



CATALOG 2000-2001

# New Hampshire Technical Institute

2000-2001 Catalog

**CollegeSource**

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# How to Apply to NHTI

Complete the Admissions Application in this catalog, and mail or deliver to the Office of Admissions. Please be sure to review the general admission requirements and the specific requirements for the program of your choice. We welcome you to contact us to arrange for a campus visit.

Office of Admissions, Tech Center  
New Hampshire Technical Institute  
11 Institute Drive  
Concord, NH 03301-7412

(603) 271-7134 or 1 (800) 247-0179

TTY/VO: 603-271-7723

Website: [www.nhti.net](http://www.nhti.net)

Email: [nhtiadm@tec.nh.us](mailto:nhtiadm@tec.nh.us)

Fax: (603) 271-7139

## Fall Open House

Sunday, November 5, 2000

12 noon - 3pm

## Spring Career Day

Tuesday, April 10, 2001

9 am - 12 noon

**Our Admissions staff will also be hosting a variety of other events on campus and throughout the New England region. Please contact us for details.**

## Statement of Nondiscrimination

New Hampshire Technical Institute does not discriminate in the administration of its admissions and educational programs, activities, or employment practice on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the NH Community Technical College System and New Hampshire Technical Institute and refers to, but is not limited to, the provisions of the following laws:

- ◆ Title VI and VII of the Civil Rights Act of 1964
- ◆ The Age Discrimination Act of 1967
- ◆ Title IX of the Education Amendment of 1972
- ◆ Section 504 of the Rehabilitation Act of 1973
- ◆ The Americans with Disabilities Act of 1975
- ◆ Section 402 of the Vietnam Era Veteran's Readjustment Assistance of 1974
- ◆ NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Pamela Langley, Civil Rights/Equity Coordinator at New Hampshire Technical Institute, Concord, NH 03301, 603-271-7150 or to Sara A. Sawyer, Director of Human Resources for the NH Community Technical College System, 5 Institute Drive, Concord, NH 03301, 603-271-6300. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, Region I, 1875 JFK Federal Building, Boston, MA 02203, 617-565-1340; the NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301, 603-271-2767; and/or the Equal Employment Opportunity Commission, JFK Federal Building, Boston, MA 02203, 603-565-3200.

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# From the President

Scholars sometimes use anniversary years to reflect on historical events and contemporary trends. The Year 2000 represents a handy milestone to help mark the growth and progress that has occurred at the New Hampshire Technical Institute over the past three-plus decades.

The Year 2000 has seen NHTI's enrollment grow to well over 2000 full-time equivalent students, up from the 116 who were enrolled when we opened our doors in 1965.

I was a member of the faculty at that time, and have had the privilege of witnessing all the wonderful growth that has occurred here during the past 35 years.

While we now have more students, buildings, faculty, staff, and resources than ever before, there has been one clear constant in the evolving NHTI experience. That is the emphasis on student success that underlies all that we do here.

We are proud of our graduates and we want our alumni to be proud of NHTI.

The year 2000 marked a rite of passage for NHTI in that we were awarded candidacy status for a new accreditation with the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges - the same commission that accredits institutions such as the University of New Hampshire.

This new status has significant implications for the institution and for prospective students throughout New Hampshire and beyond. Our evolving role as a community technical college will allow us to provide more opportunities and greater educational access to those whose circumstances might otherwise preclude them from pursuing rewarding careers.

The report of the visiting accreditation team found much favor with how NHTI has been doing business. It was very gratifying for our whole college community to be so-recognized.

While this catalog provides a wealth of information on our institution, there is no substitute for an actual visit. I would encourage anyone who is considering furthering their education here to call or stop in - anytime!

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***This catalog is a guide to New Hampshire Technical Institute and does not constitute a contract between the Institute and former, current or future students. Its contents are subject to revision at any time. The Institute reserves the right to change tuition, fees, courses, policies, programs, services, structure, and personnel as required and without notice.***

# Program List/Program Accreditation

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## Specialized Accreditations

**Architectural, Computer, Electronic, Manufacturing and Mechanical Engineering Technologies** - Accreditation by TAC/ABET (Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc.).

**Dental Assisting** - Commission on Dental Accreditation of the American Dental Association, full accreditation.

**Dental Hygiene** - Commission on Dental Accreditation of the American Dental Association, full accreditation.

**Nursing** - Approved by the New Hampshire Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC) (61 Broadway, NY, NY 10006; telephone 1-800-669-9656, ext.153).

**Paralegal Studies** - Approved by American Bar Association as a legal assistant education program.

**Paramedic Education** - Accreditation by Committee on Accreditation of Allied Health Education Programs (CAAHEP)/ Joint Review Committee on Educational Programs for the EMT-Paramedic.

**Radiologic Technology** - Joint Review Committee on Education in Radiologic Technology.

### **Human Service**

National Organization for Human Service Education (NOHSE).

# General Information



# Overview

## Accreditations

### Institutional

New Hampshire Technical Institute is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized accrediting agency.

Accreditation of an institution by the NEASC, Inc. indicates that it meets or exceeds criteria for the assessment of institutional resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue doing so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NEASC, Inc. is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality 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 status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association. Please send inquiries to New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, Massachusetts 01730-1433. The telephone number is (617) 271-0022.

## Memberships

New Hampshire Technical Institute is a full institutional member of the American Association of Community and Junior Colleges and of the American Technical Educational Association. The Institute also has National League for Nursing agency membership in the Council of Associate Degree Programs. Memberships are also held in the American Association of Community Colleges and the New England Association for College Admission Counseling, National Association for College Admission Counseling, New England Board of Higher Education, the Institute of Electrical and Electronics Engineers, the National Association of Colleges, and American Society for Engineering Education.

## History

Established by the General Court in 1961 to "prepare qualified high school graduates as technicians who may serve as assistants to professionally trained personnel," New Hampshire Technical Institute in Concord serves the entire State of New Hampshire. It is the largest public, two-year institution in New Hampshire with residence hall facilities.

The campus is built on the site of a Pennacook Indian encampment, west of the Merrimack River. New Hampshire Technical Institute opened in 1965 with 256 students and four educational programs: electrical and electronic engineering technology; mechanical engineering technology; and electronic data processing.

In 1965, the campus dedicated two buildings: an academic hall which is now Earl H. Little Hall; and the Men's Residence Hall, renamed Strout Hall in 1990. The Paul E. Farnum Library and Elwood F. MacRury Hall opened in 1970. The Women's Residence Hall, now called South Hall, was constructed in 1972. The Edward

C. Sweeney Tech Center opened in May, 1985. The North Residence Hall opened in 1989. The Christa McAuliffe Planetarium was completed in July, 1990. The latest development is the 1996 completion of the Dr. Goldie Crocker Wellness Center. The Center provides a home for many student activities, including student government, intramural and intercollegiate sports, concerts, dances, and academic functions.

Ground has recently been broken for a new library, which will also house the Learning and Career Center and the NHTI Bookstore.

In 1970, programs for nursing, radiologic technology, and dental hygiene were added. Other new programs have been added through the years to meet the demand of New Hampshire industries, businesses, the justice and legal systems, education, human service and health care agencies. The Institute now has twenty-nine associate degree programs, two diploma programs and twenty certificate programs.

From its inception, the Institute has provided the highest quality educational programs possible with due consideration for cost to the taxpayers and to students. Institute curricula undergo a process of constant reevaluation and revision to remain up-to-date in the content and methods of teaching.

New Hampshire Technical Institute remains committed to academic excellence. To help students achieve their academic goals and grow in their chosen fields of study, the Institute also provides a wide range of services for students with diverse backgrounds.

# Mission ■ Values ■ Vision

## NHTI Mission Statement

New Hampshire Technical Institute is a public two-year community technical college providing the highest possible level of technical, academic and professional preparation for the people in New Hampshire and the region.

Believing in the unique value of each individual, we dedicate ourselves to maintaining a learning community which will empower students, faculty, staff and alumni to succeed in their personal and professional lives. We therefore commit ourselves to creating a welcoming physical and social environment which reflects the following values:

- Excellence in teaching
- Shared governance
- Appreciation for diversity
- Responsiveness to business, industry and the community
- Lifelong learning
- Academic integrity
- Mutual respect for students and colleagues

Through a process of continuous improvement, we will exceed expectations in institutional accessibility, student-driven support systems, transfer opportunities, innovative teaching and applying current technology. We will be the college of choice by maximizing student success.

**WE ARE ALL TEACHERS ■ WE ARE ALL LEARNERS**

## Educated Person Statement of Philosophy

Acknowledging that students will not only be workers but also citizens, family members, consumers, and life-long learners in a democratic society, NHTI seeks to foster in its students an understanding of the intellectual, cultural, aesthetic, economic and social dimensions of the world in which they live. While our students learn not only the technical theory and practice which will make them successful in their work, they also learn to analyze those ideas and values which will enable them to participate fully in the culture of their community. With this philosophy as a guide, therefore, the Institute stresses the acquisition of knowledge and skills which will allow students to be successful in a variety of roles: workers, students, community members, leaders, consumers, etc. Therefore, we commit ourselves to the following outcomes which we feel define the educated person:

- demonstrates the values of integrity, responsibility, perseverance, tolerance of ambiguity, and appreciation for diversity.
- reads, writes, speaks, and listens on a level that will facilitate the ability to work in a discipline and participate and contribute in a democratic community.
- demonstrates a process for gathering, evaluating and applying information rationally and consistently to guide moral and ethical behavior.
- demonstrates an understanding of diverse ideas, emotions and modes of expression, as expressed through literature and the arts.
- evaluates the effect of historical trends, events, institutions, and social systems on society.
- recognizes own strengths and weaknesses as a learner, and develops strategies for time management, documentation, evaluation processes, and personal improvement.
- performs mathematical operations necessary to be competent in both a personal and professional setting.
- demonstrates scientific thought, both quantitatively and qualitatively, by learning to recognize and formulate questions for analysis of human and technical problems.
- demonstrates basic applications of computer technology to be competent on both a professional and personal level.

# Admission

## Application Procedures

Applications for admission to New Hampshire Technical Institute are available from the Admissions Office or from any New Hampshire high school guidance office.

Admission to the Institute is based on a number of considerations, no one of which is the determining factor for acceptance. Waiver of any portion of either general Institute admission requirements or specific program admission requirements due to special situations may be achieved only through consultation with the head of the specific department and the Director of Admissions.

A \$10.00 non-refundable application fee is required. Candidates accepted into a degree program must pay a nonrefundable \$100.00 tuition deposit within 30 days of acceptance.

The following rules will guide the admissions of students to New Hampshire Technical Institute:

1. New Hampshire residents shall be given preference over those not domiciled in the state;
2. Second priority shall be given to students qualifying under the New England Regional Student Program; and
3. Veterans shall be given preference over non-veterans when students of equal academic qualifications are considered.

## General Admission Requirements

1. Be a high school graduate or the equivalent;
2. Submit an application for admission and the \$10.00 non-refundable application fee;
3. Have official transcripts forwarded to the Institute by all secondary and postsecondary institutions previously attended;
4. Applicants who have earned a high school equivalency certificate (GED) must submit a copy of the certificate, including scores, as well as transcripts reflecting completed school work and grades prior to leaving school.
5. Perform satisfactorily on any entrance examinations required by the academic program to which admission is desired;
6. Though not required for admission to any program, it is strongly recommended that the scores of one of the standardized national college admission tests (SAT or ACT) be forwarded to the Institute; test scores provide an additional piece of information that expands our knowledge of a student's academic background; because standardized test scores are only one means of evaluating applicants, no specific minimum score is required; (students considering transfer to four-year institutions are especially urged to submit SAT scores since the new institution may require them);
7. Arrange for personal interview if required; and
8. Submit to Health Services such certification of good health by a health care provider as required by a specific program **and** the Institute **before** registering for classes.

**NOTE: IT IS THE APPLICANT'S RESPONSIBILITY** to request official transcripts of previous study be mailed directly to the ADMISSIONS OFFICE. These transcripts must be received prior to consideration of your application.

Send transcripts to:

New Hampshire Technical Institute  
Admissions Office  
11 Institute Drive  
Concord, New Hampshire 03301-7412

## Readmission

When applying for readmission, students must meet current entrance requirements for the desired program. Upon readmission, student will follow the curriculum published in the current catalogue. However, any common courses will be carried forward and every attempt will be made to make appropriate substitutions when previous courses have been replaced with updated ones. In order to approve a substitution, the Department Head will make a recommendation to the Vice President of Academic Affairs who will make the final decision.

Students who have been declared inactive and wish to return to NHTI, must apply for readmission and meet current entrance requirements for the program (see *Inactive Status*, p. 20).

## Academic Amnesty

A student who has previously attended NHTI and is readmitted at a later time may be eligible for Academic Amnesty which provides for the following:

1. All grades below C- which were taken during the student's previous time at the Institute will no longer be used to calculate the student's new cumulative GPA;
2. All grades of C- and above will be used to meet course requirements (where appropriate) but will not be used to calculate the new cumulative GPA;
3. Even though previous grades will not be used to calculate the new cumulative GPA, all previous grades will remain on the student's transcript.

In order to be eligible for Academic Amnesty, a student must meet all of the following conditions:

1. The student has not been matriculated in a program at NHTI for a period of at least three years;
2. The student applies for Academic Amnesty at the time of readmission;
3. The student has never before received Academic Amnesty.

Application for Academic Amnesty should be made by answering the relevant question on the Application for Admission, which is located in this catalog. Any questions about Academic Amnesty should be directed to the Admissions Office.

# ADMISSION

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## Transfer into NHTI

Students transferring into NHTI must submit transcripts from all previously attended secondary and postsecondary institutions. In order to have college/university courses evaluated for credit applicable to an NHTI degree, transcripts must be submitted in a timely fashion during the admissions process.

New Hampshire Technical Institute accepts credits from other accredited institutions of higher education based on equivalency of course content, equivalency of academic credit hours and when the course was taken. Courses satisfying these criteria are accepted, providing that grades of “C” (based on NHTI standards) or above have been assigned by the issuing institution. The Director of Admissions, in consultation with the Vice President of Academic Affairs and academic departments if necessary, is responsible for determining the appropriateness and acceptance of transfer credits.

Science and other technical courses (e.g., Anatomy & Physiology, computer courses, etc.) taken more than five years ago must either be repeated or challenged. Final decisions will rest with the Department Head.

Students requesting credit from CLEP exams (offered by the College Entrance Examination Board) must present documentation, including score results, in order to have exams evaluated for transfer credit.

Challenge Exams, Credit by Exam and Pass/Fail courses taken at other institutions will not be accepted for transfer credit into NHTI programs.

When there is doubt about transferability, course descriptions, syllabi and course outlines may be requested.

Transfer credits may be used to satisfy specific degree course requirements. Grades associated with such credits will not be included in the determination of the student’s Grade Point Average, which reflects only achievement in courses completed at NHTI. In the event that a student fails a course at NHTI, subsequently satisfactorily completes a comparable course at another institution and requests transfer, those credits may be used to satisfy NHTI course requirements. While the grade received at NHTI will remain a part of the transcript. It will not be utilized in determining the student’s Grade Point Average.

*See Program Residency Requirements, p.18.*

## International Students

In addition to the General Admission Requirements and Specific Admission Requirements for the desired program, international students must submit the following:

1. Official English translation of all secondary school and university academic records;
2. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and earn a score of 500 or better; inquiries regarding the test should be addressed to: TOEFL, Educational Testing Service, Box 899, Princeton, NJ 08540, USA; students earning less than 500 on the TOEFL may be evaluated for language study;
3. Letter of support from the person(s) who will be financially responsible for the student; letter should include student’s name, intent to attend New Hampshire Technical Institute and the amount of money available, must be in English and funds must be stated in US dollars;
4. Letter from the financial institution which holds funds of the person(s) financially responsible for the student; statement should be on official letterhead, indicate the sponsor’s name, the amount of money available for the student stated in US dollars and be in English.
5. Copies of current passport and immigration documents including current visa, D/S card, I-20, etc.

Dollar amount promised by the sponsor and available in the sponsor’s bank account should be sufficient to cover a minimum of one year of expenses (out-of-state tuition, fees, room, board, books and miscellaneous expenses). Before a Certificate of Eligibility for an F-1 visa (I-20) can be issued, applicants must have submitted all documents required to be considered for admission into a program, be accepted into a program and have submitted the required TOEFL score and financial documents.

## NHTI Faculty Profile

**Kunyu Bu-Zielinski, Ph. D.**

*Director, Cross-Cultural Education*

Undergraduate: Shanghai Teachers’  
University, China;  
M.Ed., University of Minnesota;  
Ph.D., University of Minnesota

*“Today we don’t have to leave our community to come into contact with people from other cultural backgrounds. I am encouraged that there is increasing interest in having NHTI develop educational diversity. We want to prepare our students to respond to new challenges in this global era as well as to help people in the community with professional development in a variety of areas, including business, health care, counseling, education, travel and more.”*

# ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

## Specific Program Requirements

Though each program has specific academic prerequisites, one can meet these prerequisites at NHTI. Students who do not meet the specific admission requirements for their desired program may be offered admission to the Associate in General Studies program. These courses are designed to satisfy prerequisite course requirements for a variety of NHTI programs, assuming grades of “C” or better are earned. Depending on their intended major and academic background, students may take, as part of their program, courses such as:

- Introductory English
- Introductory Mathematics
- Introductory Technical Mathematics
- Introductory Biology with Lab
- Introductory Chemistry with Lab
- Pre-Engineering Technology Physics
- Study Strategies

*Please contact the Admissions Office for details.*

### Freshman Assessment

Students who are entering programs at New Hampshire Technical Institute are required to complete assessment testing before registering for classes. Testing may be waived based on performance on standardized tests and/or grades in specific college courses. Department Heads of academic programs will use testing data to help advise students in course selection. Both national and NHTI data indicate that students benefit from assessment and placement. *Students who need to strengthen skills may need extra time to complete their programs.* For more information, students may contact Admissions at 603-271-7134, the Learning and Career Center at 603-271-7725, or the Department Head of the program in which they are interested or to which they have been admitted.

A student may be eligible to substitute a higher-level course for the course prescribed in the curriculum if indicated by an evaluation of the student’s competencies. The substitution can be made only with the joint approval of the student’s Department Head and the Department Head of the area offering the course. The approval form is available in the Registrar’s Office. In addition, a student may substitute a comparable course from another program to meet degree requirements with the common agreement of the Department Heads and the approval of the Vice President of Academic Affairs.

## Business Programs

### Accounting, Human Resource Management, Management, Marketing and Sports

**Management** *(see Program pages 35, 37, 38, 39, and 41)*

1. College preparatory course (or equivalent) in English and/or communications; good verbal abilities and writing skills are major considerations for acceptance into the program;
2. One year of college preparatory mathematics (Algebra I) with a grade of “C” or better.

### Hospitality Management

#### Hotel Administration and Travel and Tourism

*(see Program pages 36 and 42)*

1. College preparatory course (or equivalent) in English and/or Communications; good verbal abilities and writing skills are

major considerations in the acceptance into the Travel and Tourism and Hotel Administration Programs;

2. Reference letter from school or employer;
3. Computer keyboarding skills are essential; and
4. Students entering the Hotel Administration or Travel and Tourism program who have not completed high school Algebra I with a “C” or better are required to take Mathematics 100 or another mathematics course to meet graduation requirements. MT 103 - MT 113 will not satisfy this requirement.

### Real Estate *(see Program page 40)*

1. No additional requirements.

## Computers and Engineering Technology

### Architectural, Computer, Electronic, Manufacturing, and Mechanical Engineering

**Technologies** *(see Program pages 43, 45, 48, 50, and 52)*

1. At least three years of college preparatory mathematics (Algebra I, Algebra II and Geometry) with minimum grades of “C”;
2. It is strongly recommended that all engineering technology applicants have satisfactorily completed high school level courses in chemistry and physics.

### Computer Information Systems

*(see Program page 47)*

1. Two years of pre-college mathematics (Algebra I and Algebra II OR Algebra I and Geometry) with grades of “C” or better;
2. Computer keyboarding skills are assumed.

## Education Programs

### Early Childhood Education *(see Program page 54)*

1. Personal interview with Department Head and/or faculty; interviews are scheduled by the Admission Office once applications are received;
2. College preparatory course (or equivalent) in English and/or Communications is expected; good verbal abilities and writing skills are a major consideration for acceptance into the Program;
3. Students entering the Early Childhood Education program who have not completed high school Algebra I with a “C” or better are required to take Mathematics 100 or another mathematics course

# ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

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to satisfy graduation requirements; MT 103 - MT 113 will not satisfy this requirement;

## Health Considerations

Candidates for positions and careers in early childhood education are encouraged to explore health requirements associated with employment in child care, preschool and related settings for young children. Prospective students with special needs requiring accommodations that may affect their practicum placement and/or potential employment prospects are advised to discuss specific career goals with the department head during the admissions process.

## Character Expectations

The health and safety of young children is of paramount concern to the Department of Early Childhood Education. Applicants for positions in childcare, preschools and many other early childhood programs in New Hampshire should be aware that background checks through the New Hampshire Department of Safety must be completed by potential employers prior to employment.

Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants are advised that such matters will be discussed during the admissions interview, so that future goals will not be compromised.

## Technical Standards

Technical Standards have been established to provide guidance to students as to skills and abilities required to function successfully in the program and ultimately in the Early Childhood Education profession. Applicants who feel they may not be able to meet one or more of the technical standards should contact department faculty to discuss individual cases. The Department of Early Childhood Education will seriously consider all academically qualified candidates providing that the technical standards can be met with reasonable accommodations. Students in Early Childhood Education must have sufficient strength, stamina, and motor coordination to perform the following:

- Standing for sustained periods of time, walking, running, bending, sitting on the floor and on child-size furniture to meet children's needs and accomplish tasks;
- Frequent lifting, moving and transferring children, especially infants and toddlers;
- Sufficient visual and hearing acuity to ensure a safe environment; and ability to respond quickly in the event of emergency;
- Sufficient verbal ability to express and exchange information and ideas as well as to interpret important instructions to children, colleagues, and parents; and sufficient writing skills to accurately record children's daily progress and milestones as well as medications administered, accident and suspected child abuse reports, etc.;
- Ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to cope with extreme variations in workload and stress levels.

## Education *(see Program page 56)*

1. Algebra I with a grade of "C" or better;
2. Strong verbal and written English language skills are major considerations for acceptance into the program;

3. Personal interview with the program faculty member; interviews will be scheduled by the Admissions Office after the application file is complete;
4. As the primary intent of this program is to culminate in matriculation in a baccalaureate teacher preparation program, *the successful candidate should be aware of the requirements of such programs and their transfer requirements.*

## Health Considerations

Candidates for positions and careers in education are encouraged to explore health requirements associated with employment as a teachers and the settings associated with teaching. Prospective students with special needs requiring accommodations that may affect their learning are encouraged to contact the Disabilities Services Coordinator at 603-271-7723 TTY and voice.

## Character Expectations

The health and safety of children, adolescents and other learners is of paramount concern of the Associate in Education program. Applicants for teaching positions in public and private schools in New Hampshire should be aware that background checks through the New Hampshire Department of Safety must be completed by potential employers prior to employment.

Applicants who have been in difficulty with the law, depending upon the nature of their experience, may not be employable or even eligible for field experience. Applicants are advised that such matters will be discussed during the admission interview so that future goals to be a teacher will not be compromised.

## Technical Standards

Technical Standards have been established to provide guidance to students as skills and abilities required to function successfully in the program and ultimately in the public and/or private school classroom as teachers. Applicants who think they may not be able to meet one or more of the technical standards should contact program faculty members to discuss individual cases. The Associate in Education program will give serious consideration to all academically qualified candidates providing that the technical standards can be met with reasonable accommodations. Students in the Associate in Education program must have sufficient strength, stamina and motor coordination to perform the following:

- Sufficient hearing and visual acuity to ensure a safe environment and ability to respond quickly in the event of emergency;
- Sufficient verbal ability to express and exchange information and ideas as well as to interpret important instructions to children, adolescents, colleagues, and parents;
- Sufficient writing skills to accurately record students' daily progress and milestones as well as a variety of reports;
- Ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with extreme variations in workload and stress levels.

## Teacher Assistant *(see Program page 57)*

1. Algebra I with a grade of "C" or better;
2. College preparatory course (or equivalent) in English and/or Communications; good verbal abilities and writing skills are major considerations for acceptance into the Program;
3. Personal interview with Department Head and/or faculty member; interviews are scheduled by the Admissions Office once applications are received;

# ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

4. Credit for experiential learning, workshops and/or college courses taken at other institutions is available; prospective students interested in receiving credit must meet with the Director of Admission and the Department Head.

## Health Considerations

Prospective students with special need requiring accommodations that may affect their learning are encouraged to contact the Disabilities Services Coordinator at (603) 271-7723 TTY and Voice.

Candidates for positions and careers in education settings should explore health requirements associated with employment in public school settings.

## Character Expectations

The health and safety of children and adolescents is of paramount concern to the Department of Teacher Assistant. Applicants for positions in public and private schools in New Hampshire should be aware that background checks through the New Hampshire Department of Safety must be completed by potential employers prior to employment.

Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants are advised that such matters will be discussed during the admissions interview, so that future goals will not be compromised.

## Technical Standards

Technical Standards have been established to provide guidance to students as to skills and abilities required to function successfully in the program and ultimately in the public and/or private school classroom as a Teacher Assistant. Applicants who think they may not be able to meet one or more of the technical standards should contact department faculty to discuss individual cases. The Department of Teacher Assistant will seriously consider all academically qualified candidates providing that the technical standards can be met with reasonable accommodations. Students in the Teacher Assistant Program must have sufficient strength, stamina, and motor coordination to perform the following:

- Sufficient hearing and visual acuity to ensure a safe environment and ability to respond quickly in the event of emergency;
- Sufficient verbal ability to express and exchange information and ideas as well as to interpret important instructions to children, adolescents, colleagues, primary teachers, and parents; and sufficient writing skills to accurately record students' daily progress and milestones as well as accident and suspected abuse reports, etc.;
- Ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with extreme variations in workload and stress levels.

## Health Programs

### Dental Assisting *(see Program page 58)*

1. A course in high school science (biology or chemistry), or the equivalent, must have been completed with a minimum grade of "C";
2. An informational group interview with the Dental Admissions Committee is required;

3. Observe professional practices in a dental office for a period of not less than twenty hours prior to first-time enrollment;
4. Be in good physical and mental health in order to qualify for the program (see Technical Standards to follow).

## Technical Standards

The student must have the sufficient motor coordination required to carry out dental assisting procedures to include:

- Sitting at chairside for a sustained length of time with frequent reaching and turning;
- Manual dexterity to safely perform intraoral instrumentation;
- Sufficient eyesight to observe patients, operate dental equipment, including x-ray machines; visual acuity (correctable) to work with small measurements in preparing and manipulating dental materials; and
- Sufficient hearing to assess patient needs.

## Dental Hygiene *(see Program page 59)*

1. Satisfactory scores ("Composite all" score of 50 or better) on the National League for Nursing Pre-Nursing Guidance Battery Test (NLN) must be presented. Priority consideration will be given to candidates who sit for the NLN exam no later than the February testing date. (Information regarding test registration is available from the Admissions Office.);
2. College preparatory level courses in biology and chemistry as well as two years of college preparatory math (Algebra I and Algebra II or Algebra I and Geometry) must be completed with minimum grades of "C";
3. An informational group interview with the Dental Admissions Committee;
4. Observe professional practices in a dental office for a period of not less than twenty hours prior to first-time enrollment; please submit to the Admission Office a letter from the dentist in whose office you observed dental practices;
5. Submit a complete physical examination and immunization record before program registration. This form may be obtained from the Health Services Office;
6. In addition to the above, applicants must be in good physical and mental health in order to qualify for the program (see Technical Standards to follow).

## Technical Standards

The student must have the sufficient motor coordination required to carry out dental hygiene procedures to include:

- Sitting at chairside for a sustained length of time with frequent reaching;
- Manual dexterity to safely perform intraoral instrumentation;
- Sufficient eyesight to observe patients, operate equipment and evaluate radiographs; visual acuity (correctable) to work with small measurements, and to interpret small defects;
- Sufficient hearing to assess patient needs;
- Sufficient writing skills to record medical and dental data and communicate with other dental professionals; ability to express ideas to educate the client and exchange information with other health professionals.

# ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

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## Diagnostic Medical Imaging

In concert with the Institute's Mission Statement, the Diagnostic Medical Imaging Department provides the highest standards of theoretical and clinical educational experiences for its students, thereby empowering them to improve the public's health by ensuring access to quality Sonographic and Radiologic health care. Through a process of continuous improvement we will exceed expectations in educating our students.

## Diagnostic Medical Sonography

(see Program page 60)

1. Applicants must have completed a two year AMA or AMA equivalent allied health training program that is patient care related, e.g., nursing, radiologic technology, physical therapy;
2. In lieu of #1, a Bachelor's Degree in any major may qualify, subject to review by the Department Head;
3. Applicants must have completed college level Anatomy and Physiology I and II, with laboratory, with grades of "C" or better;
4. A high school level course in Algebra I is required;
5. Algebra II or Geometry **and** Physics are strongly recommended.
6. A personal interview is required;
7. The applicant must complete a course in Cardiopulmonary Resuscitation and Airway Obstruction Management for one and two person adult, infant, and child before program registration.

## Radiologic Technology (see Program page 61)

1. High school level courses in biology, chemistry, Algebra I, and Geometry (Algebra II recommended) must be completed with minimum grades of "C";
2. Personal interview;
3. Clinical observation period prior to admission into the Program (includes submission of documentation from the site(s) and a written statement of your experience); specific guidelines and requirements for observation will be mailed to candidates upon receipt of admission application and verification of applicant's qualifications;
4. The applicant must complete a course in Cardiopulmonary Resuscitation and Airway Obstruction Management for one and two person adult, infant, and child before program registration.

Technical standards have been established as a guidance tool for use in realistically informing the student of minimum standards needed to satisfactorily function in the program and ultimately in the profession. Applicants who feel they may not be able to meet one or more of the technical standards listed below should contact the program officials to discuss individual cases. The program officials will seriously consider all academically qualified candidates providing that the technical standards can be met with reasonable accommodations.

### Technical Standards

The student must have sufficient strength and motor coordination required to perform the following physical activities:

- Standing for sustained periods of time and walking most of the work day to accomplish tasks;
- Frequent reaching and manual dexterity in handling accessory equipment for radiographic purposes including typing on computer terminals;

- Frequently transporting, moving, lifting and transferring patients from a wheelchair or stretcher to and from a radiographic table. In addition, the student must have:
- Sufficient eyesight to observe patients, manipulate equipment and evaluate radiographic quality. Visual acuity sufficient to work with analyzing data and figures, working with computer terminals, extensive reading, visual inspection involving small defects, small parts, and operation of machines;
- Sufficient hearing to assess patient needs;
- Sufficient writing skills to communicate needs promptly and effectively. Ability to express or exchange ideas by means of the spoken word. Primary functions include activities in which the student must convey detailed or important spoken instructions to patients, physicians, families, and other employees accurately, and loudly or quickly;
- Ability to work with frequent interruptions and respond appropriately to unexpected situations. Ability to work with wide variations in work load and stress levels.

## Health Science (see Program page 62)

1. High School level courses in chemistry and biology, or the equivalent, must be satisfactorily completed; and
2. Proof of licensure, registration, or certification in a health career field must be presented.

## Nursing (see Program page 63)

### Associate Degree Nursing

1. Two high school or college laboratory science courses, *one of which must be chemistry*, with grades of "C" or better;
2. High school level course in algebra or college prep math with a grade of "C" or better;
3. Minimum "composite all" score of 50 on the National League for Nursing Pre-Nursing Guidance Battery Test (NLN); applicants may take the exam only once per academic year; information regarding registration for the test may be obtained from the Admissions Office (603) 271-7134 or 1-800-247-0179;
4. Submit, on NHTI nursing reference forms, two references from

## NHTI Alumni Profile

### Griffin Manning Class of 1997

**Major:** Nursing

Enrolling at NHTI enabled Griffin to start a second career after having been out of school for thirteen years. NHTI's supportive faculty along with the Institute's affordability made it possible for Griffin to obtain a degree while still supporting his family.

*"NHTI's nursing program exceeded all my expectations, offering a rare mix of 'big school' activity choices with a 'small school' sense of community. It provided me with a rock-solid foundation to build a career on."*



## ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

professionals (e.g., supervisors or teachers, not friends or relatives).

### **In addition:**

1. Applicants are strongly encouraged to attend a group information session; please call the Admissions Office for details;
2. A personal interview may be requested;
3. Completed applications will be reviewed in January, March and June. Applications completed by January 15th will be reviewed and decisions made directly after that date. Completed applications will also be reviewed after March 15th and June 15th. The class fills up quickly so candidates are encouraged to apply early;
4. A completed physical examination and immunization record must be submitted before program registration. This form may be obtained from the Health Services Office (603-271-7153);
5. Applicants must be in good physical and mental health in order to qualify for licensure. Please contact the Board of Nursing in the state in which practice is planned.

### **Transition Option for Licensed Practical Nurses**

(see Program page 64)

1. Two high school or college laboratory science courses, *one of which must be chemistry*, with grades of “C” or better;
2. High school level course in algebra or college preparatory math with a grade of “C” or better;
3. Hold a current LPN license and submit a copy with admission application;
4. Submit, on NHTI nursing reference forms, two references from professionals (e.g., supervisors or teachers, not friends or relatives).
5. Satisfactory scores on either the *NLN Upward Mobility Profile I* or *Regents College Examinations* (many colleges will accept the results of the Regents exams for college credit); information regarding these tests is available from the Admissions Office at 603-271-7134 or 1-800-247-0179;
  - *NLN Upward Mobility Profile I:*
    - Book 1 Foundations of Nursing
    - Book 2 Nursing Care During Childbearing
    - Nursing Care of the Child
  - Regents College Examinations (scores must be “C” or better on each exam)
    - # 427 Commonalities in Nursing Care: Area A (Associate Level)
    - # 478 Commonalities in Nursing Care: Area B (Associate Level)
    - # 453 Maternal and Child Nursing (Associate Level)

*Information regarding registration for these exams can be obtained from the Admission Office at 603-271-7134 or 1-800-247-0179.*

### **In addition:**

1. A personal interview is strongly recommended and may be required;
2. A completed physical examination and immunization record should be submitted before program registration.

### **Paramedic Education** (see Program page 65)

1. Successful completion of high school courses in biology, chem-

istry and math;

2. Submit copy of National Registry or State EMT;
3. Submit copy of current BCLS/CPR card;
4. Letter of recommendation from EMS supervisor;
5. Submit documentation of at least 100 completed field calls;
6. A personal interview with the Department Admissions Committee.

### **Technical/Physical Standards**

The Technical Standards for admission have been established as a guidance tool for realistically informing the candidate of minimum standards needed to satisfactorily function in the educational program and ultimately in the profession. The student in the Paramedic Program must have sufficient strength and motor coordination required to perform the following physical activities: standing and walking for sustained periods of time; driving an ambulance and/or rescue unit under emergency conditions; frequent reaching and manual dexterity in handling equipment often in confined spaces; frequently transporting, moving, lifting, and transferring patients of various sizes to and from a stretcher and other patient transport devices.

### **Health Requirements**

Annual TB testing; Hepatitis B vaccine; Personal health insurance; completed health physical (all students are sent Institute health forms upon acceptance. These forms must be completed prior to the start of classes); Institute liability insurance.

### **In Addition:**

Never been convicted of a felony (may interfere with National Registry eligibility); sufficient eyesight (correctable) to observe patients, manipulate equipment, and interpret data. Visual acuity sufficient to work with analyzing data and figures, working with computer terminals, making visual inspections on equipment; sufficient hearing (correctable) to assess patient needs and to understand instructions; sufficient written and oral skills to communicate needs promptly and effectively, to express or exchange ideas and to interact with patients, physicians, peers and other ancillary medical personnel as well as other public service emergency personnel; ability to work with frequent interruptions and respond appropriately to unexpected situations. Ability to work with wide variations in workload and stress levels; Mental health status to cope with personal stresses in a way that does not adversely affect performance such as mood changes, lack of concentration, etc.

## **Human Service**

### **Addiction Counseling, Human Service, Mental Health** (see Program pages 66, 67, and 68 )

1. Candidates are strongly encouraged to attend one of the Human Service Department informational sessions or a personal interview with a department faculty; please contact the Admissions Office for scheduling at 603-271-7134 or 1-800-247-0179 or [nhtiadm@tec.nh.us](mailto:nhtiadm@tec.nh.us);
2. Students who have not completed high school Algebra I with a “C” or better are required to take Mathematics 100 or another mathematics course to meet graduation requirements; MT 103 - MT 113 will not satisfy this requirement.

# ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

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*Sobriety Statement* - The Human Service Department abides by the accepted national standard that recommends a minimum of two years of sobriety for any prospective trainee in the field of alcohol and other drug abuse counseling.

## Character Expectations

- Human Service, Mental Health and Addiction Counseling students work closely with individuals of all ages in the field. Many of the Practicum sites and potential employers will perform a background check through the New Hampshire Department of Safety as well as police and potential FBI checks. A student's driving record will also be examined and considered prior to acceptance of some practicum and employment opportunities. The student may be called upon to pay for the previously mentioned background checks, etc.
- Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting, so that future goals will not be compromised.

## Health Consideration

- All Human Service Majors will receive Institute Health forms following acceptance. These forms must be completed, along with requested health physical exam, TB Testing, etc., prior to the start of classes. Each student is required to obtain Institute Liability Insurance, starting in each academic year. The students will be billed directly. Students are also eligible to purchase Health Insurance through the Institute for their own health needs.

## Technical Standards

Technical Standards have been established as guidance tools to inform program applicants of skills and standards necessary for successful completion of the Human Service programs. Any applicant who has concerns or questions regarding the Technical Standards is encouraged to contact the Department Head to discuss their individual issues. Students in the Human Service programs must be able to demonstrate:

- Ability to communicate verbally as a student in classes, and later as a professional in individual and group counseling situations;
- Sufficient verbal skills and language to: collaborate with a wide variety of helping professionals in clinical, societal and professional areas; deliver accurate and required information; and to search for information, e.g., questioning;
- Sufficient writing ability to formulate written assessment, charting notes, and reports, etc.;
- Ability to sustain cognitive integrity in areas of short- and long-term memory, areas of written documentation and follow-through of responsibilities;
- Ability to concentrate on the execution of treatment plans, assigned skills and tasks as well as the integration and communication of this work for both short and long term periods of time;
- Ability to work in settings that may lend themselves to frequent interruptions, immediate crisis response and role responsibility exchange;

- Ability to cope with a variety of stressors, including people-place occurrences, and demonstrate safe and required care for individuals and the workplace as a whole;
- Ability to secure transportation to practicum sites and classes;
- Ability to consistently attend and participate in classes;
- Ability to demonstrate and maintain organizational skills, time management and professional respect and conduct as a human service student, either at a practicum site, or in the community.

## Justice/Legal Studies

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### Criminal Justice *(see Program page 69)*

1. Students who have completed a high school algebra course with a grade "C" or better must complete a higher level mathematics course, with MT 120, Contemporary College Mathematics recommended, to satisfy graduation requirements; MT 100 - MT 113 do not meet this requirement.

### Health Considerations

Although there are no health prerequisites for admission, applicants should be aware of the basic health and fitness requirements for many careers in the criminal justice field. Prospective students with special needs or limitations that may affect their internship placement and/or potential employability are encouraged to discuss their career goals during the interview with department member prior to admission

### Character Expectations

Applicants should be aware that background checks are completed by potential employers prior to obtaining any position with arrest or detention powers, and typically, even before being accepted for an internship. Applicants who have been in difficulty with the law may not be employable, or even eligible for an internship. Because future goals may be compromised, applicants are advised to discuss any concerns with the Department Head.

### Paralegal Studies *(see Program page 70)*

1. One year of college preparatory mathematics (Algebra I) with a grade of "C" or better;
2. Interview with department head; interviews will be scheduled by the Admissions Office once applications are received;
3. Two confidential letters of reference.

## Liberal Arts

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### Associate of Arts in Liberal Arts

*(see Program page 71)*

1. One year of college preparatory mathematics (algebra I) with a grade of "C" or better.

### General Studies *(see Program page 72)*

1. Students who have completed a high school algebra course with a grade of "C" or better must complete a higher level mathematics course, with MT 123, Intermediate Algebra recommended, to satisfy graduation requirements; MT 100 - MT 113 do not meet this requirement.

# Academic Requirements

## Grading System

New Hampshire Technical Institute has implemented a letter grade system in which each grade reflects a level of achievement measured against specific course objectives.

### Letter Grade

### Definition

A	4.0 pts	An honor grade representing achievement of a level of understanding and ability which is excellent and distinctive.
A-	3.7 pts	
B+	3.3 pts	Represents achievement of a level of understanding and ability of consistently high quality.
B	3.0 pts	
B-	2.7 pts	
C+	2.3 pts	Represents achievement of a level of understanding and ability consistent with those levels required for successful entry into the student's chosen career field.
C	2.0 pts	
C-	1.7 pts	
C	(2.0)	The lowest acceptable passing grade in courses with 009, 010, 011, 012, 013 and 015 numbering.
D+	1.3 pts	Represents some evidence of achievement, but substantially below the level required for successful entry into the student's chosen career field.
D	1.0 pts	
D-	0.7 pts.	
F	0.0 pts	Represents negligible academic achievement. A student who receives an "F" grade in a course which is a prerequisite to other courses must repeat the failed course with a passing grade before being eligible to continue with the course sequence.
P		Pass
PP		Provisional pass; warning (in clinic courses).
NP		No pass; unsatisfactory (in clinic courses).
I		Designates that course work has not been completed by the end of the semester due to extenuating circumstances such as illness. The work must be completed by the student through arrangement with the instructor no later than the midpoint of the following semester. In the case of an "I" during a spring semester, the next succeeding semester shall be defined as the following fall semester, unless the curriculum requires summer semester enrollment, in which case the summer shall be considered the next succeeding semester. Should the student fail to complete the work within this period, the grade will become an "F." "I" grades will not be included in the computation of Grade Point Averages.
AD		Instructor initiated withdrawal from a course for failing to meet attendance requirements as published in the instructor's syllabus; must be issued prior to the last day to withdraw with a "W" grade (60%) and does not affect GPA.

- AF Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance-e.g., failure to meet attendance requirements, as published in the instructor's syllabus, violation of the Student Conduct Code, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure. Calculated in GPA as "F".
- W Issued to reflect an official drop/withdrawal from a course at any time prior to completion of 60% of the length of the course.
- WF Student initiated withdrawal after the drop deadline; student has failing grade at time of withdrawal; calculated in GPA as "F".
- WP Student initiated withdrawal after the drop deadline; student has passing grade at time of withdrawal; does not affect GPA.
- AU Audit (no credit, no grade). Does not count toward course load for any semester.

## Audit

Not all courses can be taken for audit. The term "audit" refers to enrollment in a course with the intent that neither a grade nor credit will be granted. Students enrolled in a course on an audit basis will (1) pay the full tuition for that course; (2) formally register at the start of the semester for that course as an auditing student; and (3) comply with all course requirements for an audit as defined by the faculty member responsible for that course.

A non-matriculated student may audit a course provided that space is available and subject to the approval of the faculty member.

Matriculated students must receive the approval of their Department Head in order to audit a course. Students who are in a suspended or reduced load status as a result of action by the Academic Standing or Judicial Committee must also receive the approval of their Department Head.

Any exception to this policy must be approved by the Vice President of Academic Affairs. Audit courses do not count in establishing and maintaining full-time status.

## Attendance

Registration for any course presupposes that the student will attend all scheduled classes, laboratories, and clinics. Each student is responsible for meeting all course requirements. In addition to academic issues relative to attendance, Veterans and students receiving financial aid from some sources are expected to be in regular attendance as a condition of receiving such aid.

Individual faculty members may have specific attendance requirements which will be made known to students during the first week of a class. However, it is the policy of the Institute that when the number of absences, for any reason, in a given course exceeds the number of times that course meets in one week, the student may be suspended

# ACADEMIC REQUIREMENTS

from that course at the discretion of the instructor. Such suspensions will be indicated through the issuance of the grade of "AF." Where both classroom and laboratory/clinic sessions are involved, they will be treated as separate issues.

Any student who has been suspended or dropped from a course under this policy may appeal to the Academic Standards Committee through the Vice President of Academic Affairs.

## Academic Credits

Each course is assigned a number of credits based on the time obligated for formal enrollment in that course. The allocation of credits is normally according to the following formula:

One credit represents a) one hour of classroom work per week; or b) two or three hours of laboratory per week; or c) three to five hours clinical experience per week for a semester.

## Full-time & Part-time Enrollment Status

Student enrollment at the Institute is defined according to the number of credits for which the student is enrolled, as follows:

Full-time: 12 or more credits in a semester;

Part-time: Less than 12 credits in a semester.

## Grade Point Average

The Grade Point Average (GPA) is indicative of the overall quality of performance of a student. It is used by academic institutions and prospective employers as a means of describing academic achievement.

Three factors are used in computing the GPA: credit hours, point value, and letter grade earned. Letters such as A, B, B+, and C have point values.

For example, if a student is enrolled in five courses carrying 4, 4, 6, 3 and 5 credits and earns grades of B+, C-, A, D, and C respectively, his or her GPA for the semester would be calculated in the following manner:

Letter Grade	Credits		Point Value	=	Grade Points
B+	4	X	3.3	=	13.2
C-	4	X	1.7	=	6.8
A	6	X	4.0	=	24.0
D	3	X	1.0	=	3.0
C	5	X	2.0	=	10.0
	22				57.0

The GPA is calculated by multiplying the number of credits times the point value, then dividing the sum of the grade points (57.0 in the example) by the sum of the credits (22 in the example). The GPA in the example is 2.59.

The cumulative GPA for all semesters the student has been at the Institute may be calculated in the same manner by using total credits and total grade points.

## Academic Warnings

At mid-semester, Academic Warnings are formally issued by faculty to students with grades of "C-" or below, "NP", or "PP". Warnings are submitted by faculty to the Registrar's Office from which formal mid-semester warning reports are mailed to students.

Warnings may also be issued at any time during a semester when deemed appropriate by faculty.

## Academic Progress

Any student whose academic progress is deemed less than acceptable by his or her department may be referred to the Academic Standards Committee. The Committee includes: the Vice President of Academic Affairs, who chairs the Committee; an elected representative of each of the academic divisions; the Vice President of Student Affairs; the Director of Enrollment and Retention; and the Department Head of the department in which the student is enrolled. The Director of Counseling, the Registrar, and the Director of the Learning and Career Center serve in advisory capacities. The Committee considers all pertinent aspects of each individual case and recommends action to be taken by the Vice President of Academic Affairs. That action may involve, but is not limited to, a warning, academic probation, suspension from a specific program or from the Institute as a whole for a specified period of time, conditional probation or dismissal. Dismissal is permanent.

All credit courses, regardless of the grade received, are used for this calculation. Students entering with advanced standing should add their transfer credits to those credits earned at the Institute to determine their positions in the guidelines.

In addition, any matriculated student registered for two or more courses during any semester will be subject to review by the Academic Standards Committee.

**Academic Probation** usually will last for one semester only. The student's Department Head will recommend to the Committee if a student can take courses in their major field during the Academic Probation. Students placed on Academic Probation may be eligible to continue receiving financial aid if they meet the minimum GPA requirements. To ensure that adequate academic progress toward a degree is being made, the Institute also uses the following guidelines in determining which students are automatically brought to the attention of the Academic Standards Committee:

Total Credits Accumulated	Minimum Acceptable Grade Point Average
0—13	1.5
14—27	1.7
28—40	1.8
41 or more	2.0 (1.9 for students who matriculated prior to the Fall 1995 semester.)

**Suspension** may be for any period of time established by the Academic Standards Committee, but must be for a minimum of one semester excluding the summer semester (unless the summer semester is required by the student's program). A matriculated student suspended from a program may not take major field courses during the suspension in either the Day Division or the Division of Community Education. Non-major field courses, however, may be taken in either

division at the Institute. A matriculated student suspended from the Institute may not take any courses in either the Day Division or the Division of Community Education during the period of suspension. Students who have been suspended from the Institute or a program for academic reasons who wish to return must, prior to the completion of the suspension, apply for readmission by writing to the Director of Admissions.

<b>Total Credits Accumulated</b>	<b>Minimum Acceptable Grade Point Average</b>
0-13	.50
14-27	1.10
28-40	1.25
41 or more	1.50

## Clinical/Practicum/ Internship Evaluations

Evaluations are conducted on all students who enroll in any course designated as a clinical, practicum or internship experience. It is the student's responsibility to understand the goals, objectives and evaluation criteria of each clinic/practicum/internship and to adhere to all policies, rules and procedures outlined by the student's department and/or clinic/practicum/internship site. Students enrolled in these educational experiences are evaluated not only on their technical skills and knowledge, but also on their behavior, attitude and attendance as well as adherence to policies, rules and procedures set forth by NHTI, the academic department and the participating agency to which the student is assigned.

A student will be removed from a clinic, practicum or internship site if performance or behavior is deemed unsatisfactory or unsafe as a result of an evaluation conducted by a faculty member/agency supervisor in accordance with department criteria and procedures. A review of all circumstances leading to the removal will be conducted by the department involved.

A written report and/or documentation of the evaluation, results of the departmental review and the recommended academic action (suspension or dismissal) will be submitted to the Vice President of Academic Affairs. The case will be referred immediately to the Academic Standards Committee which will hold a hearing as soon as possible. The student involved may attend classroom instruction, but not the clinic/practicum/internship, pending the hearing and action of the Academic Standards Committee.

## Conditional Probation Partnership

The Conditional Probation Partnership assists students whose cumulative GPA after the first Semester is between .80-1.40. The Conditional Probation Partnership involves a contractual arrangement with the student incorporating mentoring/counseling elements. At the end of the first semester, a Department Head designates students for this program when making the usual recommendations to the Academic Standards Committee. Students are recommended on the basis of the Department's judgment that they could reasonably be expected to achieve academic success with guided assistance and realistic academic goals. An agreement is then forwarded to the student along with a letter from the Vice President of Academic Affairs explaining that in lieu of suspension the student is being given

an opportunity to continue, if he/she agrees to the conditions of the agreement.

The student is then asked to sign the agreement and return it to the Academic Affairs office by a predetermined date. If the student chooses not to sign the agreement, status will be determined by the guidelines for suspension or probation on *page 16*.

One requirement of the Conditional Probation is to attend an orientation session during the week before classes begin. Adjustments to the agreement could be discussed at this time and any changes in registration could also be processed.

