



# Table of Contents

|                                                                                |    |
|--------------------------------------------------------------------------------|----|
| <b>General Information</b>                                                     | 4  |
| Notice of Nondiscrimination                                                    | 4  |
| Accreditation                                                                  | 4  |
| <b>College Vision, Mission, Values, Promises and Commitments</b>               | 6  |
| Vision                                                                         | 6  |
| Mission                                                                        | 6  |
| Values                                                                         | 6  |
| Promises                                                                       | 6  |
| Foundational Commitments                                                       | 7  |
| <b>Curriculum</b>                                                              | 8  |
| An Overview of the Curriculum                                                  | 8  |
| Graduate & Professional Studies Degrees                                        | 8  |
| Graduate & Professional Studies Programs                                       | 8  |
| Distance Education                                                             | 8  |
| <b>Liberal Education Program</b>                                               | 10 |
| Academic Writing                                                               | 10 |
| Liberal Education Program                                                      | 10 |
| Integrative Experience                                                         | 11 |
| Apprenticeship, Capstone and Learning Portfolio                                | 12 |
| <b>Additional Curricular Opportunities</b>                                     | 13 |
| Undergraduates Taking Graduate-Level Courses                                   | 13 |
| Professional Learning Credits                                                  | 13 |
| ROTC Programs                                                                  | 13 |
| Veteran Education Benefits                                                     | 13 |
| <b>Academic Policies</b>                                                       | 15 |
| Academic Calendar                                                              | 15 |
| Policies and Deadlines for Enrollment                                          | 15 |
| Annual Tuition and Fees: 2026-2027                                             | 17 |
| Return of Federal Title IV Funds                                               | 18 |
| Graduation Requirements                                                        | 19 |
| Course Credit and Course Load                                                  | 20 |
| Examination Policies                                                           | 22 |
| Course Level Numbering                                                         | 22 |
| Grading System                                                                 | 22 |
| Repeating Courses                                                              | 24 |
| Adding, Dropping and Withdrawing from Courses                                  | 24 |
| Class Standing                                                                 | 25 |
| Academic Standing - Grade Appeal                                               | 25 |
| Academic Suspension and Dismissal                                              | 26 |
| Student Responsibilities                                                       | 26 |
| Academic Honesty                                                               | 27 |
| Withdrawal Policy: Student-Initiated Withdrawal and Administrative Withdrawal  | 30 |
| Transcript Policy                                                              | 31 |
| Release of Educational Records and the Family Education Rights and Privacy Act | 31 |
| Professional Studies Honors and Awards                                         | 32 |
| <b>Graduate Academic Policy</b>                                                | 34 |

|                                            |     |
|--------------------------------------------|-----|
| Non-Degree Students                        | 34  |
| Transfer Students                          | 34  |
| Full Time Status/Financial Aid             | 34  |
| Administrative Withdrawal                  | 34  |
| Academic Probation                         | 34  |
| Academic Suspension and Dismissal          | 34  |
| <b>Campus Spaces &amp; Facilities</b>      | 36  |
| Campus Facilities                          | 36  |
| Athletic & Recreational Facilities         | 38  |
| <b>Governing Body &amp; Faculty</b>        | 39  |
| Governing Body                             | 39  |
| Faculty 2026-2027                          | 40  |
| Faculty Emerit                             | 46  |
| <b>Programs</b>                            | 47  |
| Allied Health                              | 47  |
| Doctor of Nursing Practice                 | 50  |
| Graduate Business Administration           | 53  |
| Graduate Exercise Science                  | 55  |
| Graduate Nursing                           | 57  |
| Graduate Social Work                       | 68  |
| Health Studies                             | 70  |
| Nursing                                    | 72  |
| <b>Courses</b>                             | 79  |
| Accelerated Bachelor of Science in Nursing | 79  |
| Accounting                                 | 81  |
| Child Development                          | 81  |
| Economics                                  | 82  |
| Allied Health                              | 82  |
| Apprenticeship Elective Courses            | 83  |
| Biology                                    | 83  |
| Business Administration                    | 84  |
| Doctor of Nursing Practice                 | 85  |
| English                                    | 86  |
| Graduate Business Administration           | 87  |
| Graduate Exercise Science                  | 91  |
| Graduate Nursing                           | 93  |
| Graduate Social Work                       | 99  |
| Health Studies                             | 102 |
| History                                    | 103 |
| Intergrative Experience                    | 103 |
| Mathematics                                | 104 |
| Medical Assistant                          | 104 |
| Pharmacy Tech                              | 104 |
| Philosophy                                 | 105 |
| Political Studies                          | 105 |
| Psychology                                 | 105 |
| R.N. to B.S. /R.R.T. to B.S.               | 106 |
| Science                                    | 107 |
| Sociology                                  | 107 |

|                     |     |
|---------------------|-----|
| Studio Art .....    | 107 |
| Surgical Tech ..... | 107 |

|               |     |
|---------------|-----|
| Writing ..... | 110 |
|---------------|-----|

# General Information

## Notice of Nondiscrimination

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 race or ethnicity; color; national origin; religion; age; mental or physical disability; parental, family or marital status; veteran status; or sex (including pregnancy or related conditions, sexual orientation, genetic information, gender identity or gender expression). Further, Colby-Sawyer College prohibits sex discrimination in any education program or activity that it operates.

The college recognizes that harassment related to an individual's sex, sexual orientation, gender identity, or gender expression can occur in conjunction with misconduct related to an individual's race, color, ethnicity, national origin, religion, age, or disability. Targeting individuals on the basis of these characteristics is also a violation of the college policy. Under these circumstances, the college will coordinate the investigation and resolution efforts outlined in the college's Sex-based Discrimination and Sex-based Harassment Policy and Grievance Procedures as well as the Code of Community Responsibility (for students) and Employee Handbook (for employees), to address harassment related to the targeted individual's sex, sexual orientation, gender identity, or gender expression together with the conduct related to the targeted individual's race, color, ethnicity, national origin, religion, age, or disability.

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, [rdavis@colby-sawyer.edu](mailto:rdavis@colby-sawyer.edu), Lead Title IX Coordinator
  - **Amanda Moak**, Director of Student Activities & Orientation, Room 125, Ware Student Center, 603.526.3741, [amanda.moak@colby-sawyer.edu](mailto:amanda.moak@colby-sawyer.edu), Deputy Title IX Coordinator
- **For Faculty**

- **Hilary Williams**, Academic Vice President and Dean of Faculty, Room 131, Colgate Hall, 603.526.3078, [hilary.williams@colby-sawyer.edu](mailto:hilary.williams@colby-sawyer.edu), Deputy Title IX Coordinator

- **For Staff**

- **Heather Zahn**, Director of Human Resources, Room 230A, Colgate Hall, 603.526.3584, [hzahn@colby-sawyer.edu](mailto:hzahn@colby-sawyer.edu), 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  
Email: [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

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## 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

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## 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 and graduate education is grounded in the Liberal Arts and Sciences.

## Graduate & Professional Studies Degrees

Colby-Sawyer College offers the Associate of Science, Bachelor of Science, Master of Science in Nursing, Master of Business Administration, Master of Science in Exercise Science, Master of Social Work, and Doctor of Nursing Practice degrees.

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.

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. Graduate-level degree requirements vary. Review degree requirements for each program in the catalog.

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

The faculty and staff who serve as advisors and mentors for students take seriously their responsibility to assist students in planning and making decisions about course selection, choice of major and career opportunities. 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.

## Graduate & Professional Studies Programs

### **Associate of Science Degree (A.S.) in Health Science**

With training of students in collaboration with the Dartmouth Health Career Institute

- 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)

### **David B. Payne 4+1 Master of Science in Business Administration** (in person)

### **Master of Science in Business Administration (M.B.A.)** (online)

- Project Management
- Health Management

### **Master of Science in Exercise Science (M.S.E.S.)** (online)

- Applied Exercise Science
- Strength and Conditioning

### **Master of Science in Nursing Degree (M.S.N.)** (online with onsite clinical component at student's healthcare organization)

- 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

### **Master of Social Work (M.S.W.)** (online with clinical practicum)

### **Doctor of Nursing Practice (D.N.P.)** (online with scholarly project)

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

## Distance Education

Colby-Sawyer College offers online and hybrid courses. If applicable, 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 in person 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.

Colby-Sawyer College uses the following username and password procedures to verify student identity in online courses and programs, in accordance with the Higher Education Opportunity Act (HEOA).

Each student receives a unique, secure username and password during the admissions process. Beyond username and password login, students must also use multi-factor authentication for increased security and privacy protection.

Students can change or reset their passwords at any time. They are responsible for accurately representing their identity during verification and must keep their access credentials confidential. Sharing credentials is strictly prohibited, and students are accountable for all account activity.

Colby-Sawyer College complies with the Family Educational Rights and Privacy Act (FERPA), protecting student information, including that of online learners.

**Distance Education does not apply to the Accelerated Bachelor of Science in Nursing degree (ABSN) at this time.**

## 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 undergraduate online student: must be registered for 12 credits or more per semester
  - Full-time graduate online student: must be registered for 9 credits or more per semester
  - Part time undergraduate online student: registered for less than 12 credits per semester
  - Part time graduate online student: registered for less than 9 credits per 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.

# Liberal Education Program

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## Academic Writing

### *Academic Writing*

WRT 101: Introduction to Academic Writing Credits: 4

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

#### 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.

## Liberal Education Program

### LIBERAL EDUCATION PROGRAM

The Association of American Colleges and Universities recognizes a liberal education as one which prepares students for work, citizenship, and life. A liberal education is one which frees the mind and is critical to the strength of our democracy. The student is an active participant in their educational journey, and inclusive excellence is a core theme woven throughout the learning outcomes.

At Colby-Sawyer, your professional and personal development are closely interconnected. The Liberal Education Program (a set of courses that students in all majors take) provides student with choice and access to a wide range of courses equips you with versatile skills needed to complete successful college-level work and exposes you to a variety of disciplinary areas and interdisciplinary approaches.

These skills are applicable and transferable in the ever-evolving professional world and are sought out by employers. These courses will invite you to confront questions that are crucial to adult life. A liberal education builds the habits of mind that will carry you into your career of choice and beyond, positioning you to think critically, engage broadly, and navigate uncertainty with confidence.

#### Requirements:

- Online A.S. students are required to take an Academic Writing Course, a Data & Mathematics Course, and 3 courses from the Ways of Knowing including: One Social & Behavioral Analysis Course, One Investigating the Natural World Course, and One Creative & Interpretive Inquiry or Liberal Education Elective.
- Online B.S. students are required to take a total of Six Courses in the Ways of Knowing (24 credits).
- Online B.S. students are also required to take one 4 credit Integrative Experience course.

#### Liberal Education Program Requirements

*\*See Academic Writing Section of Catalog*

## **Data & Mathematics**

Eligible Courses: MAT 122, MAT 220, or MAT 230.

Course Outcomes:

- Evaluate the quality of a sample of data and articulate its limitations in representing a population.
- Calculate descriptive statistics for numerical or categorical data (mean, median, mode, standard deviation, proportion, percentage, percentile) and use the appropriate values to summarize the data.
- Create common graphical displays of data (pie charts, bar plots, line graphs, histograms, scatterplots, box plots) using spreadsheet software and describe what they show.
- Infer and clearly state reasonable data-driven conclusions.

## **Ways of Knowing**

### ***Creative and Interpretive Inquiry (CII)***

Area outcomes:

- Produce, analyze, or interpret creative and philosophical works.
- Engage questions of meaning, value, and aesthetic judgment.
- Communicate insights effectively through written, oral, or visual forms.

Courses: ART100, ART110, ART120, ART230, ART234, ART247, ART260, ART270, DAN150, ENG 213, ENG 215, ENG 234, ENG 242, ENG 244, ENG 244, ENG 250, GD125, GD213, HIS 103, HIS 209, HIS 212, HIS 218, MUS103, MUS108, POL 202, POL 203, POL 204, THE120, THE140, THE230, WRT201

### ***Social and Behavioral Analysis (SBA)***

Area outcomes:

- Analyze how social, political, and economic forces shape individuals and communities.
- Interpret qualitative and quantitative evidence and apply disciplinary perspectives to evaluate real-world issues.
- Reflect on individual roles and responsibilities within diverse communities and a democratic society.

Area courses: BUS115, CHI101, ECO 201, EDU201, POL 100, POL 101, PSY 101, SHS101, SM210, SM213, WGS 111

### ***Investigating the Natural World (INW)***

Area outcomes:

- Use scientific and logical methods to generate and investigate questions about the natural world and human systems.
- Collect and evaluate evidence, data, and models to draw reasoned conclusions and test competing explanations.
- Apply quantitative reasoning and analytical tools to solve problems and assess hypotheses and claims.

Area courses: BIO106, BIO107, BIO121, BIO205, BIO206, CHE101, ENV101, ENV201, PHY101, SCI112

### **Liberal Education Electives:**

All courses listed in Ways of Knowing

COM101: Public Speaking

PHI100: Introduction to Philosophy

PHI210: Logic and Critical Thinking

PHI305: Biomedical Ethics

## **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 courses. 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 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 Career Institute programs*)

Upon completion of their Career Institute (DHCI) training program, students enter a 2,000-hour registered apprenticeship with the Department of Labor. DHCI students are able to take online classes at CSC to complete their associate degree.

### Capstone

The Capstone is one of the final courses to complete a bachelor's degree through Colby-Sawyer College. The Capstone differs from major to major; see course descriptions.

Purpose: To ensure that all students 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

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## 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. Students in the R.N. to Bachelor of Science, R.R.T. to Bachelor of Science, Health Studies to Bachelor of Science, or Associate of Science in Health Science who possess a professional license or certification may also submit documentation to be reviewed to see if they qualify for Professional Learning Credits. They may also submit transcripts from institutions or programs that do not hold a recognized accreditation to be reviewed to possibly earn Professional Learning Credits (PLC).

### Associate of Science in Health Science

- Credit for Professional Certification: 15 credits
- Credit for Work Experience\*: 15-25 credits
  - \*15 credits: completion of a Department of Labor approved apprenticeship program and achieved an average score of 4 on program evaluation.
  - \*25 credits: completion of a Department of Labor approved apprenticeship program, achieved an average score of 4 on program evaluation, and completion of DHCI all four apprenticeship courses.

### R.N. to Bachelor of Science, R.R.T. to Bachelor of Science, and Health Studies to Bachelor of Science

- Credit for Professional Licensure: 15 credits
- Credit for Work Experience\*: 15 credits
  - \*minimum one year of work experience prior to applying for either program.

Please contact the Office of Graduate and Professional Studies for specific information.

## 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 website at [benefits.va.gov/gibill](https://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

Contact: 603.526.3744 or [billing@colby-sawyer.edu](mailto:billing@colby-sawyer.edu)

# Academic Policies

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## Academic Calendar

Please go to [colby-sawyer.edu/academics/academic-resources/academic-calendars](http://colby-sawyer.edu/academics/academic-resources/academic-calendars) to view the Academic Calendar.

## Policies and Deadlines for Enrollment

### Admission Requirements

*Conditional admission is available for all programs but condition must be fulfilled prior to matriculation.*

#### Registered Nurse to Bachelor of Science in Nursing Admission Requirements

- Associate degree in nursing from an accredited nursing program
- Unencumbered Registered Nursing license
- Professional Resume or Curriculum Vitae
- Minimum Cumulative GPA of 2.0
- All official college transcripts

#### Registered Respiratory Therapist to Bachelor of Science in Respiratory Therapy Admission Requirements

- Associate degree in respiratory therapy from an accredited respiratory therapy program
- Unencumbered Respiratory Therapy license
- Professional Resume or Curriculum Vitae
- Minimum Cumulative GPA of 2.0
- All official college transcripts

#### Associate of Science to Bachelor of Science in Health Studies Admission Requirements

- Associate degree from an accredited college or university
- Professional Resume or Curriculum Vitae
- Minimum Cumulative GPA of 2.0
- All official college transcripts

#### Accelerated Bachelor of Science in Nursing Admission Requirements

- Bachelor degree from an accredited college or university
- Professional Resume or Curriculum Vitae
- Minimum Cumulative GPA of 3.0
- All official college transcripts
- Completion of Prerequisites:

- B- or higher in Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology (all including a lab component and completed within 5 years of acceptance)
- C or higher in Introduction to Statistics, Introduction to Psychology, Introduction to Sociology, and Lifespan Development

#### Master of Science in Nursing Admission Requirements

- Bachelor of Science in Nursing degree from an accredited nursing program
- Unencumbered Registered Nursing license
- Resume or curriculum vitae
- Minimum cumulative GPA of 2.5
- All official college transcripts
- Completion of college-level Statistics course (C grade or higher)

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

- Master of Science in Nursing degree from an accredited nursing program
- Unencumbered Registered Nursing license
- Resume or curriculum vitae
- Minimum cumulative GPA of 2.5
- All official college transcripts
- Completion of college-level Statistics course (C grade or higher)

#### Master of Science in Exercise Science Admission Requirements

- Bachelor degree from an accredited institution
- A resume or curriculum vitae (CV)
- Minimum cumulative GPA of 2.75
- All official college transcripts
- Completion of Prerequisites with a grade of C or higher:
  - Human Anatomy & Physiology I with lab
  - Human Anatomy & Physiology II with lab

#### Master of Social Work Admission Requirements

- Regular Standing (two years to completion)
  - Bachelor degree from a nationally accredited institution
  - A resume or curriculum vitae (CV)
  - Minimum cumulative GPA of 3.0
  - All official college transcripts
  - Statement of purpose
  - At least one letter of recommendation
  - Interview (if requested)
- Advanced Standing (for those with a Bachelor of Social Work, one year to completion)

- Bachelor of Social Work degree from a CSWE accredited program within 8-years of acceptance
- A resume or curriculum vitae (CV)
- Minimum cumulative GPA of 3.0
- All official college transcripts
- Statement of purpose
- At least one letter of recommendation
- Interview (if requested)

### **Master of Business Administration Admission Requirements**

- Bachelor degree required – conditional admission offered for those in the last term of completing their BA/BS
- Minimum undergraduate GPA of 2.75
- A copy of official transcripts for all post-secondary education
- A resume or curriculum vitae (CV)

### **Master of Business Administration 4+1 MBA Admission Requirements**

- Bachelor degree from Colby-Sawyer College (degree must be conferred prior to matriculating in Summer 202)
- Professional Resume or Curriculum Vitae
- Minimum Cumulative GPA of 2.5
- All official college transcripts
- Completion of Prerequisites with a C+ or higher: Financial Accounting (ACC216), Principles of Economics (ECO201), Management Principles (BUS204)
- A recommendation for acceptance from a faculty member or advisor

### **Doctor of Nursing Practice Admission Requirements**

- Master of Science in Nursing degree from an accredited nursing program
- Unencumbered Registered Nursing license or Advanced Practice Registered Nurse (APRN) license in the state where the scholarly practicum will be conducted
- Resume or curriculum vitae
- Minimum cumulative GPA of 3.0
- All official college transcripts
- Two letters of recommendation (One letter must be from a direct supervisor or professional who can address the candidate's clinical expertise and leadership potential. The second letter can be an additional professional recommendation or a letter from a recent academic instructor who can address the candidate's strengths as a student.)
- A statement of purpose (1-2 pages) that provides the candidate's rationale for pursuing the DNP and

shows how their interests align with the AACN Essentials of Doctoral Education for Advanced Nursing Practice

- Evidence of completion of a graduate-level statistics course, a graduate-level research course
- Documentation of the number of supervised clinical hours completed in the candidate's previous master's in nursing program
- Interview

### **Applications**

All programs require completion of their respective online application: [colby-sawyer.edu/admissions/apply](http://colby-sawyer.edu/admissions/apply).

### **Associate of Science in Health Science (Medical Assistant, Surgical Technologist, & Pharmacy Technician Programs)**

- Students will apply for DHCI programs through [dhcareerinstitute.org](http://dhcareerinstitute.org). The CSC DHCI form will be provided during the DHCI onboarding process.
- Once Medical Assistant and Pharmacy Technician students have completed the training portion of the DHCI program, CSC will work with students to complete their ASHS degree.
- Surgical Technologist students will complete ASHS courses prior to the training portion of the WRI program. The ASHS application form will be provided during the onboarding process.

### **Transcripts**

Applicants and students are required to submit official transcripts from all previous colleges and universities attended in accordance with accreditation standards of the New England Association of Colleges and Schools Commission on Colleges (NECHE). Any separation from the university that led a student to take coursework at another institution must be documented on an official transcript where coursework was taken. Students who take coursework concurrently at another institution must also provide official transcripts as courses are being completed. Students bear the responsibility for providing these transcripts.

### **Recommendations**

Although letters of recommendation are considered optional for most of our undergraduate and graduate 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 the MSW and DNP programs.

### *International Students*

- International Students who are in the United States on an F-1 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: 2026-2027

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

All deposits are refundable up until 10 days prior to the start of the term, excluding the ABSN deposit as noted below.

