practice. The historical development of these roles along with current scope of practice in a variety of clinical settings will be explored. Focus will be placed on the legal, historical, political, social and ethical aspects of advanced practice nursing.

**Credits 1**

**GNUR 515 : Theoretical Basis of Teaching and Learning in Nursing Education**

This course introduces students to teaching practices and strategies designed to help students succeed in learning the complexities of nursing. Theoretical foundations of teaching and learning are examined and applied to a variety of settings. Innovations and issues related to technology and nursing education are examined.

**Credits 3**

**GNUR 520 : Healthcare Delivery Systems**

This course focuses on the current health care delivery system and the impact on patient care. An evaluation of the health care delivery system will incorporate the impact of social issues, economics, politics, culture, education and technology on the health care system. Trends in health care delivery will be incorporated into the analysis of organizational Micro and Macro systems.

**Credits 3**

**GNUR 525 : Role of Nurse Educator and Curriculum Development in Nursing**

Students examine the nurse educator role, the concept of role change and its impact on the transition from nurse clinician to nurse educator. The development of curricula is examined with a focus on professional standards and criteria. This course prepares nurse educators to design innovative curricula, grounded in evidence, for nursing programs.

**Credits 3**

**Prerequisites**

GNUR 515

**GNUR 530 : Role Development for Nursing Management and Executive Leadership**

This course introduces the student to contemporary theories of leadership, change, complexity science and organizational structure and design. Concepts such as the clinical microsystems, nursing care innovations, strategic planning and change, are covered. Students will complete an assessment of their leadership strengths and weaknesses and develop a professional leadership plan which will guide their progress throughout the rest of the program.

**Credits 3**

**GNUR 535 : Assessment and Evaluation Strategies in Nursing Education**

This course provides students with the opportunity to explore multiple methods that can be used to evaluate student learning. Concepts of assessment, testing and evaluation related to student achievement are examined. Multiple factors related to testing and evaluation (social, ethical and legal) are discussed.

**Credits 3**

**Prerequisite Courses**

[GNUR 515: Theoretical Basis of Teaching and Learning in Nursing Education](#)

[GNUR 525: Role of Nurse Educator and Curriculum Development in Nursing](#)

**GNUR 540 : Organizational Behavior in Healthcare**

This course focuses on organizational behavior theory and research as the foundation for managerial and leadership interventions in health care systems. Students learn how patient care system behaviors, structures, processes and outcomes are affected by the actions of health system leaders.

**Credits 3**

**GNUR 545 : Principles of Business and Finance in Healthcare**

This course focuses on the knowledge and skills needed by the nurse executive to plan, monitor and evaluate budget and fiscal affairs for a defined unit or clinical division. Health care economics, personnel and patient activities are analyzed from a budgetary and financial management perspective in an environment of regulations and market competition. Future nurse leaders examine scarce resources, financial principles and tools for financial and business management. They will also use financial budgeting and management practices and analyze the impact of regulations on the current healthcare environment.

**Credits 3**

**GNUR 586 : Nursing Management and Executive Leadership Capstone**

This role immersion experience is the final course in the nursing management and executive leadership sequence. The Nurse Executive Capstone experience is designed to integrate theory and knowledge learned in the program in the actual practice of the nurse executive role. The focus of the Capstone is on the professional and operational activities of the nurse executive in leading others in the provision of healthcare. Students are expected to integrate nursing knowledge and advanced critical-thinking and problem-solving skills in the development of a comprehensive project grounded in contemporary nursing leadership theory and practice. Students develop projects based on their interests and this 200-hour practicum placement that can incorporate a range of leadership issues. (The student will be assisted in the selection of a preceptor if needed in an area of interest to the student.)