## Student Academic Eligibility

Any matriculated student who has paid the student activity fee and has registered for at least twelve hours of course work in the current semester will be eligible to participate in intercollegiate\* athletics, provided other Institute/Conference eligibility guidelines are met.

A student will lose his/her eligibility to participate in any category described above if:

1. The student does not register for and maintain a minimum of 12 hours of course work in the current semester; or
2. The student does not pay the required student activity fee; or
3. More than one course is failed at the end of the preceding semester; or
4. The student does not maintain the minimum standards of academic progress as noted below:

<b>Total Earned Hours</b>	<b>Minimum Cumulative Grade Point Average</b>
0—13	1.5
14—27	1.7
28—40	1.8
41 or more	2.0 (1.9 for students who matriculated prior to the Fall 1995 semester.)

*\* In the event that a student seeks eligibility to participate on an intercollegiate athletic team, conference rules, if more stringent, will take precedence over Institute regulations.*

## Graduation

New Hampshire Technical Institute holds one commencement ceremony in May of each year. Except for those programs which are regularly scheduled to end during the summer, students must achieve a 2.0 or higher GPA (1.9 for students who matriculated prior to the Fall 1995 semester) for all courses required in the curriculum from which the student is graduating. However, at the end of the Spring semester the student must have achieved a minimum GPA of 2.0 (1.9 for students who matriculated before 1995) and complete all other course requirements to be eligible to participate. All other students who complete their program requirements during the Summer term or at the end of the Fall semester are encouraged to participate in the subsequent May commencement. Degrees are officially awarded on the following schedule:

- August -** following the Summer term
- December-** following the Fall term
- May -** during commencement

# ACADEMIC REQUIREMENTS

Potential graduates must file an "Intent to Graduate" form according to the following schedule:

**Fall 2000 Completions** - October 27, 2000

**Spring 2001 Completions** - October 27, 2000

**Summer 2001 Completions** - June 1, 2001

All forms must be signed by the Department Head of the academic program in which the degree will be conferred.

All students filing "Intent to Graduate" forms will be charged the required \$60.00 graduation fee. The fee is refundable ONLY to persons who do NOT meet expected graduation requirements as of the end of the spring semester in which the graduation is held. The fee is NOT refundable for students whose programs are regularly scheduled to finish in the summer.

A nominal fee will be charged for replacement of a diploma.

All financial and other obligations to the Institute must be met for degrees, diplomas, and transcripts to be released.

## Basic Graduation Requirements

The degrees of Associate in Science, Associate in General Studies, Associate in Arts, Associate in Engineering Technology, or a Diploma, whichever is applicable, will be granted to students who satisfactorily complete the programs in which they are enrolled.

Satisfactory completion is defined as the achievement of:

1. A passing grade for all courses required by the specific program;
2. A 2.0 or higher GPA for all courses required in the curriculum from which the student is graduating, for students who matriculate into a program as of the Fall 1995 semester.
3. All Associate Degrees must have a General Education core. The General Education core consists of courses that are drawn from the sciences, the social sciences, the humanities, and other courses which prepare the student for life experiences. They are essential elements in the achievement of identified competencies and are not directed toward specialized study or specific occupational or professional objectives. Courses fall into the areas as follows:
  - English Composition and Literature or Communication 6 credits
  - Science 3 credits
  - Math 3 credits
  - Social Science 3 credits
  - Humanities/Fine Arts/Foreign Language 3 credits
  - Liberal Arts electives (from categories of English, Science, Math, Social Science and/or Humanities) 6 credits

*Total credits required in General Education area = 24 credits*
4. Associate Degree Candidates must complete a minimum of 64 credits and all program requirements.

## NHTI Transcript Requests

Transcripts of students' NHTI grades are available from the Registrar's Office. Requests must be in writing and may be faxed (603-271-7139 -Attn: Registrar) or mailed to the Registrar's Office. Requests must include the following information:

1. Name while attending NHTI;
2. Social security number;
3. Program of study at NHTI;
4. Dates of attendance and/or graduation;
5. Address where you would like the transcript sent;
6. Student's signature must accompany written request.

Each student is entitled to two (2) free transcripts. Additional transcripts cost \$3.00 each. Should the student request that a transcript be faxed, the additional cost will be \$5.00 per transcript. There is no fee for a student transcript issued from one New Hampshire Community Technical College to another.

**Please note:** transcripts will not be issued if a student has a past due balance on his/her account or if the student is in default on student loan payments.

## Program Residency Requirements

To be eligible to receive an NHTI degree, a student must satisfactorily complete a minimum of 16 credits of course work in NHTI- controlled courses with at least half of these credits in last semester major field courses. Exceptions to this policy require the approval of the Vice President of Academic Affairs and the Academic Standards Committee.

## Scholastic Honors

New Hampshire Technical Institute publishes a Dean's List at the end of each semester. It includes the names of all full-time students whose Grade Point Average (GPA) for that semester is 3.3 or higher. Students who achieve a cumulative GPA of 3.7 or higher are graduated with high honors, and those who achieve a cumulative GPA of 3.3 to 3.69 are graduated with honors. Cumulative GPA will be calculated using all courses taken at NHTI.

## Prerequisite Courses

Many courses at the Institute are dependent upon knowledge learned in preceding courses. The Institute requires that students pass all listed prerequisite courses prior to proceeding with courses for which there are prerequisites. Prerequisite courses may be waived only with the prior approval of the head of the department in which they are taught. Such a waiver does not, however, suggest that those prerequisite courses need not be taken, but only that credit for them may be gained at a subsequent time.

## Repeated Courses

A student may repeat a course for credit toward a degree one time, with the approval of the instructor and the Department Head, at the time of registration. Further repetition of the course for degree

credit will require approval by the Academic Standards Committee. The student's cumulative Grade Point Average will reflect the most recent course and resulting grade, however, both courses and corresponding grades will appear on the student's transcript.

### Grade Changes

A change of grade request may be made using the appropriate form issued by the Registrar's Office. A student may not request a change of grade after one semester has elapsed from the time the original grade was issued. Exceptions to this policy may be granted by mutual consent of the instructor and the Vice President of Academic Affairs.

### Grade Appeal

Any appeal of a grade must begin with the instructor who issued the grade. If the situation cannot be resolved, or if the nature of the dispute precludes discussion with the instructor, a student may ask the Department Head of the instructor involved to assist in resolving the dispute. The Department Head will attempt to resolve the dispute either through discussion with the instructor, or with the student in the company of the faculty member. If the matter still cannot be resolved, the student may appeal to the Vice President of Academic Affairs, who will meet with the instructor, the Department Head and the student to resolve the issue. A course grade may be changed only by the instructor. However, in a case of obvious computational error or blatant abuse of the grading prerogative, the Vice President of Academic Affairs is authorized to change a grade.

### Credit By Examination

In certain instances a student who has been accepted into a degree program may present evidence that would suggest that he or she may be eligible to receive credit for a course or courses either through aggregate educational experience or through some combination of occupational experiences. In such cases, an application for a credit-by-examination must be made within the first two weeks of a semester and be approved by the student's Department Head.

The head of the department offering the course will assign a faculty member who will discuss the subject area to be tested with the student and administer the test. A fee is required from the student for each examination administered under this policy. The fee is \$25.00 per credit hour. The credit-by-examination will be comprehensive in nature.

Grades for credit-by-examination will be either "pass" or "no pass," with full course credit granted for a grade of "pass." A student receiving a grade of "no pass" in an examination representing a required course will be required to satisfactorily complete that course.

A student who has previously received a failing grade in a course (or less than "C" for transfer) may not request credit by examination in that course. See *Program Residency Requirement*, p. 18.

### Credit for Experiential Learning

Credit for experiential learning is available only through the Associate in General Studies program. If a matriculated student in the Associate in General Studies program receives credit for experiential learning and later transfers to another NHTI degree or certificate

program, that student must complete the required courses in the program or take the appropriate credit-by-examinations. Exceptions to this policy may be made through consultation with the specific department head involved and the approval of the Vice President of Academic Affairs.

### Independent Study

Independent Study is for matriculated students only. It consists of three segments—proposal, approval, and learning—with the primary responsibility for each segment placed on the student. The student must (1) propose a course of study leading to a clearly defined goal; (2) secure approval from: the student's Department Head; a faculty member who will supervise the learning experience; the Department Head of the supervising faculty member; and (3) satisfactorily pursue the learning outcome defined in the proposal.

An independent study may not be taken in lieu of a course; any course listed in the NHTI catalogues, therefore, may not be taken as an independent study project.

In addition, a student receiving a grade of "no pass" (using the definition of the Department offering the course) in a required course in the student's program of study must satisfactorily complete that course. A student who has failed in a required course (or who has received a grade that will not transfer to NHTI) may not request to complete that requirement through the use of an Independent Study.

Registration for independent study will follow the conventional procedure. The grade for an Independent Study follows the Institute's normal grading system.

Exceptions to the above policy require approval from the Department Head and Vice President of Academic Affairs.

### Change of Program

Currently enrolled matriculated students may request a change in their major program of study by using the "Change of Program Form" available in the Registrar's Office and the Admissions Office. Signatures must be received from the current major and new major Department Heads. Signatures do not guarantee or imply acceptance into the new program.

The request must be made within the Add period at the beginning of a semester for the same semester.

Requests for the subsequent semester made after the Add period will not take effect until a review by the Academic Standards Committee at the end of each term. The student will be informed of the decision in writing by the Admissions Office.

When calculating the grade point average (GPA) for a student who has changed programs, all courses taken at NHTI as well as courses taken in the new program will be used to calculate the new cumulative GPA. For purposes of academic review the Academic Standards Committee will consider the student's semester by semester performance in the new program rather than the overall GPA.

# ACADEMIC REQUIREMENTS

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## Add/Drop/Change Procedure

A course may be added in the Day Division at any time prior to the eighth calendar day of a semester or through the date specified for registration for a course offered by the Division of Community Education.

For day students, such an addition to an already registered student's load may be added only with approval of the Department Head, the instructor or instructors involved, and formal notification to the Registrar's Office by using the ADD form provided by that office. Exceptions require approval of the Vice President of Academic Affairs. Community Education students must file a new registration form.

Students remaining in the same course who wish to change their section must do so through formal notification to the Registrar's office by using the CHANGE form provided by that office.

A course may be dropped at any time through formal notification to the Registrar's Office using the DROP form provided by that office. Merely ceasing to attend classes does not constitute an official drop or withdrawal. Dropping a course prior to the completion of 60% of the scheduled duration of a course will result in a grade of "W". After that time, a grade of "WP" or "WF" will be issued by the instructor depending on the student's standing in the class at the time of the drop.

*Exceptions require approval of the Vice President of Academic Affairs.*

## Withdrawal from the Institute

Should a matriculated student find it necessary to withdraw from all courses at the Institute, the Registrar must be notified in writing or by submitting an Institute Withdrawal Form.

An exit interview with the Director of Enrollment and Retention is requested. Such withdrawal is subject to the same academic policy as applies to dropped courses. If such withdrawal occurs at the 60% or later period, the student is subject to the same academic assessments and actions as students completing the semester.

Students who have officially withdrawn in good standing may apply for readmission by writing to the Director of Admissions and will require no action by the Academic Standards Committee.

## Inactive Status

Students in good standing who are matriculated in Allied Health programs (Nursing, Paramedic, Radiologic Technology, Dental Assisting, Dental Hygiene) and who interrupt their education by not enrolling at NHTI in the subsequent semester (including Summer where applicable) will be declared inactive and no longer considered a student in the program. The student must then file a request for readmission through the Admissions Office. Students will be admitted pending available space.

In all other programs, students in good standing who interrupt their education by not enrolling at NHTI for three consecutive semesters (including summers) will be declared inactive and no longer considered a student in the program. The student must file a request for readmission through the Admissions Office. Students will be admitted pending available space.

## Transferring to Other Institutions

Department Heads and the Career and Placement Office assist students who wish to continue their education at other colleges or universities. A number of formal and informal articulation agreements exist and are specific to particular majors. While some of these agreements are listed by major in the "Programs of Study" section of this catalog, students who plan to transfer to other colleges or universities should meet with their Department Head, the Director of Counseling and Placement and the affiliated institution for advice and assistance.

Following is a list, by program, of some of the affiliations maintained by NHTI:

### Engineering Technologies

*(Credits earned in Engineering Technology at NHTI are fully transferable to all TAC/ABET accredited BS of Engineering Technology programs.)*

#### Architectural

Boston Architectural Center  
Roger Williams University

#### Computer & Electronic

Northeastern University School of Engineering  
University of Massachusetts-Lowell  
UNH Durham  
Wentworth Institute of Technology

#### Mechanical

UNH Durham (BET program)  
Wentworth Institute of Technology

### Business

Daniel Webster College  
Franklin Pierce College  
New Hampshire College  
Plymouth State College  
Rivier College  
University of Massachusetts - Lowell

### Criminal Justice

NH Police Standards and Training  
University of Massachusetts-Lowell

### Dental Hygiene

New England College

### Early Childhood Education

Keene State College  
Notre Dame College

### Education

Notre Dame College  
Plymouth State College

### Human Service

Keene State College  
New England College  
Plymouth State College  
Rivier College  
UNH-Durham

### Nursing

Endicott College, Beverly, MA  
Plymouth State College  
University of New England, Biddeford, ME  
University of New Hampshire



### **Paramedic**

College of Lifelong Learning  
Rivier College  
University of Maryland/Baltimore

### **Teacher Assistant**

New England College  
Notre Dame College  
Plymouth State College

### **Disclaimer**

Transfer policies vary from institution to institution. The receiving college or university has sole discretion in determining the amount of credit to be awarded. Students should not make assumptions about which credits are transferrable even if an articulation agreement exists. Whether a student is transferring into or out of NHTI, it is the student's responsibility to contact the appropriate person at the receiving institution in order to discuss their policy, learn what documentation is required and, finally, to determine and confirm transferrable credit.

### **Name and/or Address Changes**

In order that all NHTI correspondence reach students, up-to-date names and addresses must be on file. Name and/or address change forms may be obtained in the Registrar's Office, completed as appropriate, and returned to the Registrar's Office.

### **Veterans Administration Students**

Students interested in and eligible for VA education benefits must meet with the Registrar.

### **Completion or Graduation Rate**

As required by the U.S. Department of Education, 34 CFR Part 668, Student Assistance General Provisions, "An institution shall make readily available to all enrolled students and prospective students, through appropriate publications and mailings, the Institution's completion and graduation rate (or a projected completion or graduation rate) of its full-time degree-seeking undergraduate students who enroll for the first time" at NHTI "and have not previously enrolled at any other institution of higher education."

Of 532 first time, first-year students entering NHTI in the Fall 1991 semester, 449 were full-time. These students entered academic programs for a one, two, or three-year duration to complete a one-year diploma program or an associate degree program.

NHTI's projected completion or graduation rate, as defined above is 63%.

# Financial Information

The following table presents a summary of fees established for the 2000-2001 academic year. Costs are generally set in July for the following year. Tuition and fees are due prior to the beginning of each semester. Some programs require specific uniforms and/or special instruments. Students are responsible for the purchase of these materials.

## Tuition Costs 2000-2001 Academic Year

	NH Resident	NERSP*	Non-Resident
Tuition Deposit**	\$ 100.00	\$ 100.00	\$ 100.00
<b>Fall 2000 Semester</b>	1870.00	2805.00	4301.00
<b>Spring 2001 Semester</b>	1870.00	2805.00	4301.00
<b>Total Tuition</b>	<b>\$ 3740.00</b>	<b>\$5610.00</b>	<b>\$ 8602.00</b>
<i>Per Credit Cost</i>	<i>\$ 110.00</i>	<i>\$ 165.00</i>	<i>\$ 253.00</i>

Fall and Spring semester tuition rates represent charges based on 17 credits per semester. Students will be permitted to take up to 18 credits for the per semester charge. Students will be charged on a per credit basis for credits taken over 18 unless the additional credits are required by their program of study.

Students enrolled in dual majors will be charged as above for their first major and on a per credit basis for courses required in the second major.

## Fees

### ■ Comprehensive Fee\*:

Day Programs: \$11.00 per credit hour; maximum \$187.00 per semester  
 Evening Programs: \$ 5.00 per credit hour; maximum \$85.00 per semester

### ■ Fee For Lab/Clinic/Practicum/Co-Op/Internship:

A fee will be charged for all Laboratory/Clinic/Practicum/Co-op/Internship or other similar experiences. This fee will be calculated by subtracting the number of lecture hours from the number of credit hours and multiplying the remainder by \$44.00 for each course. This fee will be added to the normal tuition charge for that course. This fee will be charged to all students with no exceptions. No other lab fees are permitted without the written authorization of the Commissioner of the Department of Community Technical Colleges.

*Example: BI 101 A&PI (Lecture) 3 (Lab) 2 (Credit) 4 4 - 3 = 1 x 44 = \$44*

■ **Orientation Fee:** \$25.00

■ **Graduation Fee:** \$60.00

## Summer Sessions

Some academic programs require summer sessions. There will be an additional charge for the summer semester.

## Residence Hall Costs

OCCUPANCY	ROOM	BOARD†	RACT***	ROOM DEPOSIT††	TOTAL
<i>Double</i>					
<b>Fall 2000 Semester</b>	\$ 1625.00	\$ 775.00	\$ 35.00	\$ 50.00	\$ 2485.00
<b>Spring 2001 Semester</b>	1625.00	775.00	35.00	.00	2435.00
<b>Total</b>	<b>\$ 3250.00</b>	<b>\$ 1550.00</b>	<b>\$ 70.00</b>	<b>\$ 50.00</b>	<b>\$ 4920.00</b>
<i>Single</i>					
<b>Fall 2000 Semester</b>	\$ 1940.00	\$ 775.00	\$ 35.00	\$ 50.00	\$ 2800.00
<b>Spring 2001 Semester</b>	1940.00	775.00	35.00	.00	2750.00
<b>Total</b>	<b>\$ 3880.00</b>	<b>\$ 1550.00</b>	<b>\$ 70.00</b>	<b>\$ 50.00</b>	<b>\$ 5550.00</b>

**CHARGES ARE SUBJECT TO CHANGE WITHOUT NOTICE.**

\* New England Regional Student Program

†† Non-refundable: will be credited to any residence hall damages

\*\* Non-Refundable: will be credited toward first semester tuition

\* Supports the Wellness Center and student activities (see NHTI catalog or the NHTI Student Handbook for further information)

\*\*\* Non-Refundable Resident Activity Fee

† 19 meal plan; 14 meal plan available for \$690/semester

## Liability Insurance

Personal Professional Liability Insurance is MANDATORY for all students in health and human service related programs which include clinical requirements. Programs include: paramedic, nursing, dental hygiene, dental assisting, radiologic technology, diagnostic medical sonography, human service, addiction counseling, mental health, and early childhood education. The cost is approximately \$20.00 per year. Paramedic students pay \$65.00 per year. (Note: Liability insurance may be required for students in other programs who participate in an off-campus practicum or internship.)

## Payment of Tuition and Fees/ Enrollment

Tuition and fees are due prior to the beginning of each semester. Students with outstanding balances on their accounts will not be permitted to enroll in future semesters until prior term balances have been paid.

Course schedules for the next semester will be withheld until financial arrangements have been made with the Bursar's Office. After financial obligations have been met, a course schedule will be mailed and the student will be permitted to attend classes.

## NHTI Payment Plan

This program offers a low cost, flexible system for paying semester expenses out of current income through regularly scheduled payments during the semester. Instead of the usual large payments due at the beginning of each semester, you can budget educational costs in convenient installments. There is a \$30.00 charge per semester for this service. Details about this program are mailed to all new students. They may also be obtained from the Bursar's Office (Phone: 603-271-6309) or Community Education (Phone: 603-271-7122).

**Please Note:** *All first time financial aid borrowers will be required to use this plan or pay in full prior to the beginning of the semester.*

## Delinquent Account Collection Process

Any account ninety days past due may be turned over to an independent, outside collections agency. This will add twenty-eight percent, the agency's fee, to the total owed. At the same time the debt will more than likely be reported to the Credit Bureau.

## Institute Refund Policy

*Please note that all refunds described below require that the student complete an official withdrawal form in the Registrar's Office.*

Students who complete the official college/institute withdrawal procedure prior to the first meeting of the class in the second week of the semester (or other pro-rated enrollment period) will receive a 100% refund of tuition, less non-refundable fees. Non-refundable fees are defined as advance tuition deposits, admission application fees, resident activity fees, residence hall room deposits and orientation fees. All other fees are to be considered refundable. This includes, but is not limited to lab fees, comprehensive student

services fees and the Nursing Program clinical surcharge.

Students who drop a course or courses prior to the first meeting of the class in the second week of the semester (or other pro-rated enrollment period) will be refunded 100% for credits below 17 credits. *Students who neglect to officially drop within the drop/add period are not eligible for a refund.*

Students registered for workshops through Community Education or the Center for Training and Business Development must withdraw in writing at least three days prior to the first workshop session in order to receive a full refund of tuition and fees.

In extenuating circumstances, the President (or designee) is authorized to offer alternative compensation in the form of tuition credit to students on a case-by-case basis. Tuition credit on a student account must be used within one calendar year from the date of authorization.

**Room rent refunds** shall not be made after registration day for any semester. A student may request, by writing to the Director of Residence Life, a refund after registration day under **exceptional circumstances**. Exceptional circumstances shall include, but not be limited to death, medical emergency or military requirements. Within ten (10) working days of the date of the receipt of the student's request for refund, the Institute President shall grant or deny the request.

The request for refund, along with the President's determination, shall be submitted to the Administrative Board of the New Hampshire Community Technical College System for final determination. The Administrative Board shall have thirty (30) days after the President's decision to confirm or deny the President's determination.

**Board refunds** may be pro-rated for the remainder of the semester when a resident student officially withdraws from the Institute. Such prorated refunds will be computed on a weekly basis from the first day of the week following withdrawal.

## New Hampshire Residency Status

In order to qualify for New Hampshire resident tuition rates, a student must have been a legal resident of the state for a minimum of twelve months. "Legal domicile," as stated on the last page of the Application for Admission, refers to place of primary residence, either with parents or as an independent.

Students who change legal residence to New Hampshire during their studies at NHTI, must still be legally domiciled in this state for twelve months prior to being eligible for resident rates. Change of address does not necessarily constitute change of legal residence. In order to begin the process of eligibility, students must complete change of residency *and* change of address forms, which are available in the Registrar's Office. In addition to the forms, students must provide proof of residency, such as a notarized statement, a New Hampshire driver's license or rent receipts, that accurately reflects the effective date of residency.

## New England Regional Student Program (NERSP)

The New England Regional Student Program enables a resident of a New England state to enroll in a public college or university in the six state region at 50% above in-state tuition for certain degree programs if:

1. The program is not available in the home-state public college;
2. The out-of-state, public institution is nearer to the student's residence than the in-state institution that offers a similar certificate, diploma or associate degree program.

## FINANCIAL INFORMATION

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Students eligible for NERSP should submit a written request to the Director of Admissions when they apply to the Institute. NHTI considers New England Regional status to be a form of financial aid. For further information, contact a guidance counselor or the Institute Admissions Office.

### **Books and Supplies**

Students are responsible for the purchase of all books and supplies required for the courses in which they are enrolled. The estimated cost of these books and supplies varies depending on the academic program. For example, students in health-related programs are responsible for purchasing uniforms.

NHTI Bookstore personnel can provide estimates for the cost of books for a given major. Students should contact their Department directly for estimated cost of additional supplies and instruments.

### **Protested Check Policy**

“Whenever any check, draft, or money order issued in payment of any fee or for any other purpose is returned to any State department or institution as uncollectible, the department or institute shall charge a fee of \$10.00 or 5% of the face amount of the check, whichever is greater, plus all protest and bank fees. To cover the costs of collection, these fees are in addition to the amount of the check, draft, or money order owed to the department or institution.” (RSA 6:11A)

# Financial Aid

## Financial Aid

Financial assistance is available to students who are unable to meet their total educational expenses. Awards are based on financial need as determined by the Federal Student Aid Programs.

Included within the New Hampshire Technical Institute student assistance program are a number of grant and loan programs which are described below. Information and application materials for these programs are available from the Financial Aid Office (603-271-7135).

In addition to these sources, financial aid sometimes is available in the student's hometown. Local agencies provide low cost loans or scholarships ranging from \$50 to \$1,000. Listings of such sources are usually available through high school guidance counselors. The New Hampshire Higher Education Assistance Foundation has a free computerized scholarship search. Applications are available by writing to the Foundation at 4 Barrel Court, Concord, NH 03301 or by calling 1 (800) 525-2577, Ext. 119. The web site is [www.nhheaf.org](http://www.nhheaf.org).

NHTI's priority deadline is May 1 for the receipt of the following: electronic receipt of the Free Application for Federal Student Aid (FAFSA), NHTI application for financial aid, appropriate tax returns and acceptance into a program. Students applying after this date will receive financial aid on a fund available basis only.

The Financial Aid Office encourages all students who are interested in receiving aid to apply for admission to NHTI before January 1 to assure timely processing of financial aid awards.

Federal regulations and NHTI policy require that students continue satisfactory academic progress and remain in good standing to receive federal or state financial aid.

## Education Grants

Federal Pell Grants, Federal Educational Opportunity Grants and Institute Grants are available to assist students with the cost of tuition, books, transportation, fees, supplies, and room and board.

## Federal Work-Study Program

Qualified students may earn part of their expenses by working in laboratories, the Library, residence halls, offices, on-campus grounds or in certain off-campus, nonprofit organizations doing community service.

## Federal Perkins Loans

Long term loans at 5% interest are available to Institute students who demonstrate financial need.

## Federal Family Education Loan Program

Under the Stafford Loan program, dependent and independent students may borrow up to \$2,625 per academic year as freshmen and \$3,500 as seniors. This loan could be subsidized, unsubsidized or a combination of both. The difference is the federal government pays the interest on the subsidized loan while the student is in school. The student is **LIABLE** for the interest on the unsubsidized loan while in

school and he/she may choose to pay it or capitalize it. Independent students may borrow an additional \$4,000 of unsubsidized Stafford Loan per academic year.

Other educational loans, which are based on credit instead of need, are the Parent Loan for Students (PLUS) which a parent takes out on behalf of the dependent student, and other alternative loans.

These loans are all repaid at a variable rate of interest which is set each July 1st. Deferment of repayment is available under certain conditions.

## Governor's Success Grant

This is a state and private grant awarded to full time students (12 credits per semester) who are NH residents, who have a 2.5 grade point average after completing their freshman courses and who have not received bachelor's degrees. The awards are based on merit and/or need. Need is figured on the results of the Free Application for Federal Student Aid (FAFSA). Merit takes into consideration academics, leadership and community service. Awards are made during the academic year and announcements will be made when applications are available.

## Men and Women in Non-Traditional Programs Grant

This grant is awarded to men and women who are matriculated in programs determined to be non-traditional for their gender. Categories currently identified include women in Engineering Technologies and Computer Information Systems, and men in Nursing and Dental Auxiliaries. Applications are available in the Financial Aid Office.

# FINANCIAL AID

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## Nursing Leveraged Grant/Loan

This is a state and private grant awarded to nursing students who are NH residents and who show an unmet need based on the FAFSA. Priority is given to part time students (at least 6 credits in a semester). Full time students (12 credits or more in a semester) may also be considered. This is awarded during the academic year and announcements will be made when applications are available. The grant is repaid by rendering nursing service in New Hampshire. Otherwise, the grant becomes a loan which must be repaid.

## Transition Program

The Transition Program is a federally funded program which provides assistance to individuals in transition such as single pregnant women, single parents, displaced homemakers, individuals with documented disabilities, and individuals with limited English proficiency. Financial assistance is available to help with tuition, books and other educational expenses. In addition to financial support, the program offers counseling and personal support. To participate in the program, students must be matriculated, must plan to enroll in at least six credits, must be eligible for financial aid, and must complete a program application by the established deadline. The Office of Student Affairs administers this program. Applications are available from the Student Affairs Office, the Financial Aid Office, the ESL Tutor, and the Disabilities Coordinator.

## Veterans Assistance

The Institute is approved for veterans' benefits under the Veterans Adjustment Act (GI Bill), the Veterans Educational Assistance Program (VEAP), the Montgomery GI Bill and Dependents Educational Assistance Program. Qualified enrolled veterans and their dependents may receive monthly financial benefits as full or part-time students. Applications and information on the program are available from the Institute Registrar (*VA Certifying Officer of the Institute*).

## Other Scholarship Programs

Applications will be available 4-6 weeks before the deadline. Watch for details on the Financial Aid Bulletin Board in the Tech Center, across from the Admissions Office.

### **Alice M. Yarnold & Samuel Yarnold Scholarship Trust -- \$2000-\$5000:**

- New Hampshire residents
- individual must demonstrate financial need and scholastic excellence
- pursuing a degree in nursing, medicine or social work
- applications must be submitted by April 15th

### **American Business Women's Association:**

- must have business or professional career;
- based on need and scholastic standing;
- deadline February 28

### **American Dental Hygiene Association:**

- must be a full-time Dental Hygiene student with freshman year completed

- student must have completed Free Application for Federal Student Aid
- application deadline June 1

### **Concord Business & Professional Women's Club (3):**

- student must be a female taking business courses and interested in entering the business field, taking one or more courses for credit or non-credit, in a degree or non-degree program;
- applications available in Financial Aid Office, must be received by Concord Business and Professional Women's Association by April 30.

### **Falzarano Scholarship: \$250-\$1,250 NH Charitable Fund:**

- student must be a current resident of: Bradford, Croydon, Goshen, Lempster, Newbury, New London, Newport, Springfield, Sunapee, Sutton, Warner or Wilmot;
- student must be matriculated;
- preference given to students with few economic resources;
- applications available in Financial Aid Office;
- deadline April 15.

### **Harold W. Walker Memorial Scholarship -- \$500**

- Concord, NH resident
- enrolled in the Nursing program

### **Kara Philbrick Memorial Scholarship -- \$500**

- female student
- exceptional attitude and work ethic
- desire and ability to succeed
- completed one year of study
- preference given to students in Travel & Tourism

### **National Society of Public Accountants:**

- for accounting majors who attend full time days or part time evening;
- must have a B average
- submit the application by their March deadline.

### **NH Chapter of American College of Radiology Scholarship**

- Three scholarships annually to deserving 2<sup>nd</sup> year Radiologic Technology students
- New Hampshire resident
- financial need
- recommendations from clinical supervisor and program director
- applications due by March 5th

### **NH Charitable Fund \$100 - \$2,500 in loans and/or grants:**

- applications available through this organization at 37 Pleasant Street, Concord, NH 03301; phone: 603-225-6641 or 1-800-464-1700; website is [www.state.nh.us/oag/charitable/directory/schol.htm/](http://www.state.nh.us/oag/charitable/directory/schol.htm/)
- besides the GENERAL FUND, specific funds exist for students from Fall Mountain Regional High School, employees and customers of NH Dunkin Donuts, residents of Milford, New London, Sandwich and Sutton, NH and residents of Merrimack, Strafford, Carroll and various other counties;
- applications available through NH Charitable Funds and must be in their hands by their April deadline date.

**Society of Manufacturing Engineers Scholarship - \$1000-\$2500:**

- students must be currently enrolled for 12 credits, have completed 30 credit hours in the Manufacturing Engineering Technology program and have a minimum cumulative GPA of 3.5;
- additional information posted in Engineering Technology area in February;
- application cover sheet available in the Financial Aid Office;
- deadline March 1.

**Sweeney Scholarship:**

- must be a female with a visible and permanent walking disability;
- must be a NH resident who graduated from a NH high school;
- defrays tuition expenses

**Standards of Satisfactory Progress**

The Higher Education Act (HEA) and the Dept. of Regional Community-Technical Colleges require that students maintain satisfactory academic progress in the course of study they are pursuing in order to receive financial aid under Title IV of the HEA. These programs include the Federal Pell Grant, Federal Perkins Loan, Federal Work Study, Federal Supplemental Educational Opportunity Grant, Federal Stafford Loan, Federal PLUS, ALPS loans and State Student Incentive Grant program. **Satisfactory progress is based on quality and quantity of performance.**

**Qualitative Standards**

Quality is indicated in grades received, as defined in the cumulative Grade Point Average (GPA). Successful completion of courses includes the following grades: A, B, C, D, and P. The New Hampshire Technical Institute will follow these guidelines:

<b>Total Credits Accumulated Toward NHTI Program*</b>	<b>Minimum Cumulative Grade-Point Average Required</b>
1 - 13	1.5
14 - 27	1.7
28 - 40	1.8
41+	2.0 (1.9 for students who matriculated prior to the Fall 1995 semester)

\*Total credits accumulated will include:

- 1) all courses used in computing GPA for current program;
- 2) all preparatory courses required;\*\*
- 3) transfer credits from other schools;
- 4) pass/fail courses in current program.

\*\*Preparatory courses required will be figured in the GPA during a student's first year only.

Qualitative satisfactory progress is reviewed at the end of each semester by the financial aid officer.

Students suspended by the Academic Standards Committee will not be eligible for any Title IV funds even though the students may be encouraged to enroll for courses during the suspension period.

**Qualitative Warning**

Students who fail to meet the qualitative standards for satisfactory progress will be placed on satisfactory progress warning for one semester. During this semester they will continue to be eligible for financial aid, but must bring their cumulative grade point average up to the required standard.

**Quantitative Standards**

**Associate Degree Programs**

Students pursuing Associate Degrees must complete a minimum number of credits each year to conform with satisfactory progress. Completed credits result in grades of A, B, C, D, P or PP. Grades of W, I, WP, NP, or AU do not fulfill the requirement.

For full-time and part-time students, the formula to determine the minimum number of credits required is as follows:

1. # of credits in program of study x 150% = maximum # of credits student is allowed to attempt and receive aid.
2. # of credits in program of study  
----- = 67% which is the percentage of credits attempted that student must complete each year.  
maximum # of credits student is allowed to attempt and receive financial aid
3. # of credits student attempted during year x 67% = # of credits student must complete that year

**EXAMPLE:**

$$72 \text{ credits in program} \times 150\% = 108 \qquad \frac{72}{108} = 67\%$$

If a student attempted 30 credits: 30 x 67% = 20 credits which student must complete that year.

Credit hours attempted will be cumulative and will include all hours for which the student was enrolled as of the end of the add period.

**Certificate and Diploma Programs**

Requirements for students in Certificate or Diploma programs are the same as for Associate Degree programs except that quantitative satisfactory progress is reviewed at the end of each semester. Therefore, step 3 is: # of credits student attempted during semester x 67% = # of credits student must complete that semester.

**Quantitative Warning**

Students enrolled in Associate Degree, Certificate or Diploma programs who fail to meet the quantitative standards for satisfactory progress will be placed on satisfactory progress warning for **one semester**. During this warning semester, they will continue to be eligible for financial aid, but must bring their cumulative number of credits earned to the required standard. (Transfer credits can be used to make up deficiencies in credits earned.) Aid can be reinstated only after a student has met the required standards listed above. Withdrawal and readmission does not necessarily change the student's satisfactory progress status.

## Appeal Procedure

If a student is ineligible for Financial Aid based on satisfactory progress, the student may appeal for review of that determination. Students claiming extenuating circumstances should first appeal in writing to the Financial Aid Officer. Next appeal should be made **in writing** to the President of the Institute within 15 working days following the Financial Aid Officer's decision. A successful appeal may preserve the student's eligibility for financial aid in the following semester.

## Regaining Eligibility

Students who are denied financial aid for failure to maintain satisfactory progress, must regain their eligibility during future semesters at their own expense. When GPAs are raised to the acceptable level, they may be eligible for reinstatement of financial aid providing they are also within the quantitative satisfactory progress limits.

Suspended students who are being readmitted may not be eligible for financial aid on their return unless they have retaken courses in the interim and raised their GPA to satisfy the qualitative and quantitative requirements. Otherwise they must complete future semesters at their own expense until they regain eligibility for Title IV funds.

## Incomplete Grades

In most cases, financial aid will be withheld until final grades are in. If financial aid is disbursed and the final grades result in a GPA that makes the student ineligible for financial assistance, any Title IV monies received for that ineligible semester must be repaid by the student.

## Repeated Courses

Repeated courses may be counted as part of a student's enrollment *only* when retaken because of prior failure or withdrawal.

## Change of Program

Students who change majors will be given additional time to complete requirements based on the number of credits transferred into the new program.

## Enrollment Periods

When a student is reviewed for satisfactory progress, all enrollment periods for the current program are included in the review. This includes enrollment periods during which the student *did not* receive financial aid and enrollment periods during which the student *did* receive financial aid.

## Course Withdrawal

Course withdrawal may affect a student's eligibility for financial aid.

## Institute Withdrawal (Financial Aid Recipients)

Financial Aid recipients who withdraw from all classes after a semester has begun will have a percentage of their financial aid funds returned to the financial aid (Title IV) programs. If the student withdraws after the 60<sup>th</sup> percentage point in the semester, *all of his/her Title IV funds are considered earned*. No funds are returned to the Title IV programs. To determine the amount of Title IV funds which must be returned, the college follows these steps:

- Determine the withdrawal date;
- Determine the percentage of the semester which the student has completed;
- Determine what percentage the student earned before withdrawal;
- Determine what percentage of Title IV funds the student has not earned because of withdrawal;
- Determine the Institution's share of unearned aid;
- Determine the student's share of unearned aid.

**Allocation of Financial Aid Returns:** Monies must be used to restore funds to the appropriate aid programs as prescribed by law and regulation in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. LEAP
7. Other Title IV aid programs
8. Other Federal sources of aid
9. State/private/college aid
10. The student



# Farnum Library

## Paul E. Farnum Library (Learning Resources Center)

The Learning Resources Center is the juncture of learning materials and library staff to assist students in finding and interpreting information. The LRC intends to meet the research needs of our college audience from the Paul E. Farnum Library (1970).

The LRC collections include books, periodicals, microforms, videotapes, CD-ROMs, maps, photographs, etc. We utilize information from innumerable web-sites on the INTERNET. A special collection of CAD-CAM documents on microfiche is unique in the State and useful to the engineering technologies. The Institute archives is a collection of historical materials relating to NHTI, including alumni records. The Farnum Library is also the designated library of the New Hampshire Autism Society and the New Hampshire Chapter of the American Institute of Architects.

EBSCOhost is our major electronic *periodical indexing* service. Click on the icon on all 35 computer work stations in the library to use this index and fulltext source. *You can also consult this index from your home or residence hall.* Point your browser to <http://www.epnet.com/ehost/login.html> Type user name **MAIN** and password **p0026368**.

The *library catalog* is available on our *website*. Here is our home page . . .  
<http://www.nhti.net/library/farnum.htm>

*Media Services*, administered by Deb Smith, provides the equipment and consultation necessary to enable students, faculty and staff to use audio-visual materials and to make successful classroom presentations.

The Library cooperates with many other libraries to provide comprehensive services. Our participation in library networks lets us borrow materials from other libraries to benefit our students and employees. The Concord Public Library, the New Hampshire State Library, New Hampshire Hospital, Concord Hospital, and Franklin Pierce Law Center are a few local libraries with whom we share materials.

NHTI plans to move Learning Resources into a new 25,000 square foot building in 2001. The new electronic Learning Center will house the library, media services, Learning and Career Center and the college store and enhance campus life. Architectural design is by CMK, PA, Manchester, N.H., F. L. Matuszewski, lead architect.

A campus ID card with bar code is required to borrow materials from the library. A card costs \$5.00 through the office of Student Affairs.

### Library Hours:

<i>Sunday</i>	4:30 p.m. – 10:30 p.m.
<i>Monday-Thursday</i>	8 a.m. – 10:30 p.m.
<i>Friday</i>	8 a.m. – 4:30 p.m.
<i>Saturday</i>	9 a.m. – 5 p.m.

*Hours are somewhat shorter during the summer months.*

# Learning and Career Center

## Academic Advising and Study Skills

LACC faculty and Academic Advisers work with students who wish to identify their learning preferences, strengths and areas for growth in order to achieve educational success. The Learning and Study Strategies Inventory is available to students and is designed to help students find out how they learn best, how they study, and how they feel about learning and studying. Students may also receive assistance in academic strategies including organization and time management, lecture notetaking, learning from textbooks, and performing well on tests and exams.

## Academic Assessment

The LACC administers required academic assessment tests in math, reading, writing, and study strategies and attitudes. After completing testing, students may meet with a faculty member in the LACC to discuss test scores and receive answers to any questions regarding course placement and academic support services.

## Computer Learning Lab

The computers in the LACC Computer Lab have Microsoft Office 2000 and Internet access for students to use in completing assignments. One-on-one and group assistance is available for students who would like to learn to use these programs; previous computer experience is not required.

Computer Learning Lab software can be used by students to refresh their skills or to work on problem areas of current course work for a wide variety of subjects. Through tutorials, practice exercises and mastery tests, students can learn at their own pace and get immediate feedback about their progress. Keyboarding instruction, foreign language instruction, geometry visualizations, and biology aids are also available for self-paced study.

## Disabilities Services

New Hampshire Technical Institute is in compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1991 (ADA). Students with disabilities are not discriminated against in terms of program admission and/or opportunities for academic success. Students interested in receiving academic accommodations to minimize the impact of a disability on academic success must provide documentation of the disability with recommendations for accommodations to the Coordinator of Disabilities Services. Students with disabilities who do not choose to disclose a disability are not eligible for disability services. Accommodations for disabilities are based on documentation and individual needs. Information regarding students' disabilities is kept confidential according to the law.

## English as a Second Language (ESL)

ESL students can receive assistance with academic work including help in writing English compositions, research papers, and take-home exams. Individualized tutoring sessions are designed to aid students in improving their reading comprehension, writing, and conversational skills.

Academic planning, class scheduling, and advising on social and cultural concerns are also services provided to ESL students.

## Math Lab

Math instructors and professional tutors are available during selected hours to help students decipher and learn from math texts, improve math study skills, decode mathematical symbols, hone problem solving skills, understand how to use formulas, create and interpret tables and graphs, use scientific calculators and graphing programs, and prepare for quizzes and tests.

## Peer Tutoring

Free peer tutoring services are provided for students seeking to improve their academic performance. Tutoring sessions allow students to ask questions, learn at their own pace and receive immediate feedback. Drop-in tutoring is available in certain subjects during selected hours. Students may also receive assistance in study skills: organizing time and materials, notetaking, reading and studying textbooks, and preparing for tests.

## Writing Center

English instructors and professional tutors are available during selected hours to help with planning, revising and editing writing assignments for any subject, including lab reports, narratives, essays and research papers.

# Student Life

## Campus Life

New Hampshire Technical Institute advocates for the uniqueness and worth of each individual student. Programs and services have been created to promote student development by encouraging such concepts as positive and realistic self appraisal; intellectual development; appropriate personal and occupational choices; clarification of values; physical fitness; the ability to relate meaningfully with others; the capacity to engage in a personally satisfying and effective style of living; the capacity to appreciate cultural and aesthetic differences; and the capacity to work independently and interdependently. The staff of the Student Affairs Department is dedicated to providing an environment which supports students in meeting both their academic and personal goals. The following campus life programs and services have been designed to meet these needs.

## Counseling Services

New Hampshire Technical Institute's Counseling and Placement Department's philosophy is to teach students how to identify and successfully achieve their educational, career, and life goals, and to enhance the student's learning environment throughout the institution. Our primary goal is the teaching of strategies whereby students can: gain insight; solve problems; make decisions; change behavior; resolve conflict; and accept responsibility. The counselors work with individuals, in small groups, and in the classroom setting. Support groups are arranged on a variety of topics, and referrals can be made to local mental health professionals. Counseling services are available at no cost for students while classes are in session.

## Career Counseling and Placement

The Career and Placement Office provides career and occupational exploration and individual career counseling. Students and alumni can use Choices CT, a career exploration and planning software program and Alex, a data base of job opportunities. A "Job Market" binder of current full-time and part-time job listings is also available. Many employers who hire NHTI graduates list new positions in the Job Market binder. Students who secure part-time positions in their major field of study or have practicum or internship experiences while attending the Institute increase their chances of securing employment after graduation.

Assistance with job placement and college transfer is also available. Students continuing to higher levels of education comprised about 20 percent of the 1998 graduating class. Transfer information can be accessed through Choices CT, video tapes, college catalogs, and other materials located in the Career Office in Little Hall.

While graduates of the Institute are prepared to enter a national labor market, 95 percent of those working full-time took jobs in New Hampshire with 84 percent working in jobs directly related to their program of study. Through the concerted efforts of the faculty and staff at the Institute, placement services continue to be very effective. Assistance with resume writing and job search techniques is an ongoing service through the Career Counseling and Placement Office.

It is recommended that students become acquainted with these services during their first semester. The Career Counseling and Placement Office is located in Little Hall.

## Residence Life

Residence living is an integral part of the total educational experience at NHTI. Every effort is made to provide opportunities for personal growth and development in a safe, secure and clean living environment conducive to the academic and personal development of the student.

Moving into the residence halls of NHTI represents the first time many of our students have lived away from home. The residence life staff is here to help students adjust quickly to their new environment. NHTI has three coeducational residence halls housing 314 students. Each hall has a full-time professional Residence Director and a staff of Resident Assistants. The resident assistant staff is selected from successful second year students and receives training in all areas of student development from fire and safety concerns to peer counseling.

All students living in residence halls must be full-time matriculated students. It is the policy of NHTI that any student who signs a residence hall contract must maintain that residence for the full academic year. Additionally, students living in the residence halls are required to purchase a meal plan from the Institute's food service.

## Food Service

The Institute's food service provides meals and snacks at moderate cost. The dining hall is open seven days a week, serving three meals a day Monday through Friday (two meals on Saturday and Sunday) except on holidays and during Institute vacations.

Residence Hall students must purchase meal permits for the dining room. Commuter students may purchase individual meals on a cash basis in the dining hall or in the Tech Center Snack Bar.

### Health Services

The Institute maintains a Health Center which is open 8 am - 6 pm, Monday through Thursday and 8 am - 4 pm on Fridays. Summer hours are Monday-Friday 8 am - 4 pm. A nurse practitioner is available by appointment. Students can discuss medical concerns and obtain treatment for acute and chronic illnesses. Routine physical exams for athletics or gynecological exams and immunizations are available for a nominal fee. Itemized receipts are given to the student for submission to their insurance companies. Economical dental and/or accident and health insurance can be purchased through the Health Services Office if needed.

The Health Center is also a resource center where students can learn behaviors to help ensure wellness for their lifetime. Educational workshops and seminars are presented on various health topics pertinent to NHTI's diverse student population.

### Campus Crime Statistics

In accordance with the Campus Security Crime Act, NHTI provides information relating to crime statistics and security measures to prospective students and employees. The crime rate is calculated by dividing the student population by the number of incident reports. Statistics are available from the Director of Security or the Vice President of Student Affairs.

### Bookstore

The campus bookstore is located in White Hall. All books and supplies needed by students are available in the bookstore as well as clothing, glassware, gift items, and health and beauty aids. Also available at the bookstore are cards, candy, reference books, including a wide range of nursing reference books, study guides, and backpacks.

Checks, MasterCard, Visa, and Discover cards are all accepted at the bookstore. Checks should be made payable to NHTI Bookstore. Home address and phone number must appear on all checks. A valid school ID or valid driver's license is required for all purchases made by check. Personal checks with a value of up to \$10.00 weekly will be cashed. No two-party checks will be cashed. A charge of \$15.00 will be made for each check returned to the Bookstore from the bank. Further check cashing privileges will be curtailed until the returned check and fee have been paid. All checks are subject to bank verification.

### Intercollegiate Athletics

New Hampshire Technical Institute recognizes that its primary emphasis is to provide a high quality education, but it also recognizes that many students desire to experience the challenges of intercollegiate athletics. To that end, the Institute has developed a program that offers the intercollegiate student-athlete an opportunity to compete on several levels of competition. Teams include men's and women's soccer, men's and women's basketball and volleyball, as well as baseball and softball. Several teams have enjoyed great success in the past, advancing to championship play. Numerous student-athletes have earned individual honors as well. Please contact the Athletic Department for information regarding current conference affiliations.

### Intramural and Wellness Center Opportunities

Students may participate in a wide variety of intramural and wellness programs, both on and off campus.

The Dr. Goldie Crocker Wellness Center has a full gymnasium, as well as free weight and cardiovascular equipment fitness facilities. Outdoor facilities include soccer, baseball and softball fields, tennis, volleyball and basketball courts, and horseshoe pits. Activities include, but are not limited to, basketball, volleyball, indoor soccer, gym hockey, flag football, ultimate frisbee, golf, softball, cross country and downhill skiing, tournaments and special events, aerobics, conditioning clinics and health seminars.

Current students, faculty and staff are eligible to use the Wellness Center facilities. A current NHTI ID card and a Wellness Center validation is required. Verification of payment or arrangement for a payment plan to satisfy all applicable NHTI fees is required to obtain the validation.

The City of Concord can boast at having some of the finest parks and recreation facilities in the State of New Hampshire. The department offers a variety of programs, leagues, special events and instructional programs. The Concord area is conveniently located within a comfortable travel distance to an abundance of recreational, cultural, social and entertainment opportunities statewide.

### Student Government

NHTI encourages a democratic form of student government to develop individual initiative and a sense of group responsibility.

The Student Senate is responsible for Institute affairs which are not academic in nature. The Senate is composed of elected representatives from all academic departments and is responsible for the promotion and coordination of student activities.

## Professional Organizations

Most academic programs have professional organizations that promotes integration into chosen fields of study.

Each association has elected officers and a planned agenda for the year. Whenever possible, these groups meet regularly during the academic day. These associations provide an opportunity for student/faculty planned programs which provide supplementary and educational information.

## Phi Theta Kappa - International Honor Society

Phi Theta Kappa is the only internationally acclaimed honor society serving two-year colleges offering associate degree programs. Phi Theta Kappa seeks to recognize and encourage scholarship among students, develop opportunities for leadership, fellowship and services, as well as provide an intellectual climate for continued academic excellence. The name of NHTI's chapter is Alpha Upsilon Omicron.

Students need to complete 12 hours of college study at NHTI with a 3.5 minimum grade point average to be eligible for membership.

## Community Service

New Hampshire Technical Institute is a participating member of Campus Compact for New Hampshire. Campus Compact for New Hampshire is a consortium of 24 higher education institutions in New Hampshire whose purpose is to advance the integration of service-learning, civic responsibility, and meaningful community collaboration throughout institutions of higher education.

New Hampshire Technical Institute is the recipient of the Campus Compact National Center for Community Colleges 2000 Service-Learning Collaboration Award in the category of Collaboration with Social Agencies. In the fall of 1999 a partnership was established between NHTI and the Concord Boys and Girls Club and several other community agencies providing opportunities for students to do community service.