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

Please refer to the Colby-Sawyer website for the most up-to-date tuition information: [colby-sawyer.edu/offices/financial-services/tuition](https://colby-sawyer.edu/offices/financial-services/tuition). Tuition is due before the start of each term in which a student is enrolled.

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

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

\*Plus \$15 per credit technology fee

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

- Dartmouth-Hitchcock Health employees or affiliates: \$270 per credit
- Non-affiliates: \$300 per credit
- Alumni: \$250 per credit

\*Plus \$15 per credit technology fee

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

- Dartmouth-Hitchcock Health employees or affiliates: \$270 per credit
- Non-affiliates: \$300 per credit
- Alumni: \$250 per credit

\*Plus \$15 per credit technology fee

### **B.S. Health Studies**

- Dartmouth-Hitchcock Health employees or affiliates: \$270 per credit
- Non-affiliates: \$300 per credit
- Alumni: \$250 per credit

\*Plus \$15 per credit technology fee

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

- \$13,900 per semester
- \$13,100 Alumni rate per semester
- \$550 comprehensive fee per semester
- \$870 per credit if less than full-time
- \$820 Alumni rate per credit if less than full-time

\*Plus \$15 per credit technology fee

\*Please note if you withdraw from the program, when you decide to return to Colby-Sawyer, you will be billed at the current rate of the program.

### **Master in Business Administration (5th Year M.B.A.)**

- CSC Alumni: \$6,900 for fall and spring semesters
- CSC Alumni: \$1,725 for summer semester
- Non-Alumni: \$7,200 for fall and spring semesters
- Non-Alumni: \$1,800 for summer semester
- \$275 comprehensive fee for fall and spring semesters

\*\$15 per credit technology fee for part-time students

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

Deposit - \$200 (goes towards first course)

- Dartmouth-Hitchcock Health employees or affiliates: \$575 per credit
- Non-affiliates: \$600 per credit
- Alumni: \$550 per credit

\*Plus \$15 per credit technology fee

### Nursing Post-Master's Certificate

- Dartmouth-Hitchcock Health employees or affiliates: \$575 per credit
- Non-affiliates: \$600 per credit
- Alumni: \$550 per credit

\*Plus \$15 per credit technology fee

### Doctor of Nursing Practice

Deposit - \$200 (goes towards first course)

- Dartmouth Hitchcock Health employees or Alumni: \$710 per credit
- Non-affiliates: \$750 per credit
- Alumni: \$670 per credit

\*Plus \$15 per credit technology fee

### Master of Science in Exercise Science

Deposit - \$200 (goes towards first course)

- Dartmouth-Hitchcock Health employees or alumni: \$660 per credit
- Non-affiliates: \$685 per credit
- Alumni: \$635 per credit

\*Plus \$15 per credit technology fee

### Master of Social Work

Deposit - \$200 (goes towards first course)

#### Full-Time

- Dartmouth Hitchcock Health employees or Alumni: \$6,608 per semester
- Non-affiliates: \$6,862 per semester
- Alumni: \$6362 per semester

#### Part-Time

- Dartmouth Hitchcock Health employees or Alumni: \$650 per credit
- Non-affiliates: \$675 per credit
- Alumni: \$625 per credit

\*Plus \$15 per credit technology fee

### 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

Tuition is due before the start of each term in which a student is enrolled. 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 at <https://mycollegepaymentplan.com/colbysawyer> 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.

### Professional Studies 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.

### Graduate guidelines:

- For MSN degrees, students must earn a minimum cumulative grade point average (GPA) of 2.7 and have completed all classes required for their degree as listed in the catalog. Students must also earn a minimum grade of 2.7 in all of their graduate program classes. Please consult this catalog for specific degree information.
- For the MSES and MBA degree, students must earn a minimum cumulative grade point average (GPA) of 2.7 and have completed all classes required for their degree as listed in the catalog. Please consult this catalog for specific degree information.
- For MSW and DNP degrees, students must earn a minimum cumulative grade point average (GPA) of 3.0 and have completed all classes required for their degree as listed in the catalog. Students must

also earn a minimum grade of 3.0 in all of their graduate program classes. Please consult this catalog for specific degree information.

**During each academic year, there are four graduation dates: August, 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. Diplomas will not be issued without a completed form on file.

- August graduation
  - Students planning to complete graduation requirements to graduate in August must have completed all course work and have official grades on file in the Registrar's Office by August 30.
- 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.

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

- Students who plan to graduate in August, October, or December may choose to participate in the commencement ceremony held in the previous May or the ceremony held in the following May.
- To participate in the previous May commencement ceremony, graduate students must have earned the required minimum GPA for their specific program and earned a minimum of 87% of the required credits by the Tuesday preceding the 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 graduate degree, students must complete all of the final course requirements as listed in the catalog.
- 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, should consult with their advisor. The student also 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.

- Undergraduate: Enrollment in twelve credits is considered full-time status, less than twelve credits reduces a student to part-time status.
- Graduate: Enrollment in nine credits is considered full-time status, less than four credits reduces a student to part-time status.
- All courses need to meet the Federal definition of a credit hour.

### 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.
- Undergraduate 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 Admissions office. 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 graduate-level programs at Colby-Sawyer. The remaining credit hours must be Colby-Sawyer College sponsored whether taken on or off campus. Graduate 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.

### *Credit Hours*

Colby-Sawyer College is in compliance with the federal definition of credit hour. For each credit hour, the College requires, at a minimum, the equivalent of three hours of student academic work each week assuming a 15-week semester (student workload for shorter length terms must be increased proportionally per week to maintain required approximately 45 hours of work per credit per term). Academic work includes, but is not limited to, direct faculty instruction, online learning, laboratory work, studio work, fieldwork, performance and clinicals/internships. Student work reflects intended learning outcomes and is verified through evidence of student achievement.

### *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 in the 50th percentile or higher. The minimum score for English composition is the 61st percentile, and the test must include the essay section.

- Subject examinations: Successfully completed subject examinations will apply toward appropriate graduation requirements.
- For further information about CLEP, please contact the College-Level Examination Program, Box 6600, Princeton, NJ, 08541-6600 or [clep.collegeboard.org](http://clep.collegeboard.org).
- 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 of \$55 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 – Doctoral level courses and MSW Specialist
- 700 – MSW Practicum

## 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 [myRegistrar](#). 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. Graduate students have a maximum of seven years to complete

their degree. 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 in MSN, MBA, and MSES programs it is 2.70; for graduate students in MSW and DNP programs it is 3.0. 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 =<br>93.0-100   | B+ =<br>87.0-89.9 | C+ =<br>77.0-79.9 | D+ =<br>67.0-69.9 | F =<br>00.0-59.9 |
| A- =<br>90.0-92.9 | B =<br>83.0-86.9  | C =<br>73.0-76.9  | D =<br>63.0-66.9  |                  |
|                   | B- =<br>80.0-82.9 | C- =<br>70.0-72.9 | D- =<br>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.

### *Attendance Policy for Online Students*

Colby-Sawyer College expects students to participate in all instructional activities. Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum have weekly mechanisms for student participation, which can be documented by either submission/completion of assignments and/or communication with the instructor.

Students who do not complete the course attendance requirements within the add/drop period for the course will be dropped from the course. (The add/drop and withdrawal dates are listed on the Academic Calendar). Students who fail to maintain active participation in an online course as defined in the course syllabus will be administratively withdrawn.

Students may withdraw from a course after the add/drop period has ended with grade penalty but will not be eligible for a full tuition refund. Students are responsible any outstanding balances owed to the college.

[Annual Tuition and Fees | Colby-Sawyer College](#)

## 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
- Graduate: 120+ credits

## Part-Time Status

If students change from full-time 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 at the undergraduate level and 9 credits at the graduate level. A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing 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. Once a student starts at full-time status at the college or at another institute prior to matriculating at the college, they have 10 semesters to compete at the undergraduate level.

## Academic Standing - Grade Appeal

Students who can demonstrate their final grade in a course does not accurately reflect their academic performance may appeal the grade. If a student disputes the final grade they receive and wishes to appeal the grade, the following steps must be taken:

- The student must discuss the facts of the case and basis of the dispute with the faculty member. Every effort must be made to resolve the dispute at this stage. Students enrolled in MSW courses should reference the MSW handbook for the next steps in the process.
- If no satisfactory resolution is possible, the student submits a written petition describing the facts of the case and basis of the dispute to the faculty member's school dean or department chair.
- This petition must be submitted no later than 10 business days after the beginning of the appropriate following session (see table below), unless otherwise specified by program

accreditation standards. Petitions received after this deadline will not be considered. The school dean or department chair may ask for documentation to support the student's claims. The school dean or department chair meets with the faculty member and others, as necessary, to investigate the dispute and makes a written determination with copies to the student, the faculty member, and the student's academic advisor.

| Session of course grade to be Appealed | Appeal must be submitted in the immediately following... |
|----------------------------------------|----------------------------------------------------------|
| Main (001)                             | Fall or Spring Main Session                              |
| Online (011, 012)                      | Fall, Spring, or Summer Online Session                   |
| 8-Week Online (201, 202)               | 8-Week Online Session                                    |
| 6-Week Online (021)                    | 6-Week Online Session                                    |

- If the student disputes the findings, the student may appeal to the [Academic Dean](#) via a written petition describing the facts of the case and basis of the dispute, including all pertinent documentation. Students may request a meeting with the Academic Dean at this time of the appeal process. Copies of the petition should be provided to the faculty member and the appropriate chair/dean. The Academic Dean renders the final decision. This decision is communicated to the student, the faculty member, the chair/dean, and the academic advisor.
- The Academic Dean reviews the student documentation and may consult with the appropriate members of the appeal process to review the facts of the investigation. If a conflict of interest among the parties to whom the appeal is addressed occurs, then additional steps may be enacted. These include:
  - If the appeal is regarding a course taught by the Academic Dean or if a conflict of interest exists, then the Academic Vice President will appoint another Dean or Assistant Dean to assume the Academic Dean's role for that case.
- All grade appeal documentation will be retained on file in under the direction of the Academic Dean.

## Academic Suspension and Dismissal

### Undergraduate Level

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.

### Graduate Level

Graduate credit is only granted for courses completed with a minimum satisfactory grade point average (GPA) of 2.70. Individual programs may have stricter requirements (MSW, MSN), and those are published with their degree program requirements and program handbooks. Graduate students receiving a GPA below 2.70 in any course may be dismissed from the College.

Please note students are only notified that they have been dismissed; The college does not notify students that they are subject to dismissal. Students notified of dismissal will have ten business days submit an appeal of the dismissal.

Appeals can be made to the program director or coordinator.

## Student Responsibilities

Students are expected to take an active role in their courses, which includes attending class in-person or

meeting participation guidelines in an online course syllabus, completing assignments on time, participating in class 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 Assistant Dean of Graduate and Professional Studies 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, receiving, or soliciting aid on papers, laboratory experiments, quizzes, and exams when prohibited 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.

For Graduate and Professional Studies [students](#), the Academic Honesty Appeals Board will consist of two faculty members and the [Assistant Dean of Graduate and Professional Studies](#). 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

or the appeal is from a graduate and professional studies student. 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 their academic advisor and the Assistant Dean of Graduate and Professional Studies and complete the Application for Withdrawal form. The last date of attendance will be set as the last day of class attended or the last day that the student received services from the college. 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.

## *Unearned Military Tuition Assistance Policy For Department of Defense*

Return of Tuition Assistance: Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, Colby-Sawyer College will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

Instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

### **Pro-Rated Schedule for Return of Military Tuition Assistance Funds**

#### **16 Weeks Course Withdraw Submitted (session 012)**

|                                                 |      |
|-------------------------------------------------|------|
| Prior to the start of class or during weeks 1-2 | 100% |
| During weeks 3-4                                | 75%  |
| During weeks 5-8                                | 50%  |
| During week 9 (60% course completed)            | 40%  |
| During weeks 10-16                              | 0    |

#### **15 Weeks Course Withdraw Submitted (sessions 001/011)**

|                                                 |      |
|-------------------------------------------------|------|
| Prior to the start of class or during weeks 1-2 | 100% |
| During weeks 3-4                                | 90%  |
| During weeks 5-6                                | 75%  |
| During weeks 7-8                                | 50%  |
| During week 9 (60% course completed)            | 40%  |
| During weeks 10-15                              | 0    |

#### **8 Weeks (Sessions 201/202)**

|                                              |      |
|----------------------------------------------|------|
| Prior to the start of class or during week 1 | 100% |
| During weeks 2                               | 75%  |
| During weeks 3-4                             | 50%  |
| During week 5 (60% course completed)         | 40%  |
| During weeks 6-8                             | 0    |

## 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 Assistant Dean of Graduate and Professional Studies 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 Assistant Dean of Graduate and Professional Studies. 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 the Assistant Dean of Graduate and Professional Studies 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 [myRegistrar](#). Former students may order transcripts by going to [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 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.

## Professional Studies 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 Academic Vice President's Office.

### *Professional Studies 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.

#### *Capstone Experience Awards*

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

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

#### *Student Commencement Speaker*

Graduate and Professional Studies students attending May commencement ceremony may submit a Student Commencement Address. Eligible students will be notified via email by the Office of Graduate and Professional Studies. A selection committee reviews drafts of speeches submitted by the students. The commencement speaker is a graduate or professional learner who embodies Colby-Sawyer's values of explore, connect, and make a difference. They will present a speech that expresses how they will use their degree to be an agent of change in a meaningful and positive way.

Colby-Sawyer College is committed to protecting the privacy of students and faculty and to maintaining an environment conducive to learning. Accordingly, recording of any kind (audio, video, or photographic) is prohibited without prior written or verbal permission from the instructor. When permitted by the instructor, all participants should be informed that a recording is in process. Unauthorized recordings violate college policy and may result in disciplinary action. Exceptions may be granted for those disability accommodations that are approved in writing by [Access Resources](#).

# Graduate Academic Policy

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*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:

## Non-Degree Students

Students may enroll in a master nursing level course as a non-degree student if student has received a previous Bachelor of Nursing degree. Students are limited to 9 credits of coursework.

Students may enroll in a doctorate nursing level course as a non-degree student if student has received a Master of Nursing degree. Students are limited to enrolling in one course.

## 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 (up to 9 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. MBA, MSES, and MSN require a 2.70 GPA or greater; MSW and DNP require a 3.0 or greater. A minimum grade of a B- is required in all nursing graduate-level courses. A minimum grade of B is required in doctoral level 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 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

### Undergraduate Level

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.

### **Graduate Level**

Graduate credit is only granted for courses completed with a minimum satisfactory grade point average (GPA) of 2.70. Individual programs may have stricter requirements (MSW, MSN), and those are published with

their degree program requirements and program handbooks. Graduate students receiving a GPA below 2.70 in any course may be dismissed from the College.

Please note students are only notified that they have been dismissed; The college does not notify students that they are subject to dismissal. Students notified of dismissal will have ten business days submit an appeal of the dismissal.

Appeals can be made to the program director or coordinator.

# Campus Spaces & Facilities

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## Campus Facilities

Colby-Sawyer is located on the crest of a hill in New London, New Hampshire, in the heart of the Kearsarge/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 rustic architecture of the Susan Colgate Cleveland Library/Learning Center. The campus is safe and comfortable, with all buildings on a central campus.

### Austin Hall (1927; 1965)

Austin Hall was constructed in 1927 to serve as a gymnasium and physical education center. In 1965, it was renovated and turned into a residence hall. It currently houses faculty offices for the School of Nursing & Health Sciences. The building was named in honor of Dr. Eugene M. Austin, president of the college from 1955 to 1962.

### Caretakers Cottage (1930)

The cottage is a nine-room building built in 1930 as a residence for the farm manager of the Colby Homestead. It was renovated in 1992 and is situated near the Susan Colgate Cleveland Library/Learning Center.

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

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

### 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 is the heart of the campus. Visitors are welcomed into Thornton Living Room, just inside the front door. Colgate Hall is the main administration building and houses faculty offices and classrooms. The Baird Health & Counseling Center is

located on Colgate's third 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 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 Susan Colby Colgate and 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 natural sciences. The facility accommodates eight laboratories and six classrooms, with faculty offices and student spaces on both floors. Clements Hall, 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 fall 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.

### The Janet Udall Schaefer '52 Center for Health Sciences (2024)

This new facility expands and accelerates the preparation of new healthcare workers and provides ladders for advancement for current healthcare professionals. In addition to state-of-the-art laboratory and simulation spaces, the Schaefer Center includes a café and study areas that are used by the entire campus community. The second floor of the Schaefer Center expands Colby-Sawyer's nursing skills and clinical simulation facilities, helping prepare the next generation of highly trained nursing professionals.

### 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 in May 2004, it

was named Lethbridge Lodge in honor of trustee and friend George M. “Bud” Lethbridge. The building has a great room with a fireplace, snack bar and pub. It is available to students, faculty and staff 24 hours a day with ID card access. It also houses a classroom used by the Adventures in Learning program.

#### **Mercer Hall (1963; 2002)**

Mercer Hall was built in 1963 with funds raised by Dr. Eugene Austin, second president of the college, and was renovated in 2002. It houses 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 included in the renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer '41, the building was rededicated in fall 2002.

#### **Page Hall (1938)**

Page Hall houses members of the faculty and staff. It was named for the Reverend Charles L. Page, class of 1880. He served for 40 years as a member and chair of the Board of Trustees.

#### **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. It also holds a student game room and a function space known as The Curb.

#### **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 Student Learning Collaborative and Access Resources. The library provides print and electronic resources, including full-

text databases, books, periodicals and audio/visual resources. With its spectacular view of the surrounding mountains, the library is a perfect place for quiet contemplation, reading and research.

#### **Sustainable Classroom (2013)**

This free-standing classroom, fondly referred to as the Sunshack, was designed and built by students and is one of the first commercial buildings in the state to integrate a straw-bale wall system. Students enrolled in three courses that taught them principles of sustainable structures and living buildings, designed the orientation and building systems and participated in the timber frame construction of the structure. The classroom utilizes natural materials and demonstrates energy efficiency in addition to being a student-friendly classroom with a unique interior design.

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

The Ware Student Center, named in honor of former trustee Judge Martha Ware '37, 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, as well as Student Development offices, campus dining services, the Ware Conference Room, Wheeler Hall, the Board of Trustees Conference Room and the mailroom.

#### **Wesson Honors Suite (2008)**

The Wesson Honors Suite, located on the fourth floor of Colgate Hall, was opened in 2008 and funded by the continued generosity of Bill and Jan Wesson and the college. The suite provides space for honors students to study and gather 24 hours a day. As part of the program's mission “to take leadership in a community of scholars and participate as catalysts for inquiry and discussion across the college,” two of the three rooms are available to any constituency in the college as a place for gathering.

#### **William T. Baird Center (1954)**

This building, named for William T. Baird, former chair of the Board of Trustees, houses the Facilities department.

#### **Windy Hill School (1976; 2010)**

The Windy Hill School was founded in 1976 and moved to a new building in 2010. Windy Hill is the laboratory school for child development and includes toddler- to pre-kindergarten-age children and a summer program for children up to age 6. Supervised by licensed teachers, the school provides practical experience for students interested in child development and early childhood education.