**Credits 6**

**Class Credits 1**

**Clinical Credits 5**

**Prerequisite Courses**

[GNUR 504: Clinical Quality Improvement I](#)

[GNUR 510: Evidence-Based Practice and Applied Nursing Research](#)

[GNUR 511: Clinical Quality Improvement II](#)

[GNUR 512: Health Care Systems, Policy and Leadership](#)

[GNUR 513: Population Health](#)

[GNUR 514: Advanced Role Development in Nursing](#)

[GNUR 520: Healthcare Delivery Systems](#)

[GNUR 530: Role Development for Nursing Management and Executive Leadership](#)

[GNUR 540: Organizational Behavior in Healthcare](#)

[GNUR 545: Principles of Business and Finance in Healthcare](#)

**GNUR 587 : Nursing Education Clinical Capstone**

The purpose of this clinical course is twofold for the nurse educator: role preparation in both academic and healthcare settings and the development of in-depth knowledge and expertise in an identified area of advanced nursing practice. The continued development of the role of the nurse educator is supported through the analysis and application of theories, concepts and competencies. The clinical-expertise focus includes the application of advanced conceptual knowledge in clinical practice experiences at the graduate level. Students work directly with preceptors to fulfil educational and clinical objectives. Requires 200 practicum hours (a minimum of 150 of those hours in a defined area of graduate-level clinical practice).

**Credits 6**

**Class Credits 1**

**Clinical Credits 5**

**Prerequisites**

[GNUR 501](#), [502](#), [503](#), [504](#), [510](#), [512](#), [513](#), [514](#), [515](#), [525](#), [535](#).



**GNUR 598 : Advanced Generalist Nursing Capstone I**

This is the first course in a two-part clinical nurse leader capstone sequence. Students employ skills and knowledge gained throughout the MSN program to complete an assessment of the assigned microsystem and develop a plan for a process improvement project. Students examine front-line clinical competencies of nursing leadership, clinical outcomes management and care environment management at the microsystem level. The integration of systems theory, change theory, leadership and management theories and social responsibility in professional nursing practice are emphasized. Students analyze essential patient advocacy and education competencies to ensure delivery of high-quality care as a professional nurse. The course will require the student to engage in the clinical environment for 160 hours over the course of the semester.

**Credits 5**

**Class Credits 1**

**Clinical Credits 4**

**Prerequisites**

[GNUR 501](#), 502, 503, 504, 510, 511, 512, 513.

**GNUR 599 : Advanced Generalist Nursing Capstone II**

This is part II of the clinical nurse leader capstone experience. Students employ skills and knowledge gained throughout the MSN program to implement and evaluate a process improvement project in the assigned clinical microsystem. Students explore key concepts in clinical leadership, clinical outcomes management, management of the patient care environment and the role of the advanced generalist Clinical Nurse Leader. The course is structured to examine preparation for the Clinical Nurse Leader certification and role implementation and will require the student to engage in the clinical environment for 160 hours over the course of the semester.

**Credits 6**

**Class Credits 2**

**Clinical Credits 4**

**Prerequisites**

[GNUR 501](#), 502, 503, 504, 510, 511, 512, 513, 598.

## Health Studies

**HEA 401 : Health Studies Research & Evidence-Based Practice**

The purpose of this course is to prepare students for evidence-based practice. Students will become consumers and communicators of allied health care research at the level of the novice clinician. Students will learn the fundamentals of evidence-based practice as well as the importance of research when developing clinical practice guidelines and/or standards of care. Students will identify a clinical problem, read and analyze research related to this problem and reverse-engineer an existing clinical practice guideline and/or standard of practice to determine if it meets the criteria for evidence-based practice.

**Credits 4**

**HEA 403 : Healthcare Quality & Safety**

This course is based upon the Institute for Healthcare Improvement (IHI) Open School competencies in Safe and Quality Health Care Delivery. Students will develop the knowledge, skills and attitudes required to deliver high-quality care to patients and families. A focus of the course will be on identifying methods and strategies for evaluating safe delivery practices, integrating concepts of high-quality care delivery in practice and identifying potential areas in need of improvement in the practice setting. Additional concepts of interdisciplinary teamwork will be discussed to promote high-quality and safe health care delivery practices and quality improvement initiatives.

**Credits 4**

**HEA 404 : Healthcare Leadership & Management**

This course examines classical and contemporary theories and models of leadership and management as deployed in the health care environment. Requirements for effective leadership and management at the levels of self, work unit and organization will be analyzed. Hallmarks of effective health care leadership and management will be explored using case studies. Students explore their own assumptions and values about leadership and management, which is a process that evolves over the course of the semester.