Students who are eligible for Federal Work Study can earn income and meaningful experience to enhance their educational opportunities while enrolled at NHTI. During the 1999/2000 academic year, over 25 Federal Work Study positions were offered at the Concord Boys and Girls Club, the Concord City Prosecutor's Office, and the Merrimack County Attorney's Office.

The year 2000 saw the development of the Alternative Spring Break Club at NHTI. Twelve students traveled to Warm Springs, Georgia to provide a week of service to the Institute of Rehabilitation. Fifty volunteers from NHTI assisted service projects both on and off campus. Student leaders received various awards for their efforts.

Efforts have begun to infuse service-learning into the curriculum at New Hampshire Technical Institute.

## Student Clubs and Organizations

Alternative Spring Break Club  
 Amateur Radio Club  
 Campus Activity Board  
 Campus Pride Alliance  
 Computer Information Technology Team (C.I.T.T.)  
 Criminal Justice Club  
 Human Service Club  
 Institute of Electrical & Electronic Engineers, Inc. (I.E.E.E., Student Chapter)  
 NH Jr. Dental Assisting Association (NHJDA)  
 NHT EYE (the Institute's literary magazine)  
 North Hall Council  
 Outing Club  
 Paramedic Student Organization (PSO)  
 Phi Theta Kappa International Honor Society  
 Roentgen Ray Society  
 Students American Dental Hygienists Association (SADHA)  
 Student Early Childhood Association (SECA)  
 Society of Manufacturing Engineers (SME)  
 Sports Management Club  
 Student Nurse's Association (SNA)  
 Sustainable Energy Ventures (SEV)  
 South Hall Council  
 Strout Hall Council  
 Student Senate  
 Travel Society

## Orientation Program

The New Hampshire Technical Institute Orientation Program's primary objective is to ensure that all students experience a smooth transition to college life. Students will have the opportunity to meet faculty and staff, and learn more about the organizations and activities that are available. Thus, it is strongly urged that students participate in the orientation activities offered prior to the beginning of Fall and Spring semesters.

## Alumni

The Alumni Association of the Institute numbers over 10,000 strong. This Association plays an integral role in job placement, academic direction, fund raising, and serves as a valued resource for the future of the Institute.

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# Programs of Study

**Note:**

1. Refer to pages 9-14 for specific Admission requirements.
2. Number sequencing to the right of the course name means the following: **first digit** designates the number of lecture hours for the course; the **second digit** designates the number of lab, clinic or practicum hours; and the **third digit** designates the credit hours for the course.

# Business Programs

## Accounting

The Business Administration - Accounting program provides a broad education background for students who seek careers in accounting, business, or finance. Courses in accounting, business law, management, word processing and spreadsheets, economics, English, and mathematics are all part of the program.

The degree of Associate of Science with a major in Business Administration with a specialization in Accounting is awarded upon successful completion of the program. By offering advanced accounting courses, the Accounting program prepares graduates to be junior accountants or to transfer to four-year colleges.

NHTI also has transfer agreements with four year institutions including:

- Daniel Webster College
- Franklin Pierce College
- Plymouth State College
- New Hampshire College
- Rivier College

Students have also transferred to:

- Babson College
- Bryant College
- Bentley College

The Department of Business Administration is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

### FIRST YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# AC 101	Accounting I	3	0	3
# BU 101	Introduction to Business	3	0	3
EN 101	English Composition	4	0	4
IS 166	PC Applications	3	0	3
MT 123	Intermediate Algebra	4	0	<u>4</u>
				17
<b>SPRING SEMESTER</b>				
# AC 102	Accounting II	3	0	3
# BU 130	Taxes	4	0	4
EN 125	Communications and the Literature of Science and Technology OR			
EN xxx	English Elective	3-4	0	3-4
IS 265	Spreadsheets OR	2	2	3
IS 267	Database Management Systems I	2	2	3
MT 125	Finite Math	4	0	<u>4</u>
				17-18
<b>SUMMER SEMESTER (Optional)</b>				
# AC 290	Accounting Internship	0	9	3

# Indicates major field courses.

### SECOND YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# AC 205	Intermediate Accounting I	4	0	4
# AC 250	Cost Accounting	3	0	3
# BU 225	Business Law	3	0	3
# BU 270	Principles of Management	4	0	4
EO 101	Macroeconomics	3	0	<u>3</u>
				17
<b>SPRING SEMESTER</b>				
# AC 206	Intermediate Accounting II	4	0	4
# AC 240	Accounting Information Systems	2	2	3
# BU 250	Principles of Finance	3	0	3
# BU xxx	Business Elective OR			
MT 251	Statistics	3-4	0	3-4
EO 102	Microeconomics	3	0	<u>3</u>
				16-17
<b>TOTAL CREDITS</b>				<b>67-72</b>

## NHTI Faculty Profile

### Lynn Hedge Business Administration

B.A., Notre Dame College  
M.S., New Hampshire College

Professor Hedge has been teaching at NHTI since 1989. Her skills in the classroom earned her the distinguished Student Senate Positive Influence Award in 1998.

*"The atmosphere at NHTI is one of kindness, caring and commitment. It is an environment that provides the opportunity for **all** of us to excel."*

# BUSINESS PROGRAMS

## Hotel Administration

New Hampshire has experienced an enormous expansion in the hotel industry. The opportunities for professional growth within the hospitality industry are excellent. The Hotel Administration program will prepare students for positions such as front office operations, meeting and convention planning and sales and marketing. Emphasis is placed on the business side of hotel management.

Along with the travel and tourism majors, seniors will participate in the travel experience at an additional cost of approximately \$800.00.+ Students may also be selected to participate in an internship at a location such as Walt Disney World. Participation in the Walt Disney internship or other internships may affect course sequence.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
EN 101	English Composition	4	0	4
# GY 135	Destination Travel Geography I	3	0	3
IS 166	PC Applications	3	0	3
# TR 101	The Tourism System	3	0	3
# TR 110	Domestic Travel Procedures	3	0	<u>3</u>
				16

### SPRING SEMESTER

BU 170	Marketing	3	0	3
EN 120	Communications	3	0	3
EO 101	Macroeconomics OR			
EO 102	Microeconomics	3	0	3
PY 105	Introduction to Psychology OR			
XX xxx	Social Science Elective*	3-4	0	3-4
# HR 227	Legal Issues for the Hospitality Industry OR			
BU 225	Business Law I	3	0	3
# HR 115	Front Office Operations	3	0	<u>3</u>
				18-19

+ Students enrolled full-time in the Hotel Administration degree program will be assessed a Travel Experience fee of \$200 per semester for a maximum of \$800. An account will be set up through the Student Travel Society. Students will be able to obtain a refund of those monies up until the first meeting in the second week of class on the semester prior to the Travel Experience course. Once a student enters his/her senior year, monies are no longer refundable. Since reservations and deposits need to be completed by the end of September, if a student changes majors, withdraws or becomes academically ineligible during the third semester, problems arise with cancellation fees. Charges and refunds for part-time and transfer students will be handled on an individual basis.

## NHTI Faculty Profile

**Maryanne S. Adams**  
**Department Head,**  
**Travel and Tourism/**  
**Hotel Administration**

B.S., Hood College  
 M.S., New Hampshire College

Professor Adams came to NHTI in 1992 and has been a prime mover behind the establishment of NHTI's Travel and Tourism Program as one of the region's finest.

*"People in the tourism industry need to understand the concept of service. Our senior trip allows students to experience first-hand the wide range of actions and emotions that go with running a successful hospitality operation."*

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
A C 101	Accounting I	3	0	3
FL xxx	Foreign Language	3	1	3
# HR 269	Food and Beverage Management	3	0	3
# HR 245	Meeting/Convention Planning	3	0	3
# HR 229	Hotel Management and Operations	3	0	<u>3</u>
				15

### SPRING SEMESTER

A C 102	Accounting II	3	0	3
BU 150	Supervision	3	0	3
# HR 293	Senior Hospitality Seminar	1	0	1
# HR 260	Hospitality Sales/Marketing	3	0	3
# HR 290	Hotel Administration Internship OR	0	9	3
XX xxx	General Elective**	3	0	3
TR 275	Travel Experience+	1	2	2

### TOTAL CREDITS

16-17  
**65-67**

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO.

\*\*Students entering the Hotel Administration program who have not completed high school algebra with a "C" or better are required to take Mathematics 100 or another mathematics course to meet graduation requirements.

Please refer to pages 9-14 for specific Admission requirements.



## Human Resource Management

The Business Administration - Human Resource Management program offers a broad educational background for students who seek a career in human resource management, employee training, and employee development. The program includes courses in accounting, business law, management, word processing and spreadsheets, English, economics, mathematics and applied behavioral sciences.

The first year of the program has offerings which are common to the general Management program. The second year allows students to create their Human Resource Management emphasis through a selection of electives such as Organizational Behavior and Labor-Management Relations.

The degree of Associate of Science with a major in Business Administration with a specialization in Human Resource Management is awarded upon successful completion of the program. Graduates are prepared either to enter training positions in Human Resource Management or to transfer to a four-year college.

NHTI also has transfer agreements with four year institutions including:

- Daniel Webster College
- Franklin Pierce College
- Plymouth State College
- New Hampshire College
- Rivier College

Students have also transferred to:

- Babson College
- Bentley College
- Bryant College

The Department of Business Administration is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

### FIRST YEAR

<b>FALL SEMESTER</b>	CL LAB CR
# AC 101 Accounting I	3 0 3
# BU 101 Introduction to Business	3 0 3
EN 101 English Composition	4 0 4
IS 166 PC Applications	3 0 3
MT 123 Intermediate Algebra	4 0 4
	17

<b>SPRING SEMESTER</b>	CL LAB CR
# AC 102 Accounting II	3 0 3
# BU 150 Supervision	3 0 3
IS 265 Spreadsheets OR	
IS 267 Database Management Systems I	2 2 3
MT 125 Finite Mathematics	4 0 4
PY 105 Introduction to Psychology	3 0 3
	16

### SECOND YEAR

<b>FALL SEMESTER</b>	CL LAB CR
# BU xxx Business Elective*	3-4 0 3-4
# BU 270 Principles of Management	4 0 4
# BU 273 Human Resource Management	4 0 4
BU 242 Business Ethics OR	
PI 242 Contemporary Ethical Issues	3 0 3
EO 101 Macroeconomics	3 0 3
	17-18

<b>SPRING SEMESTER</b>	CL LAB CR
# BU 170 Principles of Marketing	3 0 3
# BU 225 Business Law I	3 0 3
# BU xxx Business Elective* *	3-4 0 3-4
EN 125 Communication and the Literature of Science and Technology OR	
EN xxx English Elective	3-4 0 3-4
EO 102 Microeconomics	3 0 3
	15-17
<b>TOTAL CREDITS</b>	<b>65-68</b>

# Indicates major field courses.

\* Any BU, AC, or IS course that is not a required course

\*\* BU 245 or BU 275 or BU 290

*Please refer to pages 9-14 for specific Admission requirements.*

# BUSINESS PROGRAMS

## Management

The Business Administration-Management program is designed to prepare students for the day-to-day challenges in the dynamic field of business. The program offers a broad background for students who seek careers in business. The associate degree curriculum includes courses in accounting, business law, management, word processing and spreadsheets, economics, English, mathematics and applied behavioral sciences.

The degree of Associate of Science with a major in Business Administration with a specialization in Management is awarded upon successful completion of the program. Having studied contemporary management practices, graduates of the program are prepared to enter training positions in supervision, marketing management or office management. Other graduates will transfer to four-year colleges.

NHTI also has transfer agreements with four year institutions including:

- Daniel Webster College
- Franklin Pierce College
- Plymouth State College
- New Hampshire College
- Rivier College

Students have also transferred to:

- Babson College
- Bentley College
- Bryant College

The Department of Business Administration is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

### FIRST YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# A C 101	Accounting I	3	0	3
# BU 101	Introduction to Business	3	0	3
EN 101	English Composition	4	0	4
IS 166	PC Applications	3	0	3
MT 123	Intermediate Algebra	4	0	<u>4</u>
				17

<b>SPRING SEMESTER</b>		CL	LAB	CR
# A C 102	Accounting II	3	0	3
# BU 150	Supervision	3	0	3
# BU 170	Principles of Marketing	3	0	3
IS 265	Spreadsheets OR			
IS 267	Database Management Systems I	2	2	3
MT 125	Finite Mathematics	4	0	<u>4</u>
				16

### SECOND YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# BU 225	Business Law I	3	0	3
# BU 250	Principles of Finance	3	0	3
# BU 270	Principles of Management	4	0	4
# BU xxx	Business Elective*	3-4	0	3-4
EO 101	Macroeconomics	3	0	<u>3</u>
				16-17

<b>SPRING SEMESTER</b>		CL	LAB	CR
# BU xxx	Business Elective**	3-4	0	3-4
# BU xxx	Business Elective**	3-4	0	3-4
BU 242	Business Ethics OR			
PI 242	Contemporary Ethical Issues	3	0	3
EN 125	Communication and the Literature of Science and Technology OR			
EN xxx	English Elective	3-4	0	3-4
EO 102	Microeconomics	3	0	<u>3</u>
				15-18
<b>TOTAL CREDITS</b>				<b>64-68</b>

# Indicates major field courses.  
 \* Any BU, AC, or IS course that is not a required course  
 \*\* BU 220, BU 226, BU 240, BU 245, BU 262, BU 273, BU 275 or BU 290

Please refer to pages 9-14 for specific Admission requirements.

**Marketing**

The Business Administration - Marketing program provides a broad education background for students who seek a career in marketing, advertising, or sales. The program includes courses in accounting, business law, management, marketing and related research skills, word processing and spreadsheets, economics, English and mathematics.

The first year of the program has offerings which are common to the Management degree. The second year allows students to choose their marketing emphasis through a selection of electives such as sales, marketing research, consumer behavior, and advertising.

The degree of Associate of Science with a major in Business Administration with a specialization in Marketing is awarded upon successful completion of the program. Having studied contemporary marketing practices, graduates of the program are prepared to enter training positions in marketing management, customer service or sales. Other graduates will transfer to four-year colleges.

NHTI also has transfer agreements with four year institutions including:

- Daniel Webster College
- Franklin Pierce College
- Plymouth State College
- New Hampshire College
- Rivier College

Students have also transferred to:

- Babson College
- Bryant College
- Bentley College

The Department of Business Administration is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

**FIRST YEAR**

<b>FALL SEMESTER</b>		CL	LAB	CR
# A C 101	Accounting I	3	0	3
# BU 101	Introduction to Business	3	0	3
EN 101	English Composition	4	0	4
IS 166	PC Applications	3	0	3
MT 123	Intermediate Algebra	4	0	4
				17
<b>SPRING SEMESTER</b>				
# A C 102	Accounting II	3	0	3
# BU 150	Supervision	3	0	3
# BU 170	Principles of Marketing	3	0	3
IS 265	Spreadsheets OR			
IS 267	Database Management Systems I	2	2	3
MT 125	Finite Mathematics	4	0	4
				16

**SECOND YEAR**

<b>FALL SEMESTER</b>		CL	LAB	CR
# BU 174	Principles of Sales	3	0	3
# BU 225	Business Law I	3	0	3
# BU xxx	Business Elective*	3	0	3
EN 125	Communication and the Literature of Science and Technology OR			
EN xxx	English Elective	3-4	0	3-4
EO 101	Macroeconomics	3	0	3
				15-16
<b>SPRING SEMESTER</b>				
# BU 265	Marketing Research	4	0	4
# BU xxx	Business Elective*	4	0	4
# BU xxx	Business Elective**	3	0	3
BU 242	Business Ethics OR			
PI 242	Contemporary Ethical Issues	3	0	3
EO 102	Microeconomics	3	0	3
				17
<b>TOTAL CREDITS</b>				<b>65-66</b>

# Indicates major field courses.

\* Any BU, AC, or IS course that is not a required course

\*\* BU 261 or BU 280 or BU 295

**NHTI Alumni Profile**

**Jessica Gardner  
Class of 1997**

**Major:** Business Administration/  
Marketing and Health  
Science

After graduating from NHTI, Jessica opted to continue her education at New Hampshire College to study Marketing. She is now an account manager with The New England Dairy Promotion Board in Worcester, MA.

*"Going to NHTI provided me with confidence and direction while making me excited about my future. I now recognize opportunities that I didn't realize existed before."*

# BUSINESS PROGRAMS

## Real Estate

The Real Estate program will prepare students for a career in Real Estate, either as an associate working under the supervision of a broker (and then if he/she chooses, as the owner of a real estate business) or in one of the many other careers in the field of Real Estate. It will provide the student with a very practical business education, and an excellent grounding in general business practices which may be applied not only in real estate, but in any business career. This program facilitates understanding of a wide spectrum of real estate knowledge, from basic licensing laws, through sophisticated investment strategies. The primary objective of the Real Estate Program is to provide its graduates with an optimum chance to succeed from the very beginning of their career in real estate.

Please note that major field courses are available evening only. Students are **not** required to complete all coursework within two years.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
A C 101	Accounting I	3	0	3
EN 101	English Composition	4	0	4
IS 166	PC Applications	3	0	3
# RE 101	Fundamentals of Real Estate	3	0	3
XX xxx	Math or Science Elective	4	0	<u>4</u>
				17

### SPRING SEMESTER

A C 102	Accounting II	3	0	3
EN xxx	English Elective	3	0	3
# IS 162	Real Estate Computer Applications	2	2	4
# RE 102	Real Estate Marketing and Advertising	3	0	3
# RE 201	Real Estate Internship I*	1	10	<u>4</u>
				16

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
# RE 220	Real Estate Finance	3	0	3
# RE 202	Real Estate Internship II*	1	10	4
XX xxx	General Education Elective	3-4		3-4
PI 242	Contemporary Ethical Issues	3	0	3
XX xxx	Social Science Elective**	3	0	<u>3</u>
				16-17

### SPRING SEMESTER

EO 100	Economics	4	0	4
# RE 221	Real Estate Brokerage Management	3	0	3
# RE 222	Real Estate Investment and Taxation	3	0	3
# RE 203	Real Estate Internship III*	1	12	<u>5</u>
				15

**TOTAL CREDITS 64-65**

# Indicates major field courses.

\* Real Estate Internship requires 2.0 GPA to enroll

## NHTI Faculty Profile

**Thomas Neal**

**Real Estate**

**Men's Baseball Coach**

B.S., St. John's University

J.D., St. John's University

Professor Neal came to NHTI in 1996 and has played a key role in establishing the Institute's degree program in Real Estate. He also is Department Head for the Paralegal Program.

*"I love working at NHTI. The students are great here. So is the faculty, staff and administration. I look forward to coming to work here each day!"*

Please refer to pages 9-14 for specific Admission requirements.

## Sports Management

The Business Administration - Sports Management program is designed for individuals with interests in careers that combine management skills and knowledge of the sports industry. The goal of the program is to develop well-trained business professionals who will enter positions in the administration or management of sports businesses or sports organizations.

The degree of Associate of Science in Business Administration with a specialization in Sports Management is awarded upon successful completion of the program.

### FIRST YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# AC 101	Accounting I	3	0	3
EN 101	English Composition	4	0	4
IS 166	PC Applications	3	0	3
MT 123	Intermediate Algebra	4	0	4
# SM 101	Introduction to Sports Management	3	0	<u>3</u>
				17

<b>SPRING SEMESTER</b>		CL	LAB	CR
# AC 102	Accounting II	3	0	3
# BU 150	Supervision	3	0	3
# BU 170	Principles of Marketing	3	0	3
IS 265	Spreadsheets	2	2	3
# SM 230	Public Relations and Advertising for the Sports Industry	3	0	<u>3</u>
				15

### SECOND YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# BU xxx	Business Elective+	3-4	0	3-4
# BU 270	Principles of Management	4	0	4
# BU 225	Business Law I OR			
# SM 225	Sports Law	3	0	<u>3</u>
EO 100	Economics OR			
EO 101	Macroeconomics OR			
EO 102	Microeconomics	3-4	0	3-4
# SM 210	Sports and Fitness Facilities Management	3	0	<u>3</u>
				16-18

<b>SPRING SEMESTER</b>		CL	LAB	CR
# BU xxx	Business Elective OR	3	0	3
SM 290	Sports Management Internship	0	9	3
# EN 120	Communications	3	0	3
# SM 250	Sports and Society	4	0	4
SO xxx	Social Science Elective++	3	0	3
XX xxx	General Education Elective+++	3-4	0	<u>3-4</u>
				16-17
<b>TOTAL CREDITS</b>				<b>64-67</b>

- # Indicates major field courses.
- + BUxxx Business Elective is any BU, AC, SM, or IS course offering that is not a required course.
- + + Any course with a prefix of AN, EO, HI, PS, PY, or SO
- + + + See page 18 regarding General Education requirements.

## NHTI Faculty Profile

**Paul Hogan**  
**Department Head,**  
**Sports Management**  
**Men's Basketball Coach**

B.S., Plymouth State College  
 M.E.d., Plymouth State College

Professor Hogan joined the faculty of NHTI in the fall of 1999. Prior to coming to NHTI, he worked as the Athletic Director and Chair of the Physical Education Department for Spaulding High School in Rochester, NH. Hogan has over 20 years of coaching experience on the high school and college levels, including eight very successful seasons with the Plymouth State College men's basketball team. His Shooter's Gold and the Specialty Basketball Camp have gained statewide recognition for the outstanding organization and camp programs for students in grades 2-11. Hogan also serves as the Chair for the Alhambra Basketball Classic played between Vermont and New Hampshire high school All-Stars each summer.

*"Sports is a multi-faceted and multi-billion dollar industry in the United States. We are fortunate to have a terrific situation here at NHTI to prepare our students for careers in an exciting and challenging industry. Our program is very exciting and continues to attract more and more students."*

# BUSINESS PROGRAMS

## Travel and Tourism

The Travel and Tourism program prepares students for entry-level positions in the tourism industry. Having an understanding of how the travel industry is interrelated to businesses within a community is the first step. Emphasis is placed on destination geography and domestic and international travel procedures. The curriculum stresses business management, sales, customer service, and communication techniques through lecture, discussion and role-playing.

NHTI is the New England Training Center for WORLDSPAN Airline Reservation System for TWA, Northwest and Delta. Students will have the same access as travel agents to this reservation system.

Students will participate in a travel experience at an additional cost of approximately \$800.00.\* Students may also be selected to participate in an internship at a location such as Walt Disney World. Participation in the Walt Disney internship or other internships may affect course sequence.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
EN 101	English Composition	4	0	4
# GY 135	Destination Travel Geography I	3	0	3
IS 166	PC Applications	3	0	3
# TR 101	The Tourism System	3	0	3
# TR 110	Domestic Travel Procedures	3	0	3
				16
SPRING SEMESTER		CL	LAB	CR
BU 170	Principles of Marketing	3	0	3
EN 120	Communications	3	0	3
# GY 137	Destination Travel Geography II	3	0	3
# HR 227	Legal Issues for the Hospitality Industry OR			
BU 225	Business Law I	3	0	3
# TR 115	International Travel Procedures	3	0	3
# TR 225	Airline Reservation	2	2	3
				18

\* Students enrolled full-time in the Travel and Tourism degree program will be assessed a Travel Experience fee of \$200 per semester for a maximum of \$800. An account will be set up through the Student Travel Society. Students will be able to obtain a refund of those monies up until the first meeting in the second week of class on the semester prior to the Travel Experience course. Once a student enters his/her senior year, monies are no longer refundable. Since reservations and deposits need to be completed by the end of September, if a student changes majors, withdraws or becomes academically ineligible during the third semester, problems arise with cancellation fees. Charges and refunds for part-time and transfer students will be handled on an individual basis.

## NHTI Alumni Profile

### Jenny A. Giroud

**Major:** Travel and Tourism  
Hotel Administration

After graduating from NHTI, Jenny accepted a position as a Customer Service Agent with Northwest Airlines at the Manchester Airport.

*"The Hospitality field is one of the fastest growing industries in the nation and I knew I wanted to be part of it. Attending NHTI gave me the opportunity to learn first hand what this exciting and fast-paced industry is all about. The program is designed to give students an in-depth overview of the hospitality industry with a twist of business management. With the knowledge that NHTI has helped me achieve, I have been able to get on track to a successful career in the travel and tourism field."*

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
AC 101	Accounting I	3	0	3
PY 105	Introduction to Psychology OR			
XX xxx	Social Science Elective+	3-4	0	3-4
EO 101	Macroeconomics OR			
EO 102	Microeconomics	3	0	3
FL xxx	Foreign Language	3	1	3
# HR 245	Meeting and Convention Planning OR			
# TR xxx	Travel Elective	3	0	3
				15-16
SPRING SEMESTER		CL	LAB	CR
BU 150	Supervision	3	0	3
FL xxx	Foreign Language	3	0-2	3-4
# HR 260	Hospitality Sales/Marketing	3	0	3
# TR 226	Advanced Airline Reservation (optional)	2	0	2
# TR 275	Travel Experience*	1	2	2
# TR 280	Senior Travel Seminar	1	0	1
# TR 290	Travel Internship OR	0	9	3
XX xxx	General Elective** (recommend FL xxx)	3	1	3
				15-18
<b>TOTAL CREDITS</b>				<b>64-68</b>

\*\* Students entering the Travel and Tourism program who have not completed high school Algebra I with a "C" or better are required to take Mathematics 100 or another mathematics course to meet graduation requirements.

+ Any course with a prefix of AN, EO, HI, PS, PY or SO

# Indicates major field courses.

Please refer to pages 9-14 for specific Admission requirements.

# Computers and Engineering Technology

## Architectural Engineering Technology

The Architectural Engineering Technology program combines engineering theory and graphic art with a solid foundation in mathematics and science. Students in the program learn structural and environmental systems theory, statics and strength of building materials, general engineering theories and practices, and the skills and techniques of architectural design, drafting and surveying.

The degree of Associate in Engineering Technology with a major in Architectural Engineering Technology is awarded upon successful completion of the program. Graduates of the program are employed with architectural and engineering firms, contractors, surveyors, and in various governmental agencies. This program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET).

### FIRST YEAR

FALL SEMESTER			CL	LAB	CR
# AR 103	Architectural Drafting and Sketching	2	2	3	
# AR 120	Materials and Methods of Construction	4	0	4	
MT 133	Elementary Functions	5	0	5	
PH 133	Physics I	3	2	<u>4</u>	16

### SPRING SEMESTER

# AR 104	Design Drafting I	2	2	3	
# AR 150	Statics and Strength of Materials	3	2	4	
EN 101	English Composition	4	0	4	
MT 134	Pre-Calculus	4	0	4	
IS 166	PC Applications	3	0	<u>3</u>	18

### SECOND YEAR

#### FALL SEMESTER

# AR 202	Design Drafting II	2	2	3	
# AR 220	Surveying	2	3	3	
# AR 240	Timber and Steel Design	3	2	4	
EN 125	Communication and the Literature of Science and Technology	3	0	3	
PH 135	Physics II	2	2	3	
XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>	19-20

#### SPRING SEMESTER

# AR 235	Reinforced Concrete Design	2	3	3	
# AR 250	Environmental Systems	2	2	3	
# AR 270	Construction Management	2	2	3	
# AR 297	Architectural Design Project	1	3	3	
XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>	15-16
<b>TOTAL CREDITS</b>					<b>68-70</b>

# Indicates major field courses.

## NHTI Alumni Profile

**Michelle Juliano**  
Class of 1986

**Major:** Architectural Engineering  
Technology

**Currently:** Professional Engineer with NH Department of Transportation

After graduating from NHTI, Michelle went on to the University of New Hampshire, where she earned a bachelor's degree in civil engineering. In 1988 she accepted a position with the NH Department of Transportation, where she designed bridges for eight years in the Bureau of Bridge Design. She moved to the Bureau of Public Works in 1997 where she currently heads the civil engineering department while also serving as a project manager. Michelle has remained active in NHTI's Engineered for Women program.

*"As a structural engineer I've found that my architectural engineering technology background from NHTI has really complemented my subsequent educational and professional experiences. NHTI pointed me in the right direction!"*

Please refer to pages 9-14 for specific Admission requirements.

# COMPUTERS AND ENGINEERING TECHNOLOGY

## Architectural Engineering Technology Three Year Option

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
# AR 103	Architectural Drafting and Sketching	2	2	3
# AR 120	Materials and Methods of Construction	4	0	4
EN 101	English Composition	4	0	4
MT 133	Elementary Function	5	0	<u>5</u>
				16

### SPRING SEMESTER

# AR 104	Design Drafting I	2	2	3
MT 134	Pre-Calculus	4	0	4
IS 166	PC Applications	3	0	3
PH 133	Physics I	3	2	<u>4</u>
				14

### SECOND YEAR

#### FALL SEMESTER

# AR 220	Surveying	2	3	3
PH 135	Physics II	2	2	3
XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
				9-10

#### SPRING SEMESTER

# AR 150	Statics and Strength of Materials	3	2	4
# AR 250	Environmental Systems	2	2	3
EN 125	Communication and the Literature of Science and Technology	3	0	<u>3</u>
				10

### THIRD YEAR

#### FALL SEMESTER

#AR 202	Design Drafting II	2	2	3
#AR 240	Timber and Steel Design	3	2	4
XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
				10-11

#### SPRING SEMESTER

#AR 235	Reinforced Concrete Design	2	3	3
#AR 270	Construction Management	2	2	3
#AR 297	Architectural Design Project	1	3	<u>3</u>
				9
<b>TOTAL</b>				<b>68-70</b>

# Indicates major field courses.

\* Any course with a prefix of AN, EO HI, PS, PY or SO.

## NHTI Alumni Profile

**Eric Hastings, Randy Remick, and Keith McBey**

**Major:** Architectural Engineering Technology

**Currently:** Contracting Project Managers, Bonnette, Page, and Stone Corp. of Laconia.

Eric, Randy, and Keith are pictured to the left of Steven Page, the President of Bonnette, Page, and Stone. They graduated from NHTI with Architectural Engineering Technology Degrees in 1978, 1981, and 1994 respectively.

*"When we need a new estimator or project manager, we just go right to New Hampshire Technical Institute in Concord. We haven't gone wrong yet. The Tech is a great resource for companies like mine."*  
~Stephen Page



## Computer Engineering Technology

The Computer Engineering Technology program provides degree candidates with both academic and technical learning experience relevant to the hardware and software systems currently used in industry. Computer engineering technologists work with professional engineers, scientists, medical doctors, business professionals, and manufacturing managers in setting up various computer platforms, installing software packages, and programming, troubleshooting and/or interfacing computers with various types of equipment. The curriculum also includes microprocessor technology, fundamentals of electronics, personal computer architecture, windows applications programming and a computer project.

Graduates secure positions as computer programmers in C++, Object Oriented Programming, Java, Visual C++, Visual Basic, assembly language and real-time Relay Ladder Logic. Other positions that graduates have attained are network or systems administrators, web site developers, and hardware and software troubleshooters. This program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET) and upon graduation, some may choose to further their education in the fields of Computer Engineering Technology, or Computer Science with high degrees of transferability to major colleges and universities throughout the country.

### FIRST YEAR

<b>FALL SEMESTER</b>			CL	LAB	CR
# IS	101	Computer Information Systems	2	2	3
# CP	107	Introduction to Programming with C++	2	3	3
# EL	101	Electric Circuits	3	3	4
	EN 101	English Composition	4	0	4
	MT 133	Elementary Functions	5	0	<u>5</u>
			19		
<b>SPRING SEMESTER</b>					
# CP	108	Digital Devices and Interfacing	3	3	4
# CP	112	Machine and Assembly Language	3	3	4
	EN 125	Communication and the Literature of Science and Technology	3	0	3
	MT 134	Pre-Calculus	4	0	4
	PH 133	Physics I	3	2	<u>4</u>
			19		

Check out our student maintained link from [www.nhti.net](http://www.nhti.net) to our department's homepage for additional information and contacts.

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO.

**Please Note:** EL 244 Embedded Microcomputers may be substituted for CP 112. EL 226 Digital Electronics may be substituted for CP 108.

MT 206 is an additional course recommended for those students planning to further their education.

### SECOND YEAR

<b>FALL SEMESTER</b>			CL	LAB	CR
# CP	235	Algorithms with Object Oriented Programming	3	3	4
# CP	260	Computer Real Time Interfacing	3	3	4
# CP	301	Computer Project Definition	1	0	1
	MT 205	Calculus I	4	0	4
	PH 202	Physics IIa (1st 7.5 weeks)	3	2	2
	XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
			18-19		
<b>SPRING SEMESTER</b>					
# CP	222	Data Communications	3	3	4
# CP	240	Programming for Windows Operating Systems	3	3	4
# CP	252	Networking and Internet Technologies	3	3	4
# CP	303	Computer Project	1	4	3
	XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
			18-19		
<b>TOTAL CREDITS</b>			<b>74-76</b>		

## NHTI Faculty Profile

### George Flantinis

*Professor of Electronic and Computer Engineering Technology*

B.Sc., Royal Hellenic Naval Academy;  
M.Sc., Royal Hellenic Naval Academy;  
B.S.E.E., U.S. Naval Postgraduate School;  
M.S.E.E., U.S. Naval Postgraduate School;  
E.E., U.S. Naval Postgraduate School

Before joining the NHTI faculty in 1998, Professor Flantinis taught at the Polytechnic University of Athens in Greece and he also worked in one of the biggest computer integration companies in Greece.

*" When I came to NHTI I was impressed by the connection that exists between students and faculty. I enjoy working with our students as they develop both personally and professionally during the time they spend in our programs of study."*

*Please refer to pages 9-14 for specific Admission requirements.*

# COMPUTERS AND ENGINEERING TECHNOLOGY

## Three Year Option

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
# CP 107	Introduction to Programming with C++	2	3	3
EN 101	English Composition	4	0	4
# IS 101	Computer Information Systems	2	2	3
MT 133	Elementary Functions	5	0	<u>5</u>
				15

### SPRING SEMESTER

EN 125	Communication and the Literature of Science and Technology	3	0	3
MT 134	Pre-Calculus	4	0	4
PH 133	Physics I	3	2	<u>4</u>
				11

### SECOND YEAR

#### FALL SEMESTER

# CP 235	Algorithms with Object Oriented Programming	3	3	4
# EL 101	Electric Circuits	3	3	4
MT 205	Calculus I	4	0	4
XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
				15-16

#### SPRING SEMESTER

# CP 108	Digital Devices and Interfaces	3	3	4
# CP 112	Machine and Assembly Language	3	3	4
# CP 252	Networking and Internet Technologies	3	3	4
PH 202	Physics IIa (1st 7.5 weeks)	3	2	<u>2</u>
				14

### THIRD YEAR

#### FALL SEMESTER

# CP 260	Computer Real Time Interfacing	3	3	4
# CP 301	Computer Project Definition	1	0	1
XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
				8-9

#### SPRING SEMESTER

# CP 222	Data Communications	3	3	4
# CP 240	Programming for Windows Operating Systems	3	2	4
# CP 303	Computer Project	1	4	<u>3</u>
				11
<b>TOTAL CREDITS</b>				<b>74-76</b>

## NHTI Alumni Profile

### Leon Kenison Class of 1998

**Major:** Computer Engineering Technology

Leon started as a part-time evening student at NHTI in the fall of 1993. He later became a full-time student, graduating in 1998. His senior computer project won rave reviews from Dumont Associates. Leon has several career opportunities to consider after graduation, but opted to seek a bachelor's degree in Computer Science at UMass-Lowell, where he is presently enrolled.

*"The NHTI professors inspired me to achieve my goals and more. Their expertise, professional passion, and personal involvement helped launch me toward a rewarding career in a field I'm very excited about."*

# COMPUTERS AND ENGINEERING TECHNOLOGY

## Computer Information Systems

The Computer Information Systems (CIS) Associate Degree provides extensive background for careers in the information technology field. Degree candidates begin with a common first year foundation, which includes course work in Windows, Office, DOS, Internet, Database, Programming, Unix/Linux and Networking fundamentals. In their second year all candidates take Network Operating Systems, Senior Project and request to concentrate in one of the following three areas:

**Programming/Database** - Students selecting this concentration take Advanced Database, Visual Basic and Advanced Visual Basic.

**Networking** - Students selecting this concentration take the advanced CISCO courses Net Theory II, III and Networking Seminar

**Internet Technologies** - Students selecting this concentration take Web Development, Advanced Web Design and E-Commerce.

Graduates secure positions such as computer programmers, network operators, LAN administrators, information specialists, database specialists, technical specialists, network technicians, and web site developers in an ever growing field. Graduates may also opt to continue their education in a Bachelor's Degree program elsewhere.

- The department maintains Cisco Local Network Academy status and offers all students a certified basic Cisco Networking Theory course. Students in the Cisco option, Networking, continue this training in their second year. This track provides 3 more Cisco courses leading to an opportunity to sit for CCNA, Cisco Certified Network Associate, exam after the first two courses. Following the second two courses, students may take the exam for CCNP, Cisco Certified Network Professional.

### FIRST YEAR

<b>FALL SEMESTER</b>	CL	LAB	CR
EN101 English Composition	4	0	4
# IS 101 Computer Information Systems	2	2	3
IS 121 Programming Fundamentals	3	2	4
MT123 Intermediate Algebra	3-4	0	3-4
SOxxx Social Science Elective*	3	0	3
			17-18

<b>SPRING SEMESTER</b>	CL	LAB	CR
EN125 Communications	3	0	3
# IS 230 Networking Theory I	2	2	3
# IS 267 Database Management Systems I	2	2	3
# IS 291 Operating Systems	2	2	3
MT125 Finite Mathematics	4	0	4
			16

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO

\*\* IS or CP course requiring the approval of the CIS department head.

## SECOND YEAR

### PROGRAMMING/DATABASE OPTION

<b>FALL SEMESTER</b>	CL	LAB	CR
AC 101 Accounting OR			
MT 251 Statistics	3-4	0	3-4
IS 200 Managing Information Systems	2	2	3
# IS 240 Visual Basic	2	2	3
# IS 247 Senior Project Preparation	1	0	1
# IS 268 Database Management Systems II	2	2	3
XXxxx General Elective			3-4
			15-18

<b>SPRING SEMESTER</b>	CL	LAB	CR
IS 241 Advanced Visual Basic	2	2	3
# IS 298 Senior Project	1	4	3
# IS xxx Technical Elective**	2	2	3
SOxxx Social Science Elective*	3	0	3
XXxxx General Elective	3-4	0	3-4
			15-16

**TOTAL CREDITS 67-68**

### NETWORKING OPTION

<b>FALL SEMESTER</b>	CL	LAB	CR
IS 200 Managing Information Systems	2	2	3
# IS 231 Networking Theory II	2	2	3
# IS 247 Senior Project Preparation	1	0	1
IS 248 Network Operating Systems	2	2	3
IS xxx Information Systems Elective	2	2	3
XXxxx General Elective	3-4	0	3-4
			15-18

<b>SPRING SEMESTER</b>	CL	LAB	CR
# IS 232 Networking Theory III	2	2	3
IS 280 Networking Applications	2	2	3
# IS 298 Data System Design Project	1	4	3
SOxxx Social Science Elective*	3	0	3
XXxxx General Elective	3-4	0	3-4
			15-16

**TOTAL CREDITS 67-68**

### INTERNET TECHNOLOGIES OPTION

<b>FALL SEMESTER</b>	CL	LAB	CR
AC 101 Accounting	3	0	3
IS 200 Managing Information Systems	2	2	3
# IS 247 Senior Project Preparation	1	0	1
IS 248 Network Operating Systems	2	2	3
IS 286 Web Design and Development	2	2	3
XXxxx General Elective	3-4	0	3-4
			16-18

<b>SPRING SEMESTER</b>	CL	LAB	CR
IS 287 Web Design and Development II	2	2	3
# IS 298 Data Systems Design Project	1	4	3
# IS xxx Technical Elective**	2	2	3
SOxxx Social Science Elective*	3	0	3
XXxxx General Elective	3-4	0	3-4
			15-16

**TOTAL CREDITS 67-68**

*Please refer to pages 9-14 for specific Admission requirements.*

# COMPUTERS AND ENGINEERING TECHNOLOGY

## Electronic Engineering Technology

The Electronic Engineering Technology program provides a balance of theory and practical applications to prepare degree candidates to enter the various areas of the electronics field or continue their studies toward advanced degrees. The program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET).

The curriculum includes fundamental courses in circuit analysis, linear and digital electronics and programming in the C++ language. Advanced courses incorporate fundamental concepts in practical applications with emphasis on systems analysis, design and implementation. Advanced areas of study include machine and assembly language programming applications with embedded microsystems, communications and electronic fabrication utilizing computer aided design (CAD) and engineering design automations (EDA) tools. Students complete the program by applying their technical knowledge in a design project course.

Graduates secure positions in technical fields such as manufacturing, microelectronics, automation and telecommunications. The program also provides the first two years of study towards a Bachelor of Science in Engineering Technology at TAC/ABET accredited colleges and universities or students may continue in other degree programs at other colleges and universities.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
# CP 107	Introduction to Programming with C++	2	3	3
# EL 101	Electric Circuits	3	3	4
EN 101	English Composition	4	0	4
# IS 101	Computer Information Systems	2	2	3
MT 133	Elementary Functions	5	0	5
		19		

### SPRING SEMESTER

# EL 102	Circuit Analysis	3	3	4
# EL 110	Electronics I	3	3	4
EN 125	Communication and the Literature of Science and Technology	3	0	3
MT 134	Pre-Calculus	4	0	4
PH 133	Physics I	3	2	4
		19		

Check out our student maintained link from [www.nhti.net](http://www.nhti.net) to our department's homepage for additional information and contacts.

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY, or SO.

**Please Note:** MT 206 is an additional course recommended for those students planning to further their education.

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
# EL 210	Electronics II	3	3	4
# EL 226	Digital Electronics	3	3	4
# EL 305	Design Project Preparation	1	5	3
MT 205	Calculus I	4	0	4
XX xxx	Social Science Elective*	3-4	0	3-4
		18-19		

### SPRING SEMESTER

# EL 244	Embedded Microcomputers	3	3	4
# EL 251	Advanced Topics in Electronics	3	3	4
# EL 306	Senior Design Project	2	5	4
PH 202	Physics IIa (1st 7.5 weeks)	3	2	2
XX xxx	Social Science Elective*	3-4	0	3-4
		17-18		
<b>TOTAL CREDITS</b>		<b>73-75</b>		

## NHTI Alumni Profile

**Joel Wright**  
**Class of 1990**

**Major:** Electronic Engineering  
Technology

**Currently:** InfoServe Corporation

Joel graduated from the NHTI electronic engineering technology program and continued his engineering technology education at the University of NH. Before joining InfoServe in 1994, Joel worked at Cabletron and at the Mt. Washington Observatory. He is responsible for the operation of a growing company that supplies high-end, purpose-built computer systems and field service, consulting, and training for those systems to northern NE business and industry.

*"The background I gained at NHTI was a tremendous boost to my career. I especially benefitted from the early exposure to hands-on work in the electronics labs."*

Please refer to pages 9-14 for specific Admission requirements.

## Three Year Option

### FIRST YEAR

<b>FALL SEMESTER</b>			CL	LAB	CR
# IS 101	Computer Information Systems		2	2	3
# EL 101	Electric Circuits		3	3	4
EN 101	English Composition**		4	0	4
MT 133	Elementary Functions		5	0	<u>5</u>
					16

### **SPRING SEMESTER**

# EL 110	Electronics I		3	3	4
MT 134	Pre-Calculus		4	0	4
PH 133	Physics I		3	2	<u>4</u>
					12

### SECOND YEAR

### **FALL SEMESTER**

# CP 107	Introduction to Programming with C++		2	3	3
# EL 226	Digital Electronics		3	3	4
MT 205	Calculus I		4	0	<u>4</u>
					11

### **SPRING SEMESTER**

# EL 102	Circuit Analysis		3	3	4
# EL 244	Embedded Microcomputers		3	3	4
EN 125	Communication and the Literature of Science and Technology		3	0	3
PH 202	Physics IIa (1st 7.5 weeks)		3	2	<u>2</u>
					13

### THIRD YEAR

### **FALL SEMESTER**

# EL 210	Electronics II		3	3	4
# EL 305	Design Project Preparation		1	5	3
XX xxx	Social Science Elective		3-4	0	<u>3-4</u>
					10-11

### **SPRING SEMESTER**

# EL 251	Advanced Topics in Electronics		3	3	4
# EL 306	Senior Design Project		2	5	4
XX xxx	Social Science Elective*		3-4	0	<u>3-4</u>
					11-12
<b>TOTAL CREDITS</b>					<b>73-75</b>

\*\*EN 101 could be taken in Fall Semester of Second Year (3 yr. option)

# COMPUTERS AND ENGINEERING TECHNOLOGY

## Manufacturing Engineering Technology

The Manufacturing Engineering Technology program is designed to educate technicians in the manufacturing field. The program emphasizes mathematics and science courses to give students the knowledge to cope with changing technology. Course work incorporates the theory and practice of manufacturing from planning and layout through the operation and control phases. Extensive computer applications are part of the program including computer-aided drafting and a computer-integrated manufacturing facility with two industrial robots. English and social sciences are taught as part of the program to broaden the student's perspective and improve communication skills.

The degree of Associate in Engineering Technology with a major in Manufacturing Engineering Technology is awarded upon successful completion of the program. Graduates are employed in positions such as production planners, management assistants, material planners, and manufacturing engineering technicians.

Those graduates who have maintained the appropriate GPA are eligible for entrance into the third year of study toward a Bachelor of Science in Engineering Technology degree at the University of New Hampshire, and at other colleges and universities. This program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET).

## NHTI Faculty Profile

**Meurig T. Davies**  
**Manufacturing Engineering**  
**Technology**

B.S. University of Wales, Cardiff  
 M.S. University of Birmingham

Before joining the NHTI faculty in 1988, Professor Davies spent 25 years in industry and was a vice-president and general manager for one of the world's largest shipbuilding companies. He's also worked for Rolls Royce, Boeing Aircraft, Ford and General Motors.

*"When I arrived here I was immediately impressed with the Institute's Computer Integrated Manufacturing Laboratory, the equal of which can be found at very few universities. But I was even more impressed by the wonderful rapport which exists between students and faculty here."*

### FIRST YEAR

FALL SEMESTER			CL	LAB	CR
EN 101	English Composition		4	0	4
# M C 101	Design Graphics I		1	3	2
# MF 111	Manufacturing and Materials Processing		3	2	4
MT 133	Elementary Functions		5	0	5
PH 133	Physics I		3	2	<u>4</u>
					19

### SPRING SEMESTER

EN 125	Communication and the Literature of Science and Technology		3	0	3
IS 166	PC Applications		3	0	3
# M C 102	Design Graphics II		1	3	2
# M C 150	Statics and Strength of Materials		3	2	4
MT 134	Pre-Calculus		4	0	4
PH 133	Physics II		2	2	<u>3</u>
					19

### SECOND YEAR

#### FALL SEMESTER

C H 105	Chemistry		3	2	4
# MF 202	Measurement and Control		3	2	4
# MF 220	Manufacturing Processes and Machine Tools		3	3	4
MT 205	Calculus I		4	0	4
XX xxx	Social Science Elective*		3-4	0	<u>3-4</u>
					19-20

#### SPRING SEMESTER

# MF 241	Computer Integrated Manufacturing (CIM)		3	3	4
# MF 230	Production Systems		3	2	4
# MF 250	Statistical Process Control		2	2	3
XX xxx	Social Science Elective*		3-4	0	3-4
XX xxx	Elective**		1-3	0-3	<u>1-4</u>
					15-19

#### TOTAL CREDITS

**72-77**

#### SUGGESTED ELECTIVES:

		CL	LAB	CR
MC 205	Material Science	3	2	4
MT 206	Calculus II	4	0	4

# Indicates major field courses.

\* Any course with a prefix of AN, EO HI, PS, PY or SO.

\*\* Subject to the approval of the Department Head

Please refer to pages 9-14 for specific Admission requirements.

## Manufacturing Engineering Technology

### Three Year Option

#### FIRST YEAR

FALL SEMESTER	CL	LAB	CR
EN 101 English Composition	4	0	4
# MF 111 Manufacturing and Materials Processing	3	2	4
MT 133 Elementary Functions	5	0	<u>5</u>
			13

#### SPRING SEMESTER

EN 125 Communication and the Literature of Science and Technology	3	0	3
IS 166 PC Applications	3	0	3
MT 134 Pre-Calculus	4	0	4
XX xxx Social Science Elective*	3-4	0	<u>3-4</u>
			13-14

#### SECOND YEAR

#### FALL SEMESTER

# M C 101 Design Graphics I	1	3	2
MT 205 Calculus I	4	0	4
PH 133 Physics I	3	2	4
XX xxx Social Science Elective*	3-4	0	<u>3-4</u>
			13-14

#### SPRING SEMESTER

# M C 102 Design Graphics II	1	3	2
# M C 150 Statics and Strength of Materials	3	2	4
# MF 250 Statistical Process Control	2	2	3
PH 135 Physics II	2	2	<u>3</u>
			12

#### THIRD YEAR

#### FALL SEMESTER

CH 105 Chemistry	3	2	4
# MF 202 Measurement and Control	3	2	4
# MF 220 Manufacturing Processes and Machine Tools	3	3	<u>4</u>
			12

#### SPRING SEMESTER

# MF 230 Production Systems	3	2	4
# MF 241 Computer Integrated Manufacturing (CIM)	3	3	4
XX xxx Elective**	1-3	0-3	<u>1-4</u>
			9-12

**TOTAL CREDITS**

**72-77**

#### SUGGESTED ELECTIVES:

	CL	LAB	CR
MC 205 Material Science	3	2	4
MT 206 Calculus II	4	0	4

# Indicates major field courses.

\* Any course with a prefix of AN, EO HI, PS, PY or SO.

\*\*Subject to the approval of the Department Head

### NHTI Alumni Profile

#### **Beth Pennock** Class of 1997

Major: Manufacturing Engineering  
Technology

Although Beth already had a baccalaureate degree, she returned to NHTI to realize her dream of studying engineering technology.

*"I'd always been interested in engineering, but I didn't receive much encouragement to pursue a degree in that field. I ended up getting a bachelor's degree in business management at a large university in Boston. When I decided I wanted to return to school to study engineering technology, the people at NHTI were great. There were plenty of lab opportunities and the professors provided plenty of individual attention, helping us to relate theory to practice. The Institute has a great learning environment!"*

*Please refer to pages 9-14 for specific Admission requirements.*

# COMPUTERS AND ENGINEERING TECHNOLOGY

## Mechanical Engineering Technology

The Mechanical Engineering Technology program is designed to educate technicians in the mechanical engineering field. The program includes courses in the areas of design, manufacturing and controls. Mathematics and physical sciences are emphasized to give students the basic knowledge to cope with changing technology. Course work incorporates theory and practice along with extensive computer application in drafting and design. English and social science courses are taught as part of the program to broaden and improve communication skills.