# 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

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## Governing Body

### Board of Trustees

Dean G. McCurdy, ex officio, President of the College  
Jourdain K. P. Bell '19  
Leslie Blair '83  
Collin D. Bray '06  
Wendy G. Carey  
Aimee M. Clairborne  
Deborah L. Coffin '76, Co-Vice Chair  
Thomas C. Csatari  
Sara Hamond '01  
Ann Carroll Harris  
Roosevelt Harris-Williams '23 '24 MBA  
Amy Hedison  
Lisa M Hogarty '81, Chair  
Susan MacMichael John '68  
Bruce P. King  
Robin Mead '72  
William H. Mitchell  
Margaret V. Mulley  
Ann Woodd-Cahusac Neary '74  
Susan D. Pomerantz '70  
Sally Shaw Veitch '66  
Barbara-Jan Wilson, Co-Vice Chair  
Stephen F. Wright

### Honorary Life Trustees

Anne Winton Black '73, '75  
Thomas C. Csatari  
William H. Dunlap P '98  
Peter F. Volanakis

### Senior Leadership

Karen I. Bonewald, Vice President for Finance and Administration  
Mike Clark, Director of Business Process and Automation  
Robin Burroughs Davis, Vice President for Student Development and Dean of Students  
Ann Fournier, Associate Professor, School of Nursing & Health Sciences  
Valerie LeClair, Vice President for Enrollment Management and Marketing  
Jeanette McKillop, Director of Athletics  
Daniel B. Parish, Vice President for College Advancement  
Hilary Williams, Interim Academic Vice President and Dean of Faculty

# Faculty 2026-2027

**Arianna Anton, 2018**

Assistant Professor, School of Nursing & Health Sciences

B.S.N. Colby-Sawyer College

M.S.N. Norwich University

D.N.P. Colby-Sawyer College

**Caren Baldwin-DiMeo, 2005**

Academic Dean, Associate Professor, Department of Arts & Humanities

B.A. University of New Hampshire

M.F.A. Emerson College

Eric M. Boyer, 2008

Professor, Department of Arts & Humanities

B.A., Indiana University of Pennsylvania

Ph.D., University of Minnesota

**Timothy Brecheen**

Adjunct Faculty, Department of Arts & Humanities

B.S. Texas A&M

M.S. Air Force Institute of Technology

**Leslie Burke, 2022**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N., Norwich University M.S.N., Colby-Sawyer College

**Alberto Cabrero, 2025**

Assistant Professor, Department of Social Sciences

B.A., University of Houston

MSW, Baylor University

Ph.D., University of Houston

**Andrew Davis Cahoon, 2007**

Assistant Professor, Department of Sciences

B.S., University of Maryland

M.S., Yale University

**Christopher Charles, 2022**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N., Colby-Sawyer College

M.S.N., Franklin Pierce University

D.N.P., Boston College

**Rosa Cho, 2025**

Assistant Professor, Department of Social Sciences

B.A. University of CA, Berkley

M.S. Columbia University School of Social Work

Ph.D., New York University Silver School of Social Work

**Ewa A. Chrusciel, 2006**

Professor, Department of Arts & Humanities

M. Roy London Endowed Chair

M.A., Jagiellonian University

Ph.D., Illinois State University

**Brian Coer, 2025**

Assistant Professor, School of Nursing & Health Sciences

B.S.N., University of Maine

M.S.N., Colby-Sawyer College

**Andrew Courville, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

A.S., Colby Sawyer College

**Elizabeth C. Crockford, 1993**

Professor, Department of Business & Sport Management

B.A., College of the Holy Cross

M.B.A., New Hampshire College

Ph.D., Capella University

**Stephanie Drost, 2022**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N., Colby-Sawyer College

M.S.N., Sacred Heart University

**Pamela Duchene, 2025**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N., Olivet Nazarene University

M.S.N., Northern Illinois University

Ph.D, Rush University

**Colleen Ericson, 2025**

Adjunct Faculty, Department of Social Sciences

B.A., St. Bonaventure University

MSW, Simmons College

MBA, Simmons Graduate School of Management

**Kathleen P. Farrell, 2009**

Professor, Department of Social Sciences

B.A., Trinity College

M.A., Ph.D., Syracuse University

**Bianca Fortier, 2021**

School of Nursing & Health Sciences

B.S.N., Saint Anselm College

M.S.N, Norwich University

**Ann L. Fournier, 2019**

Associate 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

**Lindsey M. Freeman, 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

**Craig Gallagher, 2024**

Assistant Professor, Department of Arts & Humanities

B.A University of Strathclyde

M.A. Central Michigan University

Ph.D. Boston College

**Melissa Gartman, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

B.A. University of Massachusetts, Dartmouth

M.A., Hartford University

**Min Young Godley, 2022**

Adjunct Faculty, School of Arts & Sciences

B.A., Ewha Woman's University

M.A., Seoul National University

Ph.D., University at Buffalo, SUNY

**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

**Kell Grandjean da Costa, 2023**

Assistant Professor, Department of Sciences

B.S., University of Campinas, Brazil

M.S., University of Campinas, Brazil

Ph.D., Federal University of Rio Grande do Norte, Brazil

**Courtney Gregware, 2025**

Assistant Professor, School of Nursing & Health Sciences

B.A., State University of New York

M.S., State University of New York

A.S.N., Clinton Community College

B.S.N., Chamberlain College

**Rachel E. Gross, 2018**

Adjunct Faculty, Department of Arts & Humanities

B.A., Oberlin College

M.F.A., Temple University

**Kyleigh Guy, 2025**

Assistant Professor, School of Nursing & Health Sciences

B.A. University of Vermont

B.S.N., Regis College

M.S.N., Rivier University

**Natalie R. Guzman, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

B.S., University of Bridgeport

**Randall S. Hanson, 1996**

Professor; Department of Social Sciences

David H. Winton Endowed Teaching Chair

B.A., Washington University

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

**Jennifer Holl, 2026**

Assistant Professor Nursing, School of Nursing & Health Sciences

B.S.N., Colby-Sawyer College

M.S.N., Norwich University

D.N.P., University of New Hampshire

**Ralph C. Hoehn, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

B.A., University of Durham, UK

Dipl. Betriebswirt (VWA), Verwaltungs- u. Wirtschaftsakademie, Essen, FRG

M.A.T, UVGSE

**Dina DiGregorio Karlon, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.W., Elms College

M.A., Assumption College

**Laura Krishnan-Mackie, 2024**

Assistant Professor, Director of Online Master of Social Work Practicum Education, Department of Social Sciences

B.A., Elon University

M.S.W., Smith College

**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, Department of Arts & Humanities

B.A., Dartmouth College

Ph.D., Stony Brook University

**Robin LeBoeuf, 2021**

Assistant Professor, Nursing; School of Nursing & Health Sciences

B.S.N., Drexel University

M.S.N., University of Pennsylvania

**Joan G. Loftus, 2008**

Associate Professor, School of Nursing & Health Sciences

B.S., Wilkes College

M.S.N., Georgetown University

D.N.P., Wilkes University

**Katie Maloney, 2025**

Assistant Professor, School of Nursing & Health Sciences

B.A., Rivier College

A.D.N., Nashua Community College

B.S.N. Rivier University

M.S.N., Southern NH University

D.N.P. Walden University

**Edward Martin, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

B.S., Merrimack College

M.S., University of Pittsburgh

**Jonathan G. McCosh, 2013**

Associate Professor, Department of Business & Sport Management

B.S., Merrimack College

M.B.A., Babson College

D.B.A., Nova Southeastern University

**Krystal McGovern, 2024**

Adjunct Faculty, School of Nursing & Health Sciences

B.A., Providence College

M.B.A., University of Phoenix

M.S.N., Franklin Pierce University

D.N.P., Rivier 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

**Russell E. Medbery, 2001**

Professor, Department of Social Sciences

David H. Winton Endowed Teaching Chair

B.S., Trinity College

M.S., Purdue University

Ph.D., University of North Carolina at Greensboro

**Joni Menard, 2026**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N, M.S.N, University of New Hampshire

D.N.P. Capella University

**Andrea Michaud, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

A.S., Colby Sawyer College

**Justin Montgomery, DNP, APRN**

Adjunct Faculty, School of Nursing & Health Sciences

B.S. Nursing Colby-Sawyer College

M.S.N Rivier University

D.N.P Johns Hopkins School of Nursing

**Jody Eva Murphy, 2000**

Professor, Department of Business & Sport Management

B.S., Franklin Pierce College

M.B.A., New Hampshire College

Ph.D., Capella University

**Jessica O'Connor, 2020**

Adjunct Faculty, School of Nursing & Health Sciences

B.A., Keene State College

**Zoë Owers, 2024**

Adjunct Faculty, School of Nursing & Health Sciences

B.S., Middlebury College

B.S.N., MGH Institute of Health Professionals M.A.,  
Brown University

M.S.N., MGH Institute of Health Professionals

**Leah Poloskey, 2023**

Adjunct Faculty, School of Nursing & Health Sciences

B.S., University of New England

M.S., Springfield College

Ph.D., Springfield College

**Susan Reeves, 2026**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N, Colby-Sawyer College

M.S.N., University of New Hampshire

Ed.D, University of Vermont

**Benjamin E. Rieke, 2020**

Adjunct Faculty, School of Nursing & Health Sciences

B.S.N., Baylor University

M.S.N., University of Texas at Arlington

**Linda Savinsky, 2020**

Adjunct Faculty, School of Nursing & Health Sciences

**Casey Shaffer, 2023**

Assistant Professor, School of Nursing & Health Sciences

B.S.N., Missouri Western State University

M.S.N., Walden University

**Theodore J. Smith, 2005**

Assistant Professor, Department of Sciences

B.S., M.S., Frostburg State University

**Courtney Spalding-Mayer, 2020**

Adjunct Faculty, Department of Arts & Humanities

B.S., Northwestern University

M.F.A., University of New Hampshire

**William F. Spear, 2008**

Adjunct Faculty, Department of Business & Sport Management

B.S., B.A., Emmanuel College

M.B.A., Norwich University

D.B.A., Walden University

**Kerstin Stoedefalke, 1991**

Professor, Program Director MSES, Department of Sciences

B.S., Pennsylvania State University

M.S., University of Montana

Ph.D., University of Exeter

**Courtney Gray Tanner, 2020**

Adjunct Faculty, School of Business & Social Sciences

B.A., Saint Anselm College

M.S.W., J.D., University of New Hampshire

**Kelsey Taylor, 2025**

Assistant Dean of Graduate & Professional Studies

B.S. Boston University

M.S. California University of Pennsylvania

Ed.D University of St. Augustine for 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

D.N.P., University of New Hampshire 2023

**Catherine Thomas, 2026**

Dean, School of Nursing & Health Sciences

B.S.N. University of St. Joseph

M.S.N. University of Hartford

D.N.P. Regis College

**Katherine Turcotte-Medberry, 2013**

Professor, Program Director MSW, Department of Social Sciences

B.A., New England College

M.A., Ph.D., University of New Hampshire

M.S.W. Fordham University

**Kerin Vadnais, 2024**

Adjunct Faculty, School of Nursing & Health Sciences

M.S.N., Walden University

**Jason C. Vallee, 2022**

Associate Professor, Program Director & Chair  
Department of Business & Sport Management

B.A. Plymouth State College

M.A., Ph.D. The Fielding Graduate University

**Mark Vrooman, 2024**

Assistant Professor, Department of Business & Sport  
Management

M.H.R.M., DeVry University

D.A., Franklin Pierce University

**Karen West, 2020**

Adjunct Faculty, Department of Sciences

B.A., Hunter College, CUNY

M.A., CUNY Graduate Center

M.S., Logan University

**Peter A. White, 2001**

Professor, Director of Liberal Education

Sonja C. and William H. Davidow Endowed Chair

B.S., University of Massachusetts at Dartmouth

Ph.D., Indiana State University

**Hilary D. Williams, 2012**

Associate Professor; Academic Vice President & Dean of  
Faculty

B.A., Williams College

M.F.A., The University of Tennessee, Knoxville

## Faculty Emerit

Maryann Allen, M.S., Ed.D. 2004-2023  
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  
Donna E. Berghorn, M.S., Ph.D. 1991-2024  
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  
Thomas Kealy, M.A., M.A., Ph.D. 2000-2024  
Semra Kılıç-Bahi, Ph.D. 2003-2023  
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  
Laura A. Sykes, Ph.D. 1993-2023  
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

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## 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 Career Institute (DHCI). 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 Career Institute 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 Career Institute 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 Career Institute 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 Career Institute 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 DHCI 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 an intensive 11-month training program 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). Upon successful completion, Surgical Technologist Trainees begin work in the operating room and are enrolled in a 2,000-hour Department of Labor Registered Apprenticeship. 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 be considered for sponsorship by Dartmouth Health and begin taking courses at CSC prior to matriculation into the 11-month training program to obtain their Associate of Health Science prior to certification.

A total of 60 credits is required to earn the Associate of Health Science. Dartmouth Health Career Institute Surgical Technologist trainees earn 20 credits 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.

#### Professional Learning Credits

Professional learning credits can be evaluated and considered 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       |
| ALH 102 | Introduction to Anatomy and Physiology        | 3       |
| ALH 103 | Pathophysiology                               | 3       |
| ALH 105 | Communication for the Healthcare Professional | 2       |
| MA 101  | Clinical Medical Assistant Practices          | 4       |
| MA 101L | Clinical Medical Assistant Practices Lab      | 4       |
| MA 201  | Clinical Medical Assistant Practicum          | 3       |

Courses taken at CSC:

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| WRT 101 | Introduction to Academic Writing   | 4       |
|         | MAT 220                            | 4       |
|         | Investigating the Natural World    | 4       |
|         | Social & Behavioral Analysis (SBA) | 4       |
|         | Liberal Education Free Electives   | 4       |

Courses taken through the DHCI 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       |
| ALH 102  | Introduction to Anatomy and Physiology           | 3       |
| ALH 103  | Pathophysiology                                  | 3       |
| ALH 104  | Introduction to Healthcare                       | 2       |
| ALH 105  | Communication for the Healthcare Professional    | 2       |
| ALH 106  | Pharmacology                                     | 3       |
| PHT 101  | Pharmacy Technician Practices and Procedures     | 3       |
| PHT 101L | Pharmacy Technician Practices and Procedures Lab | 2       |
| PHT 102  | Pharmacy Calculations                            | 3       |
| PHT 201  | Pharmacy Technician Practicum                    | 3       |

Courses taken at CSC:

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| WRT 101 | Introduction to Academic Writing   | 4       |
|         | MAT 220                            | 4       |
|         | Investigating the Natural World    | 4       |
|         | Social & Behavioral Analysis (SBA) | 4       |
|         | Liberal Education Free Electives   | 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       |
| AHS 200 | Surgical Anatomy and Physiology I (+ Lab)  | 4       |
| AHS 300 | Surgical Anatomy and Physiology II (+ Lab) | 4       |
| SUR 101 | Perioperative Patient Care                 | 4       |
| SUR 102 | Perioperative Patient Care II              | 6       |
| SUR 103 | Aseptic Lab                                | 12      |
| SUR 200 | Microbiology                               | 4       |
| SUR 201 | Surgical Procedures I                      | 4       |
| SUR 202 | Surgical Procedures I Clinical             | 12      |
| SUR 300 | Pharmacology                               | 3       |
| SUR 301 | Surgical Procedures II                     | 4       |
| SUR 302 | Surgical Procedures II Clinical            | 12      |
| SUR 400 | Professional Success Development           | 1       |
| SUR 401 | CST Review                                 | 3       |
| SUR 402 | Surgical Specialties III                   | 4       |
| SUR 403 | Surgical Specialties III Clinical          | 12      |

Courses taken at CSC:

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| WRT 101 | Introduction to Academic Writing   | 4       |
|         | MAT 220                            | 4       |
|         | Investigating the Natural World    | 4       |
|         | Social & Behavioral Analysis (SBA) | 4       |
|         | Liberal Education Free Electives   | 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: (46 credits)

| Item #  | Title                                         | Credits |
|---------|-----------------------------------------------|---------|
| ALH 101 | Medical Terminology                           | 3       |
| ALH 102 | Introduction to Anatomy and Physiology        | 3       |
| ALH 103 | Pathophysiology                               | 3       |
| ALH 105 | Communication for the Healthcare Professional | 2       |
| MA 101  | Clinical Medical Assistant Practices          | 4       |
| MA 101L | Clinical Medical Assistant Practices Lab      | 4       |
| MA 201  | Clinical Medical Assistant Practicum          | 3       |
| CSC 210 | Introduction to Registered Apprenticeship     | 3       |
| CSC 301 | Registered Apprenticeship I                   | 6       |
| CSC 302 | Registered Apprenticeship II                  | 6       |
| CSC 303 | Registered Apprenticeship III                 | 6       |

### CSC online campus: (20 credits)

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| WRT 101 | Introduction to Academic Writing   | 4       |
|         | MAT 220                            | 4       |
|         | Investigating the Natural World    | 4       |
|         | Social & Behavioral Analysis (SBA) | 4       |
|         | Liberal Education Free Electives   | 4       |

\*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 Admissions and Retention Counselor for individual advising.

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

## Dartmouth Health campus: (48 credits)

| Item #   | Title                                            | Credits |
|----------|--------------------------------------------------|---------|
| ALH 101  | Medical Terminology                              | 3       |
| ALH 102  | Introduction to Anatomy and Physiology           | 3       |
| ALH 103  | Pathophysiology                                  | 3       |
| ALH 104  | Introduction to Healthcare                       | 2       |
| ALH 105  | Communication for the Healthcare Professional    | 2       |
| ALH 106  | Pharmacology                                     | 3       |
| PHT 101  | Pharmacy Technician Practices and Procedures     | 3       |
| PHT 101L | Pharmacy Technician Practices and Procedures Lab | 2       |
| PHT 102  | Pharmacy Calculations                            | 3       |
| PHT 201  | Pharmacy Technician Practicum                    | 3       |
| CSC 210  | Introduction to Registered Apprenticeship        | 3       |
| CSC 301  | Registered Apprenticeship I                      | 6       |
| CSC 302  | Registered Apprenticeship II                     | 6       |
| CSC 303  | Registered Apprenticeship III                    | 6       |

### CSC campus: (20 credits)

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| WRT 101 | Introduction to Academic Writing   | 4       |
|         | MAT 220                            | 4       |
|         | Investigating the Natural World    | 4       |
|         | Social & Behavioral Analysis (SBA) | 4       |
|         | Liberal Education Free Electives   | 4       |

[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 Admissions and Retention Counselor for individual advising.

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

## Dartmouth Health Campus: (92 credits)

| Item #  | Title                                       | Credits |
|---------|---------------------------------------------|---------|
| AHS 101 | Surg Tech Terminology                       | 3       |
| AHS 200 | Surgical Anatomy and Physiology4 I (+ Lab)  |         |
| SUR 101 | Perioperative Patient Care                  | 4       |
| SUR 102 | Perioperative Patient Care II               | 6       |
| SUR 103 | Aseptic Lab                                 | 12      |
| AHS 300 | Surgical Anatomy and Physiology4 II (+ Lab) |         |
| SUR 200 | Microbiology                                | 4       |
| SUR 201 | Surgical Procedures I                       | 4       |
| SUR 202 | Surgical Procedures I Clinical              | 12      |
| SUR 300 | Pharmacology                                | 3       |
| SUR 301 | Surgical Procedures II                      | 4       |
| SUR 302 | Surgical Procedures II Clinical             | 12      |
| SUR 400 | Professional Success Development            | 1       |
| SUR 401 | CST Review                                  | 3       |
| SUR 402 | Surgical Specialties III                    | 4       |
| SUR 403 | Surgical Specialties III Clinical           | 12      |
| CSC 210 | Introduction to Registered Apprenticeship   | 3       |
| CSC 301 | Registered Apprenticeship I                 | 6       |
| CSC 302 | Registered Apprenticeship II                | 6       |
| CSC 303 | Registered Apprenticeship III               | 6       |

## CSC Campus (20 credits)

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| WRT 101 | Introduction to Academic Writing   | 4       |
|         | MAT 220                            | 4       |
|         | Investigating the Natural World    | 4       |
|         | Social & Behavioral Analysis (SBA) | 4       |
|         | Liberal Education Free Electives   | 4       |

[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 Admission and Retention Counselor for individual advising.

# Doctor of Nursing Practice

## Doctor of Nursing Practice (D.N.P.)

### Degree Type

Doctor of Nursing Practice

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

### Program Overview

Colby-Sawyer's online DNP: Advanced Leadership (post-MSN) program prepares students with the enhanced leadership knowledge, skills, and abilities necessary to translate research into practice, fostering improved patient outcomes.

The DNP program focuses on the improvement of patient safety and quality of care through instruction in organizational/systems leadership, quality improvement processes and the transformation of evidence into practice. The degree prepares graduates for career advancement in healthcare leadership, advanced clinical care or health policy, and offers a path to a career as a nurse executive, clinical educator or clinical scientist.

The curriculum consists of asynchronous courses that are delivered in an online format in 8- and 15-week blocks. The DNP curriculum includes five core courses and three DNP Scholarly Project courses (8 courses; 28 credits) and can be completed in a 20-month or 32-month course of study. Courses are facilitated by doctorally prepared research- and practice-focused faculty that are actively engaged in professional and clinical work.

The required DNP Scholarly Project is designed to address complex issues that affect patients, healthcare organizations and systems. Over three clinical practicum semesters, the DNP student will develop, implement, evaluate and disseminate a sustainable, evidence-based project designed to improve patient safety and quality of care.

By the end of the program, students are required to successfully finish all DNP coursework, complete 1,000 documented, advanced-practice clinical hours, present their DNP project and produce a publishable scholarly paper. Students may apply up to 500\* hours earned during their master's program toward the 1,000 required practicum hours.

*Admission for Students Interested in the Doctor of Nursing Practice (DNP) Program: The Doctor of Nursing Practice Program at Colby-Sawyer College is extremely selective.*

Prerequisites for admission include a Master of Science degree in Nursing from an accredited institution. Applicants must have a cumulative GPA of 3.0 or higher. Satisfactory completion of prerequisite graduate level coursework includes statistics and nursing research.

*Transfer Students:* Colby-Sawyer's Doctor of Nursing Practice program accepts transfer students. Up to nine (9) graduate-level credits may be transferred from other programs after evaluation by the Registrar.

*DNP program Academic Policies:* A minimum grade of a B is required in all DNP courses. Students may repeat one course one time if necessary. Nursing faculty reserve 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 clinical setting. Failure to comply with clinical agency policy is also cause for dismissal from the DNP program.

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 DNP Program Coordinator, Director and Chair of Nursing, and then the Dean of the SNHS and to follow the specified process in the Graduate and Professional Studies Course Catalog.

*Clinical Education Policies:* The DNP program abides by the policies articulated by the clinical agencies in which it is engaged.