**Credits 4**

### **HEA 486 : Health Studies Capstone**

The Health Studies Research Capstone is the students' synthesis of learning from previous courses, which is accomplished via the completion of a Capstone project. The Capstone project is a 40-hour quality improvement project completed at the students' place of employment. Students identify an area of interest with an opportunity for change in their professional work setting. Students conduct an assessment, complete a comprehensive literature review and develop a strategy for implementation of change. The project incorporates inter-professional collaboration and displays effective leadership, culminating in an oral and PowerPoint or poster presentation. This course requires a minimum of 40 hours of experiential time in the field. Students must meet with the Health Studies Program Coordinator at least one (1) month prior to the start of HEA 486 to have their Capstone project approved.

**Credits 4**

## **History**

### **HIS 103 : American Rebels**

Rebels founded its first colonies and a group of rebels led those colonies to independence and the eventual creation of a new global order. The rebel tradition has continued with legions of dreamers and activists: Confederates and abolitionists, muckrakers and suffragettes, beats, hippies and yippies and the founders of new religions. This course explores rebels famous and less known, giving students the opportunity to locate and explore rebels that interest them and share their research.

**Credits 4**

#### **Liberal Education Core Area**

Historical Perspectives

### **HIS 104 : American Nightmares and Dreams**

People have seen the United States as the land where all could achieve the dreams of freedom and prosperity. For many the American Dream has been a nightmare. Dreams of racial supremacy, gaining endless wealth, protecting the traditional family, territorial expansion, defending the nation and procuring overseas markets have all meant nightmares for some. This course explores American dreams and nightmares from the discovery of the New World through today.

**Credits 4**

#### **Liberal Education Core Area**

Historical Perspectives

## **Intergrative Experience**

### **IE 300 : Level Courses**

Liberal Education 300 level Integrative Experience individual course descriptions are available at the time of registration.

**Credits 4**

#### **Prerequisites**

Completion of three Core Area courses

## **Mathematics**

### **MAT 206 : Algebra and Trigonometry**

This course focuses on the concept of a function and its inverse. The study of linear, quadratic, exponential, logarithmic and trigonometric functions and their applications are integral components of the course. The concept of a matrix as a tool to solve equations with more than one unknown will also be introduced in this course.

**Credits 4**

#### **Prerequisites**

MAT 122 or 2 years of high school algebra

### **MAT 220 : Introduction to Statistics**

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

**Credits 4**

## **Medical Assistant**

### **MA 101 : Clinical Medical Assistant Practices**

The Clinical Medical Assisting course gives an in-depth explanation of essential medical assisting concepts. Understanding is reinforced with practice exercises. Students are introduced to best practices in infection control; taking a temperature, pulse, respiration and blood pressure; and procedures used in medical specialties. The class offers comprehensive instruction on material in order for students to effectively master the basics of medical assisting.

**Credits 4**



**MA 101L : Clinical Medical Assistant Practices Lab**

The Clinical Medical Assisting Lab offers in-depth explanations of essential medical assisting concepts in a laboratory environment. This Lab provides an opportunity for the student to put into practice many of the concepts learned in CMA101, Clinical Medical Assisting. Topics include learning more about the patient care environment, practicing techniques used by the medical assistant, real-world simulation that gives opportunity for the student to explore legal and ethical guidelines, practice with job skills and duties, determining when and how to use professional resources and practice with using safety techniques. Students will reinforce the technical terminology, facts, theories, methods and principles associated with the role of the medical assistant in the ambulatory setting.

**Credits 8**

**MA 201 : Clinical Medical Assistant Practicum**

The Clinical Medical Assisting Practicum course allows students time to observe practicing Medical Assistants in a clinical setting and practice medical assisting skills in a simulated and clinical environment. They have the opportunity to shadow medical assistants at the sponsoring institution and engage in discussion about various medical assisting scenarios. Medical assisting educators will meet with the students to ensure that students perform procedures safely and accurately.

**Credits 3**

## Pharmacy Tech

**PHT 101 : Pharmacy Technician Practices and Procedures**

The Pharmacy Technician Practice and Procedures course gives students an in-depth explanation of essential pharmacy technician concepts. Students learn the basics by reinforcing instruction with practical applications of the roles and procedures of pharmacy technicians. They have the opportunity to shadow pharmacy technicians at the sponsoring institutions and engage in discussions about various scenarios students will face as pharmacy technicians. Educators will meet with students to ensure tasks are completed accurately.

