

# New Hampshire Technical Institute at Concord

2008-2009 Catalog

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# How to Apply at NHTI

Complete the Admissions application, located in the back of this catalog, and mail or deliver to the Office of Admissions or apply online via our website at [www.nhti.edu](http://www.nhti.edu). 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, Sweeney Hall  
NHTI, Concord's Community College  
31 College Drive  
Concord, NH 03301-7412

(603) 271-7134 or 1 (800) 247-0179  
TTY/VO: 603-271-7723  
Website: [www.nhti.edu](http://www.nhti.edu)  
Email: [nhtiadm@ccsnh.edu](mailto:nhtiadm@ccsnh.edu)  
Fax: (603)271-7139

Our Admissions staff hosts several Open Houses and other events on campus each year.

Check our website regularly for dates and times at [www.nhti.edu](http://www.nhti.edu).

We also visit high schools and participate in many college fairs throughout the region.

Feel free to contact us for details or check our website often.

**Visit NHTI at one of our Open Houses**  
**Sunday, November 2, 2008 - 12 noon – 2:30 pm**  
**and**  
**Monday, January 5, 2009 - 5:00 pm - 7:00 pm**  
(snow date January 6th)

## *Statement of Nondiscrimination*

NHTI, Concord's Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System of New Hampshire and NHTI 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, as amended
- The Age Discrimination Act of 1967 (ADEA)
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Eileen Fitzsimmons, Civil Rights/Equity Coordinator at NHTI, 31 College Drive, Concord, NH 03301, 603-271-2583, or to Sara A. Sawyer, Director of Human Resources for the Community College System of New Hampshire, 26 College Drive, Concord, NH 03301, 603-271-6300. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, J.W. McCormack Post Office and Courthouse, Room 701, 01-0061, Boston, MA, 02109-4557, 617-223-9662, FAX: 617-223-9669, TDD:617-223-9695, or Email: [OCR\\_Boston@ed.gov](mailto:OCR_Boston@ed.gov); the NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301, 603-271-2767, FAX: 603-271-6339; and/or the Equal Employment Opportunity Commission, JFK Federal Building, 475 Government Center, Boston, MA, 02203, 617-565-3200 or 1-800-669-4000, FAX: 617-565-3204 or 1-800-669-6820.

# ACADEMIC CALENDAR 2008-2009

## Fall Semester 2008

### September

- 1 Residence Halls open - new & returning students 12:00 Noon
- 1 Labor Day holiday – NHTI closed
- 2 Day and evening classes begin
- 6 Weekend classes begin
- 9 Last day to withdraw with a full refund (fall semester)
- 16 Convocation - all NHTI
- 16 Activities Fair and Campus Barbecue
- 19 Last day to resolve “I” grades from Summer 2008 semester

### October

- 13 Columbus Day - All classes meet
- 24 Mid-Semester Warnings available on Student Information System

### November

- 2 Open House 12:00 Noon-2:30 pm
- 2 Daylight Savings Time ends; set clocks back 1 hour
- 6 Last day to drop a course or withdraw with a “W” grade
- 6 60% completion for Financial Aid requirements
- 11 Veterans’ Day holiday – NHTI closed
- 26 Residence Halls close 5:00 pm  
No evening classes
- 27-28 Thanksgiving holiday – NHTI closed
- 29-30 No Weekend classes
- 30 Residence Halls re-open 12:00 Noon

### December

- 1 Classes Resume 8:00 am
- 15-18 Day Final Exam period
- 19 Evening Classes end
- 19 Snow day for final exams
- 19 Residence Halls close 5:00 pm
- 24 Grades available on Student Information System
- 25 Christmas holiday – NHTI closed

## Spring Semester 2009

### January

- 1 New Year’s holiday – NHTI closed
- 5 Open House 5:00 - 7:00 pm  
(Snow date - January 6th)
- 7 New Student Orientation/Registration
- 7 Final Registration for returning students
- 9 Academic Standards Committee 9:00 am
- 11 Residence Halls open 12:00 Noon
- 12 Day and Evening classes begin
- 17 Weekend classes begin
- 19 Martin Luther King Day – NHTI closed
- 20 Last day to withdraw with full refund (spring semester)
- 30 Last day to resolve “I” grades from fall semester

### February

- 16 Presidents’ Day holiday - no day classes; evening classes meet

### March

- 6 Residence Halls close 5:00 pm
- 6 Mid-Semester Warnings available on Student Information System
- 8 Daylight Savings Time begins; set clocks ahead 1 hour
- 9-15 Spring Break; no day, evening or weekend classes
- 15 Residence Halls re-open 12:00 Noon
- 16 Classes Resume 8:00 am
- 25 Last day to drop a course or withdraw with a “W” grade
- 25 60% completion for Financial Aid requirements

### April

- 21 Awards Day 12:00 Noon

### May

- 4-7 Day final exams
- 7 Evening Classes end
- 7 Residence Halls close 5:00 pm
- 13 Academic Standards Committee 9:00 am
- 13 Grades available on Student Information System
- 15 Commencement 10:00 am

## Summer Semester 2009

### May

- 25 Memorial Day holiday – NHTI closed
- 26 Summer Day Division classes begin

### June

- 1 Summer Continuing Education Day Session I begins
- 1 Summer Evening classes begin
- 12 Last day to resolve “I” grades from Spring 2008 semester
- 15 Radiologic Technology program begins

### July

- 3 Independence Day holiday - NHTI closed
- 6 Summer Continuing Education Day Session II begins

## MESSAGE FROM THE PRESIDENT

Welcome to NHTI, Concord's Community College! NHTI offers a wide array of programs to students from throughout the state and New England region as well as to a growing number of students from around the country and the world.

Opened in 1965 with engineering technology programs that formed the first two years of the Bachelor of Engineering Technology degree at the University of New Hampshire, the college is now accredited by the Commission on Institutions of Higher Education and offers over 30 associate degree and diploma/professional certificate programs that prepare students for self-sustaining careers or for transfer at the junior level to baccalaureate programs at colleges across the country. In addition, a growing number of students with baccalaureate and graduate degrees come to our campus for technical skills or for personal enrichment.

As a former English professor at NHTI, I have personally taken great pleasure at the academic and personal growth of our students. Coming from a vast array of backgrounds and with equally diverse aspirations, the students are the heart and soul of NHTI; and my colleagues—the faculty, staff, and administration—are committed to serving each individual in a progressive, learning-centered community.

Please take some time to review our catalog and, even better, stop by our beautiful, 240-acre riverside campus. When you come, be sure to talk to a few students and faculty or staff. We might be the best place to help you shape and work toward your goals.



**Lynn Tolbert Kilchenstein**  
President

My Best Wishes,  
**Lynn Tolbert Kilchenstein**  
President

## MISSION ■ VALUES ■ VISION

### NHTI Mission/Values/Vision Statement

NHTI, Concord's Community College is a public community college serving students, businesses, and the community by providing excellent academic, technical, and professional education.

Believing in the unique value of each individual, we dedicate ourselves to sustaining a progressive and evolving learning community that empowers students, faculty, staff, and alumni to succeed in their personal and professional lives. We therefore commit ourselves to the following:

- Excellence in teaching
- Academic integrity
- Lifelong learning
- Application of current technology
- Appreciation for diversity
- Shared governance
- Mutual respect for students and colleagues
- A welcoming physical and social environment
- Responsiveness to business, industry, and the community

In an environment of ongoing self-evaluation, we will uphold, expand, and improve opportunities for student success by fostering institutional accessibility, supporting student achievement, encouraging innovative teaching, promoting transfer and employment options, and participating in the life of the community.

**WE ARE ALL TEACHERS. WE ARE ALL LEARNERS.**

*Adopted June 2001/Re-affirmed Spring 2005*

### 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, NHTI 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:

1. demonstrates the values of integrity, responsibility, perseverance, tolerance of ambiguity, and appreciation for diversity;
2. 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;
3. demonstrates a process for gathering, evaluating and applying information rationally and consistently to guide moral and ethical behavior;
4. demonstrates an understanding of diverse ideas, emotions and modes of expression, as expressed through literature and the arts;
5. evaluates the effect of historical trends, events, institutions, and social systems on society;
6. recognizes own strengths and weaknesses as a learner, and develops strategies for time management, documentation, evaluation processes, and personal improvement;
7. performs mathematical operations necessary to be competent in both a personal and professional setting;
8. demonstrates scientific thought, both quantitatively and qualitatively, by learning to recognize and formulate questions for analysis of human and technical problems;
9. demonstrates basic applications of computer technology to be competent on both a professional and personal level.

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

# ACCREDITATIONS AND MEMBERSHIPS

## Accreditations

### Institutional

NHTI, Concord's Community College is accredited by the Commission on Institutions of Higher Education of 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 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 (781) 271-0022.

## Specialized Accreditations

**Architectural, Computer, Electronic, Manufacturing and Mechanical Engineering Technologies** - TAC/ABET (Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202—Telephone (410) 347-7700)

**Accounting** - Association of Collegiate Business Schools and Programs (ACBSP)

**Business Administration** - Association of Collegiate Business Schools and Programs (ACBSP)

**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

**Diagnostic Medical Sonography** - Commission on Accreditation of Allied Health Education Programs (CAAHEP) with the Joint Review Committee on Education in Diagnostic Medical Sonography

**Hotel Administration** - Association of Collegiate Business Schools and Programs (ACBSP)

**Human Service** - Council for Standards in Human Service Education (CSHSE)

**Nursing** - The Associate Degree and Practical Nursing programs are accredited by the New Hampshire Board of Nursing. The Associate Degree program and the Practical Nursing program are also accredited by the National League for Nursing Accrediting Commission (NLNAC) (61 Broadway, NY, NY 10006; telephone 1-800-669-1656, ext.153).

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



Sweeney Hall(I) and Student Center(r)

**Paramedic Emergency Medicine** - Committee on Accreditation on Educational Programs of the Emergency Medical Services Professions (CoAEMSP)

**Radiation Therapy** - Commission on Accreditation of Allied Health Education Programs (CAAHEP) with the Joint Review Committee on Education in Radiologic Technology (JRCERT).

**Radiologic Technology** - Commission on Accreditation of Allied Health Education Programs (CAAHEP) with the Joint Review Committee on Education in Radiologic Technology

**Sports Management** - Association of Collegiate Business Schools and Programs (ACBSP)

**Teacher Education Conversion Programs** - New Hampshire State Board of Education

**Travel and Tourism** - Association of Collegiate Business Schools and Programs (ACBSP)

## Memberships

NHTI, Concord's Community College is a full institutional member of the American Association of Community Colleges, the League for Innovation and the National Association of Student Financial Aid Administrators. NHTI also has National League for Nursing agency membership in the Council of Associate Degree Programs. Memberships are also held in the New England Association for College Admission Counseling, National Association for College Admission Counseling, New England Board of Higher Education, Institute of Electrical and Electronics Engineers, National Association of Colleges, American Society for Engineering Education, and National Association of Foreign Student Advisors.



# ADMISSION

## Application Procedures

Applications for admission to NHTI are available from the Admissions Office, online at [www.nhti.edu](http://www.nhti.edu), or from any New Hampshire high school guidance office.

Admission to NHTI and its academic programs is based on a number of considerations. Waiver of any portion of either general NHTI 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.

Fees involved in the application process are as follows:

- a \$10 non-refundable application fee is required and should be submitted with the admission application; students who submit their applications online will have their application fee waived;
- candidates accepted into degree, diploma and some certificate programs are required to pay a non-refundable \$100 tuition deposit to secure their spot in the program to which they were accepted;
- in addition to the above fees, students who have been formally accepted into a program and who wish to be considered for a room in a Residence Hall on campus must submit the required housing deposit with the residence hall contract; the tuition deposit must either precede or accompany the residence hall contract and deposit for the contract to be considered.

(See <http://www.nhti.edu/campuslife/residentiallife.htm> for additional information on Residence Life)

## General Admission Requirements

1. Be a high school graduate or the equivalent;
2. Submit an application for admission and the \$10 non-refundable application fee; students who submit their applications online will have their application fee waived;
3. Have official transcripts forwarded to NHTI by secondary and post-secondary 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 official 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. Complete all additional requirements as indicated in the "Specific Admission Requirements" for the desired program, which are listed on each program page;
7. Though not required for admission to any program, it is recommended that the scores of one of the standardized national college admission tests (SAT or ACT) be forwarded to the Admissions Office; 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);
8. Arrange for personal interview if required; and
9. Submit to Health Services such certification of good health by a health care provider as required by a specific program **and** NHTI **before** registering for classes. You may visit the Health Services website at <http://www.nhti.edu/campuslife/healthservices.htm>.

*Regarding math requirements:* Every degree student must demonstrate basic arithmetic and algebra skills before enrolling in college-level math and other courses (e.g., science). To earn an associate degree, students will be required to complete successfully one or more college-level math classes as specified by the particular program and curriculum to which the student has been accepted. Students lacking basic arithmetic and algebra skills may achieve those competencies through developmental math courses offered at the college (see *Specific Program Requirements*, page 6 and *Basic Graduation Requirements*, page 79)

**NOTE: IT IS THE APPLICANT'S RESPONSIBILITY** to request that official transcripts of previous study be mailed directly to the ADMISSIONS OFFICE.

### Send transcripts to:

NHTI, Concord's Community College  
Admissions Office  
31 College Drive  
Concord, New Hampshire 03301-7412

## Specific Program Requirements

Each program has additional admission requirements which are listed on the academic program pages. *Applicants are responsible for knowing these requirements, any specific deadlines, and submitting appropriate documents as noted.* Students who do not meet the specific academic course requirements for their desired program may be offered admission to the Associate in Science in General Studies program and take these courses at NHTI. Grades of "C" or higher are required in each pre-requisite course, in addition to fulfillment of the other general and specific requirements, to be considered for the desired program.

Depending on their intended major and academic background, students may take as part of the General Studies program, courses such as:

- Introductory English
- Pre-algebra and Algebra
- 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 entering programs at NHTI are required to complete placement 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 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.

## 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 higher on the paper-based test; **or**
  - 173 or higher on the computer-based test; **or**
  - 61 or higher on the internet-based test.

Inquiries regarding the test should be addressed to: TOEFL, Educational Testing Service, Box 899, Princeton, NJ 08540, USA or <http://www.ets.org>. Official TOEFL scores must be sent directly from the testing site to the Admissions office. Students earning a TOEFL score lower\*\* than those listed above 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 NHTI, Concord's Community College 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 and student's names, 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, Duration of Status (D/S) card, I-20, etc.

Health care in the United States is expensive; international students are strongly encouraged to maintain adequate health insurance coverage during their studies. If necessary, health insurance policies are available for purchase through NHTI Health Services.

Dollar amounts 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.

\* *Applicants who reside in the US and have had English as their language of instruction for both their primary and secondary schooling may be permitted to take an institutional assessment to determine language abilities.*

\*\* *Applicants scoring lower than above listed scores on the TOEFL, that is a 380 (paper-based), 83 (computer-based), or 26-27 (internet-based) up to our required minimum, may apply for the General Studies program taking a minimum of 9 credits of preparatory ESOL coursework for their first two semesters as well as a course in computer applications for ESOL students. These courses are designed to help students develop English language skills as well as self-confidence in dealing with challenges in learning, communication, and cultural adjustment in various academic programs at NHTI or other colleges. Students scoring below a 380 on the TOEFL will not be admitted to the college or a program at NHTI.*

## Readmission

When applying for readmission, students must meet current entrance requirements for the desired program. Upon readmission, students 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, page 79.*

## Academic Amnesty

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

1. All grades taken during the student's previous time at the Institute will no longer be used to calculate the student's new cumulative GPA. However, grades C- and above taken during the student's previous time at the Institute will be used to meet course requirements (where appropriate).
2. 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 taken any courses at NHTI for a period of at least 3 years from the last semester of attendance.
2. The student applies for Academic Amnesty at the time of admission.
3. The student has never before received Academic Amnesty.

Please note that Academic Amnesty is designed for students who exhibited poor academic performance during previous attendance. It is not designed for students who achieved a cumulative GPA above 1.7 during previous attendance. Students who are granted academic amnesty should be aware that while previous grades are not used to calculate the new grade point average, they **will** be used to evaluate "satisfactory academic progress" for financial aid purposes in accordance with Federal Financial Aid Regulations.

Application for Academic Amnesty may be made by answering the relevant question on the Application for Admission, which is located at the back of this catalog.

## Transferring to NHTI

Students requesting transfer to NHTI should submit all documents listed for general admission and must meet the specific admission requirements for their desired program. In addition, official transcripts from postsecondary institutions attended are needed to evaluate transfer credit. Awarding of transfer credits is based on the following:

1. only those courses required in the desired program will be considered;
2. courses must be equivalent in content and credit hours to those required in the desired program;
3. grades must be "C" or higher, based on NHTI standards;
4. science and other technical courses, including but not limited to Anatomy and Physiology I & II, Microbiology and some computer courses, taken more than five years prior to the desired date of entry must be repeated or challenged; final decisions rest with the Department Head;
5. most other general education courses do not have time limits but final decisions rest with the department head;
6. CLEP and Advanced Placement exams will be considered for transfer credit only if score reports from the College Entrance Examination Board are submitted;
7. Challenge Exams, Credit by Exam and Pass/Fail courses taken at other institutions will not be considered for transfer credit;
8. course descriptions, syllabi and course outlines may be requested;
9. the Director of Admission, in consultation with the Vice President of Academic Affairs and academic department head, if necessary, is responsible for determining the appropriateness and acceptance of transfer credits.

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 program requirements at the discretion of the program Department Head. However, the grade received at NHTI will remain a part of the transcript, and it will be utilized in determining the student's Grade Point Average (GPA). Only successfully repeating the failed course at NHTI will discount the failing grade from the GPA calculation. *(See Repeated Course policy, Program Residency Requirements policy, and Transferring to Other Institutions on pages 80-81.)*

## Change of Program

Currently enrolled matriculated students may wish to change their program of study. *Details are available on page 76.*

## Collaborative High School Programs

### Project Lead The Way®

*Project Lead The Way* is an initiative which allows high school students to explore careers in engineering or engineering technology by completing a designated sequence of courses as part of their high school curriculum. Courses include Introduction to Engineering Design, Digital Electronics, Principles of Engineering and Computer Integrated Manufacturing. Students who have successfully completed any of these courses may be eligible to apply some of the credits to meet requirements in NHTI's Mechanical/Manufacturing Engineering Technology major.

For more information visit:  
<http://www.nhti.edu/academics/collhighschoolprog.htm>

### Project Running Start

*Project Running Start* offers high school students the opportunity to take challenging college courses while at high school at a reduced tuition rate. Students who successfully complete college courses through *Project Running Start* receive an official transcript from the Community College System of New Hampshire College with which the high school is associated. Some examples of courses offered include Psychology, Accounting, Human Biology, Networking, Macroeconomics, Programming with C++, Physics and Supervision. In addition, introductory engineering courses have been available through *Project Lead the Way* such as Introduction to Engineering Design, Digital Electronics and Principles of Engineering.

Project Running Start courses will be evaluated for transfer credit using the same guidelines as listed under "Transferring to NHTI." Students applying to NHTI who have taken Project Running Start courses should have an official transcript sent to the NHTI Admissions Office from the Community College associated with the Running Start course(s) taken. They should also respond to the Running Start questions on the NHTI application for admission.

**PLEASE NOTE:** The NHTI application fee will be waived for Project Running Start students who submit a copy of their participation letter.

For more information visit:  
<http://www.nhti.edu/academics/collhighschoolprog.htm>

### Home-Schooled Students

Home-schooled students are encouraged to apply for admission to NHTI. They are expected to meet the same general and specific admission requirements as other applicants and to document the academic work they have accomplished. Documents to be submitted may include the following:

1. letter from the student's local school district stating that the student has complied with the state statute by either completing some kind of testing or having a portfolio of their work reviewed by a certified teacher;
2. list of courses taken and grades earned and/or portfolio of work accomplished;
3. GED or other testing if applicable.

Contact the Director of Admissions with any questions regarding documentation and/or admission to NHTI programs at (603)271-7134 or [nhtiadm@ccsnh.edu](mailto:nhtiadm@ccsnh.edu).

### Individual Course Enrollment

Some students may wish to register for individual courses without applying to degree or certificate programs, that is, they may wish to enroll in courses as non-matriculated students. (See "Enrollment Status" on page 77.) Most general education and some program-specific courses are open to all, assuming course prerequisites are met and space is available after matriculated students have registered.

Non-matriculated students must meet the same course prerequisites, complete the same course requirements, and follow the same college and course rules, policies, and procedures as other students. **Therefore, individuals who are considering registering as non-matriculated students are strongly urged to consult with an academic advisor at NHTI prior to enrolling in any course.** In addition to providing information about NHTI as a whole, the academic advisor will assist individuals in evaluating their readiness for any course(s) in which they are interested. In some cases, the advisor may recommend that the individual work with the Learning Center to take one or more of NHTI's assessment tests in Reading, Writing, Mathematics, and/or Computer Literacy. The advisor may also recommend that the individual consult with the Department Head responsible for the course in question, especially in situations involving evaluation of relevant work experience.

Additionally, individuals who are considering registering as non-matriculated students should be aware that the content and teaching methods of college courses are consistent with the assumption that registered students are adult learners. Classroom discussions, as well as content material presented, assume an adult level of maturity, attitude, and experience in addition to appropriate academic preparation. While NHTI does not prohibit course enrollment based on age, prospective students should consider age-appropriateness before registering into courses that must incorporate adult themes as essential course/program components. Questions of age-appropriateness should be resolved in consultation with the Academic Department Head and faculty responsible for the course.

Academic advisors may be reached at (603)271-7122 (Division of Continuing Education) or at (603)271-7198. Names, telephone numbers, and e-mail addresses for academic Department Heads may be found on the NHTI Web site at [www.nhti.edu](http://www.nhti.edu).

Non-matriculated students, those not formally accepted into academic programs, are not eligible to apply for financial aid. To be considered for admission to an academic program, contact the Admissions Office at (603)271-7134 or [nhtiadm@ccsnh.edu](mailto:nhtiadm@ccsnh.edu).





# TUITION AND FEES

The following table presents a summary of fees established for the 2008-2009 academic year. Tuition and fees are due prior to the beginning of each semester. Some programs require specific uniforms and/or special instruments, and all programs require textbooks. Students are responsible for the purchase of these materials.

## Tuition Costs 2008-2009 Academic Year

	NH Resident	NERSP*	Non-Resident
Tuition Deposit**	\$ 100	\$ 100	\$ 100
Per Credit Cost	\$ 175	\$ 262	\$ 400

Tuition rates are based on per credit hour cost.

## Fees

- **Comprehensive Fee: \*\*\*** \$19 per credit hour
- **Academic Instruction Fee:**  
An Academic Instruction 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 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 Chancellor of the Community College System of New Hampshire.  
*Example: BI 195 A&P I (Lecture) 3 (Lab) 2 (Credit) 4 4 - 3 = 1 x 44 = \$44*
- **Clinical Surcharge:** \$350/per semester  
All students enrolled in clinical nursing and dental courses will be charged a \$350/per semester clinical surcharge. The following courses carry this charge: DN 113, DN 114, DN 191, DN 196, DN 212, DN 221, NU 115, NU 116, NU 117, NU 215, PN 101, PN 102 and PN 103.
- **Orientation Fee:** \$30
- **Graduation Fee:** \$75

## 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 emergency medicine, nursing, dental hygiene, dental assisting, radiation therapy, radiologic technology, diagnostic medical sonography, human service, addiction counseling, mental health, and early childhood education. The cost is approximately \$25 per year. Paramedic Emergency Medicine students pay \$65 per year. (Note: Liability insurance may be required for students in other programs who participate in an off-campus practicum or internship.)

## Residence Hall Costs

OCCUPANCY	ROOM	BOARD†	RACT††	ROOM DEPOSIT†††	TOTAL
<b>Double/Triple</b>					
Fall 2008 Semester	\$ 2575	\$ 1215	\$ 75	\$ 300	\$ 3865
Spring 2009 Semester	2575	1215	75	0	3865
<b>Total</b>	<b>\$ 5150</b>	<b>\$ 2430</b>	<b>\$ 150</b>	<b>\$ 300</b>	<b>\$ 7730</b>
<b>Single</b>					
Fall 2008 Semester	\$ 3050	\$ 1215	\$ 75	\$ 300	\$ 4340
Spring 2009 Semester	3050	1215	75	0	4340
<b>Total</b>	<b>\$ 6100</b>	<b>\$ 2430</b>	<b>\$ 150</b>	<b>\$ 300</b>	<b>\$ 8680</b>

- \* New England Regional Student Program (*see page 11*)
- \*\* Non-Refundable: will be credited toward first semester tuition
- \*\*\* Supports the Wellness Center, Student Center and student activities
- † 15 meal plan; 19 meal plan available for \$1320.00/semester
- †† Resident Activity Fee

††† Non-refundable: will be credited to room charge. See note below. A room deposit of \$300 per housing contract will be required in order to reserve a room in a residence hall and will be credited toward the residence hall charges. This deposit is non-refundable after a room assignment has been made. (*See also page 84 regarding Residence Life and the Housing Contract.*)

ALL CHARGES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

# PAYMENT AND REFUND POLICIES

## Payment of Tuition and Fees

Tuition and fees are due prior to the beginning of each semester. Late fees apply to those who fail to make payment arrangements prior to the beginning of each semester. Students with outstanding balances on their accounts will not be permitted to enroll in future semesters or receive official grade transcripts until prior term balances have been paid.

After financial obligations have been met, students may register for classes, then obtain their schedule from the Student Information System. Program cost estimates by academic program are available on the NHTI website at [www.nhti.edu/bursar/](http://www.nhti.edu/bursar/).


## Collection Clause

Students will be required to sign the following statement when completing a variety of NHTI forms, including Registration Forms, Add/Drop Forms, Deferred Payment Agreement Forms, Financial Aid Deferment/Award Forms, Withdrawal Forms and Online Registration Forms:

"I understand by registering for courses at NHTI, I am financially obligated for ALL costs related to the registered course(s). Upon a drop or withdrawal, I understand that I will be responsible for all charges as noted in the student catalog and handbook. I further understand that if I do not make payment in full, my account may be reported to the credit bureau and/or turned over to an outside collection agency. I also understand that I will be responsible for the costs of the outside collection agency, any legal fees, and any bounced check fees under RSA 6:11, which will add significant costs to my account balance."

## NHTI Tuition Payment Options:

### Full Payment and Payment Plan

 NHTI offers a FACTS (nelnet)/e-Cashier Payment Plan to students. With FACTS (nelnet)/e-Cashier, students can now make monthly payments for their tuition/fees automatically. It's easy to enroll and less expensive than getting a loan. Visit the Bursar's page on our website to access FACTS (nelnet)/e-Cashier. The FACTS plan electronically processes the monthly payments using the responsible party's bank account or credit card so there is no check writing or stamps involved. Students also have the option to make full payment using FACTS (nelnet)/e-Cashier. Details about this program are mailed to all new students and can also be obtained by calling the Bursar's Office at (603) 271-6309. For assistance when enrolling online for the payment plan, contact the FACTS Management Company at 800-609-8056. Students who wish to pay a past due balance should pay the Bursar's Office directly to avoid processing delays.

## Third Party Payments

In order for NHTI to invoice a student's company directly for courses taken, the following conditions are required:

1. A letter of authorization to bill the company must be presented at time of registration. The letter must be on company letterhead and the billing address should be indicated. Responsibility for payment must be indicated, regardless of grade or course completion. A separate letter is needed for each semester.
2. If the student's company fails to pay the invoice, the student is responsible for the bill and will not be eligible to register for any future courses until the bill is paid in full.
3. If a student's company offers a reimbursement program, the student is responsible for tuition. NHTI does not offer deferred payment. Students choosing to use the NHTI internal payment plan are responsible for making payments according to the due dates.

## Delinquent Account Collection Policy

Any account 90 days past due may be turned over to an independent, outside collections agency. This will add at least 28%, the agency's fee, to the total owed. At the same time the debt will more than likely be reported to the Credit Bureau. Students will not be eligible to receive official transcripts or register for courses at NHTI.

After all financial obligations have been satisfied, students who wish to return to NHTI will be required to prepay in full for one semester at the time of registration. Students will only be able to defer payments when all financial aid requirements have been satisfied. Any remaining balance must be paid in full. After one semester, the student will be in good standing with NHTI. The student will then become eligible for the FACTS (nelnet)/e-Cashier Payment Plan and Financial Aid Deferment using all awards except college work-study.

## NHTI Refund Policy

*Please note that all refunds described below require that the student complete an official withdrawal form in the Registrar's Office. Therefore, students who register for classes, never attend and do not officially withdraw are liable for all charges.*

Students who officially withdraw from the college or an individual course by the end of the eighth (8th) calendar day of the semester, or equivalent accelerated semester course (e.g., eight week course), will receive a 100% refund of tuition, less non-refundable fees. Exception: students in courses that meet for two weeks or fewer must drop by the end of the first day of the class in order to get a 100% refund. Non-refundable fees are defined as advance tuition deposits, admission application fees, residence hall room deposits, payment plan fee, late registration fee 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 and Dental Program clinical surcharge.

*Students who neglect to officially drop within the drop/add period are not eligible for a refund.*

Students registered for workshops through Continuing Education or the Business Training Center 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 or waiver 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. (See *Withdrawal*, pages 17 & 81.)

## Housing Refunds

### I. Terms of Agreement

This agreement is for a period of (a) one academic year, both Fall and Spring Semesters; (b) only the Spring Semester; or (c) the Summer session, for a period equal to the duration of the student's summer courses. Housing accommodations are not provided during NHTI vacation periods. Except with permission of the Residence Life Director, housing services including access to the room begin on the designated Residence Hall opening day and end by 7:00 pm after a student's last final exam or cancellation of this Agreement. Graduation, official withdrawal from NHTI, academic dismissal or suspension from NHTI, or mutual consent of the parties constitutes the only basis for release from this Agreement. There are no refunds for Dismissal or Suspension from housing due to student conduct violations. If a housing renewal is not extended to a returning student or if a returning student is excluded from the second semester of the academic year the result will be cancellation of the agreement and charges assessed based on the refund schedule. Students residing at NHTI and enrolled at another college are subject to the same terms of agreement, payment, termination, and refund schedule as NHTI students.

### II. Payment/Cancellation/Refund-Housing

NHTI will establish housing fees yearly and will announce these proposed fees for each academic year. Upon nonpayment of any fees or any charges herein provided, NHTI may refuse to register the student for the next semester, issue transcript, or allow the student to be graduated. In order to ensure that accommodations are available to students wishing to live on campus, NHTI will refund to the student his/her housing fee at the following rates. Subsequent to occupancy, no release from this Agreement or refund can be provided unless the assigned room is left clean and all sign-out procedures including return of keys and settlement of obligations are completed. Effective date of release will be determined by the date of such completion. All students

intending to reserve a space in NHTI housing must pay a housing deposit. Semester payment is due when indicated on the bill.

### III. Academic Year Residence Hall Refund Schedule

#### A. Provisions

1. If by Friday of the first week of classes as designated by Residence Hall opening day for any housing session the student fails to occupy the assigned room, or cancels the agreement by mutual consent, or for any of the reasons in the Terms of Agreement is canceled, the student receives an 80% refund of the semester's housing fee.
2. Cancellation for any of the reasons in the Terms of Agreement or by mutual consent after Friday of the first week of classes as designated by Residence Hall opening day and before the fifth week after the opening day will result in a 50% refund of the semester's housing fee.
3. Cancellation of the Agreement for any of the reasons in the Terms of Agreement, or by mutual consent up to the tenth week after designated Residence Hall opening day will result in 25% refund of the housing fee.
4. Cancellation of the Agreement for any of the reasons in the Terms of Agreement, or by mutual consent after the tenth week after designated Residence Hall opening day will result in no refund of the housing fee.
5. Students who "Check In" or move into a Residence Hall, move out without consent of the Residence Life Department, and do not withdraw from NHTI, are charged the full housing fee.
6. If the housing agreement is cancelled, any amount of housing refund due to a student will first be applied to said student's current NHTI charge.

#### B. Semester II Residence Hall Refund Schedule

1. If a student signed a full academic year housing contract, request for early termination of this agreement at the end of Fall Semester can be considered only if received in writing by the Residence Life Department before the second Friday of January subject to the Terms of Agreement and Residence Hall Refund Schedule.
2. If the student is not enrolled at NHTI for the Spring Semester, and requested termination of the housing contract by the second Friday of January, the student will be released from the agreement and not responsible for Spring semester charges.
3. If the resident is enrolled at another College or University for the Spring Semester while residing at NHTI, they will be subject to refunds based on 3A of the refund schedule.

#### C. Summer Session Residence Hall Refund schedule.

1. Request for early termination of this agreement before the start of the Summer session can be considered only if received in writing by the Residence Life Department before the Friday of the start of the summer session.
2. If by Friday of the first week of classes the student fails to occupy the assigned room or cancels the agreement by mutual consent for any of the reasons in the terms of agreement, the agreement is cancelled and the student receives a 80% refund of the Summer sessions housing fee.
3. Cancellation for any of the reasons in Terms of Agreement or mutual consent after the Friday of the first week will result in no refund of the housing fees.

**Board refunds** may be pro-rated for the remainder of the semester when a resident student officially withdraws from Residence Life, or NHTI. 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 consecutive months immediately preceding the student's NHTI enrollment date (first day of classes).

Students who change legal residence to New Hampshire during their studies at NHTI must still be legal residents of New Hampshire 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 provide the Admissions Office with proof of residency, such as a notarized statement or rent receipts, that accurately reflects the effective date of residency. A New Hampshire driver's license is not sufficient proof of legal residency status.

## 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.

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

## Veterans Administration Enrollment Certification

Students interested in and eligible for VA education benefits should contact the Registrar's Office (also see Veterans Assistance on page 15).

For complete information about Veterans Student Financial Programs visit: <http://www.nhti.edu/financialaid/veterans.htm>

## 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 the 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 institution may charge a fee of \$25.00 or 5% of the face amount of the check, whichever is the greater, plus all protest and bank fees, in addition to the amount of the check, draft or money order to the person presenting the check, draft or money order to the department or institution to cover the costs of collection." (RSA 6:11-a)

## NHTI Emergency Loans

Program	Loan Name
All programs	Dr. Paul Lieberman Book Loan
All programs	Lakes Region Scholarship Fund
Criminal Justice	Brandon Davis Memorial
Dental	Dr. Erwin Adams/ Robert Whittaker Memorial
Electronic Engineering Technology	Randy Pierce Fund
Human Services	Sandra Fernie Memorial
Nursing	Mary Dryer Memorial
Nursing	Suestia Robinson Memorial
Paramedic Emergency Medicine	Chick Beede Memorial

For further information, please contact the Counseling Office in the Student Affairs Office at (603) 271-6983 or the Bursar's Office at (603) 271-6311.



# FINANCIAL AID

## What is Student Financial Aid (SFA)?

1. SFA is assistance for students matriculated (formally accepted) in a financial aid-eligible program, i.e., those programs with total program credits of 16 or more.
2. Eligibility for financial aid is based on the number of credits for which a student is enrolled in a particular semester. NHTI defines enrollment as:
  - Full time = 12 or more credits per semester
  - $\frac{3}{4}$  time = 9-11 credits per semester
  - Part-time = 6-8 credits per semester
3. Students not planning to enroll at least half-time (6 credits) should check with the Financial Aid Office to determine eligibility.
4. It helps to cover educational expenses, including tuition and fees, room and board, books and supplies, and transportation.

Most aid is need-based, and the four types of aid are grants, loans, Federal Work-Study and scholarships. Information and application materials for these programs are available from the Financial Aid Office at (603) 271-7135 or from the website at [www.nhti.edu](http://www.nhti.edu).

In addition to these sources, Financial Aid is sometimes available in the student's hometown. Local agencies often provide low cost loans or scholarships. Listings of such sources are available through high school guidance counselors. New Hampshire Higher Education Assistance Foundation (NHHEAF) has information on other financial resources. NHHEAF can be reached at 1-800-525-2577.

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 financial aid verification form and appropriate tax returns *if requested*. *Students must also be matriculated (formally accepted) into an eligible degree, certificate, professional certificate or diploma program (total program credits of 16 credits or more).*

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 academic standing to receive federal or state financial aid.

## Process to Apply for Financial Aid

- Complete a hardcopy or electronic version of the Free Application for Federal Student Aid (FAFSA);
- Review the Student Aid Report (SAR) for accuracy; this will be mailed or e-mailed to students one to four weeks after submitting the FAFSA;
- Contact the Financial Aid Office, if needed, for further assistance.

## Federal Student Aid (Title IV)

- Federal Pell Grant is a form of financial aid that does not have to be repaid.
- Federal Supplemental Educational Opportunity Grant (SEOG) is a form of financial aid that does not have to be repaid.
- Federal Work-Study money is for educational expenses and is paid by the school for on-campus or community-based work. Students receive pay checks as work is completed.
- Federal Perkins Loan is a low interest loan available to NHTI students who demonstrate financial need.
- Federal Family Education Loans Program (FFELP) are low interest loans and include Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans and Federal Parent Loans (PLUS).
- Academic Competitiveness Grant (ACG) is a form of financial aid that does not have to be repaid.

## Return of Federal Title IV Funds

As mandated by law, students who withdraw from the college on or before the 60% point in a semester will have to repay a portion or all of their aid (see page 15, *Financial Aid Return of Funds and No Pass Grades*).

## Additional Grants, Loans and Scholarships

*All scholarships are awarded based on available funds.*

\* Awards are used to defray college expenses at NHTI

# Awarded at NHTI's Awards Day Ceremony

### Agnes M. Lindsay Trust Scholarship

This scholarship is for students with financial need who are residents of towns with fewer than 5,000 inhabitants in New Hampshire, Vermont, Massachusetts or Maine.

### Alumni Scholarship

The Alumni scholarship is awarded by the Alumni Club to both returning and first-year students who have an interest in working for the betterment of the college and the local community. Two scholarships of \$1,000 each are available for the 2008-09 academic year. Preference is given to the dependents of NHTI alumni. The deadline for application is August 1 of each year.

### Barry M. Goldwater Scholarship (up to \$7500 each year for two years)

This is a very competitive, nationwide scholarship specifically targeting students who are pursuing careers in mathematics, natural sciences, engineering or computer science. NHTI selects two nominees to formally apply for the scholarship. The application deadline is in early February. Criteria include:

- be a current NHTI student who is planning at least two more years of full-time undergraduate study (can include students who will be graduating in May and transferring to a 4-year institution);
- have a minimum 3.0 GPA and be in upper fourth of the class;
- be a U.S. citizen or legal permanent resident.

### #Beverly Grappone Scholarship

Criteria include:

- be a nursing student;
- be a senior student raising a family;
- possess excellent nursing skills and demonstrate compassion.

### \*Brenda Downing Memorial

This award was established in memory of Brenda Downing by her family. Brenda was a faculty member in the Diagnostic Medical Sonography Program at NHTI. This is awarded to a graduating senior who exemplifies the qualities that Brenda exhibited.

### Chester W. French Scholarship

The Chester W. French Scholarship Program offers a scholarship for incoming freshman who have recently graduated from John Stark Regional High School and are accepted into any of the engineering technology programs at NHTI. Priority is given to students who have successfully completed a Project Lead the Way course.

### Coca-Cola Two-Year Colleges Scholarship (up to \$1000)

This is a nationwide scholarship that targets students who have completed a substantial amount of community service. NHTI selects two nominees to formally apply for the scholarship. The application deadline is usually in May. Criteria include:

- be a current NHTI student planning to enroll in at least two

- courses at NHTI during the next semester;
- have a minimum 2.5 GPA;
- have completed and documented substantial community service hours within the previous 12 months;
- be a U.S. citizen or legal permanent resident;
- may not be a son or daughter of a Coca-Cola employee.

#### **\*Community College System of New Hampshire Flexible Loan Funds for Students with Disabilities**

Students must complete an application and submit it to the Disabilities Coordinator at NHTI. Flexible funds may be used for one or a combination of the following purposes: education; transportation; housing; external supports (e.g., external testing); assistive technology; physical needs; tutoring; and books.

Criteria include:

- have a documented disability or have completed a disability screening with the Coordinator of Disabilities Services resulting in a recommendation and referral for diagnostic testing;
- complete a Free Application for Federal Student Aid (FAFSA);
- if applicable, have accessed funds through Regional Vocational Rehabilitation, Veterans' Administration, Developmental Disabilities, Division of Mental Health and Developmental Services, and/or any other State or Federal Agency involved with providing financial and/or technical supports; and
- can demonstrate, through documents, that all other financial resources available have been thoroughly explored.

#### **\*#Dr. Peter Atwood Memorial**

This award was established in the memory of Peter Atwood by his Family and Colleagues. The award will benefit students in the Radiologic Technology Program at NHTI, Concord's Community College.

Criteria include:

- matriculated in Radiologic Technology;
- enrolled full-time for the upcoming semester;
- have filed a FAFSA;
- minimum 3.0 GPA.

#### **\*#Earl H. Little Scholarship Award**

This award was established in the memory of Earl H. Little by his family. A pioneer for vocational/technical education in the State of New Hampshire, Mr. Little is considered to be one of the founders of NHTI and its engineering technology programs. This scholarship is awarded annually to a full-time engineering technology freshman with the highest grade point average.

#### **Early Childhood Education Scholarship Program**

The Community College System of New Hampshire partners with the NH Department of Health & Human Services to offer tuition assistance to child care providers who are entering or are currently in the field of Early Child Care and Education. Individuals who provide family child care, or work at least part time in a child care setting in New Hampshire, may be eligible to receive tuition assistance for Early Childhood Education courses offered through the Community College System of New Hampshire. Additional information may be accessed at <http://www.ccsnh.edu/foundation/ecedescription.html>.

#### **\*Edward C. Sweeney, Jr. Scholarship**

Criteria include:

- student with a visible and permanent walking disability;
- must be a NH resident who graduated from a NH high school;
- award will be used to defray tuition expenses.

#### **\*Electronic Engineering Technology/Computer Engineering Technology Scholarship**

This award was established on behalf of a former Electronic and Computer Engineering Technology faculty member at NHTI. It is awarded yearly to one outstanding student in each program.

#### **\*Frances H. Benton Women's Engineering Scholarship**

Established by '85 NHTI alumna Frances H. Benton, this fund assists women pursuing careers in engineering at NHTI. Preference is given to first-year students entering the mechanical engineering technology program. As many as five scholarships of up to \$1,500 each are available in 2008 to offset tuition and fees.

#### **\*Governor's Success Grant**

Awards are based on merit and financial need as determined by the results of the Free Application for Federal Student Aid (FAFSA). The Governor's Success Grant is awarded, based on the availability of funds, to students who meet the following criteria:

- New Hampshire residents;
- minimum 2.5 GPA;
- must have completed freshman year;
- enrolled full-time for the upcoming fall semester.

#### **Human Services/Community Social Services Scholarship**

The NH Department of Health and Human Services Bureau of Developmental Services, through a cooperative agreement with the Community College System of New Hampshire, offers grants to students as tuition reimbursement towards a Community Social Service Certificate at any of the colleges within the Community College System of NH. The grants are available to any employee of one of twelve area agencies and their vendors. Applications are available at any of the community technical colleges. The student must have the support of an area agency representative.

#### **Jack Kent Cooke Foundation Scholarship (up to \$30,000)**

This is a very competitive, nationwide scholarship specifically targeting students who will be transferring to four-year institutions. NHTI selects two nominees to formally apply for the scholarship. The application deadline is in early February.

Criteria include:

- have completed freshman credits by December;
- have a cumulative GPA of 3.5 or higher;
- be transferring to an accredited 4-year institution in the coming fall semester;
- selections will be made by the Cooke Scholarship Board based on the above and
  - academic achievement and intelligence;
  - financial need;
  - leadership and public service;
  - potential to make a significant contribution to applicant's field of study and/or society;
  - appreciation for/participation in the arts and humanities.

#### **\*#Jennifer Kemp Memorial Scholarships**

Jennifer Kemp Memorial Scholarships are awarded to Sports Management majors who demonstrate academic excellence and leadership potential while also being active in campus life and community service. The scholarships are named after a graduate of the program who worked in the NHTI Athletics/Wellness Center Office. Jennifer Kemp passed away unexpectedly in November of 2004. The Scholarships will be awarded annually for spring semester tuition assistance.

Criteria include:

- Be a full-time student in the Sports Management Program;
- Minimum 2.0 grade point average;
- 500 word essay explaining why he/she should be considered for this scholarship. Essays should be submitted to Sports Management Program Department Head Michael Moffett by December 1.

#### **\*#Kara Philbrick Memorial Scholarship (\$500)**

Criteria include:

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

## **\*#Marshall Snyder Memorial Fund**

This award was established in the memory of Marshall Snyder by his family. Marshall taught chemistry, materials science and physics at NHTI from 1965-1984. It is the wish of the family to honor the type of student Marshall enjoyed the most, a student who performed well in the laboratory sessions of courses. This scholarship is open to any NHTI student who meets the following criteria:

- is currently a full-time student or is following a three-year program;
- has taken, or is taking a credit-bearing physical science class that has a laboratory component; physical science courses include chemistry and physics;
- maintains a GPA of 2.5.

## **\*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: for *women in* Animation and Graphic Game Programming, Engineering Technologies, Information Technology and Paramedic Emergency Medicine, and *men in* Dental Assisting, Dental Hygiene, Diagnostic Medical Sonography, Early Childhood Education, Nursing, Radiologic Technology and Radiation Therapy. Applications are available each semester in the Financial Aid Office.

## **NASA/PSNH Scholarship**

Available to full-time students enrolled in an associate degree program in science, mathematics, math/science teacher education, engineering, or technology with a demonstrated interest in pursuing further education or a career in fields of interest to NASA and PSNH. Underserved and nontraditional students, including women, minorities, and persons with disabilities, are encouraged to apply.

## **New Hampshire National Guard Tuition Waiver Program**

Qualified students will meet the following criteria:

- admitted to a degree program;
- must have completed the Free Application for Federal Student Aid (FAFSA);
- completion of Advanced Individual Training or Commissioning;
- active member of the NH National Guard.

Interested students should contact their National Guard Education Services Officer and the NHTI Admission Office for more information.

For complete information about Veterans Student Financial Programs visit: <http://www.nhti.edu/financialaid/veterans.htm>

## **\* New Hampshire Valedictorian Scholarship**

Effective May 2006, a one year tuition scholarship will be awarded to designated New Hampshire high school valedictorians, based on a cumulative grade point average, from New Hampshire NEAS&C accredited institutions. The recipient must be a fulltime matriculated student at a college of the Community College System of New Hampshire within 15 months from the time of secondary school graduation.

## **Northeast Delta Dental Foundation, Inc. Scholarship**

This scholarship is awarded to students who are New Hampshire residents enrolled in Dental Hygiene or Dental Assisting at NHTI. Awards are based on financial need as determined by the results of the Free Application for Federal Student Aid (FAFSA).

## **Orphans of Veterans Scholarship**

Eligible applicants are those individuals who: are children of parents who served on active duty in the armed services of the United States; *and* are legal residents of New Hampshire; *and* whose parents died on active duty *or* have since died from a service-connected disability. This scholarship provides full tuition at a New Hampshire public college/university and \$2500 towards board, books and supplies. For more information, contact the Postsecondary Education Commission at (603) 271-2555.

## **Phi Theta Kappa**

Phi Theta Kappa has recognized academic excellence in the two-year colleges since 1918 and has become the largest and the most prestigious honor society serving two-year colleges around the world. If you would like more information about joining and the scholarship opportunities that are available, log on to [www.PTK.org](http://www.PTK.org). For information on NHTI's chapter contact Beth Blankenstein at (603)271-1754. (See page 74 for more information.)

## **POW/MIA Children's Benefits**

Children of persons domiciled in New Hampshire while serving in the U.S. Armed Forces after February 28, 1961, and officially interred or missing in action during the Southeast Asian conflict, are eligible to receive full tuition. Information may be obtained from a high school guidance counselor or the State Board of Education, Concord, NH 03301.

## **Ronald F. Borelli Legacy Scholarship**

Criteria Include:

- be matriculated in a degree granting program;
- be an incoming freshmen ranked within top 20% of class OR
- demonstrate a cumulative GPA of 3.0;
- be a full-time student
- have filed a FAFSA with their Financial Aid Office.