**Philosophy:** 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.

**Mission:** The nursing program mission flows from the College mission by preparing competent ethical nursing graduates at the baccalaureate, master's, and doctoral levels. 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), The Essentials of Master's Education in Nursing (2011), and The Essentials: Core Competency for Professional Nursing Education (2021) 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.

### Doctor of Nursing Practice Program Goal

The goal of the Doctor of Nursing Practice (DNP) Program is to offer professional education that prepares students at the highest level of clinical nursing to advance the application of nursing knowledge and assume leadership roles focused on improving the quality and safety of healthcare at all levels, in diverse environments, and for individuals and populations.

### Learning Outcomes

1. Synthesize, translate, and integrate nursing's unique ways of knowing and caring with interdisciplinary perspectives to guide nursing practice decisions and clinical judgement.
2. Model personal and professional commitment to person centered care as the core purpose of nursing as a discipline through the holistic application of the nursing process for mutual, empowering, and healing environments.
3. Advocate for and lead policy initiatives and collaborative activities among partners for responsive, equitable health outcomes.
4. Advance the scholarship of nursing practice through ethically sound translation and dissemination of nursing knowledge.
5. Develop quality and safety improvement initiatives contributing to a culture of safety through system effectiveness and individual performance.
6. Promote generative team dynamics using principles of effective communication and nursing's core professional values.
7. Formulate innovative system improvement strategies that address big picture complexities such as health equity and workforce preparedness for sustainable internal and external processes and structures.
8. Innovate for the balanced use of informatics and healthcare technology to support clinical decision making.
9. Lead with and mentor professional values, moral courage and resilience, and comportment reflective of nursing's tradition of accountability to individuals, society, and the profession of nursing.
10. Model lifelong learning, professional service, and leadership to sustain the vitality of the nurse and the profession of nursing.

## DNP Program Progress to completion Requirements:

| Item #  | Title                                                   | Credits |
|---------|---------------------------------------------------------|---------|
| DNP 610 | Theory and Science in Doctoral Nursing Practice         | 3       |
| DNP 620 | Health Care Economics and Finance                       | 3       |
| DNP 630 | Research and the Application of Evidence-Based Practice | 3       |
| DNP 640 | Health Policy, Politics, and Perspectives               | 3       |
| DNP 650 | Advancing Leadership in Diverse Healthcare Environments | 3       |
| DNP 660 | DNP I: Developing a Leadership DNP Project              | 3       |
| DNP 670 | DNP II: Leadership DNP Project Immersion                | 5       |
| DNP 680 | DNP III: Leadership DNP Project Dissemination           | 5       |

### Suggested Registration Sequence

## 20-Month Option: Year 1- Spring

Two eight-week sessions

| Item #  | Title                                                   | Credits |
|---------|---------------------------------------------------------|---------|
| DNP 610 | Theory and Science in Doctoral Nursing Practice         | 3       |
| DNP 650 | Advancing Leadership in Diverse Healthcare Environments | 3       |

## 20-Month Option: Year 1- Summer

one eight-week session

| Item #  | Title                                     | Credits |
|---------|-------------------------------------------|---------|
| DNP 640 | Health Policy, Politics, and Perspectives | 3       |

## 20-Month Option: Year 2- Fall

Two eight-week sessions

| Item #  | Title                                                   | Credits |
|---------|---------------------------------------------------------|---------|
| DNP 630 | Research and the Application of Evidence-Based Practice | 3       |
| DNP 620 | Health Care Economics and Finance                       | 3       |

## 20-Month Option: Year 2 - Spring

One 15-week session

| Item #  | Title                                      | Credits |
|---------|--------------------------------------------|---------|
| DNP 660 | DNP I: Developing a Leadership DNP Project | 3       |

## 20-Month Option: Year 3 - Fall

One 15-week session

| Item #  | Title                                    | Credits |
|---------|------------------------------------------|---------|
| DNP 670 | DNP II: Leadership DNP Project Immersion | 5       |

## 20-Month Option: Year 3 - Spring

One fifteen-week session

| Item #  | Title                                         | Credits |
|---------|-----------------------------------------------|---------|
| DNP 680 | DNP III: Leadership DNP Project Dissemination | 5       |

## 32-Month Option: Year 1 - Spring

One eight-week session

| Item #  | Title                                                   | Credits |
|---------|---------------------------------------------------------|---------|
| DNP 630 | Research and the Application of Evidence-Based Practice | 3       |

## 32-Month Option: Year 1 - Spring

One eight-week session

| Item #  | Title                                           | Credits |
|---------|-------------------------------------------------|---------|
| DNP 610 | Theory and Science in Doctoral Nursing Practice | 3       |

## 32-Month Option: Year 1-Summer

One eight-week session

| Item #  | Title                                     | Credits |
|---------|-------------------------------------------|---------|
| DNP 640 | Health Policy, Politics, and Perspectives | 3       |

## 32-Month Option: Year 2 - Fall

One eight-week session

*May also take DNP620*

| Item #  | Title                                                   | Credits |
|---------|---------------------------------------------------------|---------|
| DNP 630 | Research and the Application of Evidence-Based Practice | 3       |

## 32-Month Option: Year 2 - Spring

One 8-week session

| Item #  | Title                                                   | Credits |
|---------|---------------------------------------------------------|---------|
| DNP 650 | Advancing Leadership in Diverse Healthcare Environments | 3       |

## 32-Month Option: Year 3 - Fall

One 8-week session

*May also take DNP630*

| Item #  | Title                             | Credits |
|---------|-----------------------------------|---------|
| DNP 620 | Health Care Economics and Finance | 3       |

## 32-Month Option: Year 3 - Spring

One 15-week session

| Item #  | Title                                      | Credits |
|---------|--------------------------------------------|---------|
| DNP 660 | DNP I: Developing a Leadership DNP Project | 3       |

## 32-Month Option: Year 4 - Fall

One 15-week session

| Item #  | Title                                    | Credits |
|---------|------------------------------------------|---------|
| DNP 670 | DNP II: Leadership DNP Project Immersion | 5       |

## 32-Month Option: Year 4- Spring

One 15-week session

| Item #  | Title                                         | Credits |
|---------|-----------------------------------------------|---------|
| DNP 680 | DNP III: Leadership DNP Project Dissemination | 5       |

# Graduate Business Administration

## Master of Business Administration (5th Year M.B.A)

### Degree Type

Master of Business Administration

Colby-Sawyer offers a hybrid MBA for CSC baccalaureate students. The courses are started in the senior year and continue through the summer following graduation (online in the summer) and the following academic year. The program can be completed in one year of additional study beyond receipt of the baccalaureate degree. The curriculum includes concentrations in Project Management or Healthcare Administration.

### M.B.A. Program Academic Policies

Students must earn a minimum cumulative grade point average (GPA) of 2.7. and have completed all classes

required for their degree as listed in the catalog. Students may only repeat one MBA course one time if necessary.

Only students with senior standing may take graduate courses. A maximum of 9 graduate credits may be applied to undergraduate work.

### Program Overview:

This is a 5-year MBA for our current students. The most likely candidates are business and healthcare administration majors. It is also a program for students in other majors that take three additional business courses during undergraduate study. The MBA is focused on making and implementing decisions for the good of the organization. The coursework focuses on these concepts and activities and culminates in a 240-hour consulting field experience. In the field experience, small groups of students will work with and in partner organizations in departments and around projects most suited to their MBA pathway or career interests. Students will also be enrolled in a field experience seminar concurrently with the field placement.

Students must take any three electives or can complete one of two current concentrations by focusing electives from the disciplines of healthcare administration or project management.

Students should discuss with their advisor their intent to pursue the 4+1 MBA, register for three graduate classes in their senior year, and have a GPA of a 2.5 at the time of application.

MBA students are required to abide by the academic policies as written in the Graduate and Professional Studies Catalog. Please review that document for further information.

### Learning Outcomes

Upon completion of the MBA program, students will:

- Execute strong business communications both orally and in writing.
- Assess the impact of environmental issues including global, social, economic, political, legal, ethical and other factors in strategic and operational decision making.
- Collect, analyze and apply quantitative and qualitative data to make effective recommendations for solving problems and planning initiatives.
- Synthesize and interpret data to exercise critical thinking in planning, implementing and assessing projects.

- Produce and utilize financial statements, economic principles, computer analytics, and management techniques to support the operational, tactical and strategic functions of a business.
- Demonstrate and employ practical application of concepts in small groups as project consultants in an area partner organization.

## Master of Business Administration Prerequisites

To maximize success, students are required to take the following courses as undergraduates:

| Item #  | Title                   | Credits |
|---------|-------------------------|---------|
| ACC 216 | Financial Accounting I  | 4       |
| BUS 204 | Management Principles   | 4       |
| ECO 201 | Principles of Economics | 4       |

## Business Administration MBA Progress to Completion Requirements:

| Item #   | Title                                                      | Credits |
|----------|------------------------------------------------------------|---------|
| GBUS 501 | Marketing Strategy and Decision-Making                     | 2       |
| GBUS 505 | Economic Decision-Making                                   | 2       |
| GBUS 515 | Individual and Organizational Development                  | 4       |
| GBUS 602 | Financial Decision-Making                                  | 4       |
| GBUS 605 | Business Intelligence                                      | 5       |
| GBUS 686 | Consulting Field Experience                                | 6       |
| GBUS 687 | Field Experience Seminar                                   | 3       |
|          | 9 elective credits from GBUS 610, 615, 620, 630, 689; GNUR | 9       |

### Suggested Registration Sequence

## Fall – 4th Year of Undergraduate Study for Business Majors

Non-Business Majors should take GBUS 501, GBUS 505 and GBUS 515 as electives in their Senior Year.

| Item #   | Title                                  | Credits |
|----------|----------------------------------------|---------|
| BUS 401  | Senior Seminar                         | 1       |
| BUS 403  | Organizational Behavior                | 4       |
| BUS 425  | Quantitative Management                | 4       |
| GBUS 501 | Marketing Strategy and Decision-Making | 2       |
| GBUS 505 | Economic Decision-Making               | 2       |

## Spring – 4th Year of Undergraduate Study

| Item #   | Title                                     | Credits |
|----------|-------------------------------------------|---------|
| BUS 460  | Strategic Management                      | 4       |
| GBUS 515 | Individual and Organizational Development | 4       |
|          | BUS Elective or Free Elective             | 4       |

## Summer – 5th Year

| Item #   | Title                                    | Credits |
|----------|------------------------------------------|---------|
| GBUS 610 | Project Management Concepts and Practice | 3       |

## Fall – 5th Year

| Item #   | Title                                                      | Credits |
|----------|------------------------------------------------------------|---------|
| GBUS 602 | Financial Decision-Making                                  | 4       |
| GBUS 605 | Business Intelligence                                      | 5       |
|          | 3 elective credits from GBUS 610, 615, 620, 630, 689; GNUR | 3       |

## Spring – 5th Year

| Item #   | Title                                                      | Credits |
|----------|------------------------------------------------------------|---------|
| GBUS 686 | Consulting Field Experience                                | 6       |
| GBUS 687 | Field Experience Seminar                                   | 3       |
|          | 3 elective credits from GBUS 610, 615, 620, 630, 689; GNUR | 3       |

## Master of Business Administration (M.B.A.)

### Degree Type

Master of Business Administration

Colby-Sawyer offers an online MBA that is asynchronous and sequenced in 8 week sessions. This degree may be completed in as little as two years. The curriculum includes concentrations in Project Management or Healthcare Administration.

### Program Expectations

To enroll in the program students will need 2 years professional experience or equivalency. The program begins with a 1-credit leveling course that is self-paced and provides the basic skills needed for the ensuing coursework.

### Program Application

Applicants must have a bachelor's degree from an accredited institution and an undergraduate GPA of 2.5 or higher to be considered for admission.

### Application Checklist

Online Application

Official transcript from an accredited baccalaureate program  
Resume

### Learning Outcomes

- Execute strong business communications both orally and in writing.
- Assess the impact of environmental issues including global, social, economic, political, legal, ethical and other factors in strategic and operational decision making.
- Collect, analyze and apply quantitative and qualitative data to make effective recommendations for solving problems and planning initiatives.
- Synthesize and interpret data to exercise critical thinking in planning, implementing and assessing projects.
- Produce and utilize financial statements, economic principles, computer analytics, and management techniques to support the operational, tactical and strategic functions of a business.
- Demonstrate and employ practical application of concepts in small groups as project consultants in an area partner organization.

### Required Courses

| Item #   | Title                         | Credits |
|----------|-------------------------------|---------|
| MBAO 501 | Advanced Business Practices   | 1       |
| MBAO 515 | Leading Organizational Change | 4       |
| MBAO 505 | Managerial Economics          | 4       |
| MBAO 601 | Marketing Management          | 4       |
| MBAO 602 | Accounting for Professionals  | 4       |
| MBAO 604 | Finance for Professionals     | 4       |
| MBAO 605 | Business Analytics            | 4       |
| MBAO 686 | MBA Capstone                  | 4       |

### Elective Courses: Project Management Concentration

Students may choose to concentrate in Project Management by **selecting 3 of the courses** listed below or can choose any of these elective courses as part of the 3 required electives for degree completion.

| Item #   | Title                                    | Credits |
|----------|------------------------------------------|---------|
| GBUS 610 | Project Management Concepts and Practice | 3       |
| GBUS 615 | Risk Management                          | 3       |
| GBUS 620 | Supply Chain Management                  | 3       |
| GBUS 689 | Influence and Power in Organizations     | 3       |

### Elective Courses: Healthcare Administration Concentration

Students may choose to concentrate in Healthcare Administration by **selecting 3 of the courses** listed below or can choose any of these elective courses as part of the 3 required electives for degree completion.

| Item #   | Title            | Credits |
|----------|------------------|---------|
| GBUS 630 | HR in Healthcare | 3       |

## Graduate Exercise Science

### Master of Science in Exercise Science (M.S.E.S.): Applied Exercise Science Track Degree Type

Master of Science in Exercise Science

The Master of Science (MS) in Exercise Science is an online graduate program that provides students with foundational content in exercise science, exercise and sport nutrition, exercise and behavior psychology, strength and conditioning and exercise prescription. There are two tracks which offer you the flexibility to select course work in specific areas of interest.

1. The applied exercise Science graduate track course work is designed to optimize skills for developing exercise prescriptions for athletes, healthy individuals, and individuals with various health challenges. The 9-month optional fellowship will also prepare you to work in a variety of settings to include non-invasive clinical environments, health and wellness centers, and corporate fitness.
2. The strength and conditioning graduate track course will prepare students to work with athletes as a strength and conditioning coach in secondary schools, collegiate/professional programs, and private settings. The 9-month optional fellowship will allow you to apply coursework to a professional setting.

### Learning Outcomes

Following completion of the Master of Science in Exercise Science, Applied Exercise Science track, students will:

1. Design exercise prescriptions for athletes, healthy individuals and individuals with various health challenges.
2. Utilize exercise and behavior psychology principles to enhance adherence to exercise for a variety of populations.
3. Develop nutritional plans that promote wellness, physical performance and rehabilitation.

4. Demonstrate integrated scientific knowledge & practical knowledge in a successful capstone project.
5. Be adequately prepared to pass national certification exams.

## MSES: Applied Exercise Science Track Progress to Completion Requirements

Total M.S. in Exercise Science Credits: 32 credits

MSES may be completed either full-time (32 credits) or part-time (16 credits per year).

Students have seven years to complete a master's degree.

### Required Prerequisites

Satisfactory completion of Anatomy and Physiology I and II.

### Suggested Registration Sequence

#### Fall Semester (Full-Time)

| Item #   | Title                                                                          | Credits |
|----------|--------------------------------------------------------------------------------|---------|
| MSES 510 | Clinical Exercise & Metabolism                                                 | 4       |
| MSES 520 | Advanced Exercise Physiology                                                   | 3       |
| MSES 530 | Advanced Sport & Behavioral Psychology                                         | 3       |
| MSES 540 | Exercise Prescription for Healthy, Chronic Disease, and Vulnerable Populations | 4       |
| MSES 587 | Field Experience I                                                             | 2       |

#### Spring Semester (Full-Time)

| Item #   | Title                               | Credits |
|----------|-------------------------------------|---------|
| MSES 550 | Advanced Sport & Exercise Nutrition | 3       |
| MSES 570 | Behavioral Change & Health Coaching | 4       |
| MSES 580 | Current Topics in Exercise Science  | 4       |
| MSES 588 | Field Experience II                 | 2       |
| MSES 590 | Comprehensive Assessment Project    | 3       |

#### Fall 1 (Part-Time)

| Item #   | Title                                  | Credits |
|----------|----------------------------------------|---------|
| MSES 520 | Advanced Exercise Physiology           | 3       |
| MSES 530 | Advanced Sport & Behavioral Psychology | 3       |

#### Spring 1 (Part-Time)

| Item #   | Title                               | Credits |
|----------|-------------------------------------|---------|
| MSES 550 | Advanced Sport & Exercise Nutrition | 3       |
| MSES 580 | Current Topics in Exercise Science  | 4       |

#### Fall 2 (Part-Time)

| Item #   | Title                                                                          | Credits |
|----------|--------------------------------------------------------------------------------|---------|
| MSES 510 | Clinical Exercise & Metabolism                                                 | 4       |
| MSES 540 | Exercise Prescription for Healthy, Chronic Disease, and Vulnerable Populations | 4       |
| MSES 587 | Field Experience I                                                             | 2       |

#### Spring 2 (Part-Time)

| Item #   | Title                               | Credits |
|----------|-------------------------------------|---------|
| MSES 570 | Behavioral Change & Health Coaching | 4       |
| MSES 588 | Field Experience II                 | 2       |
| MSES 590 | Comprehensive Assessment Project    | 3       |

## Master of Science in Exercise Science (M.S.E.S.): Strength and Conditioning Track

### Degree Type

Master of Science in Exercise Science

### Mission

The Master of Science (MS) in Exercise Science is an online graduate program that provides students with foundational content in exercise science, exercise and sport nutrition, exercise and behavior psychology, strength and conditioning and exercise prescription. There are two tracks which offer you the flexibility to select course work in specific areas of interest.

1. The applied exercise Science graduate track course work is designed to optimize skills for developing exercise prescriptions for athletes, healthy individuals, and individuals with various health challenges. The 9-month optional fellowship will also prepare you to work in a variety of settings to include non-invasive clinical environments, health and wellness centers, and corporate fitness.
2. The strength and conditioning graduate track course will prepare students to work with athletes as a strength and conditioning coach in secondary schools, collegiate/professional programs, and private settings. The 9-month optional fellowship will allow you to apply coursework to a professional setting.

### Learning Outcomes

Following completion of the Master of Science in Exercise Science, Strength and Conditioning track, students will:

1. Design and implement strength and conditioning programs for a sport, general fitness client or those with various health challenges.
2. Develop nutritional plans that promote physical performance and rehabilitation.
3. Correctly critique and correct an individual's exercise form to include resistance exercise, plyometric exercise, speed/agility, power and endurance.
4. Demonstrate integrated scientific knowledge & practical knowledge/skills in a successful capstone project.
5. Be adequately prepared to pass national certification exams.

## MSES Program Progress to Completion Requirements

Total M.S. in Exercise Science Credits: 32 credits

MSES may be completed either full-time (32 credits) or part-time (16 credits per year).

Students have seven years to complete a master's degree.

### Required Prerequisites

Satisfactory completion of Anatomy and Physiology I and II.

### Suggested Registration Sequence

#### Fall Semester (Full-Time)

| Item #   | Title                                                                          | Credits |
|----------|--------------------------------------------------------------------------------|---------|
| MSES 500 | Advanced Strength and Conditioning                                             | 4       |
| MSES 520 | Advanced Exercise Physiology                                                   | 3       |
| MSES 530 | Advanced Sport & Behavioral Psychology                                         | 3       |
| MSES 540 | Exercise Prescription for Healthy, Chronic Disease, and Vulnerable Populations | 4       |
| MSES 587 | Field Experience I                                                             | 2       |

#### Spring Semester (Full-Time)

| Item #   | Title                                | Credits |
|----------|--------------------------------------|---------|
| MSES 550 | Advanced Sport & Exercise Nutrition  | 3       |
| MSES 560 | Practicum in Strength & Conditioning | 4       |
| MSES 580 | Current Topics in Exercise Science   | 4       |
| MSES 590 | Comprehensive Assessment Project     | 3       |
| MSES 588 | Field Experience II                  | 2       |

#### Fall 1 (Part-Time)

| Item #   | Title                              | Credits |
|----------|------------------------------------|---------|
| MSES 500 | Advanced Strength and Conditioning | 4       |
| MSES 520 | Advanced Exercise Physiology       | 3       |

#### Spring 1 (Part-Time)

| Item #   | Title                               | Credits |
|----------|-------------------------------------|---------|
| MSES 550 | Advanced Sport & Exercise Nutrition | 3       |
| MSES 580 | Current Topics in Exercise Science  | 4       |

#### Fall 2 (Part-Time)

| Item #   | Title                                                                          | Credits |
|----------|--------------------------------------------------------------------------------|---------|
| MSES 530 | Advanced Sport & Behavioral Psychology                                         | 3       |
| MSES 540 | Exercise Prescription for Healthy, Chronic Disease, and Vulnerable Populations | 4       |
| MSES 587 | Field Experience I                                                             | 2       |

#### Spring 2 (Part-Time)

| Item #   | Title                                | Credits |
|----------|--------------------------------------|---------|
| MSES 560 | Practicum in Strength & Conditioning | 4       |
| MSES 588 | Field Experience II                  | 2       |
| MSES 590 | Comprehensive Assessment Project     | 3       |

## Graduate Nursing

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

#### Degree Type

Master of Science in Nursing

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>).