**Credits 3**

**PHT 101L : Pharmacy Technician Practices and Procedures Lab**

The Pharmacy Technician Practice and Procedures Lab offers in-depth explanations of the role and duty of a pharmacy technician in a laboratory environment. This Lab provides an opportunity for the student to put into practice many of the concepts learned in PT101, Pharmacy Technician Practice and Procedures. Topics include learning more about the pharmacy environment; practicing techniques used by the pharmacy technician; real-world simulation that give opportunity for the student to explore legal and ethical guidelines; practice with job skills and duties; determining when and how to use professional resources; and practice with using safety techniques. Students will reinforce the technical terminology, facts, theories, methods and principles associated with the role of the pharmacy technician in both the ambulatory and hospital pharmacy settings.

**Credits 2**

**PHT 102 : Pharmacy Calculations**

The Pharmacy Calculations course allows students to demonstrate the ability to perform pharmaceutical calculations required for the usual dosage determinations and solution preparation. Students receive instruction on basic computations, use of measuring tools, dosage computations, compounding calculations and solution preparation. Subject areas explored include ratio and proportion, dilution and concentration, milliequivalents, units and intravenous flow rates.

**Credits 3**

**Course Definition**

QL

**PHT 201 : Pharmacy Technician Practicum**

The Pharmacy Technician Practicum course offers students the opportunity to practice their pharmacy technician skills with actual patients. It allows students to shadow real pharmacy technicians at the sponsoring institution and engage in discussion about various pharmaceutical related scenarios. Pharmacy technician educators will meet with the students to ensure that students adhere properly to procedures and exercise safety.

**Credits 3**

# Philosophy

## **PHI 100 : Introduction to Philosophy**

This course is an introduction to philosophy and to the great ideas and arguments that comprise it. We read some of the most influential works of human thought, from the ancient, modern and contemporary periods and relate them to our everyday lives. We ask questions like: How should we live? Who am I? Does God exist? Do I have a free will? What is the meaning of society?

**Credits 4**

**Liberal Education Core Area**

Humanities

## **PHI 305 : Biomedical Ethics**

This course examines ethical concepts and applies them to health and medicine. We discuss major ethical theories, case studies and arguments and develop a reflective approach to biomedical issues. Along the way we draw on our knowledge of medical science, health care policy and the historical, cultural and religious perspectives relating to health care.

**Credits 4**

**Liberal Education Core Area**

Humanities

# Political Studies

## **POL 100 : World Politics**

The goal of this course is to provide students with a framework to help make sense of the 21st century global community. Topics discussed include: the differences between democratic and authoritarian states; economic, cultural or institutional preconditions for democracy; ways various political systems manage internal dissension and conflict; and the difficult transition from autocratic systems of repression to democratic systems.

**Credits 4**

**Liberal Education Core Area**

Social Science

## **POL 101 : Introduction to American Politics**

In this course students examine the political, social and economic institutions that make up the American political system. After discussing the theoretical foundations of the American experiment in democracy, students analyze how these theoretical foundations were translated into concrete political institutions. Through the analysis of history, current controversies, case studies and simulations students see how the institutions of the American regime come together to form a logical and rational political system.

**Credits 4**

**Liberal Education Core Area**

Social Science

## **POL 203 : Political Ideas and Ideologies**

This course explores an aspect of political life which is all around us, yet rarely studied closely: political ideologies. This course explores important philosophical questions that ideologies seek to answer, such as: What is a political community and what is its proper role in life? What is justice? How should individuals relate to the state? What is power and how should it be limited? When is change necessary, and how should that change come about?

**Credits 4**

**Liberal Education Core Area**

Humanities

# Psychology

## **PSY 101 : Introduction to Psychology**

This course surveys the major areas of psychology and emphasizes an understanding of research methods, theories and findings in the field of psychology. Students study human behavior from multiple perspectives including cognitive, behavioral and physiological. Students learn about challenging issues faced by psychologists and practice hypothetical and problem-solving skills in the context of psychology.

**Credits 4**

**Liberal Education Core Area**

Social Sciences

## **PSY 240 : Life Span Development**

This course explores the journey of the individual from conception to death. Students trace individual physical, cognitive and socio-emotional development chronologically, exploring the issues pertaining to each stage. This course helps all students understand others and gain some insight into their own history. It is particularly designed to help future nurses and mental-health professionals who are responsible, in some way, for the care of others.