The degree of Associate in Engineering Technology with a major in Mechanical Engineering Technology is awarded upon successful completion of the program. Graduates are employed in positions such as assistant engineer, machine designer, engineering sales representative, engineering laboratory technician, technical supervisor and CAD operator.

Those graduates who have maintained the appropriate GPA are eligible for entrance into the third year of study toward a Bachelor of Science in Engineering Technology degree at the University of New Hampshire, and other colleges and universities. This program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET).

### FIRST YEAR

#### FALL SEMESTER

			CL	LAB	CR
EN	101	English Composition	4	0	4
# M C	101	Design Graphics I	1	3	2
# M F	111	Manufacturing and Materials Processing	3	2	4
MT	133	Elementary Functions	5	0	5
PH	133	Physics I	3	2	<u>4</u>
					19

#### SPRING SEMESTER

EN	125	Communication and the Literature of Science and Technology	3	0	3
IS	166	PC Applications	3	0	3
# M C	102	Design Graphics II	1	3	2
# M C	150	Statics and Strength of Materials	3	2	4
MT	134	Pre-Calculus	4	0	4
PH	135	Physics II	2	2	<u>3</u>
					19

### SECOND YEAR

#### FALL SEMESTER

			CL	LAB	CR
C H	105	Chemistry	3	2	4
# M C	250	Dynamics and Mechanical Design I	3	2	4
# M F	202	Measurement and Control	3	2	4
MT	205	Calculus I	4	0	4
XX	xxx	Social Science Elective*	3-4	0	<u>3-4</u>
					19-20

#### SPRING SEMESTER

# M C	205	Material Science	3	2	4
# M C	226	Thermodynamics and Heat Transfer	3	0	3
# M C	260	Mechanical Design II	3	2	4
XX	xxx	Social Science Elective*	3-4	0	3-4
XX	xxx	Elective**	1-3	0-3	<u>1-4</u>
					15-19
<b>TOTAL CREDITS</b>					<b>72-77</b>

#### SUGGESTED ELECTIVES:

			CL	LAB	CR
M C	103	Design Graphics III	1	3	2
M C	282	Senior Project	2	2	3
MT	206	Calculus II	4	0	4

# Indicates major field courses.

\* Any course with a prefix of AN, EO HI, PS, PY or SO.

\*\*Subject to the approval of the Department Head



## Mechanical Engineering Technology Three Year Option

### FIRST YEAR

FALL SEMESTER	CL	LAB	CR
EN 101 English Composition	4	0	4
# MF 111 Manufacturing and Materials Processing	3	2	4
MT 133 Elementary Functions	5	0	<u>5</u>
			13

### SPRING SEMESTER

EN 125 Communication and the Literature of Science and Technology	3	0	3
MT 134 Pre-Calculus	4	0	4
IS 166 PC Applications	3	0	3
XX xxx Social Science Elective*	3-4	0	<u>3-4</u>
			13-14

### SECOND YEAR

#### FALL SEMESTER

# M C 101 Design Graphics I	1	3	2
MT 205 Calculus I	4	0	4
PH 133 Physics I	3	2	4
XX xxx Social Science Elective*	3-4	0	<u>3-4</u>
			13-14

#### SPRING SEMESTER

# M C 102 Design Graphics II	1	3	2
# M C 150 Statics and Strength of Materials	3	2	4
# M C 226 Thermodynamics and Heat Transfer	3	0	3
PH 135 Physics II	2	2	<u>3</u>
			12

### THIRD YEAR

#### FALL SEMESTER

CH 105 Chemistry	3	2	4
# MF 202 Measurement and Control	3	2	4
# M C 250 Dynamics and Mechanical Design I	3	2	<u>4</u>
			12

#### SPRING SEMESTER

# M C 205 Material Science	3	2	4
# M C 260 Mechanical Design II	3	2	4
XX xxx Elective**	1-3	0-3	<u>1-4</u>
			9-12
<b>TOTAL CREDITS</b>			<b>72-77</b>

#### SUGGESTED ELECTIVES:

	CL	LAB	CR
M C 103 Design Graphics III	1	3	2
M C 282 Senior Project	2	2	3
MT 206 Calculus II	4	0	4

# Indicates major field courses.

\* Any course with a prefix of AN, EO HI, PS, PY or SO.

\*\* Subject to the approval of the Department Head

## NHTI Alumni Profile

**Nicole Smith**  
Class of 1998

**Major:** Mechanical and  
Manufacturing  
Engineering Technology

*"NHTI has given me the chance to explore new aspects of my career choice with a lot of hands-on experience and great professors. I was encouraged to use my knowledge to work on different problems and come up with innovative solutions. It was a lot of hard work, but the education I gained was well worth it."*

*Please refer to pages 9-14 for specific Admission requirements.*

# Education Programs

## Early Childhood Education

The Early Childhood Education Associate Degree program of professional studies provides students with the theoretical foundations and practical experiences necessary for certification as directors, and teachers in childcare centers, nursery schools and private Kindergartens responsible for the care and education of young children and qualified to independently implement developmentally appropriate and inclusionary activities. Graduates may also be eligible for positions as educational assistants in public schools as well as for further study at four year colleges.

The degree of Associate of Science with a major in Early Childhood Education will be awarded upon the successful completion of this program.

### FIRST YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# EC 102	Foundations in Early Childhood Education and Child Care	3	0	3
# EC 120	Growth and Development of the Young Child	3	0	3
# EC 135	Dynamics of Curriculum Development	4	0	4
EN 101	English Composition	4	0	4
PY 105	Introduction to Psychology	3	0	<u>3</u>
				17

### SPRING SEMESTER

# EC 175	Environments for Young Children	4	0	4
# EC 185	Health, Nutrition and Safety in Early Childhood Education	2	0	2
# EC 140	Sociology of Children and Families	3	0	3
SO 105	Introduction to Sociology OR			
PY 110	Human Growth and Development: The Life Span	3	0	3
EN xxx	English Elective	3	0	3
XX xxx	General Education Elective*	3	0	<u>3</u>
				18

### SECOND YEAR

<b>FALL SEMESTER</b>		CL	LAB	CR
# EC 210	Infant/Toddler Development OR			
# EC 220	Developmentally Appropriate Programs for School-Aged Children	3	0	3
# EC 230	Children's Literature OR			
# EC 231	Early Literacy Development	3	0	3
# EC 285	Early Childhood Education Practicum I	2	10	5
XX xxx	General Education Elective*	3	0	3
PY 110	Human Growth and Development OR			
SO 105	Introduction to Sociology	3	0	<u>3</u>
				17

## Proposed Family and Child Development Center

### SPRING SEMESTER

		CL	LAB	CR
# EC 260	Organization and Management in Early Childhood Education OR	3	0	3
# EC 270	Understanding Young Children's Special Needs OR	3	0	3
# EC 293	Early Childhood Education Practicum II OR	2	5	3
# EC 294	Early Childhood Education Practicum II	2	10	5
# EC 280	Senior Seminar in Professional Development	3	0	3
EN 120	Communications	3	0	3
PI 242	Contemporary Ethical Issues	3	0	3
XX xxx	General Education Elective*	3	0	<u>3</u>
				15-17
<b>TOTAL CREDITS</b>				<b>67-69</b>

\* Students entering the Early Childhood Education program who have not completed high school Algebra I with a "C" or better are required to take Mathematics 100 or another mathematics course to meet graduation requirements. Other General Education electives may be selected from those listed on page 18.

# Indicates major field courses.

Please refer to pages 9-14 for specific Admission requirements.

## Early Childhood Education

### Three Year Option

**FIRST YEAR**

<b>FALL SEMESTER</b>		CL	LAB	CR
# EC 102	Foundations in Early Childhood Education and Child Care	3	0	3
EN 101	English Composition	4	0	4
PY 105	Introduction to Psychology	3	0	3
SO 105	Introduction to Sociology	3	0	<u>3</u>
				13

<b>SPRING SEMESTER</b>		CL	LAB	CR
EN xxx	English Elective	3	0	3
PY 110	Human Growth and Development: The Life Span	3	0	3
XX xxx	General Education Elective*	3	0	<u>3</u>
				9

**SECOND YEAR**

<b>FALL SEMESTER</b>		CL	LAB	CR
XX xxx	General Education Elective*	3	0	3
# EC 120	Growth and Development of the Young Child	3	0	3
# EC 135	Dynamics of Curriculum Development	4	0	4
# EC 185	Health, Nutrition and Safety in Early Childhood Education	2	0	<u>2</u>
				12

<b>SPRING SEMESTER</b>		CL	LAB	CR
# EC 140	Sociology of Children and Families	3	0	3
# EC 175	Environments for Young Children	4	0	4
XX xxx	General Education Elective*	3	0	<u>3</u>
				10

**THIRD YEAR**

<b>FALL SEMESTER</b>		CL	LAB	CR
# EC 210	Infant/Toddler Development OR			
# EC 220	Developmentally Appropriate Programs for School Aged Children	3	0	3
# EC 230	Children's Literature OR			
# EC 231	Early Literacy Development	3	0	3
# EC 285	Early Childhood Education Practicum I	2	10	<u>5</u>
				11

<b>SPRING SEMESTER</b>		CL	LAB	CR
# EC 280	Senior Seminar in Professional Development	3	0	3
# EC 293	Early Childhood Practicum II OR	2	5	3
# EC 294	Early Childhood Education Practicum II OR	1	10	5
# EC 270	Understanding Young Children's Special Needs OR			
# EC 260	Organization and Management in Early Childhood Education	3	0	3
EN 120	Communications	3	0	3
PI 242	Contemporary Ethical Issues	3	0	<u>3</u>

**TOTAL CREDITS**                      **67-69**

12-14

### NHTI Alumni Profile

**Kristen Judge**  
**Class of 1998**

**Major:** Early Childhood Education

Kristen was involved in numerous campus activities as a student at NHTI.

*"My experiences at NHTI are filled with many memories and achievements that will last a lifetime. Without attending NHTI, I would not have met some of my greatest friends or achieved goals professionally and personally."*

\* Students entering the Early Childhood Education program who have not completed high school Algebra I with a "C" or better are required to take Mathematics 100 or another mathematics course to meet graduation requirements. Other General Education electives may be selected from those listed on page 18.

# Indicates major field courses.

*Please refer to pages 9-14 for specific Admission requirements.*

# EDUCATION PROGRAMS

## Education

The Associate of Science in Education (ASEd) program concentrates on the foundations of education in a well balanced associate degree program. It provides students an opportunity to immerse themselves in the theoretical underpinnings of education while completing an associate degree which will have established articulation agreements with several baccalaureate degree programs in New Hampshire and neighboring states. Successful completers of this program will have the option of continuing on for a teacher certification degree program or beginning their careers as paraprofessionals (teacher aides, assistant teachers).

### FIRST YEAR

#### FALL SEMESTER

		CL	LAB	CR
# ED 104	Foundations of Education	3	0	3
EN 101	English Composition	4	0	4
MT 123	Intermediate Algebra	4	0	4
PY 105	Introduction to Psychology	3	0	3
XX xxx	General Elective*	3	0	<u>3</u>
				17

#### SPRING SEMESTER

# ED 105	The Teaching-Learning Process	3	0	3
IS 166	PC Applications	3	0	3
MT 251	Statistics	4	0	4
PY 109	Educational Psychology	3	0	3
PY 220	Human Growth and Development	3	0	<u>3</u>
				16

### SECOND YEAR

#### FALL SEMESTER

# ED 201	Legal Issues in Education	3	0	3
EN xxx	English Elective	3	0	3
SO 105	Introduction to Sociology	3	0	3
XX xxx	Lab Science Elective**	3	2	4
XX xxx	General Elective*	3	0	<u>3</u>
				16

#### SPRING SEMESTER

# ED 204	Instructional Technology	3	0	3
# ED 212	Design of Instruction	3	0	3
# ED 220	Field Experience in Education	3	0	3
XX xxx	Humanities Elective+	3	0	3
XX xxx	General Elective*	3	0	<u>3</u>
				15
<b>TOTAL CREDITS</b>				<b>64</b>

# Indicates major field courses

\* see page 18 of this catalog for General Education requirements

\*\* Any lab science course with a prefix of BI, CH, or PH except BI 100, CH 100 and PH 100

+ Any course with a prefix of EN, FA, FL, HI or PI

## NHTI Faculty Profile

### Dr. James A. Pietrovito

Social Science

Program Professor, Associate of Science in Education Program

B.A., Lycoming College

M.Ed., University of Vermont

C.A.G.S., University of Vermont

Ed.D., George Peabody College of Vanderbilt University

Professor Pietrovito came to NHTI as a full-time faculty member after 17 years as a Planning Consultant and Dean of Community Education for the State of New Hampshire where he gained significant experience designing and delivering learning experiences specific to the needs of the world of work in accordance with the policies and procedures of state government.

*"I appreciate the diversity of the NHTI student body. Different perspectives help bring our subjects to life! I enjoy being involved in the "core" activities of a learning community. Working directly with learners is challenging and invigorating!"*

**Program Notes:** All students in the Associate of Science in Education program are expected to achieve the minimum passing score stipulated by the NHDoE on the PRAXIS I exam. Those students considering transfer to Plymouth State College: must achieve a minimum 2.7 GPA in addition to passing the PRAXIS I exam; be prepared to participate in an assessment of their writing skills; and are encouraged to enroll in a government course. ASEd students should consult with the Program Professor regarding the various transfer requirements for the program of their choice. Articulation agreements currently exist with Notre Dame and Plymouth State College. Several others are pending.

Please refer to pages 9-14 for specific Admission requirements.

## Teacher Assistant

The Teacher Assistant Program will prepare students for employment as teacher and resource room assistants within the public and private grades 4-12 education systems, agencies and transitional vocational programs. Students who complete this program will have gained knowledge in educational theory and practice, and curriculum design and implementation. Students will be trained in procedures for assessing and using classroom dynamics, supervision, and organization. In addition, students will gain knowledge about assessment of disabilities and strategies for implementing effective, inclusive programming.

This program is developed to allow for transfer to a four-year institution to earn a bachelor's degree in education or special education. The degree of Associate of Science in Teacher Assistant with a concentration in Special Education will be awarded upon successful completion of the program. In addition to classroom learning, students will be expected to participate in at least two off-campus practica to provide hands-on learning opportunities, resulting in a more complete understanding of the roles and responsibilities of Teacher Assistants.

### FIRST YEAR

<b>FALL SEMESTER</b>			CL	LAB	CR
# ED 101	Introduction to Disabilities		4	0	4
# ED 104	Foundations of Education		3	0	3
EN 101	English Composition		4	0	4
MT 120	Contemporary College Math		4	0	4
PY 105	Introduction to Psychology		3	0	<u>3</u>
					18

<b>SPRING SEMESTER</b>			CL	LAB	CR
BI 120	Human Biology		3	0	3
BI 121	Human Biology Laboratory		0	2	1
# ED 105	Teaching and Learning Process		3	0	3
EN xxx	English Elective		3	0	3
HI xxx	History Elective		3	0	3
IS 166	PC Applications		3	0	<u>3</u>
					16

## NHTI Faculty Profile

### Ellen Dokton

*Professor and Department Head of Teacher Assistant Program*

B.A., Goddard College

M.A., New York University

Professor Dokton previously served as Coordinator of Disabilities Services at NHTI. Most recently, she developed the Teacher Assistant associate degree.

*"Our new Teacher Assistant degree program will create exciting new opportunities for classroom professionals to assist classroom teachers while working with individuals and small groups of students in grades 4-12."*

### SECOND YEAR

<b>FALL SEMESTER</b>			CL	LAB	CR
# ED 200	Supporting Students with Challenging Behaviors		4	0	4
# ED 201	Legal Issues in Education		3	0	3
# ED 203	Teaching Reading, Writing and Study Strategies		3	0	3
# ED 205	Practicum I		1	6	3
PY 220	Human Growth and Development: The Life Span		3	0	<u>3</u>
					16

<b>SPRING SEMESTER</b>			CL	LAB	CR
# ED 202	Strategies for Teaching Diverse Populations		3	0	3
# ED 204	Instructional Technology		3	0	3
# ED 206	Practicum II		1	6	3
FL xxx	Foreign Language OR				
XX xxx	General Education Elective		3	0	3
PI xxx	Philosophy Elective OR				
XX xxx	General Education Elective		3	0	<u>3</u>
					15
<b>TOTAL CREDITS</b>					<b>65</b>

# Indicates major field course

*Please refer to pages 9-14 for specific Admission requirements.*

# Health Programs

## Dental Assisting

The Dental Assisting Program provides the education for employment as a dental assistant. The dental assistant must possess knowledge of procedures and practices in patient care, laboratory work, and office management. The one-year Dental Assisting Program emphasizes clinical training in the campus clinic and in private dental offices. A Diploma in Dental Assisting is awarded following successful completion of the program. Graduates are able to find employment as Dental Assistants in private practices or in institutions. They may also apply for admission into the Health Sciences Program and, with an additional year of study, receive degrees of Associate in Science with majors in Health Science.

<b>FALL SEMESTER</b>		CL	LAB	CR
# DN 110	Dental Assisting Science I	3	0	3
# DN 140	Dental Radiology	2	3	3
# DN 161	Dental Materials - Dental Assisting	2	3	3
# DN 175	Dental Assisting Theory	3	0	3
# DN 191	Dental Assisting Clinical Experience I	10	4	1
EN 100	Introductory English OR			
EN 101	English Composition	3-4	0	3-4
PY 105	Introduction to Psychology	3	0	<u>3</u>
			19-20	

<b>SPRING SEMESTER</b>				
# DN 111	Dental Assisting Science II	2	0	2
# DN 155	Oral Hygiene Education/Nutrition	2	0	2
# DN 182	Office Procedures and Management with Computer Applications	1	2	2
# DN 196	Dental Assisting Clinical Experience II	0	15	5
# DN 239	Medical Emergencies for Dental Assisting	2	0	2
EN 101	English Composition OR			
EN 120	Communications	3-4	0	<u>3-4</u>
			16-17	

<b>SUMMER SEMESTER</b>				
# DN 198	Dental Assisting Clinical Experience III (6 weeks)	2	8	4
EN 120	Communications*	3	0	<u>3</u>
			4-7	
<b>TOTAL CREDITS</b>				<b>39-44</b>

# Indicates major field courses.  
\* If not taken in Spring Semester

## NHTI Alumni Profile

**Emily Griffin**  
**Class of 1998**

**Major:** Dental Assisting

Emily returned to college as a non-traditional student in 1996, graduating from NHTI in 1998.

*"Going back to school at age 42 proved to be a wonderful experience for me. The people at NHTI were so helpful. The professors were great. They all seemed to take a lot of pride in the school. Everyone seems to be pulling for the students to succeed, from Financial Aid to the Bookstore to Student Affairs. Going to NHTI really paid off. I graduated on Saturday and started a new job on Monday."*

Please refer to pages 9-14 for specific Admission requirements.

## Dental Hygiene

The Dental Hygiene program provides an extensive educational background for students seeking careers as Dental Hygienists. The program places a major emphasis on clinical work experience in the modern campus clinic as well as a variety of outside agencies and clinics. The clinical work is combined with classroom study in Dental Sciences, English, Biological Science, Nutrition and Social Sciences.

The degree of Associate in Science with a major in Dental Hygiene is awarded upon successful completion of the program. Graduates are able to find employment as hygienists or to continue their education at the baccalaureate level.

Students wishing to carry a lighter course load in pursuing a degree in Dental Hygiene should consider enrolling in the Associate in General Studies for their first year. Students may take any of the general education requirements during this first year and should strongly consider completing Anatomy and Physiology I and II during this time. Also during their first semester, students may apply for a change of program through the Admissions Office.

### FIRST YEAR

#### FALL SEMESTER

		CL	LAB	CR
BI 101	Anatomy and Physiology I	3	2	4
CH 110	Introduction to Biochemistry	3	2	4
# DN 100	Dental Hygiene I	2	0	2
# DN 113	Clinical Dental Hygiene I	0	9	3
# DN 134	Oral Anatomy I	2	1	2
EN 101	English Composition	4	0	<u>4</u>
				19

#### SPRING SEMESTER

BI 102	Anatomy and Physiology II	3	2	4
# DN 103	Dental Hygiene II	2	0	2
# DN 114	Clinical Dental Hygiene II	0	9	3
# DN 136	Oral Anatomy II	2	0	2
# DN 140	Dental Radiology	2	3	3
PY 105	Introduction to Psychology	3	0	<u>3</u>
				17

#### SUMMER SEMESTER

BI 202	Microbiology	3	3	4
# DN 162	Dental Materials for Dental Hygiene	2	3	3
# DN 201	Dental Hygiene III	1	2	<u>2</u>
				9

### SECOND YEAR

#### FALL SEMESTER

		CL	LAB	CR
# DN 126	Nutrition	2	0	2
# DN 212	Clinical Dental Hygiene III	1	12	4
# DN 225	Dental Hygiene Specialty Clinic I	0	4	1
# DN 241	Community Dental Health	2	0	2
# DN 240	Dental Hygiene Science	4	0	<u>4</u>
				13

#### SPRING SEMESTER

EN 120	Communications	3	0	3
# DN 202	Dental Hygiene IV	2	0	2
# DN 221	Clinical Dental Hygiene IV	1	12	4
# DN 235	Dental Hygiene Research	2	0	2
# DN 226	Dental Hygiene Specialty Clinic II	0	4	1
SO 105	Introduction to Sociology	3	0	<u>3</u>
				15

#### TOTAL CREDITS

**73**

## NHTI Alumni Profile

### Melanie Gibson Class of 1998

**Major:** Dental Hygiene

*"I looked into several options before deciding on NHTI . . . The clinic and the facilities here are first-rate. The professors are tough but they bring out the best in you. They really care. My NHTI education exceeded my expectations."*

# Indicates major field courses.

*Please refer to pages 9-14 for specific Admission requirements.*

# HEALTH PROGRAMS

## Diagnostic Medical Sonography

The Diagnostic Medical Sonography program combines didactic and clinical study that enables the graduate to function in the medical community as a Diagnostic Medical Sonographer. Sonographers perform medical imaging using sophisticated ultrasound instrumentation. The program is four semesters of full-time study. For admission to the program, the applicant should have had a two-year course in a patient care related allied health field.

A diploma in Diagnostic Medical Sonography is awarded to those students completing the full time program. Graduates find employment in hospitals and private clinics.

### FIRST YEAR

#### FALL SEMESTER

		CL	LAB	CR
# DS 201	Principles of Sonography	3	3	4
# DS 265	Sonographic Anatomy and Pathology I	3	0	3
# DS 275	Sonographic Principles of OB/GYN I	3	0	3
# DS 295	DMS Clinic I	0	16	<u>4</u>
				14

#### SPRING SEMESTER

# DS 221	Sonographic Physics	3	0	3
# DS 266	Sonographic Anatomy and Pathology II	3	0	3
# DS 277	Sonographic Principles of OB/GYN II	3	0	3
# DS 296	DMS Clinic II	0	24	<u>6</u>
				15

#### SUMMER SEMESTER (10 weeks)

# DS 241	Principles of Vascular Ultrasound	3	2	4
# DS 297	DMS Clinic III	0	32	<u>8</u>
				12

### SECOND YEAR

#### FALL SEMESTER

# DS 233	Seminars in Sonography	4	0	4
# DS 298	DMS Clinic IV	0	32	<u>8</u>
				12

**TOTAL CREDITS 53**

## NHTI Faculty Profile

### Sandra Beliveau

#### **Radiologic Technology**

A.S., New Hampshire Technical Institute

B.S., College for Lifelong

Learning; University System of New Hampshire

Professor Beliveau came to NHTI in 1982 as a Radiology Clinical Instructor. She had previously served as Program Director at the Elliot School of Radiologic Technology.

*"Changes in the healthcare environment have created a need to expand the scope of knowledge required for our radiology students. We encourage them to be multi-skilled and to advance into areas such as CAT Scan, MRI, and Ultrasound. Our students leave our program with a strong sense of commitment to quality and excellence in the clinical setting."*

# Indicates major field courses.

Please refer to pages 9-14 for specific Admission requirements.



## Radiologic Technology

### Summer Start Date: July of Each Year

The Radiologic Technology program integrates scientific concepts and working skills through intensive clinical experience and classroom study. The program requires 24 months of study. The RT specializes in the medical application of Radiographic techniques and equipment in the treatment of patients.

The degree of Associate of Science with a major in Radiologic Technology is awarded upon the successful completion of the program. Graduates are eligible to sit for the certification examination conducted by the American Registry of Radiologic Technologists to practice as a Registered Radiologic Technologist.

Students wishing to carry a lighter course load in pursuing a degree in Radiologic Technology should consider enrolling in the Associate in General Studies Program for their first year. Students may take any of the general education requirements during this first year and should strongly consider completing Anatomy and Physiology I and II during this time. Also during the first semester, students may apply for a change of program through the Admissions Office.

### FIRST YEAR

<b>SUMMER SEMESTER (6 weeks)</b>	CL	LAB	CR
# XR 101 Fundamentals of Radiography	1	2	2
# XR 116 Radiographic Exposure I	2	2	3
# XR 121 Radiation Protection I	1	0	1
# XR 151 Radiologic Nursing Procedures	2	0	<u>2</u>
			8

<b>FALL SEMESTER</b>			
BI 101 Anatomy and Physiology I	3	2	4
EN 101 English Composition	4	0	4
# XR 161 Radiographic Positioning and Clinical Procedures I	3	18	7
# XR 220 Radiographic Exposure II	2	2	<u>3</u>
			18

<b>SPRING SEMESTER</b>			
BI 102 Anatomy and Physiology II	3	2	4
EN 120 Communications	3	0	3
# XR 164 Radiographic Positioning and Clinical Procedures II	3	18	7
# XR 180 Radiographic Physics	3	0	<u>3</u>
			17

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO

### SECOND YEAR

<b>SUMMER SEMESTER (11 weeks)</b>		CL	LAB	CR
PY 105 Introduction to Psychology		3	0	3
XR 122 Radiation Protection II		1	0	1
# XR 202 Introduction to CT Scanning		3	0	3
XR 165 Radiographic Clinical Procedures III		0	24	<u>4</u>
				11
<b>FALL SEMESTER</b>				
IS 166 PC Applications		3	0	3
SO 105 Introduction to Sociology		3	0	3
# XR 201 Pathology for Radiologic Technologists		3	0	3
# XR 294 Radiographic Clinical Procedures IV		0	24	<u>4</u>
				13
<b>SPRING SEMESTER</b>				
# XR 295 Radiographic Clinical Procedures V		0	32	6
# XX xxx Social Science Elective*		3-4	0	3-4
# PI 242 Contemporary Ethical Issues		3	0	<u>3</u>
				12-13
<b>TOTAL CREDITS</b>				<b>79-80</b>

*Please refer to pages 9-14 for specific Admission requirements.*

# HEALTH PROGRAMS

## Health Science

The degree of Associate of Science with a major in Health Science is offered in recognition of the educational needs of people who are certified, licensed or registered in specific health career fields. To qualify for graduation from the program, candidates must show proof of current certification, licensure or registration in a recognized health career. Evaluation of credit received from a college or hospital-based program of study in a health-related field may result in the receipt of transfer credit or advanced standing credit toward the degree.

A candidate for this highly individualized degree must accumulate a minimum of 64 total credit hours, including the following:

	<b>Credits</b>
English (including English Composition) . . .	6
Social Science . . . . .	6
BI 101 . . . . .	4
BI 102 . . . . .	4

In addition, students must earn a minimum of 8 semester hours in courses related to their health science certification or advanced standing equivalent.

Additional credits, up to the required 64 credits, may be taken in areas of interest or need of the individual student, or may be transferred in from another institution.

Please note that a minimum of 16 credit hours must be earned through instruction at NHTI, with a minimum of 8 credit hours in courses numbered at the 200-level.

## NHTI Faculty Profile

### **Patricia Yokell** **Biological Sciences**

A.A.S., Nassau Community  
College  
B.S., Boston College  
M.S.T., Boston College

Professor Yokell came to NHTI in 1989 after having taught at the Postsecondary level for 15 years. She feels NHTI's educational philosophy serves its students well.

*"Many of the graduates from our Health Science programs return to tell us how much they appreciated our approach to teaching science courses. We hear that many students are initially intimidated by required science courses. We make it a point to help our chemistry and biology students overcome these concerns, so they can have more opportunities for success."*

## Nursing

The Nursing Program is designed to prepare men and women for careers as registered nurses. The program is open to high school graduates, adult learners, and licensed practical nurses seeking career advancement who meet admission requirements. Nursing and general education courses are offered to provide a sound learning foundation for the practice of nursing. In nursing courses, classroom and clinical instruction are provided concurrently. All clinical experiences and observations are under the supervision of NHTI nursing faculty.

The nursing program is approved by the New Hampshire Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC) (61 Broadway, NY, NY 10006; telephone 1-800-669-9656. ext.153). Graduates of the Nursing Program are prepared to administer high quality technical nursing care to individuals of all ages and in a variety of health care settings. Graduates receive an Associate in Science degree with a major in Nursing and are eligible to apply for the State Board licensure examination for Registered Nurses.

Three program options exist in the Nursing Department: (1) Day Associate Degree Option; (2) Evening Associate Degree Option; and (3) LPN-ADN Transition Option.

All nursing courses must be completed within four (4) years of the date of entry into the first nursing course (for LPN-ADN Transition, within two (2) years of entry into the first nursing course). Transfer credit for courses equivalent in academic content and credit hours will depend upon the grade obtained, course content, and the length of time since the course was completed. Contact the Admissions Office for information about transfer credit.

## Day Associate Degree Option

### FIRST YEAR

FALL SEMESTER	CL	LAB	CR
# NU 115 Nursing I	5	10	8
BI 101 Anatomy and Physiology I	3	2	4
EN 101 English Composition	4	0	4
PY 105 Introduction to Psychology	3	0	<u>3</u>
			19

### SPRING SEMESTER

# NU 116 Nursing IIA OR			
# NU 117 Nursing IIB	6	15	11
BI 102 Anatomy and Physiology II	3	2	4
PY 110 Human Growth and Development: The Life Span	3	0	<u>3</u>
			18

### SECOND YEAR

#### FALL SEMESTER

# NU 116 Nursing IIA OR			
# NU 117 Nursing IIB	6	15	11
BI 202 Microbiology	3	3	4
SO 105 Introduction to Sociology	3	0	<u>3</u>
			18

#### SPRING SEMESTER

# NU 215 Nursing III	4	15	9
EN xxx English Elective	3	0	3
PI 242 Contemporary Ethical Issues	3	0	<u>3</u>
			15
<b>TOTAL CREDITS</b>			<b>70</b>

## Evening Associate Degree Option

The Evening Associate Degree Nursing Option is an alternative for students who prefer to take courses in the evening. The program is identical to the Day Option but offers courses over a three year period.

### FIRST YEAR

FALL SEMESTER	CL	LAB	CR
BI 101 Anatomy and Physiology I	3	2	4
EN 101 English Composition	4	0	<u>4</u>
			8

### SPRING SEMESTER

BI 102 Anatomy and Physiology II	3	2	4
PY 105 Introduction to Psychology	3	0	<u>3</u>
			7

### SUMMER SEMESTER

BI 202 Microbiology	3	3	4
EN xxx English Elective	3	0	<u>3</u>
			7

### SECOND YEAR

#### FALL SEMESTER

# NU 115 Nursing I	5	10	8
PY 110 Human Growth and Development: The Life Span	3	0	<u>3</u>
			11

#### SPRING SEMESTER

# NU 116 Nursing IIA OR			
# NU 117 Nursing IIB	6	15	11
SO 105 Introduction to Sociology	3	0	<u>3</u>
			14

### THIRD YEAR

#### FALL SEMESTER

# NU 116 Nursing IIA OR			
# NU117 Nursing IIB	6	15	11
PI 242 Contemporary Ethical Issues	3	0	<u>3</u>
			14

#### SPRING SEMESTER

# NU 215 Nursing III	4	15	<u>9</u>
<b>TOTAL CREDITS</b>			<b>70</b>

# Indicates major field courses.

Please see Program Comments on page 64

CL - Classroom

LAB - Science or Simulation Laboratory

CR - Credits

*Please refer to pages 9-14 for specific Admission requirements.*

# HEALTH PROGRAMS

## LPN - ADN Transition Nursing Option

The Licensed Practical Nurse/Associate Degree Nurse Transition Option is an upward mobility option designed to provide the LPN with the opportunity, through completion of additional education and clinical practice, to apply for the Registered Nurse Licensure exam. The course of study may be completed in one year.

Evaluation of credit received from the LPN program attended and satisfactory scores on the challenge examination may result in the following receipt of transfer credit:

Nursing	15 credits
Biological sciences	4 credits

In addition, the LPN must complete the following curriculum:

	CL	LAB	CR
<b>SUMMER SEMESTER (12 weeks)</b>			
# NU 176 Transition Nursing	3	2	4
BI 106 Integrated Biological Science	4	0	4
EN 101 English Composition	4	0	4
PY 105 Introduction to Psychology (6 wks)	3	0	3
PY 110 Human Growth and Development: The Life Span (6 wks)	3	0	<u>3</u>
			18
<b>FALL SEMESTER</b>			
# NU 117 Nursing IIB	6	15	11
BI 202 Microbiology	3	3	4
SO 105 Introduction to Sociology	3	0	<u>3</u>
			18
<b>SPRING SEMESTER</b>			
# NU 215 Nursing III	4	15	9
EN xxx English Elective	3	0	3
PI 242 Contemporary Ethical Issues	3	0	<u>3</u>
			15
<b>TOTAL CREDITS</b>			<b>70</b>

### Program Comments:

1. Students in clinical courses are required to have in effect professional liability insurance and medical insurance. A record of a complete physical examination and documentation of current immunizations must be on file in the Student Health Office, located in MacRury Hall.
2. Clinical facilities are located within a radius of 60 miles of NHTI. Depending on clinical site and instructor availability, students may be required to do an alternative clinical rotation (evening instead of day, or vice versa).
3. Each State Board regulates eligibility for licensure. Students should contact the Director of the Board of Nursing in the state where they plan to take the licensure examination. Satisfactory completion of the program does not guarantee RN licensure.
4. All students are required to obtain and maintain current American Heart Association CPR certification for one and two person adult and child prior to registering for any nursing course.
5. Students will be required to take NLN Achievement Tests periodically throughout the Program and will be charged a testing fee.
6. All nursing students will be charged a \$350/semester Nursing Clinical Surcharge during each semester in which the student is enrolled in a nursing course.

## NHTI Faculty Profile

**Pamela Kallmerten**  
**Nursing**

Diploma in Nursing, The Christ Hospital School of Nursing  
BSN, Colby-Sawyer College  
MSN, Northeastern University

I came to NHTI in 1997 initially as adjunct faculty and then full time in the fall of 1999. I bring 17 years of nursing experience including many years of nursing education. Currently, I maintain certification and licensure as an Advanced Registered Nurse Practitioner.

*"I started my nursing education as a young woman the year of my high school graduation. Continuing my education at the baccalaureate and graduate levels while starting a family and continuing employment in nursing was at times challenging. I can appreciate the many roles that our nursing students try to maintain in addition to that of student. We at NHTI can help the adult learner as well as the young person to achieve their personal goals to enter nursing."*

## NHTI Student Profile

**Courtney Myles**

**Major:** Nursing

In 1999 Courtney transferred to NHTI from a four-year, liberal arts college to study nursing.

*"I missed being involved in a practical, structured program that could lead directly to a rewarding career - in my case in the health field. I'm getting much more out of my NHTI experience for one third the cost!"*

Please refer to pages 9-14 for specific Admission requirements.

## Paramedic Education

New Hampshire Technical Institute's Associate Degree Paramedic Program combines a flexible blend of paramedic courses, general education requirements, specialty certifications and diverse hospital and pre-hospital experiences. NHTI students have the opportunity to work with some of New England's finest hospital and pre-hospital affiliates.

Program emphasis is placed on the development of paramedic knowledge and theory, practical skills application, interpersonal skills, and the professional behaviors required of the entry level paramedic. The development of leadership skills, individual professional growth, and academic achievement are integral parts of the program.

### FIRST YEAR

<b>FALL SEMESTER</b>				CL	LAB	CR
BI 101	Anatomy & Physiology I	3	2	4		
EN 101	English Composition	4	0	4		
# PM 117	Physical Assessment	3	2	4		
# PM 142	Cardiology I	3	0	3		
# PM 125	Pharmacology I	1	0	1		
MT 129	Math for Allied Health	1	0	<u>1</u>		
						17

<b>SPRINGSEMESTER</b>				CL	LAB	CR
BI 102	Anatomy & Physiology II	3	2	4		
# PM 244	Advanced Cardiology	2	0	2		
# PM 150	Advanced Trauma	3	0	3		
# PM 126	Pharmacology II	3	0	3		
# PM 111	Paramedic Procedures	1	3	2		
# PM 130	Integration of Paramedic Practice	0	3	1		
# PM 135	Medical Emergencies	2	0	<u>2</u>		
						17

<b>SUMMER SEMESTER</b>				CL	LAB	CR
# PM 194	Hospital and Field Clinical	0	18	6		

### SECOND YEAR

<b>FALL SEMESTER</b>				CL	LAB	CR
BI 222	Pathophysiology*	2	0	2		
PY 105	Psychology	3	0	3		
EN 120	Communications	3	0	3		
# PM 201	Special Populations I	2	2	3		
# PM 210	Field Operations	3	0	3		
# PM 296	Field Clinical I	0	9	<u>3</u>		
						17

<b>SPRINGSEMESTER</b>				CL	LAB	CR
BI 222	Pathophysiology*	2	0	2		
SO 105	Sociology	3	0	3		
IS 166	PC Applications	3	0	3		
# PM 277	Seminar in Emergency Medical Services	2	0	2		
# PM 202	Special Populations II	2	2	3		
# PM 297	Field Clinical II	0	9	<u>3</u>		
						16

**TOTAL CREDITS** **73**

## NHTI Faculty Profile

### Martin Jean Registered Paramedic

A.S., New Hampshire Technical Institute  
B.S., Springfield College  
M.Ed., Plymouth State College

Martin Jean returned to NHTI as a Professor in 1991.

*"My experiences here as a student were so positive that I continued to maintain close ties with the Tech, even after graduation. Little did I know that some day I'd return as a faculty member!"*

## NHTI Alumni Profile

### Peter Fecteau Class of 1998

**Major:** Emergency Medical Services

Peter is currently employed at Action Ambulance in Wakefield, MA

*"You have to make a lot of choices in life. One of the best choices I ever made was to attend NHTI."*

# Indicates major field course

\* BI 222 is spread over two semesters; 4 credits will be earned at the end of the second part of the course pending successful completion of both parts of the course

Please refer to pages 9-14 for specific Admission requirements.

# Human Service

## Addiction Counseling

The Human Service program provides professional Addiction Counseling education and field experience for students who seek careers as human service workers with a specialty in substance abuse counseling. The first year of study covers a broad range of courses in both human service and alcohol and drug abuse. In the second year, students specialize in addiction counseling and receive extensive clinical training.

The degree of Associate of Science with a major in Human Service with specialization in Addiction Counseling is awarded upon successful completion of the two-year program. Graduates of the program serve in positions in public and private general psychiatric hospitals, youth and group homes, alcohol, drug, and addictions treatment centers, mental health and social services agencies and employee assistance programs.

With permission of the Department Head and assuming adequate resources are available, practica may be taken in semesters other than those indicated in the program outline below.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
# AD 120	Survey of Addictive Behaviors and Treatment	3	0	3
EN 101	English Composition	4	0	4
# HU 111	Introduction to Human Service	3	0	3
# MH 185	Interviewing: Processes and Techniques	3	0	3
PY 105	Introduction to Psychology	3	0	<u>3</u>
				16
SPRING SEMESTER				
# AD 205	Fundamentals of Dependency Counseling Skills	3	0	3
BI 120	Human Biology	3	0	3
BI 121	Human Biology Lab (optional)	0	2	1
IS 166	PC Applications*	3	0	3
PY 220	Human Growth and Development: The Life Span	3	0	3
# PY 283	Group Counseling	3	0	<u>3</u>
				12-16

## NHTI Faculty Profile

### Kathleen Rossetti Curran Human Service

B.S., University of Bridgeport  
M. Ed., Notre Dame College

LicNHMHC, CCMHC, NCC

Professor Curran came to NHTI in 1981. Her work in the community as a NH Licensed Mental Health Counselor working with youth, adults and families has enhanced the students' learning and classroom experience.

*"The students in the Human Service, Mental Health and Addiction Counseling programs are superb! The knowledge and skills they acquire through classes, extensive practicum work and NHTI life experience help our students to enter their careers with quality standards and excellence as helping professionals."*

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
# AD 294	Internship I: Orientation to Addictive Behaviours Counseling	2	12	6
IS 166	PC Applications*	3	0	3
MT xxx	Mathematics Elective**	4	0	4
# PY 210	Abnormal Psychology	3	0	3
# PY 280	Individual Counseling: Theory and Practice	3	0	<u>3</u>
				16-19
SPRING SEMESTER				
# AD 235	Physiology and Pharmacology of Addiction	3	0	3
# AD 270	Advanced Seminar in Addictive Behaviors Counseling	3	0	3
# AD 295	Internship II: Orientation to Addictive Behaviors Counseling	2	12	6
EN xxx	English Elective	3	0	3
# HU 242	Ethics and the Professional Helper	3	0	<u>3</u>
				18
<b>TOTAL CREDITS</b>				<b>65-66</b>

# Indicates major field courses

\* IS 166 should be taken either 1<sup>st</sup> year spring or 2<sup>nd</sup> year fall

\*\* If Algebra I passed with a grade of "C" or better, may substitute any BU/MT/SC elective (except MT 100-MT 113)

Please refer to pages 9-14 for specific Admission requirements.

## Human Service

The Human Service program prepares students to work effectively and knowledgeably with individuals in need of direct, personal support and assistance. Students will develop skills and competencies in interviewing, counseling, and case management, and will be able to link clients with needed community resources and services.

Each of the three practica courses provides students with 150 contact hours of practica experience for a total of 450 hours in the field. Students are involved in the selection of the site in which to fulfill the desired practica requirements. The practicum enables students to apply what they have been learning to practical, hands-on situations.

The degree of Associate of Science with a major in Human Service is awarded upon successful completion of the two-year program. The Degree offers students opportunities which may lead to employment in human service agencies, youth and group homes, Community Service Councils, health care facilities and nursing homes, hospitals and school systems.

With permission of the Department Head and assuming adequate resources are available, practica may be taken in semesters other than those indicated in the program outline below.

### FIRST YEAR

#### FALL SEMESTER

	CL	LAB	CR
EN 101 English Composition	4	0	4
# HU 103 Introduction to Practicum Experience	1	0	1
# HU 111 Introduction to Human Service	3	0	3
# HU 220 Family Systems, Current Social Issues and Health Care Delivery Modalities in Human Service	2	0	2
# MH 185 Interviewing: Processes and Techniques	3	0	3
PY 105 Introduction to Psychology	3	0	3
			16

#### SPRING SEMESTER

BI 120 Human Biology	3	0	3
BI 121 Human Biology Lab ( <i>optional</i> )	0	2	1
# HU 193 Human Service Practicum I	2	10	5
PY 220 Human Growth and Development: The Life Span	3	0	3
# PY 283 Group Counseling	3	0	3
			15

### SECOND YEAR

#### FALL SEMESTER

	CL	LAB	CR
# HU 295 Human Service Practicum II	2	10	5
IS 166 PC Applications	3	0	3
# PY 210 Abnormal Psychology	3	0	3
# PY 280 Individual Counseling: Theory and Practice	3	0	3
# SO 250 Conflict Resolution in Modern Society	3	0	3
			17

#### SPRING SEMESTER

# AD 235 Physiology and Pharmacology of Addiction	3	0	3
EN xxx English Elective	3	0	3
# HU 242 Ethics and the Professional Helper	3	0	3
# HU 296 Human Service Practicum III	2	10	5
MT xxx Mathematics Elective*	4	0	4
			18
<b>TOTAL CREDITS</b>			<b>65-66</b>

# Indicates major field courses

\* If Algebra I passed with a grade of "C" or better, may substitute any BU/MT/SC elective (except MT 100-MT 113)

# HUMAN SERVICE

## Mental Health

The Human Service - Mental Health program provides education and field experience for mental health workers. The first year of study covers a broad range of courses in the human service field. In the second year, students develop their knowledge of the specific field of mental health.

The degree of Associate of Science with a major in Human Service with specialization in Mental Health is awarded upon successful completion of the two-year program. Graduates serve in positions as mental health workers, field representatives, case managers, outreach workers, activity and recreational directors, and special needs classroom assistants in various state, local and private health agencies, group homes, adolescent and elderly facilities, and in school and child care settings.

With permission of the Department Head and assuming adequate resources are available, practica may be taken in semesters other than those indicated in the program outline below.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
EN 101	English Composition	4	0	4
# HU 103	Introduction to Practicum Experience	1	0	1
# HU 111	Introduction to Human Service	3	0	3
# HU 220	Family Systems, Current Social Issues and Alternative Health Care Delivery Modalities in Human Service	2	0	2
# MH 185	Interviewing: Processes and Techniques	3	0	3
PY 105	Introduction to Psychology	3	0	<u>3</u>
				16

### SPRING SEMESTER

BI 120	Human Biology	3	0	3
BI 121	Human Biology Lab ( <i>optional</i> )	0	2	1
# MH 193	Mental Health Practicum I	2	10	5
PY 220	Human Growth and Development: The Life Span	3	0	3
# PY 283	Group Counseling	3	0	<u>3</u>
				15

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
IS 166	PC Applications	3	0	3
# MH 295	Mental Health Practicum II	2	10	5
# PY 210	Abnormal Psychology	3	0	3
# PY 280	Individual Counseling: Theory and Practice	3	0	3
# SO 250	Conflict Resolution in Modern Society	3	0	<u>3</u>
				17
SPRING SEMESTER				
# AD 235	Physiology and Pharmacology of Addiction	3	0	3
EN xxx	English Elective	3	0	3
# HU 242	Ethics and the Professional Helper	3	0	3
# MH 296	Mental Health Practicum III	2	10	5
MT xxx	Mathematics Elective*	4	0	<u>4</u>
				18
<b>TOTAL CREDITS</b>				<b>65-66</b>

# Indicates major field courses

\* If Algebra I passed with a grade of "C" or better, may substitute any BU/MT/SC elective (except MT 100 - MT 113)

Please refer to pages 9-14 for specific Admission requirements.



# Justice/Legal Studies

## Criminal Justice

The Criminal Justice degree is designed to prepare people for careers in police work and corrections, in addition to serving as the basis to transfer on to complete a baccalaureate degree. For those already in service the program provides educational progress for promotion and other career development purposes. The degree of Associate of Science with a major in Criminal Justice will be awarded upon completion of all requirements.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
# CJ 101	Introduction to the Criminal Justice System	3	0	3
# CJ 121	Criminal Procedure	4	0	4
EN 101	English Composition	4	0	4
IS 166	PC Applications	3	0	3
PY 105	Introduction to Psychology	3	0	3
				17
SPRING SEMESTER				
# CJ 123	Criminal Law	4	0	4
# CJ 210	Juvenile Justice Administration	3	0	3
EN 120	Communications OR			
EN xxx	English Elective	3-4	0	3-4
PS 220	Public Administration	3	0	3
SO 105	Introduction to Sociology	3	0	3
				16-17

### SECOND YEAR

FALL SEMESTER				
# CJ 150	Criminology	3	0	3
# CJ 205	Police Operations	3	0	3
# CJ 215	Corrections Operations	3	0	3
# CJ 270	Criminal Justice Internship* OR			
# CJ 275	Senior Project	0	9	3
MT 100	Fundamental Mathematics with Applications**	3	0	3
PY 205	Crisis Intervention	3	0	3
				15-18
SPRING SEMESTER				
BI 120	Human Biology	3	0	3
BI 121	Human Biology Lab*** (optional; highly recommended)	0	2	1
# CJ 225	Drug Abuse and the Law	3	0	3
# CJ 230	Justice and the Community	3	0	3
# CJ 270	Criminal Justice Internship* OR	0	9	3
# CJ 275	Senior Project	3	0	3
PI 242	Contemporary Ethical Issues	3	0	3
XX xxx	General Elective	3	0	3
				15-19
<b>TOTAL CREDITS</b>				<b>66-68</b>

## NHTI Faculty Profile

### Monique Graf Criminal Justice

A.S., Northern Essex Community College  
B.S., UMass Lowell  
M.A., UMass Lowell

Professor Graf came to NHTI as a full-time faculty member in 1993 and has played a major role in helping the Institute's Criminal Justice Program establish itself as one of the region's finest.

*"I enjoy working with our students as they develop both personally and professionally during the two years they spend in our program. It is extremely satisfying to see them when they come back to visit as successful professionals!"*

# Indicates major field courses.

\* May be taken either Fall or Spring semester of senior year.

\*\* Any student who has completed a High School Algebra course with a grade of C or better must complete a higher level course, with MT 120 Contemporary College Mathematics recommended. MT 100-113 do not meet this requirement.

\*\*\* Students considering further education are strongly encouraged to take the BI 121 Human Biology Lab to ensure the transferability of the BI 120 class.

Please refer to pages 9-14 for specific Admission requirements.

# JUSTICE/LEGAL STUDIES

## Paralegal Studies

The Associate Degree in Paralegal Studies, like our Certificate Program, will prepare students to perform effectively in today's legal and business communities. This program is an expanded version of the Certificate Program, which is approved by the American Bar Association. The degree program trains men and women for professional status as lawyers' assistants in banks, corporations, government agencies, insurance companies, and law firms. The program provides students with a broad-based academic curriculum, which emphasizes the skills, substantive knowledge and ethics, a paralegal needs to assist lawyers effectively. Graduates may either enter the work force directly after graduation or continue their education at a four-year institution.

The Associate Degree in Paralegal Studies can be completed on a full- or part-time basis. However, the major course subjects are offered in the evenings only at this time. The general education courses are offered both in the evenings and days.

## NHTI Student Profile

### Linda Wakefield Major: Paralegal Studies

A graduate of Kingswood Regional High School and a resident of Concord, Linda is a single mother seeking to develop the skills that will help her enjoy a career in the legal profession. She also serves as president of the NHTI chapter of the Phi Theta Kappa academic honor society, while working in a Concord law firm as a paralegal intern.