**Philosophy:** 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.

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.

#### *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 (9-12 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.

Students have seven years to complete a master's degree.

#### **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.

## 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](#)

- Synthesize knowledge using theoretical and philosophical traditions of nursing science, interdisciplinary perspectives, and research for the advancement of the nursing profession.
- Act as a role model to guide holistic and inclusive client care across the nursing continuum.
- Advocate for and influence policies that improve health outcomes, reduce health disparities, promote inclusivity, and foster ongoing innovation through partnerships at the individual, community, system and population levels of care.
- Synthesize and critique theory and research to ethically apply and disseminate evidence that improves nursing practice and client outcomes
- Lead and integrate quality improvement initiatives across the lifespan and the continuum of care for clients and clinicians in the healthcare system.
- Communicate nursing knowledge to facilitate and direct interprofessional collaboration to improve the client experience and optimize health outcomes.
- Analyze and implement system-wide initiatives that promote financial stewardship and equitable healthcare delivery to individuals, families, communities, and populations.
- Ensure use of best practices of informatics and communication technologies to collect, synthesize, analyze, evaluate and utilize data to improve client care and health outcomes.
- Exemplify personal accountability and professional values to ensure the integrity of clients' rights, aligned with nursing codes and standards.
- Mentor and provide leadership at an advanced level wherever nursing is practiced, assuming responsibility for professional development and life-long learning in a dynamic healthcare environment.

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

The Clinical Nurse Leader track prepares the graduate for practice across the continuum of care within any healthcare setting in order to address the critical need to

improve the quality of patient care outcomes. Upon completion, students will sit for the Commission on Nurse Certification (CNC) CNL certification exam.

- 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.

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

[GNUR 596](#) Optional

| Item #   | Title                                                                  | Credits |
|----------|------------------------------------------------------------------------|---------|
| GNUR 550 | Transforming the Nurse Leader                                          | 3       |
| GNUR 555 | Evidence-Based Nursing and Applied Nursing Research                    | 3       |
| GNUR 560 | Designing Safer, Smarter Healthcare                                    | 3       |
| GNUR 565 | Population Health for Advanced Nursing Practice                        | 3       |
| GNUR 570 | Health Assessment and Clinical Reasoning for Advanced Nursing Practice | 3       |
| GNUR 575 | Advanced Pathophysiology Across the Lifespan                           | 3       |
| GNUR 580 | Pharmacology for Advanced Nursing Practice                             | 3       |
| GNUR 584 | Shaping Organizational Behavior                                        | 3       |
| GNUR 590 | Leading Quality Improvement and Systems Thinking                       | 3       |
| GNUR 600 | Clinical Nurse Leader Capstone I                                       | 5       |
| GNUR 601 | Clinical Nurse Leader Capstone II                                      | 5       |

## Clinical Nurse Leader Concentration Courses

| Item #   | Title                             | Credits |
|----------|-----------------------------------|---------|
| GNUR 600 | Clinical Nurse Leader Capstone I  | 5       |
| GNUR 601 | Clinical Nurse Leader Capstone II | 5       |

### Suggested Registration Sequence

#### Year 1: Fall

| Item #   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| GNUR 550 | Transforming the Nurse Leader                       | 3       |
| GNUR 555 | Evidence-Based Nursing and Applied Nursing Research | 3       |

#### Year 1: Spring

| Item #   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| GNUR 560 | Designing Safer, Smarter Healthcare             | 3       |
| GNUR 565 | Population Health for Advanced Nursing Practice | 3       |

#### Year 1: Summer

| Item #   | Title                                                                  | Credits |
|----------|------------------------------------------------------------------------|---------|
| GNUR 570 | Health Assessment and Clinical Reasoning for Advanced Nursing Practice | 3       |

#### Year 2: Fall

| Item #   | Title                                        | Credits |
|----------|----------------------------------------------|---------|
| GNUR 575 | Advanced Pathophysiology Across the Lifespan | 3       |
| GNUR 580 | Pharmacology for Advanced Nursing Practice   | 3       |

#### Year 2: Spring

| Item #   | Title                                            | Credits |
|----------|--------------------------------------------------|---------|
| GNUR 584 | Shaping Organizational Behavior                  | 3       |
| GNUR 590 | Leading Quality Improvement and Systems Thinking | 3       |

#### Year 2: Summer

[GNUR 596](#) Optional

#### Year 3: Fall

| Item #   | Title                             | Credits |
|----------|-----------------------------------|---------|
| GNUR 600 | Clinical Nurse Leader Capstone I  | 5       |
| GNUR 601 | Clinical Nurse Leader Capstone II | 5       |

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

### Degree Type

Master of Science in Nursing

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>).

**Philosophy:** 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.

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.

#### *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 (9-12 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.

Students have seven years to complete a master's degree.

### **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.

### **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](#)

- Synthesize knowledge using theoretical and philosophical traditions of nursing science, interdisciplinary perspectives, and research for the advancement of the nursing profession.
- Act as a role model to guide holistic and inclusive client care across the nursing continuum.
- Advocate for and influence policies that improve health outcomes, reduce health disparities,

promote inclusivity, and foster ongoing innovation through partnerships at the individual, community, system and population levels of care.

- Synthesize and critique theory and research to ethically apply and disseminate evidence that improves nursing practice and client outcomes
- Lead and integrate quality improvement initiatives across the lifespan and the continuum of care for clients and clinicians in the healthcare system.
- Communicate nursing knowledge to facilitate and direct interprofessional collaboration to improve the client experience and optimize health outcomes.
- Analyze and implement system-wide initiatives that promote financial stewardship and equitable healthcare delivery to individuals, families, communities, and populations.
- Ensure use of best practices of informatics and communication technologies to collect, synthesize, analyze, evaluate and utilize data to improve client care and health outcomes.
- Exemplify personal accountability and professional values to ensure the integrity of clients' rights, aligned with nursing codes and standards.
- Mentor and provide leadership at an advanced level wherever nursing is practiced, assuming responsibility for professional development and life-long learning in a dynamic healthcare environment.

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

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

- 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.

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

| Item #   | Title                                                                   | Credits |
|----------|-------------------------------------------------------------------------|---------|
| GNUR 550 | Transforming the Nurse Leader                                           | 3       |
| GNUR 555 | Evidence-Based Nursing and Applied Nursing Research                     | 3       |
| GNUR 560 | Designing Safer, Smarter Healthcare                                     | 3       |
| GNUR 565 | Population Health for Advanced Nursing Practice                         | 3       |
| GNUR 570 | Health Assessment and Clinical Reasoning for Advanced Nursing Practice  | 3       |
| GNUR 575 | Advanced Pathophysiology Across the Lifespan                            | 3       |
| GNUR 580 | Pharmacology for Advanced Nursing Practice                              | 3       |
| GNUR 585 | Theoretical Basis of Teaching and Learning in Nursing Education         | 3       |
| GNUR 590 | Leading Quality Improvement and Systems Thinking                        | 3       |
| GNUR 595 | Assessment, Evaluation, and Curriculum Development in Nursing Education | 3       |
| GNUR 605 | Nursing Education Capstone I                                            | 5       |
| GNUR 606 | Nursing Education Capstone II                                           | 5       |

## Nursing Education Concentration Courses

### Suggested Registration Sequence

### Year 1: Fall

| Item #   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| GNUR 550 | Transforming the Nurse Leader                       | 3       |
| GNUR 555 | Evidence-Based Nursing and Applied Nursing Research | 3       |

### Year 1: Spring

| Item #   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| GNUR 560 | Designing Safer, Smarter Healthcare             | 3       |
| GNUR 565 | Population Health for Advanced Nursing Practice | 3       |

## Year 1: Summer

| Item #   | Title                                                                  | Credits |
|----------|------------------------------------------------------------------------|---------|
| GNUR 570 | Health Assessment and Clinical Reasoning for Advanced Nursing Practice | 3       |

## Year 2: Fall

| Item #   | Title                                        | Credits |
|----------|----------------------------------------------|---------|
| GNUR 575 | Advanced Pathophysiology Across the Lifespan | 3       |
| GNUR 580 | Pharmacology for Advanced Nursing Practice   | 3       |

## Year 2: Spring

| Item #   | Title                                                           | Credits |
|----------|-----------------------------------------------------------------|---------|
| GNUR 585 | Theoretical Basis of Teaching and Learning in Nursing Education | 3       |
| GNUR 590 | Leading Quality Improvement and Systems Thinking                | 3       |

## Year 2: Summer

| Item #   | Title                                                                   | Credits |
|----------|-------------------------------------------------------------------------|---------|
| GNUR 595 | Assessment, Evaluation, and Curriculum Development in Nursing Education | 3       |

## Year 3: Fall

| Item #   | Title                        | Credits |
|----------|------------------------------|---------|
| GNUR 605 | Nursing Education Capstone I | 5       |

## Year 3: Spring

| Item #   | Title                         | Credits |
|----------|-------------------------------|---------|
| GNUR 606 | Nursing Education Capstone II | 5       |

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

### Degree Type

Master of Science in Nursing

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>).

**Philosophy:** 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.

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.

### 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 (9-12 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.

Students have seven years to complete a master's degree.

### **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.

### **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](#)

- Synthesize knowledge using theoretical and philosophical traditions of nursing science, interdisciplinary perspectives, and research for the advancement of the nursing profession.
- Act as a role model to guide holistic and inclusive client care across the nursing continuum.
- Advocate for and influence policies that improve health outcomes, reduce health disparities, promote inclusivity, and foster ongoing innovation through partnerships at the individual, community, system and population levels of care.
- Synthesize and critique theory and research to ethically apply and disseminate evidence that improves nursing practice and client outcomes
- Lead and integrate quality improvement initiatives across the lifespan and the continuum of care for clients and clinicians in the healthcare system.
- Communicate nursing knowledge to facilitate and direct interprofessional collaboration to improve the client experience and optimize health outcomes.
- Analyze and implement system-wide initiatives that promote financial stewardship and equitable healthcare delivery to individuals, families, communities, and populations.
- Ensure use of best practices of informatics and communication technologies to collect, synthesize, analyze, evaluate and utilize data to improve client care and health outcomes.
- Exemplify personal accountability and professional values to ensure the integrity of clients' rights, aligned with nursing codes and standards.
- Mentor and provide leadership at an advanced level wherever nursing is practiced, assuming responsibility for professional development and life-long learning in a dynamic healthcare environment.

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

The Nursing Management and Executive Leadership concentration is designed to prepare the graduate 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, graduates are prepared to sit for the American Nurses Credentialing Center (ANCC) National Certification Exam of Nurse Executives.

- 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

| Item #   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| GNUR 550 | Transforming the Nurse Leader                       | 3       |
| GNUR 555 | Evidence-Based Nursing and Applied Nursing Research | 3       |
| GNUR 560 | Designing Safer, Smarter Healthcare                 | 3       |
| GNUR 565 | Population Health for Advanced Nursing Practice     | 3       |

## Nursing Management and Executive Leadership Concentration Courses

Graduate Elective (MBAO 605; MBAO 515)

| Item #   | Title                                                 | Credits |
|----------|-------------------------------------------------------|---------|
| GNUR 576 | Strategic Leadership in Dynamic Health Care Systems   | 3       |
| GNUR 584 | Shaping Organizational Behavior                       | 3       |
| GNUR 590 | Leading Quality Improvement and Systems Thinking      | 3       |
| GNUR 596 | Principles of Business and Finance in Healthcare      | 3       |
| GNUR 610 | Nurse Management and Executive Leadership Capstone I  | 5       |
| GNUR 611 | Nurse Management and Executive Leadership Capstone II | 5       |

### Suggested Registration Sequence

#### Year 1: Fall

| Item #   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| GNUR 550 | Transforming the Nurse Leader                       | 3       |
| GNUR 555 | Evidence-Based Nursing and Applied Nursing Research | 3       |

#### Year 1: Spring

| Item #   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| GNUR 560 | Designing Safer, Smarter Healthcare             | 3       |
| GNUR 565 | Population Health for Advanced Nursing Practice | 3       |

#### Year 1: Summer

Graduate Elective

#### Year 2: Fall

| Item #   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| GNUR 576 | Strategic Leadership in Dynamic Health Care Systems | 3       |

#### Year 2: Spring

| Item #   | Title                                            | Credits |
|----------|--------------------------------------------------|---------|
| GNUR 584 | Shaping Organizational Behavior                  | 3       |
| GNUR 590 | Leading Quality Improvement and Systems Thinking | 3       |

#### Year 2: Summer

| Item #   | Title                                            | Credits |
|----------|--------------------------------------------------|---------|
| GNUR 596 | Principles of Business and Finance in Healthcare | 3       |

#### Year 3: Fall

| Item #   | Title                                                | Credits |
|----------|------------------------------------------------------|---------|
| GNUR 610 | Nurse Management and Executive Leadership Capstone I | 5       |

#### Year 3: Spring

| Item #   | Title                                                 | Credits |
|----------|-------------------------------------------------------|---------|
| GNUR 611 | Nurse Management and Executive Leadership Capstone II | 5       |

## 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-Master's 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 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 320 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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|
| <i>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.</i> |       |         |

## 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 |
|--------|-------|---------|
|--------|-------|---------|

## 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 |
|--------|-------|---------|
|--------|-------|---------|

## Graduate Social Work

### Master of Social Work (M.S.W.)

#### Degree Type

Master of Social Work

#### Program Mission:

Colby-Sawyer's Master of Social Work program employs social work competencies and evidence-based practices in guiding students to become critical thinkers and skilled social work innovators, leaders, advocates, and practitioners while embodying the central values of social justice, diversity, inclusivity, and worth of all people.

#### Program Goals

The Master of Social Work program at Colby-Sawyer College will:

- Prepare social work professionals through an advanced generalist curriculum to engage with individuals, families, groups, organizations, and communities at micro-, mezzo-, and macro-levels.
- Guide students in applying critical thinking, evidence, and the person-in-environment framework to inform practice across all systems levels.
- Embody and work within the core ethical principles of social work by challenging social, economic, and environmental injustice and in working toward the dismantling of systems of oppression.
- Prepare students as leaders in moving the discipline of social work forward through service to others, valuing the dignity and worth of all people, and practicing cultural humility.

#### Program Overview:

The MSW program will prepare social work students for work and leadership in a broad variety of settings. This includes, but is not limited to clinics, hospitals, non-profit agencies, substance or mental health facilities, outpatient providers, schools, community agencies, and justice systems. Students graduating from the MSW and working in supervised field study locations will be prepared to work toward state licensure.

Students with a Bachelor of Social Work (BSW) from a program accredited by the CSWE may be admitted to the MSW program as Advanced Standing students.

Students have seven years to complete the master's degree.

#### Accreditation:

The Master of Social Work program at Colby-Sawyer College has achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA).

Candidacy for a baccalaureate or master's social work program by the BOA indicates that it has made progress toward meeting standards of program quality evaluated through a peer review accreditation process. A program that has attained candidacy status has demonstrated a commitment to meeting the standards set by the Educational Policy and Accreditation Standards (EPAS) but has not yet demonstrated full compliance.

Students that are admitted to candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation. Candidacy is typically a 3-year process and attaining candidacy does not guarantee that a program will eventually attain initial accreditation.

Candidacy applies to all program options, which includes locations and delivery methods.

Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Review our program's candidacy status in CSWE's [Directory of Accredited Programs](#). For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation.

### CSWE 2022 Social Work Competencies

In keeping with CSWE standards, Colby-Sawyer College has integrated the nine CSWE competencies within its curriculum. The following competencies serve as program learning outcomes for the Master of Social Work degree:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

MSW students should refer to policies specific to the program, found in the MSW Student Handbook. Should a program policy conflict with a college policy, the program policy will be followed.

### Probation/Suspension/Dismissal Academic Policies and Procedures

Students in the MSW program are academically dismissed from the four reasons listed below. A student who is dismissed is ineligible for an MSW degree will not be permitted to re-enroll in the MSW Program. MSW Probation and Suspension policies are summarized below:

1. For a degree-seeking student in the MSW program to remain in good academic standing, the student must maintain a cumulative grade point average of 3.0 (on a 4.0 scale) and meet the program's

academic progress criteria toward degree completion.

2. A student whose overall GPA falls below a 3.0 in a semester is automatically placed on academic probation during the following semester. At the conclusion of the following semester, the student's overall GPA must return to 3.0 or the student will be suspended for a minimum of one semester.
3. A student who receives an F is offered one opportunity to repeat that course. A subsequent F in the repeated or any other course results in automatic dismissal from the MSW program.
4. Students who are admitted conditionally must earn a grade of B or better in each of the first two, non-practicum courses to remain in the MSW program. Failure to do so will result in dismissal from the MSW program.

### M.S. in Social Work Program Progress to completion Requirements:

| Item #  | Title                                             | Credits |
|---------|---------------------------------------------------|---------|
| MSW 510 | Social Work with Individuals, Families and Groups | 3       |
| MSW 521 | Social Work Skills Lab I                          | 3       |
| MSW 522 | Social Work Skills Lab II                         | 3       |
| MSW 530 | Social Work Research & Evaluation                 | 3       |
| MSW 540 | Social Work with Communities and Organizations    | 3       |
| MSW 550 | Human Rights and Social Justice                   | 3       |
| MSW 580 | Social Welfare Policy I                           | 3       |
| MSW 621 | Clinical Assessment & Diagnosis I                 | 3       |
| MSW 622 | Clinical Assessment & Diagnosis II                | 3       |
| MSW 630 | Advanced Research                                 | 3       |
| MSW 670 | Leadership & Supervision                          | 3       |
| MSW 680 | Comparative Social Welfare Policy                 | 3       |
| MSW 700 | Field Practicum Seminar & Preparation             | 1       |
| MSW 701 | Generalist Social Work Practicum I                | 4       |
| MSW 702 | Generalist Social Work Practicum II               | 4       |
| MSW 703 | Specialist Social Work Practicum III              | 5       |
| MSW 704 | Specialist Social Work Practicum IV               | 5       |
| MSW 705 | Specialist Social Work Practicum 0-V              | 5       |

### Suggested Registration Sequence

## First Year - Fall Term 1

MSW 700 is 15 weeks.

| Item #  | Title                                             | Credits |
|---------|---------------------------------------------------|---------|
| MSW 510 | Social Work with Individuals, Families and Groups | 3       |
| MSW 550 | Human Rights and Social Justice                   | 3       |
| MSW 700 | Field Practicum Seminar & Preparation             | 1       |

## First Year - Fall Term 2

| Item #  | Title                                          | Credits |
|---------|------------------------------------------------|---------|
| MSW 540 | Social Work with Communities and Organizations | 3       |

## First Year - Spring Term 1

MSW701 is 15 weeks

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| MSW 521 | Social Work Skills Lab I           | 3       |
| MSW 701 | Generalist Social Work Practicum I | 4       |

## First Year - Spring Term 2

| Item #  | Title                   | Credits |
|---------|-------------------------|---------|
| MSW 580 | Social Welfare Policy I | 3       |

## First Year - Summer Term 1

MSW 702 is 15 weeks

| Item #  | Title                               | Credits |
|---------|-------------------------------------|---------|
| MSW 522 | Social Work Skills Lab II           | 3       |
| MSW 702 | Generalist Social Work Practicum II | 4       |

## First Year - Summer Term 2

| Item #  | Title                             | Credits |
|---------|-----------------------------------|---------|
| MSW 530 | Social Work Research & Evaluation | 3       |

## Second Year - Fall Term 1

MSW 703 is 15 weeks

| Item #  | Title                                | Credits |
|---------|--------------------------------------|---------|
| MSW 621 | Clinical Assessment & Diagnosis I    | 3       |
| MSW 703 | Specialist Social Work Practicum III | 5       |

## Second Year - Fall Term II

MSW 703 is 15 weeks

| Item #  | Title                             | Credits |
|---------|-----------------------------------|---------|
| MSW 680 | Comparative Social Welfare Policy | 3       |

## Second Year - Spring Term I

MSW 704 is 15 weeks

Select one MSW 675 OR MSW 645

| Item #  | Title                                                  | Credits |
|---------|--------------------------------------------------------|---------|
| MSW 704 | Specialist Social Work Practicum IV                    | 5       |
| MSW 675 | Ending Poverty                                         | 3       |
| MSW 645 | Leadership, Supervision, and Management in Social Work | 3       |

## Second Year - Spring Term II

| Item #  | Title             | Credits |
|---------|-------------------|---------|
| MSW 630 | Advanced Research | 3       |