## **\*#Strout Engineering Technology Scholarship (\$500)**

Given in memory of the College's first president, Dr. George M. Strout, these \$500 awards are given to one student matriculated in each of the following programs:

- Mechanical/Manufacturing Engineering Technology
- Electronic Engineering Technology
- Computer Programming Engineering Technology

Criteria include:

- minimum 3.0 grade point average in their first year at NHTI;
- preference is given to students who exhibit financial need, women, and minorities;
- recipients may be full- or part-time students;
- are eligible to receive the scholarship award more than once.

Contact the Engineering Technology Department Head for more information.

## **\*Technical Education Loan Fund**

The Technical Education Loan Fund is a loan at 5% interest and is awarded to students who demonstrate a high level of need as determined by the Financial Aid staff.

## **\*Transition Program**

The Transition Program is a federally funded program which provides assistance and support to individuals in transition such as single pregnant women, single parents, displaced homemakers, individuals with documented disabilities, and individuals with limited English proficiency who are matriculated students at NHTI. It has been in existence for over ten years (formerly called the Single Parent/Displaced Homemaker Program) and has helped hundreds of women and men to obtain degrees and to launch careers.

Students must be enrolled in a career or technical degree, diploma, professional certificate or certificate program and only core courses within those programs will be eligible for consideration.

Financial assistance is available to pay for such costs as tuition, books, and other educational expenses. The Program Director helps students to reach their goals. Support groups and workshops provide ongoing assistance to help students with various educational and parenting issues.

Criteria include:

- be either a single pregnant woman, a single parent, a displaced homemaker, have a documented disability or be of limited English proficiency;
- be a matriculated student in a career or technical degree, diploma, professional certificate or certificate program;



- plan to enroll in 6 credits or more;
- apply for financial aid prior to completing a Transition Program application;
- complete a Transition 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 English for Speakers of Other Languages (ESOL) Tutor, and the Disabilities Coordinator.

#### Veterans Assistance

NHTI is approved for veterans benefits under the Veterans Adjustment Act (GI Bill), the Veterans Educational Assistance Program (VEAP), the Montgomery GI Bill and Dependents Education Assistance Program. Qualified enrolled veterans and their dependents may receive monthly financial benefits as full-time or part-time students. Applications and information on the programs are available from the NHTI Registrar's Office (VA Certifying Officer) and on the GI Bill website, <http://www.GIBILL.va.gov>.

#### Workforce Incentive Program

This is a state and private grant awarded to nursing students who are NH residents and who show an unmet need based on the Free Application for Federal Student Aid (FAFSA). The grant is repaid by rendering nursing service in New Hampshire. Otherwise, the grant becomes a loan, which must be repaid.

#### #Zonta Club of Concord in memory of Eleanor Provencher

Zonta International is a world-wide service organization of executives in business and the professions working together to advance the status of women.

Criteria include:

- female student;
- must be out of high school for 5 years;
- must have completed 12 college credit hours prior to being admitted into a degree program at NHTI;
- 2.5 GPA or higher.

## Financial Aid Return of Funds

#### Return of Federal Title IV Funds: Mandated by Law

*Students who withdraw from the college on or before the 60% point in a semester will have to repay a portion or all of their Federal Pell Grant, Academic Competitiveness Grant, Federal SEOG grant, and Federal Perkins Loan funds to the United States Department of Education.* Unearned portions of the Federal Family Education Loans (Stafford student loans) will be returned to the student's lender.

The exact amount required to be returned will vary depending on the amount of grant and loan money the student received and at what point in time the student withdraws from the College.

In addition, the student will be liable for the balance owed the College for tuition, fees and if applicable, room and board. The student will receive a revised statement of account for the expenses incurred, which will include the reduction and/or loss of Federal Title IV funds.

**Note:** Federal Stafford Loan Programs (FFELP). If a student is in the first year of an undergraduate program, is a first-time borrower under the FFEL Program (Stafford Loan), and withdraws from the college prior to 30 days into the term, the student becomes **ineligible** for the Stafford Loan.

Students who choose to withdraw from the College must complete an official Withdrawal Form. This form must be signed and returned to the Registrar's Office.

## No Pass Grades (Return of Title IV Funds)

Students in the following situation in a given semester will have the unearned portion of that semester's financial aid returned to the federal government:

- are receiving Financial Aid; **and**
- *all grades* issued for a given semester are a combination of "no passing grades"; **and**
- do not have a last date of attendance documented after the 60% period of the semester.

The Return of Title IV calculation will use the "last date of attendance" *or* the 50% period of that semester. Students in this situation may be *required to repay* a percentage of their financial aid.

## What is a Consortium Agreement?

A Consortium Agreement allows a student who is receiving financial aid to benefit from federal and state funds while pursuing a degree, diploma, professional certificate or eligible certificate program at any of New Hampshire's community colleges. A consortium agreement is a formal contract between the college you are attending and the home college. The college the student is enrolled in is considered the Home College. A student who wishes to take a course at a college other than the home college is required to complete a Consortium Agreement with the Home College. Courses taken must be transferable to the student's program. Various financial aid forms and scholarship information are available on your specific college web site. Please contact the Financial Aid Office at your Home College for more information.

## Satisfactory Academic Progress Policy

The Financial Aid Office is required by federal regulations to periodically review financial aid recipients to ensure that they are making academic progress towards the completion of their program of study. Satisfactory academic progress for financial aid recipients is measured by both qualitative and quantitative standards and is an assessment of a student's cumulative academic record while in attendance at the institution.

In general, coursework that is taken while in attendance at this college and applies to your academic program is taken into account when reviewing your academic record for satisfactory academic progress. However, there are some exceptions. Please refer to the table below for a breakdown of how each type of course or credit is treated in the review.

### Academic Periods Included in the Review

The qualitative and quantitative standards of the Satisfactory Academic Progress policy will be used to review the academic progress for all periods of the student's enrollment. Even periods in which the student did not receive Federal Student Aid (FSA) funds will be included in the review. Additionally, periods for which the student was granted academic amnesty will be included in the review.

	Cumulative GPA Component	Completion Rate Component	Maximum Timeframe Component
Regular courses in your program of study	Y	Y	Y
Repeat Courses	Y	Y	Y
Transfer Credits	N	Y	Y
Consortium Credits	N	Y	Y
Developmental/Remedial/ESOL	Y	Y	Y
Incompletes	Y	Y	Y
Audit Courses	N	N	N
Credit by Examination	N	N	Y

### Qualitative Standard

#### Cumulative GPA Component

Must have earned the minimum published CGPA at the published intervals

A student must maintain a minimum cumulative grade point average as noted below to be considered as making satisfactory academic progress.

Total Credits Earned Toward Program	Minimum Cumulative Grade Point Average Required For the Program	
	<u>Certificate/Diploma/ Professional Certificate</u>	<u>Associate</u>
0 – 13	1.50	1.50
14 – 27	2.00	1.70
28 – 40		1.80
41+		2.00

**Quantitative Standard**

**Completion Rate Component** Must complete more than 2/3 of the credits attempted

**Maximum Timeframe Component** Can receive financial aid for up to 150% of the number of credits

A student must successfully complete more than two-thirds (66.66%) of the total credits s/he attempts throughout his/her academic career at the college. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation.

*For example*, a student who has enrolled in 36 credits throughout his/her academic career at the college must pass more than 24 credits in order to be making satisfactory academic progress.

## Maximum Timeframe Component

A student may receive student federal aid for any attempted credits towards his/her program of study as long as those credits do not exceed 150% of the published length of the student's program of study.

*For example*, a student enrolled in an eligible 24 credit certificate program can receive financial aid for up to 36 credits attempted. Likewise, a student enrolled in a program of study that requires 64 credits to earn the degree can receive student federal aid for a maximum of 96 credits attempted.

## Satisfactory Academic Progress Review Process (SAP)

Question	Answer
When is my academic progress reviewed?	At the end of each semester
Are there Probationary Periods?	Yes, Probation & Final Probation
Is there an Appeal Process?	Yes
Can I regain Financial Aid eligibility once I lose it?	Yes

The qualitative and quantitative components of the SAP policy will be reviewed at the end of each semester within the regular academic year of the student's program of study.

Students who meet SAP standards will be coded as making satisfactory academic progress and will retain eligibility for Student Federal Aid for the following semester.

Students who do not meet SAP standards will be placed on SAP probation for one semester. Students placed on SAP probation will retain their eligibility for Student Federal Aid for the following semester.

## Students Placed on SAP Probation

At the end of the probationary period, SAP standards will be reviewed. If the student meets SAP standards, s/he will once again be coded as making satisfactory academic progress and will retain eligibility for Student Federal Aid for the following semester.

If the student is still unable to meet SAP standards, s/he may be placed on SAP final probation unless otherwise determined by the Financial Aid Office. Students placed on SAP final probation will retain their eligibility for Student Federal Aid for the following semester.

## Students Placed on SAP Final Probation

At the end of the final probationary period, SAP standards will be reviewed again. If the student meets SAP standards, s/he will once again be coded as making satisfactory academic progress and will retain eligibility for Student Federal Aid for the following semester.

If the student is still unable to meet the standards for SAP, s/he will no longer be eligible to receive FSA at the institution until such time that s/he is able to meet the standards of SAP.

## Appeal Process

A student who becomes ineligible for federal student aid due to not meeting the financial aid standards of satisfactory academic progress may appeal for a review of that determination. A student who believes s/he has extenuating circumstances that affected his or her ability to progress satisfactorily should appeal in writing within 30 days of the date of the letter indicating a loss of financial aid eligibility. The letter should be addressed to the Financial Aid Appeals Committee and be submitted to the Financial Aid Office. A successful appeal may preserve the student's eligibility for federal student aid in the following semester.

## Academic Amnesty

Students who are granted academic amnesty should be aware that previous grades will be used to evaluate Satisfactory Academic Progress (Quantitative and Qualitative) for financial aid purposes even though they are not included in the new academic grade point average.

## Audit Courses

Financial Aid does not cover any courses a student audits. Further, audit courses are not included for any of the calculated components.

## Consortium Credits

All courses taken at an institution other than the home institution through an official consortium are included in the calculation for completion rate and maximum timeframe components, but are excluded from the student's cumulative GPA component.

## Course Withdrawal

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

## Change of Program

A student who changes his/her academic program may request an appeal of that determination if s/he has changed programs while enrolled at his/her current college. If this appeal is taken up, then only those courses applicable to the new program will be evaluated for the Completion Rate and cumulative GPA components. However, all courses attempted will be evaluated for the Maximum Timeframe component. If, under these circumstances, the student is making satisfactory academic progress, the student will regain eligibility for student aid. If, under these circumstances, the student is not making satisfactory academic progress, the student will not regain eligibility for student aid at that time.

## Credit by Examination

Financial Aid does not cover courses in which a student earns credit through Credit by Examination. Credit by Examinations count toward the maximum time frame component, but are excluded from the student's cumulative GPA component and completion rate components.

## Developmental/Remedial/ESOL Courses

Credits from these courses will be included in the calculations for all three components of the satisfactory academic progress review. Students are only eligible for federal financial aid for up to 24 credit hours of this type of coursework.

## Experiential Learning Credits

Financial Aid does not cover courses in which a student earns credit through Experiential Learning. Experiential Learning Credits count toward the maximum time frame (quantitative) but do not count in qualitative measure (GPA).

## Incompletes

All incompletes must be resolved by the end of the third week of the semester following the receipt of the incomplete grade. If not resolved, the grade is either automatically changed to an "F" or is considered to be an "F" for all components of the satisfactory academic progress review. Financial Aid can be withheld until Incompletes are resolved.

## Repeat Courses

Only the most recent grade for a course that has been repeated will count towards a student's cumulative GPA. Therefore, grades from prior attempts will be excluded from the student's cumulative GPA. However, all attempts including the most current will be included in the calculation for the completion rate and maximum timeframe components. Financial Aid will cover a repeated course only when it is repeated to replace an unacceptable grade as determined by a specific course and/or major.



## Transfer Credits

Credits that are transferred in from another institution and apply to the most current major will be excluded from the student's cumulative GPA. However, they will be included in the calculation for the maximum timeframe component and the completion rate component.

*For further information about the Financial Aid Satisfactory Academic Progress policy, please contact the Financial Aid Office at (603)271-7135.*

## Withdrawal

*The following policies and procedures are used to determine the withdrawal date for any student who withdraws, officially or unofficially, from all classes during a semester.*

### 1. Withdrawal from the College through Official Notification by the Student

- The Registrar's Office is the official authority within the college designated to accept withdrawal notification. If a student communicates to a staff person in the Registrar's office while that person is acting in an official capacity, that communication in whatever form (verbal or written), is considered official notification. Students are urged to submit a signed withdrawal form and/or Add/Drop form to the Registrar's Office to show their intent to withdraw. The date the form is submitted to the Registrar is the withdrawal date and the date of notification to the school. Students may also withdraw from the college by phone, fax or mail. For a phone withdrawal, the Registrar's Office will fill out the appropriate form and date stamp it with a notation that it was a phone withdrawal; for a fax or mail withdrawal, the Registrar's Office will fill out the appropriate form and date stamp it with the mail/fax attached.

### 2. Withdrawal from the College or a Course through Official Notification by the Faculty

- A faculty member may process a withdrawal from the college or a course on behalf of a student who is unable to do so him/herself because of circumstances beyond the student's control (e.g. hospitalization, military transfer, accident). The faculty member will submit the appropriate course/college withdrawal form to the Registrar's office with all information filled out on the student's behalf. If not indicated on the form, a brief explanation must accompany the form indicating why the student is unable to complete the withdrawal him/herself. The date the form is submitted to the Registrar is the withdrawal date and the date of notification to the college.

### 3. Withdrawal from the College without Notification to the College (Dropout)

- If a student ceases attendance without providing official notification, the withdrawal date will be the midpoint of the semester, unless the Registrar is notified otherwise (see below). Students who stop attending class after the add/drop period will receive an AF from the instructor at the end of the semester. An AF grade is computed into the student GPA as an F. However, an instructor may also give an AF grade at any point during the semester for violation of the instructor's individual attendance policy, for disruptive classroom behavior, or for unsafe clinical practice (see AF grade definition). In this instance the instructor will submit the AF grade to the Registrar on a designated form. The date the form is submitted will be the date of notification.



# PROGRAMS OF STUDY



\* **What if I need more time to complete my program?**

While the programs on the following pages are designed to be completed in the format stated, many students choose to take more time, depending on their individual circumstances. Students who anticipate taking more time, or decide while in the program to do so, are strongly urged to consult with their department head each semester to ensure that prerequisite requirements are met and course selection is appropriate.

**Note:**

1. Refer to individual program pages for specific Admission requirements.
2. Number sequencing in the columns to the right of the course name means the following:

**CL Column (first digit)**

Numbers in the CL column designate the number of lecture/classroom hours per week for the course.

**LAB Column (second digit)**

Numbers in the LAB column designate the number of simulation laboratory, laboratory or clinical hours per week for the course.

**CR Column (third digit)**

Numbers in the CR column designate the number of credit hours for the course.

# BUSINESS PROGRAMS

## Accounting

**Excellent** is the best word to describe the career potential for today's accounting students. The U.S. Bureau of Labor Statistics states that accounting will be one of the hottest job markets through 2014. Accounting is a critical component of every type and size of business and industry including government, health care, education, not-for-profit, and military organizations. Entry-level accounting employees provide much of the information used by these organizations to help them make financial decisions.

The NHTI Accounting program provides a broad educational background for students who seek careers in accounting, business or finance. Courses in accounting, business law, management, marketing, spreadsheets, economics, English and mathematics are all part of the program.

The NHTI Accounting degree is designed to provide students with accounting skills that prepare them for a variety of entry-level positions and/or transfer to four-year colleges and universities.

The degree of Associate in Science degree with a major in Accounting is awarded upon successful completion of the program. The NHTI Accounting degree program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

NHTI has transfer affiliations with four year institutions including:

- Daniel Webster College
- Franklin Pierce University
- New England College
- Plymouth State University
- Rivier College
- Southern New Hampshire University

Students have also transferred to:

- Bryant College
- Bentley College

### Specific Admission Requirements

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. High school Algebra I with a grade of "C" or higher **or** NHTI's MT 103 **and** MT 104, both with grades of "C" or higher.

### FIRST YEAR

#### FALL SEMESTER

			CL	LAB	CR
#	AC 101	Accounting I	3	0	3
#	BU 170	Principles of Marketing	3	0	3
	EN 101	English Composition	4	0	4
	IT 102	PC Applications	3	0	3
	MT 123	Intermediate Algebra	4	0	<u>4</u>
					17

#### SPRING SEMESTER

#	AC 102	Accounting II	3	0	3
	EN 120	Communications <b>or</b>			
	EN xxx	English Elective	3-4	0	3-4
	IT 200	Spreadsheets	3	0	3
	MT 125	Finite Math	4	0	4
	XX xxx	Science Elective*	3-4	0	<u>3-4</u>
					16-18

### SECOND YEAR

#### FALL SEMESTER

			CL	LAB	CR
#	AC 205	Intermediate Accounting I	4	0	4
#	AC 250	Cost Accounting	3	0	3
#	BU 225	Business Law I	3	0	3
#	BU 270	Principles of Management	4	0	4
	EO 101	Macroeconomics	3	0	<u>3</u>
					17

#### SPRING SEMESTER

#	AC 206	Intermediate Accounting II	4	0	4
#	AC 230	Taxes	4	0	4
#	BU 250	Principles of Finance	3	0	3
	EO 102	Microeconomics	3	0	3
	XX xxx	Humanities/Fine Arts/ Foreign Language Elective	3-4	0	<u>3-4</u>
					17-18

#### TOTAL CREDITS

67-70

# Indicates major field courses.

\* BI 100, CH 100 and PH 100 do not meet this requirement.

### Technical Requirements

Students who enroll in the program should comprehend the English language, both oral and written, and have sufficient manual dexterity to produce legible written documents in a timely manner. They should be able to sit or stand at a desk or workstation and stay on task for extended periods of time. They should be detail-oriented, able to read small print, and perform basic mathematical operations.

### NHTI Faculty Profile

**Lynn P. Hedge (I)**

Professor of Accounting  
NHTI Student Senate Positive Influence Award

**Laura Z. Morgan, CPA (r)**

Professor of Accounting  
ACBSP Northeast Region Teaching Excellence Award



Professors Hedge and Morgan are very proud to be teaching at NHTI, preparing our students for successful careers in accounting and business. The 21<sup>st</sup> century business environment offers excellent long-range employment opportunities. In addition, many of our graduates take advantage of the growing number of transfer options to continue their education at the baccalaureate level and beyond.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Business Administration

The Business Administration 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 many areas of business. The associate degree curriculum includes courses in accounting, business law, supervision, computer applications, economics, English, mathematics and applied behavioral sciences.

The curriculum in the first year is common to all areas. This allows the student flexibility in choosing an option area. In their second year, students have the choice of concentrating in one of four option areas: Business Administration, Marketing, Real Estate, or Health Management. The degree of Associate in Science with a major in Business Administration is awarded upon successful completion of the program, regardless of the option chosen.

NHTI has transfer affiliations with four year institutions including:

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

Students have also transferred to:

- Babson College
- Bryant College
- Bentley College

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

### FIRST YEAR

#### COMMON TO ALL OPTIONS

FALL SEMESTER			CL	LAB	CR
AC	101	Accounting I	3	0	3
# BU	101	Introduction to Business	3	0	3
EN	120	Communications <i>or</i>	3	0	3
EN	xxx	English Elective	3	0	3
IT	102	PC Applications	3	0	3
MT	123	Intermediate Algebra	4	0	<u>4</u>
					17
SPRING SEMESTER			CL	LAB	CR
AC	102	Accounting II	3	0	3
# BU	150	Supervision	3	0	3
# BU	170	Principles of Marketing	3	0	3
EN	101	English Composition	4	0	4
MT	125	Finite Math	4	0	<u>4</u>
					17

## Specific Admission Requirements

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. High school Algebra I with a grade of "C" or higher *or* NHTI's MT 103 and MT 104, both with grades of "C" or higher.

### Additional notes:

- The following courses may be offered evenings only: all RE courses, HS 101, HS 104, and GE 130.
- Science requirements may be substituted, e.g., for a transfer student, with Department Head approval.

### Internship Considerations

While not required in all options, internships are encouraged as an additional course. The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

### SECOND YEAR

#### BUSINESS ADMINISTRATION OPTION

FALL SEMESTER			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
EO	101	Macroeconomics	3	0	3
# XX	xxx	Business Elective *	3-4	0	<u>3-4</u>
					16-17
SPRING SEMESTER			CL	LAB	CR
# BU	242	Business Ethics	3	0	3
# BU	293	Managerial Decision Making	2	2	3
EO	102	Microeconomics	3	0	3
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective	3	0	3
XX	xxx	Lab Science Elective **	3	2	<u>4</u>
					16
<b>TOTAL CREDITS</b>					<b>66-67</b>



### NHTI Alumni Profile

**Tom Henley**

Class of 2003

**Major:** Management

Tom graduated from Kearsarge Regional High School and enrolled at NHTI during the fall 2001 semester to study business. After graduating with an Associate of Science Degree in Business Administration in 2003, Tom transferred to Keene State College, where he earned his Bachelor's Degree in Business Management in 2005. He currently works for Sodexo Food Service at New England College in Henniker.

*"The small classes at NHTI gave me the opportunity to have close contact with the faculty – I really valued their input. I also appreciated being able to enroll in many general education courses, closer to home, at a lower cost, before transferring to a four year college"*

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## SECOND YEAR

## MARKETING OPTION

FALL SEMESTER				CL	LAB	CR
# BU 174	Principles of Sales	<i>or</i>		3	0	3
# BU 180	Principles of Retailing			3	0	3
# BU 261	Advertising			3	0	3
# BU 225	Business Law I			3	0	3
EO 101	Macroeconomics			3	0	3
IT 270	Web Design and Development I			2	2	2
						15
SPRING SEMESTER				CL	LAB	CR
# BU 242	Business Ethics			3	0	3
IT/BUxxx	Elective	<i>or</i>		3-4	0	3-4
# BU 295	Marketing Internship			0	9	3
EO 102	Microeconomics			3	0	3
XX xxx	Humanities/Fine Arts/ Foreign Language Elective			3	0	3
XX xxx	Lab Science Elective			3	2	4
						16-17
TOTAL CREDITS						65-66

## REAL ESTATE OPTION

FALL SEMESTER				CL	LAB	CR
# BU 225	Business Law I			3	0	3
EO 101	Macroeconomics			3	0	3
# RE 101	Fundamentals of Real Estate			3	0	3
# RE 224	Real Estate Finance and Investment			3	0	3
XX xxx	Humanities/Fine Arts/ Foreign Language Elective			3	0	2
						15
SPRING SEMESTER				CL	LAB	CR
# BU 242	Business Ethics			3	0	3
EO 102	Microeconomics			3	0	3
# RE xxx	Real Estate Elective	<i>or</i>		3	0	3
# RE 201	Real Estate Internship I			0	9	3
# RE 225	Property Management			3	0	3
XX xxx	Lab Science Elective	**		3	2	4
						16
TOTAL CREDITS						65

HEALTH MANAGEMENT  
OPTION

FALL SEMESTER				CL	LAB	CR
# BU 225	Business Law I			3	0	3
# BU 270	Principles of Management			4	0	4
# BU 221	Health Care Management in the US			3	0	3
EO 101	Macroeconomics			3	0	3
HS 101	Medical Terminology			3	0	2
						16
SPRING SEMESTER				CL	LAB	CR
BI 120	Human Biology			3	2	4
EO 102	Microeconomics			3	0	3
GE 130	Public Policy and Aging			3	0	3
HS 104	Health Care Data Content and Delivery Systems			3	0	3
PI 242	Contemporary Ethical Issues			3	0	2
						16
TOTAL CREDITS						66

# Indicates major field course.

\* Any BU, AC, IT, or RE course that is not a required course.

\*\* BI 100, CH 100 and PH 100 DO NOT meet the science requirement.



## NHTI Alumni Profile

**Tricia Sheridan**

Class of 2003

**Major:** Marketing and  
Management

Tricia came to NHTI from Winnacunnet High School. Tricia graduated from NHTI in May 2003 and transferred to Keene State College, where she completed her Bachelor's Degree in Business Management in 2005. While at NHTI, Tricia was very active with the Boys and Girls Club, Alternative Spring Break and the Campus Activities Board. Her goal is to work in a management position with a non-profit organization.

*"While at NHTI I discovered my interests and with the help of the faculty and staff was able to find ways to successfully attain my goals"*



## 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 in Science in Business Administration with a Concentration in Sports Management will be awarded upon successful completion of the program.

The Sports Management program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
EN	101	English Composition		4	0	4
IT	102	PC Applications		3	0	3
MT	123	Intermediate Algebra		4	0	4
# SM	101	Introduction to Sports Management		3	0	3
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective		3	0	3
						17
SPRING SEMESTER						
# AC	101	Accounting I		3	0	3
# BU	150	Supervision		3	0	3
# EN	120	Communications <i>or</i>				
# EN	xxx	English Elective		3	0	3
MT	125	Finite Mathematics		4	0	4
# SM	180	Public Relations and Advertising for the Sports Industry		3	0	3
						16

### SECOND YEAR

FALL SEMESTER						
# AC	102	Accounting II		3	0	3
# BU	270	Principles of Management		4	0	4
EO	101	Macroeconomics <i>or</i>				
EO	102	Microeconomics		3	0	3
# SM	170	Sports Marketing		3	0	3
# SM	225	Sports Law		3	0	3
						16
SPRING SEMESTER						
# SM	xxx	Sports Management Elective <i>or</i>		3	0	3
	SM	290 Sports Management Internship		0	9	3
# SM	210	Sports and Fitness Facilities Management		3	0	3
# SM	250	Sports and Society		4	0	4
SO	xxx	Social Science Elective+		3	0	3
XX	xxx	Science Elective*		3	0-2	3-4
						16-17

### TOTAL CREDITS

65-66

# Indicates major field courses.

+ Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).

\* BI 100, CH 100 and PH 100 do not meet this requirement.



## NHTI Faculty Profile

**Michael Moffett**  
Department Head,  
Sports Management

B.S., Plymouth State University  
M.Ed., Plymouth State University

Michael Moffett has taught in the NHTI Sports Management program since its inception in 1997. Moffett

did his undergraduate work at the University of New Hampshire and at Plymouth State University, where he also earned a Master's Degree in Education. Besides teaching on the high school level and at Plymouth State University, Moffett spent 14 years in College Sports Information and Public Relations. A former sports columnist, Moffett has helped produce cable television sports programming. A Persian Gulf veteran and a Lieutenant Colonel in the Marine Corps Reserve, Moffett has also served as a Department Head at the summer Marine Corps Enlisted Commissioning Prep School in San Diego.

*"The Sports Management program at NHTI offers wonderful opportunities for those seeking careers associated with the high-energy and people-centered sports industry. Students get broad exposure as to how business, management, and marketing principles apply to sports-related endeavors. A Sports Management degree not only gives an NHTI graduate an edge concerning employment opportunities in this field but could also be a stepping stone to baccalaureate and graduate degrees as well."*

## Specific Admission Requirements

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. High school Algebra I with a grade of "C" or higher *or* NHTI's MT 103 *and* MT 104, both with grades of "C" or higher.

## Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## Hotel Administration

The hotel industry continues to grow and expand globally, and New Hampshire's hotel industry has been no exception. The opportunities for professional growth within the hospitality industry are excellent. The curriculum will prepare students for positions in the hotel industry such as: front office operations, event and meeting planning, and sales and marketing assistant. The program emphasizes customer service, communications, hotel operations, marketing, accounting, and legal issues.

There are many travel opportunities through NHTI's travel education programs. Past trips have included: World Travel Market Expo, London, England; New York Times Travel Show, NYC; Boston Globe Travel Show, Boston; China; Bermuda; Spain; and Orlando, FL. (*Additional fees may apply.*)

The degree of Associate in Science with a major in Hotel Administration will be awarded upon successful completion of the program.

The Hotel Administration program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
EN	101	English Composition		4	0	4
#	GY	135	Destination Travel Geography I	3	0	3
	IT	102	PC Applications	3	0	3
	MT	120	Contemporary College Mathematics <sup>^</sup> <i>or</i>	4	0	4
	MT	123	Intermediate Algebra <sup>^</sup>	4	0	4
#	TR	101	Introduction to the Hospitality and Tourism Industry <sup>¥</sup>	3	0	3
						17

### SPRING SEMESTER

AC	101	Accounting I		3	0	3
BU	170	Principles of Marketing		3	0	3
EN	120	Communications		3	0	3
#	HR	110	Introduction to Hotel Operations	3	0	3
#	HR	205	Quality Service Management	3	0	3
						15



### NHTI Faculty Profile

**Maryanne S. Adams**

*Department Head,  
Travel and Tourism/  
Hotel Administration*

B.S., Hood College  
M.S., New Hampshire College  
M.B.A., Plymouth State University

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.

*"With our global economy, travel has become a necessity. Understanding the needs of diverse cultures is the basis for delivering excellent service in a hospitality environment."*

### Specific Admission Requirements

1. College preparatory course (or equivalent) in English and/or Communications; good verbal abilities and writing skills are major considerations for acceptance into the Travel and Tourism and Hotel Administration programs;
2. High school Algebra I with a grade of "C" or higher *or* NHTI's MT 103 and MT 104 with grades of "C" or higher;
3. Computer keyboarding skills are essential.

**NOTE:** Students must maintain Internet access, including a professional working e-mail address, throughout their participation in this program.

### SECOND YEAR

#### FALL SEMESTER

BU	225	Business Law I <i>or</i>				
#	HR	227	Legal Issues for the Hospitality Industry*	3	0	3
	FL	xxx	Foreign Language**	3	0	3
#	HR	225	Front Office Operations	3	0	3
#	HR	245	Event, Meeting and Convention Planning	3	0	3
	XX	xxx	Lab Science Elective***	3	2	4
						16

#### SPRING SEMESTER

HI	221	New Hampshire History <i>or</i>				
HI	xxx	History Elective+	3	0	3	
#	HR	260	Hospitality Sales and Marketing <i>or</i>	3	0	3
#	HR	290	Hotel Administration Internship	0	9	3
#	HR	269	Food and Beverage Management <i>or</i>	3	0	3
#	HR	270	Catering Operations	3	0	3
#	HR	293	Senior Hospitality Seminar	2	0	2
XX	xxx	General Education Elective	3-4	0	3-4	
XX	xxx	General Education Elective	3-4	0	3-4	

#### TOTAL CREDITS

**65-67**

# Indicates major field courses.

<sup>^</sup> Math course can be MT 120, MT 123 or higher level course, excluding MT 129

<sup>¥</sup> A Travel Fee of \$75 will be assessed for all students taking TR 101.

The money will be used to defray some of the costs associated with student travel experiences. There will be additional costs to students associated with some of the more extensive trips.

\* HR 227 is offered only in the evening

\*\* FL 104 and FL 105 do not meet this requirement.

\*\*\* BI 100, CH 100 and PH 100 do not meet this requirement.

+ Excludes HI 104 and HI 105

#### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

## Health, Character, and Technical Standards for the Travel and Tourism and Hotel Administration Associate Degree and Certificate programs

Technical standards have been established to provide guidance to students regarding skills and abilities required to function successfully in the Hospitality programs and ultimately in the Tourism/Hospitality profession. Students in the Travel and Tourism and Hotel Administration associate degree programs and any of the related certificate programs must be able to demonstrate:

1. the ability to act in a professional manner on field trips or at internship locations;
2. sufficient vision, hearing, and verbal abilities to express and exchange information and ideas, as well as to interpret important instructions in the classroom or at internship locations;
3. the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with extreme variations in workload and stress levels.

Although not a technical standard for entry into the Hospitality programs, applicants should be aware that some positions may require the physical ability to stand for long periods and to lift up to 70 pounds.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**



## Travel and Tourism

The Travel and Tourism program prepares students for an exciting career in the tourism industry. The goal of the program is for students to understand the interrelationships between tourism and the local, state, and global economies. The emphasis throughout the program is on relationship marketing, sales, and service. Students have the opportunity to explore the diverse career avenues one may take in the tourism industry. Examples of tourism careers include home-based travel agent, travel agent, airline agent, tour guide, guest services, and tourism marketing assistant. Growth within the industry continues at a good pace with good starting salaries and benefits.

At NHTI, emphasis is placed on the components of the tourism industry: transportation, geography, hospitality, quality service, attractions, and food and beverage operations. Internships are encouraged to gain experience in the tourism industry. Students have worked in a variety of locations including the New Hampshire State Tourism Office, Concord Chamber of Commerce, AAA of Concord, and Walt Disney World.

There are many travel opportunities through NHTI's travel education programs. Past trips have included: World Travel Market Expo, London, England; New York Times Travel Show, NYC; Boston Globe Travel Show, Boston; China; Bermuda; Spain; and Orlando, FL. (*Additional fees may apply.*)

The degree of Associate of Science with a major in Travel and Tourism will be awarded upon successful completion of the program.

The Travel and Tourism program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
	EN	101	English Composition	4	0	4
#	GY	135	Destination Travel Geography I	3	0	3
	IT	102	PC Applications	3	0	3
	MT	120	Contemporary College Mathematics <sup>^</sup> <b>or</b>	4	0	4
	MT	123	Intermediate Algebra <sup>^</sup>	4	0	4
#	TR	101	Introduction to the Hospitality and Tourism Industry <sup>¥</sup>	3	0	3
						17

### SPRING SEMESTER

	AC	101	Accounting I	3	0	3
	BU	170	Principles of Marketing	3	0	3
	EN	120	Communications	3	0	3
#	GY	137	Destination Travel Geography II	3	0	3
#	HR	205	Quality Service Management	3	0	3
						15

### Specific Admission Requirements

1. College preparatory course (or equivalent) in English and/or Communications; good verbal abilities and writing skills are major considerations for acceptance into the Travel and Tourism and Hotel Administration programs;
2. High school Algebra I with a grade of "C" or higher **or** NHTI's MT 103 and MT 104 with grades of "C" or higher;
3. Computer keyboarding skills are essential.

### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
	BU	225	Business Law I <b>or</b>			
#	HR	227	Legal Issues for the Hospitality Industry*	3	0	3
	FL	xxx	Foreign Language**	3	0	3
#	TR	210	E-Travel	2	2	3
	XX	xxx	Lab Science Elective***	3	2	4
	XX	xxx	Travel Elective+	3	0	3
						16

### SPRING SEMESTER

#	TR	280	Senior Travel Seminar	2	0	2
#	TR	290	Travel Internship <b>or</b>	0	9	3
	HR	260	Hospitality Sales and Marketing	3	0	3
	HI	221	New Hampshire History <b>or</b>			
	HI	xxx	History Elective++	3	0	3
	XX	xxx	General Education Elective	3-4	0	3-4
	XX	xxx	General Education Elective	3-4	0	3-4
	XX	xxx	Travel Elective+	3	0	3
						17-19
<b>TOTAL CREDITS</b>						<b>65-67</b>

# Indicates major field courses.

<sup>^</sup> Math course can be MT 120, MT 123 or higher level course, excluding MT 129

<sup>¥</sup> A Travel Fee of \$75 will be assessed for all students taking TR 101. The money will be used to defray some of the costs associated with student travel experiences. There will be additional costs to students associated with some of the more extensive trips.

\* HR 227 is offered only in the evening

\*\* FL 104 and FL 105 do not meet this requirement.

\*\*\* BI 100, CH 100 and PH 100 do not meet this requirement.

+ Any course with a prefix of AC, BU, HR, IT, or TR

++ Excludes HI 104 and HI 105

**NOTE:** Students must maintain Internet access, including a professional working e-mail address, throughout their participation in this program.

Health, Character and Technical Standards, see page 23.



### Student Travel Experience London: Fall 2006

The Travel and Tourism/Hotel Administration students spent 6 days in London to attend the World Travel Market Show. The students met with industry representatives from all over the world to discuss tourism and marketing to their regions. The trip included a day at Windsor Castle and a day trip to Paris. Past trips have included, Orlando, Spain, China, Quebec City, Bermuda and the Caribbean.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

# COMPUTER PROGRAMS

## Animation and Graphic Game Programming

The business of computer game development in the United States has recently passed the \$10 billion dollar annual sales level. In Boston and the surrounding areas alone, there are over 50 companies in the computer game development industry, an industry that is fast-growing and offers opportunities for a wide variety of jobs.

Creating computer game programs is challenging and fascinating! The love of computer games is desirable for this degree, but creating computer games is not the same as playing them. Successful programmers in computer game development possess high levels of skill and expertise in programming languages, math, and physics, and may expect long hours of research and development.

Teams at companies developing computer games fall into two major categories: creative graphic artists and programmers. The AGGP curriculum focuses primarily on programming aspects, however, introduction to the tools and skills of artistic digital design will be covered. Each student will be required to develop a portfolio to display their talents and creative capabilities and will be expected to take part in a computer project with a game development company to gain "real world" experience. Students will be introduced to computer game development initially with Adobe Flash using the programming language ActionScript and will progress from 2-D to 3-D game development using programming languages C++ and C# with DirectX, XNA for Xbox 360s and 3D engines.

This program prepares students for:

- entry level computer programming jobs in the entertainment business or in industries such as medical, forensics, architectural, training development, advertising or any industry incorporating animation and graphics to improve communication; and/or
- advanced education in animation and graphics at degree-granting or specialized schools focused on the entertainment fields.

The degree of Associate in Science with a major in Animation and Graphic Game Programming will be awarded upon successful completion of all program requirements. Please visit [www.nhti.edu/academics/academicprograms/degaggp.html](http://www.nhti.edu/academics/academicprograms/degaggp.html)

### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

FIRST YEAR				
FALL SEMESTER			CL	LAB CR
# AG 101	Introduction to Game Design and Creation with Programming		2	3 3
# CP 107	Introduction to Programming with C++		2	3 3
# DV 193	Introduction to Photoshop		3	0 3
EN 101	English Composition		4	0 4
MT 123	Intermediate Algebra <i>or</i>			
MT 133	Elementary Functions *		4	0 4
				17
SPRING SEMESTER				
# AG 110	Math and Physics for Game Programmers		2	3 3
# AG 120	Advanced Topics in C# and C++		2	3 3
# AG 130	Introduction to 2-D Game Development		2	3 3
EN 120	Communications <i>or</i>			
EN 125	Communication and the Literature of Science and Technology		3	0 3
FA xxx	Fine Arts ***		2	3-4 3-4
PH 133	Physics I: Mechanics, Heat <i>or</i> *			
XX xxx	Science Elective +		3-4	0 3-4
				18-20

SECOND YEAR				
FALL SEMESTER			CL	LAB CR
# AG 225	3-D Game Engine Application Development		2	3 3
# AG 290	Project Definition and Portfolio Specifications		1	0 1
# CP 235	Algorithms with Object Oriented Programming		3	3 4

Students must take one of the following Fine Arts (FA) courses not taken first year, second semester:

FA xxx	Fine Arts ***		2	3-4 3-4
XX xxx	Humanities/Fine Arts/ Foreign Language Elective		3	0 3
XX xxx	Social Science Elective **		3	0 3
				17-18

SPRING SEMESTER				
# AG 235	Digital Art Modeling and Animation		2	3 3
# AG 250	DirectX Application Development with C++		2	3 3
# AG 292	Portfolio Development		1	3 2
# AG 293	Animation and Graphic Game Programming Project		1	4 3
# CP 252	Networking and Internet Technologies		3	3 4
				15
				67-70

- TOTAL CREDITS**
- # Indicates major field courses.
- \* Recommend the combination of MT 133 Elementary Functions and PH 133 Physics I: Mechanics, Heat for those students planning to continue their education. One of the following math courses must be completed as part of the AGGP curriculum to graduate: MT 123, MT 133, MT 134, MT 205.
- \*\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).
- \*\*\* Required to take two FA xxx courses as part of the degree. Required to take FA 101 but may select the second course from the following: FA 103, FA 104, FA 120, FA 130, FA 133, FA 201 or FA 210.
- + BI 100, CH 100, and PH 100 do not meet this requirement.

(There exists a three year path through the above two year curriculum for those student who need a reduced load. Contact Professor Simkin at [tsimkin@ccsnh.edu](mailto:tsimkin@ccsnh.edu) for details.)

### Specific Admission Requirements

1. **Minimum Math Requirement:** Provides the ability to complete the AGGP curriculum and the ability to obtain an initial job. High school algebra I with a grade of "C" or higher or NHTI's MT 103 Algebra I - Part I and MT 104 Algebra I - Part II, both with grades of "C" or higher. A mathematics assessment test is required prior to registration into MT 123 Intermediate Algebra. (Prepares students for MT 123 math track.)  
**Preferred Math:** Ability to create more effective games in the AGGP curriculum and improves transferability to some other colleges. High school algebra I, algebra II, and geometry with grades of "C" or higher, or NHTI's MT 108 Introductory Technical Mathematics I and MT 109 Introductory Technical Mathematics II both with grades of "C" or higher. A mathematics assessment test is required prior to registration into MT 133 Elementary Functions. (Prepares students for MT 133 math track.)  
**Best Math:** Ability to make very effective games while in the AGGP program and improves transferability to a wide range of colleges. Those students who have had high school math beyond the courses listed for "Preferred Math" listed above should take MT 205 Calculus. Most major schools offering a BS degree in game development require Calculus in the initial first two years. A mathematics assessment test is required and/or approval of the Department Head prior to registration into MT 205 Calculus.
2. High school level physics is recommended.
3. Basic working knowledge of the Windows operating system, word processing, spreadsheets, presentation software, and the Internet or IT 102 PC Applications with a grade of "C" or higher. (Students may be required to take computer skills assessment test.)

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## Information Technology

The Information Technology (IT) Associate Degree program prepares students to start or advance an IT career or to transfer seamlessly to a 4 year college. If you enjoy working with computers, earning an IT degree will help you turn that interest into a professional career. Our alumni who specialized in Networking are employed in a wide range of jobs from configuring and repairing PC's to technical support to administering and designing networks. Those who specialized in Applications Development are now programmers, database administrators or web site developers.

All degree candidates study core IT competencies including programming, database design, home and small businesses networking, and personal computer hardware and software. In their second year, students concentrate in either network design and administration or applications development (programming/database/Internet)

The degree of Associate in Science with a major in Information Technology is awarded upon successful completion of the program. Some graduates continue their formal education in a bachelor degree program at another college. The NHTI IT department has a transfer agreement with Southern New Hampshire University or students can take advantage of a dual enrollment program with UNH-Manchester. Others begin or continue their professional careers directly.

- The Information Technology Department at NHTI is a regional and local Cisco Networking Academy. Students choosing the Network Option take four Cisco courses – *Networking for Home and Small Businesses (IT 150)*, *Networking at a Small-to-Medium Business or ISP (IT 152)*, *Introducing Routing and Switching in the Enterprise (IT 250)*, and *Designing and Supporting Computer Networks (IT 252)*. These courses prepare students to sit for the Cisco Certification exams (CCENT and CCNA).
- The department also offers a course in Personal Computer Hardware and Software (IT 108) which prepares students to sit for the CompTIA A+ certification, a widely recognized vendor-neutral certification for service technicians.
- Students choosing the Applications Development option learn object oriented programming, database design, Visio modeling and SQL. They program in five languages: C#.NET, HTML, VB.NET, Java and SQL. They then apply these skills in business application development for Windows or web environments.

### Senior Internship

All students are required to complete a senior internship in the area of their concentration and career goals. The internship provides real-life experience applying skills learned in the classroom. Employers work closely with the students and professors to ensure an environment that enhances each student's education, provides experience and introduces the student to the IT business environment.

### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.



### NHTI Faculty Profile

**Aaron Conn**

*Assistant Professor Information Technology*

A.S., NHTI, Concord's Community College;  
B.S., Southern New Hampshire University

*"I came to NHTI the same time I started high school. I was looking to not only get a head start on an information technology degree, but earn my degree from a college that would give me transferability of those courses to a four year institution (so I wouldn't have to start over as a freshman). NHTI gave me all that, along with the technical skills I needed to run my own business. Now, as a professor at NHTI, I can share my real-life experiences with students in the classroom."*

### FIRST YEAR

#### FALL SEMESTER

			CL	LAB	CR
EN	101	English Composition	4	0	4
# IT	106	IT Career Topics *	1	0	1
# IT	107	Office Applications for IT *	1	0	1
# IT	140	Database Design and Management	2	2	3
# IT	150	Networking for Home and Small Businesses	2	2	3
MT	123	Intermediate Algebra	4	0	4
SO	xxx	Social Science Elective +	3	0	3
					19

#### SPRING SEMESTER

##### APPLICATIONS DEVELOPMENT OPTION

EN	125	Communications and the Literature of Science and Technology <b>or</b>			
EN	xxx	English Elective	3	0	3
# IT	108	Personal Computer Hardware and Software	2	2	3
# IT	110	Programming Fundamentals	2	2	3
# IT	270	Web Design and Development	2	2	3
MT	125	Finite Mathematics	4	0	4
					16

##### NETWORKING OPTION

EN	125	Communications and the Literature of Science and Technology <b>or</b>			
EN	xxx	English Elective	3	0	3
# IT	108	Personal Computer Hardware and Software	2	2	3
# IT	109	Scripting for System Management	2	2	3
# IT	152	Networking at a Small-to-Medium Business or ISP	2	2	3
MT	125	Finite Mathematics	4	0	4
					16

# Indicates major field courses

\* Student will take IT 106 in the first half of the semester and IT 107 in the second half.

+ Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105)

### Specific Admission Requirements

- High school Algebra I with a grade of "C" or better **or** NHTI's MT 103 and MT 104 with grades of "C" or better;
- Computer keyboarding skills are assumed.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*



## SECOND YEAR

## APPLICATIONS DEVELOPMENT OPTION

FALL SEMESTER				CL	LAB	CR
# IT	210	Object Oriented Programming in Java		2	2	3
# IT	212	Visual Basic.NET		2	2	3
# IT	220	Supporting IT Systems		2	2	3
# IT	280	Windows Server Operating System		2	2	3
# IT	292	Senior IT Internship Preparation		1	0	1
XX	xxx	Science Elective ++		3-4	0	3-4
				16-17		
SPRING SEMESTER						
# IT	214	Advanced Visual Basic.NET		2	2	3
# IT	240	Database Implementation		2	2	3
# IT	294	Senior IT Internship		1	4	3
XX	xxx	General Education Elective		3-4	0	3-4
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective		3	0	3
				15-16		
TOTAL CREDITS				66-68		



## NHTI Alumni Profile

## Dan Graichen

Class of 2006

Information Technology

*"The classes I took at NHTI helped me to become an A+ Certified Computer Technician and Cisco Certified Network Associate (CCNA). My instructors were very supportive, and made going to class a lot of fun. Their depth of experience in the field gave valuable insight into how things "really"*

*worked. After NHTI, I enrolled at SNHU. Since graduating, I have a great job working in the Network Operations Center for Liberty Mutual. The technical skills I learned at NHTI really helped me to get this job. I am actually still enrolled at NHTI, taking the next level of Cisco networking certification classes (CCNP)."*



The NHTI Gamers League offers students a unique opportunity to interact with other students and faculty in a non-academic setting. Students are able to develop leadership skills and meet new people from other academic disciplines in a fun and friendly environment.

SECOND YEAR  
NETWORKING OPTION

FALL SEMESTER						
# IT	220	Supporting IT Systems		2	2	3
# IT	250	Introducing Routing and Switching in the Enterprise		2	3	3
# IT	280	Windows Server Operating Systems		2	2	3
# IT	292	Senior IT Internship Preparation		1	0	1
# IT	xxx	Information Technology Elective		2	2	3
XX	xxx	Science Elective ++		3-4	0	3-4
				16-17		
SPRING SEMESTER						
# IT	252	Designing and Supporting Computer Networks		2	3	3
# IT	262	Network Security I		2	2	3
# IT	294	Senior IT Internship		1	4	3
XX	xxx	General Education Elective		3-4	0	3-4
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective		3	0	3
				15-16		
TOTAL CREDITS				66-68		

# Indicates major field courses.

++ BI 100, CH 100 and PH 100 do not meet this requirement.

## Transfer Opportunities

If your goal is a 4-year degree in Information Technology (IT), you can complete your first two years at NHTI in the Associate in Science in IT program and transfer seamlessly to Southern New Hampshire University or UNH at Manchester.

The dual admission program with UNH-Manchester requires you to apply only once. Starting at NHTI can save you money for both programs. Contact Department Head Tom Laurie (603) 271-2369 for more information.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

# ENGINEERING TECHNOLOGY PROGRAMS

## Architectural Engineering Technology

The AET program combines architecture and engineering theory with a solid foundation in mathematics and science. Students in the program study the architectural design process of a variety of building types and develop skills in sketching and computer aided drawing. Students learn structural and environmental systems theory, methods of construction, statics and strength of building materials, surveying and professional practices. *A 3-year version of this program is available. Contact the Department Head for details.*

The degree of Associate in Science 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), 111 Market Place, Suite 1050, Baltimore, MD 21202—Telephone (410) 347-7700.