**Credits 4**

**Prerequisite Courses**

[PSY 101: Introduction to Psychology](#)

## R.N. to B.S. /R.R.T. to B.S.

### **RNBS 402 : Community and Public Health Nursing**

This course introduces the concept of the community as client and examines population-focused nursing. Topics include epidemiology, biostatistics, community assessment, cultural competency, vulnerable populations and environmental health. The course also examines the context of community and public health nursing through the exploration of the social and ecological determinants of health. Public health sources of information will be accessed to inform evidence-based practice and population health. The course includes an experiential component, with a focus on the assessment, planning, implementation and or evaluation of community/public health-focused nursing care.

**Credits 4**

#### **Prerequisites**

R.N. Licensure

### **RNRT 401 : Healthcare Research and Evidence Based Practice**

The course will continue development of evidence-based practice skills in the already licensed healthcare professional. Students will develop or consolidate skills in evaluating and applying research to clinical practice. Topics include the research process, literature critique and principles of effective and efficient knowledge transfer into practice. Using project based learning, students will incorporate the clinical value compass and principles of quality improvement to address practice issues.

**Credits 4**

#### **Prerequisites**

R.N. Licensure or R.R.T. Licensure; [MAT 220](#) or equivalent

### **RNRT 403 : The Administrative Context for High Quality Care Delivery**

This course will focus on how health care delivery systems develop high reliability care systems that assure the safe and high quality delivery of patient care. The policy, regulatory and legal contexts for health care, including the Affordable care Act, are addressed with an emphasis on the critical role that nurses and respiratory therapists play.

**Credits 4**

#### **Prerequisites**

R.N. Licensure or R.R.T. Licensure

### **RNRT 404 : Leadership and Management in Health Care Systems**

The course examines classical and contemporary theories and models of leadership and management as deployed in the healthcare environment. Requirements for effective leadership and management at the levels of self, work unit and organization will be analyzed. Hallmarks of effective healthcare leadership and management will be explored through the use of case studies. In addition, students explore their own assumptions and values about personal leadership.

**Credits 4**

#### **Prerequisites**

R.N. Licensure or R.R.T. Licensure

### **RNRT 486 : Capstone Project in Nursing**

The capstone project demonstrates the students' synthesis of learning from previous courses and consists of a 40-hour quality improvement project completed at the students' place of employment. Students identify an area of interest with an opportunity for change in their practice setting. Students conduct an organizational assessment, complete a comprehensive literature review and develop a strategy for implementation of change. The project incorporates inter-professional collaboration and leadership, culminating in an oral and PowerPoint or poster presentation. This course requires a minimum of 40 hours of experiential time in the field. Students must meet with the RNBS or RTBS Program Coordinator at least one (1) month prior to the start of RNRT 486 to have their Capstone project approved.

**Credits 4**

#### **Prerequisites**

R.N. Licensure or R.R.T. Licensure

### **RTBS 410 : Advanced Topics in Respiratory Therapy**

Advanced Topics in Respiratory Therapy focuses on issues relevant to practicing respiratory therapists. Topics include anatomy and physiology of adult and pediatric populations, mechanics of breathing, ventilation and perfusion relationships, non-invasive and invasive ventilation relationships, acid-base regulation, hemodynamics, diagnostic studies and an understanding of cardiopulmonary disorders and pathophysiology of respiratory diseases. Mechanical ventilation in the critical care setting will also be discussed along with the pharmacological treatment of pulmonary disorders.

**Credits 4**

#### **Prerequisites**

R.R.T. Licensure

## Science

### **SCI 112 : Introduction to Astronomy (+lab)**

This laboratory course provides a hands-on introduction to astronomy. Students take an historical perspective, noting major theoretical developments in astronomy such as the work of Galileo, Kepler, Newton, Einstein, Hubble and Hawking and also a practical perspective, discussing the exploration of space by satellites, shuttles and telescopes. Laboratory work involves computer demonstrations and night sky observations. A \$50 lab fee is charged.