## Second Year-Sumer Term I

Clinical Concentration MSW 655 or MSW 665

Policy Concentration MSW 650 or MSW 665

| Item #  | Title                                     | Credits |
|---------|-------------------------------------------|---------|
| MSW 665 | MSW Independent Study, Macro Study        | 3       |
| MSW 655 | Addiction, Trauma, & Mental Health        | 3       |
| MSW 650 | Practice with Children, Youth, & Families | 3       |

## Second Year-Summer term II

| Item #  | Title                    | Credits |
|---------|--------------------------|---------|
| MSW 690 | Capstone for Social Work | 3       |

# 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       |
| MAT 220 | Introduction to Statistics                        | 4       |
| BIO 205 | Human Anatomy and Physiology I (+lab)             | 4       |
| BIO 206 | Human Anatomy and Physiology II (+lab)            | 4       |
| PSY 101 | Introduction to Psychology                        | 4       |
| SHS 101 | Introduction to Sociology                         | 4       |
| PHI 305 | Biomedical Ethics                                 | 4       |
| HEA 401 | Health Studies Research & Evidence-Based Practice | 4       |
| HEA 403 | Healthcare Quality & Safety                       | 4       |
| HEA 404 | Healthcare Leadership & Management                | 4       |
| HEA 486 | Health Studies Capstone                           | 4       |

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       |
| PSY 240 | Life Span Development     | 4       |

Administrative pathway:

| Item #  | Title                   | Credits |
|---------|-------------------------|---------|
| BUS 204 | Management Principles   | 4       |
| BUS 403 | Organizational Behavior | 4       |

### Suggested Registration Sequence

## Proficiencies

| Item #  | Title                            | Credits |
|---------|----------------------------------|---------|
| MAT 220 | Introduction to Statistics       | 4       |
| WRT 101 | Introduction to Academic Writing | 4       |

## Liberal Education Core

| Item # | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

## BS: Health Studies

| Item #  | Title                                             | Credits |
|---------|---------------------------------------------------|---------|
| BIO 205 | Human Anatomy and Physiology I (+lab)             | 4       |
| BIO 206 | Human Anatomy and Physiology II (+lab)            | 4       |
| PSY 101 | Introduction to Psychology                        | 4       |
| SHS 101 | Introduction to Sociology                         | 4       |
| PHI 305 | Biomedical Ethics                                 | 4       |
| HEA 401 | Health Studies Research & Evidence-Based Practice | 4       |
| HEA 403 | Healthcare Quality & Safety                       | 4       |
| HEA 404 | Healthcare Leadership & Management                | 4       |
| HEA 486 | Health Studies Capstone                           | 4       |

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

## 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 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.

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

[RNRT 401](#), [RNRT 403](#), [RNRT 404](#), [RNRT 486](#); [RNBS 402](#): minimum grade of B-  
[BIO 207](#), [BIO 205](#), [BIO 206](#), [MAT 220](#), [PHI 305](#), [PSY 101](#), [PSY 240](#), [SHS 101](#): minimum grade of C

| Item #   | Title                                                     | Credits |
|----------|-----------------------------------------------------------|---------|
| WRT 101  | Introduction to Academic Writing                          | 4       |
| MAT 220  | Introduction to Statistics                                | 4       |
| BIO 121  | Basic Microbiology (+lab)                                 | 4       |
| BIO 205  | Human Anatomy and Physiology I (+lab)                     | 4       |
| BIO 206  | Human Anatomy and Physiology II (+lab)                    | 4       |
| PSY 101  | Introduction to Psychology                                | 4       |
| PSY 240  | Life Span Development                                     | 4       |
| SHS 101  | Introduction to Sociology                                 | 4       |
| PHI 305  | Biomedical Ethics                                         | 4       |
| RNRT 401 | Healthcare Research and Evidence Based Practice           | 4       |
| RNRT 403 | The Administrative Context for High Quality Care Delivery | 4       |
| RNRT 404 | Leadership and Management in Health Care Systems          | 4       |
| RNRT 486 | Capstone Project in Nursing                               | 4       |
| RNBS 402 | Community and Public Health Nursing                       | 4       |

## Suggested Registration Sequence

## Proficiencies

| Item #  | Title                            | Credits |
|---------|----------------------------------|---------|
| MAT 220 | Introduction to Statistics       | 4       |
| WRT 101 | Introduction to Academic Writing | 4       |

## Liberal Education Core

| Item # | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

## 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       |
| BIO 205  | Human Anatomy and Physiology 4 I (+lab)                   |         |
| BIO 206  | Human Anatomy and Physiology 4 II (+lab)                  |         |
| PSY 101  | Introduction to Psychology                                | 4       |
| PSY 240  | Life Span Development                                     | 4       |
| SHS 101  | Introduction to Sociology                                 | 4       |
| PHI 305  | Biomedical Ethics                                         | 4       |
| RNRT 401 | Healthcare Research and Evidence Based Practice           | 4       |
| RNBS 402 | Community and Public Health Nursing                       | 4       |
| RNRT 403 | The Administrative Context for High Quality Care Delivery | 4       |
| RNRT 404 | Leadership and Management in Health Care Systems          | 4       |
| RNRT 486 | Capstone Project in Nursing                               | 4       |

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

## 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.

- 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
- Communicate effectively in writing, orally and electronically with all members of the interdisciplinary healthcare team, including clients, families, communities and their support systems.
- Demonstrate professional attitudes and behaviors that incorporate clients' rights and professional codes and standards.
- Understand the micro- and macro- systems that influence health care delivery in order to achieve quality patient outcomes that address health care disparities within economic boundaries.
- 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-  
[BIO 207](#), [BIO 205](#), [BIO 206](#), [MAT 220](#), [PHI 305](#), and [PSY 101](#): minimum grade of C

| Item #   | Title                                                     | Credits |
|----------|-----------------------------------------------------------|---------|
| WRT 101  | Introduction to Academic Writing                          | 4       |
| MAT 220  | Introduction to Statistics                                | 4       |
| BIO 121  | Basic Microbiology (+lab)                                 | 4       |
| BIO 205  | Human Anatomy and Physiology 4 I (+lab)                   | 4       |
| BIO 206  | Human Anatomy and Physiology 4 II (+lab)                  | 4       |
| PSY 101  | Introduction to Psychology                                | 4       |
| PHI 305  | Biomedical Ethics                                         | 4       |
| RNRT 401 | Healthcare Research and Evidence Based Practice           | 4       |
| RNRT 403 | The Administrative Context for High Quality Care Delivery | 4       |
| RNRT 404 | Leadership and Management in Health Care Systems          | 4       |
| RNRT 486 | Capstone Project in Nursing                               | 4       |
| RTBS 410 | Advanced Topics in Respiratory Therapy                    | 4       |

#### Suggested Registration Sequence

### Proficiencies

| Item #  | Title                            | Credits |
|---------|----------------------------------|---------|
| MAT 220 | Introduction to Statistics       | 4       |
| WRT 101 | Introduction to Academic Writing | 4       |

## Liberal Education Core

| Item # | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

### BS: Respiratory Care Therapist to Bachelor Degree

| Item #   | Title                                                     | Credits |
|----------|-----------------------------------------------------------|---------|
| BIO 121  | Basic Microbiology (+lab)                                 | 4       |
| BIO 205  | Human Anatomy and Physiology 4 I (+lab)                   | 4       |
| BIO 206  | Human Anatomy and Physiology 4 II (+lab)                  | 4       |
| PSY 101  | Introduction to Psychology                                | 4       |
| PHI 305  | Biomedical Ethics                                         | 4       |
| RNRT 401 | Healthcare Research and Evidence Based Practice           | 4       |
| RNRT 403 | The Administrative Context for High Quality Care Delivery | 4       |
| RNRT 404 | Leadership and Management in Health Care Systems          | 4       |
| RTBS 410 | Advanced Topics in Respiratory Therapy                    | 4       |
| RNRT 486 | Capstone Project in Nursing                               | 4       |

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

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

### Degree Type

Bachelor of Science, Nursing

The Accelerated Bachelor of Science in Nursing (ABSN) 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.

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.

*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.*

### 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 the following requirements **prior to the start of the program**. If a student does not meet the conditions prior to program commencement, the conditional acceptance will be rescinded and the student will be withdrawn from the program. The student may be considered for future enrollment if admission requirements are fulfilled.

- Bachelor of Science (B.S.) or Bachelor of Art (B.A.) degree from an accredited college/university.
- Cumulative GPA above 3.0 from college/university.
- Completion of the following pre-requisite courses. To qualify for a conditional acceptance, a minimum of 5 pre-requisites must be completed.  
[BIO 205](#) Anatomy and Physiology I & Lab I \*  
[BIO 206](#) Anatomy and Physiology II & Lab II \*  
[BIO 121](#) Microbiology & Lab \*  
[SHS 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 nursing course (ABSN or NUR) 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.
- [ABSN students may request a one-time transfer to the traditional undergraduate nursing program. Transfer requests must be submitted to the program coordinator. Approval is subject to program availability.](#)
- Students must complete all ABSN coursework prior to NCLEX-RN Preparation, Nursing Leadership Capstone, and ABSN 442 (Clinical 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.
- Extended Examination Time for Multilingual Learners: During the first term of enrollment, multilingual learners (MLL), who do not identify English as their primary language, **may** qualify for additional time on examinations to facilitate adjustment to the pace and academic rigor of the ABSN program. Accommodation requests and exam proctoring are facilitated by the Office of Academic Resources. Additional time for exams will not extend beyond the first term of enrollment in the ABSN program. Students should be encouraged to engage with other academic resources that support language development through Nursing Academic Success as well as writing support services, peer tutoring and group learning instruction available through the Student Learning Collaborative.

## 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, White River Junction Veterans Affairs Medical Center, and New Hampshire area schools, in addition to other health and human services organizations.

Prior to the start, and for the duration 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.
- Students are 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.

## ABSN Program Progress to Completion Requirements:

ABSN courses – minimum grade of B-

| Item #   | Title                                                 | Credits |
|----------|-------------------------------------------------------|---------|
| PHI 305  | Biomedical Ethics                                     | 4       |
| ABSN 101 | Nursing Seminar                                       | 1       |
| ABSN 203 | Introduction to Professional Nursing                  | 3       |
| ABSN 207 | Pharmacology                                          | 3       |
| ABSN 212 | Health Assessment                                     | 2       |
| ABSN 222 | Fundamentals of Nursing                               | 4       |
| ABSN 309 | Community and Public Health Nursing                   | 2       |
| ABSN 313 | Maternal-Child Nursing                                | 4       |
| ABSN 314 | Pediatric Nursing                                     | 4       |
| ABSN 332 | Adult Medical-Surgical Nursing I                      | 9       |
| ABSN 334 | Mental Health Nursing                                 | 4       |
| ABSN 336 | Nursing Research and Evidence-Based Practice          | 3       |
| ABSN 336 | Nursing Research and Evidence-Based Practice          | 3       |
| ABSN 400 | NCLEX-RN Preparation                                  | 2       |
| ABSN 405 | Adult Medical-Surgical Nursing II                     | 7       |
| ABSN 410 | Nursing Leadership Capstone                           | 4       |
| ABSN 442 | Clinical Capstone: Nursing Management of Patient Care | 8       |

### Suggested Registration Sequence

## First Year - Semester 1 (15 weeks)

| Item #   | Title                                | Credits |
|----------|--------------------------------------|---------|
| ABSN 101 | Nursing Seminar                      | 1       |
| ABSN 203 | Introduction to Professional Nursing | 3       |
| ABSN 207 | Pharmacology                         | 3       |
| ABSN 212 | Health Assessment                    | 2       |
| ABSN 222 | Fundamentals of Nursing              | 4       |

## First Year - Semester 2 (12-15 weeks)

| Item #   | Title                                        | Credits |
|----------|----------------------------------------------|---------|
| ABSN 309 | Community and Public Health Nursing          | 2       |
| ABSN 313 | Maternal-Child Nursing                       | 4       |
| ABSN 314 | Pediatric Nursing                            | 4       |
| ABSN 334 | Mental Health Nursing                        | 4       |
| ABSN 336 | Nursing Research and Evidence-Based Practice | 3       |

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

| Item #   | Title                             | Credits |
|----------|-----------------------------------|---------|
| ABSN 332 | Adult Medical-Surgical Nursing I  | 9       |
| ABSN 405 | Adult Medical-Surgical Nursing II | 7       |

## Second Year - Semester 4 (15 weeks)

| Item #   | Title                                                 | Credits |
|----------|-------------------------------------------------------|---------|
| ABSN 400 | NCLEX-RN Preparation                                  | 2       |
| ABSN 410 | Nursing Leadership Capstone                           | 4       |
| ABSN 442 | Clinical Capstone: Nursing Management of Patient Care | 8       |
| PHI 305  | Biomedical Ethics                                     | 4       |

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

# Courses

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## 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. 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](#)

## Accounting

**ACC 216 : Financial Accounting I**

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

**Credits 4****Semester Offered**

Offered fall and spring

**Course Definition**

Quantitative Literacy

## Child Development

**CHI 101 : Child Growth and Development**

This course will introduce students to the field of developmental psychology and the multiple dimensions of child development from conception to the adolescent years. Students will examine fundamental changes in children's development and be introduced to the major theories of child development. In addition, students gain experience in reading research and these understandings are applied in real world settings. A minimum grade of C is required for the major.

**Credits 4****Semester Offered**

Offered fall

**Liberal Education Core Area**

Social & Behavioral Analysis

# Economics

## **ECO 201 : Principles of Economics**

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

**Credits 4**

**Semester Offered**

Offered fall and spring

# 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**

Investigating the Natural World

## **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 2**

**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**

Investigating the Natural World

**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 401 : Senior Seminar**

The senior seminar is designed to facilitate the integration of conceptual and practical learning in business and serve as a transition between college and career. The seminar will focus on professionalism, lessons learned from the BUS 485 internship experience and the three previous seminars, career building practices and documentation such as résumés and cover letters and presentation skills. A mock job interview, an internship presentation and various professional writing and reporting assignments are required.

**Credits 1**

### **Prerequisites**

- Senior standing
- [BUS 485: Business Administration Internship](#)

### **Semester Offered**

Offered fall

## **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

## **BUS 425 : Quantitative Management**

This course covers data-driven theory and practice in management science and operations. Quantitative management theory has a direct impact on the profitability and competitiveness of an organization. This course couples mathematics with the concepts and applications of motivation theory, productivity and work management. Model formulation lies at the heart of quantitative management methodologies. Consequently, the course emphasizes the art of model formulation, the role of a model and the analysis of model results.

**Credits 4**

### **Prerequisites**

- Junior standing or above
- [ACC 216: Financial Accounting I](#)
- [BUS 204: Management Principles](#)
- [BUS 220: Business Statistics](#)
- [BUS 231: Marketing Principles](#)
- [BUS 312: Business Computing](#)

### **Semester Offered**

Offered fall

### **BUS 460 : Strategic Management**

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

**Credits 4**

#### **Prerequisites**

- Senior standing
- [BUS 318: Corporate Finance](#)
- [BUS 403: Organizational Behavior](#)
- [BUS 425: Quantitative Management](#)
- [ECO 201: Principles of Economics](#)

#### **Semester Offered**

Offered spring

## **Doctor of Nursing Practice**

### **DNP 605 : Clinical Practicum Elective**

This course provides students pursuing a Doctor of Nursing Practice degree the opportunity to complete additional clinical and professional hours as necessary to meet program requirements. In this self-designed practicum, students will build their scholarly foundation for achievement of the DNP essentials. Objectives are developed with DNP faculty and tailored specifically to individual student needs. Students may complete up to 250 practicum hours in this course and may repeat this course one time.

**Credits 2**

### **DNP 610 : Theory and Science in Doctoral Nursing Practice**

The course focuses on the integration of scientific, philosophical, and theoretical concepts as the foundation for advanced nursing practice. The scientific underpinnings of the practice doctorate in nursing and the interrelationships among theory, research, and practice are explored. The role of the DNP leader in advancing the translation of knowledge to practice is examined.

**Credits 3**

### **DNP 620 : Health Care Economics and Finance**

The course prepares DNP leaders with business acumen, financial skills, and health economics and policy knowledge for the analysis of practice quality and cost-effective outcomes as well as for the development and implementation of sustainable plans for practice and system initiatives. The course connects theoretical financial management with the human impact of business decisions through the exploration of concepts such as resource allocation, cost containment, reimbursement models, and health equity.

**Credits 3**

### **DNP 630 : Research and the Application of Evidence-Based Practice**

The course involves the synthesis and application of research to promote innovative thinking and generate sustainable solutions to clinical practice or systems issues. Ethical considerations are examined in the context of health care research.

**Credits 3**

### **DNP 640 : Health Policy, Politics, and Perspectives**

The course explores policy development and political processes that impact the health of the nation and health care systems. The course connects the role of the DNP nurse leader to civic engagement through the lens of social justice for the purpose of analyzing the policy process and engagement in politically competent action for person-centered outcomes. The course develops purposeful perspectives and outlines diverse resources to support the advanced practice nurse in influencing, designing, and implementing ethical health care policies that frame individual and systems outcomes. The role of the nurse leader as advocate for and partner in shaping policy at all levels is emphasized.

**Credits 3**

### **DNP 650 : Advancing Leadership in Diverse Healthcare Environments**

The course focuses on the development of advanced practice nurse leaders. The unique and interprofessional contributions of the DNP to advancing leadership in diverse healthcare environments are explored through the application of the principles and practices of organization and systems leadership.

**Credits 3**

### **DNP 660 : DNP I: Developing a Leadership DNP Project**

The course facilitates the development and formal approval of a theoretically based, methodologically-sound Leadership DNP Scholarly Project Proposal. The proposal demonstrates a spirit of inquiry and is the foundation for the DNP Scholarly Project aimed at improving either a defined practice or patient outcome.

**Credits 3**

**DNP 670 : DNP II: Leadership DNP Project Immersion**

The course will examine and integrate the Leadership DNP practice role through immersion in diverse healthcare environments. Experiential opportunities in an identified area of practice will inform scholarly project implementation. Data collection and analysis will contribute to the translation of evidence into meaningful information to optimize healthcare system functioning or care delivery.

**Credits 5**

**DNP 680 : DNP III: Leadership DNP Project Dissemination**

The course synthesizes the personal, professional, clinical, and theoretical knowledge, skills, and attributes from previous courses, leadership DNP scholarly inquiry, experiential opportunities, and reflection to support the emerging DNP leader and the mastery of the translation and dissemination of evidenced informed findings. The leadership DNP scholarly project is finalized and disseminated, translating evidence for meaningful application to practice.

**Credits 5**

## 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**

Liberal Education Elective

**ENG 229 : Native American Literature**

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

**Credits 4**

**Semester Offered**

Offered spring of odd-numbered years.

**Liberal Education Core Area**

Liberal Education Elective

**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**

Liberal Education Elective

**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**

Liberal Education Elective

**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**

Liberal Education Elective

# Graduate Business Administration

## **GBUS 501 : Marketing Strategy and Decision-Making**

Marketing is the process of identifying, anticipating, and satisfying **customer needs** and wants through the creation, promotion, and distribution of products and services. It is a concept that has been around for centuries, with evidence of marketing practices dating back to ancient civilizations. In this course, we will examine the foundations and marketing principles/practices culminating in an original marketing plan for a new or existing organization (you may prefer existing, as information is more readily available). Foundational principles covered are (but not limited to): Understanding customer needs, creating customer value, segmentation and targeting, the marketing mix, integrating marketing across channels, branding, digital marketing/social media, and marketing ethics.

Generally taken in the senior baccalaureate year.

**Credits 2**

**Semester Offered**

Offered fall

## **GBUS 505 : Economic Decision-Making**

This course is the intersection between understanding economics-based decision making (using pricing as an example), economics in practice and the impacts of a global economy (technocratic vs. Malthusian theories). This course is apolitical and will instead focus on the mechanisms that drive the economy, thus driving sound business decision making (with regards to pricing & cost structures). As a graduate level course, you are required to draw connections among economic theories and ideas (synthesis), appraise, defend, argue and support your decisions (evaluate), and design, develop and formulate original thinking (create). These (synthesis, evaluation, and creation) will be evident in both your written work and class dialogue.

Generally taken in the senior baccalaureate year.

**Credits 2**

**Semester Offered**

Offered fall

## **GBUS 515 : Individual and Organizational Development**

This course is designed to provide students exposure to organizational development (OD) theories and practice. This includes the utilization and application of behavioral science to adapt to change and improve individual performance and systems within an organization. The goal of OD is to help individuals function better within an organizational system. Organizational Development has the power to dramatically improve companies and the well-being of employees. Going forward, successful organizations will be those that build an effective employee experience that attracts, retains, and engages the right talent. The right staffing ensures continuous organizational improvement through strategic alignment of structure, staff, skills, and culture. OD attempts to bring about positive change throughout the system (individual, group, and organization) using a wide variety of interventions that will ultimately benefit all stakeholders – internally and externally.