NHTI has transfer affiliations with four year institutions including:

- Boston Architectural College
- Roger Williams University

Please refer to *page 81* for suggestions on transferring to other institutions. (*Credits earned in Engineering Technology at NHTI are fully transferable to all TAC/ABET accredited BS of Engineering Technology programs.*)

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
#	AR	103	Architectural Graphics and Sketching	2	2	3
#	AR	120	Materials and Methods of Construction	4	0	4
	MT	133	Elementary Functions	4	0	4
	PH	133	Physics I: Mechanics, Heat	3	2	4
				15		

### SPRING SEMESTER

#	AR	104	Architectural Design Studio 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
	IT	102	PC Applications	3	0	3
				18		

## NHTI Alumni Profile

**Danielle Barrett**

**Class of 2006 – High Honors**

**Major: Architectural Engineering Technology**



*"I chose NHTI straight out of high school for the low tuition, relatively small campus, and the ability to dive into my major without first taking two years of core classes. It was here that I gained valuable knowledge about construction techniques, computer aided design programs, and numerous friends and future professional contacts along the way. The professors were always available and encouraging, and the hands-on teaching style made NHTI stand out from all other schools. I plan to enter the work force with my degree because I feel my education in the field of AET has established a solid foundation which will ensure my success. I truly enjoyed my time here."*

### SECOND YEAR

#### ARCHITECTURAL ENGINEERING TECHNOLOGY OPTION

FALL SEMESTER				CL	LAB	CR
#	AR	202	Architectural Design Studio II	2	2	3
#	CV	220	Surveying	2	3	3
#	CV	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: Light, Sound, Electricity	3	2	4
	XX	xxx	Humanities/Fine Arts/ Foreign Language Elective	3-4	0	3-4
				20-21		

#### SPRING SEMESTER

#	AR	250	Environmental Systems	3	0	3
#	AR	270	Construction Management	3	0	3
#	AR	297	Architectural Design Studio III	2	2	3
#	CV	235	Reinforced Concrete Design	2	3	3
	SO	xxx	Social Science Elective*	3-4	0	3-4
				15-16		
<b>TOTAL CREDITS</b>				<b>67-69</b>		

#### CIVIL ENGINEERING TECHNOLOGY OPTION

FALL SEMESTER				CL	LAB	CR
#	CV	201	Civil CAD	2	2	3
#	CV	220	Surveying	2	3	3
#	CV	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: Light, Sound, Electricity	3	2	4
	XX	xxx	Humanities/Fine Arts/ Foreign Language Elective	3-4	0	3-4
				20-21		

#### SPRING SEMESTER

#	AR	270	Construction Management	3	0	3
#	CV	235	Reinforced Concrete Design	2	3	3
#	CV	297	Highway Design	3	2	4
#	MT	205	Calculus I	4	0	4
	SO	xxx	Social Science Elective*	3	0	3-4
				17-18		
<b>TOTAL CREDITS</b>				<b>70-72</b>		

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).

### Specific Admission Requirements

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 architectural engineering technology applicants have satisfactorily completed a high school level course in physics.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## 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.

A 3-year version of this program is available. Contact the Department Head for details. The degree of Associate in Science in Engineering Technology with a major in Computer Engineering Technology will be awarded upon successful completion of all program requirements.

Graduates secure positions as computer programmers in C++ Object Oriented Programming, Java, Visual C++, C#, SQL 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), 111 Market Place, Suite 1050, Baltimore, MD 21202—Telephone (410) 347-7700, 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.

NHTI has transfer affiliations with four year institutions including:

- Northeastern University School of Engineering
- University of Massachusetts-Lowell
- UNH Manchester (*dual admission program*)
- Wentworth Institute of Technology

Please refer to *page 81* for suggestions on transferring to other institutions. (*Credits earned in Engineering Technology at NHTI are fully transferable to all TAC/ABET accredited BS of Engineering Technology programs.*)



### NHTI Alumni Profile

**Phil Dyer**

Honors Graduate – Class of 2005

**Major:** Computer Engineering Technology

Phil came directly to NHTI after graduating from Merrimack Valley High School in Penacook. He completed all the *Project Lead the Way* courses offered at MVHS, and enrolled at NHTI for its computer engineering technology program, which he completed with honors in four semesters. Professor Terry Simkin put Phil in touch with his current employer, ClassCo in Concord, where he is a software engineer. At the same time, Phil is enrolled in the electrical and computer engineering technology program at UNH-Manchester.

*"NHTI really taught me how to learn and to enjoy it. The professors care very much about their students. Because of the courses in my major, I feel confident that I can learn anything new that comes along in the future. The program gave me an excellent foundation for a career in computer technology. I'm very optimistic about my future, and I have NHTI to thank for that."*

### FIRST YEAR

#### FALL SEMESTER

			CL	LAB	CR
#	CP 107	Introduction to Programming with C++	2	3	3
#	EL 101	Electric Circuits	3	3	4
#	EL 115	Digital Fundamentals	2	3	3
	EN 101	English Composition	4	0	4
	MT 133	Elementary Functions	4	0	<u>4</u>
					18

#### SPRING SEMESTER

#	CP 235	Algorithms with Object Oriented Programming	3	3	4
#	EL 144	Embedded Microsystems	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: Mechanics, Heat	3	2	<u>4</u>
					19

### SECOND YEAR

#### FALL SEMESTER

#	CP 240	Programming for Windows Operating Systems	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 135	Physics II: Light, Sound, Electricity	3	2	4
	XX xxx	Social Science Elective*	3-4	0	<u>3-4</u>
					19-20

#### SPRING SEMESTER

#	CP 215	Integrated Circuits and Interfacing	3	3	4
#	CP 222	Data Communications and Internetworking	3	3	4
#	CP 252	Networking and Internet Technologies	3	3	4
#	CP 303	Computer Project	1	4	3
	XX xxx	Humanities/Fine Arts/Foreign Language Elective	3	0	<u>3</u>
					18

#### TOTAL CREDITS

74-75

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

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).

### Specific Admission Requirements

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.

### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**



## 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), 111 Market Place, Suite 1050, Baltimore, MD 21202—Telephone (410) 347-7700.

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. The degree of Associate in Science in Engineering Technology with a major in Electronic Engineering Technology will be awarded upon successful completion of the program. *A 3-year version of this program is available. Contact the Department Head for details.*

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.

NHTI has transfer affiliations with four year institutions including:

- Northeastern University School of Engineering
- University of Massachusetts-Lowell
- UNH Manchester (*dual admission program*)
- Wentworth Institute of Technology

Please refer to *page 81* for suggestions on transferring to other institutions. (*Credits earned in Engineering Technology at NHTI are fully transferable to all TAC/ABET accredited BS of Engineering Technology programs.*)

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
#	CP	107	Introduction to Programming with C++	2	3	3
#	EL	101	Electric Circuits	3	3	4
#	EL	115	Digital Fundamentals	2	3	3
	EN	101	English Composition	4	0	4
	MT	133	Elementary Functions	4	0	<u>4</u>
						18

### 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: Mechanics, Heat	3	2	<u>4</u>
						19

### SECOND YEAR

#### FALL SEMESTER

#	EL	144	Embedded Microsystems	3	3	4
#	EL	210	Electronics II	3	3	4
#	EL	305	Design Project Preparation	1	5	3
	MT	205	Calculus I	4	0	4
	PH	135	Physics II: Light, Sound, Electricity	3	2	<u>4</u>
						18

#### SPRING SEMESTER

#	EL	215	Advanced Digital Electronics	3	3	4
#	EL	251	Advanced Topics in Electronics <i>and/or</i>	3	3	4
	MT	206	Calculus II	4	0	4
#	EL	306	Senior Design Project	2	5	4
	XX	xxx	Humanities/Fine Arts/Foreign Language Elective	3	0	3
	XX	xxx	Social Science Elective*	3-4	0	<u>3-4</u>
						18-23

#### TOTAL CREDITS

73-74

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

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).

### Specific Admission Requirements

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.



### NHTI Alumni Profile

**Jim Winbourne**

Class of 2006 - High Honors

**Major:** Electronic Engineering Technology

Chief Warrant Officer II - U.S. Coast Guard

Jim Winbourne was selected in a highly competitive, tuition paid program called Coast Guard Advance Education to study for his associate degree at NHTI. He chose NHTI because of its location and

the Electronic Engineering Technology program because of its national accreditation. After graduating with high honors, Jim was assigned to be the commanding officer at US Coast Guard Loran Station Attu, at the very western end of the Aleutian Island chain in Alaska. He commands a 19-person station and is deployed there for a year. While at NHTI, Jim was a peer tutor in math and physics in the NHTI Learning Center. He described his studies at NHTI as "very intense" and "a lot more work than I anticipated."

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Landscape and Environmental Design

The Associate in Science in Landscape and Environmental Design degree program has been developed to accommodate a demand, locally and globally, for educated environmental professionals. This degree program is for students interested in pursuing an education and/or career related to the natural environment such as forestry, landscape management and design, wetland science, landscape architecture, urban planning, environmental technology or environmental conservation.

The curriculum, which combines coursework in natural science, technology and design, provides students with a core foundation of education and skills needed to launch their career in the field as well as exposure to the variety of career and advanced degree opportunities in the growing environmental industry. Students will gain an understanding of the natural environment and its relations to the design built environment through required course work and practical experience. The degree of Associate in Science with a major in Landscape and Environmental Design will be awarded upon successful completion of the program. Graduates will have a working knowledge of and appreciation for the natural physical environment in the context of landscape and environmentally related professions.

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
# BI	117	Introduction to Plant Biology		3	2	4
EN	101	English Composition		4	0	4
IT	102	PC Applications		3	0	3
# LD	115	Landscape Architectural Design Theory		3	0	3
MT	120	Contemporary College Mathematics or higher*		4	0	4
				18		
SPRING SEMESTER						
# AR	101	AutoCAD 2D		3	0	3
# ENV	101	Introduction to Environmental Science		3	2	4
# LD	102	Identification and Uses of Shrubs, Groundcovers and Vines		3	0	3
# LD	112	Landscape Drawing and Presentation Techniques		2	2	3
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective		3-4	0	3-4
				16-17		

### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
# BI	115	Introduction to Ecology		3	2	4
EN	125	Communications and the Literature of Science and Technology <i>or</i>				
EN	xxx	English Elective		3	0	3
# LD	101	Identification and Uses of Trees		3	0	3
# LD	220	Planting Design		3	0	3
SO	xxx	Social Science Elective**		3	0	3
				16		
SPRING SEMESTER						
# AR	160	Introduction to Geographic Information Systems		2	2	3
# LD	270	Sustainable Landscape Principles and Practices		3	2	4
# LD	290	Senior Project/Internship		0	12	4
# XX	xxx	Landscape and Environmental Design Elective***		3-4	0	3-4
				14-15		
TOTAL CREDITS				64-66		

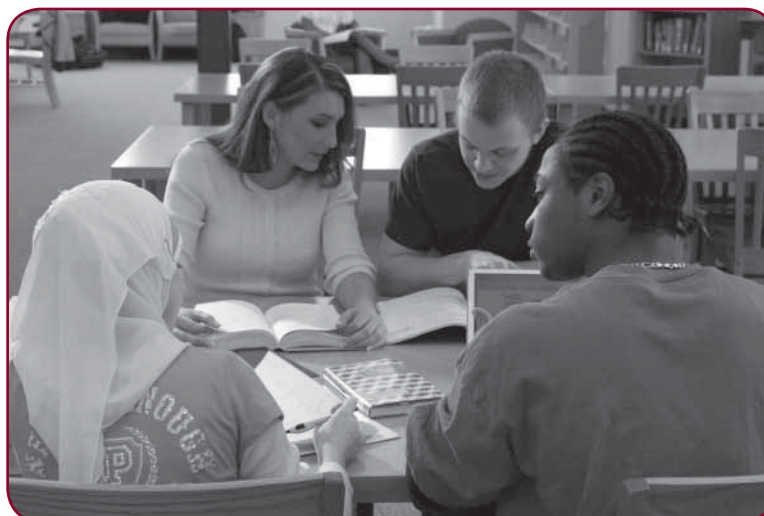
\* Excluding MT 129; students should consult their academic advisors to ensure that the appropriate math course is selected to correspond with individual academic goals.

\*\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105)

\*\*\* Any AR, CV, LD, BU, FA or other course approved by the Department Head of the Landscape and Environmental Design program and the Vice President of Academic Affairs

### Specific Admission Requirements

1. High school Algebra I with a grade of "C" or higher;
2. High school Biology with lab with a grade of "C" or higher.



## 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 computer-aided manufacturing. 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 Science 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. *A 3-year version of this program is available. Contact the Department Head for details.*

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 in Manchester (**dual admission program**), and at other colleges and universities. This program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202—Telephone (410) 347-7700. Please refer to *page 81* for suggestions on transferring to other institutions.

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
EN	101	English Composition		4	0	4
# MC	101	Design Graphics I		1	3	2
# MF	111	Manufacturing and Materials Processing		3	2	4
MT	133	Elementary Functions		4	0	4
PH	133	Physics I: Mechanics, Heat		3	2	<u>4</u>
						18

### SPRING SEMESTER

EN	120	Communications <i>or</i>				
EN	125	Communications and the Literature of Science and Technology		3	0	3
IT	102	PC Applications		3	0	3
# MC	102	Design Graphics II		1	3	2
# MC	150	Statics and Strength of Materials		3	2	4
MT	134	Pre-Calculus		4	0	4
PH	135	Physics II: Light, Sound, Electricity		3	2	<u>4</u>
						20

### SECOND 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	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	252	Quality Control		3	2	4
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective		3-4	0	<u>3-4</u>
						15-16
<b>TOTAL CREDITS</b>						<b>72-74</b>

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).

### Specific Admission Requirements

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



### NHTI Faculty Profile

#### Robert Arredondo

Professor and Department Head of Mechanical and Manufacturing Engineering Technology

AAS - Machine Tool Processes,  
CCSNH,  
Manchester Community College  
BS MET - University of Lowell  
MS ME - UMass at Lowell

Professor Arredondo joined the faculty in 1992 as an adjunct professor. He became a full time faculty member in 1997, and was named Department Head of the Mechanical and Manufacturing Engineering Technology Department in 2001.

In industry, he has held positions as Mechanical Engineer, Tool Design Engineer, Product Design Engineer, R&D Designer, and CNC Programmer. He has worked for large and small companies and has developed automated machines and automated equipment for manufacturing processes.

*"I am impressed by the dedication and commitment to the success of their students of the NHTI faculty and staff. I am honored to be a member of this elite group. I am also a graduate of the CCSNH (Manchester Community College). The education I received has been an excellent foundation, and I would not be where I am today without it. I hope that I impart some of what I received to assist our students in their futures."*

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## 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 Science 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.

A 3-year version of this program is available. Contact the Department Head for details.

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 in Manchester (*dual admission program*), and at other colleges and universities. This program is accredited by the Technology Accreditation Commission/Accreditation Board for Engineering and Technology, Inc. (TAC/ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202—Telephone (410) 347-7700. Please refer to *page 81* for suggestions on transferring to other institutions.

### FIRST YEAR

FALL SEMESTER			CL	LAB	CR
EN 101	English Composition		4	0	4
# MC 101	Design Graphics I		1	3	2
# MF 111	Manufacturing and Materials Processing		3	2	4
MT 133	Elementary Functions		4	0	4
PH 133	Physics I: Mechanics, Heat		3	2	<u>4</u>
					18

### SPRING SEMESTER

EN 120	Communications <i>or</i>				
EN 125	Communications and the Literature of Science and Technology		3	0	3
IT 102	PC Applications		3	0	3
# MC 102	Design Graphics II		1	3	2
# MC 150	Statics and Strength of Materials		3	2	4
MT 134	Pre-Calculus		4	0	4
PH 135	Physics II: Light, Sound, Electricity		3	2	<u>4</u>
					20



Sustainable Energy Ventures Club

### SECOND YEAR

FALL SEMESTER			CL	LAB	CR
CH 105	Chemistry		3	2	4
# MC 250	Dynamics and Mechanical Design I		3	2	4
# MF 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

# MC 205	Material Science		3	2	4
# MC 228	Introduction to the Thermal Sciences		4	0	4
# MC 260	Mechanical Design II		3	2	4
XX xxx	Humanities/Fine Arts/ Foreign Language Elective		3-4	0	<u>3-4</u>
					15-16
<b>TOTAL CREDITS</b>					<b>72-74</b>

# Indicates major field courses.

\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).

### Specific Admission Requirements

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

*What if I need more time to complete my program? See \* (starred) statement on page 18.*



# EDUCATION PROGRAMS

## Early Childhood Education

The vision of the Early Childhood Education Department at NHTI is "Teaching, Learning, and Practice with Quality and Joy!" The faculty of the Early Childhood program view teaching as both an emotional and intellectual process. They aim to develop within students the ability to be curious observers of children and to be thoughtful educators who develop knowledge with children through interactive learning.

Faculty value intellectual challenge as a key component of developing teachers who will combine research and experience to discover answers to their questions about how children learn. Students are encouraged to share their theories about childhood through discussion, writing, projects, and use of technology. The family is valued as the child's most important teacher, and students practice forming strong relationships with families in order to support the child. The early childhood curriculum at NHTI has been developed to support these beliefs. The curriculum also follows the standards in the Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions as set forth by the National Association for the Education of Young Children.

The degree of Associate in Science with a major in Early Childhood Education will be awarded upon successful completion of all program requirements. The degree meets the training and education requirements for the State of NH credential of Lead Teacher Levels 2 and 3. (Refer to the Early Childhood Professional Development System Guide for other criteria for this level.) Graduates are prepared for immediate entry as competent professionals into the field of early childhood education as teachers in NH licensed child care centers, Head Start programs, nursery schools, family child care programs, and some private kindergartens, and as paraeducators in elementary schools. Graduates may also decide to further their education at four year colleges.

NHTI has an agreement with Plymouth State University, for students who meet the requirements, to transfer to the Bachelor of Science in Early Childhood Studies/Teacher Certification (K-3).

Please refer to page 81 for suggestions on transferring to other institutions.

### FIRST YEAR

FALL SEMESTER		CL	LAB	CR
# EC 101	Growth and Development of the Young Child	3	0	3
# EC 141	Curriculum and Environments 1	3	0	3
# EC 155	Children's Literature	3	0	3
EN 101	English Composition	4	0	4
IT 102	PC Applications	3	0	3
				16

### SPRING SEMESTER

# EC 102	Foundations of Early Childhood Education	3	0	3
# EC 142	Curriculum and Environments 2	3	0	3
# EC 188	Health, Safety and Nutrition in Early Childhood Education	3	0	3
# EC 190	Preparing for Practicum	1	0	1
MT 120	Contemporary College Mathematics	4	0	4
PY 105	Introduction to Psychology	3	0	3
				17

### Specific Admission Requirements

- Algebra I with a grade of "C" or higher or NHTI's MT 103 with a grade of "C" or higher;
- NHTI placement testing indicating an aptitude for EN 101 English Composition; verbal abilities and writing skills are major considerations for acceptance into the Early Childhood Education program;
- Satisfactory interview with Early Childhood Education program faculty.

### SECOND YEAR

FALL SEMESTER		CL	LAB	CR
# EC 242	Child, Family and Community	3	0	3
# EC 270	Teaching Young Children with Special Needs	3	0	3
# EC 275	Practicum 1 – Observation, Interpretation, Assessment and Documentation through Child Study and Portfolio	2	5	3
EN 120	Communications	3	0	3
XX xxx	Humanities/Fine Arts/			
	Foreign Language Elective	3	0	3
XX xxx	Science Elective+	3	2	4
				19

### SPRING SEMESTER

# EC 265	Positive Behavior Guidance and Supporting Young Children with Challenging Behaviors	3	0	3
# EC 276	Practicum 2 - Exploring Emergent Curriculum and Student Teaching	2	10	5
# EC 288	The Early Childhood Professional	3	0	3
XX xxx	General Education Elective	3	0	3
XX xxx	Social Science Elective++	3	0	3
				17

### TOTAL CREDITS

**69**

¥ Students whose assessment scores suggest difficulty with lengthy and complex assignments are strongly advised to complete the program in 2 ½ - 3 years. (A suggested first semester in this case would be EC 101, EC 141, EN 101 and GS 102 for a total of 12 credits)

+ BI 100, CH 100, and PH 100 do not meet this requirement.

++ Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105)

# Indicates major field courses.

Health, Character and Technical Standards, see page 36.

### Program Comments:

- Students will be working with children at the NHTI campus child care center beginning with first semester early childhood courses. Applicants are advised that the New Hampshire Bureau of Child Care Licensing requires certain paperwork to be on file at centers for employees and others who regularly work in child care centers. Completion of paperwork from the Bureau of Child Care Licensing must occur by the end of the first week of classes. This may include:
  - submission of a criminal record check;
  - a complete set of fingerprints (new law effective July 1, 2007);
  - completion of the licensing Child Care Personnel Health Form by a licensed health provider.
- The cost of the record check and fingerprinting is the responsibility of the student. They must come back as clear or non-disqualifying and the health form must indicate that the student is in good physical health and has no mental or emotional disturbances that would prohibit him/her from caring for children. Otherwise the student will be dismissed from the program.
- These forms are provided at each interview and orientation/registration or are available from the Department Head. Failure to complete the proper forms in a timely manner will result in an unexcused absence in the corresponding early childhood classes and could lead to course failure or suspension from the Early Childhood Education program.
- Students working in licensed child care programs in NH may apply for tuition assistance made possible through funding from the NH Department of Health and Human Services, Division for Children, Youth, and Families, Child Development Bureau. Contact the department head for more information.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## Education

The Associate in Science in Education (ASEd) program concentrates on the foundations of education in a well-balanced approach. The program provides students with opportunities to immerse themselves in the theoretical underpinnings and practical applications of education while completing associate degree requirements. Students who complete this program have the basic skills and knowledge to work effectively with all students in public school classrooms, including those students identified with special needs.

The degree of Associate in Science with a major in Education is awarded upon successful completion of the program. By offering a broad range of courses, the Program prepares graduates to be Paraeducators or to transfer their credits to baccalaureate degree-granting institutions to pursue a career in teaching or counseling.

All students in the ASEd program are expected to achieve a minimum passing score stipulated by the NH Department of Education on the PRAXIS I exam. Those students who intend to transfer to one of the colleges in the University System of NH must achieve a minimum GPA of 2.7 in addition to passing the PRAXIS I exam.

NHTI has transfer affiliations with baccalaureate degree-granting institutions. To date, students have successfully transferred as juniors to Notre Dame College (now absorbed by Southern New Hampshire University), Franklin Pierce University, Granite State College (part of the University System of New Hampshire), New England College and Rivier College.

Please refer to page 81 for suggestions on transferring to other institutions.

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
# ED 101	Introduction to Exceptionalities	3	0	3		
# ED 104	Foundations of Education	3	0	3		
EN 101	English Composition	4	0	4		
MT 120	Contemporary College Math <i>or</i>					
MT 123	Intermediate Algebra	4	0	4		
PY 105	Introduction to Psychology	3	0	3		
						17
SPRING SEMESTER						
# ED 200	Supporting Student with Challenging Behaviors	4	0	4		
# ED 207	Teaching and Learning Process	3	0	3		
IT 102	PC Applications	3	0	3		
PY 209	Educational Psychology	3	0	3		
PY 220	Human Growth and Development: The Life Span	3	0	3		
						16

## NHTI Faculty Profile



**Ellen Dokton**

*Professor of Education*

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 Education Department and co-developed the Associate in Science in Education program.

*"Our Department of Education, Associate in Science in Education program offers pre-service teachers and paraeducators courses and hands-on learning experiences that are designed to prepare them to work with diverse student populations."*

### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
# ED 201	Legal Issues in Education	3	0	3		
# ED 203	Teaching Strategies for Diverse Learners	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		
						16
SPRING SEMESTER						
# ED 204	Instructional Technology	3	0	3		
# ED 212	Design of Instruction	3	0	3		
# ED 220	Field Experience in Education	1	6	3		
XX xxx	Humanities/Fine Arts/Foreign Language Elective	3	0	3		
XX xxx	General Elective	3	0	3		
						15
TOTAL CREDITS						64
#	<i>Indicates major field courses</i>					
*	<i>Any lab science course with a prefix of BI, CH, or PH except BI 100, CH 100 and PH 100</i>					

### Specific Admission Requirements

1. Algebra I with a grade of "C" or higher or NHTI's MT 103 with a grade of "C" or higher;
2. NHTI placement testing indicating an aptitude for EN 101 English Composition; verbal abilities and writing skills are major considerations for acceptance into the Early Childhood Education program;
3. Satisfactory interview with Early Childhood Education program faculty.

Health, Character and Technical Standards, see page 36.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Health, Character and Technical Standards for Education Programs

NHTI has developed excellent practicum opportunities for our students to foster hands-on learning while simultaneously receiving credit. Nonetheless, the college's first priority must be to ensure that patients/clients/children/families are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties and changing circumstances that characterize patient/client/child/family responsibilities. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships and confidentiality with employees, customers and/or patients/clients/children and their families.

### Early Childhood Education Associate Degree and Certificate Programs *(see Program pages 34 and 64-65)*

#### 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 encouraged to discuss their specific career goals with the department head during the admissions process, particularly if the candidate is concerned about meeting the program's academic and technical standards. Each student is required to obtain NHTI Liability Insurance starting each school year. The students will be billed directly.

#### 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 and fingerprinting through the New Hampshire Department of Safety must be completed by potential employers prior to employment. To participate in NHTI's practica, students must first submit to background checks and fingerprinting.

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, to minimize the likelihood that future goals will 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 provided that the technical standards can be met with or without reasonable accommodations. No essential technical standards will be waived or modified.

Students in Early Childhood Education must have sufficient strength, stamina, motor coordination and sensory capabilities to perform the following:

- Standing for sustained periods of time, walking, running, bending, and sitting on the floor 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 to children, colleagues, and professional partners 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, professional partners, and parents;
- Sufficient skills in written expression to accurately record children's daily progress and milestones as well as medications administered, accident and suspected child abuse/neglect reports, etc.;
- Ability to work with frequent interruptions, to respond appropriately to unexpected situations including situations requiring immediate crisis response and role responsibility exchange; to demonstrate safe and required care for children, families, colleagues and the workplace as a whole; and to cope with substantial variations in workload and stress levels;
- Ability to consistently attend and participate in classes and practica in a timely manner;
- Ability to demonstrate and maintain organizational skills and time management in classes and at the practicum site;
- Ability to respond to children's personal needs, including changing diapers, in a manner that safeguards the health and safety of the student, children, and staff;
- Ability to work in a professional and respectful manner with a diverse range of children including children of different races, cultures, religions, and ethnicities as well as children with a wide range of disabling conditions;
- Ability to abide by NHTI's student conduct code;
- Ability to maintain proper boundaries in both the school and home environments; and
- Ability and disposition to adhere to and practice the Code of Ethical Conduct set forth by the National Association for the Education of Young Children.

*NHTI reserves the right to amend its technical standards at any time and impose them on all current students.*

### Education *(see Program page 35)*

#### Health Considerations

Candidates for positions and careers in education are encouraged to explore health requirements associated with employment in a school setting. 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 to the 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 may be discussed during an 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 to 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. Department Faculty will give serious consideration to all academically qualified candidates providing that the technical standards can be met with reasonable accommodations. Students in the 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.





# HEALTH PROGRAMS

## Dental Assisting

The Allied Dental Education - 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 Professional Certificate 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.

Prior to the start of the clinical dental courses, students are required to have on file in the Health Services Office (603)271-7153 documentation of: current medical insurance; a complete physical examination; current immunizations; current CPR certification for one and two person adult, infant, and child. Professional liability insurance is arranged by the College and will automatically be charged to the student's account.

### FALL SEMESTER

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

### SPRING SEMESTER

# 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	0	1
# DN 196	Dental Assisting Clinical Experience II	0	15	5
# DN 239	Medical Emergencies for Dental Assisting	2	0	2
# DN 275	Dental Assisting Theory II	1	2	2
EN 101	English Composition <i>or</i>			
EN 120	Communications	3-4	0	<u>3-4</u>
				17-18

### SUMMER SEMESTER

# DN 298	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>40-44</b>

# Indicates major field courses.

\* If not taken in Spring Semester

**Please Note:** All students enrolled in a clinical course will be charged a \$350/per semester clinical surcharge. The following courses carry this charge: DN 191 and DN 196.

## 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."*

## Specific Admission Requirements

*Preference will be given to applicants whose applications are complete and received by the NHTI Admissions Office no later than January 30, 2009 for Fall 2009 admission (with the exception of the interview).*

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 (20) hours; please submit the completed Observation Form to the NHTI Admissions Office no later than January 30, 2009; the form is available on the website at [www.nhti.edu](http://www.nhti.edu) or from the Admissions Office at (603)271-7134.

**Health, Character and Technical Standards, see page 48.**

## Use of Computers in the Allied Dental Education Programs

Allied Dental Education students will be using computers throughout their programs. Faculty will be instructing them in the application of dental software, as well as the use of conventional software to generate papers, do oral presentations and spreadsheets. To make this process easier for students, it is strongly recommended that they have a good working knowledge of computers before entering the program. Computer literacy courses, such as IT 102, are available through the college.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## 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.

*Admission to the Dental Hygiene program is very competitive. Selection is determined by a cumulative point system that is based upon high school level prerequisite courses and grades, applicable college courses and grades (only those courses required in the dental hygiene program), and the NLN score.*

College level science and technical courses required in the program (e.g., Anatomy and Physiology, Microbiology, etc.) taken more than five (5) years prior to the desired date of entry into the Dental Hygiene must be either repeated or challenged. Final decisions will rest with the Department Head of Dental Hygiene.

Prior to the start of the clinical dental courses, students are required to have on file in the Health Services Office (603)271-7153 documentation of: current medical insurance; a complete physical examination; current immunizations; and current CPR certification for one and two person adult, infant, and child. Professional liability insurance is arranged by the College and will automatically be charged to the student's account.

NHTI has transfer affiliations with four year institutions including: New England College, University of Rhode Island, Vermont Technical College.

*Please refer to page 81 for suggestions on transferring to other institutions.*

### Specific Admission Requirements

*For Fall 2009 admission, preference will be given to applicants whose applications are complete and received by the NHTI Admissions Office no later than January 30, 2009 and have taken the NLN test no later than the January 17, 2009 testing date (with the exception of the interview and receipt of the NLN test results if test taken no later than January 17, 2009 testing date).*

1. "Composite Percentile All" score of 50 or higher on the National League for Nursing Pre-Admission Examination-RN (NLN) must be presented. Priority consideration will be given to candidates who sit for the NLN exam no later than the January 17, 2009 testing date; applicants are permitted to take the NLN exam only once in any 6-month period; (Information regarding test registration is available from the Admissions Office at (603)271-7134.);
2. College preparatory level courses in biology and chemistry, with labs, with grades of "C" or higher;
3. Algebra I with a grade of "C" or higher **or** NHTI's MT 103 **and** MT 104 with grades of "C" or higher;
4. An informational group interview with the Dental Admissions Committee;
5. Observe professional practices in a dental office for a period of not less than twenty (20) hours; please submit the completed Observation Form to the NHTI Admissions Office no later than January 30, 2009; the form is available on the website at [www.nhti.edu](http://www.nhti.edu) or from the Admissions Office at (603)271-7134.

### Use of Computers in the Allied Dental Education Programs:

Allied Dental Education students will be using computers throughout their programs. Faculty will be instructing them in the application of dental software, as well as the use of conventional software to generate papers, do oral presentations and spreadsheets. To make this process easier for students, it is strongly recommended that they have a good working knowledge of computers before entering the program. Computer literacy courses, such as IT 102, are available through the college.

### FIRST YEAR

FALL SEMESTER			CL	LAB	CR
BI	195	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	1	8	3
# DN	134	Oral Anatomy I	2	1	2
EN	101	English Composition	4	0	<u>4</u>
					19

### SPRING SEMESTER

BI	196	Anatomy and Physiology II	3	2	4
# DN	103	Dental Hygiene II	2	0	2
# DN	114	Clinical Dental Hygiene II	1	8	3
# DN	136	Oral Anatomy II	2	0	2
# DN	140	Dental Radiology for Dental Hygiene	2	3	3
MT	129	Math for Allied Health* <b>or</b>			
MT	xxx	Math Elective	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	2	1	<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**	0	4	1
# DN	242	Community Dental Health I	2	0	2
# DN	240	Dental Hygiene Science	4	0	4
PY	105	Introduction to Psychology	3	0	<u>3</u>
					16

### SPRING SEMESTER

EN	120	Communications	3	0	3
# DN	221	Clinical Dental Hygiene IV	1	12	4
# DN	227	Dental Ethics and Jurisprudence	1	0	1
# DN	243	Community Dental Health II	1	0	1
SO	105	Introduction to Sociology	3	0	3
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective	3	0	<u>3</u>
					15

### TOTAL CREDITS

76

# Indicates major field courses

\* Students may elect to take a higher level math course; MT 103 - MT 115 do not meet this requirement.

\*\* Dental Hygiene Specialty Clinic will be offered in the fall semester and completed in the Spring semester.

**Health, Character and Technical Standards, see page 48.**

**Please Note:** All students enrolled in a clinical course will be charged a \$350/per semester clinical surcharge. The following courses carry this charge: DN 113, DN 114, DN 212 and DN 221.

*A grade of "C" or higher is required in BI 195, BI 196, BI 202 and CH 110 to progress in the Dental Hygiene Program.*

### Readmission Policy for Dental Hygiene Program

Readmission to the NHTI Dental Hygiene Program is not guaranteed. Students who have withdrawn from the program due to extenuating circumstances or students who have been suspended from the program due to a failure in a non-clinical course may be considered for readmission only one time. Students who have been suspended due to a failure in a clinical course will not be considered. Applicants for readmission for any semester of the first clinical year who have been absent for one semester or longer will be required to repeat DN 113 Clinical Dental Hygiene I and DN 114 Clinical Dental Hygiene II (if previously completed). Applicants for readmission for any semester of the second clinical year who have been absent for one semester or longer will be required to repeat the clinical course schedule in the semester readmission is requested.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## Radiologic Technology

(Early summer start date 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 in 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.

*Admission to the Radiologic Technology program is very competitive. Selection is determined by a cumulative*

*point system that is based on the high school prerequisite courses and grades, college courses and grades (only those courses required in the Radiologic Technology Program), an essay and a personal interview. It is highly recommended that applicants complete as many of the General Education courses (non-Radiology courses) as possible prior to application to the program. A course in Medical Terminology is strongly recommended. This will enhance the application for admission as well as lighten the academic load. These courses can be taken at NHTI through the General Studies Program. Once in the General Studies program students should consult that program's department head regarding course selection. A "Request for Change of Program" form, available from the Admissions Office, should be submitted during the Fall semester prior to program start.*

### Diagnostic Medical Imaging Mission Statement

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.

### Specific Admission Requirements

*Preference will be given to applicants whose applications are complete and received by the NHTI Admissions Office no later than January 9, 2009 for Fall 2009 admission (with the exception of the interview).*

1. High school or college biology with lab AND chemistry with lab, both with grades of "C" or higher;
2. College preparatory algebra I with a grade of "C" or higher **or** NHTI's MT 103 **and** MT 104 both with grades of "C" or higher;

FIRST YEAR					
SUMMER SEMESTER (8 weeks)					
			CL	LAB	CR
MT	120	Contemporary College Math	4	0	4
# XR	103	Radiographic Positioning I	1	2	2
# XR	109	Clinical Seminar	1	0	1
# XR	151	Radiologic Nursing Procedures	2	0	2
# XR	180	Radiographic Equipment Operation and Maintenance	3	0	<u>3</u>
					12
FALL SEMESTER					
BI	195	Anatomy and Physiology I	3	2	4
EN	101	English Composition	4	0	4
# XR	116	Image Production and Evaluation I	2	2	3
# XR	159	Radiographic Positioning II and Clinical Procedures I	3	18	<u>7</u>
					18
SPRING SEMESTER					
BI	196	Anatomy and Physiology II	3	2	4
EN	120	Communications	3	0	3
# XR	164	Radiographic Positioning III and Clinical Procedures II	3	18	<u>7</u>
# XR	220	Image Production and Evaluation II	2	2	<u>3</u>
					17
SECOND YEAR					
SUMMER SEMESTER (11 weeks)					
PY	105	Introduction to Psychology	3	0	3
# XR	123	Radiation Protection	3	0	3
# XR	165	Radiographic Clinical Procedures III	0	32	<u>6</u>
					12
FALL SEMESTER					
IT	102	PC Applications	3	0	3
SO	105	Introduction to Sociology	3	0	3
# XR	203	Advanced Radiographic Procedures	3	0	3
# XR	294	Radiographic Clinical Procedures IV	0	24	<u>4</u>
					13
SPRING SEMESTER					
PI	242	Contemporary Ethical Issues	3	0	3
# XR	209	Clinical Seminars II	3	0	3
# XR	295	Radiographic Clinical Procedures V	0	24	<u>4</u>
					10
<b>TOTAL CREDITS</b>					<b>82</b>

# Indicates major field courses.

Health, Character and Technical Standards, see page 48.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*



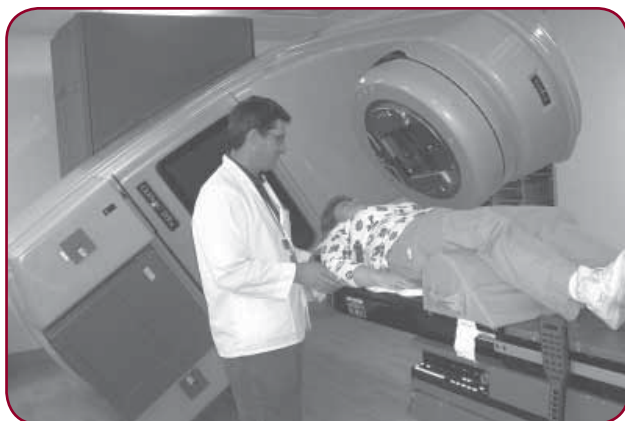
## Radiation Therapy

The Radiation Therapy Program utilizes didactic, laboratory, and clinical education to train students to work as Radiation Therapists in cancer treatment centers. Radiation Therapists work under the direction of an oncologist to treat patients with malignant diseases using ionizing radiation. The degree of Associate in Science with a major in Radiation Therapy is awarded upon successful completion of the program. A certificate option is available for students with prior degrees in Radiological Sciences. See page 70 for certificate curriculum. Radiation Therapists work in hospitals, private radiation oncology centers and research centers.

Admission to the Radiation Therapy program is very competitive. Selection is determined by a cumulative point system that is based on the high school prerequisite courses and grades, college courses and grades (only those courses required in the Radiation Therapy Program), an observation essay and a personal interview. It is highly recommended that applicants complete as many General Education courses (non-Radiation Therapy courses) as possible prior to application to the program. This will enhance the application for admission as well as lighten the academic load. These courses can be taken at NHTI through the General Studies Program. Once in the General Studies Program students should consult that program's department head regarding course selection. A "Request for Change of Program" form, available from the Admissions Office, should be submitted during the Fall semester prior to the program start date.

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
BI	195	Anatomy and Physiology I		3	2	4
EN	101	English Composition		4	0	4
# RTH	101	Introduction to Radiation Therapy		3	0	3
# RTH	110	Principles and Practice of Radiation Therapy I		3	2	4
# RTH	115	Patient Care		1	0	1
				16		
SPRING SEMESTER						
BI	196	Anatomy and Physiology II		3	2	4
MT	133	Elementary Functions		5	0	5
# RTH	150	Medical Imaging and Processing		2	0	2
# RTH	190	Clinical Practice I		0	16	3
				14		
SUMMER SEMESTER						
EN	120	Communications		3	0	3
PI	242	Contemporary Ethical Issues		3	0	3
# RTH	195	Clinical Practice II		0	16	3
# RTH	215	Sectional Anatomy and Pathology		3	0	3
XR	180	Radiographic Equipment Operation and Maintenance		3	0	3
				15		



### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
PY	105	Introduction to Psychology		3	0	3
# RTH	200	Radiation Protection and Biology		3	0	3
# RTH	220	Radiation Therapy Physics		3	0	3
# RTH	290	Clinical Practice III		0	24	4
				13		
SPRING SEMESTER						
# RTH	205	Treatment Planning		3	0	3
# RTH	210	Principles and Practice of Radiation Therapy II		3	2	4
# RTH	293	Clinical Practice IV		0	24	4
SO	105	Sociology		3	0	3
				14		
SUMMER SEMESTER						
IT	102	PC Applications		3	0	3
# RTH	280	Registry Review		1	0	1
# RTH	295	Clinical Practice V		0	32	6
				10		
TOTAL CREDITS				82		

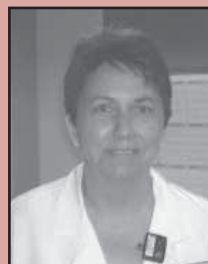
### Specific Admission Requirements:

Preference will be given to applicants whose applications are complete and received by the NHTI Admissions Office no later than February 13, 2009 (with the exception of the interview) for Fall 2009 admission.

1. High school or college biology with lab AND chemistry with lab, both with grades of "C" or higher;
2. College preparatory Algebra I, Algebra II, and Geometry with grades of "C" or higher OR NHTI's MT 108 and MT 109 with grades of "C" or higher;
3. High school level physics is recommended;
4. Clinical observation period in a Radiation Oncology Center; criteria established by and available from program faculty; call (603)271-7159 for information;
5. Completion of Cardiopulmonary Resuscitation and Airway Obstruction Management for one and two person adult, infant and child before program registration;
6. A personal interview will be arranged with the applicant by the Admissions Office once the admission file is complete.

Health, Character and Technical Standards, see page 48.

### NHTI Alumni Profile



**Melinda Lake**  
Class of 2004

**Major:** Radiation Therapy  
**Employment:** Cheshire Medical Center  
Keene, NH

"Radiation Therapy was the perfect career choice for me. I find working with oncology patients very gratifying. It is a fascinating field where technology is constantly changing and there will always be opportunities for learning and professional growth. The program at NHTI is extremely challenging, yet perfectly planned and well put together in addition to an exceptional and very supportive teaching staff."

What if I need more time to complete my program? See \* (starred) statement on page 18.



## 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 Professional Certificate 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	2	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
<b>TOTAL CREDITS</b>				<b>53</b>

# Indicates major field courses.

## NHTI Faculty Profile



**Sandra Beliveau**

*Professor, 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."*

## Specific Admission Requirements

*Preference will be given to applicants whose applications are complete and received by the NHTI Admissions Office no later than January 9, 2009 for Fall 2009 admission with the exception of the interview.*

1. Applicants must have completed a two year AMA or AMA equivalent allied health training program that is patient care related, e.g., radiologic technology, nursing, physical therapy, etc.
2. In lieu of #1, a Bachelor's Degree in Science qualifies for admission.
3. The following college level courses are required with grades of "C" or higher:
  - Algebra, statistics or higher level mathematics course;
  - Human Anatomy and Physiology I and II, with laboratories;
  - Communication Skills (may be met by a variety of courses including, English, speech or composition;
  - General college-level physics and/or radiographic physics.
5. Medical Terminology is strongly recommended.
6. A personal interview is required.
7. Three letters of recommendation must be submitted to the admissions department.
8. The applicant must complete a course in Cardiopulmonary Resuscitation for Allied Health Professionals. This includes one and two person adult, infant, and child rescue.

## Health Science

The degree of Associate in 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:

	Credits
I. General Education Core	
• EN 101 English Composition	4
• EN xxx English Elective	3
• XX xxx Social Science Elective	3
• BI 195 Anatomy and Physiology I	4
• BI 196 Anatomy and Physiology II	4
• MT xxx Mathematics Elective*	3, 4, or 5
• XX xxx Humanities/Fine Arts/ Foreign Language Elective	3
• XX xxx General Education Elective	3
	<b>27-29 Credits</b>
II. Computer Literacy (IT 102 or equivalent)	3
III. Advanced Standing Credits	If appropriate
IV. Related coursework to complete the degree	Variable
<b>TOTAL CREDITS</b>	<b>64</b>

\* MT 103 - MT 115 do not meet this requirement.

**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.

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.

### Specific Admission Requirements

1. High school level courses in chemistry and biology with labs, or the equivalent, must be completed with grades of "C" or higher; and
2. Proof of licensure, registration, or certification in a health career field must be presented.



### NHTI Faculty Profile

**Patricia Yokell**

*Professor, 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."*



*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Nursing (Associate Degree)

The Associate in Science with a major in Nursing degree prepares men and women for careers as registered nurses. The program combines general education courses and nursing courses. In the nursing courses, classroom and clinical instruction are provided concurrently.

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 1-800-669-1656, ext. 153). Graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). They are prepared to administer nursing care to individuals of all ages and in a variety of health care settings.

Two program options exist at the Associate Degree level: (1) Day Option; and (2) LPN-RN Advancement Option. *All students may be required to do an alternate clinical rotation depending on clinical/faculty availability, i.e., students may be asked to do an evening rotation.*

All nursing courses must be completed within four (4) years of the date of entry into the first nursing course. Students will be readmitted to the nursing program only once during the four years. Readmission will depend on, among other factors, clinical/faculty availability. Transfer credit will depend on course content, applicability to the nursing program, grade earned and length of time since completion.

*Admission to the nursing program is very competitive. Selection is determined by a cumulative point system that is based on high school level prerequisite courses and grades, applicable college courses and grades and the NLN score. References are considered critical to the admission process and are evaluated.*

NHTI has transfer agreements with Franklin Pierce University, New England School of Practical Nursing, University of New Hampshire and the University of New England.

### Day Associate Degree Option

#### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
BI	195	Anatomy and Physiology I		3	2	4
EN	101	English Composition		4	0	4
# NU	115	Nursing I		5	10	8
PY	105	Introduction to Psychology		3	0	3
						19

SPRING SEMESTER				CL	LAB	CR
BI	196	Anatomy and Physiology II		3	2	4
# NU	116	Nursing IIA <i>or</i>				
# NU	117	Nursing IIB		6	15	11
PY	220	Human Growth and Development: The Life Span		3	0	3
						18

#### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
BI	202	Microbiology		3	3	4
MT	xxx	Math Elective*		3-4	0	3-4
# NU	116	Nursing IIA <i>or</i>				
# NU	117	Nursing IIB		6	15	11
						18-19

SPRING SEMESTER				CL	LAB	CR
EN	xxx	English Elective		3	0	3
IT	102	PC Applications		3	0	3
# NU	215	Nursing III		4	15	9
PI	242	Contemporary Ethical Issues		3	0	3
						18

**TOTAL CREDITS** **73-74**

CL - Classroom  
LAB - Clinical Resource Center  
CR - Credits

# Indicates major field courses.

\* Any course with a prefix of MT except MT 103 - 120; students will be advised regarding appropriate course selection.

### Specific Admission Requirements

*Priority Consideration* will be given to students whose applications are complete and received by the NHTI Admissions Office no later than January 30, 2009 for Fall 2009 admission. *Students will not be considered for admission until **all** admission requirements have been met.*

1. High school or college biology with lab AND chemistry with lab, both with grades of "C" or higher;
2. College preparatory algebra I with a grade of "C" or higher *or* NHTI's MT 103 and MT 104 both with grades of "C" or higher;
3. **Fall 2009 Applicants:** Minimum "Percentile All" score of 50 in each section (verbal, mathematics and science) on the National League for Nursing Pre-Admission Examination-RN (NLN);
  - *Priority Consideration* will be given to candidates who complete their NLN requirement no later than the January 3, 2009 testing date AND submit the balance of the required application documents no later than January 30, 2009;
  - Applicants are permitted to take the NLN exam *only once* in any 6-month period; when retaking the test students must take the entire test and will not be permitted to take just the portions of the test on which they received a low score; information regarding registration for the test may be obtained from the Admissions Office at (603)271-7134 or 1-800-247-0197 or at [www.nhti.edu](http://www.nhti.edu);
  - Only NLN exams taken in the past three (3) years will be considered.
4. Submit, on NHTI nursing reference forms, two references from professionals, supervisors or teachers.

Please see Nursing Program Comments on page 45.  
Health, Character and Technical Standards, page 48.