*"NHTI has provided me with a quality education with its caring, professional teachers - a combination I feel can best be found in a community-based college."*

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
EN	101 English Composition	4	0	4
IS	166 PC Applications	3	0	3
# PL	106 Introduction to Legal Studies	3	0	3
# PL	107 Contracts and Torts	3	0	3
PY	105 Introduction to Psychology	3	0	<u>3</u>
				16

### SPRING SEMESTER

A C	101 Accounting I	3	0	3
EN	120 Communications OR			
EN	xxx English Elective	3-4	0	3-4
MT	123 Intermediate Algebra	3	0	3
# PL	110 Litigation and Trial Preparation	3	0	3
# PL	221 Real Estate	3	0	<u>3</u>
				15-16

### SECOND YEAR

### FALL SEMESTER

A C	102 Accounting II	3	0	3
PI	242 Contemporary Ethics	3	0	3
# PL	225 Legal Research and Writing	3	2	4
# PL	251 Probate Estates and Trusts	3	0	3
# PL	262 Criminal Law and Procedures	3	0	<u>3</u>
				16

### SPRING SEMESTER

FL	xxx Foreign Language OR	3	0-2	3-4
XX	xxx General Education Elective	3	0	3
# PL	231 Business Organizations & Bankruptcy	3	0	3
# PL	242 Domestic Relations Law	3	0	3
# PL	270 Internship/Seminar	0	9	3
XX	xxx Science Elective	3	0	3
XX	xxx Social Science Elective*	3	0	<u>3</u>
				18

\* Any course with a prefix of AN, EO, HI, PS, PY or SO

**TOTAL CREDITS 65-67**

Please refer to pages 9-14 for specific Admission requirements.

# Liberal Arts

## Associate of Arts in Liberal Arts

The Liberal Arts curriculum provides students with broad general knowledge and skills in the Arts and Sciences. It is designed to provide a basis for transfer to four-year liberal arts programs at other colleges and universities. The program is flexible – students select courses based on the requirements of the four-year college to which they plan to transfer. Students who have not yet decided on an intended field of specialization may wish to begin with the general curriculum; concentrations in English and the life sciences are also available.

### General Education Core

(for all three options)

	<b>Credits</b>
A. EN 101 English Composition	4
B. Social Sciences (two courses with AN, EO, HI, PS, PY, or SO prefix, excluding HI 104 and HI 105)	6
C. Mathematics (any Math course excluding MT 100, MT 103, MT 104, MT 106, MT 108, MT 109, and MT 113)	4-5
D. Science (with lab) [excluding BI 100, CH 100, and PH 100]	4
E. Humanities (EN xxx [excluding EN 100 and EN 120] and one of the following: HI 104, HI 105, PI xxx) (Note: English Concentration majors must take HI 104)	6
<b>Total</b>	<b>24-25</b>

Note: a minimum of 16 credits hours must be earned through instruction at NHTI with a minimum of 8 credit hours in courses numbered at the 200-level.

## NHTI Faculty Profile

### Deborah A. Holland

**Associate of Arts**

**Associate in General Studies**

A.B., Mount Holyoke College

M.A., University of NH

Professor Holland began teaching English at NHTI in 1979 and was named Department Head of the Associate in General Studies program in 1985. She has also been Department Head of the Associate of Arts program since its inception in 1997.

*“The many-sided nature of my position allows me to do what I enjoy most at NHTI - interact with students as both instructor and advisor. It’s a pleasure to help students plan and attain their academic and professional goals through the many options of the Associate in General Studies and Associate of Arts program.”*

## Other Required Courses

(for all three options)

	<b>Credits</b>
A. Computer Literacy (IS 166 or equivalent)	3
B. GS 100 General Studies Seminar	1
<b>Total</b>	<b>4</b>

## Liberal Arts and Sciences Option

<u>Arts and Science Electives</u>	24
Courses selected from Humanities (Literature, Western Civilization, Foreign Languages, Philosophy), Mathematics, Sciences, Social Sciences, and English	
<u>General Electives</u>	12
Courses to meet individual interests and goals	
<b>Total</b>	<b>36</b>
<b>Program Total</b>	<b>64-65</b>

## English Option

<u>Concentration</u>	
A. HI 105 Western Civilization II	3
B. EN 1xx Introductory Genre courses	6
EN 2xx and 2xx Sequential Survey Courses	6
EN 255 Shakespeare	3
EN 2xx Upper level electives	6
<b>Total</b>	<b>24</b>
<u>General Electives</u>	
Courses to meet individual interests and goals	12
<b>Total</b>	<b>36</b>
<b>Program Total</b>	<b>64-65</b>

## Life Sciences Option

<u>Concentration</u>	
A. MT 251 Statistics	4
BI 111 & BI 112 General Biology I & II	8
CH 103 & CH 104 General Chemistry I & II	8
<b>Total</b>	<b>20</b>
B. Two of the following:	
BI 101 Anatomy & Physiology I	4
BI 102 Anatomy & Physiology II	4
BI 202 Microbiology	4
BI 159 and BI 160 Personal Nutrition	4
BI 259 Normal & Therapeutic Nutrition	4
BI 279 Life Cycle Nutrition	3
BI 2xx Biology Elective	3-4
CH 120 Forensic Science	4
CH 2xx Chemistry Elective	3-4
<b>Total</b>	<b>7-8</b>
<u>General Electives</u>	
Courses to meet individual interests and goals	9
<b>Total</b>	<b>36-37</b>
<b>Program Total</b>	<b>64-66</b>

Please refer to pages 9-14 for specific Admission requirements.

# LIBERAL ARTS

## General Studies

The General Studies Program provides maximum flexibility for those seeking to begin or to continue their higher education. This program, in which students may design their own curriculum, is especially appealing to those who have unique career or academic goals.

General Studies might be right for you if you:

- Would like to custom-design a degree program which meets your goals;
- Have previously earned credits from one or more institutions;
- Would like to combine one of our certificates (Paralegal, Accounting, Management, etc.) with other required credits to complete the degree;
- Seek entry into an NHTI program which has limited enrollment or for which you need prerequisite courses; although transfer into these programs is not guaranteed, students who are successful in the General Studies program strengthen their candidacy status;
- Plan to transfer to another institution but would like to complete some of the general education requirements;
- Would like to gain as many as 20 experiential learning credits for your occupational experience;
- Wish to explore the college experience without a definite career path in mind.

## General Education Core

(for both options)

	Credits
A. EN 101, English Composition	4
B. Social Sciences (two courses with AN, EO HI, PS, PY, or SO prefix, excluding HI 104 and HI 105)	6
C. Mathematics (MT 100 or higher, excluding MT 103, MT 104, MT 106, MT 108, MT 109, and MT 113)	3-4
D. Science (one science course with or without a lab) [excluding BI 100, CH 100, and PH 100]	3-4
E. Humanities (EN xxx [excluding EN 100 and EN 120] and one of the following: HI 104, HI 105, or PI xxx)	6
<b>Total</b>	<b>22-24</b>

## Other Required Courses

(for both options)

A. Computer Literacy (IS 166 or equivalent)	3
B. General Elective	3
<b>Total</b>	<b>6</b>

## Exploration Option

The General Studies Exploration curriculum provides students with broad general knowledge as well as an opportunity to explore an area of concentration. It allows flexibility for students who either have transfer credit or who wish to transfer to another technical two or four-year program. While students may custom-design their concentration area, they should select these electives based on their intended fields of specialization.

	Credits
A. GS 100 General Studies Seminar	1
B. Liberal Arts and Sciences electives	12
C. Electives (courses to meet individual interests and goals; may include a certificate program)	<u>23-24</u>
<b>Total</b>	<b>36-37</b>
<b>Program Total</b>	<b>64-67</b>

## Experiential Credit Option

The Experiential Credit option is for individuals who would like to earn as many as 20 experiential credits for previous occupational experience. It is also possible to complete a certificate program for inclusion in this option. The experiential credit, whether combined with a certificate or with coursework in a specific subject area, must relate to and support the student's chosen subject concentration; it may or may not be transferable.

	Credits
A. GS 101 Assessment of Prior Learning	1
*B. Experiential Credit	maximum 20
*C. Certificate in a specific program area (must relate to experiential credit)	
And/Or	
*D. Coursework in a specific subject area (must relate to experiential credit)	minimum 15
<b>Total</b>	<b>36</b>
<b>Program Total</b>	<b>64-66</b>

\* If the combination of experiential credit and certificate program courses totals less than 35 credits, additional coursework must relate to the concentration subject area and must be approved by the General Studies department head.

*Note: a minimum of 16 credits hours must be earned through instruction at NHTI with a minimum of 8 credit hours in courses numbered at the 200-level.*

Please refer to pages 9-14 for specific Admission requirements.

# NHTI Certificate Programs

## Certificate Programs

In addition to the programs outlined in the catalog, NHTI offers Certificate Programs designed to prepare students for immediate employment in a variety of exciting fields. Certificate Programs can help students attain career goals in a short period of time (some programs require as few as four to six courses!)

### **NHTI Certificate Programs include:**

Accounting	Human Resource Management
Community Social Service	Landscape Design
Computer Information Systems	Management
Computer Technology Programming (Advanced)	Marketing/Sales
Conflict Resolution and Mediation	Medical Coding
Early Childhood Education	Medical Transcription
Electronic Technology	Paralegal Studies
Entrepreneurship/Small Business Management	Professional Studies in Quality
Gerontology	Teacher Assistant
Hotel Administration	Travel and Tourism

Please contact the Admissions Office for more details and a brochure at (603) 271-7134 or 1-800-247-0179.

# Division of Community & Corporate Affairs

## Community Education

Through the Division of Community Education, the Institute offers credit and noncredit courses plus Certificate and Associate Degree programs, both days and evenings, on and off campus. Hundreds of NHTI graduates have received degrees by taking courses on a part time basis, evenings, weekends, Summer Term —whenever the courses may fit into an individual's busy schedule.❖

The Division currently enrolls several thousand students annually. Members of NHTI's full-time day faculty regularly teach Community Education courses, ensuring consistently high quality education.

## Business Programs

Accounting\*\*  
Entrepreneurship/Small Business Management\*  
Hotel Administration\*\*  
Human Resource Management\*\*  
Management\*\*  
Marketing\*\*  
Marketing/Sales\*  
Professional Studies in Quality\*  
Real Estate  
Sports Management  
Travel and Tourism\*\*

## Computers and Engineering Technology

Architectural Engineering Technology  
Computer Engineering Technology  
Computer Information Systems\*\*  
Computer Technology Programming\* (Advanced)  
Electronic Engineering Technology  
Electronic Technology\*  
Manufacturing Engineering Technology  
Mechanical Engineering Technology

## Education, Health and Human Service

Addiction Counseling  
Community Social Service\*  
Conflict Resolution and Mediation\*  
Early Childhood Education\*\*  
Education  
Gerontology\*  
Human Service  
Medical Coding\*  
Medical Transcription\*  
Teacher Assistant\*\*

## Justice/Legal Studies

Criminal Justice  
Paralegal Studies\*\*

## Additional Programs

Associate of Arts - Transfer Program  
Associate in General Studies  
Landscape Design\*

\* notes programs that are available as certificates only

\*\* both certificate and associate degree programs available

❖ Courses are also offered in distance learning and on-line formats.

**For more complete information and to be placed on the mailing list to receive schedules each semester call:**

**Community Education at (603) 271-7122.**

## Center for Training and Business Development

### **Mission Statement**

*"We will provide our customers with high quality education and training programs, and access to information, technology and resources which will enhance their ability to compete and to succeed in a dynamic economy."*

The Center for Training & Business Development is a resource for continuing professional education and training for business, industry, healthcare, government and education. Through a variety of seminars and workshops, professionals can update their computer skills, network with other professionals or gain continuing professional education units required for licensure.

Each year the Center offers workshops in Continuous Improvement and Quality, Topics and Practices in Healthcare, Computer Applications and Support, as well as professional development for managers and supervisors. While many of these activities are held on campus, customized training is also available at the customer's location and is tailor-made to meet the customer's specific needs.

The Center for Training and Business Development partners with other organizations to bring comprehensive services to the NH business community. These organizations include the Department of Resources and Economic Development, the NH Manufacturing Extension Partnership, the NH Job Training Council, as well as membership focused organizations such as the Granite State Section of the American Society for Quality. The Center co-sponsors an annual Fall Quality Forum and a Spring Quality Expositions with ASQ.

The Center promotes life long learning and professional development as a continuum of educational services provided by New Hampshire Technical Institute, serving the needs of New Hampshire's workforce.

For more information and to receive the latest schedule, please contact:

The Center for Training & Business Development  
11 Institute Drive  
Concord, NH 03301

Telephone: 603/271-6663

FAX: 603/271-6667

Visit our web site at [www.nhti.net](http://www.nhti.net)

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# Course Descriptions

# Course Descriptions

**Please note:** Courses are listed in alphabetical order by letter prefix, not by subject heading.

Number sequencing to the right of the course name means the following: **first digit** designates the number of lecture hours for the course; the **second digit** designates the number of lab, clinic or practicum hours; and the **third digit** designates the credit hours for the course.

## Accounting

**AC 101 Accounting I 3-0-3**  
An introduction to accounting procedures and principles covering the accounting cycle, accounting for a merchandising business, special journals, control over cash, receivables, and inventories. A grade of C- or higher must be achieved to continue with the next accounting course.

**AC 102 Accounting II 3-0-3**  
A continuation of the fundamentals of accounting concepts and procedures, including the following topics: depreciation, payroll, notes payable, bonds, partnerships and corporations. A grade of C- or higher must be achieved to continue with the next accounting course. (Prerequisite: AC101)

**AC 205 Intermediate Accounting I 4-0-4**  
A review of the overall accounting cycle, followed by an in-depth study of accounting concepts and FASB statements dealing with topics to include balance sheets, income statements, receivables, inventories, and cash flows. (Prerequisite: AC 102)

**AC 206 Intermediate Accounting II 4-0-4**  
A study of accounting principles dealing with asset acquisition and retirements, long term investments, current and contingent liabilities, debt securities and equity securities, capital structure of corporations, revenue recognition, and leases. (Prerequisite: AC 205)

**AC 240 Accounting Information Systems 2-2-3**  
Computerized applications in accounting in such areas as, but not limited to, recording transactions, preparation of financial reports, financial statement analysis, cash flows, and income tax preparation. (Prerequisites: AC 102, BU 130, and IS 166)

**AC 250 Cost Accounting 3-0-3**  
Provides cost accounting fundamentals including manufacturing statements, job cost systems, process cost systems, standard costs and cost analysis. (Prerequisite: AC 102)

## Addiction Counseling

**AD 120 Survey of Addictive Behaviors and Treatment 3-0-3**  
A study of addictive behaviors and treatment from a multi-modal presentation of historical, sociological, political and medical issues and their importance relative to the treatment of addictive behaviors in today's society.

**AD 205 Fundamentals of Dependency Counseling Skills 3-0-3**  
This course includes a comprehensive and detailed study of application both in documentation and treatment of the 12 core functions. Emphasis will be on preparation for on-site practice and for eventual state and national licensure and certification. (Prerequisite: AD 120 or permission of Department Head)

**AD 235 Physiology and Pharmacology of Addiction 3-0-3**  
An in-depth study of psychopharmacological aspects of drugs is covered including a study of brain and body drug metabolism, medical complications and the treatment of psychiatric disorders as outlined in the DSM-IV. Alcohol and drug detoxification and sobriety maintenance and practices will be addressed. (Prerequisite: AD 120 or permission of Department Head)

**AD 270 Advanced Seminar in Addictive Behaviors Counseling 3-0-3**  
A study of addictive behaviors counseling modalities and skills appropriate to the specific needs of varied client/patient populations in different treatment settings. Clinical case study will be directed toward familiarization with the process of state Licensed Alcohol and Drug Counseling (LADC) application, written case format submission, and the written and oral credentialing examinations. (Prerequisites: all AD courses; corequisite: AD 295)

**AD 292 Alcohol and Drug Abuse Counseling Practicum II\* 2-10-5**  
This second practicum experience offers 30 hours of group clinical supervision and opportunities to research, observe, role-play and practice the functions of Assessment; Treatment Planning; Case Management; Crisis Intervention; Referral; Consultation; and Child, Family and Community Education in an approved clinical setting. *Only for students who matriculated prior to and including January 2000.* (Prerequisite: AD 291)

**AD 293 Alcohol and Drug Abuse Counseling Practicum III\* 2-15-7**  
The third practicum experience will offer 30 hours of group clinical supervision and opportunities to research, observe, role-play and practice Individual, Group, Family and other counseling skills in an approved clinical setting. *Only for students who matriculated prior to and including January 2000.* (Prerequisite: AD 292)

**AD 294 Internship I: Orientation to Addictive Behaviors Counseling\* 2-12-6**  
The first internship experience offers 30 hours of classroom-based group clinical supervision in support of 180 hours of field work in an approved clinical setting. The student initially learns to integrate into an agency atmosphere within which they may research, observe, role-play and practice the fundamental skills of screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, record keeping and consultation. (Prerequisites: AD 120, AD 205, HU 111, MH 185, PY 105, PY 220 and PY 283, with a combined major field GPA of 2.0)



## **AD 295 Internship II: Orientation to Addictive Behaviors Counseling\*** **2-12-6**

The second internship experience offers 30 hours of classroom-based group clinical in support of 180 hours of field work in an approved clinical setting. The student assumes increased responsibility culminating in substantial use of the fundamental skills of screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, record keeping and consultation in direct contact with clients/patients. A greater understanding of available treatment resources is accomplished via an inspection of the state-wide continuum-of-care. (Prerequisite: AD 294)

*\* The student will also complete an interview with the practicum coordinator the semester prior to the first scheduled practicum. Special requests regarding practicum entrance may be brought to the department head by the student. Review of the requests will be made by the department faculty and special exemptions may be made for entrance into the practicum.*

## **Anthropology**

### **AN 101 Introduction to Cultural Anthropology** **3-0-3**

This course is an introduction to the perspectives, methods, and ideas of cultural anthropology and will analyze human diversity and similarities among people throughout the world, both western and non-western, through cross-cultural comparison. Topics include: culture and society; ethnographic research; ethnocentrism and cultural relativism; how societies adapt to their environment; different forms of marriage and social relationships; male, female and other forms of gender; the social functions of religion; and the processes of social-cultural change.

## **Architectural Engineering Technology**

### **AR 103 Architectural Sketching and Drafting** **2-2-3**

The first semester the student learns the basic mechanics of representing architectural ideas graphically through the development of sketch-to-scale drawings and computer-aided-drafting (CAD) projects. Sketching, lettering, CAD drafting techniques, geometric construction, projection principles, conventions, drawing organization and technical accuracy are the areas of early concentration. Design considerations for a selected two-story residential project develop an appreciation for planning, space organization, circulation, stairs, kitchens, bathrooms, fireplaces and various sloped roof configurations. The student produces floor plans, foundation plans, site plans, elevations, building sections, wall sections and details by CAD. An introductory structural analysis is made for typical foundations loadings. A distinction is made for Presentation Drawings and Construction Documents and the student demonstrates competency by producing both types and presents them to the class for discussion. (Corequisite: AR 120)

### **AR 104 Design Drafting I** **2-2-3**

The student will study an institutional type building that is designed for public use. The site is sloping and provides for an interesting two-story sloped roof structure that exemplifies many construction methods that are current today. The student begins his or her study in sketch-to-scale drawings. With an outline of design criteria and project

guidelines, the student develops preliminary presentation drawings for plans, elevations and 3-dimensional views. As the student comes to know and appreciate the design, the emphasis shifts to a more in-depth understanding of the technology of construction. The student prepares construction documents for plans, elevations, building sections, wall sections and details. The preparation of Preliminary Drawings and Construction Documents are by CAD using AutoCad Architectural Desktop 2 software. The student develops competency by studying, discussing and producing these specific sets of drawings and presenting them to the class as a way of working on relevant verbal skills. (Prerequisites: AR 103 and AR 120)

### **AR 120 Materials and Methods of Construction** **4-0-4**

A survey of the materials used in building construction, the methods used in assembling these materials into structures, and the forces acting on structures. Included are the characteristics and properties of each material and their relative cost. Materials and methods studied include site work, concrete, masonry, metals, wood and plastics, thermal and moisture protection, doors and windows, and finishes.

### **AR 150 Statics and Strength of Materials** **3-2-4**

A study of forces and the effect of forces upon structural members in a state of equilibrium. It is the study of internal stresses and deformations that result when structural members are subjected to external forces through loading. While lectures, and some labs, deal mainly with the theory of force analysis and force systems solutions, laboratory projects involve the application of various stress and strain measuring instruments on many materials used in construction. (Prerequisites: MT 133 and PH 133)

### **AR 202 Design Drafting II** **2-2-3**

The student's major area of study is on the preparation of Construction Documents for commercial and institutional type buildings with particular emphasis on the impact of public assembly use groups. An appreciation of this is understood by study of code and barrier-free design criteria which are integrated with the study of a multi-story steel framed masonry-walled structure with curtain wall glazing and sloped roof construction. The student produces floor plans, elevations, building sections, wall sections and details using materials typically used in steel frame construction today. The student produces computer aided drawing (CAD) using AutoCad Architectural Desktop 2 software. An emphasis is placed on sketch-to-scale drawings integrating them into the work as a problem-solving tool. Lectures relating to the use of steel, masonry, egress requirements, codes, stairs, the State barrier-free design code and handicap requirements, fire protection, acoustics, glazing, curtain-wall systems, roofing and building energy conservation complement the projects. The student presents his or her work to the class and an emphasis is placed on technical competency, critical expression and group participation. (Prerequisite: AR 103 and AR 104; Corequisite: AR 240)

### **AR 220 Surveying** **2-3-3**

A course to familiarize students with the equipment, procedures and methodology of modern surveying practices. It includes measurement of distance, elevation, angles and direction in the field as well as office computations for traverses and the description of parcels of land. The methods of topographical surveying and mapping, construction sur-

## COURSE DESCRIPTIONS

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veying, and route location surveying for vertical and horizontal control are also studied. (Prerequisite: MT 133)

### **AR 235 Reinforced Concrete Design** 2-3-3

The study of design and investigation procedures for steel reinforced concrete structures including beams, girders, roof and floor slab systems, columns, foundation footings, basement and retaining walls. Design sketches, based on calculations and in accordance with the latest American Concrete Institute building code requirements, will be prepared. (Prerequisite: AR 240)

### **AR 240 Timber and Steel Design** 3-2-4

The principles of statical equilibrium are applied to the structural design of timber framed and steel framed buildings. The physical properties of wood are studied to learn how they affect the design of wood joists, beams and columns. Engineered wood products and trusses are studied as well as solid wood members. Steel beams, girders and baseplates are sized using the A.I.S.C. Manual. Columns and struts are studied for both axial and eccentric loading. (Prerequisite: AR 150)

### **AR 250 Environmental Systems** 2-2-3

A survey of the environmental control methods and support systems used in contemporary buildings. Emphasis is on the fundamentals of each system and design of simple systems, and how they relate to energy utilization and conservation in building design. Economic comparisons and cost/benefit ratios are also studied. (Prerequisite: PH 135)

### **AR 270 Construction Management** 2-2-3

A course dealing with the business phase of a construction project, from working drawings and specifications to final completion of the structure. Both the architect's or engineer's role and contractor's role in coordinating project activities are discussed. Also covered are cost control (estimating) and contractual arrangements, including recent innovations of the industry. Guest lectures and a field trip to an ongoing construction project will supplement classroom lectures. (Prerequisite: AR 202 and EN 125)

### **AR 297 Senior Design Project** 1-3-3

The student chooses a project to architecturally design and develop from a collection of instructor-approved projects and site plans. By discussing relevant design criteria with the instructor and a hypothetical client outside of class, the student develops and refines the program of space requirements and acquires an appreciation for function and adjacency requirements. Study includes an analysis of the site, structure, codes, circulation, material usage and energy considerations. The student produces schematic designs and preliminary designs with an emphasis on sketching to scale. Presentation drawings and construction documents are produced by CAD using 3D where appropriate. Students build a study and final model. All work has an emphasis on thorough coordination, application of current technology, and applying the knowledge gained in the AET program. (Prerequisites: AR 202, AR 220, AR 240 and EN 125)

## Biology

### **BI 100 Introduction to Biology with Laboratory** 3-2-4

An introductory course in biology intended to satisfy the biology admission requirement for NHTI health-related degree and diploma programs. Topics include scientific method and measurement, cell structure and function, energy transformation, nutrient processing, gas exchange, circulatory systems, nervous systems, principles of homeostasis, and heredity. Laboratory exercises parallel lecture topics, and include microscopy, dissection, biochemistry, and physiological experimentation. (For institutional credit only; not intended for transfer.)

### **BI 101 Anatomy and Physiology I** 3-2-4

An introduction to the structure and function of the human body. Includes elementary cytophysiology, histology, and anatomy and physiology of the integumentary system, skeletal system, muscular system, nervous system, and special senses. Laboratory work parallels lecture topics, and includes microscopy, study of human anatomical models, dissection of preserved animals, and physiological experimentation. (Prerequisite: high school level biology and chemistry with lab or permission of the Department Head of Chemistry and Biological Sciences.)

### **BI 102 Anatomy and Physiology II** 3-2-4

A continuation of BI 101. Includes anatomy and physiology of the endocrine system, circulatory system, immune system, respiratory system, digestive system, excretory system, and reproductive system. Other topics covered include nutrition and metabolism, acid/base balance, fluid and electrolyte balance, and genetics. Laboratory work parallels lecture topics, and include microscopy, study of human anatomical models, dissection of preserved animals, and physiological experimentation. (Prerequisite: BI 101 or permission of Department Head of Chemistry and Biological Sciences)

### **BI106 Integrated Biological Science** 4-0-4

*(For LPN Transition Students ONLY)*

An accelerated course in human anatomy and physiology for LPN Transition students. Course content and level of instruction are equivalent to BI 101 and BI 102, but without laboratory experiences.

### **BI 111 General Biology I** 3-2-4

Designed to provide the student with the basic principles of biology, including scientific method, cell structure, cellular biochemistry and energy transformations, and genetics. Laboratories are used to develop skills in scientific thought and common procedures used in biological experimentation. With BI 112, intended to provide a foundation for further study in life sciences. (Prerequisites: Algebra I, high school level biology with lab and chemistry with lab.)

### **BI 112 General Biology II** 3-2-4

A continuation of BI 111. Includes a survey of the taxonomic groupings of life forms, as well as the principles of evolution and ecology.

### **BI 120 Human Biology** 3-0-3

A brief summary of human anatomical structure and physiological systems designed to provide students with the knowledge and perspective necessary to work in their chosen fields.

**BI 121 Human Biology Laboratory** **0-2-1**  
 A series of laboratory experiences designed to enhance and reinforce the concepts presented in BI 120, Human Biology. (Must be taken concurrently with BI 120).

**BI 122 Basic Pathophysiology** **3-0-3**  
 A course designed to provide the student with an understanding of the various mechanisms by which human diseases develop. Includes a survey of common disorders involving each of the major body systems. (Prerequisite: BI 120 or permission of the Department Head for Chemistry and Biological Sciences.)

**BI 159 Personal Nutrition** **3-0-3**  
 An introductory course for the individual interested in nutrition as a tool for personal health promotion and disease prevention. Incorporates basic principles of nutrition with discussions of contemporary issues.

**BI 160 Personal Nutrition Laboratory** **0-2-1**  
 A lab course intended to provide deeper exploration into the concepts presented in Personal Nutrition (BI 159). Topics will include scientific method, food analysis, and diet and nutritional lifestyle analysis. (Must be taken concurrently with BI 159.)

**BI 202 Microbiology** **3-3-4**  
 Lectures focus on three major areas: 1) basic concepts of microbiology, including morphology and physiology of prokaryotes, eukaryotes, and viruses; 2) host resistance to disease and immunology; and 3) epidemiology of selected diseases caused by bacteria, viruses, fungi, protozoa, and parasitic worms. Labs also focus on three major areas: 1) basic skills such as staining, microscopy, and isolation techniques; 2) bacterial physiology as is pertinent to identification of bacterial species; and 3) control of microorganisms via chemotherapeutic agents, physical means and chemical disinfectants. (Prerequisite: BI 102 or BI 106)

**BI 211 Genetics** **3-2-4**  
 A lab course intended to enhance a student's knowledge of basic genetics and to provide the foundation necessary for further studies in molecular biology, cell biology, evolution, systematics, and behavior. Topics covered will include Mendelian genetics, molecular genetics, immunogenetics, genetics of cancer and population genetics. (Prerequisites: BI 111, or BI 101, or BI 202, and MT 123 or equivalent; or permission of the Department Head for Chemistry & Biological Sciences)

**BI 212 Ecology** **3-2-4**  
 Investigations into the biological and physical factors affecting the distribution, abundance, and adaptations of organisms. Interrelationships at the population, community, and ecosystem levels will be studied. (Prerequisites: BI 111, BI 112 and MT 123; MT 251 recommended; or permission of the Department Head for Chemistry and Biological Sciences)

**BI 222 Pathophysiology** **4-0-4**  
 A course that provides the allied health student with an understanding of disease processes by building on the student's knowledge of normal

anatomy and physiology. Common disorders of major body systems are discussed relative to the mechanisms by which they develop and their effects on homeostasis. (Prerequisite: BI 102 or permission of the Department Head for Chemistry and Biological Sciences)

**BI 259 Normal and Therapeutic Nutrition** **4-0-4**  
 An introductory course in normal and therapeutic nutrition designed for students in allied health programs. Focuses on the application of basic principles of nutrition to health promotion and disease prevention, as well as the role of nutritional intervention as a therapeutic tool in specific pathologies. Includes discussion of contemporary issues in nutrition. (Prerequisites: BI 102 or BI 106 or BI 159, or permission of the Department Head for Chemistry and Biological Sciences.)

**BI 279 Life Cycle Nutrition** **3-0-3**  
 Focuses on nutritional needs of the growing, developing human from conception to old age, with particular emphasis on the nutritional needs of infants, children, adolescents, adults, women and aging adults. (Prerequisite: BI 259 or permission of the Department Head for Chemistry and Biological Sciences.)

## Business

**BU 101 Introduction to Business** **3-0-3**  
 An introduction to the general concepts of business, including organization, forms of ownership, finance, management, marketing, production and the relationship between business and society. The current business climate and attitudes will also be examined through the use of business publications and articles.

**BU 120 Principles of Banking** **3-0-3**  
 A descriptive course presenting the fundamentals of banking functions. Topics include banks and the monetary system, negotiable instruments, the relationship of the commercial bank to its depositors, types of bank accounts, the deposit function, the payments function, bank loans and investments, other banking services, bank accounting and marketing, external and internal controls, and the public service obligations of banks.

**BU 121 Money and Banking** **3-0-3**  
 This course presents the practical application of the economics of money and banking to the individual bank. Coverage is given to the structure of the commercial banking system, the nature and functions of money, banks and the money supply, cash assets and liquidity management, bank investments, loans, earnings, and capital, the Federal Reserve System and its policies and operations, Treasury Department operations and the changing national monetary system.

**BU 130 Taxes** **4-0-4**  
 A study of the income tax law as it relates to individuals and small businesses. Tax forms 1040EZ, 1040A, and the 1040 with attached schedules are examined. This course will include the determination of taxable income, itemized deductions, tax credits, and depreciation. (Prerequisite: AC 101 or permission of the instructor)

**BU 150 Supervision** **3-0-3**  
 In this course, students learn to analyze issues, solve problems, and build management skills realizing that regardless of the technical

## COURSE DESCRIPTIONS

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specialties that may exist in business, there are managerial aspects which are common to every supervisory position. Topics include contemporary issues such as managing in a nondiscriminatory way, building positive discipline, motivating line workers, and ethics in supervision.

### **BU 170 Principles of Marketing** 3-0-3

An introductory course presenting such topics as the seven managerial functions of marketing, problem-solving, decision-making, marketing research, new product development, price determination, marketing channels and advertising.

### **BU 174 Principles of Sales** 3-0-3

A study of the selling process as it relates to training professional sales people and the basic elements of the persuasion process. A systematic approach will be used to develop techniques to adjust to individual styles. Students will also study the tasks of the sales manager and techniques which are used to hire, train, and compensate the sales force.

### **BU 220 Entrepreneurship** 3-0-3

The course provides an overview of the excitement and challenges of starting a new venture. It examines the issues of developing a new venture and the concerns in managing the venture once it becomes operational. The course will help the new entrepreneur explore the environment for new opportunities; help the new entrepreneur match her/his skills with new opportunities; and examine the viability of the new venture and the possibilities of financing. Finally, a series of cases will be examined that illustrate why some new ventures become successful and why some do not. (Prerequisite: BU 170)

### **BU 221 Health Care Management in the U.S.** 3-0-3

This course will examine health care trends within the United States. The focus will be on the evolving nature of health care and current debates. Students will explore such topics as: history of health care, hospital reorganization, care delivery settings, administrative and caregiver role changes, reimbursement, managed care and governmental interventions.

### **BU 225 Business Law I** 3-0-3

The necessity of law is studied with its adjudication through the various types of courts, leading to the study of contracts which are the foundation of all business endeavors. Commercial papers will also be studied.

### **BU 226 Business Law II** 3-0-3

Focuses on various forms of legal entities and Articles 2 and 9 of the UCC. The major laws governing securities, entities, antitrust, bankruptcy, and environmental issues are reviewed. Special emphasis is given to the legal liability of the professional. This course is designed for the future business manager, entrepreneur, or professional who wishes to have information regarding laws governing business. (Prerequisite: BU 225)

### **BU 240 Small Business Management** 3-0-3

This course is designed for the student who is primarily interested in the ownership and management of the small business enterprise. It examines and analyzes the managerial functions of planning, organiz-

ing, staffing, direction, and controlling as applied to the small business. Students also study retailing, wholesaling, manufacturing, and service type business organizations. (Prerequisite: AC 101 or BU 101)

### **BU 242 Business Ethics** 3-0-3

An introductory study of classical and contemporary ethical philosophies and how these philosophies apply to current business practices. The course stresses analytical and problem solving skills to comprehend the ethical dimensions of business relationships: employer and employee; managers to owners; manufacturers to consumers; and corporations to the environment.

### **BU 245 Organizational Behavior** 3-0-3

This course helps students to develop a more complete understanding of the distinctively human dimensions of management. Emphasis is placed upon the allocation of theory to real world problems as well as the development of interpersonal skills. Topics include such issues as motivation, leadership, group dynamics, and interpersonal communication. (Prerequisite: BU 270 strongly recommended or permission of the Instructor)

### **BU 250 Principles of Finance** 3-0-3

A study of the planning and control involved in financial statement analysis, working capital management, cash budgets, cash flows, and break-even analysis within a corporate environment. (Prerequisite: AC 102)

### **BU 255 Personal Financial Planning** 3-0-3

Provides an effective learning experience in personal finance. Emphasis is on helping students make sound financial decisions in the areas of budgeting, insurance, taxes, credit, investment, real estate, and retirement planning. (Prerequisite: AC 101 or BU 101)

### **BU 261 Advertising** 3-0-3

This course provides a thorough introduction to many aspects of advertising. Discussion includes how advertising is created, the media in which it appears, and the laws and ethics governing advertising professionals. Careers in advertising are also discussed. (Prerequisite: BU 170)

### **BU 262 Consumer Behavior** 3-0-3

In this course, students concentrate on the ultimate or final user, examining anticipatory and consummatory, rational and emotional, instinctive and collectivist behavioral variables in the light of conceptual contributions from economics, psychology, sociology, and anthropology. (Prerequisite: BU 170)

### **BU 263 Fundamentals of Real Estate** 3-0-3

Fundamentals course in real estate in preparation for the licensing exam. The course meets the statutory requirements of the N.H. Real Estate Commission for salesperson examinations. Topics discussed include: listing N.H. rules and regulations, types of interest in real estate, real estate taxes, liens, financing, appraising, closing statements, etc.

### **BU 265 Marketing Research** 4-0-4

Students in this course learn to develop the information necessary for marketing decision-making. This course emphasizes a management-

oriented analysis of marketing phenomena including the following: identifying and defining marketing problems, designing research, acquiring information, evaluating data, and presenting research. (Prerequisite: BU 170)

**BU 270 Principles of Management 4-0-4**

The course provides an understanding and appreciation of organizational structures and the role of the manager within these structures, with emphasis on the influence of the social sciences upon current management theory. (BU 150 recommended prior to taking BU 270)

**BU 273 Human Resource Management 4-0-4**

A study of human resource management including the evolution of the personnel process, organizational models, leadership patterns, and issues touching upon planning, assessment, staffing, training, development, and environmental issues. Emphasis is placed on the application of theory and practice so that students will gain a useful understanding of human resource management whether they seek careers in that field or in other disciplines. (BU 150 or BU 270 recommended prior to taking BU 273)

**BU 275 Labor-Management Relations 3-0-3**

The development of unions, collective bargaining, labor legislation, the main issues confronting labor and management (e.g. OSHA, pension plans, rights of public employees and productivity) constitutes the initial part of the course. The practical aspects of the course are covered through an intensive study of the negotiation, grievance procedure, arbitration, conflict resolution and behavioral aspects of union and management. The course includes cases in which students must prepare and, where possible, role play collective bargaining and union-management positions. (Prerequisite: BU 273 strongly recommended)

**BU 280 Marketing Management 3-0-3**

This course enhances student knowledge and skill in specialized topic areas, including new product development, direct marketing, media selection, copy creation, advanced marketing, research techniques, sales communication and interaction. All students write in-depth research reports. (Prerequisite: BU 170; Senior standing required)

**BU 290 Management Internship 0-9-3**

Students in this course engage in individually supervised employment within an area of management requiring applications of management theory and principles to the work environment. Students must work at least ten hours per week on the job, meet periodically with a supervising faculty member, research related literature in the employment field, and prepare a substantive report on the work experience and the studies involved. This course is limited to seniors and requires the approval of a supervising faculty member and the Department Head. (Prerequisite: 2.8 G.P.A. and approval of Department Head)

**BU 295 Marketing Internship 0-9-3**

In this supervised internship, students apply the principles of marketing in a position requiring at least ten hours per week. This course requires a written report and is open to seniors. Students must have the approval of the supervising faculty member and the Department Head. (Prerequisites: 2.8 G.P.A. and approval of Department Head)

**Chemistry**

**CH 100 Introductory Chemistry 3-2-4**

An introductory course in chemistry intended to satisfy the chemistry admission requirement for NHTI health-related degree and certificate programs. Consideration will be given to fundamental atomic theory, chemical arithmetic, kinetic theory, solution chemistry, acids, bases and salts, and introductory organic chemistry. Lab included. (Proficiency with the mathematical operations of high school algebra I or MT 103 strongly recommended) (For institutional credit only; not intended for transfer)

**CH 103 General Chemistry I 3-2-4**

Fundamental laws and concepts of chemistry, including elements, atomic structure, the periodic table, chemical bonding, compounds, chemical equations, and stoichiometry. Laboratories are used to reinforce concepts presented in lectures and to develop skills in scientific thought and common procedures used in chemical experimentation. With CH 104, intended to provide a foundation for further study in life sciences and physical sciences. (Prerequisites: high school chemistry with lab, algebra, and ability to use exponents and logarithms)

**CH 104 General Chemistry II 3-2-4**

A continuation of CH 103. Topics include gases and gas laws, solutions, acid-base chemistry, oxidation-reduction reactions, chemical equilibrium and thermodynamics. Also includes an introduction to organic chemistry and biochemistry. Laboratories are used to reinforce concepts presented in lectures and to develop skills in scientific thought and common procedures used in chemical experimentation. (Prerequisite: CH 103 or permission of the Department Head for Chemistry and Biological Sciences)

**CH 105 Chemistry 3-2-4**

This is an introductory chemistry course in which the fundamental principles of the subject are developed. Included are topics in atomic structure, chemical bonding, periodic table, solutions, reactions, corrosion, and an introduction to organic chemistry. Appropriate laboratory experiments will complement the lectures. (Prerequisite: Algebra I)

**CH 110 Introduction to Biochemistry 3-2-4**

A course designed to provide allied health students with the basic principles of the chemistry of living processes. Includes the study of macromolecules, metabolic pathways, energy transformations, and enzyme action. (Prerequisite: high school chemistry with lab or permission of the Department Head for Chemistry and Biological Sciences)

**CH 120 Introduction to Forensic Science 3-2-4**

An introduction to the expanding field of forensic science. This course emphasizes forensic methodologies and the importance of proper collection and handling of specimens to ensure the integrity of evidence collected at crime scenes. Although primarily a chemistry course, aspects of biology, physics, geology and various medical fields will be incorporated into instruction. Lab.

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### **CH 205 Organic Chemistry**

**3-3-4**

An introduction to the nomenclature, structure, and reactions of organic compounds. Lab. (Prerequisites: CH 103 and 104, or CH 105, or permission of the Department Head for Chemistry and Biological Sciences)

## **Criminal Justice**

### **CJ 101 Introduction to Criminal Justice**

**3-0-3**

This course presents the history, development and current status of the criminal justice system in the United States, and the challenges it faces. When appropriate, the opportunity is taken to visit relevant agencies.

### **CJ 121 Criminal Procedure**

**4-0-4**

This course analyzes the constitutional issues in the United States which have direct bearing on the role and policies of criminal justice agencies. Application of these issues as they relate to investigation, arrest, pre-trial and appeal will be emphasized. The course is a combination of the case law and lecture method.

### **CJ 123 Criminal Law**

**4-0-4**

This course combines an examination of the general principles of criminal liability and excuse therefrom with a review of the substantive law of crimes in the United States. The course uses a combination of the Socratic/case law and lecture approach.

### **CJ 150 Criminology**

**3-0-3**

This course is a detailed analysis of the development of criminological theory, embracing the contributing disciplines of biology, psychology, sociology, political science and integrated theory combining those disciplines. Attention is also paid to the offender/victim relationship.

### **CJ 205 Police Administration and Operations**

**3-0-3**

This course covers the principles of police organization, administration, along with community policing, as well as the selection, training, promotion and socialization of officers. It deals with the conflicting roles that the police and individual officers face in today's society as part of the justice system. It also examines issues involving the influence of research, police deviance, minorities, the use of force, and the general hazards of police work.

### **CJ 210 Juvenile Justice Administration**

**3-0-3**

Theories, causation and prevention programs are studied. Rehabilitative theories and treatment programs of public institutions and public and private agencies are included. Case studies are made available to the student for analysis. Adolescent behavior, peer pressure, and the role of the family will be examined.

### **CJ 215 Correction Operations**

**3-0-3**

This course is a study of correctional processes and services, standards, personnel and principles of management; allocation of resources, training and staffing; the role of sentencing and work release programs; special programs and the use of outside contracts.

### **CJ 225 Drug Abuse and the Law**

**3-0-3**

In the first part of this course, the historical use of the major drug groups (including alcohol) will be reviewed. In the second part, the reaction of the criminal justice system to illegal involvement with drugs and alcohol and methods of treating substance abusers will be reviewed.

### **CJ 227 Victimology**

**3-0-3**

This course examines those issues in the criminal justice system which directly pertain to the system's interaction with victims. It examines how people become victims, and how the criminal justice system and related agencies deal with these people once that victim status is identified.

### **CJ 230 Justice and the Community**

**3-0-3**

This course deals with the interaction of the various components of the justice system with the community. It involves an analysis of the way the work of police departments, courts, correctional institutions and community corrections agencies appear to the public. The image of the justice system in the media is examined: specific attention is paid to the issues of the young, minorities and community organizations.

### **CJ 270 Internship**

**0-9-3**

The internship offers the student the opportunity to put learned theory to practical application. The student is responsible for seeking out the agency placement, with the assistance of the course instructor. The internship requires the completion of a mandatory minimum number of hours. A log is kept, and the final grade is based on a combination of the log, supervising agency assessment, and final analytical report.

### **CJ 275 Senior Project**

**3-0-3**

In this course, through on-going and individualized contact with the supervising instructor, the student develops a topic pre-approved through a prospectus presented to the instructor. The student may develop any topic raised in any major class and is not limited by category. Empirical studies, surveys, literature reviews are among the acceptable categories of research. The final grade is determined by a review of the final product and the extent to which the student has followed the course guidelines.

## **Computer Engineering Technology**

### **CP 107 Introduction to Programming with C++**

**2-3-3**

Introduces the student to program design using the language C++. No prior knowledge of programming is assumed. Focuses on effective structured design of code with variables, decisions, loops, functions, arrays and introduction of pointers. Use of professional programming design approaches and coding style will be used in laboratory assignments. Completion of this course provides the programming design skills to continue on with the study of the language C++ or other computer languages. (Corequisites: IS 101 and MT 133; or permission of instructor)

### **CP 108 Digital Devices and Interfacing**

**3-3-4**

This course is a study in digital design concepts with emphasis on hardware interfacing requirements. Topics covered include Base 2, 8,

and 16 numbers systems, codes, Boolean algebra, logic gates, Karnaugh maps, flip-flops, counters, registers, and memory devices. Interfacing requirements are covered as well as diode and transistor switching circuits used in the most popular logic families. Linear integrated circuits are also discussed with emphasis on analog to digital and digital to analog conversion. Classroom work is reinforced with laboratory experiments. (Prerequisite: EL 101; or permission of the instructor)

**CP 112 Machine and Assembly Language 3-3-4**

This course covers microprocessor architecture, instruction sets, hardware interfacing and applications with emphasis on machine and assembly language programming. Laboratory exercises explore microcontroller systems level applications including parallel and serial data transfer, data acquisition, and real-time applications with digital and analog input and output signals. Advanced topics may include an introduction to control applications, digital signal processing (DSP), and embedded systems implementations. (Prerequisites: IS 101 and CP 107; corequisite: CP 108; or permission of the instructor)

**CP 222 Data Communications 3-3-4**

This course focuses on practical programming techniques to support human to computer and computer to computer communications. Serial communications provides the initial focus using asynchronous techniques and protocols. The student will develop several cooperative serial communication programs to understand data protocols using packets containing header, data, error checking and flow control. Then programs will be created for exploring a wide range of networking and internet communications. The languages that may be used for these explorations shall include, but not be limited to C++, Visual C++, Visual Basic and Java. There will be extensive laboratory programming assignments. (Prerequisites: CP 107 and CP 235; Corequisites: CP 240 and CP 252; or permission of the instructor)

**CP 235 Algorithms With Object Oriented Programming 3-3-4**

This course focuses on the development, implementation and analysis of algorithms developed with object oriented design. Object oriented programming (OOP) techniques will be used to solve algorithms such as stacks, queues and linked lists. Concepts such as priority ranked data and object containers as well as circular queues will be covered. Sorting, data manipulation and retrieval will be covered. Languages which support OOP will be used as the learning method. Both C++ and Java will be used. This course covers intermediate and advanced topics with extensive hands on programming. Key OOP foundation capabilities of data abstractions, inheritance and polymorphism will be covered. Topics in C++ specifically covered will be pointers, operator overloading and multiple inheritance. (Prerequisites: IS 101 and CP 107; or permission of instructor)

**CP 240 Programming for Windows Operating Systems 3-3-4**

The focus is on understanding advanced concepts in operating systems; Microsoft Windows will be the focus of this course using Microsoft Visual Basic and Visual C++ languages. The course will use programming techniques to understand the functionality of the operating system. Experience will be gained using this multi-tasking and multi-threaded operating system through extensive hands-on laboratory assignments. (Prerequisites: IS 101, CP 107 and CP 235; or permission of the instructor)

**CP 252 Networking and Internet Technologies 3-3-4**

Offers the student a broad range of understanding and experience in the emerging technology surrounding computer networking and the Internet. From the viewpoint of system administrator and web site developer, installation, maintenance and security will be applied to the Windows NT and UNIX system environments. Fundamentals of remote client/server technology and data access will be reinforced with appropriate lab assignments. ( Prerequisites: IS 101, CP 107 and CP 235; or permission of the instructor)

**CP 260 Computer Real Time Interfacing 3-3-4**

Interfacing computers to the outside world is the focus of this course. Computers are commonly used to gather data and to control processes such as medical equipment, research projects and manufacturing. The course content focuses on practical real time (fast response) and multithreaded programming techniques used in interfacing of computer inputs and outputs. The course is divided into two major parts. First, a programmable logic controller industrial computer using the language relay ladder logic (Boolean algebra based) is used to teach the fundamentals of real time control. The second part uses Intel based interfacing boards and multithreading programming techniques. The second part requires programming in either C++ or Java, based on student selection. Both projects are presented in class. (Prerequisites: IS 101 and CP 107; Corequisite: CP 235; or permission of the instructor)

**CP 290 Object Oriented Programming Design 3-2-4**

The use of classes, encapsulation, inheritance polymorphism and templates will be included and applied to a range of algorithm utilization. Areas of studies include advanced data construction, graphics, and user interfaces. Professional level design concepts will be studied and utilized in extensive laboratory activities and projects. Team programming principles will be studied and implemented. (Prerequisite: CP 235; or permission of the instructor)

**CP 301 Computer Project Definition 1-0-1**

Students will elect this course as a first phase to Computer Project CP 303. During this course a student selects a project which is either provided by an industrial sponsor or chosen by the student. The selections are made with the guidance and approval of the instructor. The student will meet with the sponsor to initiate the project and then will write a specification to define the project. (Prerequisite: CP 107 and Corequisites: CP 235 and CP 260; or permission of the instructor)

**CP 303 Computer Project 1-4-3**

The student will complete the project defined in CP 301 while maintaining logbook documentation, providing the advisor with progress reports. In addition, a formal oral presentation describing the project and a demonstration is required. (Prerequisites: CP 301 during the preceding semester, CP 107, CP 235 and CP 260; or permission of the instructor. Strongly recommend having previously taken or to be concurrently taking CP 222, CP 240 and CP 252)

# COURSE DESCRIPTIONS

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## Dental Auxiliaries

**DN 100 Dental Hygiene I** **2-0-2**  
An introduction to the theories and principles of the delivery of dental hygiene care, including evaluation of the patient, professional and clinical services. Emphasis will be placed on current concepts in preventive dentistry.

**DN 103 Dental Hygiene II** **2-0-2**  
An introduction to common systemic diseases with emphasis on dental hygiene treatment planning and management of medical and dental emergencies. Topics discussed during seminar include substance abuse, stress, occupational and environmental hazards and special needs patients. (Prerequisites: BI 101, DN 100, DN 113 and DN 134)

**DN 110 Dental Assisting Science I** **3-0-3**  
A study of the anatomy of the head, emphasizing the osteological landmarks and the structures of the oral cavity. Both the permanent and primary dentitions are studied, including embryonic development and eruption patterns. In addition, an introduction to the structure and function of the human body systems in health and disease will be presented.

**DN 111 Dental Assisting Science II** **2-0-2**  
An introductory study of drugs with specific consideration of those used in dentistry. Emphasis on drug origin, properties, dosages and therapeutic effects. Studies in oral pathology will include signs and symptoms of the diseases common to the oral cavity to include neoplastic disease and the inflammatory response.