In this course, theoretical models and the process of OD will be discussed. Students will also learn how to improve individual, group/team, and organizational performance through the use of OD techniques or interventions, including: group dynamics, training, culture change, and work-life balance, among others.

Generally taken in the senior baccalaureate year.

**Credits 4**

**Prerequisites**

[BUS 204](#) or Professional Management Experience

**Semester Offered**

Offered spring

**GBUS 520 : Economic and Marketing Decision Making**

This course integrates managerial economics and marketing management to equip students with the analytical and strategic tools needed to make sound, data-informed business decisions in a global economy. From the perspective of the firm, students examine how economic theory, cost structures, pricing strategy, and global economic forces intersect with customer needs, value creation, segmentation, branding, and integrated marketing execution.

The course emphasizes applied decision-making by linking microeconomic theory to real-world marketing and pricing challenges. Students will analyze how firms design offerings, set prices, allocate resources, and compete across markets while navigating globalization, technology, and ethical considerations. Throughout the course, students synthesize economic and marketing frameworks, evaluate trade-offs, and create original strategies culminating in an integrated Economic & Marketing Strategy Plan for an organization. This apolitical, graduate-level course prioritizes synthesis, evaluation, and creation through case analysis, applied research, discussion, and strategic planning.

**Credits 4**

**Semester Offered**

Offered fall

**GBUS 602 : Financial Decision-Making**

This course utilizes quantitative analysis as well as qualitative skills to analyze and interpret a company's financial statements and position from a manager's perspective, with an emphasis on making financial decisions. Cases will be used to illustrate analysis of external and internal financial reporting with a focus on forecasting and valuation. Various types of organizations will be considered.

**Credits 4**

**Prerequisites**

- [ACC 216: Financial Accounting I](#)
- [BUS 318: Corporate Finance](#)
- MBA student standing or permission of the instructor

**Semester Offered**

Offered fall

**GBUS 605 : Business Intelligence**

Business intelligence is the implementation of information technology strategies for data analysis used to provide historical, current and predictive views of business operations. In this course students learn and apply software that facilitates online analytical processing, analytics, data/process/text mining, complex event processing, business performance management, benchmarking, and predictive/prescriptive analytics. This hands-on course emphasizes the application of business intelligence to improve business decision making and strategies. This course will be of vital importance to prepare the Master of Business Administration students for the field experience projects the following semester.

**Credits 5**

**Semester Offered**

Offered fall

**GBUS 610 : Project Management Concepts and Practice**

This course guides students through the fundamental project management tools and behavioral skills necessary to successfully launch, lead and realize benefits from projects in profit and nonprofit organizations. Successful project managers possess the skills necessary to manage their teams, schedules, risks and resources to produce a desired outcome. Students explore project management with a practical, hands-on approach through case studies and application exercises. Students will learn to manage the particular challenges of project management, including managing without influence or direct authority, gaining the support of stakeholders and gaining access to resources not directly under their control. Student effort will also be focused on overcoming resistance to change in order to implement successful project management.

Elective Course for the MBA; included in the Project Management concentration.

**Credits 3**

**Prerequisites**

BUS 204 Management Principles or Professional Management Experience

**Semester Offered**

Offered summer

**GBUS 615 : Risk Management**

In this course, students will learn to plan and run projects with special consideration of risk management. Students will develop strategies for addressing resource constraints in project planning, scheduling and management. They will learn how to align resources with demand and how to address scheduling conflicts in order to deliver the project on time and under budget. Students will apply crashing techniques (compression strategies) to projects running behind schedule and they will address project creep resulting from new customer requirements. We will use MS Project Management in this course to manage resources and the project schedule. We will also focus on the human element and look at some basic effective team management concepts. Finally, we will explore elements of risk and learn how to control or mitigate those risks during the project lifecycle. Specifically, we will learn to identify potential risks, quantify risk impact and likelihood, implement countermeasures where appropriate and establish systems to monitor and control the risks.

Elective Course for the MBA; included in the Project Management Concentration.

**Credits 3**

**Prerequisite Courses**

[GBUS 610: Project Management Concepts and Practice](#)

**Semester Offered**

Offered fall

**GBUS 620 : Supply Chain Management**

Supply chain management covers the flow of materials and products from the raw material and component suppliers through the manufacturer value chain and distribution system to the end-user/customer. The processes crucial to this flow include inventory and production planning, forecasting, purchasing, manufacturing, storage and transportation. Students will learn the fundamental concepts related to supply chain management and will apply those concepts in a variety of actual projects or simulations. This course will also focus on the various techniques for material and production planning, execution of orders and priority planning, quality control strategies and distribution channel decisions.

Elective Course for the MBA; included in the Project Management Concentration

**Credits 3**

**Semester Offered**

Offered spring

**GBUS 630 : HR in Healthcare**

This course explores how leaders in healthcare organizations manage their employees and non-employee labor. While Human Resources is often seen as a *department*, the reality is that much of the work of managing human resources is done by supervisors, managers, leaders, and even self-managed teams. We can't rise to leadership roles and leave the work of managing people to the HR department. The risk inherent in managing people, from recruitment practices to discrimination claims to evaluation, compensation, and discharge is greater when problems occur during daily interactions. A knowledgeable leadership team is the best protection against potential litigation, public relations problems, and unnecessary expense. We will discuss varied HR topics within the lens of healthcare: recruiting, hiring, and on-boarding as well as motivating, training, performance evaluation and improvement, safety, quality control, and labor relations issues.

Elective Course for the MBA; included in Healthcare Administration Concentration.

**Credits 3**

**Semester Offered**

Offered spring

**GBUS 686 : Consulting Field Experience**

This course is designed as the capstone experience of the 5-Year MBA. The field experience will enhance each student's skills in participating as a team member towards real-world project goals. Working with a small group of students as a consulting team, the students will conduct an experiential learning opportunity in partnership with a local business, with the business partnerships created in conjunction with the MBA concentration areas (healthcare administration or project management). The field experience opportunity will allow for the students to employ practical application of the concepts learned during the MBA program while working directly with industry professionals on a specific business project. A formal presentation and report to the business client will conclude the project.

**Credits 6**

**Prerequisites**

Admitted MBA student

**Semester Offered**

Offered spring

**GBUS 687 : Field Experience Seminar**

The seminar class will provide the students working on the different consulting field experience projects the opportunity to meet together as a larger group and with faculty to better ensure that the goals, objectives and eventual results of each of the projects are successful. The seminar will cover topic areas including effective written and oral business communication skills, to better prepare the students in developing their final project presentations and reports for the business clients.

**Credits 3**

**Prerequisites**

Admitted MBA student

**Semester Offered**

Offered spring

**GBUS 689 : Influence and Power in Organizations**

This course explores how leaders use power and influence to build organizational effectiveness and team and personal performance. We will discuss sources of power, the ethics involved in the use - and sometimes - abuse of power, and your personal relationship with power and influence in multiple settings. The use of influence in motivating employees, negotiating, collaborating and maintaining a competitive advantage domestically and globally are additional considerations.

**Credits 3**

**Semester Offered**

Offered spring

**MBAO 501 : Advanced Business Practices**

Advanced Business Practices is a 1 credit introduction to foundational components of economics, accounting, and marketing concepts and applications. This course provides an overview of the scope and skills necessary for current successful business practices and knowledge. In this course, learners will also be introduced to the program requirements and procedures in the online environment.

**Credits 1**

**MBAO 505 : Managerial Economics**

This course will focus on current microeconomic issues by utilizing economic history and theory. It will address important economic concerns in today's global economy and make specific recommendations.

**Credits 4**

**MBAO 515 : Leading Organizational Change**

This course is designed to provide students exposure to organizational development (OD), which utilizes the application of behavioral science to adapt to change and improve individuals and systems within an organization.

The goal of OD to help individuals function better within an organization system. Organizational Development has the power to dramatically improve companies and the well-being of employees. Going forward, successful organizations will be those that build an effective employee experience that attracts, retains, and engages the right talent. The right staffing ensures continuous organizational improvement through strategic alignment of structure, staff, skills and culture. OD attempts to bring about positive change throughout the system (individual, group, and organization) using a wide variety of interventions.

**Credits 4**

**MBAO 601 : Marketing Management**

Leaders of successful companies understand the importance of marketing strategy and key marketing decisions. This course explores the industry/product life cycle and appropriate competitive strategies and then takes those decisions deeper to include the alignment of business strategy with value disciplines, core purpose, core values, core competencies, and the marketing mix.

**Credits 4**

**MBAO 602 : Accounting for Professionals**

This course utilizes quantitative analysis as well as qualitative skills to analyze and interpret a company's financial statements and position from a manager's perspective, with an emphasis on making financial decisions. Cases will be used to illustrate analysis of external and internal financial reporting with a focus on forecasting and valuation. Various types of organizations will be considered.

**Credits 4**

**MBAO 604 : Finance for Professionals**

This course utilizes quantitative analysis as well as qualitative skills to analyze and interpret a company's financial statements and position from a manager's perspective, with an emphasis on making financial decisions. Cases will be used to illustrate analysis of external and internal financial reporting with a focus on forecasting and valuation. Various types of organizations will be considered.

**Credits 4**

**Prerequisite Courses**

[MBAO 602: Accounting for Professionals](#)

**MBAO 605 : Business Analytics**

Business intelligence is the implementation of information technology strategies for data analysis in order to provide historical, current and predictive views of business operations. In this course students learn and apply software that facilitates online analytical processing, analytics, data/process/text mining, complex event processing, business performance management, benchmarking, and predictive/prescriptive analytics. This hands-on course emphasizes the application of business intelligence to improve business decision making and strategies.

**Credits 4**

**MBAO 686 : MBA Capstone**

This course is designed as the capstone experience of the 5-Year MBA. The field experience will enhance each student's skills in participating as a team member towards real-world project goals. Working with a small group of students as a consulting team, the students will conduct an experiential learning opportunity in partnership with a local business, with the business partnerships created in conjunction with the MBA concentration areas (Healthcare Administration or Project Management). The field experience opportunity will allow for the students to employ practical application of the concepts learned during the MBA program while working directly with industry professionals on a specific business project. A formal presentation and report to the business client will conclude the project.

**Credits 4**

## Graduate Exercise Science

**MSES 500 : Advanced Strength and Conditioning**

This course will explore exercises meant to prevent injuries, reduce movement deficiencies, improve muscle imbalances, and maximize results by creating safe, individualized training programs by identifying dysfunctions, developing a plan of action, and implementing exercise solutions. This course prepares students to take the National Strength and Conditioning Association CSCS, Certified Strength and Conditioning Specialist exam.

**Credits 4**

**MSES 510 : Clinical Exercise & Metabolism**

This course provides you with an advanced understanding of the clinical effects and physiologic adaptations of the human body to exercise interventions. The effects of exercise on the organ systems of the body will be explored with an emphasis toward combating cardiovascular diseases, obesity, diabetes, and metabolic syndrome.

**Credits 4**

**MSES 520 : Advanced Exercise Physiology**

An in-depth examination of advanced-level scientific principles and research in exercise physiology and human performance. In this course, you will gain exposure to advanced concepts in human exercise physiology and performance, with emphasis on the structural and functional plasticity of muscle, the autonomic nervous system and stress response pathways, the endocrine system and exercise, exercise and immune function, and the impact of extreme environments on human performance. This course will also introduce you to new areas of exercise physiology research to include advances in genomics and proteomics. Students will build the capacity to appropriately critique scientific research in exercise physiology and gain an understanding of how advanced concepts can be applied in future careers as exercise and health practitioners.

**Credits 3**

**MSES 530 : Advanced Sport & Behavioral Psychology**

This course will help you gain an understanding of the concepts and application of advanced sport and behavioral psychology. Utilizing a variety of learning opportunities and experiences ranging from formal teaching to more activity-based and experiential learning, you will utilize knowledge of behavioral techniques that can be applied to enhance sport and exercise performance. Application of the techniques to both individual and group situations is considered via emphasis on real-life projects and practical applications.

**Credits 3**

**MSES 540 : Exercise Prescription for Healthy, Chronic Disease, and Vulnerable Populations**

This course provides you with an overview of exercise prescription for healthy, chronic disease, and vulnerable populations. In addition to exercise prescription guidelines, topics covered will include pathophysiology of chronic disease, lifestyle and behavior modification techniques and the role of the health care system in the prevention of and management of chronic disease. Attention will also focus on the role of exercise for enhancing health for vulnerable populations to include children, the elderly and those with disabilities.

**Credits 4**

**MSES 550 : Advanced Sport & Exercise Nutrition**

A study of nutrition as it relates to optimum performance for sport and health. Nutrient needs, e sources, functions and interactions are reviewed according to the latest scientific findings. Principles of body conditioning are emphasized with attention to diet and lifestyle practices that promote health and decrease risks of nutrition related diseases. You will also learn how to evaluate whether current trends in “dieting” are backed by scientific evidence. Target audiences will include athlete, healthy, chronic disease and vulnerable populations.

**Credits 3**

**MSES 560 : Practicum in Strength & Conditioning**

The Practicum for Strength and Conditioning Theory course is designed to prepare students for careers in strength and conditioning. This will be achieved by using the theory, knowledge, skills, and abilities learned from previous coursework in the Exercise Science Major. Exercise Science students will screen, test, and prescribe exercise for one semester to the general population and student athletes.

**Credits 4**

**MSES 570 : Behavioral Change & Health Coaching**

This course focuses on applying evidence-based behavioral strategies to interactions with health-fitness participants and patient populations to enhance engagement, adherence, and sustainability of lifestyle behaviors related to health. The course will include interaction strategies with patients, listening skills, strategies to enhance compliance, strategies for working with non-compliant patients, and application to specific health-fitness and healthcare settings. You will also examine the impact COVID-19 has had on mental health regarding the ability of the client to address needed behavior changes.

**Credits 4**

**MSES 580 : Current Topics in Exercise Science**

This course will cover current issues and trends in the field of exercise science. Topics will vary each semester.

**Credits 4**

**MSES 587 : Field Experience I**

This course is an opportunity for students to apply the knowledge and skills learned in the classroom directly in a field experience related to their career aspirations. Students will reflect on their hands-on experience and complete investigative research assignments related to responsibilities and skillsets required for a position related to their career aspirations. The Professional Field Experience I, is intended to expose and introduce students to selected areas in the field of health sciences. The student will work with professionals in the field and be exposed to a wide variety of programs, procedures and settings. Field Experience I is an investigate course culminating in a descriptive work-experience portfolio proposal.

**Credits 2**

**MSES 588 : Field Experience II**

This course is an opportunity for students to apply the knowledge and skills learned in the classroom directly in a field experience related to their career aspirations. Students will build upon their work completed in Field Experience I and demonstrate their knowledge through the completion of a Field Experience Portfolio. Assignments will challenge students to apply their understanding of skills and responsibilities related to their career aspirations. The Professional Field Experience II course is intended to expand off the culminating portfolio assignment of Field Experience I, and provide an opportunity for students to demonstrate their abilities as it relates to health sciences. The Field Experience II course will culminate with a final project where students will create a professional portfolio.

**Credits 2**

**MSES 590 : Comprehensive Assessment Project**

The Comprehensive Assessment Project (CAP) is a culminating academic endeavor for students completing a degree in Exercise Science from Colby Sawyer College. The purpose of the Comprehensive Assessment Project (CAP) course itself is two-fold: to provide structure and pacing for graduate students who are completing the capstone project and to create a learning community in which students will share their capstone work with others to gain constructive feedback and to generate ideas about the best ways to approach project content and structure. The seminar format of this class means that students should come prepared to discuss their own work, as well as to carefully consider their peers' work, and offer insights relating to how projects can be improved.

**Credits 3**

# Graduate Nursing

## **GNUR 550 : Transforming the Nurse Leader**

This course provides students with an opportunity to explore ways to lead and transform healthcare systems by utilizing policy, technology, and systems-based thinking. It focuses on improving nursing practice, fostering healthy work environments, and driving better patient outcomes through strategic leadership, interprofessional collaboration, evidence-based innovation, and professional and leadership development. In addition, students analyze and evaluate the role of professional nursing in influencing the policy-making process and theories and research that influence leadership in complex systems.

**Credits** 3

### **Prerequisites**

There are no prerequisites for this course.

### **Semester Offered**

Offered fall

## **GNUR 555 : Evidence-Based Nursing and Applied Nursing Research**

This course prepares graduate nursing students to integrate evidence-based practice principles into advanced nursing roles through scholarly inquiry, critical appraisal, and application of evidence. Emphasis is placed on systematic retrieval, evaluation, and synthesis of evidence, differentiation of evidence-based practice, quality improvement, and nursing research. Students develop competencies in research literacy, equity-informed evidence appraisal, and implementation planning to support quality, safety, and optimal outcomes across diverse clinical and organizational settings.

**Credits** 3

### **Prerequisites**

There are no prerequisites for this course.

### **Semester Offered**

Offered fall

## **GNUR 560 : Designing Safer, Smarter Healthcare**

This course provides a comprehensive overview of the principles of safety science, improvement science, and the foundational role of quality and safety in nursing practice. Concepts and frameworks of High Reliability Organizations (HROs) are explored, including the cultivation of a Just and accountable culture to minimize harm to patients and providers. Foundations of healthcare improvement are described, featuring established models such as the Institute for Healthcare Improvement (IHI) model, Lean Six Sigma, and DMAIC. These core competencies set the stage for the collaborative implementation of a quality improvement project in the second portion of the course, which focuses on systemic change.

**Credits** 3

### **Prerequisite Courses**

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

### **Semester Offered**

Offered spring

## **GNUR 565 : Population Health for Advanced Nursing Practice**

This course examines the art and science of preventing disease, prolonging life, and promoting health through organized efforts of society, organizations, communities, and individuals. Students critically examine social determinants of health and their impact on population outcomes. Interdisciplinary partnerships and evolving professional nursing roles are explored for their potential to improve population health and address systemic healthcare challenges.

**Credits** 3

### **Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)  
[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

### **Semester Offered**

Offered spring

**GNUR 570 : Health Assessment and Clinical Reasoning for Advanced Nursing Practice**

This clinical course focuses on the development of advanced-level clinical judgment and diagnostic reasoning in the comprehensive assessment of individuals in diverse practice settings. Students develop advanced competencies in comprehensive health assessment, including the collection, analysis, and synthesis of physical and psychosocial data. Emphasis is placed on distinguishing normal from abnormal findings, and formulating prioritized clinical impressions to inform nursing care planning for acute and chronic health problems. Through a 40-hour precepted immersion experience, students engage in professional ethical comportment through presentation of clinical findings, interprofessional collaboration, and person-centered care.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

**Semester Offered**

Offered summer

**GNUR 575 : Advanced Pathophysiology Across the Lifespan**

This course provides an advanced, evidence-based examination of pathophysiological processes underlying commonly encountered health conditions across the lifespan and within diverse populations, spanning the continuum from health to disease. Emphasis is placed on the integration of nursing science, interdisciplinary theories, and current research to support advanced clinical judgment and person-centered care. Learners will analyze complex adaptive and maladaptive physiological responses to disease, injury, and stressors, with attention to access, social determinants of health, and population-specific considerations. Learners will apply pathophysiologic principles to inform advanced nursing assessment, clinical reasoning, and decision-making to optimize health outcomes across varied healthcare contexts.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

**Semester Offered**

Offered fall

**GNUR 576 : Strategic Leadership in Dynamic Health Care Systems**

This course prepares nurses to lead within complex, dynamic health care delivery systems, with a focus on improving patient and population health outcomes. Students will critically evaluate the impact of social determinants of health, economic policies, politics, culture, and systems functioning. Students will apply systems thinking to lead change, ensure ethical stewardship of resources, and foster interprofessional partnerships to enhance system effectiveness.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

**Semester Offered**

Offered fall

**GNUR 580 : Pharmacology for Advanced Nursing Practice**

This course prepares students to integrate advanced principles of pharmacology and pharmacokinetics into clinical reasoning for the management of therapeutic interventions across the lifespan. Students will synthesize foundational scientific knowledge with genomic, personal, and environmental data to design, implement, and evaluate individualized pharmacological care plans. Emphasis is placed on demonstrating clinical judgment in addressing unique physiological and therapeutic needs of diverse and special populations to promote, maintain, and restore health.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

**Semester Offered**

Offered fall

**GNUR 584 : Shaping Organizational Behavior**

This course explores advanced organizational behavior theory, systems thinking, and evidence-based research to design managerial and leadership interventions within complex healthcare systems. Students analyze how leader actions, organizational structures, and culture impact patient-centered care, population health outcomes, and team performance. Emphasis is placed on leveraging systems-based practice to drive quality, safety, and equity, while developing the professional leadership competencies necessary to cultivate healthy work environments and foster interprofessional partnerships.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

**Semester Offered**

Offered spring

**GNUR 585 : Theoretical Basis of Teaching and Learning in Nursing Education**

This course prepares students for the nurse educator role by examining evidence-based teaching and learning practices that support learner achievement across academic and practice settings. Students apply theoretical foundations of adult learning, curriculum design, and assessment within a competency-based education framework to develop inclusive, learner-centered instruction across multiple modalities. Emphasis is placed on the ethical, legal, technological, and socio-economic dimensions of teaching and learning, and effective use of educational technologies and informatics. Current trends, innovations, and challenges in higher education, healthcare, and nursing education are analyzed to inform the design, implementation, and evaluation of evidence-based

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

**Semester Offered**

Offered spring

**GNUR 590 : Leading Quality Improvement and Systems Thinking**

This graduate-level course supports the MSN students' knowledge of quality improvement (QI) principles and provides advanced competencies in ways to implement QI in healthcare and enhance patient outcomes within complex healthcare systems. This course builds on the foundational QI concepts introduced in Quality Improvement I. Students will examine meaningful ways to implement, measure, and evaluate interprofessional continuous quality improvement (CQI) initiatives. Students will evaluate evidence-based strategies, analyze data for performance improvement, explore advancing informatics and technologies to support QI, and synthesize QI frameworks and models as they create a tailored, actionable, and planned approach that will prepare the student with the necessary skills to complete a CQI capstone project in their future capstone courses and advanced leadership roles.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

**Semester Offered**

Offered spring

**GNUR 595 : Assessment, Evaluation, and Curriculum Development in Nursing Education**

This graduate-level course prepares MSN students in the nursing education track to apply evidence-based principles of assessment, evaluation, and curriculum design in academic and clinical environments. Emphasis is placed on the theoretical, ethical, legal, and sociocultural dimensions of measuring learning and evaluating educational quality. Students examine psychometric principles, assessment practices, and performance-based evaluation strategies that promote learner success, and program effectiveness. The course further explores curriculum development processes, including needs assessments and alignment with professional standards and accreditation requirements.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 575: Advanced Pathophysiology Across the Lifespan](#)

[GNUR 580: Pharmacology for Advanced Nursing Practice](#)

[GNUR 585: Theoretical Basis of Teaching and Learning in Nursing Education](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

**Prerequisites**

GNUR579

**Semester Offered**

Offered summer

**GNUR 596 : Principles of Business and Finance in Healthcare**

This course prepares healthcare managers and executive leaders with the financial knowledge and analytical skills essential for effective decision-making in complex, diverse healthcare systems. Students explore healthcare economics, financial management, budgeting, and reimbursement models while applying data-driven, evidence-informed strategies to optimize resource utilization and promote high-quality, sustainable care. Through mastery of core financial and business concepts, collaborative learning, and analysis of real or simulated healthcare budgets, learners integrate fiscal accountability, cost-effectiveness, and ethical stewardship into systems-level leadership practice.