### NHTI Alumni Profile

**Beth McGurty**  
RN Class of 2006

*"I chose NHTI because my mother-in-law, a nurse supervisor and forty-year veteran of the nursing profession, told me that she was impressed with the NHTI nurses. I took her advice and, without even considering another school, chose to attend NHTI. I'm glad I did. My training has been first rate and the faculty has been very supportive. My daughter is now considering a career in nursing and as we look at other schools, I have come to realize what a great decision I made. Not only is NHTI staying ahead of the new technology, our six year average NCLEX exam passage rate is the highest in the state. Thank you, NHTI!"*

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## LPN - RN Advancement Option

The LPN-RN Advancement Option is designed for the Licensed Practical Nurse who wishes to advance to a Registered Nurse with an Associate Degree in Science. This program provides the opportunity, through additional education, to apply for Registered Nurse Licensure upon successful completion. All nursing courses must be completed within four years of the date of entry in the first nursing course. Students will be readmitted to the nursing program only once during the four years. Applicants must meet the admission requirements and receive a satisfactory score on the NLN Acceleration Challenge Exam I-Book I exam which is offered periodically throughout the year (see admission requirements below). Information regarding the admission test may be obtained from the Admissions Office at (603)271-7134.

*Admission to the nursing program is very competitive. Selection is determined by a cumulative point system that is based on high school level prerequisite courses and grades, applicable college courses and grades and the Challenge Exam score (see #5 in the Specific Admission Requirements below). References are considered critical to the admission process and are evaluated.*

\*Transfer credit will be evaluated on an individual basis and may result in six(6) nursing credits being awarded. In addition, the LPN must complete the following curriculum:

FIRST YEAR						
FALL SEMESTER			CL	LAB	CR	
	BI	195	Anatomy and Physiology I	3	2	4
	EN	101	English Composition	4	0	4
#	NU	177	LPN-RN Advancement	2	0	2
	PY	105	Introduction to Psychology	3	0	<u>3</u>
					13	
SPRING SEMESTER						
	BI	196	Anatomy and Physiology II	3	2	4
#	NU	116	Nursing IIA <i>or</i>			
#	NU	117	Nursing IIB	6	15	11
	PY	220	Human Growth and Development: The Life Span	3	0	<u>3</u>
					18	
SECOND YEAR						
FALL SEMESTER						
	BI	202	Microbiology	3	3	4
	MT	xxx	Math Elective**	3-4	0	3-4
#	NU	117	Nursing IIB <i>or</i>			
#	NU	116	Nursing IIA	6	15	<u>11</u>
					18-19	
SPRING SEMESTER						
	EN	xxx	English Elective	3	0	3
	IT	102	PC Applications	3	0	3
#	NU	215	Nursing III	4	15	9
	PI	242	Contemporary Ethical Issues	3	0	<u>3</u>
					18	
TOTAL CREDITS			73-74*			
#	Indicates major field courses					
*	Includes six(6) credits awarded from Challenge Exam.					
**	Any course with a prefix of MT except MT 103-120; students will be advised regarding appropriate course selection.					

Health, Character and Technical Standards, see page 48.



### NHTI Alumni Profile

#### Julieth Shange

Practical Nursing Class of 2004  
Registered Nurse Class of 2006

*"I finished NHTI's Practical Nursing program in January, 2004. Because of the support I received from the nursing faculty, I decided to come back to study for my registered nursing degree. The faculty have been wonderful helping me to reach my goal, so that I'm graduating in May (2006). I'm working part time at the Laurel Center Nursing Home in Bedford. Thank you very much for believing in me, even at the time I couldn't believe in myself. You kept telling me 'You know you can do it!' And I did it!"*

### Program Comments:

#### RN and LPN-RN Advancement Option

1. Applicants are strongly encouraged to attend a group information session; please call the Admissions Office at (603)271-7134 for details.
2. Prior to the start of the clinical nursing courses, students are required to have on file in the Health Services Office (603)271-7153) documentation of: current medical insurance; a complete physical examination; current immunizations; current CPR certification for one and two person adult, infant and child. Professional liability malpractice insurance is arranged by the College and will automatically be charged to the student's account.
3. All students enrolled in a clinical nursing course will be charged a \$350/semester Nursing Clinical Surcharge. The following courses carry this charge: NU 115, NU 116, NU 117 and NU 215.
4. College level science and technical courses (i.e., Anatomy & Physiology, etc.) taken more than five years prior to desired entry into nursing program must be either repeated or challenged; final decisions will rest with the Department Head of Nursing.
5. 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. A grade of "C" or higher is required in BI 195, BI 196 and BI 202 and math elective to enter or progress in the nursing courses.

### Specific Admission Requirements

#### LPN-RN Advancement Option

*Preference will be given to students whose applications are complete and received by the NHTI Admissions Office no later than July 24, 2009 for Fall 2009 admission.*

1. High school or college biology with lab AND chemistry with lab, both with grades of "C" or higher;
2. College preparatory algebra I with a grade of "C" or higher *or* NHTI's MT 103 *and* MT 104 both with grades of "C" or higher;
3. Preference will be given to students who hold an active, unrestricted New Hampshire Practical Nursing license and are in good standing with the Board of Nursing; applicants must submit a copy of their license with their application for admission;
4. Submit, on NHTI nursing reference forms, two references from professionals, supervisors or teachers;
5. "Decision Score" of 70 or better on the National League for Nursing Acceleration Challenge Exam I – Book I. Information regarding this test is available from the Admissions Office at (603)271-7134 or 1-800-247-0179.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**



## Practical Nursing Program

(January start each year)

The Practical Nursing program is designed to prepare men and women for careers as practical nurses. Classroom and clinical instruction are provided concurrently in all nursing courses.

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 1-800-669-1656, ext. 153.). Upon graduation students are prepared to work as entry level members of a multidisciplinary team providing care in a variety of health care settings. Graduates receive a Diploma in Practical Nursing and are eligible to apply for the National Council Licensure Examination for Practical Nurses (NCLEX-PN® Examination). Graduates may also apply for the LPN - RN Advancement Option after completing the appropriate admission process and satisfying the specific admission requirements.

All Practical Nursing courses must be completed within two (2) years of the date of entry into the program. 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 at (603) 271-7134. This program begins in January each year.

*Admission to the practical nursing program is very competitive. Selection is determined by a cumulative point system that is based on high school level prerequisite courses and grades, applicable college courses and grades and NHTI placement testing. References are considered critical to the admission process and are evaluated.*

### FIRST YEAR

#### SPRING SEMESTER

			CL	LAB	CR
BI	108	Integrated Biology I*	3	0	3
EN	101	English Composition	4	0	4
# PN	101	Practical Nursing I	4	12	8
PY	105	Introduction to Psychology	3	0	3
					18

#### SUMMER SEMESTER

BI	109	Integrated Biology II*	2	0	2
# PN	102	Practical Nursing II	3	15	7
PY	220	Human Growth and Development: The Life Span	3	0	3
					12

#### FALL SEMESTER

# PN	103	Practical Nursing III	4	15	9
MT	129	Math for Allied Health	3	0	3
					12
<b>TOTAL CREDITS</b>					<b>42</b>

\* Higher level science courses may be recommended as substitutions for students considering admission to the NHTI RN program in the future.

# Indicates major field courses.

Health, Character and Technical Standards, see page 48.

## Program Comments: Practical Nursing

All Practical 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 practical nursing major field courses must be passed before proceeding to the next level. A grade of "C" or higher is required in the required science courses, BI 108 & BI 109 **or** BI 195, BI 196 & BI 202, and the math course, MT 129, to enter or progress into the practical nursing courses.

1. Applicants are strongly encouraged to attend a group information session; please call the Admissions Office at (603)271-7134 for details;
2. Prior to the start of the clinical nursing courses, students are required to have on file in the Health Services Office (603)271-7153) documentation of: current medical insurance; a complete physical examination; current immunizations; current CPR certification for one and two person adult, infant and child. Professional liability malpractice insurance is arranged by the College and will automatically be charged to the student's account.
3. Depending on clinical site availability, students may be required to do an alternative clinical rotation (day or evening).
4. All students enrolled in a nursing course will be charged a \$350/semester Nursing Clinical Surcharge. The following courses carry this charge: PN 101, PN 102 and PN 103.

## Specific Admission Requirements

### Practical Nursing

1. High school Algebra I with a grade of "C" or higher OR NHTI's MT 103 and MT 104 with grades of "C" or higher;
2. High school biology course with lab with a grade of "C" or higher;
3. High school course in English with a grade of "C" or higher;
4. Submit, on NHTI nursing reference forms, two references from professionals, supervisors or teachers;
5. Satisfactory completion of the HESI 2A admission test; contact the Learning Center at 603-271-7725 to schedule testing; testing information is available in the Admissions Office at 603-271-7134 or at the NHTI website, [www.nhti.edu](http://www.nhti.edu); *waivers will be considered for students who have satisfactorily completed all of the NHTI Assessment Tests and/or scored "50 or higher" on all three sections of the National League for Nursing Pre-Admission Exam (NLN) within one year of the start of the program in January 2009; these waivers will be considered ONLY for the Practical Nursing class entering in January 2009.*
6. Preference will be given to students whose applications are complete and received by the NHTI Admissions Office, including the HESI 2A exam, *no later than October 3, 2008 for admission consideration for the program beginning in January 2009.*

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Paramedic Emergency Medicine

NHTI's Associate in Science with a major in Paramedic Emergency Medicine combines a unique 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.

The degree of Associate in Science with a major in Paramedic Emergency Medicine is awarded upon successful completion of the program.

Please refer to page 81 for suggestions on transferring to other institutions.

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
BI	195	Anatomy and Physiology I		3	2	4
EN	101	English Composition		4	0	4
# PM	117	Physical Assessment		2	0	2
# PM	142	Cardiology I		2	0	2
# PM	150	Advanced Trauma		3	0	3
# PM	161	Integration Lab I		0	3	<u>1</u>
						16

### SPRING SEMESTER

BI	196	Anatomy and Physiology II		3	2	4
MT	129	Math for Allied Health		3	0	3
# PM	111	Paramedic Procedures		1	3	2
# PM	126	Pharmacology		3	0	3
# PM	135	Medical Emergencies		3	0	3
# PM	162	Integration Lab II		0	3	1
# PM	244	Advanced Cardiology		2	0	<u>2</u>
						18

### SUMMER SEMESTER

# PM	190	Introduction to Clinical Environment		1	0	1
# PM	194	Hospital Clinic		0	18	<u>5</u>
						6

## NHTI Alumni Profile



**Ryan Pouliot**  
Class of 2002

**Major:** Paramedic  
Emergency Medicine

Ryan has been employed at Greater Lowell Emergency Medical Services in Lowell, Massachusetts and "*absolutely loves working there.*" He has completed his B.S. in Biology and has been accepted to Harvard Medical School for Fall 2007.

*"The paramedic program at NHTI carries a reputation in the EMS community that excels far beyond other programs. The education offers opportunities and advantages that speak for themselves in the field."*

### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
BI	222	Pathophysiology		3	0	3
# PM	163	Integration Lab III		0	3	1
# PM	200	Introduction to the Field Experience		1	0	1
# PM	201	Special Populations		3	0	3
# PM	296	Field Clinical I		0	9	3
PY	105	Introduction to Psychology		3	0	<u>3</u>
						14

### SPRING SEMESTER

EN	120	Communications		3	0	3
IT	102	PC Applications		3	0	3
# PM	164	Integration Lab IV		0	3	1
# PM	210	Field Operations		2	0	2
# PM	278	Advanced Paramedic Practice		2	0	2
# PM	297	Field Clinical II		0	9	3
XX	xxx	Humanities/Fine Arts/Foreign Language Elective		3	0	<u>3</u>
						17

### TOTAL CREDITS

# Indicates major field course

71

Health, Character and Technical Standards, on page 48.

## Specific Admission Requirements

1. High school level courses in Biology and Chemistry (with labs) completed with grades of "C" or higher;
2. Algebra I completed with a grade of "C" or higher or NHTI's MT 103 and MT 104 both with grades of "C" or higher;
3. Submit copy of National Registry or State EMT;
4. Submit copy of current BCLS/CPR card;
5. Letter of recommendation from EMS supervisor;
6. Submit documentation of at least 100 completed field calls using Option 1 or Option 2. These requirements are designed to verify that you have had sufficient BLS experience and that you have served as the Team Leader prior to the start of your program. (Contact either the Paramedic Department or Admissions Office for the Options Packet.)
  - a. **OPTION 1:** Please have your EMS officer complete the verification letter;
  - b. **OPTION 2:** You must complete 100 calls (that have patient contact). Of the 100 calls you must complete 25 of the required forms attesting to your serving as the Team Leader. For each team leader role also complete the Run Report Form;
7. A personal interview with the Department Admissions Committee;
8. Must be 18 years of age or older.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Health, Character and Technical Standards for Health Programs

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.

The college must ensure that patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and/or patients/clients and their families.

### Dental Assisting (see Program page 38)

Applicants must be in good physical and mental health in order to qualify for the program to include:

1. Sitting at chairside for a sustained length of time with frequent reaching and turning;
2. Manual dexterity to safely perform intraoral instrumentation;
3. Sufficient hearing to assess patient needs;
4. 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.

### Dental Hygiene (see Program page 39)

Applicants must be in good physical and mental health in order to qualify for the program, to include:

1. Sitting at chairside for a sustained length of time with frequent reaching;
2. Manual dexterity to safely perform intraoral instrumentation;
3. Sufficient hearing to assess patient needs;
4. Sufficient eyesight to observe patients, operate equipment and evaluate radiographs; visual acuity (correctable) to work with small measurements, and to interpret small defects;
5. 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.

## Radiologic Technology and Radiation Therapy (see Program pages 40, 41 & 70)

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

1. Standing for sustained periods of time and walking most of the work day to accomplish tasks;
2. Frequent reaching and manual dexterity in handling accessory equipment for radiographic purposes including typing on computer terminals;
3. Frequently transporting, moving, lifting and transferring patients from a wheelchair or stretcher to and from a radiographic table.

#### In addition, the student must have:

1. Sufficient eyesight to observe patients, manipulate equipment and evaluate radiographic quality. Visual acuity (correctable) 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;
2. Sufficient hearing to assess patient needs;
3. 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; and

4. Ability to work with frequent interruptions and respond appropriately to unexpected situations. Ability to work with wide variations in work load and stress levels.

## Nursing (RN, LPN-RN Advancement Option & PN Programs) (see Program pages 44, 45 & 46)

Applicants must be in good physical and mental health in order to qualify for RN or PN licensure. In addition, State Boards of Nursing may have specific requirements regarding prior convictions of offenses and licensure. Please contact the Board of Nursing in the state in which practice is planned regarding licensure requirements. Satisfactory completion of program does not guarantee RN or PN licensure.

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 profession of nursing. Applicants who think they may not be able to meet one or more of the technical standards should contact department head or faculty to discuss individual cases.

1. Sufficient hearing to assess patient needs and to understand instructions, emergency signals and telephone conversation.
2. Sufficient visual acuity to observe patients, manipulate equipment, and interpret data; visual acuity sufficient to ensure a safe environment, identify color changes, read fine print/writing and calculate fine calibrations.
3. Sufficient verbal ability to express and exchange information and ideas and to interact with patients, family members, physicians, peers and other ancillary medical personnel.
4. Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations and to cope with extreme variations in workload and stress levels.
5. Sufficient strength and motor coordination to perform the following physical activities: manual dexterity in handling and lifting equipment; frequently moving, lifting, and transferring patients; and performing CPR.

## Paramedic Emergency Medicine (see Program page 47)

### Technical/Physical Standards

Paramedic Emergency Medicine Program students 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 NHTI health forms upon acceptance, which must be completed prior to the start of classes); and NHTI liability insurance.

#### In Addition, the student must have:

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 (correctable) sufficient to work with analyzing data and figures, working with computer terminals, making visual inspections of 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 PROGRAMS

## Addiction Counseling

The Addiction Counseling Program provides professional Addiction Counseling Education and field experience for students who seek careers as addiction counselors and human service professionals with a specialty in addiction knowledge and counseling. Coursework incorporates both theory and skill practice as well as practica experience, including specialized addiction courses, individual and group counseling, interviewing, crisis intervention and conflict resolution. The practica offer the student the direct exposure and learning within the addiction field. The degree of Associate in Science with a major in Addiction Counseling will be awarded upon successful completion of all program requirements.

Graduates of the program serve in positions in public and private general psychiatric units and hospitals, youth and group homes, addiction treatment centers, diversion programs and mental health and social service agencies. The program also serves as a basis for the student to transfer on to a baccalaureate program. Students are academically and professionally prepared for the process of becoming a New Hampshire Licensed Alcohol and Drug Counselor.

The Addiction Counseling Program holds national program approval with the national accrediting body for Human Service Degree Programs, the Council for Standards in Human Service Education (CSHSE).

*A dual admission program is available with Granite State College for those interested in continuing their education.*

				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	187	The Helping Relationship: Interpersonal Communication Skills for Today's Professional		4	0	4
PY	105	Introduction to Psychology		3	0	3
				17		
SPRING SEMESTER						
# AD	205	Fundamentals of Dependency Counseling Skills		3	0	3
BI	120	Human Biology		3	2	4
IT	102	PC Applications		3	0	3
# SO	250	Conflict Resolution in Modern Society		3	0	3
# PY	283	Group Counseling		3	0	3
				16		

### Specific Academic Requirements

1. Candidates may be required to have a personal interview with a department faculty member;
2. Please refer to starred\* statement on this page regarding mathematics graduation requirement.

**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.

**Health, Character and Technical Standards**, see page 51.

## SECOND YEAR

FALL SEMESTER				CL	LAB	CR
# AD	296	Addiction Practicum I		2	8	4
MT	120	Contemporary College Mathematics*		4	0	4
# PY	220	Human Growth and Development: The Life Span		3	0	3
# PY	280	Individual Counseling: Theory and Practice		3	0	3
XX	xxx	Humanities/Fine Arts/ Foreign Language Elective		3	0	3
				17		
SPRING SEMESTER						
# AD	235	Physiology and Pharmacology of Addiction		3	0	3
# AD	270	Advanced Seminar in Addictive Behaviors Counseling		3	0	3
# AD	297	Addiction Practicum II		2	8	4
EN	xxx	English Elective		3	0	3
# HU	242	Ethics and the Professional Helper		3	0	3
PY	205	Crisis Intervention		3	0	3
				19		
TOTAL CREDITS				69		

# Indicates major field courses

\* Students must complete MT 120 to graduate. Depending on results of placement testing, students may be required to complete MT 103 prior to MT 120 (please note that MT 103 Algebra I - Part I, with a grade of "C" or higher, or the high school equivalent with a grade of "C" or higher, is the prerequisite for MT 120).



### NHTI Faculty Profile

**Kathleen Rossetti Curran**

Department Head, Human Service and  
Addiction Counseling

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

LicNHMHC

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."*

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

H S  
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M R  
A V  
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C E



## Human Service

The Human Service program prepares students to work effectively and knowledgeably with individuals and systems in need of direct care, assistance and personal support. Students will develop skills and competencies in interviewing, counseling, case management and crisis intervention, and will be able to network clients with needed community resources and services. In addition, the program prepares and serves for the student as a basis to transfer on to complete a baccalaureate degree.

Two practica courses provide students with 250 hours of professional experience in the human service field. Students are involved in the selection of the sites in which to fulfill the desired practica requirements. Each practicum enables students to apply what they have been learning in class to practical, hands-on situations.

The degree of Associate in Science with a major in Human Service is awarded upon successful completion of the 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, hospitals and school systems.

The Human Service Program holds national program approval with the national accrediting body for Human Service Degree Programs, the Council for Standards in Human Service Education (CSHSE).

Students may elect to focus their educational direction in the human service, mental health or gerontology field by pursuing two practica that are focused specifically in the chosen area of concentration. The student's placement will be in an approved facility.

A dual admission program is available with Granite State College for those interested in continuing their education.

FIRST YEAR				
FALL SEMESTER				CL LAB CR
# EN 101	English Composition	4	0	4
# HU 111	Introduction to Human Service	3	0	3
# HU 221	Social and Professional Issues in Today's Society	3	0	3
# MH 187	The Helping Relationship: Interpersonal Communication Skills for Today's Professional	4	0	4
PY 105	Introduction to Psychology	3	0	3
				17
SPRING SEMESTER				
# AD 120	Survey of Addictive Behavior and Treatment	3	0	3
BI 120	Human Biology	3	2	4
# HU 103	Introduction to Practicum Experience	1	0	1
IT 102	PC Applications	3	0	3
# PY 283	Group Counseling	3	0	3
# SO 250	Conflict Resolution in Modern Society	3	0	3
				17

HUMAN SERVICE OPTION SECOND YEAR				
FALL SEMESTER				CL LAB CR
# HU 195	Human Service Practicum I	2	8	4
MT 120	Contemporary College Mathematics*	4	0	4
PY 220	Human Growth and Development: The Life Span	3	0	3
# PY 280	Individual Counseling: Theory and Practice	3	0	3
XX xxx	Humanities/Fine Arts/ Foreign Language Elective	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 298	Human Service Practicum II	2	8	4
PY 205	Crisis Intervention	3	0	3
				16
TOTAL CREDITS				67

## MENTAL HEALTH OPTION SECOND YEAR

FALL SEMESTER				CL LAB CR
# MH 195	Mental Health Practicum I	2	8	4
MT 120	Contemporary College Mathematics*	4	0	4
PY 220	Human Growth and Development: The Life Span	3	0	3
# PY 280	Individual Counseling: Theory and Practice	3	0	3
XX xxx	Humanities/Fine Arts/ Foreign Language Elective	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
# MH 298	Mental Health Practicum II	2	8	4
PY 205	Crisis Intervention	3	0	3
				16
TOTAL CREDITS				67

## GERONTOLOGY OPTION SECOND YEAR

FALL SEMESTER				CL LAB CR
# GE 195	Gerontology Practicum I	2	8	4
MT 120	Contemporary College Mathematics*	4	0	4
PY 220	Human Growth and Development: The Life Span	3	0	3
# PY 280	Individual Counseling: Theory and Practice	3	0	3
XX xxx	Humanities/Fine Arts/ Foreign Language Elective	3	0	3
				17
SPRING SEMESTER				
# AD 235	Physiology and Pharmacology of Addiction	3	0	3
EN xxx	English Elective	3	0	3
# GE 298	Gerontology Practicum II	2	8	4
# HU 242	Ethics and the Professional Helper	3	0	3
PY 205	Crisis Intervention	3	0	3
				16
TOTAL CREDITS				67

# Indicates major field courses

\* Students must complete MT 120 to graduate. Depending on results of placement testing, students may be required to complete MT 103 prior to MT 120 (please note that MT 103 Algebra I - Part I, with a grade of "C" or higher, or the high school equivalent with a grade of "C" or higher, is the prerequisite for MT 120).

Health, Character and Technical Standards, see page 51.

**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.

### Specific Admission Requirements

1. Candidates may be required to have a personal interview with a department faculty member;
2. Please refer to starred\* statement on this page regarding mathematics graduation requirement.

*What if I need more time to complete my program? See \* (starred) statement on page 18.*

## Health, Technical and Character Standards

### Addiction Counseling and Human Service

(see Program pages 49 & 50)

The college must ensure that patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and/or patients/clients and their families.

#### Character Expectations

- Human Service 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 NHTI Health forms following acceptance. These forms must be completed, along with requested health physical exam and TB testing, prior to the start of classes. Each student is required to obtain NHTI Liability Insurance, starting in each academic year. The students will be billed directly. Students are also eligible to purchase Health Insurance through NHTI 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;
- Ability to adhere to and practice the Human Service Department's ethical guidelines.



# JUSTICE/LEGAL STUDIES

## Criminal Justice

The Criminal Justice degree is designed to prepare students 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 in Science with a major in Criminal Justice will be awarded upon completion of all requirements.

NHTI has transfer affiliations with four year institutions including:

- Franklin Pierce University
- Granite State College (dual admission program)
- Hesser College
- New England College
- NH Police Standards and Training Council
- Southern New Hampshire University
- Springfield College
- U Mass Lowell

Please refer to page 81 for suggestions on transferring to other institutions.

### 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
	IT 102	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 <i>or</i>	3-4	0	3-4
	EN xxx	English Elective	3	0	3
	PS 220	Public Administration	3	0	3
	SO 105	Introduction to Sociology	3	0	3
					16-17

### SECOND YEAR

#### FALL SEMESTER

			CL	LAB	CR
#	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* <i>or</i>	0	9	3
#	CJ 275	Senior Project	3	0	3
	MT 120	Contemporary College Mathematics**	4	0	4
	PY 205	Crisis Intervention	3	0	3
					16-19

#### SPRING SEMESTER

	BI 120	Human Biology	3	2	4
#	CJ 225	Drug Abuse and the Law	3	0	3
#	CJ 230	Justice and the Community	3	0	3
#	CJ 270	Criminal Justice Internship* <i>or</i>	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
					16-19

#### TOTAL CREDITS

16-19

**68-69**

# Indicates major field courses.

\* May be taken either Fall or Spring semester of senior year.

\*\* Students must complete MT 120 to graduate. Depending on results of placement testing, students may be required to complete MT 103 prior to MT 120 (please note that MT 103 Algebra I - Part I, with a grade of "C" or higher, or the high school equivalent with a grade of "C" or higher, is the prerequisite for MT 120).

#### Health and Internship Considerations

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.

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

#### 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 Co-Department Heads.

#### Specific Admission Requirements

1. Please refer to starred\*\* statement on this page regarding mathematics graduation requirement.

### Alumni Profile



**Peter Maes**  
**Major: Criminal Justice**  
**Class of 2005**  
**Former President: NHTI Drama Club**

"My goal is to have a career in the federal law enforcement area, and I came to NHTI to get the first two years of my college education as a criminal justice major ... and to be involved in campus activities that are fun and round out the college experience. Drama and acting have always been a big part of my life, and the NHTI Drama Club allowed me to continue that interest."

**What if I need more time to complete my program? See \* (starred) statement on page 18.**



## Paralegal Studies

The Associate Degree in Paralegal Studies, approved by the American Bar Association, will prepare students to perform effectively in today's legal and business communities. This program is an expanded version of the Certificate Program. Both programs are 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. Most major field courses, however, are offered in the evenings at this time. The general education courses are offered both days and evenings. The degree of Associate in Science with a major in Paralegal Studies will be awarded upon successful completion of all program requirements.

The work of the paralegal requires discretion and independent judgment. A paralegal always works under the supervision and direction of an attorney. Even though a paralegal can perform many of the tasks which have otherwise been performed by attorneys, a paralegal may not give legal advice, represent a client in court or otherwise engage in the practice of law.

NHTI's graduates will be exposed during their course of studies to the legal system and the role of paralegals within the profession, the ethical rules governing lawyers and paralegals, and the operation of a law office. Through the course sequence in the degree program, NHTI's graduates will be:

- able to assist in most aspects of legal research, and in the preparation of clear and concise legal writings, on a topic of their choosing;
- introduced to Lexis/Nexis;
- able to assist in virtually all phases of litigation and real property transactions;
- able to assist in the formation, daily administration and dissolution of a corporate entity;
- able to assist in the planning and administration of a decedent's estate;
- prepared to assist in the drafting of pleadings and in the completion of preliminary research in the area of family law;
- exposed to the various elements of New Hampshire criminal practice and procedure.

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
EN	101	English Composition		4	0	4
IT	102	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	3
				16		

### SPRING SEMESTER

AC	101	Accounting I		3	0	3
EN	120	Communications <i>or</i>				
EN	xxx	English Elective		3-4	0	3-4
MT	123	Intermediate Algebra		4	0	4
# PL	110	Litigation and Trial Preparation		3	0	3
# PL	225	Legal Research and Writing+		3	2	4
				17-18		

### Specific Admission Requirements

1. College preparatory algebra I with a grade of "C" or higher *or* NHTI's MT 103 and MT 104 both with grades of "C" or higher
2. Interview with department head; interviews will be scheduled by the department head once applications are complete
3. Two confidential letters of reference
4. Two-hundred word essay regarding reasons for choosing the Paralegal Program (used to help evaluate writing skills)

### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
AC	102	Accounting II		3	0	3
PI	242	Contemporary Ethical Issues		3	0	3
# PL	221	Real Estate		3	0	3
# PL	251	Probate Estates and Trusts		3	0	3
# PL	262	Criminal Law and Procedures		3	0	3
				15		

### SPRING SEMESTER

FL	xxx	Foreign Language <i>or</i>		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	2	4
XX	xxx	Social Science Elective**		3	0	3
				19-20		
<b>TOTAL CREDITS</b>				<b>67-69</b>		

# Indicates major field courses.

\* BI 100, CH 100 and PH 100 do not meet this requirement.

\*\* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105)

+ A \$100 fee will be assessed for all students taking PL 225. This fee will cover costs associated with ABA dues, Lexis/Nexis, Franklin Pierce Law Center Library, Supreme Court Library and PLS Associate Membership.

### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

### 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.



### NHTI Faculty Profile

#### Stacey Peters

Department Head, Paralegal Studies  
B.A., Alfred University  
Certificate Paralegal Studies,  
Rivier College

Professor Stacey Peters has been teaching in NHTI's Paralegal Studies program for more than ten years and in 2006 was named Department Head for the program.

She has fifteen years of experience as a practicing paralegal.

*"There is a high demand in the job market for qualified paralegals. NHTI offers the only degree and certificate programs in New Hampshire that are approved by the American Bar Association. Every member of our faculty is a working paralegal or practicing attorney and our internship program offers students valuable hands-on experience in the courts, with state agencies and in private law practices."*

**What if I need more time to complete my program? See \* (starred) statement on page 18.**



# LIBERAL ARTS

## Associate in 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. Students may select courses based on the requirements of the four-year school 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, the life sciences, and the social sciences are also available. The degree of Associate in Arts in Liberal Arts will be awarded upon successful completion of all program requirements.

### Specific Admission Requirements

- One year of college preparatory mathematics (Algebra I) with a grade of "C" or higher or NHTI's MT 103 and MT 104 both with grades of "C" or higher.

## Liberal Arts and Sciences Option

### General Requirements

EN 101 English Composition	4
EN xxx English Elective [excluding EN 100 and EN 120]	3
Computer Literacy (IT 102 or equivalent)	3
GS 100 College Success Seminar <b>or</b>	1
GS 102 Study Strategies	2
Humanities (XX xxx Humanities/Fine Arts/ Foreign Language Elective)	9
Mathematics * MT 123 Intermediate Algebra <b>or</b> higher level math course <b>and</b> MT xxx	8-9
Science (with lab) [excluding BI 100, CH 100, and PH 100]	8
Social Sciences (three courses with AN, EO, HI, PS, PY, or SO prefix, excluding HI 104 and HI 105)	2
	45-47

### Arts and Science Electives

Courses selected from Humanities (Literature, Western Civilization, Fine Arts, Foreign Languages, Philosophy, Mathematics, Sciences, Social Sciences, and English)	15
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### General Electives

Courses to meet individual interests and goals	6
<b>Minimum of 64 credits required for Graduation</b>	

- \* **MT 129 does not meet the minimum math requirements in this category.**

**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.

## English Option

### General Requirements

EN 101 English Composition	4
EN 1xx English Elective [excluding EN 100 and EN 120]	3
Computer Literacy (IT 102 or equivalent)	3
GS 100 College Success Seminar <b>or</b>	1
GS 102 Study Strategies	2
Humanities HI 104 Western Civilization I <b>and</b> HI 105 Western Civilization II <b>and</b> XX xxx Humanities/Fine Arts/ Foreign Language Elective	9
Mathematics * MT 123 Intermediate Algebra <b>or</b> higher level math course <b>and</b> MT xxx	8-9
Science (with lab) [excluding BI 100, CH 100, and PH 100]	8
Social Sciences (three courses with AN, EO, HI, PS, PY, or SO prefix, excluding HI 104 and HI 105)	9
	45-47

### Concentration

EN 1xx Introductory Genre courses	6
EN 2xx and 2xx Sequential Survey Courses	6
EN 255 Shakespeare	3
EN 2xx Upper level electives	6
	21

**Minimum of 64 credits required for Graduation**

- \* **MT 129 does not meet the minimum math requirements in this category.**

**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

Department Head, Liberal Arts, General Studies and Health Science  
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 Science in General Studies program in 1985. She has also been Department Head of the Associate in 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 Science in General Studies and Associate in Arts programs."*

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## Life Sciences Option

<u>General Requirements</u>	<u>Credits</u>
EN 101 English Composition	4
EN xxx English Elective [excluding EN 100 and EN 120]	3
Computer Literacy (IT 102 or equivalent)	3
GS 100 College Success Seminar <b>or</b>	1
GS 102 Study Strategies	2
Humanities (XX xxx Humanities/Fine Arts/ Foreign Language Electives)	9
Mathematics *	4
MT 123 Intermediate Algebra <b>or</b> higher level math course	
Social Sciences (three courses with AN, EO, HI, PS, PY, or SO prefix, excluding HI 104 and HI 105)	9
	<b>33-34</b>

### Concentration

MT 251 Statistics	4
BI 111 & BI 112 General Biology I & II	8
CH 103 & CH 104 General Chemistry I & II	8
	<b>20</b>
<i>Three of the following:</i>	
BI 195 Anatomy and Physiology I	4
BI 196 Anatomy and Physiology II	4
BI 202 Microbiology	4
BI 159 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>11-12</b>

### General Electives

Courses to meet individual goals	3
<b>Minimum of 64 credits required for Graduation</b>	

\* **MT 129 does not meet the minimum math requirements in this category.**

**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

### Mary Lloyd Evans

Associate Professor, General Studies and Mathematics  
B.S., University of Wales/Swansey  
P.G.C.E., University of Birmingham,  
England  
M.S., Lesley College

Mary Lloyd Evans came to NHTI in 1997 as an adjunct faculty member teaching math courses while also assisting in the Learning Center. She became a full-time associate professor in 2000. Before coming to NHTI she had spent 20 years teaching and coaching at several private schools in Massachusetts and New Hampshire.

*"I really enjoy the camaraderie amongst the mathematics and general studies faculty and I appreciate the respect afforded to me by the students here. I feel NHTI provides wonderful opportunities for students of all ages to learn and find success."*

## Social/Behavioral Science Option

<u>General Requirements</u>	<u>Credits</u>
EN 101 English Composition	4
EN xxx English Elective (excluding EN 100 and EN 120)	3
GS 100 College Success Seminar <b>or</b>	1
GS 102 Study Strategies	2
IT 102 PC Applications	3
MT 123 Intermediate Algebra * (or higher level math course)	4
MT 251 Statistics	4
XX xxx Humanities/Fine Arts/ Foreign Language Electives	9
XX xxx Laboratory Science (excluding BI 100, CH 100 and PH 100)	8
	<b>36-37</b>

### Core Requirements

AN 101 Introduction to Cultural Anthropology	3
EO 101 Macroeconomics <b>or</b>	
EO 102 Microeconomics	3
HI 120 United States History to 1870 <b>or</b>	
HI 121 United States History, 1870-Present <b>or</b>	
HI xxx Introductory history course	3
PS xxx Political Science elective	3
PY 105 Introduction to Psychology	3
SO 105 Introduction to Sociology	3
	<b>18</b>

### Core Electives

Three additional courses selected from the following areas:  
anthropology, history, political science,  
psychology or sociology

**9**

### General Electives

**3**

**Minimum of 64 credits required for Graduation**

\* **MT 129 does not meet the minimum math requirements in this category**

**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.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

## 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. The degree of Associate in Science in General Studies will be awarded upon successful completion of all program requirements.

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; *please refer to page 76 for details regarding the process for requesting a change of program*;
- 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 take college courses and explore career options.

## 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 120 or higher with the exception of MT 129; MT 129 does not meet the minimum math requirements in this category)	4
D. Lab Science [excluding BI 100, CH 100, and PH 100]	4
E. Humanities (EN xxx [excluding EN 100 and EN 120] and XX xxx Humanities/Fine Arts/ Foreign Language Elective)	6
<b>TOTAL</b>	<b>24</b>

## Other Required Courses

(for both options)

A. Computer Literacy (IT 102 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 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 College Success Seminar <i>or</i> GS 102 Study Strategies	1 2
B. Liberal Arts and Sciences electives	12
C. Electives (courses to meet individual interests and goals; may include a certificate program)	23-24
<b>TOTAL</b>	<b>36-38</b>
<b>TOTAL CREDITS</b>	<b>66-68</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)	
<i>And/Or</i>	
D. Coursework in a specific subject area ** (must relate to experiential credit)	minimum 15
<b>TOTAL</b>	<b>36</b>
<b>TOTAL CREDITS</b>	<b>66</b>

\* Students must complete MT 120 to graduate. Depending on results of placement testing, students may be required to complete MT 103 prior to MT 120 (please note that MT 103 Algebra I - Part I, with a grade of "C" or higher, or the high school equivalent with a grade of "C" or higher, is the prerequisite for MT 120).

\*\* 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.

## Specific Admission Requirements

1. Please refer to starred\* statement on this page regarding mathematics graduation requirement.

**What if I need more time to complete my program? See \* (starred) statement on page 18.**

# VISUAL ARTS

## Associate in Arts in Visual Arts

The Visual Arts program provides students the opportunity to acquire a thorough knowledge of the basic means of visual expression and broad exposure to the history of art in preparation for transfer into four-year colleges and universities and a career in the visual arts. The structured curriculum emphasizes visual perception, technical acuity and artistic philosophy geared toward developing a personal aesthetic.

The first year curriculum provides all students with a common foundation in basic artistic techniques. The following year, students will focus on advanced studio disciplines and prepare a professional portfolio of their work.

*All studio classes are held at the Kimball-Jenkins School of Art on North Main Street in Concord, NH and require studio fees payable directly to Kimball-Jenkins. These fees are in addition to the regular NHTI tuition and fees. The degree of Associate in Arts in Visual Arts will be awarded upon successful completion of the program.*



### NHTI Student Profile

**Matt Cassidy**  
Major: Visual Arts  
Class of 2008

*"Becoming a Visual Arts major was one of the best decisions I have made in my lifetime! I started at UNH taking Mechanical Engineering courses and decided that it wasn't for me. . . . I have taken many NHTI Visual Arts courses at the Kimball-Jenkins School of Art. The small class sizes are really good, allowing the teachers to have a more personal approach, sharing their love of art with their students,*

*encouraging them to work outside of class. The Kimball Jenkins School of Art and NHTI truly promote student work and have displays to showcase how far they have come and highlight their achievements."*

### FIRST YEAR

FALL SEMESTER				CL	LAB	CR
EN	101	English Composition		4	0	4
# FA	101	Introduction to Drawing (studio)		2	4	4
# FA	103	Two-Dimensional Design (studio)		2	3	3
# FA	111	Survey of Western Art History I		3	0	3
IT	102	PC Applications		3	0	3
				17		

### SPRING SEMESTER

EN	xxx	English Elective		3	0	3
# FA	104	Three-Dimensional Design (studio)		2	3	3
# FA	112	Survey of Western Art History II		3	0	3
# FA	201	Drawing II (studio)		2	4	4
# SO	xxx	Social Science Elective*		3	0	3
				16		

### SECOND YEAR

FALL SEMESTER				CL	LAB	CR
# FA	xxx	Studio Elective		2	4	4
# FA	xxx	FA (visual art only) Elective (may be studio or history)		2-3	0-4	3-4
MT	xxx	Math Elective**		4	0	4
SO	xxx	Social Science Elective*		3	0	3
XX	xxx	Lab Science Elective***		3	2	4
				18-19		

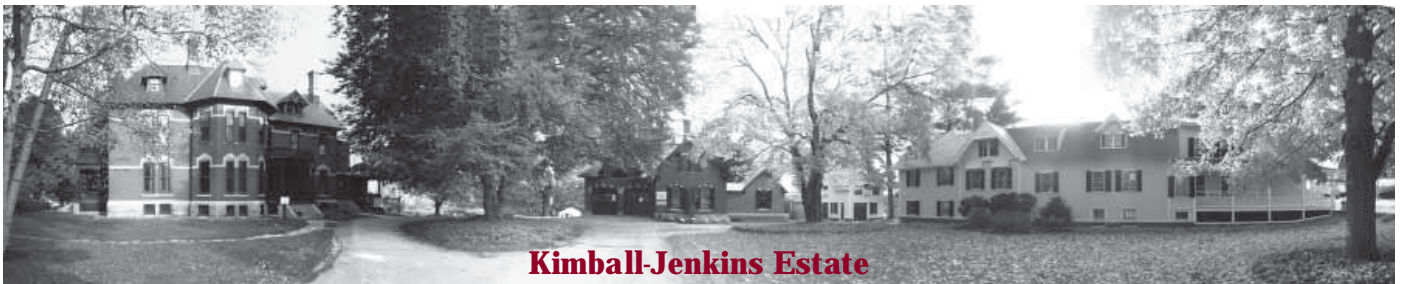
### SPRING SEMESTER

# FA	2xx	Studio Elective (#2)*		2	4	4
MT	xxx	Math Elective**		3-4	0	3-4
SO	xxx	Social Science Elective*		3	0	3
XX	xxx	Lab Science Elective***		3	2	4
XX	xxx	General Elective		3-4	0	3-4
				17-18		
<b>TOTAL CREDITS</b>				<b>68-71</b>		

- \* Any course with a prefix of AN, EO, HI, PS, PY or SO (except HI 104 and HI 105).
- \*\* MT xxx #1 must be MT 123 or higher level mathematics course (excludes "institutional credit only" math courses and also excludes MT 120 and MT 129); MT xxx #2 must be a higher level mathematics course than MT xxx #1.
- \*\*\* BI 100, CH 100 and PH 100 do not meet this requirement.
- + The final studio course will serve as the capstone course during which the student will create a portfolio of work to be displayed at a public showing.

### Specific Admission Requirements

1. High school level Algebra I with a grade of "C" or higher **or** NHTI's MT 103 **and** MT 104, both with grades of "C" or higher.



**Kimball-Jenkins Estate**

*What if I need more time to complete my program? See \* (starred) statement on page 18.*



# 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

Bedford Commons OB, Bedford, NH  
Catholic Medical Center, Manchester, NH  
Concord Hospital, Concord, NH  
Cottage Hospital, Woodsville, NH  
Elliot Hospital, Manchester, NH  
Frisbie Memorial Hospital, Rochester, NH  
H.D. Goodall Hospital, Sanford, ME  
Hitchcock Clinic, Concord, NH  
Hitchcock Clinic, Manchester, NH  
Lakes Region General Hospital, Laconia, NH  
Maine Medical Center, Portland, ME  
Maine Medical Center OB/GYN Associates, Portland, ME  
New London Hospital, New London, NH  
Parkland Medical Center, Derry, NH  
Southern Maine Medical Center, Biddeford, ME  
Southern NH Medical Center, Nashua, NH  
St. Joseph Hospital, Nashua, NH  
The Surgical Care Group, Manchester, NH  
York Hospital, York, ME  
VA Medical Center - Manchester, NH

## PARAMEDIC EMERGENCY MEDICINE ALS FIELD SITES

Action Ambulance, Woburn, MA  
Concord Fire Department, Concord, NH  
Cataldo Ambulance Service, Somerville, MA  
Derry Fire Department, Derry, NH  
Frisbee Memorial Hospital, ALS, Rochester, NH  
Greater Lowell EMS, Lowell, MA  
Lawrence General Hospital ALS, Lawrence, MA  
Rockingham Ambulance, Manchester, NH  
Rockingham Ambulance, Nashua, NH  
Trinity EMS, Inc., Haverhill, MA

## PARAMEDIC EMERGENCY MEDICINE HOSPITAL CLINIC SITES

Concord Hospital, Concord, NH  
Lowell General Hospital, Lowell, MA  
St. Joseph Hospital, Nashua, NH  
Saints Memorial Hospital, Lowell, MA  
Southern New Hampshire Medical Center, Nashua, NH

## RADIOGRAPHY HOSPITAL CLINIC SITES

Androscoggin 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 Regional Hospital, Franklin, NH  
Frisbie Memorial Hospital, Rochester, NH  
Lakes Region General Hospital, Laconia, NH  
Littleton Regional Hospital, Littleton, NH  
Massachusetts General Hospital, Boston, MA  
Memorial Hospital, North Conway, NH  
New London Hospital, New London, NH  
Parkland Medical Center, Derry, NH  
Portsmouth Regional Hospital, Portsmouth, NH  
St. Joseph Hospital, Nashua, NH  
Southern New Hampshire Medical Center, Nashua, NH  
VA Medical Center, Manchester, NH  
VA Medical Center, White River Junction, VT  
Wentworth-Douglass Hospital, Dover, NH

## RADIATION THERAPY CLINICAL SITES

Exeter Cancer Center, Exeter, NH  
Payson Cancer Center, Concord, NH  
Seacoast Cancer Center, Dover, NH  
Nashua Regional Cancer Center, Nashua, NH  
The Kingsbury Center for Cancer Care, Keene, NH  
Norris Cotton Cancer Center, Lebanon, NH  
Elliot Regional Cancer Center, Manchester, NH

## NURSING PRACTICUM SITES

Catholic Medical Center, Manchester, NH  
Concord Hospital, Concord, NH  
Elliot Hospital, Manchester, NH  
Greenbriar Terrace Healthcare, Nashua, NH  
Hanover Hill Healthcare Center, Manchester, NH  
HealthSouth Rehabilitation Hospital, Concord, NH  
Lakes Region General Hospital, Laconia, NH  
New Hampshire Hospital, Concord, NH  
New Hampshire Veterans Home, Tilton, NH  
Pleasant View Center, Concord, NH



### NHTI Alumni Profile

**Jodi Ingram**  
**Major: Nursing**  
**Class of 2006**

*"When I decided to pursue my degree in nursing, I asked nurses where they would recommend. The overwhelming response was NHTI. They told me that NHTI graduates are caring, capable, skilled professionals; that is the kind of nurse I want to be. Although I have attended other schools prior to transferring to NHTI, nowhere else made me feel as though my success was as important to the faculty and staff as it was to me. I never felt like 'just another student'. My instructors have always been willing to take time outside of class to help me when I needed it. The Writing Center and Math Lab in the Learning Center have also been invaluable tools to my success. As I approach graduation, it is with mixed emotions. I am excited to be completing my nursing degree, and yet it feels like I'm leaving home. I am already looking for ways to continue to be active in the NHTI community after graduation."*



**Child and Family Development Center,  
located on the campus of NHTI**

### **EARLY CHILDHOOD EDUCATION PRACTICUM SITES**

Bow Elementary School, Bow, NH  
 Child and Family Development Center, NHTI, Concord, NH  
 Children's World Learning Center, Merrimack, NH  
 Concord Early Head Start, Concord, NH  
 Concord Head Start, Concord, NH  
 Dame School, Concord, NH  
 Early Enrichment Center, Concord, NH  
 Eastman School, Concord, NH  
 East Side Learning Center, Concord, NH  
 Franklin Head Start, Franklin, NH  
 Kimball Elementary School, Concord, NH  
 The Learning Center at Concord Hospital, Concord, NH  
 Noah's Ark Child Care Center, Manchester, NH  
 Proctor Preschool, Andover, NH  
 Ralph Waldo Emerson Preschool, Concord, NH  
 Rumford School, Concord, NH  
 The Children's Place and Family Resource Center, Concord, 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  
 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 Alcohol and Drug Abuse  
 Prevention and Recovery  
 New Hampshire Division of Health and Human Service, Concord  
 New Hampshire Hospital, Concord, NH  
 New Hampshire Mediation Program, 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

## ADDICTION COUNSELING PRACTICUM SITES

Child and Family Services  
Farnum Center  
Friendship House  
Fresh Start, Concord Hospital  
Keystone Hall, Nashua, NH  
Lakes Region General Hospital,  
Nathan Brody Chemical Dependency Program  
Manchester Academy  
Merrimack County House of Corrections  
Manchester Youth Services  
Merrimack Academy  
Merrimack River Medical Services  
Multiple Offenders Program  
NH State Prison for Men  
Odyssey Family Center  
Serenity Place  
Southeastern NH Services  
Tirrell Halfway House, Manchester, NH  
Westbridge: The Commons

## TRAVEL AND TOURISM/HOTEL

### ADMINISTRATION INTERNSHIP SITES

American Automobile Association (AAA), Concord, NH  
American Automobile Association (AAA), Manchester, NH  
Apollo Travel Service, 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 Department of Corrections  
NH Division of Children Youth and Families  
NH Fish and Game Department  
NH Prison for Women  
NH Public Defender's Office  
NH State Police  
NH State Prison for Women  
NH State Prison Volunteers  
NH Youth Detention Center  
Tobey School  
US Probation Office  
Victims Inc.