**DN 113 Clinical Dental Hygiene I** **0-9-3**  
A pre-clinical course for the development and application of information relating to preventive dental hygiene services. Includes topics on asepsis, infection control, gathering and evaluating patient medical and dental histories, legal and ethical considerations, body mechanics, intra and extra oral exams, and instrumentation. Use of adjunct dental hygiene aids is also taught. Skills will be practiced on student partners. A classroom seminar for learning activities and group discussion is included.

**DN 114 Clinical Dental Hygiene II** **0-9-3**  
Clinical Dental Hygiene II is a continuation of Clinical Dental Hygiene I. Students will apply techniques learned in Clinical Dental Hygiene I directly on clinical patients. Emphasis is placed on the introduction of additional dental hygiene instruments, as well as dental health education techniques. A classroom seminar for learning activities and group discussion is included. (Prerequisites: DN 100, DN 113, and DN 134).

**DN 126 Nutrition** **2-0-2**  
Essentials of adequate diet, vitamin and nutritional balances/imbalance, emphasizing total body health and dental care are discussed. Emphasis is placed on oral manifestations of nutritional diseases, dietary analysis and counseling for the prevention of cavities and periodontal disease.

**DN 134 Oral Anatomy I** **2-1-2**  
A detailed study of the anatomy of the deciduous and permanent dentitions. Also included is tooth eruption and basic dental terminology. This course includes laboratory sessions which are coordinated with lectures to provide practical applications of dental anatomy.

**DN 136 Oral Anatomy II** **2-0-2**  
A detailed study of the embryonic development and anatomy of the hard and soft tissues of the face and oral cavity. Study of the anatomical structure of the head and neck with emphasis on the cranial nerves, muscles of mastication and facial expression, temporomandibular joint, vascular and lymphatic systems, tooth development and histology of dental tissues and supporting structures. (Prerequisites: BI 101, DN 113, and DN 134)

**DN 140 Dental Radiology** **2-3-3**  
Lectures and demonstrations are coordinated with laboratory practice on manikins to develop mastery of dental radiographic techniques as well as processing, mounting and evaluating films. Emphasis is placed on patient and operator protection and equipment function. Patients will be scheduled near the end of the term when students exhibit acceptable skills.

**DN 155 Oral Hygiene Education/Nutrition** **2-0-2**  
Methods of preventive oral hygiene education, including patient motivation, will be discussed. Lectures in nutrition will stress the importance of good eating habits in maintaining optimal general and dental health. Emphasis will be given to the essential role of the dental assistant in counseling the patient in these disciplines.

**DN 161 Dental Materials—DA** **2-3-3**  
Study of the composition and properties of materials used in dentistry. Laboratory sessions emphasize practice in manipulation of various materials.

**DN 162 Dental Materials—DH** **2-3-3**  
An introduction to the composition and properties of dental materials with emphasis on materials currently utilized in dental and dental hygiene treatments. Laboratory sessions are coordinated with lectures to provide practice on manipulation of materials with emphasis on impression taking, preparation of study casts and polishing of amalgam restorations. (Prerequisites: DN 100, DN 113, DN 134, CH 101 or permission of the Department Head)

**DN 175 Dental Assisting Theory** **3-0-3**  
A course designed to teach the dental assisting student clinical techniques. Includes information on sterilization and disinfection techniques, charting, and the use of dental equipment and instruments. Students are introduced to four-handed chairside assisting as it pertains to all types of dental procedures including oral evacuation, instrument transfer, tray set-ups, and completing dental clinical records. Emphasis is placed on the dental health team concept. Ethics and jurisprudence will also be discussed.

**DN 182 Office Procedures and Management with Computer Applications** **1-2-2**  
Development of working knowledge of office procedures to include telephone techniques, appointment scheduling and filing systems.



Lectures will include information concerning patient intake and charting systems, as well as fundamentals of bookkeeping systems, prepaid dental care plans, payroll, and inventory control. Information from lecture topics will be integrated into a computer lab with the use of specialized dental office management software.

**DN 191 Dental Assisting Clinical Experience I 0-4-1**

Clinic sessions are coordinated with lectures in preclinical theory. Demonstration and practice of all procedures in simulated clinical situations.

**DN 196 Dental Assisting Clinical Experience II 0-15-5**

Experience in a dental office performing chair-side assisting, laboratory procedures, office procedures, and exposing, processing and mounting radiographs. (Prerequisites: DN 140 and DN 191)

**DN 198 Dental Assisting Clinical Experience III 2-8-4 (6 weeks)**

Expanded opportunities in chair-side assisting to encompass all dental specialties including orthodontics, surgery, endodontics, pedodontics and prosthodontics. A weekly seminar is held to evaluate the individual clinical experiences. (Prerequisite: DN 196)

**DN 201 Dental Hygiene III 1-2-2**

Lectures in periodontology with emphasis on the hygienist's role in detection and treatment of periodontal disease. Techniques of patient evaluation, instrumentation and prevention are taught in lecture and implemented in the laboratory/clinic situation. (Prerequisites: DN 103, DN 114, DN 136, and DN 140)

**DN 202 Dental Hygiene IV 2-0-2**

A study of the ethical consideration and jurisprudence issues involved in dental care delivery as well as office management procedures and basic assisting techniques. Interview techniques and resume preparation are also included to assist the student in gaining employment. (Prerequisites: DN 201 and DN 212)

**DN 212 Clinical Dental Hygiene III 1-12-4**

Practical application of dental hygiene theories and techniques with emphasis on individual patient's oral health needs and the further development of oral prophylactic and radiographic techniques, including the preparation of diagnostic aids and patient education. Students will gain experience through work in their on-campus clinical assignments. (Prerequisites: DN 114 and DN 201)

**DN 221 Clinical Dental Hygiene IV 1-12-4**

Practical application of dental hygiene theories and techniques with emphasis on individual patient's oral health needs and the further development of oral prophylactic and radiographic techniques, including the preparation of diagnostic aids and patient education. Students will gain experience through work in their on-campus clinical assignments. (Prerequisite: DN 212)

**DN 225 Dental Hygiene Specialty Clinic I 0-4-1**

Practical application of dental hygiene theories and techniques with emphasis on the oral health needs of special patient populations. Students will gain experience in a variety of educational and public

health settings. (Prerequisites: DN 114 and DN 201)

**DN 226 Dental Hygiene Specialty Clinic II 0-4-1**

As a continuation of DN 225, students will gain additional insights working with clients with special needs. The oral hygiene health of this population will be served through practical application of dental hygiene theories and techniques. Students will gain experience through a variety of educational and public health settings. (Prerequisites: DN 212, DN 225 and CPR certification)

**DN 235 Dental Hygiene Research 2-0-2**

Under the guidance of an instructor, a research project is designed for presentation. Practical application of dental theories and techniques will be encouraged through externship opportunities. (Prerequisites: DN 126, DN 212, DN 240 and DN 241)

**DN 239 Medical Emergencies for the Dental Assistant 2-0-2**

Identification of signs, symptoms and action recommended in emergencies encountered in the dental office. Students will actively participate in role playing each emergency situation.

**DN 240 Dental Hygiene Science 4-0-4**

Lectures combining the sciences of pharmacology and oral pathology. Pharmacology emphasizes the study of drug origins, properties, dosages and therapeutic effects, specific consideration being given to those drugs used in dentistry and anesthesiology. Oral pathology includes the study of disease affecting the oral cavity, manifestations of inflammation, degenerative changes, neoplastic disease and anomalies. (Prerequisites: DN 136, BI 101, and BI 102)

**DN 241 Community Dental Health 2-0-2**

Students will gain information in the arena of public health as it pertains to dental health. Emphasis is on the use of surveys, ways to interpret statistics and overcome barriers encountered in setting up public health programs. (Prerequisite: DN 201)

## Diagnostic Medical Sonography

**DS 201 Principles of Sonography 3-3-4**

An introduction to principles of ultrasound with emphasis on physical principles, instrumentation and terminology. Laboratory sessions will introduce students to scanning techniques.

**DS 221 Sonographic Physics 3-0-3**

Study of the physical principles involved in ultrasound and state-of-the-art equipment technology. (Prerequisite: DS 201)

**DS 233 Seminars in Sonography 4-0-4**

Sessions will be used for case presentations by students and preparation for registry exams. (Prerequisites: DS 297 and DS 241)

**DS 241 Principles of Vascular Ultrasound 3-2-4**

Study of physical and doppler principles utilized in the ultrasound study of vascular structures. Laboratory sessions will introduce students to scanning techniques used in vascular studies. (Prerequisites: DS 201 and DS 221)

## COURSE DESCRIPTIONS

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**DS 265 Sonographic Anatomy and Pathology I 3-0-3**  
Study of gross, sagittal and cross sectional anatomy of the abdomen and the pathological changes and disease processes which are found in ultrasound examination of the abdominal region.

**DS 266 Sonographic Anatomy and Pathology II 3-0-3**  
A continuation of Sonographic Anatomy and Pathology I with an introduction of small parts anatomy and an in-depth study of pathologic changes and disease processes found in relation to these structures. (Prerequisites: DS 201 and DS 265)

**DS 275 Sonographic Principles of OB/GYN I 3-0-3**  
In depth study of the anatomy of female reproductive organs and associated pathological changes with introduction to first trimester fetal development.

**DS 277 Sonographic Principles of OB/GYN II 3-0-3**  
A continuation of Sonographic OB/GYN I, with emphasis on the continuing process of fetal development and associated pathologic conditions. (Prerequisites: DS 201 and DS 275)

**DS 295 DMS Clinic I 0-16-4**  
Two days per week of observation and direct clinical experience at selected clinical sites designed to familiarize students with working procedures in an ultrasound lab. Basic examination techniques will be performed.

**DS 296 DMS Clinic II 0-24-6**  
Three days per week of clinical experience at selected clinical sites. Students will gain continued scanning experience. (Prerequisites: DS 201, DS 265, DS 275 and DS 295)

**DS 297 DMS Clinic III 0-32-8**  
Four days per week at selected clinical sites with emphasis on expanded roles in the ultrasound studies. Students will develop intermediate level skills and recognition of pathology will be stressed. (Prerequisites: DS 221, DS 266, DS 276 and DS 296)

**DS 298 DMS Clinic IV 0-32-8**  
Four days per week of final experience to strengthen scanning and interpretation skills in preparation for challenging registry exams and entry into the sonography field. (Prerequisites: DS 241 and DS 297)

### Early Childhood Education

**EC 102 Foundations in Early Childhood Education and Child Care 3-0-3**  
The history of early childhood education and childcare, including the contributions of Froebel, Pestalozzi, Montessori, Wheelock and Dewey as well as the diversity of programs, childcare, Head Start, kindergarten, nursery, profit and nonprofit will be addressed. Discussion will include perspectives from the past as well as current trends, theories and approaches to the care, development and education of young children.

**EC 120 Growth and Development of the Young Child 3-0-3**  
Major theories and research findings in the physical, cognitive and psychosocial development of young children from conception to age eight will be the focus of this course. Particular note will be given to the work of Erikson and Piaget. Infants, toddlers, preschool and school-age children will be observed using professional strategies for assessing and recording behavior. Emphasis will be placed on applying understanding of children's developmental needs in a pluralistic society.

**EC 135 Dynamics of Curriculum Development 4-0-4**  
Designing, implementing and evaluating appropriate programs and activities for children through age eight. Emphasis will be on the concrete, practical application of various philosophies, theories, and current research in early childhood education. Methods of observing children's behavior and progress, and developing and using suitable instructional and play materials will be discussed. Participants will experience and broaden their own creativity and imagination through learning activities that can be applied to their early childhood settings.

**EC 140 Sociology of Children and Families 3-0-3**  
An overview of the interpersonal behavior between children and significant others with emphasis on six major areas: the family; a sociological approach to understanding children in relation to their families; children's social development; the effects of poverty, child abuse and neglect, homelessness and divorce; examining interpersonal behaviors within childcare settings; and child advocacy. (Prerequisites: EC 102 or EC 120)

**EC 175 Environments for Young Children 4-0-4**  
Students will experience visiting and designing developmentally appropriate new environments and modifying existing ones to be child and family friendly, barrier free and inclusionary. Emphasis will be on planning aesthetically pleasant, safe, healthy spaces which nurture and educate and also meet state regulatory agency requirements. An additional component added to this course will be orientation to Practicum including developing individual goals, planning contracts, logistics of schedules and professional and ethical considerations. Further, students will visit a minimum of three different settings, observe children, interview potential cooperating teachers and submit a report indicating their first and second choices for senior Practicum. (Prerequisites: EC 102, EC 120 and EC 135)

**EC 185 Health, Nutrition, and Safety in ECE 2-0-2**  
An introduction to major issues affecting the health and safety of young children in family and center-based care. Nutrition and policy considerations about pediatric medications, infectious disease control, sick child care, universal precautions and liability, and health record keeping will be highlighted. This course is offered for Early Childhood Education students; others by permission of the Department Head of ECE.

**EC 210 Infant/Toddler Development 3-0-3**  
A study of important influences on infant and toddler development, with emphasis on the role and responsibilities of parents and childcare providers in creating high quality, supportive environments, with sensitivity to attachment and the importance of communication skills in nurturing positive parent/teacher/child relationships. (Prerequisite: EC 120)

**EC 220 Developmentally Appropriate Programs for School-Aged Children**

**3-0-3**

The role and responsibilities of early childhood educators and child care providers in creating developmentally appropriate experiences for school-age children will be addressed. Discussion will include an integrated approach to language, reading, math, science and the arts for primary classrooms and activities such as clubs, projects, hobbies, music, games, and other themes suitable for after-school care programs. The importance of communication in building partnerships between home, school and community will be emphasized. (Prerequisite: EC 120)

**EC 230 Children’s Literature**

**3-0-3**

An overview of children’s literature with opportunities to explore various authors. Students will become familiar with criteria for Caldecott and Newbury awards, names of exemplary authors and illustrators of children’s literature; and learn ways to extend and enhance children’s interest and language through books and story telling. Poetry, books that explore multicultural topics and an introduction to bibliotherapy as it applies to Early Childhood Education will also be discussed.

**EC 231 Early Literacy Development**

**3-0-3**

Early literacy development involves listening, speaking, drawing, writing, singing, acting as well as reading. It includes all the ways children communicate ideas and receive those of others. This course will focus on concepts underlying early literacy development and using children’s literature and creative activities to enable students to develop a repertoire of experiences and portfolio of resources to enhance emergent literacy in young children.

**EC 260 Organization and Management in Early Childhood Education**

**3-0-3**

A survey of organization and management of early childhood programs and/or child care centers. Emphasis will be on learning how to plan, organize, manage and evaluate programs and facilities for children; exploring the dimensions of record keeping; federal and state funding; licensing procedure; hiring, motivating and evaluating staff; and parent involvement. Students will be required to spend fifteen hours, direct experience assigned to an early childhood director/administrator and show documentation as appropriate. (Prerequisites: EC 102; EC 120; and EC 135)

**EC 270 Understanding Young Children’s Special Needs**

**3-0-3**

This course will broaden students’ awareness of the theoretical and legal foundations for programs serving young children (infancy through age eight) with a wide range of special educational needs. Students will examine the causes, symptoms, social consequences and behavior characteristics of children with special needs. Emphasis will be on education for children and their families. (Prerequisites: EC 102, EC 120, EC 135, EC 140 and EC 185)

**EC 280 Senior Seminar in Professional Development**

**3-0-3**

This capstone course, for early childhood matriculated seniors only, addresses two major themes: the early childhood educator as a professional and early childhood education toward the 21st century: a worldwide perspective. Topics include local, state, national and interna-

tional trends and legislation, child advocacy, research and professional development. Students will demonstrate proficiency in seminar/workshop presentations, professional portfolio development and complete performance goal requirements for an Associate Degree in Early Childhood Education. (Prerequisite: matriculated seniors only and with permission of Department Head)

**EC 285 Early Childhood Education Practicum I**

**2-10-5**

Students will work in approved (licensed and preferably NAEYC accredited) child care centers and preschools; independent or public schools (K-2); parent/child centers or Headstart programs under the supervision of professionals certified in early childhood education. Weekly seminars, coordinated by NHTI faculty, offer instruction in classroom observation techniques and curriculum planning, as well as support for students. Periodic conferences between students, cooperating teachers and NHTI Practicum Supervisors are scheduled to review and evaluate student progress. Students must complete a journal of professional experiences documenting connections between theory and practice, and a portfolio of curriculum activities, developmentally appropriate to the age of children in the practicum setting. (Prerequisites: All freshmen Early Childhood Education courses, a 2.5 GPA in major field courses and permission of Practicum Coordinator. ECE students must also complete CPR and First Aid certification and submit to Criminal Records and Child Abuse/Neglect Central Registry Check ( RSA 170-ET, State Registry and Criminal Records Check I-V ))

**EC 293 Early Childhood Education Practicum II**

**2-5-3**

**EC 294 Early Childhood Education Practicum II**

**2-10-5**

Students will work in approved (licensed and NAEYC accredited) childcare centers and preschools; independent or public schools (K-2); parent/child centers or Headstart programs under the supervision of professionals certified in early childhood education. Weekly seminars provide support, guidance and instruction in student teaching protocols as well as opportunities to plan and teach developmentally appropriate activities. Periodic conferences between the cooperating teacher and NHTI Practicum supervisors are scheduled to monitor and review student progress. Students must complete Early Childhood Professional journals according to program requirements. Decisions regarding selection of Practicum II will be based on students’ needs, faculty recommendations and departmental approval. (Prerequisite: EC 285 or permission of Practicum Coordinator and a 2.5 GPA in major field courses. ECE students must also complete CPR and First Aid certification and submit to Criminal Records and Child Abuse/Neglect Central Registry Check (RSA 170-ET, State Registry and Criminal Records Check I-V))

## Education

**ED 101 Introduction to Disabilities**

**4-0-4**

This course will introduce the basic values that underlie supporting students who experience disabilities and the roles of Teacher Assistants in supporting those individuals including: the value of inclusion in home, education, work and community life; respect for the inherent worth and dignity of each person; respect for students’ basic rights to effect the conditions of their own existence. Through readings, in-class discussions, and on-site visits to schools and classrooms, Teacher

## COURSE DESCRIPTIONS

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Assistants will develop strategies on how to facilitate students' independence, learning, social connections, and self-advocacy skills. Curriculum will emphasize the philosophical and practical applications of valuing students' abilities and diversity, collaborating with educators and families, supporting classroom teachers, curriculum modifications, and problem-solving strategies. Topical issues to be explored include: A History of Disability; Civil Rights and Self-Advocacy; Legal Issues and Disability; Growing-Up With a Disability; Families of Individuals with Disabilities; Early Intervention and Pre-School Services; Inclusive Education; Free Speech and Communication; Individuals with Challenging Behavior, and Literacy and Students with Disabilities.

### **ED 104 Foundations of Education 3-0-3**

This is a survey course which investigates the philosophical, historical and social/cultural character of education in the United States. It is intended to be an examination of how schools function organizationally. Discussions will include the role of education, system philosophy and trends which have shaped contemporary education; field observations are included. This course is a concentration requirement for both Teacher Assistant and the Associate of Science in Education programs; while it is intended to be the first in a series of learning experiences for those interested in careers as teachers, it also fulfills a Social Science elective requirement.

### **ED 105 The Teaching/Learning Process 3-0-3**

An applications-oriented version of the prerequisites, this course provides an examination of the various contemporary theories of teaching and learning. It will focus on developing an understanding of the learning needs and learning styles of students as individuals in the context of the learning environment. Attention will also be given to the assorted instructional modalities which may be employed and the issues involved in matching teaching methods to students' learning styles while considering the context and environment of the learning experience. (Prerequisites: ED 101 or ED 104)

### **ED 200 Supporting Students with Challenging Behaviors 4-0-4**

This course will provide Teacher Assistants with knowledge and skills for supporting students with challenging behaviors, using the framework of *positive behavioral supports*. Teacher Assistants will gain knowledge of the basic assumptions about the context and functions of behavior and understand the role that behavior plays in helping students influence people and events in their environment, meet their basic needs, and/or avoid unpleasant situations. By developing strategies to determine the functions of certain behaviors, Teacher Assistants will gain new and effective strategies for supporting students who demonstrate challenging behaviors in the classroom. The focus on the teaching of new skills (as opposed to intrusive interventions that rely on the elimination of challenging behaviors) will provide Teacher Assistants with effective positive approaches that respect the dignity of the individual and facilitate social inclusion (Prerequisites: ED 101, ED 104 and ED 105; recommended corequisites: ED 201 and ED 203)

### **ED 201 Legal Issues in Education 3-0-3**

Predicated upon legislative requirements such as the Individuals with Disabilities Education Act (IDEA), this course considers the theories

and issues explored in ED 105, ED 204 and ED 212 in the context of inclusive instructional settings. In addition to developing an understanding of the various legal requirements, effective instructional strategies for curriculum adaptation and delivery to most effectively assist students with special needs will be explored. (Prerequisites: ED 105 or permission of the faculty member.)

### **ED 202 Strategies for Teaching Diverse Populations 3-0-3**

This course will focus on strategies to address the needs of integrated classrooms. The concepts of design and adaptation of instructional material for individual and small group use, teacher characteristics which enhance the learning situation; assessment (both formal and informal) and student behaviors that influence integrated classrooms will be addressed. Students will explore how curricula can be used to challenge all students and allow them the opportunity to demonstrate their knowledge and skills. Using Gardner's multiple intelligence concepts and applying strategies from Gordon's People Types and Tiger Stripes students will develop an understanding of the various theories proposed to deal with diverse populations. They will participate in personal assessments of their individual learning/intelligence types and develop a "Strategic Learning Plan" for themselves. In addition, students will develop and practice a variety of techniques that could be used in inclusionary classroom settings. (Prerequisites: ED 101, ED 104 and ED 105)

### **ED 203 Teaching Reading, Writing and Study Strategies 3-0-3**

The focus of this course will be on strategies to accommodate students who have difficulties with basic reading and writing skills. Emphasis will be placed on accommodating students versus "helping" students by completing work for them. Techniques will include SQ3R, TOWER, use of technology including tape recorders, DRAGON, and JAWS. Role playing in small groups, and collaborative teaching will be used by the students to demonstrate their knowledge and skills. In addition, students will learn a variety of study strategies, including mnemonics, double column notes, reading strategies, concepts of active vs. passive learning and organization/time management skills. Students will be expected to work in small groups to develop strategies to teach these various skills to their peers in the class. Innovation and creativity will be key to success in this course. (Prerequisites: EN 101, ED 101, ED 104, ED 105)

### **ED 204 Instructional Technology 3-0-3**

This course presents the theory and strategies for effective integration of technology resources and technology-based methods of instruction. A background of mediated instruction will be provided along with a review of the qualities and benefits of various technology options available to instructional settings. Opportunities to apply instructional delivery using common forms of media, multimedia and computers in instruction will be integral to this course, in addition to contemplation of future issues of integration of technology and matters of time and place of the learning experience. (Prerequisite: ED 105 or permission of the faculty member)

### **ED 205 Teacher Assistant Practicum I 1-6-3**

This course will familiarize students with the working environment of a Teacher Assistant. Students will be required to work 100 hours in a classroom setting. Students will gain experiential knowledge of the day to day responsibilities and requirements involved in the job of

Teacher Assistant. Students will also observe and examine the organizational structure of the school as an institution and the role of each “team player.” They will be able to identify, through discussion and in writing, the various methods of contributing to the school environment and each student’s academic life. Students will keep a journal of observations and experiences, and will also be expected to participate in weekly classroom discussions. A final report will be required which will interpret and assimilate each student’s observations during the practicum experience. Reflections of the impact they had on the students, teachers, and others in the school will be presented in discussion and in the final report. (Prerequisites: ED 101, ED 104 and ED 105; recommended Corequisites: ED 200 and ED 201; a GPA of 2.0 in major field courses and permission from the Practicum Coordinator. Teacher Assistants must also complete CPR and First Aid Certification and submit to Criminal Record and Child Abuse/Neglect Central Registry Check (RSA 170-ET, State Registry and Criminal Records Check I-V))

**ED 206 Teacher Assistant Practicum II 1-6-3**

This course is a continuation of Practicum I with the same requirements. This placement will be an intensive learning experience for the student under the guidance of a classroom teacher and a college instructor. This in-depth practicum allows the student an opportunity to meld theory with practice and demonstrate appropriate strategies and skills that support learning in the classroom. Students will be required to complete a Learning Contract, developed cooperatively with his/her Classroom Supervisor and Practicum Coordinator. This learning Contract will form the basis for each student’s practicum and evaluation. Students will also be required to participate in a weekly seminar and regularly scheduled individual progress meetings. (Prerequisites: ED 101, ED 104, ED 105 and ED 205; recommended Corequisites: ED 202 and ED 204; a GPA of 2.0 in major field courses and permission from the Practicum Coordinator. Teacher Assistants must also complete CPR and First Aid Certification and submit to Criminal Record and Child Abuse/Neglect Central Registry Check (RSA 170-ET, State Registry and Criminal Records Check I-V))

**ED 212 Design of Instruction 3-0-3**

An introduction to the design and development of the content of learning experiences. Curriculum theory will be introduced, and an examination of the processes of curriculum development, use and evaluation will also be investigated. The broad questions, “What do students need to learn?” , “How is the learning experience most effectively managed?” and “How do we know the desired outcome was attained?” will be addressed. This is a concentration requirement for the Associate of Science in Education program. (Prerequisite: ED 105 or permission of the faculty member)

**ED 220 Field Experience in Education 1-6-3**

Practical experience in a learning environment. The student spends a minimum of two\* hours per week (30 hours per semester) in a supervised assigned learning environment and participates in a weekly seminar. In the instructional environment, students will work with individuals and groups, as well as, develop and deliver an instructional unit. This is a concentration requirement for the Associate of Science in Education program. (Prerequisite: permission of the faculty member) (\*more hours may be scheduled to meet the specific transfer

*requirement of a student’s chosen baccalaureate program through consultation with the Program Professor)*

**Electronic Engineering Technology**

**EL 101 Electric Circuits 3-3-4**

A beginning course in electricity, this course covers basic electric circuit theory; the nature of electricity, resistance, current and voltage. Direct current, alternating current, Ohm’s law, series circuits, parallel circuits, as well as energy and power relationships are covered in detail. This course also covers D-C circuit analysis techniques including mesh and nodal analysis, and network theorems such as Norton’s, Thevenin’s, and maximum power transfer. Vector algebra and phasors are introduced and used in analysis of A-C circuits. The reaction of capacitors and inductors when D-C and A-C voltages are applied are discussed as well as an introduction to various circuit analysis techniques. Laboratory experiments are designed to reinforce the classroom work. (Corequisite MT 133; or permission of the instructor)

**EL 102 Circuit Analysis 3-3-4**

A continuation of Electric Circuits. This course covers A-C circuit analysis techniques including mesh and nodal analysis, and network theorems such as Norton’s, Thevenin’s, and maximum power transfer. Treatment is given to circuits containing dependent and independent sources of voltage and current. Resonance and basic filters are covered in detail as well as magnetism. Additional topics covered, as time allows, are transformers and three-phase circuits. Laboratory experiments are designed to reinforce the classroom work. (Prerequisites: IS 101, EL 101, EN 101, and MT 133; or permission of the instructor)

**EL 110 Electronics I 3-3-4**

This is a study of the physical behavior of electronic devices. Emphasis is on analysis, design and application of electronic devices utilizing semiconductor diodes, operational amplifiers and transistors. Topics covered include rectification, clipping and clamping circuits, basic op-amps, biasing of transistor circuits and simplified AC modeling of transistor circuits. Engineering Design Automation (EDA) tools are used to reinforce the theory through electronic analysis simulations. Laboratory experimentation reinforces classroom theory and practical work. (Prerequisites: EL 101 and IS 101)

**EL 210 Electronics II 3-3-4**

This course is a continuation of Electronics I covering more advanced electronics topics with a variety of applications. The non-ideal characteristics of op-amps and other electronic devices will be discussed with applications emphasizing offset, gain and linearity limitations. Other topics may include but are not limited to: regulated power supplies, sensors, pulse width modulations, Bode plots, SCRs, TRIACs and optoelectronics. EDA tools are used to reinforce the theory with Electronic Analysis simulations. (Prerequisites: EL 102 and EL 110)

**EL 226 Digital Electronics 3-3-4**

This course covers switching circuits and digital logic. Base 2, 8, and 16 number systems, codes, and Boolean algebra (switching algebra) are covered and used throughout the course. The popular integrated circuit logic families are studied, along with their internal circuitry and

## COURSE DESCRIPTIONS

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rules for interconnecting and interfacing. Other topics include Karnaugh map minimization, combinational logic, sequential logic, synchronous logic, asynchronous logic, registers and counters, decoders, code converters, programmable logic devices, computer bus and interface circuits. The laboratory is an integral part of the course and provides valuable experience in breadboarding, testing, and debugging digital circuits. (Prerequisite: EL 110)

### **EL 244 Embedded Microsystems** 3-3-4

This course covers the design, development, and analysis of embedded microcontrollers. A system level approach to the specification, decomposition, hardware development, software development, and system integration for the implementation of embedded systems is covered through lecture and laboratory experiments. An integrated hardware/software development environment supporting assembly language program development is utilized. Real-time programming techniques including polled, handshake, and interrupt techniques are utilized in developing laboratory experiments. Microsystems are interfaced to real-world signals to include parallel and serial digital, frequency, and analog input and output signals. Advanced topics can include an introduction to Digital Signal Processing (DSP), control systems, and embedded systems implementations. (Prerequisites: CP 107 and CP 108; or CP 107 and EL 226; or permission of instructor.)

### **EL 251 Advanced Topics in Electronics** 3-3-4

This course introduces students to advanced applications in electronics. Topics covered include but are not limited to: an introduction to electronic communication theory including digital communications, fiber optics, programmable logic controllers and human-machine interface. Laboratory exercises are used to reinforce classroom theory. (Prerequisite: EL-210, EL-226, IS-101)

### **EL 305 Design Project Preparation** 1-5-3

This course contains the background material and preparation necessary for Senior Design Project (EL 306) and consists of two separate learning modules which are studied concurrently. Module one covers the mechanics of designing and fabricating printed circuit boards. This includes the use of Electronic Design Automation (EDA) tools including, but not limited to, schematic capture and printed circuit board layout. An overview of current industry standards of workmanship and safety shall be included. In the second module, the student selects a project, obtains approval for that project and develops PROJECT DEFINITION. Much latitude is given in selecting a project. Projects may be undertaken individually or as teams. They may be internal or collaborative with industry. The project may involve developing a specific circuit or a more general exposure in an appropriate industrial environment. Ultimately, the project must meet the requirements outlined in EL 306 Senior Design Project and receive final approval from the instructor. Having received final approval, the definition will serve as a guideline for the next phase of the senior project. (Prerequisites: EN 125, EL 102 and EL 110; Corequisites: EL 210 and EL 226; or permission of the instructor)

### **EL 306 Senior Design Project** 2-5-4

This course is the culmination of two years of theoretical study in the electronics engineering field and is intended to exercise and enhance the student's practical competency in that field. Combined with its

preparation course (EL 305) each student will be involved with design, development, implementation, and testing of a curriculum related design as required by Project Definition developed by the student in EL 305. An accurate record of time invested is to be kept, all work to be documented in a logbook, and regular progress reports are to be submitted. As the project nears completion, a technical write-up will be required as well as a formal presentation of the project. (Prerequisite: EL 305; Corequisites: EL 244 and EL 250; or permission of the instructor)

## English

### **EN 100 Introductory English I** 3-0-3

Designed to prepare the student for English Composition, this course covers three basic areas: grammar and usage, paragraph development, and an introduction to the writing process. The needs of individual students are stressed. *The three institutional credits awarded for this course do not count toward graduation requirements.* Students must receive a grade of 'C' or better in EN 100 to be eligible to enroll in EN 101 - English Composition.

### **EN 101 English Composition** 4-0-4

Required of all freshmen, and designed to teach students to write clear, vigorous prose. An individualized approach which emphasizes the composing process is used.

### **EN 102 Introduction to Literature** 3-0-3

An introductory survey exposing the student to representative works from the major genre forms: fiction, poetry and drama.

### **EN 104 Communication Systems within Organizations** 4-0-4

This course presents the fundamentals of human communications as applied to organizations. Areas of study include verbal and written communication, observation, and listening skill development.

### **EN 120 Communications** 3-0-3

Principles and techniques of personal and group communications skills are developed. Topics include impromptu and prepared public speaking; language use; kinesics and paralanguage; listening skills; analysis of mass media advertising; television and motion pictures.

### **EN 121 Introduction to Film** 3-0-3

The art, history, technology and theory of the narrative motion picture from the silent period to the present.

### **EN 125 Communication and the Literature of Science and Technology** 3-0-3

Emphasis on close reading of a variety of sources and on intensive writing and speaking assignments. Topics of the readings may vary; the subject area of each section will be in one of the following: physical and technical sciences, natural and health sciences, or social sciences.

### **EN 150 Introduction to Drama** 3-0-3

An introductory survey involving the study of drama as literature and performance beginning with the Greeks and continuing through Shakespeare to the present.

**EN 160 Introduction to Poetry 3-0-3**

A course designed to make students aware of the aesthetic value of poetry and to develop their critical skills as readers. Included is an in-depth study of the various genres and structural elements of poetry. Genres considered are sonnet, ode, elegy, ballad, epic, dramatic monologue and open form. Structural elements surveyed include imagery, sound, rhythm, rhyme, tone and diction.

**EN 210 British Literature I 3-0-3**

This course traces the development of British literature from the Middle Ages through the early eighteenth century and includes readings in poetry, fiction, essay, and drama. Authors' works will be examined within the cultural, philosophical and political climate in which they were created.

**EN 211 British Literature II 3-0-3**

This course traces the development of British literature from the late eighteenth century to the present. The poetry, fiction, essays, and dramas of several major authors of the Romantic, Victorian and Modern periods will be studied. Authors' works will be examined within the cultural, philosophical and political climate in which they were created.

**EN 214 American Literature Survey I: to 1865 3-0-3**

An historically-based survey course covering American literature from first (native) American literature to the Civil War. It is designed for English majors and others interested in the character and history of United States literature. Students read representative major, as well as minor, writers from various literary periods and movements. Readings will be set in historical and cultural contexts. (Prerequisite: successful completion of EN 101 or the equivalent is highly recommended)

**EN 215 American Literature Survey II: 1865 - present 3-0-3**

An historically-based survey course covering American literature from 1865 to the present. It is designed for English majors and others interested in the character and history of United States literature. Students read representative major, as well as minor, writers from various literary periods and movements. Readings will be set in an historical and cultural context. (Prerequisite: successful completion of EN 101 or the equivalent is highly recommended)

**EN 251 Contemporary Drama 3-0-3**

A seminar discussion of major drama since the 19th century. Some playwrights include Shaw, Miller, O'Neill, Albee, Pinter and Beckett.

**EN 255 Shakespeare 3-0-3**

A survey of representative works from the histories, comedies and tragedies. Works considered are chosen from *Midsummer Night's Dream*, *Much Ado About Nothing*, *As You Like It*, *Henry IV*, *Hamlet*, *Othello*, *King Lear*, and *The Tempest*.

**EN 272 Modern American Short Fiction 3-0-3**

A chronological study of the structural and thematic changes that have occurred in the short story art form during the past ninety years. Literary trends in late romanticism, realism, naturalism and postnaturalism, as well as background material of the periods are

studied to gain a better understanding of each writer's style and intention.

**EN 285 Literature, Technology and Culture 3-0-3**

American literary works that deal with the cultural implications of science and technology are studied. A wide range of readings in science, traditional literature, and science fiction will be considered.

**EN 287 Women in Literature 3-0-3**

Images and roles of women in literature are traced from historical to contemporary times through a study of selected works in fiction, poetry and drama.

**EN 291 Contemporary Issues and World Literature 3-0-3**

An investigation of current and enduring issues through world literature. Emphasis on 20th century works, but works from other periods also considered. Topics vary from year to year and with the instructor. See department for details of current offerings.

**EN 295 Creative Writing: Fiction 3-0-3**

This is a course designed for writers interested in learning more about the craft of fiction writing. Students will examine published short stories in the classic and contemporary canon as well as present and critique their own work and the work of others. Additionally, the students will explore some of the genres of fiction in more depth including science fiction and fantasy, mystery and children's books. Lectures on preparing a manuscript for submission and the publishing industry are included as well. (Prerequisite: EN 101 or permission of instructor. Students who do not have the prerequisite may be asked to submit a writing sample before enrollment is confirmed. Suggested additional prerequisite: a literature elective.)

## Economics

**EO 100 Economics 4-0-4**

A survey of economic theory with particular emphasis on the market as a means of meeting the problems of production and distribution in the United States. Issues such as taxation, inflation, money and the monetary system, monopoly and the increasing influence of the mixed economy are studied.

**EO 101 Macroeconomics 3-0-3**

This course is concerned with the behavior of the economy as a whole, particularly fluctuations in economic activities. Basic elements of economic reasoning are applied to the public policy issues of unemployment, inflation, and economic growth. A brief survey of the history of economic ideas is followed by a study of the consequences for national policy of the changing institutional structure of the U.S. economy, and of the conflicts inherent in, and generated by, competition and private enterprise. Analytic tools are used to evaluate monetary and fiscal policies and to understand current macroeconomic controversies.

**EO 102 Microeconomics 3-0-3**

An investigation into the functioning and politics of the U.S. economy from the vantage of the marketplace, emphasizing microeconomics, wage bargaining, taxation and the distribution of wealth and income.

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Topics include the theories of demand and production, and the determination of prices and quantities for commodities and factors of production in competitive and noncompetitive markets.

### Fine Arts

#### **FA 105 Introduction to Music** 3-0-3

This course offers a fundamental approach to perceptive listening based on a detailed study of several masterpieces representing different periods and forms. The pieces will be studied from aesthetic and historical perspectives.

#### **FA 110 Art Appreciation** 3-0-3

This course combines experience in the appreciation of painting, sculpture and architecture so that the student may analyze and interpret works of art. The class will study the artists' materials, messages and language (i.e., color, line, shape, shade, texture, volume, space and composition).

### Foreign Language

#### **FL 100 Conversational French** 3-2-4

This course is intended to provide students with sufficient knowledge of conversational French to work in the travel industry.

#### **FL 110 Elementary Japanese I** 3-0-3

An introduction to modern Japanese language and culture. Students can expect to master basic reading and writing skills. Emphasis, however, will be placed on developing listening skills and speaking skills. A variety of materials will be utilized to expose students to Japanese culture. No previous knowledge of Japanese required.

#### **FL 111 Elementary Spanish I** 2-2-3

A fully integrated introductory Spanish course. The course is designed for beginning Spanish students whose learning objectives and needs are in any of the following categories: continued language study, business purposes, or travel. The emphasis is to develop proficiency in communicative skills concentrating on the dynamic application of the living language taught through dialog, phonetics and vocabulary. A strong grammar foundation and other basic language skills are taught through actual phrases and sentences, helping the student develop an instinctive sense of the correct usage. These objectives will be achieved through the following approaches: speaking, listening, reading, writing, and cultural studies.

#### **FL 112 Elementary Spanish II** 2-2-3

A fully integrated intermediate Spanish course. The course is designed for intermediate Spanish students whose learning objectives and needs are in any of the following categories: continued language study, business purposes, or travel. The emphasis is to consolidate and reinforce the language skills acquired in Elementary Spanish I or the equivalent and to continue building communicative skills and cultural appreciation. The course continues to offer a comprehensive review of basic first year grammar structures, while developing proficiency and advancement in communicative skills concentrating on the dynamic application of the living language taught through dialog,

phonetics and vocabulary. A strong grammar foundation and essential language skills are taught through actual phrases and sentences, helping the student develop an instinctive sense of the correct usage. These objectives will be achieved through the following approaches: speaking, listening, reading, writing, and cultural studies. (Prerequisite: FL 111, the equivalent or permission of the Instructor)

#### **FL 120 Conversational Spanish** 3-2-4

This course will serve as an introduction to the Spanish language for travelers or those who need to learn Spanish for business purposes. The course will focus on learning a variety of simple sentence construction and the basic necessities of Spanish grammar. Vocabulary will be acquired to facilitate the capacity to engage in spontaneous and useful spoken Spanish.

### General Studies

#### **GS 100 General Studies Seminar** 1-0-1

This course will assist General Studies majors in indentifying and planning academic and professional goals. Sessions will include advising, guest speakers, and in-class writing. This course is required for all General Studies and Associate of Arts majors, except for those planning to apply for experiential learning credit (see GS 101, below).

#### **GS 101 Assessment of Prior Learning** 1-0-1

This course, required for all General Studies majors who wish to apply for experiential learning credit, will assist the student in defining career objectives and preparing proposals for experiential learning credit. It will include advising and in-class writing sessions.

#### **GS 102 Study Strategies** 1-0-1

Through the presentation of topics ranging from reading and study strategies to stress management, students become better equipped to adjust to the college experience and increase their chances of academic success. Individual periodic conferencing is also a key element of the course. The course meets twice a week during the first eight weeks of the semester. It is open to all students and required for some AGS students. Waivers from GS 102 can be granted for students transferring two or more college level classes with grades of B- or better. GS 102 may *not* be taken as an elective to meet graduation requirements.

#### **GS 103 Study Strategies Lab** 1-0-1

Meeting during the second half of the semester, this course is designed for those AGS students who were required to take GS 102 and who received any mid-term grades below B-. The course provides additional academic support and hands-on application of strategies presented in GS 102. Students enrolled in GS 102 who received mid-term grades of B- or higher in all courses are waived from the course but are required to meet a minimum of three times with their GS 102 instructor during office hours for advising and scheduling. GS 103 may *not* be taken as an elective to meet graduation requirements. (Prerequisite: GS 102)

#### **GS 104 Study Strategies Seminar** 1-0-1

Designed for students who were required to take GS 102 and whose cumulative GPA is 2.69 or below after the first semester. Study Strategies Seminar provides students opportunities to further develop and apply college success strategies to their second-semester courses while maintaining contact with their academic advisor through fre-



quent conferencing. GS 104 may *not* be taken as an elective to meet graduation requirements. (Prerequisite: GS 102)

**GS 105 Study Strategies: Independent Project 1-0-1**

Designed for students who were required to take GS 102 and whose cumulative GPA is 2.7 or above after the first semester. The Independent Project provides students the opportunity to maintain contact with their Study Strategies (GS 102) instructor/advisor while pursuing a self-selected academic project. Projects vary from vocabulary development to career research; contact with the instructor also varies. A minimum of 5 meetings during the semester is required, as well as two project progress reports and a final report. GS 105 may *not* be taken as an elective to meet graduation requirements. (Prerequisite: GS 102)

## Geography

**GY 135 Destination Travel Geography I 3-0-3**

This course examines the tourist destinations in the Western Hemisphere (North America, Latin America, South America, Caribbean). A comprehensive look at the major characteristics of the geographical location, climate, cultural and social aspects of the area. Students will also look at the sales opportunities for the destinations in these regions.

**GY 137 Destination Travel Geography II 3-0-3**

This course examines the tourist destinations in the Eastern Hemisphere (Europe, Africa, Middle East, Asia, Pacific). A comprehensive look at the major characteristics of the geographical location, climate, cultural and social aspects of the area. Students will also look at the sales opportunities for the destinations in these regions.

## History

**HI 104 Western Civilization: Antiquity to 1650 3-0-3**

This is the first of a two-course sequence about Western civilization. Study of history addresses the goals of being an educated person by liberating the learner from a narrowed perspective. Thinking about and understanding the past clearly provides for better alternatives in the present and the future. This course provides opportunities to learn about major historical events and trends from the earliest civilizations up to the Reformation which have shaped the past, present and will impact on the future. Social, political, intellectual and economic changes will be among the topics explored, as will critical scrutiny of Western tradition.

**HI 105 Western Civilization: 1650 to Present 3-0-3**

Study of history addresses the goals of being an educated person by liberating the learner from a narrowed perspective. Thinking about and understanding the past clearly, provides for better alternatives in the present and future. This course provides opportunities to learn about major historical events and trends since the mid fifteenth century which have shaped the past, present and will impact on the future. Social, political, intellectual and economic changes will be among the topics explored, as will critical scrutiny of Western tradition.

**HI 120 United States History to 1870 3-0-3**

This is a course that explores the critical historical events that have interacted to shape life in this country from its discovery until 1870.

Included will be the discovery of America; colonization; social, political and economic development; the American Revolution; political documents which establish our form of government (Declaration of Independence/Constitution); slavery, the Civil War; and Reconstruction. Major topics are emphasized within a chronological framework and serve as a systematic introduction to United States History prior to 1870.

**HI 121 US History, 1870 - Present 3-0-3**

A course which explores the critical historic events and forces that have interacted to shape life in the U.S. Topics will include: the Industrial Revolution, World Wars, the Cold War, the role of the U.S. as a world power, social revolutions, the Great Depression, and the workings of democracy within the republic.

**HI 205 History of Russia 3-0-3**

Russia has grown over the centuries through consolidation and conquest into the largest country in the world. It has a rich and turbulent history. This course will focus on political, cultural and social developments from the formation of the first Russian state to the present. Topics include early consolidation and struggles with invaders, rise and fall of the tsarist aristocracy, the Bolshevik Revolution, rise of Russia to a world power, the Soviet regime and its disintegration and present attempts at reorganization.

## Hotel Administration

**HR 115 Hotel Front Office Operations 3-0-3**

A comprehensive study of the front desk operations from a small inn to a full-service hotel. The student will explore front and back office systems. Topics include reservation procedures, registration, auditing, tour groups and check out procedures, room control, maintenance on guest accounts, public relations and sales.

**HR 227 Legal Issues for the Hospitality Industry 3-0-3**

Students will review theory and the application of general and contract law as they relate to business regulations. A further study of the legal procedures as they apply to the statutes and common law governing innkeeper's liability. Students will also learn the legal issues as they relate to the travel and tourism industry. Additional topics include: disclaimer of liability, safe keeping facilities, guests' rights, personnel issues and other hospitality related issues.

**HR 229 Hotel Management and Operations 3-0-3**

This course examines a variety of hotel operations and property management issues. Other topics include facilities management for both large and small hotel, concierge, housekeeping and restaurant operation management. Students will also explore effective customer relations in a hospitality atmosphere.

**HR 245 Meeting and Convention Planning 3-0-3**

Meeting planning plays a key financial role in hotels. The student will go through the step-by-step process of meeting/convention planning. Sales, negotiations, contracts, and event planning are some topics covered in this course. (Prerequisite: TR 101)

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**HR 260 Hospitality Sales/Marketing** **3-0-3**  
This course focuses on the hospitality markets and products. The student will analyze the organization of the hotel sales and marketing department by looking at the importance of increasing revenue through special market segment, planning itineraries with tour operators, brochure design and advertisement. (Prerequisite: BU 170 or permission of the instructor)

**HR 269 Food and Beverage Management** **3-0-3**  
Students will examine the financial relationship of the food and beverage aspect of the hotel industry. Topics covered are: marketing, food purchase controls, production, service, management of bar and beverage, sales techniques and sanitation. (Prerequisite: HR 115)

**HR 290 Hotel Internship** **0-9-3**  
The internship offers the opportunity to put learned theory to practical application in a supervised work environment. Students are required to complete a minimum of 90 hours and complete a portfolio on the internship. Periodic conferences between the site supervisor and the NHTI internship coordinators are scheduled to monitor and evaluate student progress. This course is limited to seniors and requires the approval of the Department Head. (Prerequisite: 2.5 GPA in major field courses and approval of Department Head)

**HR 293 Senior Hospitality Seminar** **1-0-1**  
This course addresses current issues in the hospitality industry through discussion, reports and professional literature. Other topics include resume preparation and interviewing skills.

### Health Studies

**HS 101 Medical Terminology** **3-0-3**  
A course designed to promote an understanding of the proper use, spelling, pronunciation and meaning of medical terms. This course emphasizes learner participation through group activities and reading assignments. Basic anatomy and physiology and common pathology of the body systems will also be discussed. Designed for people working in the health care environment.

**HS 102 Advanced Medical Terminology** **3-0-3**  
The study of advanced medical terminology related to clinical medicine, surgery, laboratory medicine, pharmacology, radiology, and pathology. The use of medical references and other resources for research and practice. (Prerequisite: HS 101 or permission of instructor)

### Human Service

**HU 103 Introduction to Practicum Experience** **1-0-1**  
A course designed to introduce and familiarize the student with Human Service Practicum Procedure and Protocol. Special skills needed in Human Service work will also be reviewed including: Record keeping; Interviewing Skills; Preparation of Practicum Portfolio and Resume; and Writing Competency Goals and Objectives.

**HU 111 Introduction to Human Service** **3-0-3**  
An introductory course identifying the programs and activities of social and human service. Focuses on the practical problems facing the

human service/mental health worker and examines the attitudes and objectives to be attained.

**HU 193 Human Service Practicum I\*** **2-10-5**  
The student will work in an approved clinical setting under the supervision of an approved professional. Periodic conferences between the supervisor and faculty member are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation relating theory to practice in the chosen field of experience. (Prerequisites: HU 103, HU 111 and MH 185 with a combined major field GPA of 2.0. For matriculated students ONLY!)

**HU 220 Family Systems, Current Social Issues and Alternative Health Care Modalities in Human Service** **2-0-2**  
The student will examine and explore a variety of current topics and issues addressing the Human Service Professional in today's workplace. This course provides opportunities to study with professionals in specialty areas and gain knowledge and skill within a variety of areas. Topics addressed in class may include holistic health care modalities such as meditation and Reiki, HIV/AIDS counseling, gerontology, family systems theory, social systems theory, prevention, cultural counseling and diversity issues along with other timely topics.

**HU 242 Ethics and the Professional Helper** **3-0-3**  
A case related study of the ethical principles determining the standards of practice in the Human Service Field including Mental Health and Addiction Counseling. This course is reserved for the practitioner. Topics taken from the related national code of ethics will be discussed. The issues presented will be role-played and resolved according to universal philosophical principles. Philosophy as the foundation of professional practice guides this course. It will meet professional requirements for ethical training.

**HU 295 Human Service Practicum II\*** **2-10-5**  
A continuation of HU 193, Practicum I. (Prerequisite: HU 193)

**HU 296 Human Service Practicum III\*** **2-10-5**  
A continuation of HU 295, Practicum II. (Prerequisites: HU 295, PY 210 and PY 283.)