**Credits 3**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

**Semester Offered**

Offered summer

**GNUR 600 : Clinical Nurse Leader Capstone I**

This is the first course in a two-part Clinical Nurse Leader capstone sequence. The purpose of this clinical course includes preparing students for advanced generalist practice through the implementation and evaluation of a systems-based quality or process improvement initiative within an assigned clinical microsystem. Building on competencies developed across the MSN curriculum, students integrate professional nursing knowledge, leadership, quality improvement, systems thinking, informatics, interprofessional collaboration, population health, and ethical practice to improve health outcomes and healthcare processes. The course will require the student to engage in the clinical environment for 230 hours.

**Credits 5**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 570: Health Assessment and Clinical Reasoning for Advanced Nursing Practice](#)

[GNUR 575: Advanced Pathophysiology Across the Lifespan](#)

[GNUR 580: Pharmacology for Advanced Nursing Practice](#)

[GNUR 584: Shaping Organizational Behavior](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

**Semester Offered**

Offered fall

**GNUR 601 : Clinical Nurse Leader Capstone II**

This course is the second course in a two-part Clinical Nurse Leader capstone experience. Students employ skills and knowledge gained throughout the MSN program to implement, evaluate, and disseminate findings of a clinical quality improvement project in the assigned clinical microsystem. Students continue to apply advanced conceptual knowledge in clinical practice experiences at the graduate level. Students integrate essential patient advocacy and education competencies to ensure delivery of high-quality care as an advanced practice nurse. The course will require the student to engage in the clinical environment for 230 hours.

**Credits 5**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 570: Health Assessment and Clinical Reasoning for Advanced Nursing Practice](#)

[GNUR 575: Advanced Pathophysiology Across the Lifespan](#)

[GNUR 580: Pharmacology for Advanced Nursing Practice](#)

[GNUR 584: Shaping Organizational Behavior](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

[GNUR 600: Clinical Nurse Leader Capstone I](#)

**Semester Offered**

Offered spring

**GNUR 605 : Nursing Education Capstone I**

This is the first course in a two-part nursing education capstone sequence. The purpose of this clinical course includes the development of in-depth knowledge and expertise in an identified area of advanced nursing practice. Students employ skills and knowledge gained throughout the MSN program to complete an assessment of the assigned microsystem and develop a plan for an evidence-based clinical quality improvement project that includes the application of advanced conceptual knowledge in clinical practice experiences at the graduate level. Students analyze essential patient advocacy and education competencies to ensure delivery of high-quality care as an advanced practice nurse. The course will require the student to engage in the clinical environment for 230 hours.

**Credits 5**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 570: Health Assessment and Clinical Reasoning for Advanced Nursing Practice](#)

[GNUR 575: Advanced Pathophysiology Across the Lifespan](#)

[GNUR 580: Pharmacology for Advanced Nursing Practice](#)

[GNUR 585: Theoretical Basis of Teaching and Learning in Nursing Education](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

[GNUR 595: Assessment, Evaluation, and Curriculum Development in Nursing Education](#)

**Semester Offered**

Offered fall

**GNUR 606 : Nursing Education Capstone II**

This course is the second course in a two-part nursing education capstone experience. Students employ skills and knowledge gained throughout the MSN program to implement, evaluate, and disseminate findings of a clinical quality improvement project in the assigned clinical microsystem. Students continue to apply advanced conceptual knowledge in clinical practice experiences at the graduate level. Students integrate essential patient advocacy and education competencies to ensure delivery of high-quality care as an advanced practice nurse. The course will require the student to engage in the clinical environment for 230 hours.

**Credits 5**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 570: Health Assessment and Clinical Reasoning for Advanced Nursing Practice](#)

[GNUR 575: Advanced Pathophysiology Across the Lifespan](#)

[GNUR 580: Pharmacology for Advanced Nursing Practice](#)

[GNUR 585: Theoretical Basis of Teaching and Learning in Nursing Education](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

[GNUR 595: Assessment, Evaluation, and Curriculum Development in Nursing Education](#)

[GNUR 605: Nursing Education Capstone I](#)

**Semester Offered**

Offered spring

**GNUR 610 : Nurse Management and Executive Leadership Capstone I**

This is the first course in a two-part Nurse Management and Executive Leadership (NMEL) capstone sequence. Students employ skills and knowledge gained throughout the MSN program to complete an assessment of a practicum site and develop a plan for a process improvement project. The underlying framework of the course is transformational leadership, continuous quality improvement (CQI), and implementation science. This course is structured to support student learners in organizational and systems leadership, quality and safety, and to develop leadership principles and practices that will be applied in the Capstone II course. This course and practicum experience will require the student to engage in the clinical environment for 250 hours, in addition to coursework completion, over a 15-week semester.

**Credits 5**

**Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 576: Strategic Leadership in Dynamic Health Care Systems](#)

[GNUR 584: Shaping Organizational Behavior](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

[GNUR 596: Principles of Business and Finance in Healthcare](#)

**Semester Offered**

Offered fall

### **GNUR 611 : Nurse Management and Executive Leadership Capstone II**

This is the second and final course in a two-part Executive Management and Nurse Leadership (NEML) capstone sequence. Students employ skills and knowledge gained throughout the MSN program to implement and evaluate a quality improvement project and disseminate their findings. Through the practicum experience, emphasis is placed on process and quality improvement, clinical reasoning, fostering a culture of continuous learning and professional development, and ethical principles needed for professional nursing practice. This course is structured to support student learners in organizational and systems leadership, quality and safety, and to develop leadership principles and practices. This course and practicum experience will require the student to engage in the clinical environment for 250 hours, in addition to coursework completion, over a 15-week semester.

**Credits 5**

#### **Prerequisite Courses**

[GNUR 550: Transforming the Nurse Leader](#)

[GNUR 555: Evidence-Based Nursing and Applied Nursing Research](#)

[GNUR 560: Designing Safer, Smarter Healthcare](#)

[GNUR 565: Population Health for Advanced Nursing Practice](#)

[GNUR 576: Strategic Leadership in Dynamic Health Care Systems](#)

[GNUR 584: Shaping Organizational Behavior](#)

[GNUR 590: Leading Quality Improvement and Systems Thinking](#)

[GNUR 596: Principles of Business and Finance in Healthcare](#)

[GNUR 610: Nurse Management and Executive Leadership Capstone I](#)

#### **Semester Offered**

Offered spring

## **Graduate Social Work**

### **MSW 510 : Social Work with Individuals, Families and Groups**

This generalist course uses person-in-environment (PIE) and developmental approaches in guiding students through preparation, engagement, assessment, planning/contracting, implementation, evaluation, and termination/referral techniques and services with individuals and families across the life course. Utilization of the strengths-based perspective and adherence to the NASW Code of Ethics while engaging in individual and group practice are central to the course.

**Credits 3**

### **MSW 521 : Social Work Skills Lab I**

This course focuses on knowledge and skills development with individual and family clients. Using the frameworks of diversity, cultural humility, and ethics as well as systems, biopsychosocial, and foundational theory students will focus on fluency in core concepts to the field such as empathy, self-care, and using a strengths-based perspective through case study evaluation, data gathering, and report completion.

**Credits 3**

### **MSW 522 : Social Work Skills Lab II**

This course expands upon the skills acquired in Skills Lab I with a focus on individuals, families, groups, and communities. Using primary models of practice and theory, students will focus on their competency in engagement, assessment, intervention, and evaluation using methods such as role play and peer-to-peer interaction to simulate beginning, middle, and ending phases of client work. Concurrent student practicum experience is expected to contribute to assignments, activities, and discussion.

**Credits 3**

### **MSW 530 : Social Work Research & Evaluation**

It is impossible to be an ethical social work practitioner without knowing if our interventions, programs or policies are effective. Research is the tool by which we build a base of evidence to support our interventions; hence, research is an integral part of all social work practice. This course will teach students how to be critical consumers and creators of research as it applies to social work practices, programs and policies. Further, students will examine the importance of research in enhancing social work knowledge and practice and its role in decreasing social injustice against oppressed and at-risk populations - part of the mission of social work. This is the first of two courses in the MSW research sequence designed to develop student competence in social research through active involvement in conducting different individual and group research projects throughout the year.

**Credits 3**

### **MSW 540 : Social Work with Communities and Organizations**

This generalist course prepares students for direct social work practice with organizations and communities. Students become familiar with and use theories, evidence, and fundamental skills to develop competence in their practice with organizations and communities. Students will work in all phases of practice, from engagement through termination, with special attention given to ethical standards and cultural competence.

**Credits 3**

**MSW 550 : Human Rights and Social Justice**

This course will examine systems of oppression with focus on statuses including race, ethnicity, gender, sexual orientation, ability, and age, and the manner in which intersectionality can affect privilege and marginalization. Further, the Universal Declaration on Human Rights (UDHR), the Convention on the Rights of the Child, and the National Association of Social Workers (NASW) Code of Ethics will be used centrally as support for the social worker as advocate for social, economic, and environmental justice.

**Credits** 3

**MSW 580 : Social Welfare Policy I**

This first social policy course views social welfare policy as the framework from which social work services are developed and delivered; that is, policies provide the context for practice. Students will examine policy practice as a process with underlying theory and methodology. The course emphasizes political advocacy in pursuit of human rights, and social and economic justice and examines the economic context of policy practice. Finally, students will integrate policy and practice through research and analysis of specific social problems relevant to their volunteer, fieldwork and career interests.

**Credits** 3

**MSW 610 : Multicultural Mental Health Practice**

This course explores social work practice and interventions with a focus on diverse identities, including race, ethnicity, nationality, language, religion, gender, sexual orientation, ability, and age. Utilizing NASW's Standards and Indicators for Cultural Competence in Social Work Practice, students will engage with contemporary best practices in multicultural mental health service delivery. The course aims to cultivate a deep understanding of intersubjectivity and the influence of cultural and personal identity on social work practice across various levels. Through critical analysis and practical application, students will enhance their ability to provide effective, culturally responsive and humble services.

**Credits** 3

**Semester Offered**

Offered summer

**MSW 621 : Clinical Assessment & Diagnosis I**

This advanced course focuses on mental disorders and/or dysfunction for various age groups across the life span. Through a bio-psychosocial perspective and incorporating contexts of culture, human resilience, and strengths-based approaches, the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) system is the primary tool for analysis. Students will apply the DSM-5 as an organizing framework for the differential diagnosis of mental disorders in children, adolescents, and adults within a person-in-environment perspective. Also addressed are evidence-based treatment (EBT) approaches with diverse client populations and presenting problems.

**Credits** 3

**MSW 622 : Clinical Assessment & Diagnosis II**

This advanced course builds on Clinical Assessment I with a focus on mental disorders and/or dysfunction for various age groups across the life span. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) system continues as the primary tool for analysis. Students will be prepared to conceptualize, provide, and oversee delivery of social work services to individuals, couples, families, and groups. Emphasis remains on evidence- and strengths-based practice.

**Credits** 3

**MSW 630 : Advanced Research**

This course introduces students to program evaluation in social work. Building on research and evaluation techniques covered in generalist training, this course expands student research fluency by preparing students to design, conduct, and evaluate programs in the field of social work. Students will review and assess interventions and evaluations across individuals, families, communities, and organizations. Particular attention will be paid to diversity through assessment, evaluation, and professional dissemination concerning the representation of diverse groups within organizations.

**Credits** 3

**Semester Offered**

Offered spring

**MSW 635 : Trauma-Informed Clinical Social Work**

This course is designed to provide MSW students with a comprehensive understanding of trauma-informed care within clinical social work practice. Students will explore the neurobiological, psychological, and social dimensions of trauma, and learn how these impact individuals, families, and communities. The course emphasizes the importance of recognizing and responding to the effects of trauma across the lifespan, with a focus on fostering resilience and recovery.

**Credits** 3

**Prerequisite Courses**

[MSW 510: Social Work with Individuals, Families and Groups](#)

[MSW 540: Social Work with Communities and Organizations](#)

[MSW 550: Human Rights and Social Justice](#)

**Semester Offered**

Offered fall and spring

**MSW 645 : Leadership, Supervision, and Management in Social Work**

In this course students become acquainted with leadership styles and management theories, and apply evidence-based scholarship on leadership in the social work profession. The primary objectives of the course are: to self-discover leadership styles, improve leadership and management skills, focusing on positive and effective social change within varied human services settings, understand how leadership is enacted at different levels in organizations through application, and to analyze the roles, functions, and responsibilities of human service leaders. This course prepares graduate students to understand their own sources of leadership, as well as evidence-based management practices to effectively respond to organizational challenges and opportunities.

**Credits** 3

**Prerequisites**

Advanced Standing or successful completion of MSW 500 level generalist courses.

**MSW 655 : Addiction, Trauma, & Mental Health**

This course explores the multi-systemic impact of trauma and substance use on individuals, families, and communities. Emphasis is placed on the treatment of trauma and substance use across the lifespan with diverse populations utilizing trauma informed approaches, including Motivational Interviewing and cognitive behavioral interventions. Competencies: 1, 3, 6, 7, 8

**Credits** 3

**MSW 665 : MSW Independent Study, Macro Study**

Student-driven course work on a topic of interest. May focus on macro subject matter in the discipline of social work, with final course description, learning objectives, and assessment to be determined in consultation with faculty member. Policy and research components are required. Limited number available per term, summer specialist year standing. Prior faculty approval required; competencies determined by student and faculty supervisor.

**Credits** 3

**Semester Offered**

Offered summer

**MSW 670 : Leadership & Supervision**

This course focuses on the theories and skills needed for direct supervision and leadership in human service organizations. The course covers central, applicable theories and models of supervision and the key skills needed to ethically perform the functions of supervision and leadership in relevant organizations. Special attention is given to empowerment theories and leadership and supervision in a diverse environment.

**Credits** 3

**MSW 675 : Ending Poverty**

Ending Poverty is a multi-disciplinary course dedicated to discussing and identifying plausible solutions to end poverty in the United States. This course will draw from theories, research, and practice examples from a variety of disciplines such as social work, sociology, law, psychology, public policy, and economics with the goal of defining and identifying best practice models in poverty reduction. Moreover, students will develop critical analysis skills related to poverty and inequality with a focus on competing theories examining the causes of poverty, roles of policy, and socioeconomic dimensions of stratification - including race/ethnicity, class, gender, sexuality, immigration status, and others. We will also examine the existing and emerging policy issues related to ending poverty for families and children. Global perspectives may also be considered; however, the primary focus of this class is the United States and its policies and practices. Competencies: 1, 2, 3, 5, 8

**Credits** 3

**MSW 680 : Comparative Social Welfare Policy**

This advanced social welfare policy course examines alternative models of policy development and applies them to current issues in social welfare. It emphasizes frameworks for policy research and secondary analysis of governmental data. Students will deepen their knowledge of social welfare systems and policies and the impact of policy on clients and communities, and expand upon their skills of policy analysis as a means to achieving social and economic justice for oppressed groups.

**Credits** 3

**MSW 690 : Capstone for Social Work**

The MSW Capstone serves as the culminating experience of the Master of Social Work program. This course provides students the opportunity to revisit, refine, and integrate key assignments, including those associated with practicum experience. Through guided reflection, synthesis of learning, and ongoing peer and faculty feedback, students critically examine their growth as emerging social work professionals. Emphasis is placed on demonstrating competence across the nine Council on Social Work Education (CSWE) core competencies, integrating theoretical knowledge with practice experiences, and articulating a professional identity grounded in social work values and ethics. By the end of the course, students will have developed a comprehensive portfolio demonstrating their academic and professional journey and highlighting their professional readiness. Competencies: 1-9

**Credits 3****Prerequisites**

Completion of generalist MSW courses or advanced standing.

**Semester Offered**

Offered summer

**MSW 700 : Field Practicum Seminar & Preparation**

This one-credit seminar course introduces students to their upcoming field placement experience in MSW 701 and serves as a launch point from which field work commences. Students work closely with their Field Placement Advisor to locate a field site, secure required permissions, and engage with the organization they will be working with. Further, the course acts as a platform for students to engage with both active and reflective social work learning, while highlighting connections between the field and course curriculum.

**Credits 1****MSW 701 : Generalist Social Work Practicum I**

This four-course sequence is designed to bring theory to practice and serve as the launch point toward the 900 total hours of field education required for the MSW degree. Students are challenged in the field to apply myriad generalist practices to their placement, while adhering to NASW ethical standards.

**Credits 4****Prerequisite Courses**

[MSW 700: Field Practicum Seminar & Preparation](#)

**MSW 702 : Generalist Social Work Practicum II**

This four-course sequence is designed to bring theory to practice and serve as the launch point toward the 900 total hours of field education required for the MSW degree. Students are challenged in the field to apply myriad generalist practices to their placement, while adhering to NASW ethical standards.

**Credits 4****MSW 703 : Specialist Social Work Practicum III**

This four-course field experience sequence is designed to bring theory to practice and serve as the culmination of the 900 total hours of field education required for the MSW degree. Students are challenged in the field to master generalist practices and put advanced techniques into action - while adhering to NASW ethical standards.

**Credits 5****MSW 704 : Specialist Social Work Practicum IV**

This four-course field experience sequence is designed to bring theory to practice and serve as the culmination of the 900 total hours of field education required for the MSW degree. Students are challenged in the field to master generalist practices and put advanced techniques into action - while adhering to NASW ethical standards.

**Credits 5****MSW 705 : Specialist Social Work Practicum V**

This four-course field experience sequence is designed to bring theory to practice and serve as the culmination of the 900 total hours of field education required for the MSW degree. Students are challenged in the field to master generalist practices and put advanced techniques into action - while adhering to NASW ethical standards.

**Credits 0**

-5

## Health Studies

**HEA 240 : LGBTQIA+ Health Studies**

With the advancing healthcare initiatives within the United States, the LGBTQIA+ populations have unique healthcare needs. This introductory health studies course will help students have a better understanding of some of the specific health care needs for this specialized population, common biases against them and a better awareness of providing more inclusive care. This course is open to all students.

**Credits 2****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**

Social & Behavioral Analysis

**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**

Social & Behavioral Analysis

## 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 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**

**Liberal Education Core Area**

Data & Mathematics

# 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 4**

## **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**

Liberal Education Elective

### **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**

Liberal Education Elective

## **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**

### **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 & Behavioral Analysis

### **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**

Creative & Interpretive Inquiry

## **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**

**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**

Investigating the Natural World

## Sociology

### **SHS 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**

## 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**

Creative & Interpretive Inquiry

## 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**

### **Liberal Education Core Area**

Creative & Interpretive Inquiry

## **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.