### New Hampshire Police Departments

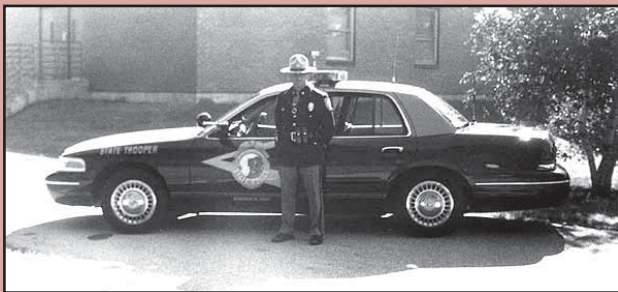
Antrim	Lincoln
Amherst	Litchfield
Ashland	Littleton
Auburn	Londonderry
Bedford	Loudon
Berlin	Manchester
Boscawen	Mason
Bow	Meredith
Bradford	Milford
Brookline	Moultonboro
Campton	Nashua
Candia	Newport
Claremont	North Hampton
Concord	Northfield
Deerfield	Nottingham
Derry	Ossipee
Dover	Pembroke
Epping	Plaistow
Exeter	Plymouth
Franklin	Portsmouth
Fremont	Raymond
Gilford	Rochester
Goffstown	Salem
Gorham	Sanbornton
Grantham	Sandown
Hanover	Somersworth
Hampton	Sutton
Henniker	Swanzy
Hillsboro	Tilton
Hollis	Thornton
Hooksett	Washington
Hopkinton	Weare
Hudson	Windham
Laconia	Woodstock

### New Hampshire Sheriff's Departments

Carroll County	Grafton County
Hillsborough County	Merrimack County

### New Hampshire Department of Corrections

Cheshire County	Coos County
Hillsborough County	Rockingham County



*"NHTI's challenging Criminal Justice curriculum, motivated faculty, and individual academic advising prepared me for my career in Law Enforcement."*

- NH State Trooper/ NHTI Graduate Chuck Johnston

# CERTIFICATE PROGRAMS

NHTI Certificate Programs are designed to prepare students for immediate employment in a variety of exciting fields. The Certificate Programs can help students attain their career goals in a short period of time. These Programs also provide opportunities to continue on to obtain an associate degree in the same or related field of study.\*

Some of the advantages of enrolling in a program instead of remaining in non-matriculated status include:

1. potential eligibility for financial aid;\*\*
2. academic counseling to help students plan the next step in their education and/or career; and
3. students will receive certificates promptly after successful completion of their program (see *Certificate Program Completion*, pages 78-79).

The programs listed in this brochure are available days and/or evenings as noted. To apply for a program, simply complete and submit the certificate application, located in the back of this brochure, together with a \$10.00 non-refundable application fee, to the Admissions Office. *Be sure to review the certificate program listing for additional documents that may be required.* More specific information can be obtained by calling the Admissions Office, the individual indicated on the program page or Continuing Education.

**Please Note:** students must apply for and be accepted into a program to receive their degree, diploma or certificate.

## CERTIFICATE PROGRAM RESIDENCY REQUIREMENT

To earn a Certificate, 6 credits, or 25%, whichever is larger, of the program credits must be taken in NHTI-controlled courses (see also *Certificate Program Completion*, pages 78-79).

- \* Contact the Admissions Office for additional information. Students who choose to apply for an Associate Degree upon completion of the Certificate program will not be charged another application fee.
- \*\* To be considered for Financial Aid, students must be enrolled in a program of 16 credits or more, submit high school transcripts, GED certificate and scores (if applicable) and the Program application, and submit appropriate documents as required by the Financial Aid Office.

## Business Programs

### Accounting Basic

The basic accounting certificate is designed to provide students with specific accounting, computer and related business skills for entry into business or industry. Upon completion of the basic accounting certificate, students will have sufficient skills to obtain jobs as accounts receivable clerks, accounts payable clerks, accounting technicians, bookkeepers or payroll clerks. For more information, contact Lynn Hedge at (603)271-6965. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
AC 101	Accounting I	3
AC 102	Accounting II	3
BU 170	Principles of Marketing	3
BU 225	Business Law I	3
IT 102	PC Applications	3
IT 200	Spreadsheets	3
	<b>TOTAL CREDITS</b>	<b>18</b>

### Accounting Advanced

The advanced accounting certificate is designed to build upon the skills learned in the basic accounting certificate. Upon completion of the advanced accounting certificate, students will have sufficient skills to obtain jobs as full-charge bookkeepers or junior accountants. *The Basic Accounting Certificate must be successfully completed in order to receive the Advanced Accounting Certificate.*

Although students completing the advanced certificate will have the necessary background to perform the tasks of a full-charge bookkeeper or a junior accountant, students should be aware some employers will require the completion of an associate degree to be considered for employment in these job categories. For more information, contact Lynn Hedge at (603)271-6965. The advanced accounting certificate is available days and evenings. This program is *financial aid eligible*.

		Credits
AC 205	Intermediate Accounting I	4
AC 206	Intermediate Accounting II	4
AC 230	Taxes	4
AC 250	Cost Accounting	3
BU 250	Principles of Finance	3
BU 270	Principles of Management	4
	<b>TOTAL CREDITS</b>	<b>22</b>

**Prerequisite:** Applicants must submit proof of high school level Algebra I with a grade of "C" or higher or NHTI's MT 103 and MT 104 both with grades of "C" or higher.

### E-Travel

The Certificate program in E-Travel gives students the opportunity to combine the technical skills and tourism knowledge needed to work in a tourism organization's computer area. Specifically, students will develop the technical skills needed to design web sites for the tourism industry as well as an understanding of the industry as a whole. For more information contact Maryanne S. Adams at (603)271-6963. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
GY 135	Destination Travel Geography I	3
GY 137	Destination Travel Geography II	3
IT 102	PC Applications	3
IT 270	Web Design and Development I	3
IT 274	Internet (Electronic) Commerce	3
TR 101	Introduction to the Hospitality and Tourism Industry	3
TR 210	E-Travel	3
	<b>TOTAL CREDITS</b>	<b>21</b>

**NOTE:** Students matriculating into the E-Travel certificate program are expected to possess a working knowledge of software applications including word processing, spreadsheet, and presentation software, or to have successfully completed NHTI's IT 102 (PC Applications) or comparable course.

Students must maintain Internet access, including a professional working e-mail address, throughout their participation in these programs.

*Health, Character and Technical Standards see page 23.*



## Event/Conference Management

The Certificate program in Event/Conference Management gives students the opportunity to acquire the skills needed to work in conference management at a hotel/conference, sports arena center or a corporate organization. Students will develop an understanding of the hotel/tourism industry and learn how to plan and organize a conference/event. For more information contact Maryanne S. Adams at (603)271-6963. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
BU 150	Supervision	3
BU 225	Business Law I <i>or</i>	
HR 227	Legal Issues for the Hospitality Industry	3
HR 245	Event, Meeting and Convention Planning	3
HR 260	Hospitality Sales and Management <i>or</i>	
HR 290	Hotel Internship	3
HR 269	Food and Beverage Management <i>or</i>	
HR 270	Catering Operations	3
TR 101	Introduction to the Hospitality and Tourism Industry ¥	3
<b>TOTAL CREDITS</b>		<b>18</b>

¥ A Travel Fee of \$75 will be assessed for all students taking TR 101. The money will be used to defray some of the costs associated with student travel experiences. There will be additional costs to students associated with some of the more extensive trips.

**NOTE:** Students matriculating into the Event/Conference Management certificate program are expected to possess a working knowledge of software applications including word processing, spreadsheet, and presentation software, or to have successfully completed NHTI's IT 102 (PC Applications) or comparable course.

Students must maintain Internet access, including a professional working e-mail address, throughout their participation in these programs.

*Health, Character and Technical Standards see page 23.*

## Hotel Administration

The Hotel Administration program will prepare students for an entry-level position in the hotel industry. The student will explore the various types of positions and responsibilities as they relate to the size and needs of a Deluxe to Tourist Hotel, Inn, Lodge or Resort in relation to front office operations. Classroom instruction is completed by hands-on industry software training. Students will have the opportunity to take the American Hotel and Motel Association certification tests in Rooms Division and/or Marketing/Sales Specialist. For more information contact Maryanne S. Adams at (603)271-6963. This program is available evenings only. This program is *financial aid eligible*.

		Credits
BU 225	Business Law I <i>or</i>	
HR 227	Legal Issues for the Hospitality Industry	3
HR 110	Introduction to Hotel Operations	3
HR 225	Front Office Operations	3
HR 245	Event Planning	3
HR 260	Hospitality Sales and Marketing	3
HR 269	Food & Beverage Management <i>or</i>	3
HR 270	Catering Operations	3
HR 290	Hotel Internship <i>or</i>	
HR/TR/BU xxx	HR/TR/BU Elective	3
<b>TOTAL CREDITS</b>		<b>21</b>

**NOTE:** Students matriculating into the Hotel Administration certificate program are expected to possess a working knowledge of software applications including word processing, spreadsheet, and presentation software, or to have successfully completed NHTI's IT 102 (PC Applications) or comparable course.

Students must maintain Internet access, including a professional working e-mail address, throughout their participation in these programs.

*Health, Character and Technical Standards see page 23.*

## Management

This certificate is designed for students who either seek employment in supervisory/management positions or wish to increase their knowledge and update their skills for advancement with their current employer. Flexibility is the key, with four core courses and two choices for electives. Students with an interest in marketing, for example, could take *Marketing and Sales*, while others who are following a human resource interest might enroll in *Organizational Behavior* and *Human Resource Management*. For more information, contact Martha Hunt at (603)271-8880 or mhunt@ccsnh.edu. This program is available days and evenings and is *financial aid eligible*.

Required Core Courses		Credits
AC 101	Accounting I	3
BU 101	Introduction to Business	3
BU 225	Business Law I	3
BU 270	Principles of Management	4
		<b>13</b>
<i>Choose <u>two</u> electives:</i>		
BU 150	Supervision	3
BU 170	Principles of Marketing	3
BU 174	Principles of Sales	3
BU 221	Health Care Management	3
BU 242	Business Ethics	3
BU 245	Organizational Behavior	3
BU 273	Human Resource Management	4
IT 270	Web Design & Development I	3
		<b>6-7</b>
<b>TOTAL CREDITS</b>		<b>19-20</b>

## Sports Management

This 6-course certificate program is designed to orient students to the world of sports-related businesses while providing a broad overview regarding possible careers or future studies in sports management. Courses in this program will transfer into the associate degree program at NHTI entitled: *Associate in Science in Business Administration with a Concentration in Sports Management*.

For more information contact Michael Moffett at (603)271-7736. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
SM 101	Introduction to Sports Management	3
SM 170	Sports Marketing	3
SM 180	Public Relations and Advertising for the Sports Industry	3
SM 210	Sports Facilities	3
SM 225	Sports Law	3
SM 250	Sport and Society	4
	<b>TOTAL CREDITS</b>	<b>19</b>

## Travel and Tourism

The Travel and Tourism certificate is a travel counselor/airline agent-focused program. Students will learn all facets of the travel industry from airlines reservation on a "live" airline reservation system (Worldspan) to tours/cruises. Emphasis is placed on destination geography. Students will complete the Airline Reporting Corporation ticketing documents forms used in travel agencies/airlines and will gain knowledge in international travel from documents needed to enter a country to understanding customer relations in a foreign country. For more information contact Maryanne S. Adams at (603)271-6963. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
GY 135	Destination Travel Geography I	3
GY 137	Destination Travel Geography II	3
HR 260	Hospitality Sales and Marketing	3
TR 101	Introduction to the Hospitality and Tourism Industry ¥	3
TR 210	E-Travel	3
HR xxx	Hotel Administration Elective <i>or</i>	3
TR xxx	Travel Elective	3
	<b>TOTAL CREDITS</b>	<b>18</b>

¥ A Travel Fee of \$75 will be assessed for all students taking TR 101. The money will be used to defray some of the costs associated with student travel experiences. There will be additional costs to students associated with some of the more extensive trips.

**NOTE:** Students matriculating into the Travel and Tourism certificate program are expected to possess a working knowledge of software applications including word processing, spreadsheet, and presentation software, or to have successfully completed NHTI's IT 102 (PC Applications) or comparable course.

Students must maintain Internet access, including a professional working e-mail address, throughout their participation in these programs.

*Health, Character and Technical Standards see page 23.*

## Computers

### Information Technology Applications Development

The Information Technology Applications Development Certificate Program consists of eight courses which provide students with programming and systems design skills used in business and industry. Students will use five different programming languages while designing databases and creating business front ends. Extensive hands-on training is provided in our computer labs with extensive instruction. This program is recommended for persons who have achieved a level of expertise in their field or who have completed a college degree program in a specialty area and need computer applications and programming courses to be more effective in using computer productivity tools for managerial decisions. For more information contact Department Head Tom Laurie at [tlaurie@ccsnh.edu](mailto:tlaurie@ccsnh.edu) or (603)271-2369. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
IT 110	Programming Fundamentals	3
IT 140	Database Design and Management	3
IT 210	Object Orientated Programming in Java	3
IT 212	Visual Basic.NET	3
IT 214	Advanced Visual Basic.NET	3
IT 240	Database Implementation	3
IT 270	Web Design and Development I	3
IT xxx	IT Elective	3
	<b>TOTAL CREDITS</b>	<b>24</b>

### Information Technology Networking

The Information Technology Networking Certificate Program consists of eight courses which provide students with a strong background in PC and Windows Server essentials. Students will complete four semesters of the CISCO Academy and be prepared to take the Cisco Certified Network Associate certification exam (CCNA) when completed. For more information contact Department Head Tom Laurie at [tlaurie@ccsnh.edu](mailto:tlaurie@ccsnh.edu) or (603)271-2369. This program is available days and evenings. This program is *financial aid eligible*.

		Credits
IT 108	Personal Computer Hardware and Software	3
IT 150	Networking for Home and Small Businesses	3
IT 152	Networking at a Small-to-Medium Business or ISP	3
IT 250	Introducing Routing and Switching in the Enterprise	3
IT 252	Designing and Supporting Computer Networks	3
IT 262	Networking Security I	3
IT 280	Windows Server Operating Systems	3
IT xxx	IT Elective	3
	<b>TOTAL CREDITS</b>	<b>24</b>

## Early Childhood Education

### Autism Early Intervention Specialist

The Autism Early Intervention Specialist Certificate program, under the auspices of the Early Childhood Education department, trains students to work specifically with very young children from birth to age 8 with autism spectrum disorder and other special needs or with those children who may be at risk for developmental delays or disabilities. Students will learn about individual differences in both typically and atypically developing young children. Students will work collaboratively as a part of various transdisciplinary teams and implement the activities that have been developed as part of a child's Individual Family Support Plan (IFSP). Students will learn how to provide early supports and services to young children in natural environments such as the home or a child care program while valuing and supporting the family as the expert on the child. The courses in the Autism Early Intervention Specialist Certificate program meet the training and education requirements for the State of NH credential of Associate Teacher Level 4. (Refer to the Early Childhood Professional Development System Guide for other criteria for this level.)

For more information, contact Gale Hall, Department Head of Early Childhood Education at (603)271-2305. This program is available days and evenings and is "financial aid eligible." Students working in licensed child care programs in NH may also apply for tuition assistance made possible through funding from the NH DHHS, DCYF, Child Development Bureau.

The course layout below is typical for a full time day student. Contact the Department Head for typical layout of a part time evening schedule.

Fall Semester	Credits
EC 101 Growth and Development of the Young Child	3
EC 242 Child, Family, and Community	3
EC 265 Positive Behavior Guidance and Supporting Young Children with Challenging Behaviors	3
EC 270 Teaching Young Children with Special Needs	3
	<b>12</b>
<b>Spring Semester</b>	
EC 190 Preparing for Practicum	1
EC 215 Infant/Toddler Development and Programming	4
EC 225 Autism Spectrum Disorder	4
EC 226 Home Visiting and Working with a Team	3
	<b>12</b>
<b>Summer or Fall Semester</b>	
EC 278 Early Intervention Practicum	5
<b>TOTAL CREDITS</b>	<b>29</b>

#### Specific Admission Requirements

1. Complete and submit an admission application and \$10 application fee;
2. NHTI placement testing indicating an aptitude for EN 101; verbal abilities and writing skills are major considerations for acceptance into the Autism Early Intervention Specialist Certificate program;
3. Satisfactory interview with the Early Childhood Education program faculty.

### Program Comments:

1. Students will be working with children at the NHTI campus child care center beginning with first semester early childhood courses. Applicants are advised that the New Hampshire Bureau of Child Care Licensing requires certain paperwork to be on file at centers for employees and others who regularly work in child care centers. Completion of paperwork from the Bureau of Child Care Licensing must occur by the end of the first week of classes. This may include:

- submission of a criminal record check;
  - a complete set of fingerprints (new law effective July 1, 2007);
  - completion of the licensing Child Care Personnel Health Form by a licensed health provider.
2. The cost of the record check and fingerprinting is the responsibility of the student. They must come back as clear or non-disqualifying and the health form must indicate that the student is in good physical health and has no mental or emotional disturbances that would prohibit him/her from caring for children. Otherwise the student will be dismissed from the program.
  3. These forms are provided at each interview and orientation/registration or are available from the Department Head. Failure to complete the proper forms in a timely manner will result in an unexcused absence in the corresponding early childhood classes and could lead to course failure or suspension from the Early Childhood Education program.

## Early Childhood Education Certificate and Advanced Certificate Programs

People take early childhood certificate courses for a variety of reasons. Most often it is career or work related to meet different job requirements as outlined in New Hampshire's Child Care Program Licensing Rules. Sometimes these courses are also of interest to parents or students in related fields. Students may choose to be matriculated or non-matriculated depending on their reasons for taking courses. While students may be non-matriculated and take early childhood courses, **students can only earn the Early Childhood Certificate or Advanced Certificate if they are matriculated students** (see Option 4, p. 65). For more information, contact Department Head Gale Hall at (603)271-2305.

### Early Childhood Education Certificate

The courses in the Early Childhood Education Certificate program meet the training and education requirements for the State of NH credential of Associate Teacher Level 3. (Refer to the Early Childhood Professional Development System Guide for other criteria for this level.) The Early Childhood Certificate program is available days and evenings. This program is "financial aid eligible." Students working in licensed child care programs in NH may apply for tuition assistance made possible through funding from the NH DHHS, DCYF, Child Development Bureau. For more information contact Gale Hall ghall@ccsnh.edu at (603)271-2305.

FALL SEMESTER	Credits
EC 101 Growth and Development of the Young Child	3
EC 141 Curriculum and Environments 1	3
<b>SPRING SEMESTER</b>	
EC 142 Curriculum and Environments 2	3
EC 188 Health, Safety, and Nutrition in Early Childhood Education	3
<b>FALL SEMESTER</b>	
EC 242 Child, Family and Community	3
EC 265 Positive Behavior Guidance and Supporting Young Children with Challenging Behaviors	3
<b>TOTAL CREDITS</b>	<b>18</b>

**Early Childhood Education Certificate Program**  
Specific Admission Requirements, see page 65.

## Early Childhood Education Advanced Certificate

The courses in the Early Childhood Advanced Certificate program meet the training and education requirements for the State of NH credential of Associate Teacher Level 4. (Refer to the Early Childhood Professional Development System Guide for other criteria for this level.) The Early Childhood Education Advanced Certificate program is available days and evenings and is *financial aid eligible*. Students may also apply for the tuition assistance from the Child Development Bureau. For more information contact Gale Hall at (603)271-2305.

		Credits
EC 101	Growth and Development of the Young Child	3
EC 102	Foundations of Early Childhood Education	3
EC 141	Curriculum and Environments 1	3
EC 142	Curriculum and Environments 2	3
EC 155	Children's Literature	3
EC 188	Health, Safety and Nutrition in Early Childhood Education	3
EC 190	Preparing for Practicum	1
EC 242	Child, Family and Community	3
EC 265	Positive Behavior Guidance and Supporting Young Children with Challenging Behaviors	3
EC 275	Practicum 1	3
	<b>TOTAL CREDITS</b>	<b>28</b>

### Specific Admission Requirements for the Early Childhood Education Certificate and Advanced Certificate Programs

There are different requirements for taking early childhood certificate courses based on the applicant's employment and matriculation status as outlined below:

#### Option 1 – Employed in a licensed child care setting and non-matriculated

Applicants working with young children in a licensed child care program must submit the following:

1. Letter from employer confirming a clear or non-disqualifying criminal record and fingerprint check as required by Child Care Licensing;
2. Copy of applicant's Child Care Personnel Health Form indicating that the applicant is in good health and has no mental or emotional disturbances that would prohibit him/her from caring for children; and
3. One confidential letter of reference

#### Option 2 – Not employed in licensed child care and non-matriculated

Applicants not currently employed in a licensed child care program will need to access NHTI's Child and Family Development Center weekly to complete class assignments and are advised that the New Hampshire Bureau of Child Care Licensing requires certain paperwork to be on file at the child care center. Students accessing the campus child care center must complete this paperwork by the end of the first week of classes. This may include:

- submission of a criminal record check;
- a complete set of fingerprints (new law effective July 1, 2007); and
- completion of the licensing Child Care Personnel Health Form by a licensed health provider.

Additionally, applicants must complete a satisfactory interview with early childhood faculty.

*Continued next column...*

### Specific Admissions Requirements continued...

Students are responsible for the costs of the criminal record check and fingerprinting. They must come back as clear or non-disqualifying and the health form must indicate that the student is in good physical health and has no mental or emotional disturbances that would prevent him/her from working with children. Otherwise the student will be dismissed from the program.

Students must demonstrate the ability to respond positively to the guidance and instruction of the center's teachers while in the classroom with children and must demonstrate safe practice. Failure to respond to the teacher's concerns can result in course failure and/or inability to take further early childhood classes. All students must be capable of safely performing their duties and undertake their responsibilities with the children, staff, and parents in a professional manner.

**Option 3 - Parents and other applicants from related fields** who will not need to access NHTI's Child and Family Development Center to complete assignments and do not intend to earn the Early Childhood Certificate or Advanced Certificate may take courses with the permission of the Department Head of Early Childhood Education.

### Option 4 - Becoming a matriculated student

*While students may be non-matriculated and continue to take early childhood courses, students can only earn the Early Childhood Certificate or Advanced Certificate if they are matriculated students. To matriculate into the Early Childhood Certificate or Advanced Certificate program, applicants must do the following:*

1. Complete an admission application and submit the \$10 application fee;
2. Complete NHTI placement testing indicating an aptitude for EN 101; verbal abilities and writing skills are major considerations for acceptance into the Early Childhood Certificate and Advanced Certificate;
3. Complete and submit appropriate paperwork as outlined in Option 1 or 2 above; and
4. Complete a satisfactory interview with early childhood faculty.

Early Childhood Certificate and Advanced Certificate applicants who are not working at a licensed child care facility with young children will need to access NHTI's Child and Family Development Center each week to complete class assignments. Students must demonstrate the ability to respond positively to the guidance and instruction of the center's teachers while in the classroom with children and must demonstrate safe practice. Failure to respond to the teacher's concerns can result in course failure and/or probation or suspension from the early childhood program. All students must be capable of safely performing their duties and undertake their responsibilities with the children, staff, and parents in a professional manner.



## Education Programs

### Career and Technical Education Alternative Certification

This program is designed to offer students the knowledge and skills required by the New Hampshire Department of Education standards for career and technical educator certification. This program has been constructed according to the competencies required for Ed 610.01 Professional Education and Ed 507.02 Teachers of Career and Technical Education. Ed 610.01 competencies are met through courses ED 104 and ED 105. Ed 507.02 competencies, as proposed, are met through ED 230 Essentials of Career and Technical Curriculum and Instruction.

The program is designed to allow students to use program credits toward an Associate in Arts in Teacher Preparation or Associate degree in a general studies or career and technical program. Students also may use the credits toward a Bachelor's or Master's degree program in Education through Plymouth State University. Articulation with other colleges and programs may be sought.

Students accepted into this program may provide evidence that they may be eligible to receive credit for courses via aggregate educational experience and/or occupational experiences. In such cases students may be eligible to earn credit by examination or transfer credit, according to the policies and procedures of the college.

#### *Students eligible for this program may be:*

- those with a high school diploma or equivalent and significant work/life experience who would like to earn a credential to teach or a credential to teach and college credits toward Associate or Baccalaureate Degree completion;
- those with some college courses or an Associate Degree and significant work/life experience who would like to earn a credential to teach or a credential to teach and college credits toward Associate or Baccalaureate Degree completion;
- those with a Bachelor's Degree (but no certification) and significant work/life experience who would like to earn a credential to teach or a credential to teach and possible graduate credits toward Master Degree completion.

In all cases, prospective career and technical educators will possess significant life/work experience or academic preparation in a career and technical content area. The Career and Technical Center Directors and School Districts will retain the authority to review the eligibility of all prospective career and technical educators and define any or all of the certificate component courses to be required for credentialing, on an individual basis. These individuals will then be referred to NHTI for course registration and completion. For more information contact Department Head Kelly Moore Dunn at (603)271-8881. This program is *financial aid eligible*.

	Credits
ED 101 Introduction to Exceptionalities	3
ED 104 Foundations of Education	3
ED 204 Instructional Technology	3
ED 207 Teaching and Learning Process	3
ED 230 Essentials of Career and Technical Curriculum and Instruction	3
EN 101 English Composition	4
PY 209 Educational Psychology	3
PY 220 Human Growth and Development: The Life Span	3
<b>TOTAL CREDITS</b>	<b>25</b>

### Education

The Certificate in Education offers students the option of taking the core education curriculum, allowing for transfer to the Associate in Science in Education program, or to a baccalaureate program in education. For more information, contact Department Head Kelly Moore Dunn at (603)271-8881. Courses in this program are scheduled in the late afternoon-early evening, beginning at 4:00 pm. This program is *financial aid eligible*.

*Certificate program students may take 200 level courses concurrently with 100 level courses with permission from the department head of the Education Program.*

Fall Semester		Credits
ED 101	Introduction to Exceptionalities	3
ED 104	Foundations of Education	3
ED 201	Legal Issues in Education	3
PY 105	Introduction to Psychology	3
		<b>12</b>
Spring Semester		
ED 204	Instructional Technology	3
ED 207	The Teaching-Learning Process	3
ED 212	Design of Instruction	3
ED 200	Supporting Students with Challenging Behaviors	4
PY 209	Educational Psychology	3
		<b>16</b>
<b>TOTAL CREDITS</b>		<b>28</b>

### Special Education

The Certificate in Special Education is designed for:

- People interested in exploring careers in special education;
- Current paraeducators looking to enhance their skills and possibly move toward degrees in regular or special education;
- Current teachers seeking professional development skills related to working with children with special needs.

Credits earned in the Certificate in Special Education are fully transferable to NHTI's Associate in Science in Education degree. Contact Kelly Moore Dunn at (603)271-8881 for additional information. This program is *financial aid eligible*.

*Certificate program students may take 200 level courses concurrently with 100 level courses with permission from the department head of the Education Program.*

Fall Semester		Credits
ED 101	Introduction to Exceptionalities	3
EN 101	English Composition	4
ED 203	Teaching Strategies for Diverse Learners	3
		<b>10</b>
Spring Semester		
ED 200	Supporting Students with Challenging Behaviors	4
ED 204	Instructional Technology	3
MT 120	Contemporary College Math <b>or</b>	
MT 123	Intermediate Algebra	4
		<b>11</b>
<b>TOTAL CREDITS</b>		<b>21</b>

## Teacher Education Conversion Programs (TECP)

### Program Overview

NHTI has developed two programs, approved by the NH State Board of Education, to help to meet the critical shortage of teachers in our state:

1. **The Teacher Education Conversion Programs (TECP)** are designed to attract career changers into Mathematics or Science Teaching;
2. **The General Special Education Conversion Program** is designed for candidates who already hold a teaching certification and are interested in adding a general special education endorsement.

### Admission Requirements for Both Programs

1. **These are not degree programs; candidates must hold a Baccalaureate and/or Master's Degree.**
2. **Candidates must complete and submit a TECP application, a \$10.00 application fee and official transcripts from all undergraduate and graduate programs attended, current resume and two letters of recommendation.**
3. **Candidates must participate in an interview with NHTI Education Department Faculty.**

### Teacher Certification in Mathematics or Science

#### Program Goals

The goals of the Teacher Education Conversion Program are to prepare the candidate to bring to the middle or secondary classroom the knowledge, skills, expertise, innovation, and enthusiasm necessary to succeed as a teacher; to ensure that candidates are afforded opportunities for observation, exploration, and reflection both in and outside the classroom; to apply his/her content expertise and pedagogical principles in the assessment of learning in a student teaching experience.

The Teacher Education Conversion programs are post-baccalaureate programs in which candidates can expect to learn through integrated fieldwork and courses in the following areas:

		Credits
TECP 50	Introduction to Exceptionalities	3
TECP 51	Foundations of Education	3
TECP 60	Supporting Students with Challenging Behaviors	4
TECP 61	Legal Issues in Education	3
TECP 63	Instructional Technology	3
TECP 64	Teaching and Learning Process	3
TECP 65	Design of Instruction	3
TECP 80	Methods/Student Teaching for Middle/Secondary School Mathematics <i>or</i>	
TECP 81	Methods/Student Teaching for Middle/Secondary School Science	<u>10</u>
	<b>TOTAL CREDITS</b>	<b>32</b>

The NHTI TECP offers certification in the following endorsement areas:

Certification Levels	
• <b>Biology</b>	grades 7 - 12
• <b>Chemistry</b>	grades 7 - 12
• <b>General Science</b>	grades 5 - 12
• <b>Earth Science</b>	grades 7 - 12
• <b>Mathematics</b>	grades 5 - 8, 7 - 12
• <b>Physical Science</b>	grades 7 - 12
• <b>Physics</b>	grades 7 - 12

After successful completion of the program, candidates are recommended to the NH State Department of Education - Bureau of Credentialing for teacher certification.

### Specific Admission Requirements

1. Candidates must hold a Baccalaureate and/or Master's Degree in Science or Math
2. These candidates demonstrate the mastery of all competencies required by the program through the successful completion of coursework, field work, student teaching, and portfolio development.
3. Candidates must successfully pass the PRAXIS I (PPST) tests and the PRAXIS II in their specific content area.
4. The candidate must maintain a cumulative grade point average of at least a 2.75.
5. A criminal record check will be required for working in the schools.
6. Included in the application process, the candidate will complete the checklist for content standards to identify areas of competency.

### General Special Education Certification Program

#### Program Goals

The goals of the General Special Education Conversion Program are to prepare the candidate to bring to K-12 classrooms the knowledge, skills, expertise, innovation, and enthusiasm necessary to succeed as a teacher; to ensure the candidate is afforded opportunities for observation, exploration, and reflection both in and outside the classroom; to apply his/her content expertise and pedagogical principles in the assessment of learning in a practicum experience teaching students with diverse learning needs.

Candidates in this program can expect to learn through integrated fieldwork and courses in the following areas:

		Credits
TECP 50	Introduction to Exceptionalities	3
TECP 60	Supporting Students with Challenging Behaviors	4
TECP 62	Teaching Strategies for Diverse Learners	3
TECP 63	Instructional Technology	3
TECP 70	Special Education Assessment	3
TECP 71	Consultation/Collaboration and Individual Education Plans (IEPs)	3
TECP 82	Practicum Experience in General Special Education	<u>6</u>
	<b>TOTAL CREDITS</b>	<b>25</b>

After successful completion of the program, candidates are recommended to the NH State Department of Education - Bureau of Credentialing for General Special Education certification.

### Specific Admission Requirements

1. Candidates must hold Teacher Certification
2. Candidates must demonstrate the mastery of all competencies required by the program through the successful completion of coursework, field work, practicum, and portfolio development.
3. Candidates must successfully pass the PRAXIS I (PPST) tests, if applicable. In addition, the candidate must maintain a cumulative grade point average of at least a 2.75.
4. A criminal record check will be required for working in the schools. During the interview, the Director of the Conversion Programs will discuss the requirements for Highly Qualified Teacher (HQT) with regard to special education teachers.

## Engineering Technology Programs

### Computer Aided Design - Architectural Concentration

This 18 credit-hour certificate program is designed for students who plan to be CAD operators in the field of architecture. Upon successful conclusion of the CAD certificate program, participants will be able to effectively create 2D as well as 3D drawings in CAD and to model and visualize 3D objects for projects presentations. For additional information, contact Department Head Liaquat Khan at (603)271-7746. This program is available part time and evenings only. This program is *financial aid eligible*.

Fall Semester	Credits
AR 101 AutoCad 2D	3
IT 102 PC Applications	3
	<b>6</b>
Spring Semester	
AR 102 AutoCAD 3D	3
AR 191 Architectural Desktop	3
	<b>6</b>
Fall Semester	
AR 103 Architectural Graphics and Sketching	3
AR 194 Microstation	3
	<b>6</b>
<b>TOTAL CREDITS</b>	<b>18</b>

### Computer Technology Programming (Advanced)

This Certificate Program will provide state-of-the-art capability in using computers, offering marketable programming skills and in-depth understanding and manipulation of hardware. Credits attained in the Certificate Program are transferable to the Computer Engineering Technology Associate Degree.

In order to provide these advanced courses to a wide audience, participants will only need a beginning background in C++ programming and fundamental use of the Microsoft Windows operating system. This can be accomplished by taking *IT 108 Personal Computer Hardware and Software* and *CP 107 Introduction to Programming with C++* at NHTI. As a Corequisite, the ability to understand and use algebraic equations is key to the success of programming. *MT 133 Elementary Functions* is recommended for this purpose. For more information, contact Sterling Hough at (603)271-7758 or e-mail at shough@ccsnh.edu. This program is available days and evenings. This program is *financial aid eligible*.

Required initial course:	Credits
CP 235 Algorithms With Object Oriented Programming	4
	<b>4</b>
AND any three of the following (check prerequisites in course descriptions):	
CP 240 Programming for Windows Operating Systems	4
CP 222 Data Communications & Internetworking	4
CP 252 Networking and Internet Technologies	4
CP 260 Computer Real Time Interfacing	4
	<b>12</b>
<b>TOTAL CREDITS</b>	<b>16</b>

### Electronic Technology

This Certificate Program is designed to accommodate people with technical backgrounds who are interested in learning electronics, e.g., those with liberal arts-based computer science degrees working in areas of software where basic electronics knowledge is needed. The credits attained in the Certificate in Electronic Technology are applicable to the Electronic Engineering Technology Associate Degree.

In order to provide these advanced courses to a wide audience, participants will only need a basic background of Elementary Functions (MT 133), basic knowledge of digital electronics (EL 115) and demonstrate computer literacy (IT 102 or IT 108) which will be offered on a regular basis at NHTI. For more information contact Sterling Hough at (603)271-7758 or e-mail at shough@ccsnh.edu. This program is *financial aid eligible*.

	Credits
EL 101 Electric Circuits	4
EL 102 Circuit Analysis	4
EL 110 Electronics I	4
EL 210 Electronics II	4
EL 215 Advanced Digital Electronics	4
<b>TOTAL CREDITS</b>	<b>20</b>

#### Prerequisites:

MT 133 Elementary Functions (or equivalent background)	5
Demonstrated computer literacy	

### Landscape Design Certificate

The Landscape Design Certificate program provides entry-level skills for those entering the landscaping field or continuing education for landscapers, florists/nursery growers, architects, and anyone interested in a broader range of knowledge in this area. For more information contact Susanne Smith Meyer at (603)271-7122. This program is available evenings only. This program is *financial aid eligible*.

#### FIRST YEAR

Fall Semester	Credits
LD 101 Identification and Uses of Trees	3
LD 115 Landscape Architecture Design Theory	3
	<b>6</b>

#### Spring Semester

LD 102 Identification and Uses of Shrubs, Groundcovers and Vines	3
LD 112 Landscape Drawing and Presentation Techniques	3
	<b>6</b>

#### SECOND YEAR

Fall Semester	Credits
LD 109 Basic Site Grading and Surveying	3
LD 220 Planting Design	3
	<b>6</b>

#### Spring Semester

LD 117 Small Scale Design Project	3
LD 125 Landscape Construction Details and Methods	3
	<b>6</b>
<b>TOTAL CREDITS</b>	<b>24</b>

*Prerequisites:* Submit official copy of High School transcript and/or GED with scores. Algebra I and Algebra II, with grades of "C" or higher, are recommended.

## Health Programs

### Medical Coding

Health Information Management is a dynamic field and a growing profession. Coding professionals are trained specialists in classifying medical data and transforming diagnoses, conditions, diagnostic and therapeutic procedures into coded data that serve as the basis for local, regional, state-wide, national and world-wide comparison. Payment for medical care is contingent on the coded data provided by medical coding specialists. Employment opportunities include positions in hospitals, clinics, physician offices, nursing homes, insurance companies, and mental health facilities. Coding specialists work with ICD-9, CPT Codes and medical information and reimbursement systems. These codes change on a yearly basis and ongoing training is required. The program provides students with the necessary tools to sit for the CCA exam. For further information contact Winnona Vachon, RHIA, CCS, CCS-P at (603)271-7122. This program is available evenings only. This program is *financial aid eligible*.

#### FIRST YEAR

Fall Semester		Credits
HS 101	Medical Terminology	3
BI 120	Human Biology	<u>4</u>
		7

#### Spring Semester

BI 122	Basic Pathophysiology	3
HS 104	Health Care Data Content and Delivery Systems	<u>3</u>
		6

#### Summer Semester

IT 102	PC Applications	<u>3</u>
		3

#### SECOND YEAR

Fall Semester*		Credits
HS 112	Basic ICD-9-CM (lab)	3
HS 113	Intermediate ICD-9-CM	<u>4</u>
		7

#### Spring Semester\*\*

HS 114	Basic Ambulatory Coding	3
HS 115	Intermediate Ambulatory Care	<u>4</u>
		7
<b>TOTAL CREDITS</b>		<b>30</b>

\* HS 112 will meet twice a week for five weeks, followed by HS 113 for ten weeks.

\*\* HS 114 will meet twice a week for five weeks, followed by HS 115 for ten weeks.

*Prerequisites:* Submit proof of high school graduation or the equivalent; keyboarding skills helpful.

### Medical Transcription

A certificate in Medical Transcription prepares students for entry level positions in one of the fastest growing occupations. Medical transcriptionists work in hospitals, clinics, private practices, insurance companies and transcription services. As a medical language specialist you will be transcribing dictation by health care professionals on patient assessment, diagnosis, prognosis and therapeutic procedures. For information contact Robin Merrill, Program Coordinator, Continuing Education at (603)271-7122. This program is available evenings only. This program is *financial aid eligible*.

#### FIRST YEAR

Fall Semester		Credits
HS 101	Medical Terminology	3
IT 102	PC Applications	<u>3</u>
		6

#### Spring Semester

BI 120	Human Biology	4
HS 104	Health Care Data Content & Delivery System	<u>3</u>
		7

#### SECOND YEAR

Fall Semester		Credits
EN 101	English Composition	4
MN 101	Medical Transcription with Lab*	<u>3</u>
		7

#### Spring Semester

BI 122	Basic Pathophysiology	3
MN 202	Advanced Medical Transcription	<u>3</u>
		6
<b>TOTAL CREDITS</b>		<b>26</b>

\* Specific information about equipment needed for MN 101 will be given the first night of class.

*Prerequisites:* Submit proof of High School graduation or the equivalent; minimum keyboard skills of 45 corrected words per minute; competency in English usage, spelling, listening, and comprehension skills.



## Orthopaedic Technology

The Certificate Program in Orthopaedic Technology educates students in the care of orthopaedic patients, concentrating on the art of casting and splinting. Students will be specially trained to assist orthopaedic physicians in hospitals, clinics and private practice offices in the care of patients with musculoskeletal injuries or conditions. CPR certification (one and two person, infant, child and adult, airway obstruction management) is required before registering for Orthopaedic Technology courses. Upon successful completion of this program, candidates will be prepared to take the national certification exam administered by the National Board of Certified Orthopaedic Technologists. *Financial Aid eligibility is pending.*

### FIRST YEAR

Fall Semester			Credits
HS 101	Medical Terminology		3
ORTH 101	Orthopaedic Anatomy & Physiology I		3
ORTH 103	Basic Radiology Interpretation		3
ORTH 105	Casting and Splinting I		1
ORTH 107	Sterile Technique		1
RTH 115	Patient Care		<u>1</u>
			12

### Spring Semester

ORTH 102	Orthopaedic Anatomy & Physiology II	3
ORTH 104	Physical Assessment of the Orthopaedic Patient	3
ORTH 106	Casting and Splinting II	1
ORTH 108	Medical Ethics for Orthopaedic Technology	3
ORTH 110	Bracing and Durable Medical Equipment	1
ORTH 112	Traction	<u>1</u>
		12

### Summer Semester

ORTH 115	Clinical Externship	<u>8</u>
		12
<b>TOTAL CREDITS</b>		<b>32</b>

#### Specific Admission Requirements

1. High school diploma or GED
2. Personal Interview

## Radiation Therapy

The Certificate Program in Radiation Therapy is an advanced placement option for students with prior degrees in the Radiological Sciences. For more information contact program coordinator Amy VonKadich at (603)271-0700. This program is *financial aid eligible*.

An Associate Degree option is available for students do not have a degree in Radiological Sciences. *See page 41.*

### FIRST YEAR

Fall Semester		CL	LAB	CR
RTH 101	Introduction to Radiation Therapy	3	0	3
RTH 110	Principles and Practice of Radiation Therapy I	3	2	4
RTH 200	Radiation Protection and Biology	3	0	3
RTH 220	Radiation Therapy Physics	3	0	3
RTH 290	Clinical Practice III	0	24	<u>4</u>
				17

### Spring Semester

RTH 205	Treatment Planning	3	0	3
RTH 210	Principles and Practice of Radiation Therapy II	3	2	4
RTH 293	Clinical Practice IV	0	24	<u>4</u>
				11

### Summer Semester

RTH 215	Sectional Anatomy and Pathology	3	0	3
RTH 295	Clinical Practice V	0	32	<u>6</u>
				9

### SECOND YEAR

Fall Semester		CL	LAB	CR
RTH 296	Clinical Practice VI	0	32	6
RTH 280	Registry Review	1	0	<u>1</u>
				7
<b>TOTAL CREDITS</b>				<b>44</b>

#### Specific Admission Requirements

*Preference will be given to applicants whose applications are complete and received by the NHTI Admissions Office no later than February 13, 2009 (with the exception of the interview) for Fall 2009 admission.*

1. High school or college biology with lab AND chemistry with lab, both with grades of "C" or higher;
2. College preparatory algebra I with a grade of "C" or higher or NHTI's MT 103 and MT 104 both with grades of "C" or higher;
3. High school level physics is recommended;
4. Clinical observation period in a Radiation Oncology Center; criteria established by and available from program faculty; call (603)271-7159 for information;
5. Completion of Cardiopulmonary Resuscitation and Airway Obstruction Management for one and two person adult, infant and child before program registration;
6. A personal interview with the applicant will be arranged by the Admissions Office once the admission file is complete.
7. Completion of a Radiological Sciences program.

*Health, character and technical standards see page 48.*

## Human Service Programs

### Addiction Counseling/Criminal Justice

This certificate, provided as a joint effort between the Human Service and Criminal Justice departments, approaches treatment of addicted offenders by providing the participant with increased knowledge and understanding of the delivery of successful addiction treatment within today's criminal justice system. A recent trend toward the combining of sanctions and treatment for addictions has effectively changed the knowledge base necessary to provide these services. Understanding the correlation between drug addiction and crime is now required knowledge for addiction counselors, law enforcement and corrections personnel, as new program designs require proficiency in the delivery of treatment services that address both the offense and the addiction. The certificate program cross-trains criminal justice and addiction staff, and includes an Internship experience allowing the student to receive hands-on, supervised instruction in a setting providing this combination of services. The Certificate Program may be taken in the day format below or over two years in a day/evening format. For more information contact Lindsay Freese at (603)271-6951. This program is *financial aid eligible*.

		Credits
AD 115	Fundamentals of Criminal Justice-Oriented Addiction Treatment	3
AD 120	Survey of Addictive Behaviors and Treatment	3
AD 215	Internship: Orientation to Addictive Behaviors Counseling with Criminal Justice Clients	4
CJ 101	Introduction to Criminal Justice	3
CJ 150	Criminology	3
CJ 215	Correction Operations	3
MH 187	The Helping Relationship: Communication Skills for Today's Professional	4
	<b>TOTAL CREDITS</b>	<b>23</b>

### Community Social Service

The Certificate program in Community Social Service is an eight-course, 26-credit program offered through the Division of Continuing and Corporate Education at NHTI in conjunction with the State of New Hampshire Division of Mental Health and Developmental Services.

This program focuses on the core values, knowledge and skills needed to be effective in the provision of community-based support. 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.

For further information on the Community Social Service certificate, intern site placement, and scholarship eligibility, please contact Mark Jewell, N.D., Ph.D. at (603)496-7198. This program is available evenings only. This program is *financial aid eligible*.

		Credits
CS 111	Introduction to Community Social Services	3
CS 112	Supportive Communication Skills	4
CS 115	Learning and Behavior	3
CS 116	Assessment & Individual Planning	3
CS 117	Community Social Service Practicum	4
PY 105	Introduction to Psychology	3
PY 220	Human Growth and Development: The Life Span	3
	<b>TOTAL CREDITS</b>	<b>23</b>

Choose one elective:

AD 120	Survey of Addictive Behaviors and Treatment	3
PY 210	Abnormal Psychology	3
PY 280	Individual Counseling: Theory and Practice	3
PY 283	Group Counseling	3
	<b>TOTAL CREDITS</b>	<b>26</b>

## Justice/Legal Studies

### Paralegal Studies

This certificate program is approved by the American Bar Association and is designed to prepare students to perform effectively in today's legal and business communities. The program trains men and women for professional status as lawyer's assistants in corporations, banks, insurance companies, government agencies 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.

The work of the paralegal requires discretion and independent judgement. It is essential that a paralegal have strong writing ability, an analytical approach to organizing and reviewing material, and a foundation in computers and word processing. Although a paralegal always works under the supervision and direction of an attorney, it is important that he or she be well-motivated and self-starting. While a paralegal can perform many of the tasks which have otherwise been performed by attorneys, a paralegal may not give legal advice, represent a client in court, or otherwise engage in the practice of law. For more information contact Stacey Peters at (603)271-7104. This program is available evenings only. This program is *financial aid eligible*.

NHTI's graduates will be exposed during their course of studies to the legal system and the role of paralegals within the profession, the ethical rules governing lawyers and paralegals, and the operation of a law office. Through the course sequence in the certificate program, NHTI's graduates will be:

- able to assist in most aspects of legal research, and in the preparation of clear and concise legal writings, on a topic of their choosing;
- introduced to Lexis/Nexis;
- able to assist in virtually all phases of litigation and real property transactions;
- able to assist in the formation, daily administration and dissolution of a corporate entity;
- able to assist in the planning and administration of a decedent's estate;
- prepared to assist in the drafting of pleadings and in the completion of preliminary research in the area of family law;
- exposed to the various elements of New Hampshire criminal practice and procedure.

		Credits
PL 101	Foundations of Paralegal Studies	2
PL 103	Causes of Action in Contract and Tort	2
PL 104	Legal Research+	3
PL 110	Litigation and Trial Preparation	3
PL 221	Real Estate	3
PL 231	Business Organizations and Bankruptcy	3
PL 241	Family Law	1
PL 251	Probate Estates and Trusts	3
PL 261	Criminal Process	1
PL 270	Internship (Optional)	3
PL 271	Legal Writing	1
	<b>TOTAL CREDITS</b>	<b>22-25</b>

+ A \$100 fee will be assessed for all students taking PL 104. This fee will cover costs associated with ABA dues, Lexis/Nexis, Franklin Pierce Law Center Library, Supreme Court Library and PLS Associate Membership.