*\* The student will also complete an interview with the practicum coordinator the semester prior to the first scheduled practicum. Special requests regarding practicum entrance may be brought to the department head by the student. Review of the requests will be made by the department faculty and special exemptions may be made for entrance into the practicum.*

### Computer Information Systems

**IS 101 Computer Information Systems** **2-2-3**  
The focus of this course is to prepare CIS and Engineering Technology students for future computer courses. Discussion topics include the use of operating systems and current office application software along with an overview of computer history, terminology, hardware and software development. The lab component offers hands-on training in the use of Windows, MS-DOS, application software (word processing, spreadsheet, database and presentations software) and the Internet.

## **IS 121 Programming Fundamentals**

**3-2-4**

This course introduces the use of a procedural programming language as a tool for building business solutions. Topics include: problem analysis, solutions design and logic using structured design principles, language syntax, testing and debugging procedures, table handling, sorting sequential, relative, and random file handling. The lab component will include programming business applications. ( Prerequisite or Corequisite: IS 101 or permission of instructor)

## **IS 162 Real Estate Computer Applications**

**2-2-3**

This course will prepare the student to utilize the Granite State Information Network in the listing and marketing of property. Other computer applications in the management of a real estate brokerage will be studied. (Prerequisite: IS 166)

## **IS 166 PC Applications**

**3-0-3**

The course introduces students to desktop applications with an emphasis on topics from a user perspective. Topics include use of: an operating system, a word processor, a spreadsheet, presentation software, Internet and hardware and software considerations.

## **IS 200 Managing Information Systems**

**2-2-3**

The role of information as a resource for business organizations is the focus of this course. Topics include business systems analysis, application development life cycle, data and system security, and site management. (Prerequisites: IS 101, IS 121 and IS 267 or permission of the instructor)

## **IS 230 Networking Theory I**

**2-2-3**

This course will provide students with classroom and lab experience in current and emerging networking technologies. Instruction includes but is not limited to networking, networking terminology, protocols and standards, local and wide area networks, IP addressing, routing and the network administrator's role and function. Particular emphasis is given to the use of decision-making and problem-solving techniques in applying science, mathematics, communication, and social studies concepts to solve networking problems. In addition, instruction and training are provided in the proper care, maintenance and use of networking software, tools, and equipment. (Prerequisite: IS 101)

## **IS 231 Networking Theory II**

**2-2-3**

This course is a continuation of Networking Theory I, examining additional networking topics and technologies such as LAN segmentation utilizing bridges, routers and switches, spanning tree, fast Ethernet, and virtual local area networks. Wide Area Network services such as frame relay, ISDN, LAPB and PPP are covered. Students will configure routers, switches and PCs to design and build networks in the lab portion of this class. (Prerequisite: IS 230)

## **IS 232 Networking Theory III**

**2-2-3**

This course is a continuation of Networking Theory II, examining advanced Router Concepts and configurations. Students will install, configure, operate and troubleshoot complex WAN networks. Topics will include more advanced Frame Relay networks, dial Access services and distance-vector versus link-state routing protocols. Advanced Router Access Control Lists for blocking unauthorized access to private networks will also be covered. (Prerequisite: IS 231)

## **IS 240 Visual Basic**

**2-2-3**

This course will introduce students to object-oriented and event-driven programming. The emphasis of the course will be towards building business solutions. Topics will include: forms, events, properties, syntax, file processing, and error handling. The lab component will include developing business applications. (Prerequisite: IS 121; Prerequisite or Corequisite: IS 267, or permission of instructor)

## **IS 241 Advanced Visual Basic**

**2-2-3**

This course is a continuation of IS 240 Visual Basic, examining more advanced topics such as arrays, collections, error handling, classes/objects, ActiveX technology, and invoking the Window API's. A hands-on lab component will include developing business applications. (Prerequisites: IS 267 and IS 240, or permission of instructor)

## **IS 247 Senior Project Preparation**

**1-0-1**

This course is designed to define the work that will be performed in IS 298 Senior Project. Selection of a project will be made with the approval of the instructor and project sponsor. Students will meet with a project sponsor and instructor for the scope of work to be completed. (Prerequisites: IS 121 and IS 267)

## **IS 248 Network Operating Systems**

**2-2-3**

The focus of this course is on the use of network operating systems in a business environment. Topics include business analysis, matching systems needs within appropriate network configuration, data and systems security measures for user groups sharing files and resources, print services, network interconnectivity and related network management issues. (Prerequisite: IS 101 or permission of Department Head)

## **IS 260 Internet (Electronic) Commerce**

**2-2-3**

In this course, students are introduced to both the business and technical aspects of Internet (Electronic) Commerce. Included are: developing an e-commerce business strategy, identifying and prioritizing business processes for electronic commerce, evaluating internal versus outsourcing of electronic commerce, marketing on the Internet and measuring the results of electronic commerce initiatives, electronic commerce site servers, automated exchange of business information between and organization and its business partners, security considerations, and developing an organization's "Digital Nervous System" to exploit the advantages of electronic commerce. Web Team Project work is used to simulate an electronic commerce implementation environment and an implementation plan is created. (Prerequisite: IS 101, IS 166 or permission of the instructor)

## **IS 265 Spreadsheets**

**2-2-3**

This course provides training in introductory and advanced topics related to spreadsheet creation, formatting and printing. Topics include row and column operations, formula creation (including functions), graph creation and printing, database management techniques, and macro design and execution. (Prerequisite: IS 166 or permission of the Department Head)

## **IS 267 Database Management Systems I**

**2-2-3**

This course is the first in a two-part sequence on relational database. Topics include: database design, terminology, and the creation of

## COURSE DESCRIPTIONS

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tables, forms, queries, reports and macros. The lab component will include the development of business applications using a PC relational database. (Prerequisite: IS 101 or IS 166)

### **IS 268 Database Management Systems II** 2-2-3

This course is the second in a two-part sequence on relational database. Topics include: client/server application development, Structured Query Language (SQL), and database design. The lab component will include the development of business applications using a relational database. Discussion of Visual Basic Applications (VBA) as a development tool will be included. (Prerequisites: IS 240 and IS 267)

### **IS 280 Networking Applications** 2-2-3

This course is the capstone networking course, examining advanced LAN switching concepts including Virtual Local Area Network (VLANs) and Internetwork troubleshooting. Students will configure layer 3 and 4 constraints on switches to implement various levels of security and separation on top of basic VLANs. Internetwork troubleshooting will include all seven layers of the OSI model from the application down to the physical layer cabling. Students will be expected to design, configure and troubleshoot complex WANs and LANs. (Prerequisite: IS 231; pre- or corequisite: IS 232)

### **IS 286 Web Design and Development** 2-2-3

This course will examine current technologies related to web site design and development. Topics will include setting up a web server, creating web pages, scripting, and security. The hands-on lab component will include using a web-authoring tool. (Prerequisites: IS 101 or 166)

### **IS 287 Web Design and Development II** 2-2-3

This course continues to build on the skills developed in IS 286, with special emphasis on advanced topics such as: using databases, Intranets ("Digital Nervous Systems"), creating professional graphics, web hosting, web servers, dynamic web pages (Java-ActiveX) and FrontPage web resources. (Prerequisite: IS 286 or permission of instructor)

### **IS 291 Operating Systems** 2-2-3

The focus of this course is an in-depth look at operating systems. Topics include command set skills, configuration, memory management, security, utilities, input/output, accounting and device drivers. An emphasis of the course will be selecting the appropriate operating system for a business. The lab component will include exposure to UNIX, Windows NT and Novell. (Prerequisites: IS 101)

### **IS 298 Data Systems Design Project** 1-4-3

Capstone course for the Computer Information Systems curriculum providing application of skills acquired to the development of computerized information systems. Students test their ability to organize and interpret data, develop and apply programmed solutions to problems and submit thorough documentation of the task. (Prerequisites: IS 200 and IS 267)

## English as a Second Language

### **LS 101 ESL for Academic Success I: Writing and Critical Thinking** 3-0-3

This course is designed especially for students whose native language is not English. It provides students opportunities to develop writing skills through a learning process that integrates reading, writing and vocabulary expansion. In learning and practicing a variety of writing tasks, such as organization, elaboration, comparison and contrast, explanation and generalization, students will gain increasing competence in expressing themselves in appropriate written English in an academic context. The developmental process also encourages cultural learning in a variety of situations. Students who successfully complete this course should be ready to enter English 101. *Three institutional credits awarded for this course do not count toward graduation requirements. (LS 101, LS 102 and LS 103 are required for matriculated students who have earned less than 500 on the Test of English as a Foreign Language (TOEFL); student scoring over 500 are strongly recommended to take one of the three courses; waiver option is available)*

### **LS 102 ESL for Academic Success II: Listening and Speaking** 3-0-3

The primary goal of this course is to help non-native speakers of English to develop listening and speaking skills in lecture comprehension, academic discussion, class presentation and campus communication. It also provides students opportunities to be exposed to a variety of cultural characteristics of studying at a US college. Instructions and activities are focused on promoting students' proficiency in terms of understanding spoken American English as well as presenting ideas and opinions in oral English. *Three institutional credits awarded for this course do not count toward graduation requirements. (LS 101, LS 102 and LS 103 are required for matriculated students who have earned less than 500 on the Test of English as a Foreign Language (TOEFL); student scoring over 500 are strongly recommended to take one of the three courses; waiver option is available)*

### **LS 103 ESL for Academic Success III: Context-Based Reading Comprehension** 3-0-3

This course is designed for non-native speakers of English to develop English proficiency in the context of science and technology. The main goal of this course is to move learners toward a higher proficiency level of reading comprehension and cultural understanding of the concepts, jargon, and texts related to modern technology. The classes emphasize a developmental process that integrates reading comprehension, vocabulary development, problem solving, grammar practice and cultural learning. *Three institutional credits awarded for this course do not count toward graduation requirements. (EN xxx, EN xxx and EN xxx are required for matriculated students who have earned less than 500 on the Test of English as a Foreign Language (TOEFL); student scoring over 500 are strongly recommended to take one of the three courses; waiver option is available)*

## Mechanical Engineering Technology

### **MC 101 Design Graphics I** 1-3-2

The first of a three course sequence aimed at developing the principles of graphic communication. Technical sketching, industrial print reading and Computer-Aided Drawing (CAD) training are presented

concurrently. Topics covered include sketching techniques, lettering, orthographic projection, pictorials, auxiliary views, sectioning, dimensioning, tolerancing, fastening techniques and working drawings.

**MC 102 Design Graphics II** **1-3-2**  
 A continuation of MC 101 into topics of Computer-Aided Drawing and Design (CADD). The CADD training will include detailing, assembly drawings, Geometric Dimensioning & Tolerancing (GD & T) and 3D solid modeling. (Prerequisite: MC 101)

**MC 103 Design Graphics III** **1-3-2**  
 This course will provide the student with an in-depth exposure to 3 dimensional CADD (Computer-Aided Drawing and Design) modeling. The topics will emphasize the use of the software in the mechanical design process. Several types of modeling will be covered; wire frame, surface, and solid. Laboratory exercises will focus on creating 3D model geometry and then extracting 2D geometry from the 3D model to create engineering drawings. Prior knowledge of CAD is assumed. (Prerequisite: MC 101)

**MC 150 Statics and Strength of Materials** **3-2-4**  
 Analysis of external force systems acting upon bodies in equilibrium with subsequent treatment of the stresses and strains induced. Laboratory projects will involve the use of nondestructive and destructive testing equipment to determine the various mechanical properties of materials and their behavior under load. (Prerequisites: MT 133 and PH 133)

**MC 205 Material Science** **3-2-4**  
 This course studies the structures, properties and behavior of engineering materials as well as how they can be altered through mechanical working and heat treating. Materials considered are ferrous and nonferrous metals and their alloys, plastics and ceramics. Consideration is also given to the selection of these materials to meet manufacturing and design criteria. Laboratory experiments will complement the classroom presentations. (Prerequisites: CH 105; MC 150 strongly recommended)

**MC 226 Thermodynamics and Heat Transfer** **3-0-3**  
 A presentation of the fundamentals of equilibrium thermodynamics with applications in power production, combustion engines and refrigeration cycles. Also included is a brief study of heat transfer in its three modes: conduction, convection, and radiation. (Prerequisites: MT 200 and PH 133)

**MC 250 Dynamics and Mechanical Design I** **3-2-4**  
 A study of the effect of forces acting on rigid and deformable bodies subject to static and dynamic loading, and the utilization of this knowledge for the design of mechanical components. Major topics include strength and fatigue, kinematic analysis, power transmission, design methodology, and computer applications. (Prerequisites: EN 125, MC 102, MC 150, MT 135 and IS 166)

**MC 260 Mechanical Design II** **3-2-4**  
 A continuation of MC 250, treating the topics of rigid and elastic fasteners, shafts and bearings, welds, springs, clutches and brakes. A series of design projects combining several of these elements will be

assigned. Computer methods will be employed where appropriate. (Prerequisites: MT 200 and MC 250 )

**MC 280 Fundamentals of Geometric Dimensioning and Tolerancing (GD & T)** **2-0-2**  
 A study of the technical language used to specify engineering design and drawing requirements with respect to actual "function" and "relationship" of part features. The Geometric Dimensioning and Tolerancing (GD & T) language is based on the US Standard ANSI/ASME Y14.5-1994. Practice in reading and applying the standard will be accomplished with video-taped presentations, discussion periods and workbook practice sessions. (Prerequisite: MC 101 or permission of the instructor)

**MC 282 Senior Project** **2-2-3**  
 This course integrates the previous course work and experiences of the students by allowing them to select, define, research, and report on a single, major technical topic of their choice. The formal classroom environment is set aside and the student works under the guidance of a faculty advisor. There are three distinct phases to the course: proposal phase, development phase, and reporting phase. (Prerequisite: EN 101 and approval by the MET Department Head)

**MC 290 Hybrid Vehicle Technology** **3-0-3**  
 A general engineering study of the hybrid vehicle design and its impact on the environment and industry. Engineering principles such as vehicle dynamics, energy conversion, energy storage, lightweight and composite materials, power transmission, basic electronics, and thermal management will be applied to a hybrid vehicle. Topics will include alternate fuels, emissions, power sources, and safety issues. (Prerequisites: MC 101, MT 135, IS 166 and PH 133; or permission of the instructor)

## Manufacturing Engineering Technology

**MF 111 Manufacturing and Materials Processing** **3-2-4**  
 The course is designed to provide a basic understanding of traditional methods of materials processing used in product manufacturing. Through lectures, demonstrations, and firsthand laboratory exposure, the student is given the theory and applications of each process. The following are covered: casting, extruding, forging, molding, forming, heat treating, joining, and an introduction to machining methods, both conventional and numerically controlled.

**MF 202 Measurement and Control** **3-2-4**  
 The course begins with the study of basic electronics (analog and digital) and electronic components (transistors, op-amps, SCR's). Electromechanical principles are introduced, leading to consideration of sensors and transducers used in production processes. Paralleling this sequence is the development of programming in Visual Basic. These two paths join during the second half of the course where programming logic controllers (PLC's) and relay ladder logic (RL) are presented. In the laboratory, students gain hands-on experience with all hardware and software covered in the course. (Prerequisites: IS 166, PH 135 (or basic AC/DC theory))

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### **MF 220 Manufacturing Processes and Machine Tools 3-3-4**

A technical study of the theory, equipment and application of machine tool and metal removal processes. In addition to understanding machining methods, the economics and comparison between machining methods are stressed. Processes covered are turning, milling, drilling, broaching, abrasive machining, finishing, numerical control as well as electrical and chemical machining. Theory is applied through actual machine operation in laboratory. (Prerequisites: EN 125, MF 111 and MC 102)

### **MF 230 Production Systems 3-2-4**

A study of the organization of the production system as well as the techniques used to control its operation. Topics covered include production planning, plant layout, inventory control, work measurement, job sequencing, and operation scheduling. The laboratory sessions will apply the techniques studied through a series of integrated projects which develop the use of traditional as well as computer-aided methods. (Prerequisites: MF 111 and IS 166)

### **MF 241 Computer Integrated Manufacturing (CIM) 3-3-4**

A study of flexible industrial automation as it applies to product-producing industry. Particular emphasis is on robotics, numerical control and computer integrated manufacturing. The basic theory and application of these areas are studied. In the laboratory portion of the course, the student has the opportunity to set up, program, and operate all aspects of a computer-controlled manufacturing system. Programmable logic controllers, vision systems, and a variety of robotic devices and CAM capabilities are included. (Prerequisites: MF 202, MF 220 and IS 166)

### **MF 250 Statistical Process Control 2-2-3**

A study of the techniques used to collect, organize and analyze information which can be used in making decisions regarding quality. The course will begin with the basic principles of statistics and probability and will then develop such topics as process capability, process control, acceptance sampling and reliability. The laboratory sessions will provide the student with the opportunity to apply the principles developed in the classroom through the use of computer examples and "hands-on" exercises. (Prerequisites: MT 133 and IS 166)

## Mental Health

### **MH 185 Interviewing: Process and Techniques 3-0-3**

The course functions mainly as an experiential learning module designed to develop in the student an understanding of the process of interviewing and the skills in the practice of its techniques. (Only open to matriculated Human Service degree students or by permission of Department Head.)

### **MH 193 Mental Health Practicum I\* 2-10-5**

The student will work in an approved clinical setting under the supervision of an approved professional. Periodic conferences between the supervisor and faculty member are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation relating theory to practice in the chosen field of experience. (Prerequisites: MH 185, HU 103 and HU 111 with a combined major field GPA of 2.0)

### **MH 295 Mental Health Practicum II\* 2-10-5**

A continuation of MH 193, Practicum I (Prerequisite: MH 193)

### **MH 296 Mental Health Practicum III\* 2-10-5**

A continuation of MH 295, Practicum II (Prerequisite: MH 295)

*\* The student will also complete an interview with the practicum coordinator the semester prior to the first scheduled practicum. Special requests regarding practicum entrance may be brought to the department head by the student. Review of the requests will be made by the department faculty and special exemptions may be made for entrance into the practicum.*

## Mathematics

### **MT 100 Fundamental Mathematics with Applications 4-0-4**

A course in mathematical problem solving. Students will use basic math skills and technology to solve practical math applications. Activities will be chosen from: probability, statistics, geometry, data analysis, finance, and topics related to the students' major field. *The four credits awarded for this course will count as a graduation credit fulfillment for those whose program requires the course, otherwise institutional credit will be granted which does not count toward graduation requirements.*

### **MT 103 Introductory Mathematics I 4-0-4**

The first in a sequence of preparatory courses for students planning to major in health sciences, business, or computer information systems. Topics will include: fractions, decimals, percents, linear equations and inequalities, polynomials, exponents, graphing, applications of algebra. *The four institutional credits awarded for this course do not count toward graduation requirements.* Completion of this course with a grade of C or better and MT 104 with a grade of C or better will satisfy the math prerequisite for MT 123.

### **MT 104 Introductory Mathematics II 4-0-4**

The second in a sequence of preparatory courses for students planning to major in: health sciences, business, or computer information systems. Topics will include: rational expressions, systems of linear equations, radical expressions, quadratic equations, applications of algebra. *The four institutional credits awarded for this course do not count toward graduation requirements.* Completion of this course with a grade of C or better and MT 103 with a grade of C or better will satisfy the math prerequisites for MT 123.

### **MT 106 Geometry 5-0-5**

A basic geometry course. The following topics are included: parallelism, congruent triangles, inequalities in triangles, quadrilaterals, similarity, right triangles, circles, area, volume, coordinate geometry, and logic. *The five institutional credits awarded for this course do not count toward graduation requirements.* (Prerequisite: Successful completion of high school algebra I, or MT 103, or MT 108)

### **MT 108 Introductory Technical Mathematics I 5-0-5**

The first in a sequence of preparatory courses for students planning to major in the engineering technologies. Topics will include: fractions, decimals, percents, exponents, operations with signed numbers, introduction to algebra, linear equations, factoring, graphing, elementary geometric concepts and formulas. *The five institutional credits awarded*

for this course do not count toward graduation requirements. Completion of this course with a grade of C or better and MT 109 with a grade of C or better will satisfy the math prerequisite for MT 133.

**MT 109 Introductory Technical Mathematics II** **5-0-5**

The second in a sequence of preparatory courses for students planning to major in the engineering technologies. Topics will include: quadratic equations, logarithms, graphing of functions, systems of linear equations, radicals, Pythagorean theorem, similar figures, elementary trigonometry. A graphing calculator\* will be required. *The five institutional credits awarded for this course do not count toward graduation requirements.* Completion of this course with a grade of C or better and MT 108 with a grade of C or better will satisfy the math prerequisite for MT 133.

**MT 111 Pre-Algebra** **5-0-5**

This course will review the essential math skills required for success in an elementary algebra course. Topics will include: basic arithmetic operations with whole numbers, decimals, fractions, signed numbers, percent, ratio and proportion, systems of measurement and conversions, introduction to basic algebra and geometry. *The five institutional credits awarded for this course do not count toward graduation requirements.*

**MT 113 Accelerated Introductory Mathematics** **6-0-6**

This course is designed for those students who are starting engineering technology or computer information systems programs and need a review of high school algebra, algebra II, or geometry. Topics include: introduction to algebra, solutions of linear equations, factoring algebraic fractions, exponents, quadratic equations, properties of logarithms, basic concepts of geometry including the Pythagorean theorem, similar figures and solid geometry, trigonometry. A graphing calculator\* will be required. *The six institutional credits awarded for this course do not count toward graduation requirements.* Completion of this course with a grade C or better will satisfy the math prerequisite for MT 133. (Prerequisite: high school Algebra I)

**MT 120 Contemporary College Mathematics** **4-0-4**

A course in mathematical problem solving for students who have successfully completed an elementary algebra course. This course will build on the students' algebra skills as they become actively involved in solving applied problems chosen from a variety of disciplines. (Prerequisite: successful completion of high school Algebra I or MT 103 or MT 108 with a "C" or better)

**MT 123 Intermediate Algebra** **4-0-4**

Topics include: real numbers, linear equations and inequalities, graphs of linear equations, systems of linear equations, exponents, polynomials, quadratic (and higher degree) equations, rational expressions, roots and radicals, exponential and logarithmic functions, sequences and series. A graphing calculator\*\* will be required. Prior knowledge of high school Algebra I is assumed.

**MT 125 Finite Mathematics** **4-0-4**

Topics include: matrices, linear programming, counting techniques, sets, probability, statistics, mathematics of finance, logic, Markov chains, game theory. Applications will be emphasized. A graphing calculator\*\* will be required. (Prerequisite: MT 123)

**MT 129 Math for Allied Health** **1-0-1**

This course is designed for students in the allied health fields. Topics covered will include: basic math operations, metric system, measurement conversions, dosage calculations, and intravenous regulations. Applications of mathematics in the health fields will be emphasized throughout the course.

**MT 133 Elementary Functions** **5-0-5**

Topics will include: algebraic concepts and operations; linear, quadratic and trigonometric functions; vectors; systems of linear equations; exponential and logarithmic functions; and ratios, proportion and variation. A graphic calculator\* will be required. (Prerequisite: prior knowledge of algebra I, algebra II and geometry is assumed)

**MT 134 Pre-Calculus** **4-0-4**

Topics will include: complex numbers; trigonometric identities and equations; polynomial and rational functions; conic sections; non-linear systems; non-linear inequalities; sequences and series; limits and continuity; and probability and statistics. A graphing calculator\* will be required. (Prerequisite: MT 133)

**MT 205 Calculus I** **4-0-4**

This course in the calculus of one variable will include: limits; derivatives of algebraic, trigonometric, exponential and logarithmic functions; antiderivatives; and an introduction to integration. Applications will be stressed throughout the course including: velocity, acceleration, curve sketching, optimization and related rates. A graphing calculator\* will be required. (Prerequisite: MT 134)

**MT 206 Calculus II** **4-0-4**

Topics will include: indefinite integration; the definite integral the Fundamental Theorem of Calculus; integrals of elementary transcendental functions; techniques of integration; polar coordinates; and power series including Taylor series. Applications will be stressed throughout the course including: area; volumes of revolution; centroids; and moments of inertia. A graphing calculator\* will be required. (Prerequisite: MT 205)

**MT 251 Statistics** **4-0-4**

Topics include: basic measurements of central tendency and variability; frequency distributions; probability; binomial, Poisson, and normal distributions; sampling distributions; estimation of parameters; hypothesis testing; simple and multiple regression; correlation. A graphing calculator\*\* will be required. (Prerequisite: MT 123)

\* A Texas Instruments model TI-86 (preferred) or TI-85 is required for MT 109, MT 113, MT 133, MT 134, MT 205, MT 206, PH 100, PH 133, PH 135, and PH 202.

\*\* A Texas Instruments model TI-83 is required for MT 123, MT 125, and MT 251.

# COURSE DESCRIPTIONS

## Nursing

All nursing courses integrate theory and clinical experience. Failure to receive a satisfactory grade in either theory OR the clinical experience portion of the course will result in a failing grade. All nursing major field courses must be passed before proceeding to the next level.

### **NU 115 Nursing I** **6-10-8**

Nursing I introduces the student to the role of the associate degree nurse and the basic concepts of nursing practice, including the nursing process, within the Self-Care Framework. The emphasis of the course is on assessment of universal self-care requirements which include air, water, activity and rest, elimination, solitude/social interaction, and food. Maintaining normalcy and avoiding hazards will be addressed within each Universal Self-Care Requirement. The concept of caring and ethical/legal standards of nursing practice are explored. The student, using educative/supportive and partially compensatory nursing systems, cares for clients with reversible deficits. Opportunities for application of knowledge to clinical practice are provided through laboratory experiences and client care assignments in various settings. Evaluation of knowledge occurs throughout the course with interaction between student and faculty to facilitate learning. (Corequisite: BI 101, EN 101, and PY 105)

### **NU 116 Nursing IIA** **6-15-11**

The emphasis of Nursing IIA is on the assessment of developmental self-care requirements which maintain conditions that support growth and development over the life cycle. Common health deviations that affect growth and development over the life cycle are presented. The student applies the concept of caring and ethical/legal standards to the care of the client and support persons. The student uses all nursing systems with a focus on the educative/supportive and partially compensatory nursing systems to assist clients and their support persons experiencing various life cycle events. Planned learning experiences provide the student with the opportunity to interrelate social, interpersonal, environmental and technological concepts in the care of clients. Opportunities for application of knowledge to clinical practice are provided through laboratory experiences and client care assignments in various settings. Evaluation of knowledge and clinical practice occurs throughout the course with interaction between the student and faculty to facilitate learning. (Semester 2 Prerequisite: NU 115; Corequisites: BI 102 and PY 110) (Semester 3 Corequisites: BI 202 and SO 105)

### **NU 117 Nursing IIB** **6-15-11**

The emphasis of Nursing IIB is on the care of the client with commonly occurring health deviations related to universal self-care requirements. Focus on caring and ethical/legal standards are continued. Using the nursing process, the student employs all nursing systems within the focus on the educative/supportive and partially compensatory nursing systems within the Self-Care Framework to assist the client within a range of self-care deficits. Learning is planned through concurrent classroom and clinical experiences. Opportunities for application of knowledge to practice are provided through laboratory experiences and client care assignments in various settings. Evaluation of knowledge occurs throughout the course with interaction between the student and faculty. (Semester 2 Prerequisite: NU 115; Corequisites: BI 102, and PY 110) (Semester 3 Corequisites: BI 202 and SO 105)

### **NU 176 Transition Nursing** **3-2-4**

This course focuses on the role change of the licensed practical nurse to an associate degree nurse. Lectures and student group activities focus on content that facilitates the transition process. This non-clinical course emphasizes self-care nursing. Content includes the concept of caring, nursing process, universal/developmental self-care requirements, and ethical/legal standards. Within the framework of the nursing process, the student will explore nursing care to assist the client and/or support persons experiencing life cycle events to meet self-care deficits. Evaluation of knowledge occurs throughout the course with ongoing interaction between the student and faculty to facilitate learning. (Corequisites: BI 106, EN 101 and PY 105)

### **NU 215 Nursing III** **4-15-9**

Nursing III builds on principles and concepts from the discipline of nursing, the biopsychosocial sciences and liberal arts. The emphasis of Nursing III is on the current trends in nursing and on the comprehensive care of the client with health deviations requiring the wholly compensatory nursing system. The student establishes caring relationships and adheres to ethical/legal standards of nursing practice. The student uses the nursing process to design, provide, manage and evaluate care for the client with commonly occurring health deviations. Learning is planned through concurrent classroom and clinical experiences. Opportunities for application of knowledge to practice are provided through laboratory experiences and client care assignments in various settings. Evaluation of knowledge and clinical practice occurs throughout the course with interaction between the student and faculty. (Prerequisites: NU 116 and NU 117; Corequisites: PI 242)

## Physics

### **PH 100 Pre-Engineering Technology Physics** **4-2-5**

This course covers the fundamentals of mechanics. Topics included: velocity; acceleration; Newton's Laws; motion in two dimensions, momentum, work, vectors, simple machines, energy, conservation of momentum and energy. A graphing calculator\* will be required. *The five institutional credits awarded for this course do not count toward graduation requirements.* (Prerequisite or corequisite: MT 109)

### **PH 133 Physics I: Mechanics, Heat** **3-2-4**

A study of elementary classical physics with emphasis on the application of physical principles to problem solving. Topics include: linear and projectile motion, Newton's laws, translational and rotational equilibrium, work and energy, momentum, circular and rotational motion, thermal properties of matter, heat transfer. A graphing calculator\* will be required. (Prerequisite or Corequisite: MT 133)

### **PH 135 Physics II: Light, Sound, Electricity** **2-2-3**

Topics include: wave motion, mechanical waves, sound, light, electrostatics, Ohm's law, D.C. circuits, Kirchoff's laws. A graphing calculator\* will be required. (Prerequisite: PH 133)

### **PH 202 Physics IIa: Wave Motion and Oscillations** **3-2-2** **(7.5 weeks)**

Topics include: mechanical wave concepts, sound, light, harmonic motion, interference effects, resonance, Doppler effect, geometrical



optics of mirrors and lenses, physical optics. A graphing calculator\* will be required. (Prerequisite: PH 133)

\* A Texas Instruments model TI-86 (preferred) or TI-85 is required for MT 109, MT 113, MT 133, MT 134, MT 205, MT 206, PH 100, PH 133, PH 135, and PH 202.

\*\* A Texas Instruments model TI-83 is required for MT 123, MT 125, and MT 251.

## Philosophy

### **PI 110 Introduction to Philosophy** **3-0-3**

This course is an introduction to the methods, problems, and theories of the main branches of philosophy and the indestructible questions raised in regard to reality, truth, morality, power, meaning, purpose, and valid reasoning. Topics to be considered include the basis for beliefs concerning the nature and existence of God, experience and reason in the development of knowledge, the mind and its place in nature, freedom and determinism, and the basis and nature of morality.

### **PI 242 Contemporary Ethical Issues** **3-0-3**

A philosophical examination of major contemporary ethical issues. This includes allowing someone to die, mercy death, mercy killing, abortion, human sexuality, bioethics, and business ethics. The emphasis is on acquiring the philosophical skills necessary to be able to guide self and others in the process of ethical decision making. Group activities and role playing are used extensively. The client/provider relationship is emphasized.

## Paralegal Studies

### **PL 106 Introduction to Legal Studies** **3-0-3**

Introduction to Legal Studies covers in detail the legal systems of the United States, in both the Federal courts and the New Hampshire state courts. Students will also be introduced to the Federal and the New Hampshire constitutions, to the legislative processes and to a "how to" conducting initial client interviews and investigating cases will be gained. Ethical rules and regulations governing lawyers and paralegals will also be covered.

### **PL 107 Contracts and Torts** **3-0-3**

The contract portion of the class will cover Contract law from formation, defenses and remedies for breach. Likewise, various civil wrongs in which the victim is entitled to a remedy in the form of damages including negligence, products liability, trespass and defamation are addressed in the Torts section of the course. (Prerequisites: PL 106 or permission of the instructor and program coordinator)

### **PL 110 Litigation and Trial Preparation** **3-0-3**

The student will be able to assist in virtually all phases of litigation. Functional skills acquired include preparing and maintaining the file; gathering information through client interviews; drafting pleadings; organizing and indexing documents; tracing evidence; examining

public records; and preparing briefs and memoranda. (Prerequisite: PL 106 and PL 107 or permission of the instructor and program coordinator)

### **PL 221 Real Estate** **3-0-3**

The student will be able to assist in virtually all phases of transactions in real property. Functional skills acquired include: conducting title searches; assisting in preparation and drafting of deeds, contracts of sale, leases and abstracts of title; gathering and reviewing documentation necessary in mortgage transactions; recording deeds and mortgages; and organizing and witnessing documents at the closing. (Prerequisites: PL 106, PL 107 or permission of the instructor and program coordinator)

### **PL 225 Legal Research and Writing** **3-2-4**

The paralegal will be able to assist in most aspects of legal research in support of the drafting of clear and concise legal writings. Functional skills acquired in this course will include a working knowledge of federal and state statutory research including legislative history, federal and state case law reporter systems, the court systems, legal form books, law digest, case and statutory citators, legal treatises and legal periodicals. In addition, an introduction to the use of WESTLAW will be included. Furthermore, the student will develop the specific writing skills necessary for the paralegal. Preparation of trial memorandum and appellate court briefs will also be covered. Emphasis will be on brevity, clarity, and precision of expression together with the refinement of editing skills. (Prerequisites: PL 106, PL 107 and PL 110 or permission of instructor and program coordinator)

### **PL 231 Business Organizations and Bankruptcy** **3-0-3**

The student will be able to assist in the formation, daily administration, reorganization and dissolution of a corporate entity. Functional skills acquired include: preparing articles of incorporation; satisfying state filing requirements; taking minutes at meetings of board of directors; preparing registration materials for regulatory agencies; and preparing bankruptcy petitions, claims and other documents. (Prerequisites: PL 106, PL 107 or permission of instructor and program coordinator)

### **PL 242 Domestic Relations Law** **3-0-3**

The student will examine the substantive and procedural law and the legal ethics relating to marriage, divorce, and custody issues, and will be prepared to assist the attorney in drafting pleadings and completing preliminary research relative to these aspects of Domestic Relations Law. (Prerequisites: PL 106 and PL 107 or permission of instructor and program coordinator)

### **PL 251 Probate Estates and Trusts** **3-0-3**

The student will be able to assist in the planning and administration of the decedent's estate. Functional skills acquired include: assisting with estate planning; collecting assets; notifying beneficiaries; assisting in preparation of Federal and State Estate Tax Returns; submitting documentation to the Probate Court; transferring securities; drawing checks for the Executor's signature; and maintaining account records. (Prerequisites: PL 106 and PL 107 or permission of instructor and program coordinator)

## COURSE DESCRIPTIONS

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### **PL 262 Criminal Law and Procedures for the Paralegal 3-0-3**

The student will examine the various elements of New Hampshire criminal practice and procedure and will trace the steps by which the process is completed, from the initial interview through the post-trial procedure. (Prerequisites: PL 106, PL 107, and PL 110 or permission of instructor and program coordinator)

### **PL 270 Internship 0-9-3**

The internship offers the opportunity to combine the theoretical and practical issues of the classroom in the workplace setting. Students are required to complete a specified number of hours in a law office or law-related environment. Weekly meetings will be held with the internship coordinator to discuss the ongoing experience. (Prerequisite: All 100 level PL courses or permission of instructor and program coordinator)

## Paramedic Education

### **PM 104 Basic EMT Field Internship 0-4-0**

A minimum of sixty (60) hours of supervised field internship designed for students lacking adequate basic emergency medical technician (EMT) experience.

### **PM 111 Paramedic Procedures 1-3-2**

This performance based course focuses on the broad spectrum of paramedic procedures. Students will perform the technical skills drawn from Advanced Trauma, Advanced Cardiology, Medical Emergencies, Special Populations, and Pharmacology courses. An emphasis will be placed on the skills competencies making students eligible for advanced hospital and field clinic rotations. Prerequisites: PM 125 and MT 129; Corequisites: PM 126, PM 130, PM 150 and PM 244)

### **PM 117 Physical Assessment 3-2-4**

A comprehensive course that provides integration of knowledge, skills, and terminology utilized for physical assessment. Included are life span differences and assessment of acute and chronic patients who present with medical problems. (Corequisites: BI 101 and PM 142)

### **PM 125 Pharmacology I 1-0-1**

An introductory course including historical overview, drug standards, and regulations sources/names of drugs and classifications. Also, included are routes of administration, pharmacokinetics, and the effects of medication on the autonomic nervous system. (Corequisite: PM 117)

### **PM 126 Pharmacology II 3-0-3**

An advanced course covering Pharmacology related to paramedic practice. Includes cardiovascular, respiratory, analgesic, G.I., antibiotic and CNS medications. (Prerequisites: PM 117, PM 125 and MT 129; Corequisites: PM 111, PM 130 and PM 135)

### **PM 130 Integration of Paramedic Practice 0-3-1**

This scenario-driven course is designed to develop team leadership skills and clinical decision making. A great emphasis will be placed on paramedic assessment, diagnostic skills, treatment aims and outcomes. Students will draw from the knowledge and interventions learned in Advanced Cardiology, Medical Emergencies and Ad-

vanced Trauma courses. (Prerequisite: PM 117; Corequisites: PM 111, PM 126, PM 135 and PM 150)

### **PM 135 Medical Emergencies 2-0-2**

A comprehensive course that includes the pathophysiology and management of selected medical emergencies. Critical thinking and problem solving will be emphasized using a scenario-based approach. (Prerequisite: PM 117; Corequisites: PM 111, PM 126 and PM 130)

### **PM 142 Cardiology I 3-0-3**

This course focuses on the conduction system of the heart, electrocardiography, as well as interpretation and the treatment of cardiac arrhythmias. (Corequisite: BI 101)

### **PM 150 Advanced Trauma 3-0-3**

A comprehensive course that covers the assessment, pathophysiology and management of trauma including: head, spinal, chest, abdominal, soft tissue, and musculoskeletal trauma. MCI, environmental emergencies, and HAZMAT are also covered. (Prerequisites: PM 117 and PM 125; Corequisites: PM 130, PM 135, and PM 244)

### **PM 194 Hospital and Field Clinical 0-18-6**

A comprehensive hospital experience that focuses on theory, assessment skills, invasive skills, and affective behaviors expected of a paramedic. A total of 270 hospital hours with 36 hours of independent field riding time. (Prerequisites: All first year Paramedic courses)

### **PM 201 Special Populations I 2-2-3**

This advanced course includes assessment, paramedic diagnosis and treatment for Pediatric, Geriatric, Obstetric, and the chronically ill patient. Lab sessions allow for critical thinking and decision-making skills. (Prerequisite: PM 135; Corequisites: PM 210 and PM 296)

### **PM 202 Special Populations II 2-2-3**

This advanced course includes assessment, diagnoses and treatment for emotionally disturbed patients, therapeutic communication, chronic patients, patients requiring interfacility transfer and patients with special challenges. Lab sessions involve critical thinking and decision-making skills with scenario practice. (Prerequisite: PM 201; Corequisites: PM 210 and PM 296)

### **PM 210 Field Operations 3-0-3**

An overview course covering all aspects of field practice including roles and responsibilities, medical control, written/oral communications, occupational stress, safety and legal considerations. Protocol interpretation and introduction to research design are covered. (Prerequisite: all Fall and Spring first year courses; Corequisite: PM 296)

### **PM 244 Advanced Cardiology 2-0-2**

This comprehensive course includes the pathophysiology, clinical manifestations, and treatment of cardiovascular emergencies. Advanced Cardiac Life Support certification (ACLS) is an integral part of the course. (Prerequisite: PM 117, PM 125, PM 142 and MT 129; Corequisites: PM 111 and PM 126)

### **PM 277 Seminar in Emergency Medical Services 2-0-2**

This scenario-based course is designed to integrate paramedic knowledge, skills and behaviors through practice. An emphasis is placed on

detailed paramedic assessment, suspected diagnosis and priorities in treatment. Students will develop leadership skills in the management of medical, traumatic, and psychological problems. This course will also lead to National Registry written and practical exam preparation. Career opportunities and preparation for entry into the EMS job market will also be discussed. (Prerequisites: All first year courses.)

**PM 296 Field Clinical I** **0-9-3**  
 A comprehensive field experience where a student will ride 160 hours with an Advanced Life Support (ALS) service. In addition, a student is required to serve as a team leader on a minimum of 20 calls. (Prerequisite: PM 194; Corequisites: PM 201 and PM 210)

**PM 297 Field Clinical II** **0-9-3**  
 A comprehensive field experience where students ride a total of 160 hours with an Advanced Life Support (ALS) service. In addition, a student is required to serve as a team leader on a minimum of 30 calls. (Prerequisite: PM 296; Corequisites: PM 202 and PM 277)

## Political Science

**PS 105 State and Local Government** **3-0-3**  
 A survey of state and local government concentrating on their origins and development in the United States. The course includes the forms of government; executive, legislative and judicial organization and procedures; distribution of power between the levels of government; and the problems of metropolitan government.

**PS 120 American Federal Government** **3-0-3**  
 An introduction to the basic structures of the United States national government and the political processes involved. Topics include the federal Constitution; federal-state relations; the relationship among the Executive, the Congress, and the Judiciary; the election process; and the activities of interest groups.

**PS 220 Public Administration** **3-0-3**  
 This course discusses the growth of the public sector and the methods by which this sector can be managed. Topics include public management techniques, effective decision-making, civil service, budgeting, public organizations, and the politics of public sector administration.

**PS 231 American Government** **3-0-3**  
 This course is an introduction to the basic structures of the political process in the United States. It combines attention to political activity at both the national (Federal) and the State and local levels. The topics covered include analyses of the Federal and States' Constitutions, the American political economy, State/Federal relationships, inter-branch matters between the Executive, Legislature and Judiciary branches, the elective process, activities of the public and interest groups, and the governments' handling of the public purse.

## Psychology

**PY 105 Introduction to Psychology** **3-0-3**  
 An introductory college course in psychology which focuses on the fundamental facts and principles of psychology within the broader context of contemporary personal and social concerns. Topics may

include the historical development of the discipline, scientific methodology, human development, motivational theory, consciousness, sensation and perception, learning, thinking, memory, emotions, biological basis of behavior, personality theory, psychopathology, sexuality, and measurements and statistics.

**PY 109 Educational Psychology** **3-0-3**  
 Psychological principles are applied to the educational environment. Theories of learning, memory, cognition, and behavior management are used to help the student find an optimal instructional approach. While this course is a distribution *requirement* for the Associate of Science in Education program it may also be applied to a concentration of courses in Psychology or Social Sciences. (Prerequisite: PY 105)

**PY 205 Crisis Intervention** **3-0-3**  
 This course focuses on the emotional aspects of individuals involved in a crisis situation. Coverage is given to the theory and management of specific situations such as stress, death and dying, drug abuse, suicide, sexual assault, disasters and violence. Consideration is also given to the functions and legalities of the mental health system. (Prerequisite: PY 105)

**PY 210 Abnormal Psychology** **3-0-3**  
 This course is designed to provide an overview of pathological behaviors currently classified in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th Edition. Research and issues relating to the nomenclature, incidence, etiology, and treatment of the disorders will be covered. Case studies will be used to explore the physiological, behavioral, social, and cognitive variables that contribute to each condition. (Prerequisite: PY 105)

**PY 220 Human Growth and Development: The Life Span** **3-0-3**  
 A study of the psychological implications of the growth and development of the human person with a special emphasis on the physical, cognitive, social, emotional and ethical dimension in infancy, childhood, adolescence, and adulthood. (Prerequisite: PY 105)

**PY 280 Individual Counseling: Theory and Practice** **3-0-3**  
 Discussion of the most widely used theories of counseling offering students the opportunity to integrate the theories within their own value systems. Counseling practice will consist of peer counseling process, audio and video recording critiques, and role-playing in a seminar setting. (Prerequisites: MH 185 and PY 105)

**PY 283 Group Counseling** **3-0-3**  
 A study of therapeutic intervention as carried out in and through a group. The course design includes academic discussion of group processes and participation in a concomitant laboratory experience. (Prerequisites: MH 185 and PY 105)

# COURSE DESCRIPTIONS

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## Real Estate

**RE 101 Fundamentals of Real Estate** **3-0-3**  
Fundamentals course in real estate in preparation for the licensing exam. The course meets the statutory requirements of the New Hampshire Real Estate Commission for salesperson examinations. Topics discussed include: listing, NH rules and regulations, types of interest in real estate, real estate taxes, liens, financing, appraising, closing statements, etc.

**RE 102 Real Estate Marketing and Advertising** **3-0-3**  
The student will gain a thorough understanding of the tools and strategies utilized in the marketing and advertising of real estate with focus on: market research and analysis, communications, advertising, and the selling process.

**RE 201 Real Estate Internship I** **1-10-4**  
The student will work in a real estate brokerage as a licensed assistant under the supervision of an approved real estate professional. Periodic conferences between the supervisor and the program coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation relating theory to practice in the chosen experience. (Prerequisite: RE 101 including passage of the NH Real Estate Salespersons' Licensing Examination)

**RE 202 Real Estate Internship II** **1-10-4**  
A continuation of RE 201, Real Estate Internship I. (Prerequisite: RE 201).

**RE 203 Real Estate Internship III** **1-12-5**  
A continuation of RE 202, Real Estate Internship II. (Prerequisite: RE 202).

**RE 220 Real Estate Finance** **3-0-3**  
This course will develop an understanding of the nature and cycle of real estate finance. Topics include: money and the monetary system; government activities in real estate finance; the secondary mortgage market; sources of funds; fiduciaries, semi-fiduciaries and non-fiduciaries; instruments)

**RE 221 Real Estate Brokerage Management** **3-0-3**  
This course will focus on the management techniques for small to medium-sized residential brokerage firms and will include discussion of the following: the nature and function of real estate brokerage, brokerage management concepts, employment agreements, personnel selection, the policy manual, listing operations, finance and appraisal of real estate, compensation of salespeople, sales management, financial control, the working environment, establishing and marketing the successful real estate brokerage.

**RE 222 Real Estate Investment and Taxation** **3-0-3**  
A study of investment and taxation principles as they relate to the real estate industry including: the investment decision, risk and return, investment mathematics, the legal, financial and tax implications of real estate investment and investment criteria.

## Science

**SC 104 Astronomy and Space** **3-2-4**  
An introductory course designed to acquaint students with the complexities of the universe. Topics covered include: stars and planets, nebulae, galaxies, black holes and origins of the universe. Past and current contributions of the space program are examined. The lab component consists of frequent outdoor observations, use of telescopes and scheduled trips to astronomical sites and planetariums.

**SC 105 Introduction to Astronomy** **3-0-3**  
This is an introductory course covering the fundamental principles of astronomy. Topics covered will include the structure and members of the solar system, stars, galaxies and other space phenomenon. Frequent outdoor observations are also required.

**SC 106 Observational Astronomy** **4-0-4**  
This is a survey course dealing with modern observational astronomy. The focus of the course will be on developing an understanding of the physical universe around us that is based on astronomical observation. The course will examine current models of the solar system, stars, galaxies and the structure of the universe and will explore the relationship between observations and the variety of theories used to explain them. The course is designed to offer nonscientists an understanding of how science works through the opportunity to make actual observations. The course includes a variety of hands-on activities, including a large amount of naked eye, binocular and telescopic observations. There will be regular use of the Planetarium and its facilities, and a field trip to the CFA Observatory in Harvard, Massachusetts is planned.

## Sports Management

**SM 101 Introduction to Sports Management** **3-0-3**  
This introductory course emphasizes management principles related to the business of sports. It includes personnel, programs, marketing management, media, facility, legal management, and an overview of career possibilities in this growing field.

**SM 150 Fitness Management** **3-0-3**  
 This course will provide specific personal fitness information. Other topics include the use and purchase of fitness equipment; staffing; management concerns for club, corporate, and collegiate settings.

**SM 170 Sports Marketing** **3-0-3**  
 A study of current marketing problems as they relate to the sports industry, appropriate marketing techniques and the development of effective sports marketing plans.

**SM 210 Sports and Fitness Facilities Management** **3-0-3**  
 The elements of managing such sport facilities as arenas, stadiums and athletic complexes form the content of this course.

**SM 225 Sports Law** **3-0-3**  
 This course presents the legal issues that are particular to managers of sport programs at the professional, collegiate and community levels.

**SM 230 Public Relations and Advertising for the Sports Industry** **3-0-3**  
 This course presents a cross-disciplinary approach to a variety of marketing, sales, and public relations issues that confront a sport manager. (Prerequisite: BU 170 or SM 170; EN 101 or permission of the instructor)

**SM 250 Sports and Society** **4-0-4**  
 This course emphasizes contemporary management issues. It includes personnel, programs, marketing management, media, facility, and legal management. (Prerequisite: senior year standing in Sports Management)

**SM 290 Sports Management Internship** **0-9-3**  
 This course offers students the opportunity to experience application of the concepts and principles of management developed in prerequisite courses through participation in an internship cooperatively sponsored by a participating partner. (Prerequisite: Permission of the department and senior year standing)

**Social Science**

**SO 105 Introduction to Sociology** **3-0-3**  
 An introductory study of the concepts, principles, and applications of the social science method in general and of sociology in particular. A review of some of the crucial sociological problems of today, involving the relationship of the individual to society and groups of individuals to one another. Some topics included are culture, race, class, social mobility, and social change. Reference is made to the historical and economic forces in the U.S. that are responsible for some of these problems.

**SO 111 Education and Society** **3-0-3**  
 This course considers: (a) the manner in which social class, community, race, politics, the economy, etc., influence educational institutions; and (b) schools as formal organizations and the impact of education on occupation, income, social mobility and social change. In this multi-cultural and global course, education in other societies is also examined. (Prerequisites: SO 105; ED 105 is recommended)

**SO 205 Social Psychology** **3-0-3**  
 Social Psychology is an area of study within sociology which attempts to examine the relationship between the individual and society. Specific emphasis is on the social experience stemming from individuals' participation in social groups, interactions with others, and the emergence of social structures from these interactions. From this perspective, several major theories in social psychology are discussed such as socialization, identities and the self, attitudes and attitude change, social perception, attributions, social order and conformity, language and social communication, and social behavior in groups. (Prerequisite: one introductory course in sociology or psychology or permission of instructor)

**SO 212 Intercultural Interactions and Cultural Learning** **3-0-3**  
 This course introduces basic theories and useful knowledge to increase productivity in intercultural interactions. With an emphasis on cultural learning, this course discusses important issues that affect the effectiveness of communication and interactions between people who do not share a common cultural background or experience. Classroom discussions and activities are aimed at guiding learners to examine and learn their own cultural values, which are usually taken for granted. Related areas such as stereotypes, ethnocentrism, assumptions and empathy are closely examined.