**Credits 4**

**Liberal Education Core Area**

Science

## Sociology

### **SOC 101 : Introduction to Sociology**

This course examines sociology as a scientific discipline with an introduction to its foundational themes, empirical concerns and analytical approaches. Students will investigate the interrelationship between individual experience and broader social contexts emphasizing the effects of social class, race/ethnicity and gender on life experiences and opportunities. Students will gain knowledge and critical thinking skills regarding contemporary social life in the United States.

**Credits 4**

**Liberal Education Core Area**

Social Sciences

## Studio Art

### **ART 100 : Introduction to Visual Art**

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

**Credits 4**

**Liberal Education Core Area**

Arts

## Surgical Tech

### **SUR 101 : Perioperative Patient Care**

This course prepares trainees to apply knowledge of professional Surgical Technologist responsibilities and relations, interpersonal relationships and communication skills. Emphasis is placed on creating and maintaining a safe operating environment. This course also prepares trainees to apply knowledge of surgical complications. The use of lasers in surgery is also covered.

**Credits 4**

**Course Definition**

WI

### **SUR 102 : Perioperative Patient Care II**

This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. This course prepares students to apply knowledge of the principles of aseptic technique, scrubbing, gowning, gloving, sterilization and disinfecting. Emphasis is placed on operating room sanitation, scrubbing, gowning, gloving and instrument identification.

**Credits 6**

### **SUR 103 : Aseptic Lab**

In our lab portion, students will practice the application of the theoretical knowledge learned in Perioperative Patient Care for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection and perioperative patient care. Upon completion, trainees should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation and other skills. This course prepares trainees to apply knowledge of the principles of aseptic technique, scrubbing, gowning, gloving, sterilization and disinfecting. Emphasis is placed on operating room sanitation, scrubbing, gowning and gloving and instrumentation. The theory component of the course is graded based on a letter grade. For the lab component of courses, trainees will be marked off on successful completion of skills on skills check-off sheets. It is the trainee's responsibility to schedule additional practice time with an instructor if the skill(s) is (are) not mastered during lab hours. The skills lab component is graded based on a lab practical exam and lab reports at the end of each applicable course. The lab score is then averaged in with the final course grade for the class.

**Credits 12**

**SUR 200 : Microbiology**

This course prepares trainees to apply knowledge of micro-organisms, viruses, hepatitis and HIV/AIDS as related to the Surgical Technologist's role in patient care. Emphasis is placed on the causes and the prevention of human diseases. Identify terms related to microbiology with their correct definitions; Define the causes and prevention of human disease; Identify and select factors influencing the occurrence of infection; Describe means of controlling the transmission of infections; and work cooperatively with others in a professional manner.

**Credits 4**

**SUR 201 : Surgical Procedures I**

This course provides an introduction to selected basic and intermediate surgical specialties: general surgery, gastrointestinal, obstetrical/gynecology and urology. Emphasis is placed on related surgical anatomy, pathology and procedures that enhance theoretical and clinical knowledge of patient care, instrumentation, supplies and equipment. \*\*This course prepares trainees to apply knowledge of anatomy and physiology and the surgical instrumentation used during general, laparoscopic, obstetric, gynecological, genitourinary and gastrointestinal surgical procedures. Define general terminology and abbreviations associated with specific surgical procedures; Discuss the relationship between instrumentation, equipment and supplies and quality patient care in the operating room; Demonstrate techniques of opening and preparing supplies and instruments needed for any operative procedure with the maintenance of sterile technique at all times; Demonstrate the proper technique for preparing supplies and instruments on a sterile field; demonstrate and explain the procedure for counting instruments, sponges, needles and other items on the sterile field; and work cooperatively with others in a professional manner.

**Credits 4**

**SUR 202 : Surgical Procedures I Clinical**

This course provides clinical experience with a variety of perioperative assignments to build skills learned in [SUR 201](#). Emphasis is placed on the scrub and circulating roles of the Surgical Technologist including aseptic technique and basic case preparation for select surgical procedures. Upon completion, trainees should be able to prepare, assist with and dismantle surgical cases in both the scrub and circulating roles.

**Credits 12**

**SUR 300 : Pharmacology**

This course introduces the trainee to the most common categories of medication used in the operating room. The trainee gains an understanding of medications used in the surgical setting, on the surgical field, anesthetic agents and their complications. Demonstrate cricoid pressure; Identify the different categories of medications; List and describe the six rights of medication administration; Understand the Surgical Technologist's role and responsibilities in intra-operative medication administration; Understand the Surgical Technologist's role in management of anesthetic complications; Understand the Surgical Technologist's responsibility with the anesthetized patient; and work cooperatively with others in a professional manner.