#### Specific Admission Requirements

1. 45 college credits in general education courses from an accredited institution (consistent with the requirements of the American Bar Association, which approves this Certificate)
  - 18 of these credits must meet distribution and content requirements designated by the ABA, in at least three (3) different disciplines such as English, foreign languages, humanities, mathematics and natural science
2. two confidential letters of reference
3. writing sample
4. submit official high school and college transcripts

### Internship Considerations

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

### 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.

## Public Safety Communications

There is a nationwide critical need for qualified Public Safety Communications personnel for such positions as telecommunicator, call taker, communications specialist, and 9-1-1 operator/dispatcher. Completion of this Public Safety Communications Certificate will assist applicants in securing positions and in advancing their careers in the communications field. For more information contact either of the co-Department Heads: Professor James Rowe at 603-271-6952 or jrowe@ccsnh.edu; or Professor Michael Raymond at 603-271-6886 or mfraymond@ccsnh.edu. *Financial aid eligibility is pending.*

			Credits
<b>Fall Semester</b>			
EN 101	English Composition		4
IT 102	PC Applications		3
PSC 101	Introduction to Public Safety Communications		3
PSC 102	Seminar in Public Safety Communications		3
PY 105	Introduction to Psychology		3
			16
<b>Spring Semester</b>			
EN 120	Communications		3
PSC 201	Advanced Public Safety Communications		3
PSC 270	Public Safety Communications Internship		4
PY 205	Crisis Intervention		3
			13
<b>TOTAL CREDITS</b>			<b>29</b>

### Specific Admission Requirements

Incoming students must demonstrate that they are capable of performing the class work required for EN 101 (English Composition) by completing NHTI Placement Testing for English Composition. In lieu of this, students who have previously taken a college level English Composition course and earned a grade of "C" or higher may submit an official transcript documenting the course and grade. If a student is not capable of entering EN 101, that student must complete EN 100 (Introductory English) with a grade of "C" or higher to be eligible for acceptance into the Public Safety Communications Certificate program.

### Health and Technical Standards

Program officials will seriously consider all academically qualified candidates provided that the technical standards can be met with reasonable accommodation.

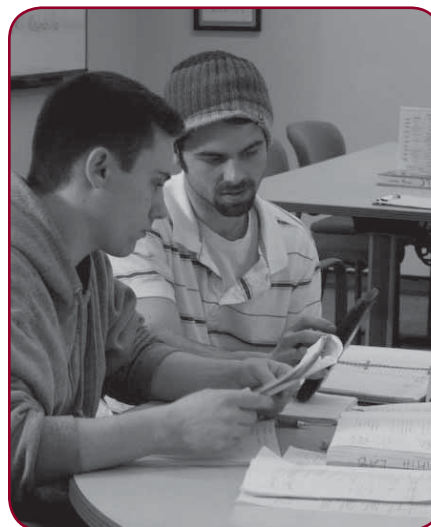
Applicants must be in good physical and mental health in order to qualify for the program such that they possess:

1. Sufficient stamina to sit at a radio console for extended periods of time with frequent reaching and turning;
2. Sufficient hearing to accurately discern speech over telephone and radio;
3. Sufficient eyesight to accurately read computer screens and LED indicators in various lighting conditions at reasonable distances.

The college must ensure that agency consumers are not placed in jeopardy by students during learning experiences. Therefore, students in internships must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize public safety communications. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, respect confidentiality, establish rapport and maintain sensitive interpersonal relationships with supervisors, employees, and service consumers.

### Character Standards

Applicants should be aware that background checks, often including polygraph examinations, are completed by potential employers prior to obtaining most positions with public safety agencies, and typically, even before acceptance into 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 Co-Department Heads of the Public Safety Communications program.



# DIVISION OF CONTINUING & CORPORATE EDUCATION

## Division of Continuing Education (DCE)

The Division of Continuing Education (DCE) allows students to earn Associate Degrees and Certificates in a flexible format, completing courses during the evening, online, and in a distance learning format.

- **Flexible class format.** We offer many options for students with busy schedules including courses in the evening, on weekends, and 100% online.
- **Affordability.** We offer the most affordable college education in New Hampshire.
- **Begin or continue your college experience at NHTI.** Many courses are transferable to four-year colleges and universities.
- **Considering changing careers?** NHTI offers over 62 programs from which to choose.
- **We're here to help.** Educational counseling services are available in the evening and during the day.
- **Extensive summer offerings.** We offer over 200 courses during our summer session including day, evening, online, distance learning and one-week classes.

In addition to degree and certificate programs, the Division of Continuing Education offers several other learning opportunities.

### Travel Opportunities

[www.nhti.edu/continuingeducation/dceedabroad.htm](http://www.nhti.edu/continuingeducation/dceedabroad.htm)

Each year NHTI through DCE offers several travel opportunities. In past years students have traveled to Italy, China, Costa Rica and Quebec. Visit our website to see what is planned for the next year. For more information contact Dawn Comito at (603)271-6963.

### Cross Cultural Office

[www.nhti.edu/crosscultural/](http://www.nhti.edu/crosscultural/)

The Cross Cultural Office provides tutoring and advising services, English for Specific Purposes and TOEFL training, and international exchange opportunities. Please contact the Cross Cultural Office at (603)271-8928 for more information.

### Project Running Start

[www.nhti.edu/academics/runningstart/](http://www.nhti.edu/academics/runningstart/)

Project Running Start is a Concurrent Enrollment Partnership between NHTI and participating high schools. Students earn college credit while completing high school courses. Tuition is \$100 per course. Contact Mary Snyder at (603)271-5213 for more information.

### Project Lead the Way

<http://www.nhti.edu/academics/runningstart/>

Project Lead the Way (PLTW) is a cooperative, statewide initiative involving NHTI, New Hampshire school districts, the New Hampshire Department of Education and businesses throughout the state. The goal of PLTW is to prepare students for post-secondary education and work in engineering/technology fields. For more information contact Mary Snyder at (603)271-5213.

**For more information contact  
Continuing Education at (603) 271-7122 or  
[www.nhti.edu/continuingeducation/](http://www.nhti.edu/continuingeducation/)**

## BUSINESS TRAINING CENTER AT NHTI

The Business Training Center, through the Office of Workforce Development, provides customized training programs designed with a focus on the continuous improvement of the individual, the organization and the customer relationship. NHTI designs and delivers industry focused training that is responsive to business strategies. We partner with our customers to provide the following services:

- identification of training solutions that support organizational goals
- development, delivery and management of the training process
- evaluation of training impact on performance

Training Programs available:

- Website Design
- Microsoft Training
- Project Management
- Financial Management
- Front-Line Management
- Customer Service Essentials
- Network Systems & Security
- Human Resource Compliance
- Business Math & Workplace Writing
- Engineering/Manufacturing Technologies

The Business Training Center also administers Continuing Education programs for nurses, dental hygienists and dental assistants.

For more information and to receive our latest training schedule, please contact:

### The Business Training Center

31 College Drive  
Concord, NH 03301  
(603) 271-6663  
[nhtibtc@ccsnh.edu](mailto:nhtibtc@ccsnh.edu)

Visit our website:  
<http://www.nhti.edu/businesstraining/>



# ACADEMIC REQUIREMENTS AND POLICIES

## 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.

## 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 per credit hour. The credit-by-examination will be comprehensive in nature.

Grades for credit-by-examination will be either "pass" (E grade) or "no pass," with full course credit granted for a grade of "E" (pass). A student receiving a grade of "no pass" in an examination representing a required course will be required to satisfactorily complete that course. Prior to 2005, students who passed a credit-by-examination were issued a "P" grade.

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*, page 80.

*Financial Aid does not cover courses for which a student earns credit through Credit by Examination.*

## Credit for Experiential Learning

Credit for experiential learning is available only through the Associate in Science in General Studies program. If a matriculated student in this 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 new 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. *Financial Aid does not cover courses for which a student earns credit through Experiential Learning.*

## Academic Excellence

### Academic Research

Students wishing to broaden their individual learning experiences may participate in academic research by utilizing the independent study option offered. This format allows students to study a topic in greater depth or to study a topic not currently offered at NHTI. Please refer to the *Independent Study policy* on page 79. *Financial Aid does not cover credits earned via Academic Research or Independent Study.*

### Dean's List/Scholastic Honors

A Dean's List is published 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 graduate with high honors, and those who achieve a cumulative GPA of 3.3 to 3.69 graduate with honors. Cumulative GPA is calculated using all courses completed at NHTI.

## Honors Courses

Honors courses offer academically strong, highly motivated students the opportunity to learn in smaller classes with a stimulating and creative environment that promotes active engagement with subject matter, and allows for a rigorous and individualized approach to learning. Each course which offers an honors section is identified in the Course Description section in the catalog. Student qualification for honors courses is based on a variety of criteria which may include prerequisite grades, NHTI assessment test scores, and/or scores on nationally recognized standardized tests.

Students who successfully complete honors courses receive an honors designation on their transcript. This designation may strengthen transfer to other colleges or candidacy for competitive programs at NHTI, such as Nursing, Dental and Radiologic Technology programs.

## Phi Theta Kappa - International Honor Society

Phi Theta Kappa is the largest International Honor Society in American higher education with more than 2 million members and over 1,200 chapters internationally. The Alpha Upsilon Omicron Chapter of Phi Theta Kappa has been established to provide opportunities for scholarship, leadership, service, and fellowship for Phi Theta Kappa students at NHTI, while providing an intellectual climate for continued academic excellence.

Academic excellence is the primary hallmark of Phi Theta Kappa. To be eligible for membership consideration, a student must complete a minimum of twelve credit hours of associate degree course work and earn a cumulative grade point average of 3.5 or higher at the college. Eligible students are invited to join the Phi Theta Kappa honor society each semester, and inductions ceremonies are held each Fall and Spring semester. Once inducted, students must maintain a high academic standing of 3.3 cumulative grade point average throughout their enrollment in the college, which allows them to retain lifetime membership in Phi Theta Kappa.

## Vice President's Award for Academic Excellence

The Vice President's Award for Academic Excellence is presented each year at the May Commencement to the student(s) achieving the highest overall cumulative Grade Point Average in the graduating class. The following criteria apply for this award:

1. A minimum of 48 credit hours must be used in the calculation of the cumulative GPA;
2. All students are eligible for the award, including those who have exercised Academic Amnesty (see page 7), those who have changed programs, and those who have previously graduated from an NHTI program;
  - a. For purposes of this award, students who have previously graduated from an NHTI program will have their GPA calculated using courses taken in the new program and any prior courses that may be applicable in the new program;
  - b. Students who have exercised the Academic amnesty option will have their GPA based only on courses taken after the option has been exercised. No previous courses will be used;
  - c. Students who have changed majors will have their GPA calculated on the basis of all courses taken at NHTI and not just those in the new program.

## 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 Associate Vice President for Enrollment Management; 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 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 progress may affect financial aid. Check with the Financial Aid Office for more information.*

## 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 letters are mailed to students.

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

## Academic Probation

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 college also uses the following guidelines in determining which students are automatically brought to the attention of the Academic Standards Committee:

Total Credits Accumulated (GPA Hours)	Minimum Acceptable Grade Point Average
0 — 13	1.5
14 — 27	1.7
28 — 40	1.8
41 or more	2.0

## Suspension

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 Continuing Education. Non-major field courses, however, may be taken in either division at NHTI. In lieu of a department head or other faculty advisor, students under program suspension may seek course selection and academic planning help from the Academic Advising Office, Room S-148, Sweeney Hall. A matriculated student suspended from NHTI may not take any courses in either the Day Division or the Division of Continuing Education during the period of suspension. Students who have been suspended from the college or a program for academic reasons who wish to return must, prior to the completion of the suspension, apply for readmission by submitting a new application, with an explanatory letter, to the NHTI Admissions Office.

## Guidelines for Suspension

Total Credits Accumulated (GPA Hours)	Minimum Acceptable Grade Point Average
0 — 13	.50
14 — 27	1.10
28 — 40	1.25
41 or more	1.50

## Other Suspension Guidelines

1. NP or F in clinic (*see page 77*)
2. Academic Probation status for 3<sup>rd</sup> consecutive semester
3. Violations of the Student Code of Conduct
4. Failure to meet published technical standards

## 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.

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

## Appeal of Suspension or Dismissal

A student who wishes to appeal an academic suspension or dismissal may do so by writing a letter of appeal to the Academic Standards Committee and forwarding it to the Office of Academic Affairs. Each suspended or dismissed student receives a letter at the end of the semester specifying the deadline for filing the written appeal. The student should then plan on appearing personally before the Academic Standards Committee to present his/her appeal. All appeal hearings are scheduled on one day only, determined by the Vice President of Academic Affairs. Students whose letters arrive by the deadline are contacted by the Office of Academic Affairs to schedule their appearance before the Committee on the scheduled day.

## Add/Drop/Change Procedure

Students may add or drop courses or change sections by consulting their academic advisor and then notifying the Registrar's Office prior to the published date for "Last Day to Withdraw with Full Refund" (*see Academic Calendar, page 1 and Refund Policy, page 10*). After that date, students may add a course or change a section only with the approval of the instructor and department head and only with the notification of the Registrar's Office via completion and submission of the appropriate form (ADD form or SECTION CHANGE form).

Students should always consult with an academic advisor prior to withdrawing from a course to avoid adverse consequences such as loss of financial aid eligibility, loss of athletic eligibility, loss of residence life eligibility, or inability to meet program completion expectations.

Therefore, students wishing to drop a course after the "Last Day to Withdraw with Full Refund" should be aware that the **Registrar's Office is the official authority within the college designated to accept withdrawal notification**. Students are urged to consult with their academic advisor and to submit a signed Withdrawal/Drop form to the Registrar's Office

to show their intent to withdraw. Students may also withdraw from the college by phone, fax or mail to the Registrar's Office. Officially dropping a course prior to the completion of the 60% of the scheduled duration of the course will result in a grade of "W" being entered on the transcript with no effect on cumulative GPA. Officially withdrawing after the 60% completion date requires the instructor to issue a grade of "WP" or "WF" on the DROP form. A grade of "WP" will not affect the cumulative GPA; however, a grade of "WF" will be calculated into the cumulative GPA (see *Grading System, page 77*).

Registering for a course obligates a student to pay for that course unless the appropriate notification has been provided as described above. If a student ceases attendance without providing official notification, the default withdrawal date will be the midpoint of the semester. All students who stop attending class after the add/drop period shall receive an AF from the instructor at the end of the semester, which will affect the cumulative GPA and financial aid.

### Athletic 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 College/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:

Total Earned Hours	Minimum Cumulative Grade Point Average
0 — 13	1.5
14 — 27	1.7
28 — 40	1.8
41 or more	2.0

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

### Attendance (individual course participation expectations)

Registration for any course offered in any format presupposes that the student will participate in all scheduled activities. 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.

While occasional circumstances, over which the student has no control, may necessitate absence, the content presented in the activities missed by the student is a segment of a broad base of information being taught. For any course offered in any format there is a limit to the amount of time and content a student can miss without compromising the integrity of the learning experience and the credit award. If illness, accident, emergency, or an NHTI-sponsored activity prevents a student from meeting attendance obligations, it is the responsibility of the student to inform faculty in a timely manner to discuss either the requirements for continued enrollment in the course or the options for withdrawal from the course.

Instructors may include an assessment of attendance behaviors (absence and tardiness) into their overall grading structure for the course. Such assessment strategies will be published in the course syllabus distributed at the start of the course. A faculty member may issue a grade of AF at any point in the semester at which he/she feels a student's absence record precludes the reasonable possibility of meeting course objectives based on published attendance expectations. (See also *Withdrawal Policy on pages 17 & 81* and *Add/Drop/Change Procedure on page 75*.)

Any student who has been suspended or dropped from a course for failure to meet published course attendance requirements may appeal following the procedures outlined in the *Grade Appeal/Grade Change Policy on page 78*.

### Audit

Under the Audit policy students may enroll in courses which provide an opportunity to learn more about the challenges of college work, explore a discipline of interest, refresh prior learning, or supplement existing knowledge. Typically, a student attends lectures, seminars, and/or labs but does not complete graded assignments. When enrolled as an audit, the student will not be given a final grade nor will credit towards graduation be given for the course (the academic transcript will reflect an AU for the course).

Not all courses can be taken for audit, and entry into a course as an auditing student is by permission of the instructor. A student must complete a registration as an audit during the first week of classes. Once admitted as an audit the student may not change to credit status after the designated add period; likewise, a student registered for credit may not change to audit status after the designated add period.

Exceptions to the above may be made by the Vice President of Academic Affairs.

*Students must pay the full tuition for the course. Financial Aid does not cover costs for an audited course.*

### 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 after final grades for the current semester have been reviewed. The student will be informed of the decision in writing by the Admissions Office. *Students will follow the curriculum in effect for the semester to which they are accepted.*

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.

### 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 and issued a grade of "AF" if performance or behavior is deemed unsatisfactory or unsafe as a result of a formal evaluation conducted by a faculty member/agency supervisor in accordance with published department criteria and procedures. In such situations, students are prohibited from receiving a "W" grade. In the event that a Withdrawal Form submitted by a student is processed prior to submission of the "AF" grade to the Registrar's Office, the student-initiated "W" grade will be replaced in the student record by the faculty-assigned "AF" grade.



## Course Substitution

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.

## Course Waiver Policy

A course may be waived by the Director of Admissions in consultation with the Department Head of the course only if a higher level course has been completed at another accredited college or university with a grade of 'C' or higher. Waivers apply only to transfer of credits from accredited colleges or universities and not prerequisites for a given program.

*Students should be advised that a waiver is for the course only and that credit will not be awarded for the waived course. All students must complete a minimum of 64 credits to be awarded an Associate in Science or Associate in Arts degree. Students falling below 64 credits as a result of a waiver must make up the credits. Any make-up credits must have the approval of the student's Department Head.*

## Directed Study

Under certain circumstances, a matriculated student with a cumulative GPA of 2.0 or higher may take a course via Directed Study in a semester when the course is not offered either during the day or through the Division of Continuing Education. A Directed Study allows a matriculated student to pursue the published learning objectives/outcomes for a course independently under the guidance of a qualified faculty member. However, the student must explain why the course was not taken in a previous semester **and** demonstrate compelling reasons why the course could not be taken in a subsequent semester (e.g., adversely affects student's anticipated graduation date *in that semester*). Barring exceptional circumstances, a Directed Study *will not* be granted for a course currently being offered in the day or DCE division. Non-matriculated students are not eligible for a Directed Study.

A Department Head who requests that a student take a course via Directed Study must present a proposal to the Vice President of Academic Affairs detailing the rationale for the request, the specific learning activities that will be required of the student, and the specific assessment and evaluation tools that will be used to evaluate the student's learning. In addition, the proposal should identify the faculty member who will supervise the Directed Study. The *Directed Study Proposal Form* is available from the Academic Affairs Office and the Registrar's Office.

*A student may not take a Directed Study for a course which he/she has taken at NHTI and failed or for a course taken at another institution and received a grade that will not transfer to NHTI.*

The Vice President of Academic Affairs must give final approval to all proposals for Directed Study.

Grading of Directed Study projects will follow the standard NHTI policies and procedures.

## Enrollment Status

### Matriculation

A matriculated student is one who has formally been accepted to and is actively enrolled in a program. To be formally accepted to a program, students must provide all the documentation required for admission to a specific program (degree, diploma, professional certificate or certificate) and be officially notified by the Admissions Office of acceptance to that program. Only matriculated students are eligible to graduate from a program and to receive an official completion credential from the College. Students wishing to apply for financial aid must be matriculated. In addition, matriculation may be required for enrollment in discipline-specific courses. (See *Individual Course Enrollment* on page 8)

Students who are enrolled in courses but who have **not** been formally accepted into an academic program are referred to as **non-matriculated students**.

## Full-time and Part-time *(also see page 12, What is Student Financial Aid (SFA)?)*

- Student enrollment at NHTI is defined according to the number of credits for which a student is enrolled in a particular semester as follows. For general purposes, this is defined as follows:
  - Full-time = 12 or more credits per semester
  - Part-time = fewer than 12 credits per semester
- For financial aid purposes, NHTI defines student enrollment more specifically as follows:
  - Full time = 12 or more credits per semester
  - ¾ time = 9-11 credits per semester
  - Part-time = 6-8 credits per semester

## Grading System

NHTI 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
A-	3.7 pts
	An honor grade representing achievement of a level of understanding and ability which is excellent and distinctive.
B+	3.3 pts
B	3.0 pts
B-	2.7 pts
	Represents achievement of a level of understanding and ability of consistently high quality.
C+	2.3 pts
C	2.0 pts
C-	1.7 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.
D+	1.3 pts
D	1.0 pts
D-	0.7 pts
	Represents some evidence of achievement, but substantially below the level required for successful entry into the student's chosen career field.
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 (not calculated into GPA)
E	Pass grade issued for Credit-By-Examination (not calculated into GPA)
PP	Provisional Pass; warning (not calculated into GPA)
NP	No Pass; unsatisfactory (not calculated into GPA)
I	Incomplete grade. Indicates that a student has not completed a major course assignment due to extraordinary circumstances. It is not used to give an extension of time for a student delinquent in meeting course responsibilities. The "I" grade is not calculated into the GPA. However, all work must be completed by the end of the third week of the subsequent semester or the grade defaults to an F. (See <i>Incomplete Grades policy</i> , page 79.)
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 Code of Conduct, 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 an "F."
W	Student initiated withdrawal from a course at any time prior to completion of the drop deadline (60% of the course). Does not affect GPA. Can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury; job transfer to another state).
WP	Student initiated withdrawal from a course after the drop deadline (60%) of the course; student has a passing grade at time of drop,



## Academic Requirements and Policies

as determined by the instructor. Does not affect GPA. Can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state)

- WF Student initiated withdrawal from a course after the drop deadline (60%) of the course; student has a failing grade at time of drop, as determined by the instructor. Calculates in GPA as an "F"
- AU A course taken as an audit does not earn credit and cannot be used to meet graduation requirements. Admission by permission of the instructor. **Not all courses can be taken for audit.** (See *Audit policy*, page 76.)

### Grade Appeal/Grade Change

Any appeal of a grade must be initiated by the student with the instructor before an ensuing semester has elapsed. Students should be advised that in most instances a grade may be changed only by the instructor. Only in a case of obvious computational error or blatant abuse of the grading prerogative, can the Vice President for Academic Affairs (VPAA), the only other individual on campus empowered to change a grade, alter a student's grade.

Students who believe they have a valid ground for a grade appeal will use the following process to resolve the issue:

1. *Meet with the instructor.* The student shall contact the faculty member and schedule a meeting to discuss the grade appeal and attempt to resolve the conflict. The faculty member and student shall meet within the next five (5) work days.
2. *Meet with the Program Director/Department Head.* If the issue was not resolved in Step 1, the student has three work days from the date of the faculty member's decision to file a written appeal with the faculty member's Program or Department Head, or with the VPAA if the faculty member is also the Department Head or Program Director. Within three work days the Department Head (or VPAA) will mediate the dispute either through discussion with the instructor, or with the student in the company of the faculty member. If no resolution is reached, proceed to step 3.
3. *Meet with the VPAA.* If the issue is not resolved in Step 2, the student has three work days to file a written appeal with the VPAA. The VPAA will meet with all parties concerned within the next three work days to attempt to resolve the dispute. The VPAA will have three work days from the last meeting to render a decision on the grade appeal. The decision of the VPAA is final.

**Note:** During the summer, when faculty are not on campus, students may begin the grade appeal process with the Office of Academic Affairs. Every attempt will be made to have the faculty member contact and meet with the student within the specified time. On occasion, however, these times may need to be adjusted.

### 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.

## Graduation

### Graduation from an Associate Degree, Diploma or Professional Certificate Program

NHTI holds one commencement ceremony in May of each year, at which associate degrees, diplomas and professional certificates are awarded (see Certificate Program Completion section below for information regarding awarding of credentials for certificate programs completion.)

Except for those programs which are regularly scheduled to end during the summer, students must achieve a 2.0 or higher cumulative grade point average (CGPA) in order to participate in the annual commencement ceremony. A student whose program is regularly scheduled to be completed in the summer term following the May commencement (Dental Assisting, Radiation Therapy) may participate in the ceremony. However, at the end of the Spring semester the student must have achieved a minimum GPA of 2.0 and complete all other course requirements to be eligible to participate. All other students who complete their program requirements during the Summer semester or at the end of the Fall semester will be invited to participate in the subsequent May commencement.

Degrees are officially awarded on the following schedule:

- **August - following the Summer semester**
- **December - following the Fall semester**
- **May - during Commencement**

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

- **Fall 2008 Completions – October 24, 2008**
- **Spring 2009 Completions – November 14, 2008**
- **Summer 2009 Completions – April 17, 2009**

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 \$75.00 graduation fee. The fee is refundable ONLY to persons who do NOT meet graduation requirements.

A \$20.00 fee will be charged for replacement of a diploma.

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

### Certificate Program Completion

Students who are matriculated (formally accepted) in a certificate program must complete a *Certificate Request Form* in order to receive their certificate of completion. (Certificates are **not** awarded at the Commencement ceremony.)

*Certificate Request Forms* are available in the Registrar's Office, Continuing Education Office, or on the NHTI web site ([www.nhti.edu](http://www.nhti.edu)). Completed forms should be returned to the Registrar's Office.

Once the *Certificate Request Form* has been received, an academic audit will be performed. Students must meet the following requirements to earn a certificate from NHTI:

1. Completion of all program requirements;
2. Achievement of a passing grade for all courses required by the specific program;
3. Achievement of a minimum grade point average (GPA) of 2.0 in those courses required for the specific program;
4. Completion of 6 credits or 25%, whichever is larger, in NHTI controlled courses.

Certificates are officially awarded on the following schedule:

- **September 1st for students completing in the Summer Semester**
- **January 1st for students completing in the Fall Semester**

- **June 1st for students completing in the Spring Semester**

All financial and other obligations to NHTI must be met for certificates and transcripts to be released.

## Basic Graduation Requirements

NHTI, Concord's Community College shall confer degrees, diplomas (LPN), professional certificates, and certificates in accordance with the policies set forth in the Community College System of New Hampshire Board of Trustees Manual's most current edition.

Students must meet the following requirements to earn an *associate degree* from NHTI:

1. Completion of a minimum of 64 credits and all program requirements (see also Program Residency Requirements);
2. Achievement of a passing grade for all courses required by the specific program;
3. Achievement of a minimum cumulative grade point average (GPA) of 2.0; all courses taken at NHTI will be used to calculate the CGPA (see *Academic Amnesty Policy, page 7 and Change of Program Policy, page 76*);
4. Completion of the General Education core distribution with passing grades.

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:

General Education Academic Area	Credits
English Composition	
and Literature or Communication	6 credits
Science	3-4 credits
Math	3 credits
Social Science	3 credits
Humanities/Fine Arts/Foreign Language	3 credits
Liberal Arts electives (minimum of two courses selected from the five categories above)	6 credits
<i>Total credits required in General Education area</i>	<i>24-25 credits</i>

Students must meet the following requirements to earn an *LPN diploma, professional certificate, or certificate* from NHTI:

1. Completion of all program requirements;
2. Achievement of a passing grade for all courses required by the specific program;
3. Achievement of a minimum grade point average (GPA) of 2.0 in those courses required for the specific program.
4. 6 credits or 25% of the required program credits, whichever is larger, must be taken in NHTI-controlled courses (see also *Program Residency Requirements, page 80*).

## Additional Associate Degrees

Students may earn additional associate degrees either by concurrent completion of the requirements of the several degrees or by subsequent study after the first degree is received. The requirements for earning additional degrees are as follows:

1. Complete all requirements of each program of study, including general education requirements; **and**
2. Earn a minimum of 15 additional credits at the college, beyond those required for the first and subsequent degrees.

## Completion/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 the 617 full-time, first-time degree/certificate-seeking students entering NHTI in Fall 2003, 190 completed their programs within 150% of the normal time, resulting in a graduation rate of 31%.

## Inactive Status

Students in good standing who are matriculated in Allied Health programs (Nursing, Paramedic Emergency Medicine, Radiation Therapy, Radiologic Technology, Dental Assisting, Dental Hygiene) and who interrupt their education by not enrolling 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 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.

## Incomplete Grades

An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is applied only in those instances where the student has a reasonable chance of passing. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

The work must be completed by the student through formal arrangement with the instructor no later than:

- the end of the third week in the Spring semester for a grade issued in the Fall semester;
- the end of the third week in the Fall semester for a grade issued in the Summer term;
- three weeks from the earliest start date of the summer term for a grade issued in the Spring semester.

Should the student fail to complete the work within the designated period, the grade will automatically become an "F." Exceptions to the above deadlines may be made by the Vice President of Academic Affairs.

"I" grades will not be included in the computation of Grade Point Average. An "I" grade may affect a student's financial aid. Students should contact the Financial Aid Office for further information.

## Independent Study

Opportunities for credit-bearing Independent Study are available to matriculated students with a cumulative GPA of 2.0 or higher who wish to explore areas of a discipline not covered in the normal curriculum.

**Independent Study is not available to non-matriculated students.**

The intention of Independent Study is to expand a student's learning experience beyond the normal program curriculum. Therefore, an Independent Study cannot be taken in lieu of any course existing in any of NHTI's catalogues. Students wishing to pursue existing NHTI courses on an independent basis should consult the NHTI policy on Directed Study.

Students wishing to take advantage of an Independent Study opportunity must consult with a supervising faculty member to prepare a proposal detailing the specific learning outcome(s) to be pursued, the specific learning activities that will occur, and the specific forms of assessment and evaluation that will be used to determine the final grade. In addition, the proposal should indicate the number of credits requested for the Independent Study (usually 1-2 credits). The *Independent Study Proposal Form* is available from the Academic Affairs Office and the Registrar's Office.

The student must obtain the following signatures as indicated on the form: the student's Department Head; the faculty member who will supervise the learning experience; the Department Head of the supervising faculty member; and the Vice President of Academic Affairs. Grading of

## Academic Requirements and Policies

Independent Study projects will follow the standard NHTI policies and procedures.

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

*Financial Aid does not cover courses for which a student earns credit through Independent Study.*

## Plagiarism/Cheating Policy and Procedures

1. Faculty will gather all material evidence (e.g., papers, crib notes, copied materials and the source(s) from which it came, et al.) If the charges have arisen from an inconsistency in quality, prior work samples, along with the work in question, should be presented to the student. Names of those who have pertinent knowledge of the situation will also be presented.
2. Once the information is gathered a meeting between the individual faculty member and the accused should be held within 5 class days (or within 5 business days of a final exam) to discuss the matter. All parties shall maintain confidentiality at this point. The faculty member, however, may seek advice/counsel from his/her Department Head. The student may seek advice/counsel from an individual of his/her choice.
3. Following the meeting the faculty member shall have the following options available if he/she feels disciplinary action is warranted:
  - a. Have the student redo the assignment or do a different assignment;
  - b. Reduce the student's grade a specified amount;
  - c. Give the student an "F" grade for the assignment;
  - d. Give the student an "AF" or "F" grade for the course;
  - e. Issue the student a letter of sanction (copies to Registrar and student's Department Head);
  - f. Other options as appropriate, not including those outlined in #4 below.
4. Options available needing the approval of the Department Head and Vice President of Academic Affairs:
  - a. Suspend the student from the program or the College for one semester;
  - b. Suspend the student from the program or the College for more than one semester;
  - c. Dismiss the student from the program or the College.The faculty member's decision will be put in writing to the student within two class days of the meeting. If another student, not in the class, was complicit in the cheating/plagiarism, the faculty member has the obligation to pursue disciplinary action against that student. Disciplinary action against a student not in the class would be limited to 3e and f or 4a-c above.
5. A student may appeal actions covered in number 3a-d above through the Grade Appeal/Grade Change process (*p. 78 of the NHTI catalog*); a student may appeal actions covered in 3e and 4a-c above through the Student Judicial process (*see the Student Judicial process section of the Student Handbook at [www.nhti.edu](http://www.nhti.edu), p. 25*).

## Prerequisite and Corequisite Courses

Many courses at NHTI are dependent upon knowledge learned in preceding courses. NHTI 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.

Corequisite courses are those that must be taken concurrently (at the same time) with another course, as listed in a particular course description. (Note that with departmental permission, a corequisite course may sometimes be taken in advance of the course for which it is a corequisite.)

## Program Residency Requirements

To be eligible to receive an NHTI associate 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. To be eligible to receive an NHTI diploma, professional certificate or certificate, 6 credits or 25% of the required program credits, whichever is larger, must be taken in NHTI-controlled courses. (*See also Basic Graduation Requirements, page 79.*) Exceptions to this policy require the approval of the Vice President of Academic Affairs and the Academic Standards Committee.

## Registrar's Office

The Registrar's Office is located on the first floor of Sweeney Hall. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. Office staff members are available to assist students and faculty with questions regarding student records, including (but not limited to): Accessing the Student Information System; Course Registration (Adding/Dropping/Switching Course Registrations); Filing Intent to Graduate forms and Degree Audits; Certificate Requests and Audits; Grades and/or Transcript Requests; College Withdrawals; Student Records Maintenance (Name and/or Address changes); Verifying Enrollment and Degrees; Loan Deferments; and Veterans Affairs Benefits.

The Registrar's Office can be contacted at (603) 271-7142 or by emailing [nhtiregistrar@ccsnh.edu](mailto:nhtiregistrar@ccsnh.edu) for more information on any of the above items.

## Name and/or Address Changes

In order for all NHTI correspondence to reach students, up-to-date names and addresses must be on file. Directory Information Change forms may be obtained in the Registrar's Office; complete as appropriate and return to the Registrar's Office.

## Student Information System

Students can access their personal information online using the Student Information System. Class schedules and final grades are not mailed to students. Class schedules, mid-semester warning grades, final grades, account information, financial aid status, transcript request status and academic history can be obtained by logging on to NHTI's home page at [www.nhti.edu](http://www.nhti.edu) and clicking on Student Information System.

## Transcript Requests

Transcripts of students' NHTI grades are available from the Registrar's Office. Requests must be made in writing and may be either dropped off at, faxed, or mailed to, the Registrar's Office. Requests must include the following information:

1. Name while attending NHTI;
2. Current name, mailing address and phone number;
3. Student ID Number;
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 a transcript be faxed, there is an additional \$5.00 faxing fee. There is no fee for a student transcript issued from one college to another within the Community College System of NH.

**Please note:** Transcripts will not be processed if a student has an outstanding obligation to NHTI.

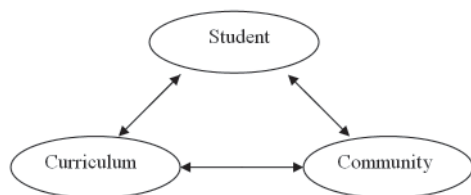
## Repeated Courses

A student may repeat a course for credit one time. Registration for further repetitions of the same course will require permission from a matriculated student's Department Head or, for a non-matriculated student, from one of the college's academic advisors. For purposes of calculating the cumulative GPA (CGPA), when a student repeats a course at the same CCSNH institution, the grade achieved in the most recent course will be the grade used in the CGPA calculation. All previous grades will remain on the transcript but not used in the calculation. Only those repeated courses completed at the student's college of matriculation will be used in the calculation of the CGPA; repeated courses completed at an institution



outside of the Community College System of New Hampshire and transferred into the student's college of matriculation will not be used in the calculation of the CGPA. In addition, students wishing to repeat a course should consult with the Financial Aid Office to re-assess their continuing Financial Aid eligibility status.

## Service Learning



The college is committed to promoting service learning opportunities which infuse a community service experience into the curriculum of a course, to enrich the educational experience and to provide meaningful service to the community. Service Learning opportunities enhance student learning by linking theory with direct experience, giving students greater responsibility for their learning, and developing a richer context for student learning by making the academic subject relevant to real world experience.

A Service Learning Team, comprised of students, faculty, and staff, assists faculty with the development of service learning opportunities, structure, and evaluation. The Office of Campus Activities and Community Service Programs also provides support, in helping faculty to identify area agencies and venues appropriate for content-specific service learning experiences. Courses which have an integrated service learning component are designated on the college transcript by a notation of "SRV" in the course title, facilitating recognition of a national standard of collegiate service learning.

The college must ensure that individuals at service learning sites are positively affected by students during such learning experiences. Students participating in service learning experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees, customers, and clients. Each year, over 500 students participate in Service Learning at NHTI, totaling in excess of 4000 hours of service. The number of courses incorporating Service Learning continues to grow across the many academic departments, in response to community needs.

For more information on Service Learning at NHTI, go to: [www.nhti.edu/communityservice/servicelearning.htm](http://www.nhti.edu/communityservice/servicelearning.htm)



## Transferring to Other Institutions

Department Heads and the Career Counseling 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 some 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 Career Counseling and Placement and the affiliated institution for advice and assistance. Please see specific academic program pages for listings of institutions with which NHTI has current affiliations. (See *Transferring to NHTI on page 7.*)

## Disclaimer

Transfer policies vary from institution to institution. The receiving college or university has sole discretion in determining the credits to be awarded. Students should not make assumptions about which credits are transferable 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 transferable credit.

## Underenrolled Day Classes

NHTI reserves the right to cancel a class that it deems underenrolled. Students are advised that occasionally a day class may be cancelled for insufficient enrollment, and students will be asked to attend that same class, if it is also available in the evening, through the Division of Continuing Education. However, NHTI recognizes its obligation to run courses in the semesters indicated in the program curriculum section of the catalog. Therefore, NHTI will not cancel a day class unless the same or a comparable course is available in the same semester in the evening.

## Withdrawal from NHTI

The Registrar's Office is the official authority within the college designated to accept withdrawal notification. If a student communicates to a staff person in the Registrar's office while that person is acting in an official capacity, that communication in whatever form (verbal or written), is considered official notification. Students are urged to submit a signed College withdrawal form to the Registrar's Office to show their intent to withdraw. The date the form is submitted to the Registrar is the withdrawal date and the date of notification to the school. Students may also withdraw from the college by phone, fax or mail. For a phone withdrawal, the Registrar's Office will fill out the appropriate form and date stamp it with a notation that it was a phone withdrawal; for a fax or mail withdrawal, the Registrar's Office will fill out the appropriate form and date stamp it with the mail/fax attached.

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 submitting a new application, with an explanatory letter, to the NHTI Admissions Office. (See also *Withdrawal, page 17* and *NHTI Refund Policy, page 10*)



# CAMPUS LIFE

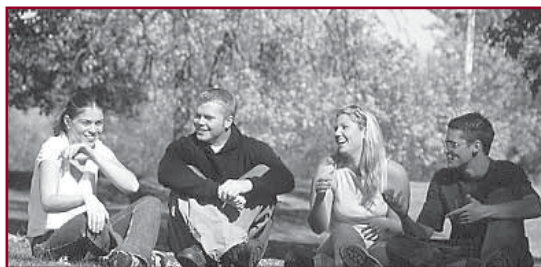
NHTI, Concord's Community College advocates for the uniqueness and worth of each individual student. Programs and services have been created to promote student development by encouraging such concepts as positive and realistic self appraisal; intellectual development; appropriate personal and occupational 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.

## Bookstore

The campus bookstore is located in the NHTI Library. All books and supplies needed by students are available in the bookstore as well as clothing, gift items, health and beauty aids, cards, snacks, and study guides. Checks, MasterCard, Visa, and Discover cards are all accepted at the bookstore with appropriate identification. Information about Bookstore policies and textbook purchasing procedures is available on the NHTI website at [www.nhti.edu/campuslife/bookstore.htm](http://www.nhti.edu/campuslife/bookstore.htm).

## Campus Safety

The Campus Safety Department operates 24 hours a day, 7 days a week and offers a wide variety of services to NHTI students, such as a walking escort service, unlocking/jumpstarting motor vehicles, parking permits, lost and found, investigations, issuing lockers, event coverage, response to complaints and emergencies.



NHTI Campus Safety encourages the reporting of potential or actual criminal activity and other emergencies, by either calling the emergency line at (603) 224-3287 or using one of the Code Blue Phones on campus.

The Code Blue Phones dial Campus Safety directly and are there for your assistance. To use a Code Blue unit, push the red button and it will automatically dial for you. A Campus Safety officer will answer. Tell the officer how they can assist you. An officer will respond to your location.

## 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 Campus Safety, the Vice President of Student Affairs or from NHTI's web site at [www.nhti.edu](http://www.nhti.edu).

## Motor Vehicle Parking and Traffic Regulations

Motor vehicles driven by NHTI students, faculty, and staff are required to have NHTI parking permits. The permits are free of charge and are issued by the Campus Safety Department.

All parking lots on campus are on a first come, first served basis. The only exceptions are areas marked "Reserved" or "Handicapped." Any vehicle parked in these areas will be ticketed or booted at the owner's expense.

## Career Counseling and Placement

The Career Counseling 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 database 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 on our free job posting/search database at [www.nhti.edu/jobs.html](http://www.nhti.edu/jobs.html), here students can search for available positions. Students who secure part-time positions in their major field of study or have practicum or internship experiences while attending NHTI 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 comprise about 50 percent of the graduating class.

While graduates of NHTI are prepared to enter a national labor market, approximately 95 percent of those working full-time take 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, 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 the Student Center.

## Community Service Mission Statement

*It is the mission of the Office of Campus Activities and Community Service Programs at NHTI to encourage student involvement, development and leadership through the planning and promotion of diverse student activities with the goal of enhancing and supporting opportunities for student success. It is the priority of this office to increase and build community spirituality through programs and activities.*

NHTI is dedicated to a mission of community service that serves to develop, coordinate, and promote literacy, and community service for the college community with community partnerships and agencies. NHTI is a participating member of Campus Compact for New Hampshire, a consortium of 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.

The College is the recipient of the first (2004) Volunteer NH! Champion Award for Higher Education for outstanding contributions to volunteerism and community service. NHTI engages students in the community in several different ways. For example, following the development of the Alternative Spring Break Club in 2000, over 110 students have traveled to either the Roosevelt Warm Springs Institute for Rehabilitation in Warm Springs, Georgia; Green Mountain College in Poultney, Vermont; Habitat for Humanity in Ft. Myers, Florida; or Pass Christian, Mississippi. Most recently, in 2008, a group of students traveled to Oakland, California, to work with Habitat for Humanity Collegiate Challenge.

NHTI offers community service opportunities for students, faculty and staff with the Concord Boys and Girls Club, including: the Hopkinton unit; the Concord City Prosecutor's Office; the Merrimack County Attorney's Office; Campus Compact for New Hampshire; the Christa McAuliffe Planetarium; United Way of Merrimack County; the Penacook Community Center; the Merrimack County Visitation Center; NHTI Child and Family Development Center; and Parents Anonymous. Partnerships have also been formed between the College and: Concord Hospital; Hope House (formerly called the Friendly Kitchen); Concord Housing Authority; the Concord Substance Abuse Coalition; Lutheran Social Services; and the McKenna House.

For further information about NHTI's community service programs, please visit [www.nhti.edu/communityservice](http://www.nhti.edu/communityservice)

## Federal Work Study Funds and Community Service

Students who are eligible for Federal Work Study can earn income and gain meaningful experience to enhance their educational opportunities while enrolled at NHTI. Each year, more than 20 students receiving Federal Work Study perform over 1400 hours of service.

The Federal Work Study (FWS) Program is a federally funded program that allows students to obtain a job on or off campus for which there is a job posting. It gives the students an opportunity to earn money towards their tuition and living expenses, as well as build their resumes. For further information about Federal Work Study as it relates to Community Service, please visit [www.nhti.edu/communityservice/fws.htm](http://www.nhti.edu/communityservice/fws.htm). Also see [www.nhti.edu/financialaid/whatis.htm#title4](http://www.nhti.edu/financialaid/whatis.htm#title4)

## Counseling Services

NHTI's Counseling and Placement Department 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. Referrals can be made to local mental health professionals. Counseling services on campus are available at no cost for students while classes are in session.

## Food Service

NHTI's food service provides meals and snacks at two campus locations. The Capital Commons Cafeteria in Little Hall is open seven days a week during the academic year (except holidays and vacations) serving three meals a day Monday through Friday and two meals a day on Saturday and Sunday. Residence Hall students have a variety of meal and flex cash plans to choose from and use the cafeteria as their primary dining location. The Sweeney Hall Bistro provides light meals, snacks and beverages, and is open daily. Dining Services also offers meal and flex cash plan options to commuting students, faculty and staff that can be used at both dining locations.

## Health Services

The Health Services office is located on the first floor of the Student Center. Office hours are Monday – Friday, 8:00 AM to 4:30 PM, Wednesday – 8:00 AM to 6:00 PM. Summer hours are 8:00 AM – 4:00 PM, Monday – Friday. Our health care staff includes a secretary, a nurse, and a nurse practitioner. The nurses have access to a broad range of specialists and emergency services in the local area. Students are encouraged to schedule an appointment. Walk-ins will be seen as soon as possible. Routine physicals, gynecological exams, immunizations and lab tests are available for a minimal fee, which may be paid by cash, check or applied to the student's tuition bill. Prescriptions and referral services are the financial responsibility of the student. Some over-the-counter medications are provided free of charge from the office.

Health Services also functions as a clearing-house for all student enrolled in Allied Health programs. Immunization and health information must be submitted prior to the start of classes so students may participate in their clinical practicum. This information is required by all clinical sites. A clinical clearance is given to the student before classes begin after all required information has been submitted to Health Services.

NHTI offers a group rate from an independent insurance company for accident and sickness insurance. Information may be obtained at the Health Services office or from [www.nhti.edu/campuslife/healthservices.htm](http://www.nhti.edu/campuslife/healthservices.htm). A health questionnaire form may also be downloaded from this site. Insurance and health clearance is required for all students enrolled in Allied Health programs and sports participants.

The Health Services office 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 all students. For more information, contact the Health Services office at (603)271-7153.

## Intercollegiate Athletics

NHTI's primary emphasis is to provide high quality education, but the College also recognizes that many students/athletes desire to experience the challenges of intercollegiate athletic competition. To that end, NHTI has developed a challenging program that offers the intercollegiate student-athlete an opportunity to compete on both regional and national levels, competing for New England and national championships. Under the auspices of the Yankee Small College Athletic Association (YSCAA), and the United States College Athletic Association (USCAA), teams compete in men's and women's basketball, men's and women's volleyball, and men's and women's soccer, men's and women's cross-country, as well

as baseball, softball and co-ed golf. Several teams have enjoyed great success in the past, advancing to regional and national tournament championship events, including a national Division II USCAA Men's Basketball Championship in 2005. Numerous NHTI student-athletes have also earned All-American honors. To learn more about the NHTI Capitals and their rich athletic tradition, visit the NHTI website at [www.nhti.edu/athletics/](http://www.nhti.edu/athletics/) or call the Athletic Office at (603)271-6426.



## 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, 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, which has been validated by the Wellness Center and the Bursar's Office, is required. Verification of payment or arrangement for a payment plan to satisfy all applicable NHTI fees is required and can be obtained through the Bursar's Office.

The City of Concord can boast of 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.

## NHTI Alumni Association

The NHTI Alumni Association exists to provide former students a variety of opportunities to stay connected to classmates and to the College. Alumni can benefit by sharing job leads and career advice as well as gaining access to continuing education. Alumni assist the College in the recruitment of prospective students, mentoring current students and promoting NHTI and its graduates to prospective employers and the broader community. NHTI's alumni offer their ideas, experiences, expertise and financial support to help keep NHTI growing and going strong.

The Alumni Office produces a semi-annual newsletter, sends announcements of NHTI events, and organizes gatherings of alumni both on and off campus. Alumni benefits include access to temporary health insurance, privileges at NHTI's library and a classmate finder service.

Alumni can register at the NHTI alumni website ([www.nhti.edu/alumni](http://www.nhti.edu/alumni)) or by contacting the Alumni Office at (603)271-7735 or by mail at Alumni Association, NHTI, 31 College Drive, Concord, NH 03301.

### NHTI Student Center

NHTI's Student Center, student-initiated and student-funded, opened in Fall 2005. It features 16,000 square feet of multi-use space including a great room, lounge space, games area and conference rooms and is the hub for social, cultural, entertainment, and recreational activities for the NHTI campus. It is also the home for a variety of student service offices including: campus clubs and organizations; health and counseling services; campus activities and community service; residence life; and career and job placement.

### Orientation Program

NHTI has a unique orientation program to facilitate a smooth transition to college life. Students and their families have the opportunity to ask questions, meet current students, alumni, faculty, and staff and become familiar with college organizations, activities and services.

### 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 available to help students adjust quickly to their new environment. NHTI has three coeducational residence halls housing a total of 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.

Assignment to housing in an NHTI residence hall is open, based on space availability, to students carrying an academic load of at least six (6) credits. Newly matriculated students (those formally accepted into an academic program) must submit the required non-refundable \$100 tuition deposit prior to or in conjunction with submitting the residence hall contract and residence hall deposit for the contract to be considered. 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 NHTI's food service.

(See [www.nhti.edu/campuslife/residentiallife.htm](http://www.nhti.edu/campuslife/residentiallife.htm) for additional information.)