**SO 225 Issues in Public Policy** **3-0-3**  
 This course would provide the opportunity to focus on topical issues in the public policy area, building on matters addressed in previous courses such as SO 105 (Sociology), CJ 210 (Juvenile Justice), CJ 225 (Drug Abuse), PS 120 (Federal Government) and PS 105 (State and Local Government) and allowing the chance to deal with matters bridging those areas. The exact nature of this course in the particular semester would be driven by the nature of the topic selected, allowing the use of the seminar or lecture approach as appropriate. Likely topics might include such areas as gun control or abortion and racism; with the emphasis in the course consistently on the matter of the impact of these issues on the development of public policy and use of resources.

**SO 240 Marriage, Family and Personal Relationships** **3-0-3**  
 This course will examine concepts and issues associated with family life and personal relationships. A variety of social problems that impact personal relationships, marriage, and the family will be addressed that have resulted from social, cultural, political and economic changes in society. Such issues as gender role socialization, diversity of family forms, men and women in cross-cultural perspective, men and women in the work place, poverty and families, reproductive and parenting rights, sexuality, mate selection, the internal dynamics of relationships, domestic violence, marital dissolution, and future family trends will be examined throughout the semester. All together, such changes in the world outside the family have profound impact on what happens inside the family. Such changes have profound consequences on how individuals conduct their personal and social lives together. The questions that this course will raise and attempt to answer will hopefully enable us to live together in adulthood with considerably more ease than most currently experience. (Prerequisite: An introductory sociology or psychology course is recommended.)

## COURSE DESCRIPTIONS

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### **SO 250 Conflict Resolution in Modern Society** 3-0-3

This course provides an overview of theories and research concerning the nature of conflict and methods for resolving conflict. The foundation of the course is social systems theory; the course examines conflicts among social institutions and conflicts among diverse populations. The effects of conflict upon the Individual are considered. The course provides the student/practitioner with the theoretical framework for analyzing and resolving conflict. (This course does not meet the minimum Social Science requirement for the Institute's Associate in Science or Diploma programs.)

## **Travel and Tourism**

### **TR 101 The Tourism System** 3-0-3

An introductory course providing an overview of the structure and scope of the travel and tourism industry. This course explores major concepts in tourism, what makes tourism possible, and how tourism can become an important factor in the wealth of any nation. Topics include: history of tourism, importance of tourism, career planning and development, motivation for travel, policy, and marketing.

### **TR 110 Domestic Travel Procedures** 3-0-3

This course examines the United States travel industry by looking at airlines, accommodations, ground transportation and tours. Students will be exposed to many of the travel industry reference materials such as OAG, Business Travel Planner, Amtrak guide, Hotel Index and other related industry reference guides. Fares and airline documentation will also be studied. Students will also review tours available in the United States. In addition, students are required to complete a domestic independent travel portfolio to include the following documentation: airline tickets, hotel, car and transportation vouchers.

### **TR 115 International Travel Procedures** 3-0-3

This course examines the global travel industry. Students will be exposed to many of the travel industry reference materials such as: Worldwide OAG, European and Asian Travel Planner, Thomas Cook Time Table, Tour Directory, etc. IATA airfare system and ticketing will be analyzed. Students will survey the documents required for traveling. In addition, a comprehensive study of the Caribbean and cruise industry will be studied. Major international tour operators will also be reviewed. Students are required to complete a foreign independent travel portfolio to include the following documentation: airline tickets, hotel, car and transportation vouchers. (Prerequisite: TR 110)

### **TR 225 Airline Reservation** 2-2-3

This course provides students with hands-on experience with an airline reservation system. Students will check fees, flights, build a passenger name record (PNR) with car and hotel segments. Students will be using the Worldspan® airline system (TWA, NW, Delta). (Open to Travel majors only; prerequisite: TR 110 or permission of Department Head)

### **TR 226 Advanced Airline Reservation** 2-0-2

This course reviews the airline reservation techniques learned from

TR 225. Students will also examine advanced Worldspan® skills such as: queues, international travel and current Worldspan® formats. (Prerequisite: TR 225)

### **TR 260 Principles of Corporate Travel** 3-0-3

This course provides an overview of travel within the business community. Emphasis is on interpretation of business policies, procedures of a corporate travel agent, supervisor and manager in a travel or business environment. Additional topics include developing incentive, promotional meetings and convention travel. This course is not offered each year. (Prerequisite: TR 101 or permission of the instructor)

### **TR 262 Tour Management** 3-0-3

A course devoted to planning, guiding and escorting tours. Students will research and develop a tour by identifying components used in a tour such as hotels, meals, transportation and side trips. A budget will be developed to determine the break-even point for selling this trip to the public. Students will develop a marketing plan for tour promotion. Additional areas covered are group behavior, ethics and dealing with the unexpected disasters. This course will not be offered every year. (Prerequisite: TR 101)

### **TR 264 Cruise Sales** 3-0-3

The student will have a thorough understanding of the cruise industry. Knowledge of cruise lines, destination, amenities and marketing/sales is examined. Students' understanding of the relationship geography has to identification of cruise ports is also studied. Sales skills and qualifying the client in selecting of cruise is reviewed.

### **TR 275 Travel Experience** 1-2-2

Students enrolled in this class are expected to participate in a three to five day expanded familiarization travel experience. Students are required to write a day-to-day itinerary for the trip and a detailed report on the trip. Students are required to do a site, hotel and any applicable inspection. A minimum number of students are required to participate in this course. The additional cost will be assumed by the students enrolled in the course. (Prerequisite: Permission of the Department Head)

### **TR 280 Senior Travel Seminar** 1-0-1

This course addresses current issues in the travel industry through discussion, reports and reading professional literature. Students are required to pick an area of the travel industry they choose to work in. A final written and oral presentation will be presented at the end of the semester. Other topics discussed are resume preparation, interviewing, travel law and sales. (Prerequisite: TR 220)

### **TR 290 Travel Internship** 0-9-3

The internship offers the opportunity to put learned theory to practical application in a supervised work environment. Student are required to complete a minimum of 90 hours and complete a portfolio on the internship. Periodic conferences between the site supervisor and NHTI internship coordinators are scheduled to monitor and evaluate student progress. This course is limited to seniors and requires the approval of the Department Head. (Prerequisite: 2.5 GPA in major field courses and approval of Department Head)

## Radiologic Technology

**XR 101 Fundamentals of Radiography** 1-2-2  
This course introduces the students to the basic principles of technique, science and protection, and radiographic machinery. The students will perform hands-on training with the radiographic machine, tube, table and related accessories. Medical ethics will be included in this course.

**XR 116 Radiographic Exposure I** 2-2-3  
A discussion of the principles leading to the production of the manifest image. Intensifying screens, radiographic film and processing, factors affecting radiographic quality, grids and accessories will be covered.

**XR 121 Radiation Protection I** 1-0-1  
Radiation quantities and units, permissible dosages, shielding methods and devices, interaction of radiation within body tissues, biological effects and methods of monitoring.

**XR 122 Radiation Protection II** 1-0-1  
A continuation of the work from Radiation Protection I. Topics include x-ray beam production, photon interaction with matter, an overview of cell biology, radiation energy transfer determinants, molecular effects of irradiation, cell radiosensitivity, and organic damage from ionizing radiation. (Prerequisite: XR 121)

**XR 151 Radiologic Nursing Procedures** 2-0-2  
Discussion of the proper handling of sick, injured and infectious patients along with the proper care and use of medical equipment and supplies. Medical ethics and the medicolegal aspects of radiologic technology will be discussed.

**XR 161 Radiographic Positioning and Clinical Procedures I** 3-18-7  
Routine radiographic positioning of the osseous system, thoracic and abdominal viscera. To be included are medical terminology, topographical anatomy, and special considerations for pediatric patients. The clinical experience is an extension of the classroom where the student will develop the theory into practical skills through instruction, application, critique, and evaluation on common procedures. (Prerequisite: XR 151)

**XR 164 Radiographic Positioning and Clinical Procedures II** 3-18-7  
Routine and radiographic positioning of the biliary, gastrointestinal and urinary tracts, the reproductive and central nervous systems and skull, as well as examinations of the salivary glands, soft-tissue and joint structures. Imaging of the breast will be discussed. Also included are medical terminology, topographical anatomy and special considerations for pediatric patients. Clinical experience is continued in this course. (Prerequisite: XR 161)

**XR 165 Radiographic Clinical Procedures III** 0-24-4  
A continuation of the clinical component of XR 164. Students will complete their first clinical assignment and build on the procedures taught in XR 161 and XR 164. An approximate total of 264 clinical hours are required. (Prerequisites: XR 161, XR 164)

**XR 180 Radiographic Physics** 3-0-3  
A basic review of algebra and the physical principles of matter, leading to tube production of electricity with its ramifications pertinent to the field of radiologic technology. Basic radiation producing circuitry is discussed including closed circuit television and videotaped recording. The course will also include an overview of radiation therapy, nuclear medicine and ultrasonography.

**XR 201 Pathology for Radiologic Technologists** 3-0-3  
This course introduces the student to the subject of human disease processes. A wide variety of conditions are reviewed. Some topics covered include types of fractures, the malignant disease process, cardiovascular disease, the effect of viruses and bacteria on people and the inflammatory process. (Prerequisites: XR 161, XR 164, and XR 165)

**XR 202 Introduction to CT Scanning** 3-0-3  
A study of the concepts and practice of Computerized Axial Tomography. Operation of CT Scanners and positioning of the patient for the examination will be presented. Contrast agents and interventional procedures will be explored. CT pathology and correlation will be discussed. Students will rotate through the CT department of their clinical site for practical experience. (Prerequisites: XR 116, XR 220, XR 121, and XR 180)

**XR 220 Radiographic Exposure II** 2-2-3  
Topics covered in this class include automatic exposure control, technique charts, tube rating charts, tomography, stereoradiography and computerized radiography. Principles of quality assurance and quality control and equipment will also be covered. (Prerequisite: XR 116)

**XR 294 Radiographic Clinical Procedures IV** 0-24-4  
A continuation of XR 165. Some students will be required to rotate through a second clinical affiliate for the purpose of learning specialized procedures as part of this course. An approximate total of 360 hours is required. (Prerequisite: XR 151)

**XR 295 Radiographic Clinical Procedures V** 0-32-6  
A continuation of XR 294. During the internship, the student becomes completely involved in the clinical aspect of the program. One hour of Registry review and comprehensive testing will take place each week. An approximate total of 480 clinic hours is required. Students must pass both the clinical and comprehensive testing components to pass the course. (Prerequisites: XR 151 and XR 294)

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# Personnel



# Directory of Personnel

## STATE OF NEW HAMPSHIRE

### GOVERNOR

Jeanne Shaheen

### THE EXECUTIVE COUNCIL

District No. 1  
Raymond S. Burton  
Woodsville, NH

District No. 2  
Peter J. Spaulding  
Hopkinton, NH

District No. 3  
Ruth L. Griffin  
Portsmouth, NH

District No. 4  
Thomas P. Colantuono  
Derry, NH

District No. 5  
Bernard A. Streeter, Jr.  
Nashua, NH

## DEPARTMENT OF REGIONAL COMMUNITY TECHNICAL COLLEGES

### BOARD OF TRUSTEES

Dennis E. Adams  
Hooksett, NH

Joyce L. Arel  
Nashua, NH

Ronald F. Borelli  
Bedford, NH

Daniel Dagesse  
Gorham, NH

Eve Eisenbise  
Hooksett, NH

Stephen Guyer  
Gilford, NH

Fritz Koeppl  
Jackson, NH

Claudette Mahar  
Amherst, NH

David C. Paquette  
Suncook, NH

Walter R. Peterson  
Peterborough, NH

Alan Robichaud  
Gilford, NH

James B. Snodgrass  
Concord, NH

Ann M. Torr  
Dover, NH

Thomas E. Wilhelmsen  
Nashua, NH

**Student Members**  
Aaron Conn  
Pembroke, NH

David Kennison  
Rochester, NH

### EX-OFFICIO MEMBERS

Governor Jeanne Shaheen

Commissioner Glenn DuBois

Deputy Commissioner Tom Wisbey

President William Simonton  
NH Technical Institute

President Alex Easton  
NH Community Technical College  
Berlin/Laconia

President Lucille Jordon  
NH Community Technical College  
Nashua/Claremont

President John O'Donnell  
NH Community Technical College  
Manchester/Stratham

Commissioner George Bald  
Department of Resources and Economic Development

Commissioner Elizabeth Twomey  
Department of Education

### COMMISSIONER

Dr. Glenn DuBois

### DEPUTY COMMISSIONER

Tom Wisbey

# PERSONNEL

## NEW HAMPSHIRE TECHNICAL INSTITUTE ADMINISTRATION

*Date of appointment appears in parenthesis*

### President's Office

William G. Simonton, Jr., (1965)  
*President*  
B.A., M.A., University of Maine;  
D.Ed., Boston College

Michael Moffett (1994)  
*Public Information Officer/  
Assistant to the President*  
B.S. and M.Ed., Plymouth State College

Randi Provencal (1995)  
*Administrative Secretary*  
A.A.S., New Hampshire Community  
Technical College, Nashua

### Academic Affairs

Charles W. Annal (1970)  
*Vice President of Academic Affairs*  
B.A., State University College of  
New York at Oswego;  
M.A., Ph.D., University of Connecticut

Barbara Lynn Tolbert Kilchenstein (1986)  
*Associate Vice President of Academic Affairs*  
B.A., Bridgewater College (Virginia);  
M.A., University of Texas

Nan Travers (1999)  
*Associate Vice President of Institutional  
Research Planning and Grants*  
B.S., Ramapo State College;  
M.A., Johnson State College;  
Ph.D., University of Connecticut

Pamela Halen-Smith (1981)  
*Registrar*  
A.S., New Hampshire Technical Institute

### Community and Corporate Affairs

Thomas A. Foulkes (1997)  
*Vice President of Community and Corporate Affairs*  
B.A., Salem State College  
M.S.T., University of Missouri  
Post Graduate Studies, University of New Hampshire

Kunyu Bu-Zielinski (1999)  
*Director of Cross-Cultural Education*  
Undergraduate: Shanghai Teachers'  
University, China;  
M.Ed., University of Minnesota;  
Ph.D., University of Minnesota

Alison Goodrich Richardson (1985)  
*Institute Counselor-Community Education*  
B.A., University of New Hampshire;  
M.Ed., Plymouth State College

Linda Schmidt (1981)  
*Institute Counselor-Community Education*  
B.A., Fairleigh Dickinson University;  
M.Ed., Florida Atlantic University

### Student Affairs

Stephen P. Caccia (1989)  
*Vice President of Student Affairs*  
B.A., New England College;  
M.Ed., Plymouth State College

Anne Breen (1989)  
*Chief of Security*  
Police Officer Standard of Training/California;  
Criminal Justice Studies,  
Northeastern University

Pat. Collins (1990)  
*Director of Wellness Center/Intramurals*  
A.S., Greenfield Community College;  
B.S., Florida State University

David Elderkin (1989)  
*Institute Counselor/Career Counseling and Placement*  
B.S., Edinboro University of Pennsylvania;  
M.Ed., Edinboro University  
of Pennsylvania

Gyme Hardy (1998)  
*Director of Student Development and  
Counseling Services*  
B.S.W., University of New Hampshire;  
M.S.H.S., New Hampshire College;  
Ph.D., Columbia Pacific University

### Enrollment and Retention

Lynne Birdsall Bennett (1995)  
*Director of Enrollment and Retention*  
B.A., Union College, New York

Francis P. Meyer (1975)  
*Director of Admissions*  
B.A., St. Anselm College;  
M.Ed., University of New Hampshire

Tracey L. Doane (1999)  
*Admissions Recruiter*  
A.S., New Hampshire Technical Institute;  
B.A., University of New Hampshire

### Financial Aid

Nancy E. Welch (2000)  
*Director of Financial Aid*  
B.A., Middlebury College

Paula J. Marsh (1989)  
*Assistant Director of Financial Aid*

### Budget and Administration

Melanie Kirby (1998)  
*Director of Administration and Budget*  
A.A.S., New Hampshire Community  
Technical College/Nashua

Marsha Bourdon (1996)  
*Bursar*

### Academic and Administrative Computing

Dexter S. Howe (1987)  
*Director of Academic and Administrative Computing*  
A.A.S., New Hampshire Technical Institute;  
Northeastern University

## FACULTY

*Date of appointment appears in parenthesis*

Maryanne S. Adams, C.H.E. (1992)  
*Associate Professor of Travel and Tourism  
Department Head, Hospitality Management*  
B.A., Hood College;  
M.S., New Hampshire College

Stephen Ambra (1996)  
*Librarian*  
B.A., MacMurray College;  
M.A., Governor's State University;  
M.S., Simmons College;  
J.D., Franklin Pierce Law Center

Robert Arredondo (1997)  
*Associate Professor of Math/Physics*  
A.A.S., New Hampshire Technical College;  
B.S., M.S., University of  
Massachusetts at Lowell

Ann M. Babson, R.D.H., C.D.A. (1981)  
*Professor of Dental Auxiliaries*  
A.S., New Hampshire Technical Institute;  
B.S., Franklin Pierce College;  
M.Ed., Plymouth State College

Kevin Barry (1993)  
*Professor of Diagnostic Medical Sonography  
Department Head, Diagnostic Medical Sonography  
and Radiologic Technology*  
A.S., Springfield Technical Community College;  
B.S., University of Oklahoma;  
M.Ed., University of New England

Sandra Wall Beliveau (1983)  
*Professor of Radiologic Technology*  
A.S., New Hampshire Technical Institute;  
Certificate of Registration, American Registry  
of Radiologic Technologists;  
B.S., College for Lifelong Learning

Phyllis Benoit (1994)  
*Adjunct Faculty, English*  
B.S., Lyndon State College;  
M.Ed., St. Michael's College

- Rhonda Bergman (1997) *Associate Professor of Mathematics*  
B.A., Gordon College;  
M.S.T., University of New Hampshire
- Edward Bouley (1970) *Professor of Biological Sciences*  
A.B., M.S., University of New Hampshire;  
D.Ed., Pennsylvania State University
- Catherine Brock (*Adjunct Faculty, Dental Hygiene*)  
A.S., New Hampshire Technical Institute
- Nancy L. Brubaker (1986) *Professor of Paramedic Education*  
*Department Head, Paramedic Education*  
A.S., Nursing, Regents College;  
A.S., New Hampshire Technical Institute;  
B.S., Keene State College;  
M.Ed., Plymouth State College;  
Registered Paramedic
- Mary Jean Byer, R.N. (*Adjunct Faculty*)  
B.S. University of Connecticut;  
M.S., Russell Sage College
- Thomas Caldon (1987) *Associate Professor of Computer/  
Electronic Engineering Technology*  
A.S., New Hampshire Technical Institute;  
B.S.E.T., University of New Hampshire
- Deborah R. Carley (1990) *Associate Professor/Director, Learning and  
Career Center*  
B.A., Trinity College;  
M. Ed., Plymouth State College
- Roderic Caron, DDS (1998) *Professor of Dental Auxiliaries*  
B.A., St. Anselm's College;  
D.M.D., Tufts University School of  
Dental Medicine
- Sue-Ellen M. Casey, C.D.A. (1972) *Professor of Dental Auxiliaries*  
*Program Coordinator of Dental Assisting*  
Northeastern/Tufts School of Dental Assisting;  
A.S., New Hampshire Technical Institute;  
B.A., Notre Dame College
- Donna Clougherty, R.D.H. (1987) *Associate Professor of Dental Auxiliaries*  
Diploma, Forsyth School;  
A.S., Northeastern University;  
B.A., Notre Dame College;  
M. Ed., Plymouth State College
- Kathleen Connors, R.N. (*Adjunct Faculty*)  
B.S., University of Rhode Island;  
M.S., Pace University
- Jane Cooke (1990) *Professor of English/General Studies*  
B.A., Middlebury College;  
M.A.T., Brown University;  
M.Ed., McGill University
- Daniel J. Cronin (1984) *Professor of Mathematics*  
*Department Head, Mathematics and Physics*  
B.A., Merrimack College;  
M.Ed., Northeastern University
- Kathleen Rossetti Curran (1981) *Professor of Human Service*  
*Department Head, Human Service, Alcohol and  
Drug Abuse Counseling and Mental Health*  
B.S., University of Bridgeport;  
M.Ed., Notre Dame College  
RDH, C.D.A.
- Craig W. Cushing (1968) *Professor of English*  
B.Ed., Keene State College;  
M.Ed., Keene State College
- Lynn E. Darnell, *Professor of Computer/  
Electronic Engineering Technology*  
B.S.E.E., University of Nebraska;  
M.S.O.E., University of New Hampshire
- Meurig T. Davies, (1988) *Professor of Manufacturing  
Engineering Technology*  
B.S., University of Wales, Cardiff;  
M.S., University of Birmingham
- Ellen Dokton (1990) *Professor of Teacher Assistant Program*  
*Department Head, Teacher Assistant Program*  
B.A., Goddard College;  
M.A., New York University
- Barbara Dunn, R.N. (1992) *Professor of Nursing*  
A.S., New Hampshire Technical Institute;  
B.S., New Hampshire College;  
M.S., Lesley College;  
M.S.N., University of New Hampshire
- Cathy Eaton (1993) *Professor of English*  
B.A., Smith College;  
M.A., Middlebury College
- Eileen Fitzsimmons (1995) *Professor of Social Sciences*  
A.A., Suffolk Community College;  
B.A., Rivier College;  
M.S., Nova University;  
Ph.D., Boston College
- George K. Flantinis (1998) *Professor of Electronic and Computer  
Engineering Technology*  
B.Sc., Royal Hellenic Naval Academy;  
M.Sc., Royal Hellenic Naval Academy;  
B.S.E.E., U.S. Naval Postgraduate School;  
M.S.E.E., U.S. Naval Postgraduate School;  
E.E., U.S. Naval Postgraduate School
- Madelyn E. Foulkes (1986) *Professor of Computer Information Systems*  
*Department Head, Computer Information Systems*  
B.S., Salem State College
- Lindsay Freese (1999) *Associate Professor of Human Service*  
B.A., New England College;  
M. Ed., Antioch/New England Graduate School
- Connie Mae George, R.D.H., C.D.A. (1978) *Professor of Dental Auxiliaries*  
A.S., New Hampshire Technical Institute;  
B.S., Plymouth State College;  
M.Ed., University of New Hampshire
- Mary Stuart Gile (*Adjunct Faculty*) (1989) *Professor of Early Childhood Education*  
B.Sc., McGill University, Montreal;  
M.Ed., University of New Hampshire;  
Ed.D., George Peabody College of  
Vanderbilt University
- Monique Graf (1993) *Professor of Criminal Justice*  
*Department Head, Criminal Justice*  
A.A., Northern Essex Community College;  
B.S., UMass Lowell;  
M.A., UMass Lowell
- Joseph J. Gula (1989) *Professor of Business Administration*  
*Department Head, Business Administration*  
B.A., University of New Hampshire;  
M.B.A., Rivier College
- Robert L. Hadley, Jr. (1983) *Professor of Paramedic Education*  
A.S., New Hampshire Technical Institute;  
A.A., Harford Community College;  
B.G.S., University of Nebraska at Omaha;  
M.Ed., Plymouth State College  
Registered Paramedic
- Gale Hall (1998) *Associate Professor of Early  
Childhood Education*  
B.S., University of Connecticut;  
M.A., Fairfield University
- Wm John Hare (1975) *Director of Learning Resources/Library*  
A.A., Coffeyville College;  
B.S.E., Kansas State Teachers College;  
M.S., University of Illinois;  
Certificate, Ohio State Historical  
Society Archival Institute
- Carolyn Hartnett, R.D.H., C.D.A. (1981) *Professor of Dental Auxiliaries*  
*Department Head, Dental Auxiliaries*  
Forsyth School for Dental Hygienist;  
B.G.S., Keene State College;  
M.Ed., University of New Hampshire
- Ruth M. Heath (1999) *Assistant Professor/Learning and Career Center*  
B.S., Allegheny College of Pennsylvania
- Lynn P. Hedge (1989) *Professor of Business Administration*  
*Department Head, Accounting*  
B.A., Notre Dame College;  
M.S., New Hampshire College

# PERSONNEL

- Marilyn Henssler, R.N. (1989) *Professor of Nursing*  
Diploma, Peter Bent Brigham Hospital School of Nursing;  
B.S., University of New Hampshire;  
M.S., Boston University
- Karen Wynn Herrin, R.D.H. (Adjunct Faculty)  
B.S., University of Iowa;  
M.Ed., Plymouth State College
- Janet K. Hertzberg (1974) *Professor of Mathematics*  
B.A., Colby College;  
M.A., University of Maine
- Alan Hill (1989) *Professor of Social Science*  
*Department Head, Social Sciences*  
B.A.Ed., Plymouth State College;  
M.Ed., University of New Hampshire
- Paul Hogan (1999) *Professor of Sports Management*  
*Department Head, Sports Management*  
B.S., Plymouth State College;  
M.Ed., Plymouth State College
- Deborah A. Holland (1977) *Professor of English*  
*Department Head, General Studies, Arts and Sciences and Health Science*  
B.A., Mount Holyoke College;  
M.A., University of New Hampshire
- Thomas P. Hopper (1987) *Professor of Architectural Engineering Technology*  
B.S., Rhode Island School of Design;  
M.S., Massachusetts Institute of Technology;  
Registered Architect
- Martha A. Hunt (1985) *Professor of Business Administration*  
B.S., University of New Hampshire;  
Graduate Bank Administration Institute, School of Banking,  
University of Wisconsin
- Daniel C. Huston (1997) *Associate Professor of English*  
B.A., University of New Hampshire;  
M.S., University of New Hampshire
- Patricia Hutchins, A.R.N.P. (1987) *Professor of Nursing*  
Diploma, Johns Hopkins Hospital;  
B.S.N., St. Anselm College;  
M.S.N., Boston College;  
Certificate in OB/GYN, Harvard Medical School and Boston College
- Martin E. Jean (1991) *Professor of Paramedic Education*  
A.S., New Hampshire Technical Institute;  
B.S., Springfield College;  
M.Ed., Plymouth State College;  
Registered Paramedic
- Susan C. Jozitis (1994) *Associate Professor of English*  
B.A., University of New Hampshire;  
M.Ed., Rivier College
- Pamela Kallmerten, ARNP (1999) *Associate Professor of Nursing*  
B.S.N., Colby Sawyer College;  
M.S.N., Northeastern University
- Jean Kemp (1986) *Professor of Computer/Electronic Engineering Technology*  
B.S., Fairleigh Dickinson University
- Frederick Lance (1998) *Professor of Computer Information Systems*  
B.S., Franklin Pierce College;  
B.S., Plymouth State College
- Pamela M. Langley (1981) *Professor of Biological Sciences*  
*Department Head, Chemistry and Biological Sciences*  
B.A., University of New Hampshire;  
M.S.H.S., Northeastern University
- Patrick W. Lanzetta, MD FACEP (2000) *Medical Director of Paramedic Program*  
B.S., St. John's University;  
M.D., University of Montpellier, France  
ECFMG, ACLS, ATLS  
Board of Directors, ACEP New Hampshire Chapter
- Karen Lavallee, ARNP (1997) *Professor of Nursing*  
A.D.N., NH Technical Institute;  
B.S.N., University of New Hampshire;  
M.S.N., F.P.N., University of New Hampshire
- Arthur LeBlanc (1974) *Professor of Mechanical and Manufacturing Engineering Technology*  
*Department Head, Mechanical and Manufacturing Engineering Technology*  
A.B., St. Anselm College;  
B.S.M.E., University of Notre Dame;  
M.Ed., Fitchburg State College;  
M.S., University of Massachusetts;  
PE, CMfgE, CQE
- Paul Leedham (1982) *Professor of Architectural Engineering Technology*  
B.S., New England College
- Diana Levine (1985) *Professor of English*  
*Department Head, English*  
B.S., Ohio State University;  
M.S., City University of NY
- Alan G. Lindsay (2000) *Associate Professor, English*  
B.A., St. Michael's College;  
M.A., University of Maine-Orono;  
M.A., University of Notre Dame;  
Ph.D., University of Notre Dame
- Mary E. Lloyd-Evans (2000) *Associate Professor, General Studies and Mathematics*  
B.Sc., University College of Swansea, Wales, U.K.;  
Post-Graduate Certificate, Birmingham University, England;  
M.Ed., Lesley College
- Stanton E. Lockwood (2000) *Professor of Mathematics*  
B.A., Eastern Nazarene College;  
M.S., Ohio University
- Lisa Malfait (Adjunct Faculty)  
A.S., New Hampshire Technical Institute;  
B.S., New England College
- Melanie Martel (1992) *Associate Professor of Reading/General Studies*  
B.A., Tufts University;  
M.Ed., Notre Dame College
- Judy Maurer, R.N. (1990) *Professor of Nursing*  
B.S.N., State University of New York/Plattsburg;  
M.S.N., University of Virginia/  
Charlottesville
- Magnus N. McLetchie (1976) *Professor of Architectural Engineering Technology/Department Head, Architectural Engineering Technology*  
A.S., Wentworth Institute;  
B.ARCH., University of Colorado;  
Registered Architect, NH
- Mehrdad Meskoob (2000) *Professor of Math/Physics*  
B.S., National University of Iran;  
M.S., Northeastern University;  
Ph.D., Northeastern University
- Anne M. Metz, R.D.H., C.D.A. (1986) *Professor of Dental Auxiliaries*  
B.S., University of Michigan;  
M.Ed., Washington University
- Nancy B. Moffett (1996) *Assistant Professor of Radiologic Technology*  
A.S., New Hampshire Technical Institute;  
B.S.R.T., Plymouth State College  
(R) (M) (CT)
- Susan Rowe Morison (1994) *Professor of Early Childhood Education*  
*Department Head, Early Childhood Education*  
B.S., Wheelock College;  
M. Ed., Lesley College
- Joyce P. Myles, R.N. (1988) *Professor of Nursing*  
*Department Head, Nursing*  
B.S., B.A., State University of NY / Stony Brook;  
M.A., New York University

Thomas Neal <i>Department Head and Assistant Professor of Real Estate and Paralegal Studies</i> B.S., St. John's University; J.D., St. John's University	(1996)	Shirley Rennie, A.R.N.P. <i>Professor of Nursing Nurse Practitioner</i> A.D.N., New Hampshire Technical Institute; B.S.N., Rivier College; M.S., F.N.P., Rivier College	(1996)	Linda S. Tasker, A.R.N.P. <i>Professor of Nursing</i> B.S.N., University of Vermont; M.S.N., Vanderbilt University; Certified Family Nurse Practitioner	(1989)
Neil Nevins <i>Associate Professor of Social Science</i> B.A., Depauw University; M.A., University of Connecticut; A.B.D., University of Connecticut	(1992)	Stephen D. Ryan, P.E. <i>Professor of Mechanical Engineering Technology</i> B.S.M.E., University of New Hampshire; M.S., Northeastern University	(1986)	Barbara A. Thurston, R.N. <i>Professor of Nursing</i> B.S.N., St. Anselm College; M.S., Texas Women's University	(1986)
Karen Ann Noonan, R.N. <i>Professor of Nursing</i> B.S.N. College of Mount St. Joseph-on-the Ohio; M.S. Boston University; Post Graduate, Boston College, Boston University	(1996)	Lynnea B. Scholl <i>Assistant Professor of Dental Hygiene</i> B.A., Alfred University	(1998)	Richard S. VanPelt <i>Associate Professor of Computer Information Systems</i> A.A., St. Leo College; B.S., Southern Illinois University	(2000)
Stephen O'Donnell <i>Professor of Criminal Justice</i> B.S., M.A., University of Lowell; M.A., University of Massachusetts Lowell; Graduate Certificate, University of Massachusetts	(1994)	William Perry Seagroves <i>Professor of Physics and Chemistry</i> B.S., University of New Hampshire; M.S., University of New England	(1985)	John Wakelin <i>Professor of Computer Information Systems</i> B.S., Rensselaer Polytechnic Institute; M.S.B.A., Boston University	(1999)
David Orrick <i>Professor of Criminal Justice</i> L.L.B., Southampton University, England; M. Phil., Trinity Hall, University of Cambridge, England; M.A., Ph.D., State University of New York at Albany	(1989)	Herbert A. Sewade, Jr. <i>Professor of Radiologic Technology</i> Lawrence General Hospital School of X-Ray Technology; B.S., Alderson-Broaddus College; Certificate of Registration, American Registry of Radiologic Technologists; License, New York State Department of Health	(1970)	Maryellen Walker, R.N. <i>Professor of Nursing</i> B.S.N., Seaton Hall University; M.S., Boston College	(1994)
Anita Pavlidis, R.N.C. <i>Professor of Nursing</i> Diploma, St. Mary's School of Nursing; B.S.N., Salem State College; M.S., Boston University	(1989)	Terrance L. Simkin <i>Professor of Computer/ Electronic Engineering Technology</i> B.S.M.E., California Maritime Academy; M.B.A., California State University	(1987)	Loretta Welts <i>Assistant Professor, Math/Physics</i> B.A., Olivet College; M.S., William and Mary College	(1998)
Elizabeth E. Pedersen, C.C.S.W. <i>Professor of Human Service</i> B.A., University of New Hampshire; M.S.W., Boston University	(1995)	Louise Smith, R.N. <i>Professor of Nursing</i> B.S.N., Niagara University; M.S., University of Southern Maine	(1986)	Patricia Yokell <i>Professor of Biological Sciences</i> A.A.S., Nassau Community College; B.S., Boston College; M.S.T., Boston College	(1989)
James Pietrovito <i>Professor of Social Science</i> B.A., Lycoming College; M.Ed., University of Vermont; C.A.G.S., University of Vermont; Ed.D., Vanderbilt University	(1996)	Robert C. Smith, P.E. <i>Associate Professor of Electronic and Computer Engineering Technology</i> B.S.E.E., University of Maine; M.S., University of New Hampshire	(1997)	Stanley Zielinski <i>Professor of Computer Information Systems</i> A.M., Dartmouth College; B.S., University of Vermont; Ph.D., Rensselaer Polytechnic Institute	(1994)
Robert W. Pollack, Jr. <i>Adjunct Faculty Coordinator, Landscape Design Program</i> A.S., University of Massachusetts Stockbridge School of Agriculture; B.S., West Virginia University		Paul D. Snider <i>Professor of Psychology and Social Science</i> B.S.Ed., M.Ed., Ohio University; C.A.G.S., University of New Hampshire; Certified Clinical Mental Health Counselor	(1985)		
Walter B. Purtell <i>Professor of Business Administration</i> B.S., Plymouth State College; M.B.A., Plymouth State College	(1974)	Martha P. Stark <i>Professor of Nursing</i> B.S.N., University of Pennsylvania; M.S., Boston University	(1999)		
Deborah Remillard <i>Instructor, Computer Information Systems</i> B.S., Plymouth State College; M.B.E., New Hampshire College	(1998)	Nathan B. Strong <i>Assistant Professor of Biological Sciences</i> B.S., Virginia Polytechnic Institute and State University; M.S., George Mason University	(1994)		

# CLINICAL, INTERNSHIP AND PRACTICUM SITES

The following lists, by program, are representative of sites that currently serve or have served as clinical, internship or practicum opportunities for NHTI students.

### DIAGNOSTIC MEDICAL SONOGRAPHY SITES

Concord Hospital, Concord, NH  
Frisbie Memorial Hospital, Rochester, NH  
Goodall Hospital, Sanford, ME  
Hitchcock Clinic, Manchester, NH  
Hitchcock Clinic, Nashua, NH  
Maine Medical Center, Portland, ME  
Parkland Medical Center, Derry, NH  
Southern Maine Medical Center, Biddeford, ME

### PARAMEDIC FIELD INTERNSHIP SITES

Greater Lowell EMS, Lowell, MA  
Lawrence General Hospital ALS, Lawrence, MA

### PARAMEDIC HOSPITAL CLINIC SITES

Catholic Medical Center, Manchester, NH  
Concord Hospital, Concord, NH  
Dartmouth-Hitchcock Medical Center, Lebanon, NH  
Elliot Hospital, Manchester, NH  
Frisbie Memorial Hospital, Rochester, NH  
Holy Family Hospital, Methuen, MA  
Lakes Region General Hospital, Laconia, NH  
Lowell General Hospital, Lowell, MA  
New Hampshire Hospital, Concord, NH  
St. Joseph Hospital, Nashua, NH  
Southern New Hampshire Regional Medical Center, Nashua, NH

### RADIOGRAPHY HOSPITAL CLINIC SITES

Adroscoggin Valley Hospital, Berlin, NH  
Catholic Medical Center, Manchester, NH  
Cheshire Medical Center, Keene, NH  
Concord Hospital, Concord, NH  
Dartmouth Hitchcock Medical Center, Lebanon, NH  
Elliot Hospital, Manchester, NH  
Exeter Hospital, Exeter, NH  
Franklin Hospital, Franklin, NH  
Frisbie Memorial Hospital, Rochester, NH  
Lakes Region General Hospital, Laconia, NH  
Littleton Regional Hospital, Littleton, NH  
New London Hospital, New London, NH  
Parkland Medical Center, Derry, NH  
Portsmouth Regional Hospital, Portsmouth, NH  
St. Joseph's Hospital, Nashua, NH  
Southern New Hampshire Regional Medical Center, Nashua, NH  
Speare Memorial Hospital, Plymouth, NH  
VA Medical Center, Manchester, NH  
VA Medical Center, White River Junction, VT  
Valley Regional Hospital, Claremont, NH  
Wentworth-Douglass Hospital, Dover, NH

### NURSING PRACTICUM SITES

Catholic Medical Center, Manchester, NH  
Concord Hospital, Concord, NH  
Elliot Hospital, Manchester, NH  
Havenwood-Heritage Heights, Concord, NH  
Lakes Region General Hospital, Laconia, NH  
New Hampshire Hospital, Concord, NH

## NHTI Faculty/ Alumni Profile

### Shirley Rennie Class of 1976

**Major:** Nursing

**Currently:** NHTI Student Health Services Nurse Practitioner

After graduating from NHTI, Shirley developed an extensive background in pediatrics, working at large regional hospitals in NH and Massachusetts. She later earned a Master's Degree while developing a Wellness Program for Lockheed Martin Corporation before returning to NHTI as Nurse Practitioner.

*"I received the foundation of my nursing education at NHTI. It was an important stepping stone to the role of advanced practice nurse. I'm excited about my dual role as nurse practitioner in Student Health Services and as a member of the nursing faculty here."*

## CLINICAL, INTERNSHIP AND PRACTICUM SITES

### EARLY CHILDHOOD EDUCATION PRACTICUM SITES

Applewood Learning Center, Londonderry, NH  
Beaver Meadow School, Concord, NH  
Boscawen Elementary School, Boscawen, NH  
Bow Elementary School, Bow, NH  
Children's Center, Inc., Londonderry, NH  
Children's World Learning Center, Merrimack, NH  
Concord Hospital, Concord, NH  
Cricket Meadows Infant/Toddler Center, New London, NH  
Dame School, Concord, NH  
Dewey School, Concord, NH  
Early Enrichment Center, Concord, NH  
Eastman School, Concord, NH  
Franklin Head Start, Franklin, NH  
Harold Martin School, Hopkinton, NH  
Kimball Elementary School, Concord, NH  
Montessori Learning Center, Pembroke, NH  
New Durham Elementary School, New Durham, NH  
Parkside Children's Center, Concord, NH  
Plymouth Elementary School, Plymouth, NH  
Ralph Waldo Emerson Preschool, Concord, NH  
Rumford School, Concord, NH  
St. Paul's School Children's Learning Center, Concord, NH  
Serendipity School, Franklin, NH  
Stepping Stones Kindergarten, New London, NH  
The Children's Place and Family Resource Center, Concord, NH  
Toll House Preschool, Merrimack, NH  
Underhill Elementary School, Hooksett, NH  
White Birch Community Center, Child Care, Henniker, NH  
Windy Hill Child Care, Colby-Sawyer College, New London, NH  
Woodside Preschool and Child Care, Concord, NH

### HUMAN SERVICE/MENTAL HEALTH PRACTICUM SITES

Boscawen Elementary School, Boscawen, NH  
Bow School System, Bow, NH  
Bureau of Substance Abuse Services, Concord, NH  
CASA, Manchester, NH  
Child and Family Services Group Home, Concord, NH  
Child and Family Services of New Hampshire  
The Children's Place, Concord, NH  
Community Bridges, Bow, NH  
Community Services Councils – Concord and Laconia, NH  
Concord Boys and Girls Club, Concord, NH  
Concord City Human Services  
Concord Hospital - Therapeutic Activities Center, Concord, NH  
Concord Housing Authority, Concord, NH  
Division for Children, Youth and Families, Concord, Rochester, Nashua  
Division of Alcohol and Drug Abuse Prevention and Recovery  
Fellowship Housing Opportunities, Concord, NH  
Greater Manchester Mental Health  
Havenwood Heritage Heights, Concord, NH  
Immaculate Heart of Mary Children's Center, Concord, NH  
Laconia Housing Authority, Laconia, NH  
Merrimack County Adult Diversion Program, Concord, NH  
Merrimack County Juvenile Diversion Program  
Merrimack County Visitation Program, Concord, NH  
Merrimack Valley Middle School and High School  
New Hampshire Brain Injury Association, Concord, NH  
New Hampshire Department of Corrections  
New Hampshire Division of Health and Human Service, Concord  
New Hampshire Hospital, Concord, NH  
New Hampshire Mediation Program, Concord, NH  
NH HelpLine, Concord, NH  
NH State Prison for Women, Goffstown, NH  
New Horizons Shelter, Manchester, NH  
Odd Fellows Home, Concord, NH  
Penacook Community Center, Penacook, NH  
Pine Haven Center for Boys, Allenstown, NH  
Pleasant View Eldercare, Concord, NH  
Rape and Domestic Violence Crisis Center, Concord, NH  
Riverbend Community Mental Health, Concord, NH  
Rochester Parent Child Center, Rochester, NH  
Rolfe and Rumford Home, Concord, NH  
Second Start, Concord, NH  
Spaulding Youth Center, Northfield, NH  
Speare Memorial Hospital -  
Social Work Department, Plymouth, NH  
The Friends Program, Concord, NH  
Tobey School, Concord, NH  
Walker School, Concord, NH  
Wedico Center, Windsor, NH  
West High School, Manchester, NH  
Whole Village Child Care, Plymouth, NH  
WIC Program, Concord, NH

# CLINICAL, INTERNSHIP AND PRACTICUM SITES

## ADDICTION COUNSELING PRACTICUM SITES

Alcohol Drug Intervention, Concord, NH  
Counseling Center of Newport, Newport, NH  
Division of Alcohol and Drug Abuse Prevention and Recovery, Concord, NH  
Farnum Center, Manchester, NH  
Friendship House, Bethlehem, NH  
Hampstead Hospital, Hampstead, NH  
Headrest, Lebanon, NH  
Horizon Counseling Center, Gilford, NH  
Keystone Hall, Nashua, NH  
Lakes Region General Hospital, Nathan Brody Chemical Dependency Program, Laconia, NH  
Merrimack Academy, Boscawen, NH  
Merrimack County Jail, Boscawen, NH  
NH State Prison for Women, Goffstown, NH  
Optima Health CMC, Manchester, NH  
Prospects at Stratford Guidance, Rochester, NH  
Riverway Center for Recovery, Manchester, NH  
Serenity House, Manchester, NH  
South Eastern Services, Dover, NH  
Summit Program for Women (Dept. of Corrections), Laconia, NH  
Tirrell Halfway House, Manchester, NH  
VA Medical Center, Manchester, NH

## TRAVEL AND TOURISM/HOTEL ADMINISTRATION INTERNSHIP SITES

American Automobile Association (AAA), Concord, NH  
American Automobile Association (AAA), Manchester, NH  
Apollo Travel Services, Concord, NH  
Comfort Inn, Concord, NH  
Continental Airlines, Manchester, NH  
Fairfield Inn, Merrimack, NH  
Hampton Inn, Concord, NH  
Holiday Inn, Concord, NH  
Horizons Unlimited Travel, Danvers, MA  
Ramada Inn, Manchester, NH  
State of New Hampshire Department of Tourism, Concord, NH  
Walt Disney World, Orlando, FL  
Yellowstone National Park, Wyoming

## CRIMINAL JUSTICE INTERNSHIP SITES

CASA of New Hampshire  
DCYF Juvenile Services  
Merrimack County Attorney's Office  
Merrimack County Juvenile Diversion  
NH Fish and Game Department  
NH Prison for Women  
NH State Department of Probation and Parole Juvenile Services, NH  
NH State Police  
NH State Prison for Women  
NH State Prison Volunteers  
Tobey School  
US Probation Office  
Victim's Inc.

### New Hampshire Police Departments

Amherst	Lincoln
Ashland	Litchfield
Auburn	Littleton
Bedford	Londonderry
Berlin	Loudon
Bow	Manchester
Bradford	Mason
Brookline	Meredith
Campton	Milford
Candia	Moultonboro
Claremont	Nashua
Concord	Newport
Deerfield	North Hampton
Derry	Northfield
Dover	Nottingham
Epping	Ossipee
Exeter	Pembroke
Franklin	Plaistow
Fremont	Plymouth
Goffstown	Portsmouth
Gorham	Raymond
Grantham	Rochester
Hampton	Salem
Henniker	Sanbornton
Hillsboro	Sandown
Hollis	Sutton
Hooksett	Thornton
Hopkinton	Weare
Hudson	Windham
Laconia	Woodstock

### New Hampshire Sheriff's Departments

Grafton County	Hillsborough County
Merrimack County	

### New Hampshire Department of Corrections

Cheshire County	Coos County
Hillsborough County	Rockingham County



# Academic Calendar

## Fall Semester 2000

<b>September</b>	4	Residence Halls open - new & returning students	12:00 noon
	4	Labor Day holiday - Institute closed	
	5	Day and evening classes begin	
	9	Weekend classes begin	
	11	"Add Course" period ends for day classes	4:30 pm
<b>October</b>	9	Columbus Day - day and evening classes meet	
	10	System Symposium Day - no day classes; evening classes meet	
	18	Faculty submit Mid-Semester Warnings to Registrar	
	27	Last day to resolve "I" grades from Spring and Summer 2000 semesters	4:00 pm
	29	Daylight Savings Time ends; set clocks <i>back 1 hour</i>	
<b>November</b>	5	Open House	12:00 - 3:00 pm
	10	Veterans' Day holiday - Institute closed	
	13	Last day to drop a course or withdraw with a "W" grade	4:30 pm
	22	Residence Halls close	5:00 pm
	22	No evening classes	
	23/24	Thanksgiving holiday - Institute closed	
	25/26	No Weekend classes	
	26	Residence Halls re-open	12:00 noon
27	Classes Resume	8:00 am	
<b>December</b>	15	Classes end	
	18-21	Final Exams	
	21	Residence Halls close	12:00 noon
	22	All grades due	12:00 noon
	25	Christmas holiday - Institute closed	

\* Subject to change

# Academic Calendar

## Spring Semester 2001

<b>January</b>	1	New Year's holiday - Institute closed	
	8	Academic Standards Committee	9 am
	8	Open House ( <i>Snow date - January 9th</i> )	5:00 - 7:00 pm
	15	Martin Luther King Day - Institute closed	
	17	New Student Orientation/Registration	
	17	Final Registration	
	21	Residence Halls open	12:00 noon
	22	Day and Evening classes begin	
	26	"Add Course" period ends for day classes	4:30 pm
27	Weekend classes begin		
<b>February</b>	19	Presidents' Day holiday - no day classes; evening classes meet	
<b>March</b>	7	Faculty submit Mid-Semester Warnings to Registrar	4:00 pm
	9	Residence Halls close	5:00 pm
	12-18	Spring Break; no day, evening or weekend classes	
	18	Residence Halls re-open	12:00 noon
	19	Classes Resume	8:00 am
	22	Last Day to resolve "I" grades from Fall 2000 semester	4:00 pm
30	Last day to drop course or withdraw with a "W" grade	4:30 pm	
<b>April</b>	1	Daylight Savings Time begins; set clocks <i>ahead 1 hour</i>	
	10	Spring Career Day	
	24	Awards Day*	
<b>May</b>	11	All classes end	
	14-17	Final Exams	
	17	Residence Halls close	12:00 noon
	18	All grades due	12:00 noon
	22	Academic Standards Committee (Seniors)*	9:00 am
	23	Academic Standards Committee (Freshman)*	9:00 am
25	Commencement	2:00 pm	

## Summer Semester 2001

<b>May</b>	28	Memorial Day holiday - Institute closed	
	29	Summer Day Division classes begin	
	29	Summer Community Education Day Session I begins*	
	29	Summer Evening classes begin*	
<b>June</b>	25	Radiologic Technology program begins*	
<b>July</b>	4	Independence Day holiday - Institute closed	
	9	Summer Community Education Day Session II begins*	

\* Subject to change

# Organization and Administration

New Hampshire Technical Institute is a postsecondary educational institution established by the Legislature in 1961 to fulfill a statewide mission. It is a part of the New Hampshire Community Technical College System, which is directed by a Board of Trustees and a Commissioner.

The System includes four regional community technical colleges, the New Hampshire Police Standards and Training Academy and the Christa McAuliffe Planetarium.

## **NEW HAMPSHIRE TECHNICAL INSTITUTE**

11 Institute Drive  
Concord, NH 03301-7412  
Telephone: (603) 271-6484 or 1-800-247-0179



## **NH COMMUNITY TECHNICAL COLLEGES AT:**

### **Berlin/Laconia**

2020 Riverside Drive • Berlin, NH 03570  
Telephone: (603) 752-1113

Prescott Hill • Laconia, NH 03246  
Telephone: (603) 524-3207

### **Nashua/Claremont**

505 Amherst Street • Nashua, NH 03053  
Telephone: (603) 882-6923  
or (603) 882-7022

1 College Drive • Claremont, NH 03743  
Telephone: (603) 542-7744

### **Manchester/Stratham**

1066 Front Street • Manchester, NH 03102  
Telephone: (603) 668-6706

277R Portsmouth Avenue • Stratham, NH 03885  
Telephone: (603) 772-1194



## **NH Police Standards and Training Academy**

Institute Drive • Concord, NH 03301  
Telephone: (603) 271-2133



## **Christa McAuliffe Planetarium**

3 Institute Drive • Concord, NH 03301  
Telephone: (603) 271-7827

# Credits

Thank you to the entire New Hampshire Technical Institute community for its cooperation, contributions and editorial assistance.

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## Directions to New Hampshire Technical Institute

### **From Points North or South**

I-93, Exit 15 East to I-393 to Exit 1 and follow signs.

### **From Points West**

I-89 to I-93 North to Exit 15 to I-393 to Exit 1 and follow signs.

### **From Points East**

Route 4 to I-393 to Exit 1 and follow signs.