**Credits 3**

**Course Definition**

QL

**SUR 301 : Surgical Procedures II**

This course provides an introduction to selected basic and intermediate surgical specialties: ENT, maxillofacial and plastic/reconstructive ophthalmology and Neurology. Emphasis is placed on related surgical anatomy, pathology and procedures that enhance theoretical and clinical knowledge of patient care, instrumentation, supplies and equipment. \*\*This course is designed to introduce trainees to the generally required surgical techniques involved in ophthalmology, otorhinolaryngology, oral and maxillofacial, plastic and reconstructive surgeries. Describe the anatomy, pathology and related terminology of each system or organ that prompts surgical intervention; Describe diagnostic procedures required for surgical intervention for each surgical specialty; Identify the names and uses of special equipment required for each surgical specialty; Identify surgical instrumentation pertaining to specific surgical cases; Demonstrate a surgical procedure for each specialty; Identify any specific variations related to the preoperative and intra-operative care of various surgical patients; and work cooperatively with others in a professional manner.

**Credits 4**

**SUR 302 : Surgical Procedures II Clinical**

This course provides clinical experience with a variety of perioperative assignments to build skills learned in [SUR 201](#). Emphasis is placed on the scrub and circulating roles of the Surgical Technologist including aseptic technique and basic case preparation for select surgical procedures.

**Credits 12**

**SUR 400 : Professional Success Development**

This course covers theoretical knowledge required for extension of the Surgical Technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies and managerial skills. Upon completion, trainees should be able to assume leadership and educator roles in a specific specialty. This course also provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test taking strategies, resume preparation and interviewing techniques.

**Credits 1**

**SUR 401 : CST Review**

This course provides an overview of theoretical knowledge in preparation for certification. Topics include test taking strategies and practice tests for the certification exam. Upon completion, trainees should be able to identify strengths and weaknesses in preparation for certification.

**Credits 3**

**SUR 402 : Surgical Specialties III**

The course provides a comprehensive study of intermediate and advanced surgical specialties that trainees are exposed to in the third clinical rotation; orthopedics, peripheral-vascular, thoracic, cardiothoracic, pediatric and trauma. Emphasis is placed on related surgical anatomy, pathology and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies and equipment. Upon completion, trainees should be able to correlate, integrate and apply theoretical knowledge of the course topics to the clinical operative environment. \*\*This course is designed to introduce trainees to the generally required surgical techniques involved in orthopedic, cardiothoracic, peripheral vascular surgeries, trauma and pediatrics. Describe the pathology and related terminology of each system or organ that prompts surgical intervention; Identify the names and uses of special equipment required for these various surgical procedures; Demonstrate the purpose and expected outcomes of these various procedures; Identify any specific variations related to the preoperative, intra-operative and post-operative care of various surgical patients; and Work cooperatively with others in a professional manner.

**Credits 4**

**SUR 403 : Surgical Specialties III Clinical**

The course provides a comprehensive study of intermediate and advanced surgical specialties that trainees are exposed to in the third clinical rotation; orthopedics, peripheral-vascular, thoracic, cardiothoracic, pediatric and trauma. Emphasis is placed on related surgical anatomy, pathology and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies and equipment.

**Credits 12**

## Writing

**WRT 101 : Introduction to Academic Writing**

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

**Credits 4**

**WRT 335 : Writing About Science and Health**

Maintaining clear communication between scientists and nonscientists is becoming increasingly important to modern society. In this course, students will analyze and write about topics in science and health, including climate change science, public health issues, as well as medical topics such as neuroscience and genetics. Complex ideas will be distilled by students into simple explanations after probing deeply into each topic via extensive research. Over the semester students will (both individually and collaboratively) present their findings and write about topics with precision, clarity and objectivity. Students will also develop skills in audience analysis and critical research. At the end of the course, students will reflect on their experiences in light of current media coverage of relevant topics. **Course Type:** Integrative Experience/Integrative Studies

**Credits 4**

**Prerequisites**

Completion of three core courses.

**Semester Offered**

Offered fall of odd numbered years.