## Student Clubs and Organizations

A student activity period is scheduled from 12 -2 p.m. on Tuesday of each week to provide time for students and faculty to participate in clubs and activities of special interest. Campus organizations include:

- Alternative Spring Break Club
- Alumni Club
- Architectural Engineering Technology Club
- Campus Activities Board
- Christian Fellowship Club
- Criminal Justice Club
- Cultural Exchange Club
- Drama Club
- Environmental Action Club
- The Eye
- Gamers League
- Hall Council (North, South and Strout Hall)
- Human Service Club
- National Education Association, Student Association at NHTI (NEA)
- NH Junior Dental Assistants Association (NHJDAA)
- NHTI Alliance
- NHTI Film Society
- NHTI Running Club
- Phi Theta Kappa International Honor Society
- Society of Manufacturing Engineers (SME)
- Sports Management Club
- Student American Dental Hygienists Association (SADHA)
- Student Early Childhood Association (SECA)
- Student Nurses Association (SNA)
- Student Senate

### Student Leadership

The Student Leadership program creates opportunities for students to develop valuable leadership skills. Students build these skills through a variety of training activities and then expand their abilities through their various leadership roles including but not limited to: Residence Assistants; club officers; captains of athletic teams; orientation leaders; peer mentors; and campus tour guides. Students will use these valuable skills as they pursue their career prospects and education goals even after leaving NHTI.

### 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 NHTI 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. The Student Senate President sits on the College's Institute Leadership Team.

### Professional Organizations

Most academic programs have professional organizations that promote 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.



# LEARNING CENTER

## Mission

The Learning Center at NHTI supports academic success by promoting independent, self-directed learning in a positive environment.

Visit the Learning Center, located in the library, and explore the free resources and services available to students: Math Lab, Tutoring, Writing Center, Disabilities Services, Study Skills & Reading Center, Placement Testing, Computer Learning Lab, and Career Exploration.

*For current offerings,  
stop by or call the Learning Center at (603)271-7725.*

*Check our web page at [www.nhti.edu/learningcenter/](http://www.nhti.edu/learningcenter/)*

*For current hours, go to  
[www.nhti.edu/learningcenter/lchours.pdf](http://www.nhti.edu/learningcenter/lchours.pdf)*

## Math Lab

Math instructors, professional and peer tutors are available on a drop-in basis and by appointment during posted hours. Math tutors 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 and graphing calculators, and prepare for math quizzes and tests. Limited chemistry and physics tutoring is also available.

## Tutoring

Tutoring programs at NHTI include open tutorials, group study sessions, and peer tutoring. Group learning and peer support effectively increase learning and student confidence. During tutoring sessions, students benefit from instructional review, asking questions, learning at their own pace, and receiving immediate feedback.

## Writing Center

English instructors and writing tutors help students plan, revise, and edit writing assignments for all subjects, including lab reports, narratives, essays and research papers. Students may also receive help with college application essays, cover letters, and resumes.

## Disabilities Services

It is the mission of the Disabilities Services of all seven colleges in the Community College System of New Hampshire to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities who register with the college's Disabilities Services office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills, as they assume responsibility for reaching their academic goals.

NHTI is in compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA). Students with disabilities are not discriminated against in terms of program admission and/or opportunities for academic success. Information regarding students' disabilities is kept confidential according to law. Students who

wish to receive academic accommodations must provide documentation of the disability, which may include recommendations for accommodations, to the Coordinator of Disabilities Services. Reasonable accommodations for students with disabilities are based upon documentation and individual needs, with reference to course objectives and the health, character and technical standards of specific programs of study. Various assistive technology options, including software that magnifies text, reads text displayed on the screen, and writes text dictated by students, are available for students with disabilities. Students with disabilities who choose not to disclose a disability are not eligible for Disabilities Services.

## Study Skills & Reading Center

Study Skills tutors offer students assistance in academic skills such as managing time, organizing course materials, taking lecture notes, learning from textbooks, and performing well on tests and exams. Reading tutors provide helpful strategies for reading assignments in any subject, including vocabulary development, comprehension, retention, and research. Students may make regular appointments to stay abreast of course work and build confidence. Tutors also work with students who wish to identify their learning preferences, strengths, and areas needing improvement in order to achieve educational success.

## Placement Testing

All students who enroll in programs at NHTI are required to take placement tests prior to registering for classes, whether they plan to take courses full-time or part-time. Non-matriculated students who have been away from school for several years or are unsure of their skills are also encouraged to take these tests.

Students take tests in writing, reading comprehension, math, computer applications, and study strategies. Test scores are used to assist students and their advisors in proper course selection, as well as to help students identify their academic strengths and challenges.

## Computer Learning Lab

Students have various types of instructional software available to assist them in their coursework including math, the sciences and all areas of reading and writing, and to improve typing skill and speed. Through computer tutorials and practice exercises, students learn at their own pace while receiving immediate feedback. Students find these programs helpful in preparing for classes, reinforcing lessons, and brushing up on academic skills. Many of the programs may be accessed online from students' homes.

The lab has Internet access and Microsoft Office 2007 (Word for word processing, Excel for spreadsheets, and PowerPoint presentation software) for students to use in completing assignments such as PC Application labs. Lab monitors are frequently available to assist students in the use of all software. Workshops on these topics may be offered at various times during the year.

## Career Exploration

Learning Center staff can assist students in using Choices® Career Exploration software. Choices helps students coordinate their career decision process: identify options based on their interests, aptitudes, and work values; develop a portfolio of academic achievements and transferable job skills; search for four-year schools for transfer and scholarship opportunities; and write a resume that illustrates their knowledge and experience.



# CROSS-CULTURAL EDUCATION AND ESOL

Cross-Cultural Education and ESOL, through the Division of Continuing Education and Academic Affairs, initiates, develops, and coordinates programs and services to meet the growing needs for educational diversity on campus and in the community. The Office of Cross-Cultural Education and ESOL is located in Sweeney Hall, Room 301 and offers many services to students from multicultural backgrounds.

## ESOL (English for Speakers of Other Languages) Courses for Credit

NHTI offers credit courses that are tailored to meet ESOL students' specific needs. Through the institutional assessment test students will be guided to take either a full academic load of just ESOL courses or one or two ESOL courses along with courses in their desired academic program.



## ESOL Non-Credit Courses

These non-credit classes are designed according to specific needs. Examples of courses offered include *TOEFL iBT Preparation* and *Learning English in the Cultural Context* for learners with limited English proficiency, and *Job-Related ESOL Training* that can be offered on-site.

## ESOL Tutoring and Support Services

Through Academic Affairs, ESOL Tutoring and Support Services provide students free assistance with academic work including help in writing English essays, research papers, preparing oral presentations, pronunciation and other communicative support, understanding take-home exams, and completing other assignments and projects. Individualized tutoring sessions are designed to aid students in improving their reading comprehension, vocabulary, writing, pronunciation, and conversational skills. Quiet testing rooms, extended testing time, and other appropriate testing accommodations are also available to ESOL students.

## Advising and Counseling for ESOL/International/Multicultural Students

Counselors coordinate related divisions, departments and services to provide support such as academic planning, class scheduling, cultural adjustment and immigration-related information and assistance.



### NHTI Faculty Profile

**Dawn Higgins, M.A.**

**Director of Cross Cultural Education and ESOL**

B.A., French and English,  
University of New Hampshire;  
M.A., English Literature,  
University of New Hampshire

*"We have a wonderfully diverse community at NHTI with students from all over the world. When dealing with a new language or a new culture, students face many challenges finding their way; but we are all diverse in our own ways, and everyone is interested in finding ways to connect. At NHTI, we have many resources to share and a natural forum in which to broaden our perspectives. Together, our community can learn a great deal about itself and each other. This is an immense gift."*

## Cross-Cultural Resources and Training

Staff members regularly develop new academic courses for students as well as resources to facilitate curriculum development. They also provide custom-designed seminars and workshops for professional development through the Business Training Center.



## International Exchanges/Study Abroad Projects/Summer Camp

In an effort to broaden cross-cultural opportunities at NHTI, staff members also create international exchanges and study abroad projects available to both students and faculty. The Division of Continuing Education has offered a 3-credit course, *"Let China Be Your Classroom"* (SO 298), a two-week program held on the campus of Tongji University in Shanghai, China. For more information on this and other Study Abroad opportunities please visit: [www.nhti.edu/continuingeducation/dceedabroad.htm](http://www.nhti.edu/continuingeducation/dceedabroad.htm).

We have also begun our Summer Global Language Camp for 12-to 14-year-old native-English speakers which presents languages and cultures not commonly offered to junior high school students.

# LIBRARY



## Library (Learning Resources Center)

The NHTI Library has emphatically entered the 21<sup>st</sup> century! We moved into a new 26,000 sq. ft. building in April 2001 – with the first clock tower on the campus. Located on the quad, it is the learning and information hub of the college campus. The Library was designed to meet the research and study needs of our community. Quiet study areas, comfortable computer labs, natural lighting, soft seating and numerous data ports located throughout the building help make the Library *the place* to meet and study on campus. A large steel sculpture of *Feathers* by Danbury artist Joseph DeRobertis is installed in the clock tower. It was placed there through the Percent for the Arts Program of the NH State Council on the Arts.

Acknowledging the paradigm shift in library and information science, this facility is a true information commons, respecting the services and collections of the traditional library while embracing the technological advances made possible by the computer and the world-wide-web. Many of our services may be found online at our homepage, [www.nhti.edu/library/](http://www.nhti.edu/library/). The central file is the online union catalogue of materials in all the libraries of the Community College System of New Hampshire. Choose *Concord* to isolate NHTI materials.



Library resources are available to the general public as well as the campus. The library owns, among other things, books, periodicals, CD-ROMs, maps, microforms, video and audio recordings and photographs. And then there is the limitless access to resources of the Internet; some are free, some require a password to access. The Library's comprehensive services include cooperation with many other academic, public and special library networks, including the statewide system of the New Hampshire State Library (ask for Interlibrary Loan for this service). The Library is the designated home library for both the New Hampshire Autism Society and the New Hampshire Chapter of the American Institute of Architects. The Library houses a special collection of CAD-CAM documents (unique in the State) useful to the engineering technologies. The college archives contain records of NHTI history.

The Library also encompasses Media Services, which assists students, faculty and staff in electronic, computer, video and audio-visual presentations. Media Services includes new space designated to be an electronic distance learning conference room. This space has live video links to other colleges and external meeting sites for the exchange of educational materials, courses and video conferencing.

Many frequently asked questions about the Library, including services, collections, hours of operation, etc., can be answered by accessing our homepage. You may also contact us by telephone at (603)271-7186.



### Library Hours:

Sunday	12:00 Noon	–	9:30 p.m.
Monday-Thursday	7:30 a.m.	–	9:30 p.m.
Friday	7:30 a.m.	–	4:30 p.m.
Saturday	9:00 a.m.	–	3:00 p.m.

Summer hours are somewhat shorter. Please call ahead or check our homepage. Extended hours are generally available during final exam periods.

# GENERAL EDUCATION REQUIREMENTS

The following list is provided so that students can determine which courses are appropriate in fulfilling General Education requirements in the areas of Communications, Literature, Humanities/Fine Arts/Foreign Language, Mathematics, Science and Social Science. In programs where a General Education Elective is indicated, courses may be selected from any of the categories. **Credits are indicated in parentheses.**

## COMMUNICATIONS

- EN 120 Communications (3)\*
- EN 125 Communication and the Literature of Science and Technology (3)

## FINE ARTS

- FA 101 Introduction to Drawing (4)
- FA 102 Introduction to the Visual Arts (3)
- FA 103 Two-Dimensional Design (3)
- FA 104 Three-Dimensional Design (3)
- FA 105 Introduction to Music (3)
- FA 106 The History of Jazz, Blues and Rock and Roll (3)
- FA 111 Survey of Western Art History I (3)
- FA 112 Survey of Western Art History II (3)
- FA 115 History of Modern Art (3)
- FA 120 Introduction to Oil Painting (4)
- FA 121 Introduction to Watercolor (4)
- FA 125A Woodworking in the Hand Tool Tradition (4)
- FA 130 Introduction to Photography (4)
- FA 133 Introduction to Figural Sculpture (4)
- FA 135 Introduction to Ceramics (4)
- FA 150 Introduction to Guitar (3)
- FA 201 Drawing II (4)
- FA 210 Life Drawing (4)
- FA 220 Painting II (4)
- FA 230 Black and White Photography II (4)
- FA 235 Ceramics II (4)

## FOREIGN LANGUAGE

- FL 104 American Sign Language for Beginners (3)
- FL 105 Advanced American Sign Language (3)
- FL 110 Elementary Japanese I (3)
- FL 111 Elementary Spanish I (3)
- FL 112 Elementary Spanish II (3)
- FL 115 Elementary German I (3)
- FL 116 Elementary German II (3)
- FL 121 French I (3)
- FL 122 French II (3)

## HUMANITIES

*All literature courses listed plus the following:*

- EN 121 Introduction to Film (3)
- EN 221B Film Genres and Directors: Films of 1962 (3)
- HI 104 Western Civilization: Antiquity to 1650 (3)
- HI 105 Western Civilization: 1650 to Present (3)
- PI 110 Introduction to Philosophy (3)
- PI 226A Comparative World Religions
- PI 242 Contemporary Ethical Issues (3)\*

## LITERATURE

- EN 102 Introduction to Literature (3)\*
- EN 150 Introduction to Drama (3)
- EN 160 Introduction to Poetry (3)
- EN 210 British Literature I (3)
- EN 211 British Literature II (3)
- EN 214 American Literature Survey I: to 1865 (3)
- EN 215 American Literature Survey II: 1865 to the Present (3)
- EN 251 Contemporary Drama (3)
- EN 255 Shakespeare (3)
- EN 272 Modern Short Fiction (3)
- EN 285 Literature, Technology and Culture (3)
- EN 287 Women in Literature (3)
- EN 291A Comparative Issues and World Literature: Contemporary Latin American Literature (3)
- EN 295A Creative Writing: Fiction (3)\*
- EN 295B Creative Writing: Poetry (3)
- EN 295C Creative Nonfiction (3)

## MATHEMATICS

- MT 120 Contemporary College Math (4)
- MT 123 Intermediate Algebra (4)\*
- MT 125 Finite Mathematics (4)
- MT 129 Math for Allied Health (3)
- MT 133 Elementary Functions (4)
- MT 134 Pre-Calculus (4)
- MT 205 Calculus I (4)
- MT 206 Calculus II (4)
- MT 251 Statistics (4)

## SCIENCE

- BI 111 General Biology I (4)
- BI 112 General Biology II (4)
- BI 115 Introduction to Ecology (4)
- BI 117 Introduction to Plant Biology (4)
- BI 120 Human Biology (4)
- BI 122 Basic Pathophysiology (3; no lab)
- BI 123 The Biology of Human Reproduction (3; no lab)
- BI 125 Human Genetics and Society (4)
- BI 159 Personal Nutrition (4)
- BI 195 Anatomy and Physiology I (4)
- BI 196 Anatomy and Physiology II (4)
- BI 202 Microbiology (4)
- BI 211 Genetics (4)
- BI 212 Ecology (4)
- BI 222 Pathophysiology (3; no lab)
- BI 259 Normal and Therapeutic Nutrition (4; no lab)
- BI 279 Life Cycle Nutrition (3; no lab)
- CH 103 General Chemistry I (4)
- CH 104 General Chemistry II (4)
- CH 105 Chemistry (4)
- CH 110 Introduction to Biochemistry (4)
- CH 120 Introduction to Forensic Science (4)

## Science continued. . .

- CH 205 Organic Chemistry (4)
- ENV101 Fundamentals of Environmental Science (4)
- PH 133 Physics I: Mechanics, Heat (4)
- PH 135 Physics II: Light, Sound, Electricity (4)
- SC 104 Astronomy and Space (4)
- SC 107 Introduction to Meteorology (4)
- SC 110 Alternative Energy Fundamentals (4)

## SOCIAL SCIENCE

- AN 101 Introduction to Anthropology (3)
- AN 110 Introduction to Archaeology (3)
- AN 210 Native American Studies I (3)
- ED 104 Foundations of Education (3)
- EO 101 Macroeconomics (3)
- EO 102 Microeconomics (3)
- HI 120 United States History: to 1870 (3)
- HI 121 United States History: 1870 to present (3)
- HI 131 World History I: to 1500 (3)
- HI 132 World History II: 1500-present (3)
- HI 221 New Hampshire History (3)
- PS 105 State and Local Government (3)
- PS 120 American Federal Government (3)
- PS 231 American Government (3)
- PY 105 Introduction to Psychology (3)\*
- PY 205 Crisis Intervention (3)
- PY 209 Educational Psychology (3)
- PY 210 Abnormal Psychology (3)
- PY 220 Human Growth and Development: The Life Span (3)\*
- PY 226A Sport and Exercise Psychology (3)
- SO 105 Introduction to Sociology (3)\*
- SO 111 Education and Society (3)
- SO 205 The Individual and Society (3)
- SO 212 Intercultural Interactions and Cultural Learning (3)
- SO 226A Service, Citizenship and Community (SRV)\*\* (3)
- SO 240 Marriage, Family and Personal Relationships (3)
- SO 298 Study Abroad Experience (3)

\* Available in Honors format.

\*\* Service Learning is a component of this course.



# COURSE DESCRIPTIONS

**Please note:** Courses are listed in alphabetical order 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.

**Prerequisite:** a course that must be passed prior to proceeding with a more advanced course; minimum passing grade for a prerequisite course is a "D minus" *unless otherwise indicated*.

**Corequisite:** a course that must be taken concurrently (at the same time) with another course. (Note that with permission of the department head of the course in question, a corequisite course may sometimes be taken in advance of the course for which it is a corequisite.)

**SRV** designation indicates there is a Service Learning component to the course (*see page 81*).

## 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: a grade of C- or better in AC 101)

### 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 230 Taxes 4-0-4

A study of the Internal Revenue Tax Code as it relates to individuals and small businesses. This course will include an examination of income recognition, deductions for and from AGI, tax credits, depreciation calculations and analysis of capital gains and losses. The student will apply this knowledge in preparation of income tax returns and related forms. (Prerequisite: AC 102 or permission of department head of Business Administration)

### 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 115 Fundamentals of Criminal Justice-Oriented Addiction Treatment 3-0-3

The course will focus on those modalities of addiction treatment that are conducted with the criminal justice population. The student will be prepared for employment in diversion programs, drug courts, prison-based treatment programs, multiple offender programs, prison-based half-way

houses, therapeutic communities, methadone maintenance and other detoxification programs. Appropriate interaction with criminal justice/addiction treatment personnel will enable the student to work cooperatively within their shared systems. The writing of assessment and global individual service plans for use in course and mandated treatment will be studied. Patient monitoring and logical consequences methodology for clients will be learned. (Prerequisites: CJ 101, AD 120 and MH 187)

### 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 of Human Service)

### AD 215 Internship: Orientation to Addictive Behaviors Counseling with Criminal Clients 2-8-4

This internship experience offers 30 hours of classroom-based clinical supervision in support of 125 hours of field work in an approved criminal justice addiction treatment setting. The student, supervised by a Licensed Alcohol and Drug counselor experienced in criminal justice treatment techniques will, through observation and actual clinical contact, practice the fundamental skills of counseling addictive behaviors with criminal justice clients. (Prerequisites: CJ 101, AD 120, MH 187, CJ 150, CJ 215 and AD 115, with a minimum combined GPA of 2.0)

### 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: BI 120 or permission of department head of Human Service)

### 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 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 187, 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



## Course Descriptions

treatment resources is accomplished via an inspection of the state-wide continuum-of-care. (Prerequisite: AD 294)

### **AD 296 Addiction Practicum I\*** **2-8-4**

The first internship experience offers 30 hours of classroom-based group clinical supervision in support of 125 hours of fieldwork 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 187, PY 105 and PY 283, with a combined major field GPA of 2.0; PY 220 may be taken as a pre-or corequisite)

### **AD 297 Addiction Practicum II\*** **2-8-4**

The second internship experience offers 30 hours of classroom-based group clinical supervision in support of 125 hours of fieldwork 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 296)

\* *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.*

## **Animation Graphics and Game Programming**

### **AG 101 Introduction to Game Design and Creation with Programming** **2-3-3**

This course will focus on two major aspects of computer gaming. The first focus will be the overview of games and their development. Career paths in the entertainment field will be reviewed. Critical criteria for gaming success will be researched. Game design concepts to be covered include the history of game programming, game psychology, and creating a game design outline. The second focus will be the hands on development of games, with all their major features incorporated, using a scripting language, such as available in Adobe Flash. (Co-requisite: CP 107 or permission of instructor based on basic programming skills and a working knowledge of Windows operating system)

### **AG 110 Math and Physics for Game Programmers** **2-3-3**

Math and physics play key roles in game programming. Effective use of math is needed for code design, data structures utilization, using design patterns, developing artificial intelligence (AI), using scripting engines, controlling 3D pipelines and texture mapping development. Math is also needed to implement the physics utilized in Newton's laws and concepts of collisions and reactions. Programmed applications which use math and physics in game development will form the foundation for this hands on course. (Prerequisites: AG 101 **and** MT 123 **or** MT 133 **or** with permission of instructor. Alternatively, students may have completed or are taking at the same time higher level math courses which are MT 134 **or** MT 205 **and** have taken AG 101)

### **AG 120 Advanced Topics in C# and C++** **2-3-3**

Object Oriented Programming (OOP) and its effective design will be the major focus of this course. Encapsulation, inheritance and polymorphism are the key components of OOP to be emphasized. The language Microsoft .Net Framework C# will be initially introduced and reviewed to an intermediate level. The concepts of multithreaded programming will be explored. Side by side comparisons of both C++ and C# will be part of this hands on course. The effective use of C++ topics such as pointers, operator overloading, templates, recursion and the use of Microsoft .Net Framework will be covered. (Prerequisite: CP 107 or with permission of Program Coordinator for AGGP)

### **AG 130 Introduction to 2-D Game Development** **2-3-3**

Microsoft Xbox 360 console systems will be programmed with the XNA development software using the C# programming language. The initial use of 2-D gaming environment provides a rich learning platform to test major aspects of game development. Such development includes game design, math and physics as well as the use of images and sound. Advanced topics such as the use of 3D and multiplayer: both a single system and networked systems will be introduced. Focus on team project development and presentation is utilized. (Prerequisite: AG 101 and Corequisite: AG 120 or with permission of Program Coordinator for AGGP)

### **AG 225 3-D Game Engine Application Development** **2-3-3**

3-D games and the use of a 3-D engine to power these games are the standard practice in the computer game industry. It is standard practice in the game industry to use large libraries of code which comprise a game engine to power games. These code bases involve an interwoven mesh of different systems ranging from user input to networking and rendering. This course focuses on understanding the use and organization of these code bases to leverage the engine to build 3d game applications. Students will use commercially available industry engine(s) to understand major concepts and practices taught in this course. The majority of the work in this course will be hands-on with the selected engine(s). (Prerequisites: AG 101 and AG 110 and AG 130 or with permission of Program Coordinator for AGGP)

### **AG 235 Digital Art Modeling and Animation** **2-3-3**

Introduction to the key aspects of graphic design and animation useful to game programmers will be covered using Autodesk 3ds Max. Game programmers and graphic artists must work together as a team and communicate each other's needs. Having a working knowledge of the development application typically used by the graphic artist will assist in that understanding. Models and meshes will be used to understand the animation process and the translation of these animations to the game engine. Topics include modeling of surfaces, textures and characters in games. Scripting will be covered as a means to aid the animations. (Prerequisite: AG 225 or permission of Program Coordinator for AGGP)

### **AG 250 DirectX Application Development with C++** **2-3-3**

DirectX is the most commonly used graphical Application Program Interface (API) in the gaming industry. DirectX and Managed DirectX APIs can be manipulated from several languages and scripts. This course focuses on C++ DirectX development on systems that use the Windows Operating System. The DirectX APIs act as a bridge for the hardware and the software to "talk" to each other. The DirectX APIs give multimedia applications access to the advanced features of high-performance hardware such as three-dimensional (3-D) graphic acceleration chips, sound cards and input devices. Development with DirectX provides state of the art graphical results. Individual applications will be developed with DirectX. (Prerequisites: completion of all major AG courses in the first year and the second year fall semester or with permission of Program Coordinator for AGGP)

### **AG 290 Project Definition and Portfolio Specifications** **1-0-1**

This course has two objectives for students. The first objective is to start each student's process to developing their own portfolio. This course achieves this first through explaining major concepts about the industry related to portfolios. By the end of the term, students are expected to have the start to a portfolio which could be shown to a prospective company for hiring or intern selection purposes. The second major objective of this course is to generate documentation for projects to be developed in AG 293. Students who will be taking part in off-campus spring internships will be selected. (Prerequisite: completion of all first year AG courses; co-requisite: second year fall semester AG courses; or permission of Program Coordinator for AGGP)

### **AG 292 Portfolio Development** **2-3-3**

Critical to breaking into the game industry is the development and refinement of an impressive portfolio showing both team and individual content. The portfolio is the means to display one's skills and ability to work within a team. Each portfolio is developed as an individual student effort. AG 292 builds upon the work already started in AG 290. The lab in this course is devoted to a major portfolio piece or for students to be available for an internship off-campus. Students are expected to prepare a presentation of their work as part of this course. (Prerequisites: AG 290

**Project Definition.** Summary of all prerequisites: completion of all major AG courses in the first year of the curriculum and all major AGGP courses in the second year fall semester and Corequisites: additionally the student must be enrolled in all the AGGP courses for the spring semester of the second year curriculum or have completed these courses; or with permission of Program Coordinator for AGGP)

**AG 293 Animation and Graphic Game Programming Project 1-4-3**  
Students will be working on campus in team projects or off-campus on internships. Students will be creating projects based on the specifications developed in AG 290. The lab portion of this class is devoted for student project development. All work, either on-campus or off-campus, will be supervised by an NHTI instructor and students are expected to work at an industry performance level. Final team presentations of the work accomplished are part of this course. (Prerequisites: AG 290 Project Definition. Summary of all prerequisites: completion of all major AG courses in the first year of the curriculum and all major AG courses in the second year fall semester; co-requisites: additionally, the student must be enrolled in all the AG courses for the spring semester of the second year curriculum or have completed these courses; or with permission of Program Coordinator for AGGP)

## 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.

**AN 110 Introduction to Archaeology 3-0-3**  
This introductory course examines the scientific tools and sophisticated research that are currently changing our ideas about ancient civilizations. In the last 40 years, archaeologists have discovered many keys that dramatically unlock mysteries out of the past. Students will understand how archaeology and anthropology interact, with emphasis on how people behaved in the past, with reconstruction of basic social, political and economic institutions of their culture.

**AN 210 Native American Studies I 3-0-3**  
A study of North American Indian cultures from the lithic period to the 21<sup>st</sup> century. Origin of Native American civilization and development will be studied, including: lifeways, religion, ceremonies, arts and social organizations. The course will first focus on Mesoamerica during the pre-Columbian period. The study then proceeds to an in-depth review of the people/tribes of the Northeastern and southeastern woodlands and the Great Plains cultural area.

## Architectural Engineering Technology

**AR 101 AutoCAD 2D 3-0-3**  
This is an introductory course in Computer-Aided Drafting (CAD) for beginning students. Topics include drawing set-up, line drawing, text placement, orthographic drawing, basic editing, and dimensions. This hands-on course, using AutoCAD, focuses on the most common basic functions necessary to complete 2-D drawings including move, mirror, copy, offset, trace, OSNAP, distance, and more. Projects incorporate basic techniques of drawing and computer-aided drafting. *This course is part of the CAD Certificate program. Note: Students are expected to be able to read and interpret architectural/engineering graphics to register for this course.*

**AR 102 AutoCAD 3D 3-0-3**  
This course introduces students to architectural three-dimensional CAD applications, 3-D manipulation of entities and to create and control views in 3-D space through Isometric and perspective projections. Topics include three-dimensional drawing, coordinate systems, viewing, rendering, modeling, and output options. Upon completion, students should be able to prepare basic architectural three-dimensional drawings and renderings. *This course is part of the CAD certificate program. (Prerequisite:*

*AR 101 or permission of department head of Architectural Engineering Technology)*

**AR 103 Architectural Graphics and Sketching 2-2-3**  
The first semester is devoted to the basic ways of representing architectural ideas graphically through the development of sketching and computer-aided-drawing (CADD) skills. Architectural line techniques, lettering styles, geometric construction, principles of projection and drawing expression are the areas of early concentration. Architectural design issues are studied regarding residential planning and siting. The student produces floor plans, foundation plans, site plans, elevations, building sections, wall sections and details. An introductory structural analysis for foundation loading is explored. Production of drawings by sketching and CAD demonstrates the student's ability to perform. (Corequisite: AR 120) *Note: CAD certificate students taking this course will not be required to register for AR 120.*

**AR 104 Architectural Design Studio I 2-2-3**  
The student will study the architectural design for an institutional building that is designated for public use. The terrain is sloping and provides for a two-story sloped roof structure that employs current construction methods. The student begins study through the use of sketch-to-scale drawings. With an outline of design criteria and project guidelines, the student develops preliminary presentation drawings for floor 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 floor plans, elevations, building sections, wall sections and details. The preparation of preliminary drawings and construction documents include sketching to scale and drawings produced by CADD (Computer Aided Drafting & Design) AutoDesk software. The student demonstrates competency by studying, discussing and producing these 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 160 Introduction to Geographic Information Systems 2-2-3**  
This course is an introduction to the theoretical and applied aspects of Geographic Information Systems (GIS). Students will learn how GIS is used to collect, assemble, and portray digitized land-based information into a graphic format for analysis, interpretation, and presentation. Students learn about the design and implementation of GIS and gain some experience in the operation of a GIS and the application of GIS technology to real-world problems.

**AR 191 Architectural Desktop 3-0-3**  
This course is designed for architects and other building professionals. Participants begin with a conceptual massing model and work in 2D or 3D or both at the same time to create a design and draft construction documents. ADT is built on traditional drawing tools of AutoCAD allowing students to create a building model with intelligent architectural objects that behave according to real-world properties. Advanced layer grouping and symbol management will be used to perform scheduling and documentation of the final project. Because all drawings derive from a single data set, they are perfectly coordinated and automatically updated throughout the entire design process. *Note: students are expected to be able to read and interpret architectural/engineering graphics to register for this course.*

**AR 192 Revit****3-0-3**

Autodesk® Revit®, a parametric building modeler based on parametric technology, enables the user to make a change anywhere in the building project and it's automatically updated everywhere else in the project. The course focuses on building a foundation for the basic elements in the software. *Note: students are expected to be able to read and interpret architectural/engineering graphics to register for this course.*

**AR 193 3D Viz****3-0-3**

This introductory course covers the concepts needed to work with 3D Studio Viz like the user interface, modeling concepts, scene creation, object creation, material creation, and mapping. After creating solid models, surfaces, lights, and materials, the focus will then be on rendered animations. Knowledge of 3D modeling concepts and familiarity with 2D AutoCAD is expected. (Prerequisites: AR 101 or permission of the department head of Architectural Engineering Technology)

**AR 194 Microstation****3-0-3**

This is an introductory course in Computer-Aided Drafting (CAD) for beginning students using Microstation V8 software. Topics include drawing set-up, line drawing, text placement, basic editing and dimensions. The course structure focuses on the most common basic functions necessary to complete drawings including move, mirror, copy, offset, distance and more. Projects incorporate basic techniques of drawing and computer-aiding drafting. *Note: students are expected to be able to read and interpret architectural/engineering graphics to register for this course.*

**AR 202 Architectural Design Studio II****2-2-3**

Emphasis is placed on an architectural design solution for a multi-story addition to existing buildings and preparation of construction documents for an institutional building. The student will study a multi-story steel framed and masonry enclosed structure. Floor plans, elevations, sections and details using materials typically used in construction today are sketched to scale and produced by CADD (Computer Aided Drafting & Design) AutoDesk software. Lectures relating to the basics of circulation, egress requirements, structural steel framing, masonry, codes, metal pan stairs, barrier-free design and handicap code requirements, fire protection, acoustics, glazing, curtain-wall systems, roofing and building energy conservation supplement studio work. (Prerequisites: AR 103 and AR 104; corequisite: CV 240) **Note:** course not required of students in Civil Engineering Technology option.

**AR 250 Environmental Systems****3-0-3**

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) **Note:** course not required of students in Civil Engineering Technology option.

**AR 270 Construction Management****3-0-3**

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 or CV 201 and EN 125)

**AR 297 Architectural Design Studio III****2-2-3**

The student chooses a project for the term to design from a collection of instructor-approved projects requiring real site considerations. By discussing the relevant design criteria with the instructor and selection of a hypothetical client outside of class, the student develops and refines the program of space requirements and acquires an appreciation of the in-depth functionality of architecture, especially space adjacency requirements. The study includes an analysis of a site, structure, codes, circulation, material usage and energy considerations. Schematic and preliminary designs, with an emphasis on sketching for study purposes, presentations drawings and construction documents are produced by CADD (Computer Aided Drafting & Design) AutoDesk software. Students build a study and final model,

and are required to submit a progress report. An emphasis is placed on a thorough coordination of the work, application of current technology and application of the knowledge gained in the AET program. (Prerequisites: AR 202, AR 220, CV 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; does not count toward graduation requirements but is calculated into GPA; not intended for transfer*)

**BI 108 Integrated Biology I****3-0-3**

This is the first part of a two-semester sequence (spring/summer) intended for students in the Practical Nursing program. This introductory course will cover the essentials of human anatomy and physiology and microbiology. Topics include all the major systems of the body, negative feedback control of homeostasis, acid/base balance, and fluids and electrolytes. Microbiology topics include principles of classification, morphology, cytology, physiology, and nutrition, as well as health-related effects of control measures, of major groups of microorganisms. (Students must complete BI 108 with a grade of "C" or higher to progress to BI 109.)

**BI 109 Integrated Biology II****2-0-2**

BI 109 is a continuation of BI 108, picking up where BI 108 leaves off in the discussion of the essentials of human anatomy and physiology and microbiology. (Prerequisite: completion of BI 108 with a grade of "C" or higher)

**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 and chemistry, with labs)

**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. (Prerequisites: algebra I; high school level biology and chemistry, with labs)

**BI 115 Introduction to Ecology****3-2-4**

This course is designed to give non-science majors an opportunity to learn about the interactions between the physical and biological components of the environment. The lecture will provide a broad introduction to the organismal, population, community and ecosystem levels of ecological interaction. Instructional methods include readings, lecture/discussion, in-class applications, field observations and field research. The lab portion of this course will provide students with practical experience in ecological methods and in the design, conduct and analysis of ecological studies. Laboratory exercises are designed to correspond with major lecture topics. Exercises include laboratory and field studies; students should come prepared to be outside for most labs. (Prerequisites: high school biology with lab or BI 100 with a grade of "C" or higher *and* high school chemistry with lab or CH 100 with a grade of "C" or higher *and* high school algebra I or MT 103 and MT 104 with grades of "C" or higher)

**BI 117 Introduction to Plant Biology****3-2-4**

An introduction to the structure and physiology of plants at the molecular, cellular and organismal levels; survey of major plant groups and their evolutionary relationships; and the relationships of plants to humans and other organisms. (Prerequisite: high school level biology with lab with a grade of "C" or higher or NHTI's BI 100 with a grade of "C" or higher)

**BI 120 Human Biology****3-2-4**

A brief summary of human anatomical structure and physiological sys-



tems designed to provide students with the knowledge and perspective necessary to work in their chosen fields. (Prerequisite: high school biology recommended)

### **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* BI 195 *and* 196)

### **BI 123 The Biology of Human Reproduction** 3-0-3

This is an introductory course intended to give an appreciation for the importance of the following areas of reproduction: male and female anatomy and development, sexual differentiation, puberty, menstruation, parturition, lactation, assisted reproductive technologies, birth control methods, and menopause. (Recommended: high school level [or higher] biology)

### **BI 125 Human Genetics and Society** 3-2-4

This course is an introduction to genetics for students not majoring in the sciences. The student will be introduced to the basic principles of Mendelian and molecular genetics and will apply these principles to human genetic traits. Causes and treatments of common inherited diseases will be discussed as well as genetic technologies and their applications (recombinant DNA technology, genetic engineering, *in vitro* fertilization). The associated ethical and social issues will also be examined. Lab component to complement lecture. (Recommended: high school level [or higher] biology)

### **BI 159 Personal Nutrition** 3-2-4

An introductory course including laboratory 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. Laboratory exercises allow for exploration of lecture topics and will include scientific method, food analysis, diet analysis and nutritional lifestyle analysis. (Prerequisite: high school biology recommended)

### **BI 180 Tropical Ecology and Conservation** 3-2-4

This introductory level course is designed to introduce the student, through academic study and real experience, to the ecology, natural history, and conservation programs at work in Costa Rica. The classroom (online) portion of the course will prepare the student through studies of major ecological principles, tropical ecology in general and of Costa Rica specifically, and the major ecosystems of Costa Rica. The historical, economic, and cultural aspects of Costa Rica and their relationship to resource conservation efforts will be examined. The culmination of the course will be a nine-day travel experience to Costa Rica, where the class will visit several major ecological systems and conservation areas.

The laboratory portion of the course will consist of the nine-day excursion to Costa Rica through the NHTI-sponsored EF Educational Tours trip. The travel portion of this course is a major part of the laboratory component and is required. During the time in Costa Rica, students will apply what they have learned to understand the different ecosystems visited, identify tropical plants and animals, and appreciate the threats to and efforts to conserve the unique biodiversity of Costa Rica. (Prerequisite: High school biology with lab with a grade of "C" or higher and high school chemistry with lab with a grade of "C" or higher.) **[Students should note that the cost of the trip to Costa Rica is not included in the tuition for this course. Students are responsible for all costs of this trip.]**

### **BI 195 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 biology with lab and high school chemistry with lab, each with a grade of "C" or higher, or permission of the Department Head of Chemistry and Biological Sciences)

### **BI 196 Anatomy and Physiology II** 3-2-4

A continuation of BI 195. 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 195 with a grade of "C" or higher or permission of department head of Chemistry and Biological Sciences)

### **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 196 with a grade of "C" or higher)

### **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 195, or BI 202, and MT 123 or equivalent; or permission of department head of 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 department head of Chemistry and Biological Sciences)

### **BI 222 Pathophysiology** 3-0-3

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 196 or permission of department head of 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 159 or BI 196, or permission of department head of 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 department head of Chemistry and Biological Sciences.)

## **Business Administration**

### **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.



## Course Descriptions

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### **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 150 Supervision**

**3-0-3**

In this course, students learn to analyse issues, solve problems, and build management skills realizing that regardless of the technical 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, ethics in marketing, 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. (Prerequisite: BU 170)

### **BU 180 Principles of Retailing**

**3-0-3**

This course provides the basis for understanding the world of retailing. Topics include retail strategy, store location, buying merchandise, assortment planning, inventory management, retailing, customer service and store layout. (Prerequisite: BU 170)

### **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**

Law I is the study of the fundamental principles of law as they apply in the business world. The course examines legal rights and remedies and contracts. Students will gain a detailed understanding of the law of Torts and Contracts, and will learn business law through related textbook readings and research on the Internet. This course emphasizes the relationship of business law to an individual's personal life as well as occupational life. Applications of the laws as they affect the individual in a moral society are featured.

### **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, organizing, 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. *This course does not meet the requirement for PI 242 Ethics or any other humanities elective.* (Prerequisite: BU 101)

### **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 150 or BU 270)

### **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 257 Investments**

**3-0-3**

This course introduces students to the world of investments, including various types of investment vehicles, techniques, and strategies. Students will study the investment environment, role and scope of investments, risk and return, and types of investment markets and transactions. Traditional short- and long-term investment instruments will be analyzed; higher-risk, more complex investments will also be reviewed. (Prerequisite: AC 102; BU 250 strongly recommended)

### **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 265 Marketing Research**

**4-0-4**

In this course, students learn to develop the information necessary for marketing decision-making. The 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 in a professional and ethical manner. The purpose of this course is three-fold: 1) to familiarize the student with the commonly used techniques in the collection and analysis of marketing research information; 2) to have the student gain perspective and practice in applying these techniques and report findings through a research project; and 3) to develop an understanding of decision-making in marketing, its inherent difficulties and pitfalls and the importance of information in marketing 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)

**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 of Business Administration)

**BU 293 Managerial Decision-Making** 2-2-3  
This course is designed to be a capstone course for Business Administration students to enhance and practice their critical thinking and management skills. Students will be expected to use their previously acquired expertise (in, e.g., marketing, supervision, accounting and management) and apply that to case studies and computer simulations of companies, both individually and in teams. The course will be conducted through student presentations and execution of a multi-year computer-based simulation. (Prerequisites: AC 101, BU 101, BU 170 *and* BU 150 or BU 270)

**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 of Business Administration)

## 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; does not count toward graduation requirements but is calculated into GPA; 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 department head of 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 department head of 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.

**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 department head of Chemistry and Biological Sciences)

## Civil Engineering Technology

**CV 191 Land Desktop** 3-0-3  
This course is an introduction to the use of computer aided drawing and design software (CADD) for the civil engineering discipline. Areas of application of the software within engineering include the use of projects, Prototypes, Point Labeling, and Digital Terrain Modeling. A basic introduction to the elements of roadway design will also be covered, including horizontal and vertical alignments, profiles and cross sections. Laboratory is provided for students to practice these skills with the support of the instructor. (Prerequisite: AR 101 or permission of department head of Architectural Engineering Technology)

**CV 192 Civil Design** 3-0-3  
This course explores how Autodesk Civil Design software works in concert with AutoCAD Land Desktop software. The specific areas covered in this class include an in-depth coverage of the roadway design and site grading tools as well as the tools available to automate the drafting of pipe runs. The access to centralized project data through AutoDesk Land Desktop enables students to effectively utilize the civil engineering add-on for generating drawings for a project. (Prerequisite: CV 191 or permission of department head of Architectural Engineering Technology)

**CV 193 Map/Survey** 3-0-3  
This course introduces students to AutoDesk Map and Survey software. Map offers a varied range of functionality, including powerful drawing management tools, drawing clean-up capabilities, topology creation and analysis, and GIS linking of drawing objects to internal or external databases. AutoDesk Survey provides an interface to field surveying instruments through which field work is downloaded to produce point, symbols and linework in an AutoCAD drawing environment. (Prerequisite: CV 192 or permission of department head of Architectural Engineering Technology)

### **CV 201 Civil CAD**

**2-2-3**

This course is an introduction to the use of computer aided drawing and design software for the civil engineering discipline. Areas of application of the software within engineering include mapping, topography, site development, and subdivision. Within the field of highway design the student applies civil design software to detail roadway alignment and create final drawings of plan, profile and cross section. Laboratory time is typically for the student to generate designs and drawings with the support of the instructor. (Prerequisites: AR 104 and IT 102, or permission of department head of Architectural Engineering Technology)

### **CV 202 Soil Mechanics and Foundation Design**

**2-2-3**

This course deals with the fundamentals of soil mechanics. Topics covered include moisture-density relations, mechanical and chemical gradation properties, basic shear strength theory, permeability and compression. Lecture topics will be supplemented by field observations and lab work. Upon completion of this course, students will understand the essential elements of soil mechanics theory such that it may parlay into practical applications. (Prerequisites: AR 150 and CV 220 or permission of the department head)

### **CV 220 Surveying**

**2-3-3**

A course to familiarize students with the equipment, procedures, and methodology of modern surveying practice. Includes measurement of distance, elevation, angle, and direction "in the field" with both manual and electronic equipment. The methods of topographic, construction, and route surveying are also studied. Lastly, the student is taught to use software programs to aid in data collection, manipulation and map making. (Prerequisite: MT 133)

### **CV 235 Reinforced Concrete Design**

**2-3-3**

To learn the fundamentals of design and analysis of steel reinforced concrete structures including beams, floor and roof slab systems, columns, foundation footings, and structural walls. Design sketches, based on calculations and in accordance with the latest American Concrete Institute (ACI) Building Code Requirements, are prepared. Also a major laboratory project including designing, building and testing an eight foot long reinforced concrete beam is done by student teams. (Prerequisite: CV 240)

### **CV 240 Timber and Steel Design**

**3-2-4**

The study of structural steel and timber members that involves the design and analysis of beams with regard to bending, shear, and deflection. Columns are studied with respect to axial and eccentric loading. Miscellaneous structural elements such as beam bearing plates, column base plates, and welded and bolted connections are also designed. The student is taught first to make calculations manually, then with the aid of computer software. The laboratory time ( 2 hours per week ) is dedicated to a variety of activities where the student is fully involved not only in the design and analysis, but also in the construction and testing of timber and steel beams, columns, connections, bracing systems, load packages and simple frames. Finally, the observations and results are documented through calculations, drawings, photos and CADD. (Prerequisite: AR 120 and AR 150)

### **CV 297 Highway Design**

**3-2-4**

This course focuses on the highway design process, beginning with transportation requirements and soil mechanics and continuing with highway location, site planning, geometric design and pavement design. The knowledge gained equips students for project work. The course culminates with students' preparation (using CADD) and presentation of final engineering drawings of a section of roadway. This project is evaluated with respect to alignment, safety, aesthetic impact, construction cost and professional quality. Labs will involve the use of a soil testing lab and visits to nearby road construction sites will be scheduled. (Prerequisite: CV 220)

## **Community Social Service**

### **CS 111 Introduction to Community Social Services**

**3-0-3**

Provides an introduction to the history of care provided to people with a variety of disabilities and challenges. Presents and describes the principles of community integration and social role valorization, discusses client rights, quality of life, guardianship, and emerging issues in community social services. Presents a model for evaluating the quality of community social services.

### **CS 112 Supportive Communication Skills**

**4-0-4**

A study of the knowledge, skill, and personal characteristics that are needed in today's professional world of helping careers will be examined. Students will learn the purpose and skill of interpersonal communication techniques through various didactic and experiential methods. Coverage will include documentation, verbal and nonverbal communication, along with time management, self management, and successful work practices. Dynamics of human behavior, culture, and specific needs seen in the workplace will be explored.

### **CS 115 Learning and Behavior**

**3-0-3**

This course discusses the history and principles of behaviorism and presents a learning theory and teaching techniques based on positive behavioral principles. Presentation and discussion focus on the ethical and client rights issues of positive behavior change, and recent trends and techniques for applying learning principles in a variety of settings. (Prerequisite: CS 111 and PY 105)

### **CS 116 Assessment and Individual Planning**

**3-0-3**

This course reviews the process for designing and implementing support for human service consumers. Presentation and discussion will include current and evolving models for assessment and planning, as well as the factors that influence achievement of individual plans. (Prerequisites: CS 111, CS 115, PY 105, PY 220)

### **CS 117 Community Social Service Practicum**

**2-8-4**

This course is designed to provide initial experience with human services programs, agencies, and their customers. The student will develop professionally and will survey human services agencies and programs. The course will focus on issues of professionalism, ethics, the development of interviewing skills, and the analysis of case studies. Students will be expected to become familiar with a variety of agencies or programs. Guest speakers, consumers, and others may be invited to introduce students to their particular area of human services. A total of 125 hours will be spent in the field to meet the course requirement. (Prerequisites: CS 111, CS 112, CS 115, CS 116)

## **Computer Aided Design**

*These are individual courses and are not part of any program.*

### **CD 101 CAD I**

**1-3-2**

Basic Training in the use of Computer Aided Drawing (CAD) including entity creation, editing, dimensioning, file management, and plotting. A "hands on" approach will be taken while using PC based AutoCAD software. Applications will be taken from a variety of disciplines. *This course does not meet requirements for the MET/MFT programs.*

### **CD 102 CAD II**

**1-3-2**

A continuation of CD 101 into more advanced concepts in Computer Aided Drawing. Topics include wire frame, surface and solid modeling as well as techniques to improve productivity. *This course does not meet requirements for MET/MFT programs.* (Prerequisite: CD 101)

### **CD 103 CAD III**

**1-3-2**

This course is a continuation CD 101 and CD 102. Emphasis is placed on 3-D parametric solid modeling using Autodesk Mechanical Desktop. Student will develop skills and utilize techniques to produce geometric profiles that serve as a database for the production of 3-D models, working drawings, bill of materials and exploded views of assembled models. *This course does not meet requirements for MET/MFT programs.* (Prerequisites: CD 101 and CD 102)

## **Computer Engineering Technology**

*In addition to listed prerequisites, students must earn grades of "C-" or higher in each course to progress in the program.*

### **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. *A grade of C- or higher must be achieved to meet the prerequisite criteria for subsequent major field courses.*

**CP 215 Integrated Circuits and Interfacing** 3-3-4  
For CPET and other NON-EET majors, this course supplements EL 115 (Digital Fundamentals) with basic linear and interface electronics. Topics covered include simple power supplies, op-amps, stepper motors, A/D & D/A conversion, and interfacing a computer bus. Advanced digital topics such as synchronous logic, programmable logic devices and Digital Signal Processing will also be covered. The labs demonstrate real world implementation of otherwise abstract academic concepts. Fluency with the use of test equipment and debugging skills will also be stressed in the laboratory environment. (Prerequisites: EL 101 and EL 115 or permission of department head of Computer Engineering Technology)

**CP 222 Data Communications and Internetworking** 3-3-4  
This course provides the student knowledge and skills in a wide range of topics covering data communications, packet transmission and the Internet. Data communications subtopics include transmission media, serial communications, error detection & correction schemes, data security and signal processing required for long distance communications. Packet transmission subtopics include local area networks, hardware addressing, LAN building blocks, and wide area networks. Internetworking subtopics include TCP/IP communication stack, ISO 7-layer communication stack, network addressing, Internet protocol (IP), address resolution protocol (ARP), Internet control message protocol (ICMP), IP routing protocols, transport control protocol (TCP), user datagram protocol (UDP), and client-server API. (Prerequisites: CP 107 and CP 235; corequisites: CP 240, CP 252 recommended; or permission of department head of Computer Engineering Technology)

**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. (Prerequisite: CP 107; or permission of department head of Computer Engineering Technology)

**CP 240 Programming for Windows Operating Systems** 3-3-4  
Microsoft .Net Framework programming will be covered from Windows Applications to full utilization of the Internet. Microsoft Visual Studio .Net with its integrated development environment will be studied and utilized. The programming languages will be Visual Basic .Net and C# with emphasis on C#. The course will use programming techniques to understand the functionality of the operating system and the .Net foundation integration with the Internet. Internet usage will involve developing web pages using Web Forms by using ASP .Net. Connection and use of databases will use ADO .Net. Web Services for distributed applications on the Internet will also be covered. Advanced features of the language C# will be reviewed. Experience will be gained using extensive hands-on laboratory assignments. (Prerequisites: CP 107 and CP 235 or permission of department head of Computer Engineering Technology based on having introductory programming skills with languages such as Java, C++ or classic Visual Basic)

**CP 252 Networking and Internet Technologies** 3-3-4  
This course provides the student knowledge and skills in a diverse range of topics including structured query language (SQL), client-server programming, selected internet applications and LAMP (Linux, Apache, MySQL and PHP). SQL subtopics include relational database concepts, the SQL language and relational database design. Client server programming is studied in C++ using socket APIs and Java using socket classes. Selected internet applications include domain name system (DNS), hyper-text transfer protocol (HTTP) and file transfer protocol (FTP). LAMP topics include a Linux overview, Apache web server configuration, dynamic web pages using PHP and MySQL relational database. Each student is also

required to define, implement, demonstrate and present a networking project during the last several weeks of the course. (Prerequisites: CP 107 and CP 235 or permission of department head of Computer Engineering Technology)

**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 multithreading programming techniques using optionally Java or C#. Animation concepts are used to augment the multithreaded aspects, both 2D and 3D. The final project is presented in class. (Prerequisite: CP 107; corequisite: CP 235; or permission of department head of Computer Engineering Technology based on introductory knowledge of C++ or Java)

**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 department head of Computer Engineering Technology)

**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 department head of Computer Engineering Technology. Strongly recommend having previously taken or to be concurrently taking CP 222, CP 240 and CP 252.)

## 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 historical origins and development of criminal law as a form of social control. It will include the general principles of constitutional and statutory factors as they pertain to criminal liability, defenses to criminal charges and sentences. The final emphasis is placed on the substantive aspect of criminal law and how it differs from civil law.

**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,



## Course Descriptions

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 Corrections 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.

## **Allied Dental Education**

*A grade of "C" or higher is required in BI 195, BI 196, BI 202 and CH 110 to progress in the Dental Hygiene Program.*

### **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 195 with a minimum grade of "C," DN 100, DN 113 and DN 134)

### **DN 105 Dental Radiology for Dental Assisting 2-3-3**

Lectures and demonstrations are coordinated with laboratory practice on mannequins to develop mastery of dental radiographic techniques to

include digital radiography, processing, mounting and evaluating films. Emphasis will be placed on client and operator protection, exposure and processing errors, asepsis protocol, radiographic techniques and equipment function. Two clients will be scheduled near the end of the term when students exhibit acceptable and safe skills.

### **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. (Prerequisite: DN 110)

### **DN 113 Clinical Dental Hygiene I 1-8-3**

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 1-8-3**

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/imbbalances, 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 195 with a minimum grade of "C," DN 113, and DN 134)

### **DN 140 Dental Radiology for Dental Hygiene 2-3-3**

Lectures and demonstrations are coordinated with laboratory practice on mannequins to develop mastery of dental radiographic techniques as well as processing, mounting and evaluating films. Other topics include the principles of digital radiography, radiographic interpretation, radiographic landmarks and localization techniques. Emphasis will be placed on patient and operator protection and equipment function. Patients will be scheduled near the end of the term when students exhibit acceptable skills. (Prerequisites: DN 100 and DN 134; corequisites: DN 136 and DN 114)

### **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. (Prerequisite: DN 110)

**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 in manipulation of materials with emphasis on impression taking and preparation of study casts. (Prerequisites: CH 110 with a minimum grade of "C," DN 100, DN 113 and DN 134; or permission of department head of Allied Dental Education)

**DN 175 Dental Assisting Theory I** 2-0-2  
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** 1-0-1  
Development of working knowledge of office procedures to include telephone techniques, appointment scheduling and filing systems. Lectures will include fundamentals of bookkeeping systems, prepaid dental care plans, payroll and inventory control. Information from lecture topics will be integrated into Dental Assisting Theory II with the use of specialized office management software. (Prerequisite: DN 110)

**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 105, DN 110, DN 161, DN 175 and DN 191)

**DN 201 Dental Hygiene III** 2-1-2  
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 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** 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 227 Dental Ethics and Jurisprudence** 1-0-1  
A study of the ethical and legal issues involved in dental care delivery as well as office management procedures.

**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. (Prerequisite: DN 110)

**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: BI 195, BI 196 and BI 202 with minimum grades of "C" and DN 136)

**DN 242 Community Dental Health I** 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)

**DN 243 Community Dental Health II** 1-0-1  
Students will implement the theory base from DN 242 into the spring semester with practical applications of the DN 242 course content. The course will entail completion of various projects and assignments with a community emphasis. (Prerequisites: DN 201, DN 212 and DN 242)

**DN 245 Local Anesthesia for the Dental Hygienist** 1-3-2  
This 10-week course will provide the dental hygiene student with the knowledge, theory and skills to manage pain control through the use of local anesthetic agents in the dental setting. Lab and lecture will emphasize the techniques for safe and effective administrative of regional anesthetics in the oral cavity. (Prerequisites: DN 100, DN 113, DN 114, DN 103, DN 134, DN 136, DN 201, DN 240 and DN 212, each with a grade of "B" or higher)

**DN 275 Dental Assisting Theory II** 1-2-2  
A course designed to introduce the dental advanced functions to dental assisting students. Includes instruction in basic instrumentation concepts, removal of coronal cement, application of pit and fissure sealants and suture removal, as well as expanded orthodontic functions and other advanced duties which are delegated to the dental assistant. Pre-clinical skills will be introduced on mannequins and competency skills on patients. Advanced dentrix computer applications will also be included. (Prerequisites: DN 105, DN 110, DN 161, DN 175 and DN 191)

**DN 298 Dental Assisting Clinical Experience III (6 weeks)** 2-8-4  
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)

## Design Visualization

**DV 191 3D Studio Max 2** 3-0-3  
This course is an introduction to 3D Studio Max, one of the most powerful software for 3D modeling, rendering and animation. The students learn the basics of 3-D computer modeling and rendering techniques; course topics include shape creation, lofting, material editing, morphing, scaling, light and camera placement, file importing, and rendering. (Prerequisite: working knowledge of AutoCad or permission of department head of Architectural Engineering Technology)

**DV 192 3D Studio Max 2** 3-0-3  
3D Studio Max 2 is an advanced level course which prepares students to develop complex shapes, experiment with the vast capabilities of material editor and generate animations of their models. Students are introduced to a variety of different 3D components, which lead them to a representation project until it includes flat and smoothed forms, light sources, texture maps and the production of animations. In addition, students learn about rendering options and techniques from flat shading to raytracing and radiosity. (Prerequisites: DV 191 or permission of department head of Architectural Engineering Technology)

### DV 193 Introduction to Photoshop

3-0-3

This course is structured to introduce students to the powerful tools of Photoshop for manipulating digital images, photo montage and its page layout applications. Students learn the skills and techniques for creating effective digital images for presentations and their use in rendering and visualization. The course topics cover Photoshop tools: channels and layers, typography, illustration, digital file formats, adding special effects through the use of filters, color and image enhancements. (Prerequisite: working knowledge of Microsoft Windows environment)

## Diagnostic Medical Sonography

### DS 201 Principles of Sonography

3-2-4

An introduction to principles of ultrasound with emphasis on physical principles, instrumentation and terminology. Laboratory sessions will offer "hands-on" learning 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)

### 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. The first four weeks will be spent in the campus lab.

### 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 101 Growth and Development of the Young Child

3-0-3

Major theories and research findings in the physical, cognitive, language and social/emotional domains of development of young children from conception through age 8 will be the focus of this course. The work of Piaget (constructivism) and Erikson (psychosocial theory) will be emphasized. Students will use professional strategies to observe and record the behavior of young children in early care settings as they explore these domains and theories. Emphasis will be placed on applying understanding of children's developmental needs in a pluralistic society.

### EC 102 Foundations of Early Childhood Education (SRV)

3-0-3

The history of early childhood education and child care, including the contributions of Locke, Pestalozzi and Froebel will be addressed. The diversity of early education settings, including profit and non-profit, laboratory schools, employer-sponsored centers, public schools and Head Start, will be explored. Focusing on play as a foundation of children's learning, students examine the roles and responsibilities of the early childhood professional with children and families in these settings. Students will observe and evaluate programs based on developmentally appropriate principles using the NH Early Learning Guidelines and the NAEYC Accreditation guidelines. Using the NH ECE Professional Development System, students discover the diversity of career opportunities available and explore credentialing. *Service Learning is a component of this course.* (Prerequisite: EC 101)

### EC 141 Curriculum and Environments 1

3-0-3

With emergent curriculum as the overarching approach to curriculum development, students will experience designing, implementing, and evaluating appropriate activities and environments for children birth through age six with a focus on music, movement, art, manipulatives and dramatic play supported by emergent literacy and anti-bias curriculum. Emphasis will be on 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 from these observations in all aspects of the daily routine will be emphasized. Participants will experience and broaden their own creativity and imagination through exploring learning activities that can be applied to actual early childhood settings. Students will learn how to plan stimulating, age-appropriate classroom and outdoor learning environments that encourage child-initiated discovery and act as a tool in behavior management. These environments will be child and family friendly, barrier free, inclusionary, and meet state regulatory requirements.

### EC 142 Curriculum and Environments 2 (SRV)

3-0-3

Continuing to use emergent curriculum as the overarching approach to curriculum development, this course will focus on designing, implementing, and evaluating appropriate activities and environments for children through age six with a focus on blocks, math, science, woodworking, and technology with literacy concepts integrated into each area. Emphasis will be on the concrete, practical application of different philosophies, theories, and current research that is manifested in various curriculum models in early childhood education. Students will dialogue and reflect together as they explore the cycle of inquiry and project work for developing, implementing and assessing curriculum. Emphasis will be on planning stimulating, age-appropriate classroom and outdoor learning environments that encourage child-initiated discovery and act as a tool in behavior management. These environments will be child and family friendly, barrier free, inclusionary, and meet state regulatory requirements. Students will learn about and apply successful attributes of documentation panels that make children's learning visible. *Service Learning is a component of this course.* (Prerequisite: EC 141)

### EC 155 Children's Literature (SRV)

3-0-3

This course will provide an overview of exemplary authors and illustrators of children's literature from birth to age 8. High quality children's books will be used as a vehicle for supporting and applying current research on the acquisition of language and reading. Students will become familiar with Caldecott award winning books and the artistic techniques used to create these books. Big books will be introduced as a way of distinguishing features of print. Poetry, multicultural books, and bibliotherapy as applied to early childhood education will be studied. Additionally, students will explore the teacher's role in promoting family literacy and participate in service learning on this topic. *Service Learning is a component of this course.*



**EC 188 Health, Safety and Nutrition in Early Childhood Education (SRV)****3-0-3**

This course offers an introduction to major issues affecting the health and safety of young children in early childhood settings. Nutrition and policy considerations about pediatric medications, infectious disease control, sick child care, universal precautions and liability, and health record keeping will be discussed. Childhood stress and education for the prevention of child sexual abuse will be highlighted. Students will learn how to integrate curriculum for young children related to health, safety, and nutrition into the overall program. *Service Learning is a component of this course.*

**EC 190 Preparing for Practicum****1-0-1**

This 1 credit course will provide students with an orientation to both Practicum 1 and 2 including developing individual goals, planning contracts, scheduling, record keeping, writing practicum log entries, preparing the practicum notebook, organizing 3 Focused Portfolio binders, identifying potential practicum partners, and completing all relevant paperwork. Students will receive the NAEYC Code of Ethical Conduct and use it as a reference in discussions around professional boundaries in the workplace. Students will know all policies and procedures related to practicum and student teaching as outlined in the Practicum Handbook. *Students must earn a "C" or higher in this course to move on to Practicum 1 and must take EC 190 in the semester before Practicum 1.* (Prerequisites: EC 101, EC 141 and EC 155)

**EC 215 Infant/Toddler Development and Programming****4-0-4**

This course will be a study of important influences on infant and toddler development supported by research on brain development during the first three years of life. Emphasis will be put on the role and responsibilities of families, child care teachers, and specialists in creating high quality supportive environments. Sensitivity to attachment and the importance of observation and communication skills to nurture positive family, caregiver, and child relationships through the roles of primary caregiving, transitions, and continuity of care will be highlighted as students learn to design responsive programs for infants and toddlers and their families. (Prerequisite: EC 101 with a grade of "C" or higher or permission of the Department Head of Early Childhood Education)

**EC 225 Autism Spectrum Disorder****4-0-4**

This course will examine the neurological underpinnings and behavioral characteristics of children from birth through age 8 with autism spectrum disorders. It will focus on an overview of the strengths and challenges of child-centered, developmental, research-based interventions to be used in natural environments. The centrality of the family will be emphasized. (Prerequisite: EC 101 with a grade of "C" or higher or permission of the Department Head of Early Childhood Education)

**EC 226 Home Visiting and Working with a Team****3-0-3**

Specialists often provide early intervention services to young children in their homes. They work as part of a collaborative interdisciplinary, multi-agency team including their supervisor, the family, child care teachers, and public school personnel, as well as PT, OT, and speech therapists. This course will define the professional relationships involved in providing in-home early supports and services and the specific role of the specialist within the team. Issues of safety, trust, respect, professional boundaries, and confidentiality will be discussed. Students will learn how to support the family in teaching their child while maintaining effective documentation and communication with the team. (Prerequisite: EC 242 with a grade of "C" or higher or permission of the Department Head of Early Childhood Education)

**EC 242 Child, Family and Community (SRV)****3-0-3**

The course will provide an overview of families and family systems (including Bronfenbrenner's Bioecological Theory) with emphasis on developing effective models of teacher/program/family partnerships. Students will identify their own biases as a precursor to exploring issues of power and privilege in society. Cultural dilemmas and their impact on early care and education will be identified as students begin to evaluate their own cultural competence. Students will learn how to identify and strengthen protective factors that empower families and reduce the risk of child abuse. Students will research various crises encountered by families and identify an action plan to positively address the crisis. Community resources will be identified and involved. *Service Learning is a component of this course.* (Prerequisite: EC 101)

**EC 261 Family Child Care Business Management****3-0-3**

This course will review the fundamentals of sound business practices as they relate to the running of a successful Family Child Care business. Emphasis will be on designing of business plans, budgeting, insurance, effective business policies, contracts, pricing, marketing, customer relations, purchasing, financial, legal and licensing regulations and reports, small business management and related record keeping.

**EC 262 Organization and****Management for the Practicing Professional****4-0-4**

A survey of organization and management of early childhood programs and/or child care centers for the practicing professional. Emphasis will be on learning how to plan, organize, manage and evaluate programs and facilities for children. Specific skills addressed are licensing procedures, hiring, motivating and evaluating staff and parent involvement. Financial record keeping to inform program management decisions will be based on an understanding of Excel computer program use. Leadership and visioning skills will also be taught and evidence of implementation will be required. Students will be required to spend fifteen hours outside of class on a final project to be implemented in their professional work. *This course will meet the requirements for Director Certification from the State of New Hampshire. It will also meet the criteria for accreditation by the National Association for the Education of Young Children.* (Prerequisite: permission of department head of Early Childhood Education)

**EC 265 Positive Behavior Guidance and Supporting Young Children with Challenging Behaviors****3-0-3**

Through exploring various theories of behavior management and functions of behavior, the role of positive behavioral supports in preparing young children to become competent and cooperative individuals with a strong social and emotional foundation will be emphasized. Developmentally appropriate methods of guiding children based on a wide variety of effective positive guidance strategies and problem solving skills to address individual and group needs will be shared as approaches for preventing disruptive behaviors in the classroom. Techniques for dealing with more challenging and explosive behaviors using functional assessment, identifying replacement skills and creating and implementing behavior intervention plans will be utilized. Partnering with families in developing these plans will be emphasized. Students will leave the course with tools for primary, secondary and tertiary prevention of challenging behaviors. They will be able to use the class as a model for developing parent education programs for the families that they serve. (Prerequisite: EC 101 or permission of the Department Head of Early Childhood Education)

**EC 270 Teaching Young Children with Special Needs (SRV)****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. Students will learn how to develop curriculum modification/accommodation strategies in all domains of development in an inclusive classroom setting. Emphasis will be on education for children and their families. Students will work with and observe a child and family to develop an understanding of their needs and develop a resource file of state, local and national supports. *Service Learning is a component of this course.* (Prerequisite: EC 101)

**EC 275 Practicum 1 – Observation, Interpretation, Assessment and Documentation through Child Study and Portfolio****2-5-3**

Students will work in NHTI-approved ECE settings for children in infant/toddler care, preschool or kindergarten under the supervision of early childhood Cooperating Teacher(s). Participants will become "students of childhood" as they learn how to interpret and assess their observations of children in this seminar class. Students will conduct 3 in-depth child studies over the course of the 75 hours that they spend at their practicum site this semester. Students will create and manage portfolios for each child and use portfolio information to write child progress notes and narrative summaries. They will make the children visible through documentations that share their own wonderings as teachers. They will use this information to plan and carry out a parent conference. Students will also experience the role of "teacher as researcher" as they apply various assessment tools in combination with their own observations to identify growth from the perspectives of the child, the teacher and the curriculum. NHTI ECE faculty schedule site visits to review and evaluate student progress during



the practicum experience. *Students must earn a grade of "C" or higher in Practicum 1 to move on to Practicum 2.* (Prerequisites: all 100 level EC courses; 2.5 minimum GPA in major field courses; permission of the ECE Practicum Coordinator; and submission of all required documents)

### **EC 276 Practicum 2 - Experiencing Emergent Curriculum and Student Teaching (SRV) 2-10-5**

Students will work in NHTI-approved ECE settings for children in infant/toddler care, preschool, or kindergarten under the supervision of early childhood Cooperating Teacher(s). Weekly seminars conducted by NHTI faculty offer support for students and provide time to review the characteristics of emergent curriculum being implemented by students at their practicum sites. Students must complete a Practicum Notebook outlining their activities with children and families connecting theory to practice. Students will document 150 hours at practicum including 2 full days of lead teaching. Students will prepare documentation of emergent curriculum provocations, ordinary moments, and child growth and development. NHTI ECE faculty schedule site visits to review and evaluate student progress during the practicum experience. *Students must pass Practicum 2 with a grade of "C" or higher in order to graduate from the Early Childhood Education program. Service Learning is a component of this course.* (Prerequisites: all 100 level EC courses, EC 242, EC 270 and EC 275; a 2.5 GPA in major field courses, permission of the ECE Practicum Coordinator and submission of all required documents)

### **EC 278 Early Intervention Practicum 2-10-5**

This 150-hour field-based experience provides students with a supervised opportunity to develop skills and demonstrate competencies necessary in early intervention in natural settings (child care, homes, public schools). Students will learn how to best support families and caregivers. Supervisors will provide guidance and support needed to enhance students' development as early intervention specialists. Students will divide their practicum hours between a child care setting and a home setting. (Prerequisite: All other courses in the Autism Early Intervention Certificate with grades of "C" or higher)

### **EC 288 The Early Childhood Professional 3-0-3**

This course explores the role of the early childhood professional in the workplace. Topics to be discussed include leadership, working in a team, and professional ethics. Additionally, students will learn about the legislative process in NH and explore their role in advocating for public policy to support children, families, and early care and education programs. Students will develop a resume and create a professional portfolio that can be used for interview purposes. The portfolio will include competency statements with supportive artifacts using the NAEYC Standards for Early Childhood Professional Preparation for Associate Degree Programs. Emphasis will be placed on the role of ongoing professional development activities, and students will choose a professional development project to complete and share. (Prerequisites: all 100 level EC courses, EC 242, EC 270, EC 275 and EC 265; may be taken concurrently with EC 276)

## Economics

### **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. 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.

## Education

***TECP 70 - TECP 82 are professional preparation courses for Teacher Education Conversion Program candidates only.***

### **ED 101/TECP 50 Introduction to Exceptionalities 3-0-3**

This course introduces the various exceptionalities and related topics in the field of special education including definitions, prevalence, assessment and intervention. It includes discussion of strategies for facilitating students' independence, learning, social connections and self-advocacy skills. Curriculum emphasizes the philosophical and practical applications of valuing students' abilities and diversity and collaborating with educators and families. It will explore curriculum modifications and accommodations, problem-solving strategies and transition issues. *10 hours of field work are required in this course. (TECP candidates have additional course requirements for the certification portfolio.)*

### **ED 104/TECP 51 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 Special Education and Education associate degree 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 (*10 hours of classroom observation required*). (TECP candidates have additional course requirements for the certification portfolio.)

### **ED 106 Paraeducator Portfolio 1-6-3**

As a requirement of the No Child Left Behind legislation, paraeducators must complete a portfolio demonstrating knowledge and skills competencies in the areas of math, reading and writing, and the ability to assist in math, reading and writing instruction. This course guides students in the preparation and completion of the required portfolio through a series of workshops and assignments presented at individual school districts. Upon successful completion of the portfolio, students receive a letter of recognition from the State of New Hampshire Department of Education acknowledging they have achieved "highly qualified" status under No Child Left Behind.

### **ED 200/TECP 60 Supporting Students with Challenging Behaviors 4-0-4**

This course will provide pre-service teachers and paraeducators with knowledge and skills for supporting students with challenging behaviors, using the framework of *positive behavioral supports*. Future teachers and paraeducators 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, pre-service teachers and paraeducators 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 students with effective, positive approaches that respect the dignity of the individual and facilitate social inclusion (Prerequisite: ED 101 or permission of department head of Education) (*20 hours of service learning required*). (TECP candidates have additional course requirements for the certification portfolio.)

### **ED 201/TECP 61 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 101, ED 207, ED 204 and ED 212 in the context of inclusive instructional settings. Students will develop an understanding of the various legal requirements as well as effective instructional strategies for curriculum adaptation and delivery within the context of Federal and NH State Special Education and Education laws and procedures. (Prerequisite: ED 207 or permission of department head of Education) (TECP candidates have additional course requirements for the certification portfolio.)

### **ED 203/TECP 62 Teaching Strategies for Diverse Learners 3-0-3**

The focus of this course is on the development of typical speech and

language skills and the effects of various disabilities on language development, including impaired speech, reading, language, and processing. The characteristics of children and youth with language disabilities are discussed. Strategies to assist students functioning in school, at home and in the community are explored. Emphasis is placed on accommodating students versus “helping” students by completing work for them. A variety of practical techniques is studied and practiced through in and out of class exercises. Collaborative teaching is used by students to demonstrate their knowledge and skills. In addition, students learn a variety of study strategies, including mnemonics, double column notes, reading strategies, concepts of active versus passive learning, and organization and time management skills. Students are expected to work in small groups to develop strategies to teach these various skills to their peers in the class. In addition, students work a minimum of 20 hours in an approved field site. Students maintain a record of their field work. Innovation and creativity are critical for success in this course. (Prerequisites: ED 101 and EN 101; or permission of department head of Education) *(TECP candidates have additional course requirements for the certification portfolio.)*

**ED 204/TECP 63 Instructional Technology 3-0-3**  
This course presents the theory and strategies for effective integration of technology resources and technology-based methods of instruction, and assistive technology designed for students with disabilities. A background of mediated instruction will be provided along with a review of the qualities and benefits of various technology options, including assistive technology, available to instructional settings. Opportunities to apply instructional delivery using common forms of media, multimedia, computers and specialized programs for students with disabilities 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 207 or permission of department head of Education) *(TECP candidates have additional course requirements for the certification portfolio.)*

**ED 207/TECP 64 Teaching and 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) *(TECP candidates have additional course requirements for the certification portfolio.)*

**ED 212/TECP 65 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. (Prerequisite: ED 207 or permission of department head of Education) *(TECP candidates have additional course requirements for the certification portfolio.)*

**ED 220 Field Experience in Education 1-6-3**  
Practical experience in a learning environment. The student spends a minimum of 45 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 in Science in Education program. (Prerequisites: interview required and permission of Department Head of Education)

**ED 223 Instructional Approaches in ESOL Tutoring 2-3-3**  
This course focuses on the development of the knowledge and skills needed in tutoring ESOL (English for Speakers of other Languages) learners. The content of this course includes a variety of useful techniques in the field, including the strategies for tutoring learners in developing reading comprehension skills. Through interactive instruction, group discussions and practical activities, students will demonstrate a clear understanding of their role as educational supporters of ESOL teachers and language tutors in assisting ESOL learners with school work, cultural transition and social interaction. This course includes a minimum of 45 hours of practicum which provides the opportunity to apply the techniques learned in class.

(Prerequisite: ED 101 or ED 104 and/or permission of the department head of Education)

**ED 230 Essentials of Career and Technical Curriculum and Instruction 3-0-3**  
This course will explore the history, philosophy, principles, organization, and operation of career and technical education in the United States. Students will develop a functional understanding of the role and responsibilities of a professional career and technical educator. This course will provide the participant with the foundation and skills needed to design, implement and manage a curriculum in career and technical education. Identification of resources and occupational analysis, derivation of content, formulation of objectives, defining measurable learning outcomes and the selection and development of activities and evaluation methods will be explored.

**TECP 70 Special Education Assessment 3-0-3**  
This course will prepare pre-service and in-service teachers to be able to assess the achievement of students with special needs. It examines various assessment strategies. It includes the examination of the NH state curriculum frameworks, NH Rules for students with disabilities, IDEIA regulations, and informal and formal assessment methods. Students will apply the assessment techniques in a case study format. They will utilize the assessment results to implement successful teaching/learning strategies in education settings for students with disabilities. *This course addresses specific New Hampshire State Standards for certification in the area of general special education.* (Prerequisites: acceptance in the General Special Education Conversion program or approval from TECP director)

**TECP 71 Consultation/Collaboration and Individual Education Plans (IEPs) 3-0-3**  
This course is an examination of the collaborative/consultative model in education and the skills necessary for that approach. It focuses on the state curriculum frameworks, the NH state Rules for students with disabilities, and federal (IDEIA) and local guidelines regarding the education of students with special needs. This course includes examination of the concepts and skills necessary for IEP and Team development such as, the development of student profiles, goals, objectives, communication and collaboration skills, leadership skills, and knowledge of the theories of change. *This course addresses specific New Hampshire State Standards for certification in the area of general special education.* (Prerequisites: acceptance in the General Special Education Conversion program, ED 101, ED 200, ED 203 and/or approval from TECP director)

**TECP 80 Methods/Student Teaching for Middle/Secondary School Mathematics 2-24-10**  
This course will prepare prospective teachers with the methods for teaching mathematics at the middle/secondary school level. Developmentally appropriate content, strategies, and methods of instruction will be discussed with emphasis on the implementation in student teaching placement. This course requires a full time placement in an educational setting appropriate for the intended certification area. Students work toward mastery of attitudes, techniques and professional practice for successful teaching. Supervision is provided by a college supervisor and a field-based professional. *This course addresses specific New Hampshire State Standards for certification in the following content areas: Mathematics 5-8 and Secondary Mathematics 7-12 and Professional Education Standards (NH Standard Ed 610).* (Prerequisite: permission from the TECP director)

**TECP 81 Methods/Student Teaching for Middle/Secondary School Science Teachers 2-24-10**  
This course will prepare prospective teachers for teaching science at the middle/secondary school level. Developmentally appropriate content, strategies, and methods of instruction will be discussed with emphasis on the implementation in the student teaching placement. In addition to the seminar, this course requires a full time placement in an educational setting appropriate for the intended certification area. Students work toward mastery of attitudes, techniques and professional practices for successful teaching. Supervision is provided by a college supervisor and a field-based professional. *This course addresses specific New Hampshire State Standards for certification in the following content areas: Biology, Chemistry, General Science, Earth Science, Physical Science, Physics and Professional Education Standards (NH Standard Ed 610).* (Prerequisite: completion of previous coursework in TECP and permission from the TECP director)

## **TECP 82 Practicum Experience in General Special Education**

**1-15-6**

This is a field-based course designed to integrate and apply previous course work in General Special Education certification. Students document 240 hours of work in the schools, including referral, observations, teaching, remediation, aiding with transition issues, IEP development and implementation, consultation, and designing and implementing behavioral programs. Seminars meet throughout the semester. *This course addresses specific New Hampshire State Standards for certification in the area of general special education.* (Prerequisites: acceptance in the General Special Education Conversion program, completion of previous general special education coursework and approval from TECP director)

## **Electronic Engineering Technology**

*In addition to listed prerequisites, students must earn grades of "C-" or higher in each course to progress in the program.*

### **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. Detailed coverage of topics includes direct current, alternating current, Ohm's law, series circuits and parallel circuits as well as energy and power relationships. This course also covers DC circuit analysis techniques including mesh and nodal analysis, and network theorems such as Norton's, Thevenin's and maximum power transfer. The transient response of capacitors and inductors are discussed when a DC voltage is applied using the various circuit and analysis techniques. Additional topics include the discussion of alternating waveform characteristics and analysis of sinusoidal alternating waveforms. Laboratory experiments are designed to reinforce the classroom work. (Corequisite: MT 133 and EL 115 or permission of the Department Head of Electronic Engineering Technology)

### **EL 102 Circuit Analysis**

**3-3-4**

A continuation of Electric Circuits. This course covers AC 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: EL 101, EN 101, and MT 133; or permission of department head of Electronic Engineering Technology)

### **EL 110 Electronics I**

**3-3-4**

This is a study of the physical behavior of electronic devices. Emphasis is on analysis and application of electronic circuits utilizing semiconductor diodes, operational amplifiers, and transistors. Topics covered include rectification, clipping and clamping circuits, regulated power supplies, basic op-amps, biasing of transistors, 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 with practical work. (Prerequisites: EL 101)

### **EL 115 Digital Fundamentals**

**2-3-3**

Open to all majors, this introductory digital course is designed for students with little or no electronics skills. Topics covered include basic logic gates, Base 2, 10, and 16 number systems, BCD, Gray and ASCII codes, Boolean algebra, Karnaugh maps, flip-flops, counters, programmable logic devices and other related digital devices. Hands-on laboratory experiments, which augment the learning process, are an integral part of this course. The labs demonstrate real world implementation of otherwise abstract academic concepts and provide valuable experience in breadboarding, testing and debugging circuits. (Prerequisite: Algebra I or permission of department head of Electronic Engineering Technology)

### **EL 144 Embedded Microsystems**

**3-3-4**

Personal computers are used to host an integrated hardware/software development system for applications with embedded Microcontrollers. A system level approach to the specification, decomposition, hardware/software development, and system integration for the implementation of embedded systems is covered through lecture and laboratory experiments. Topics covered include microprocessor architecture, instruction sets, interfacing,

and real-time programming techniques in assembly language. Laboratory exercises consist of system level development in serial and parallel data transfer, data acquisition, and analog input and output signal processing. (Prerequisites: CP 107, EL 101 and EL 115 or permission of department head of Electronic Engineering Technology)

### **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. Other topics may include but are not limited to: sensors, pulse width modulations, Bode plots, SCRs, TRIACs and optoelectronics. EDA tools are used to reinforce the theory with electronic analysis simulations. (Prerequisites: EL 110; corequisite: EL 102 or permission of the Department Head of Electronic Engineering Technology)

### **EL 215 Advanced Digital Electronics**

**3-3-4**

Advanced topics in digital electronics are covered in this course. These topics include the internal structure of logic families, complex digital circuits, synchronous logic, A/D and D/A conversion, timing diagrams, computer bus systems, programmable logic devices (PLD), and complex circuit debugging. The topic of digital interfacing is also covered. This includes interfacing various logic families to each other as well as interfacing logic to various I/O loads, such as inductive loads and 120VAC loads. (Prerequisites: CP 107, EL 110, EL 115 or permission of department head of Electronic Engineering Technology)

### **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 or permission of the Department Head of Electronic Engineering Technology)

### **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 is 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: EL 110 and EN 125; corequisites: EL 102 and EL 210; or permission of department head of Electronic Engineering Technology)

### **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 is 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 215 and EL 251; or permission of department head of Electronic Engineering Technology)



## English

**EN 100 Introductory English** 4-0-4  
This course prepares students for success in English Composition through active reading and critical thinking, practice with the stages of the writing process (including prewriting, drafting, organization, development, coherence and editing), and work with grammatical concepts that affect clarity and style. *The four institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.* Students are expected to receive a grade of "C" or higher in EN 100 to advance to 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. *Available in Honors format.*

**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. *Available in Honors format.*

**EN 120 Communications** 3-0-3  
Through this survey course focusing on the application of communication principles and theories, students will develop public speaking, interpersonal, intrapersonal and group communication skills. Through an in-depth look at self-concept, verbal and nonverbal language and listening skills, students gain an increased awareness of the way they perceive themselves and others as well as the cultural and ethical implications of behavior. Coursework includes a variety of speeches, exercises and writing assignments. *Available in Honors format.*

**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  
Built around the theme of science and technology, this course focuses on improving communication skills. Areas of study include critical reading, critical thinking, public speaking, interpersonal communication and writing. Topics of readings may vary and could include any 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. (Prerequisite: Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)

**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. (Prerequisite:

Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)

**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 equivalent and an introductory level literature course are 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 equivalent and an introductory level literature course are highly recommended.)

### Special topics courses listed under EN 221 Film Genres and Directors

Courses under this heading will offer students an advanced, focused examination of the art, history and theory of a body of narrative films, which may be related by genre, filmmaker, country, style, movement, theme and/or culture and ideology. Courses will utilize viewing, lectures and class discussion and emphasize film theory, criticism and history. (Prerequisite: successful completion of both EN 101, or equivalent, or permission of the Department Head of English; an introductory level literature course is highly recommended)

**EN 221B – Films of 1962** 3-0-3  
This course is an examination of the year 1962 in film, arguably the best year in international filmmaking. Utilizing film viewing, lectures, projects and discussions the course will explore not only how and why international filmmaking reached its apogee in 1962 but also the lasting effects of these films and the filmmakers. Films screened include *Jules et Jim*; *Eclipse*; *Through a Glass Darkly*; *Viridiana*; *Yojimbo*; *Last Year at Marienbad*; *Cléo From Five to Seven*; *Manchurian Candidate*; *To Kill a Mockingbird*; *Lolita*; *Ride the High Country*; *Miracle Worker*; *Man Who Shot Liberty Valance*; and, *Lawrence of Arabia*.

**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. (Prerequisite: Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)

**EN 255 Shakespeare** 3-0-3  
A survey of representative works by William Shakespeare. Selections are chosen from histories, comedies, and tragedies. Students are introduced to the English Renaissance, the life of the author, and issues surrounding the works. No previous knowledge of Shakespeare is assumed. (Prerequisite: successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended)

**EN 272 Modern Short Fiction** 3-0-3  
A study of fiction elements and themes of the short story art form in stories written in the past 150 years. Literary trends, background periods, and biographical information may be studied to gain a better understanding of each writer's style and intention. (Prerequisite: successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended)

**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. (Prerequisite: Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)



### 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. (Prerequisite: Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)

### Special Topics courses listed under EN 291 Contemporary Issues and World Literature

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. (Prerequisite: Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)

### EN 291A Contemporary Latin American Literature

3-0-3

Images and examples of Latin American culture in literature are traced from historical to contemporary times with an emphasis on 20th century contemporary works through a study of selected works in fiction, poetry, film and drama.

### Special topics courses listed under EN 295 Creative Writing

Courses under this heading are designed for writers interested in learning about creative writing. Students will present and critique their own original work and the work of their classmates as well as examine published works. Additionally, students will explore the various elements of drama, fiction or poetry or mixed genre, depending on the focus of the specific course. Information on preparing a manuscript for submission and publication may also be included. (Prerequisite: EN 101 or permission of the instructor; a literature course is recommended)

### EN 295A 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. *Available in Honors format.* (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.)

### EN 295B Creative Writing: Poetry

3-0-3

This course is designed for writers interested in learning about the craft of poetry writing. Students will present original work to their teacher and classmates for discussion and critique as well as examine published works. Additionally, the students will explore the various elements of poetry. Students will be expected to spend the majority of their time writing and revising original works. Information on preparing a manuscript for submission and publication may also be included. (Prerequisite: EN 101 or permission of the instructor; EN 102 or EN 160 is recommended)

### EN 295C Creative Nonfiction

3-0-3

This course provides an introduction to the art and craft of writing creative nonfiction, an approach to "telling the truth" that uses many of the tools of both fiction writing and journalism. Students will read, write, critique, and analyze pieces demonstrating the different styles in this genre: memoir, essay, and literary journalism. In addition, this course will include lectures, workshops, and peer editing. Students will experiment with the basic techniques of journalism, such as researching, reporting, and interviewing. The goal is to help students write stories that give meaning to experience, in a way that touches others. (Prerequisite: EN 101 or by permission of the instructor)

## English for Speakers of Other Languages (ESOL)

### LS 101 Basic Writing

3-0-3

This course focuses on developing writing skills at the paragraph level. Students will have opportunities to develop writing skills through a learning process that integrates reading, writing, and grammar practice. In learning and practicing a variety of writing tasks, students will gain increasing competence in expressing themselves in appropriate written English in an academic context. The developmental process also encourages cultural learning. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA. 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) (less than 173 on computer-based test); students scoring over 500 (over 173 on computer-based test) are strongly recommended to take one of the three courses; waiver options are available; course is also open to non-matriculated students.*

### LS 102 Pronunciation Matters

3-0-3

The purpose of this course is to guide students into speaking clear and natural American English. It addresses basics in pronunciation for clear communication. Contents include sound/spelling patterns, syllables, consonant/vowel problems, linking, stress, and rhythm. The course will be a learner-centered, encouraging interactive activities and practice. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA. 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) (less than 173 on computer-based test); students scoring over 500 (over 173 on computer-based test) are strongly recommended to take one of the three courses; waiver options are available; course is also open to non-matriculated students.*

### LS 103 Reading Comprehension Skills

3-0-3

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. Classes will emphasize a developmental process that integrates reading comprehension, vocabulary expansion, problem solving, and cultural learning. Readings from journals or newspapers will be used as sample material to motivate students. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA. 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) (less than 173 on computer-based test); students scoring over 500 (over 173 on computer-based test) are strongly recommended to take one of the three courses; waiver options are available; course is also open to non-matriculated students.*

### LS 104 Learning English in the Cultural Context I

3-0-3

This is the first of a two-course sequence of Learning English in the Cultural Context. The major purpose of these courses is to assist students in achieving their academic goals as well as social goals. Using an educational television series for ESOL learners, *Crossroads Café*, these courses will address the four basic language skills: speaking, listening comprehension, reading and writing in American English with a primary focus on developing authentic, student-generated conversation. Students will be guided to explore North American culture, society, and interpersonal relationships through a series of thirty-minute episodes (videos). These episodes "tell the story of a group of hardworking, determined people whose lives come together at a small neighborhood restaurant called 'Crossroads Café'." In addition, students will use a variety of authentic secondary texts related to or derived from the contents of each episode. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

### LS 201 Academic Writing

3-0-3

The goal of this course is to continue to prepare students for English composition and other academic writing at the college level. It focuses on developing writing skills at the essay level. Students will move from writing structured paragraphs to organizing, drafting, and revising complete essays. Course content includes introduction to patterns of essay organization such as the comparison and contrast, cause and effect, and process analysis. Grammar and complex sentence structures will be reviewed as needed. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

**LS 202 Clear Communication****3-0-3**

The primary goal of this course is to help non-native speakers of English develop skills of oral communication and listening comprehension. Various pronunciation needs for communicating more effectively in academic or professional settings will also be addressed. The learner-centered instruction guides students in developing communicative English through a variety of interactive practices including stresses of words, intonations of sentences and styles of communication. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

**LS 203 Grammar Practice****3-0-3**

This course focuses on training students in developing proficiency through active grammar practice. Students will have various opportunities to learn grammar structures through systematic themes as well as practical application through exercises. Reading and other communicative activities will be integrated. Grammar exercises will cover a broad content of both a scientific and humanistic nature as well as selections from TOEFL. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

**LS 204 Learning English in the Cultural Context II****3-0-3**

This is the second course in a two-course sequence of Learning English in the Cultural Context. The course will continue to assist students to develop their skills in speaking, listening comprehension, reading and writing in American English with a primary focus on developing authentic, student-generated conversation. The second half of the video series *Crossroads Café*, as well as a variety of authentic secondary texts related to or derived from the content of each episode, will be used to assist students in achieving their academic and social goals. *The three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

**LS 211 English for the Workplace****3-0-3**

This course is designed to give students an introduction to communicative English in work settings. Students will learn basic interviewing skills, telephone techniques and how to write simple business correspondence in English. American workplace culture will be introduced through an interactive learning process. *Three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

**LS 222 English for Health Sciences****3-0-3**

This course is designed for those students who wish to enter or who are already working in the health field but do not yet have a sufficient mastery of English to ensure success. Students will have opportunities to learn and broaden their vocabulary of medical terminology in such areas as Anatomy and Physiology and Human Biology. Students will also be guided to use the language in their class discussions, collaborative research, presentations and interpersonal communication. This class can be taken by ESOL students in preparation for A&P and Microbiology courses offered at NHTI. *Three institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

## Environmental Science

**ENV 101 Fundamentals of Environmental Science****3-2-4**

This course will provide an introduction to the structure, function and interactions of atmospheric, terrestrial and aquatic systems, as well as the impact of the human population on such systems. Topics will include basic scientific concepts and methods for understanding human population growth and their impact on the environment, including cycles of carbon, water and other materials, weather and climate, and sustainability of natural resources, in particular water and energy. The course will evaluate natural environmental processes, as well as human impacts to these processes, using case studies and real data to demonstrate the role of science in solving pressing environmental problems. (Prerequisite: high school biology and chemistry recommended)

## Fine Arts/Visual Arts

*The following statement applies to courses marked KJSA; studio fee:*

*Courses will be offered at Kimball-Jenkins School of Art (KJSA) on North Main Street in Concord. Students should expect to pay \$75-120 for supplies and materials in addition to tuition and fees. Supplies and materials fees will be paid directly to KJSA.*

**FA 101 Introduction to Drawing****2-4-4**

Students in this course will gain the basic skills and insights necessary to create drawings that are both accurate and expressive. Explorations of line, value and form will engage the eye and the hand as well as the heart. Students will gain confidence in their own vision and their ability to draw what they see. (KJSA; Studio Fee)

**FA 102 Introduction to the Visual Arts****3-0-3**

The purpose of this course is to introduce students to the languages, concepts, and practices of art through visual and art historical perspectives. Students will be engaged in discussion about the elements of art, such as content, composition, style, method and materials. Students will also be introduced to all of the visual art practices, including drawing and painting, sculpture, printmaking, photography, conceptual and installation art, video art, earthworks, and performance art, as well as craft and graphic design.

**FA 103 Two-Dimensional Design****2-3-3**

This course is designed to provide students with a solid foundation in two-dimensional design and color theory. Students will learn the basic elements needed to form visual patterns and proceed to explore a variety of approaches relating to visual organization and pictorial composition. A section of the course will be dedicated to the fundamentals of color theory, its function and application. (KJSA; Studio Fee)

**FA 104 Three-Dimensional Design****2-3-3**

This is a foundation course introducing the student to the technical and conceptual elements for the organization and development of three-dimensional structures. Beginning projects will address the basic elements needed to explore a variety of approaches relating to form and space, then move to more complex issues involving the relationships between form and function. (KJSA; Studio Fee)

**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 106 The History of Jazz, Blues and Rock and Roll****3-0-3**

This course examines the history of three of America's great musical contributions to world culture—jazz, blues and rock & roll—via detailed study of several masterpieces in each genre. Students will explore the fundamental musical elements, the historical roots and the development of musical traditions of each style. Various listening and vocal music guides will facilitate the student's knowledge and awareness.

**FA 111 Survey of Western Art History I****3-0-3**

This course examines the history of western civilization through the study of objects created by people from various western cultures – from the cave paintings of the pre-historic era to the great cathedrals of Europe during the 12<sup>th</sup> and 13<sup>th</sup> centuries. Students will study the artifacts, architecture, painting and sculpture that inform understanding of a culture's way of life, beliefs, and priorities. In turn, students will gain a deeper understanding of today's culture and society. Students will also develop the basic skills and vocabulary necessary to critique a work of art. (KJSA)

**FA 112 Survey of Western Art History II****3-0-3**

This course examines the history of painting, sculpture and architecture created by Western Europeans from the early 14<sup>th</sup> century through the 19<sup>th</sup> century (and beyond if time permits). These works of art will be studied as a way to understand the way of life, beliefs and priorities of these societies, as well as contemporary culture. Students will also continue to develop the basic skills and vocabulary necessary to critique a work of art. (KJSA)

## Course Descriptions

### **FA 115 History of Modern Art** 3-0-3

This course is a comprehensive study of the artistic tendencies known as Modern Art that occurred between the French Revolution in 1789 and the outbreak of World War II in 1939. Postmodernism, Pluralism and Contemporary Art are introduced. Emphasis is placed on two-dimensional art, sculpture and architecture. Students explore the creative processes that were employed by international artists as they expressed their shared ideals. (KJSA)

### **FA 120 Introduction to Oil Painting** 2-4-4

An introduction to the basic techniques of oil painting, concentrating on the principles of color and light. Using a variety of subject matter, students will explore the problems of pictorial composition, color theory, oil-related mediums and techniques. (KJSA; Studio Fee)

### **FA 121 Introduction to Watercolor** 2-4-4

This course introduces the student to the basic watercolor techniques and use of materials. It is a sequential program of study, applying the elements and principles of Two-Dimensional design to the watercolor discipline. Students will study still life, landscape, and the human form. Reference will be made to past and contemporary masters of the watercolor medium. (Prerequisite: FA 101 with a grade of "C" or higher) (KJSA; Studio Fee)

#### **Special topics courses listed under FA 125 Introduction to the Traditional Arts**

Courses under this heading allow students to work with established artists to develop skills using tools and methods used to create functional artwork throughout history.

### **FA 125A Woodworking in the Hand Tool Tradition** 2-4-4

This course will focus on the skills and insights necessary to find beautifully functional spoons in the tree and to extract them by techniques traditional to the New England farm shed. Students must attend all of the first six classes, after which no more than two absences will be allowed without penalty. (KJSA; studio fee)

### **FA 130 Introduction to Photography** 2-4-4

This basic photography course is designed to familiarize the student with the use and care of photographic equipment, a 35mm manual camera, as well as developing and darkroom printing techniques. The assignments are designed to cover a variety of shooting situations, and the expectation is that the student will apply the elements of composition to and demonstrate proficient technical ability with expressive content in the making of pictures. Students should expect to provide their own 35mm camera. (KJSA; Studio Fee)

### **FA 133 Introduction to Figural Sculpture** 2-4-4

This course is an introduction to basic human figural sculpture, designed to develop the student's understanding of the anatomical structures of the human figure, gestural forms, constructive methods, and then applying this knowledge to create unique character and figural sculptures in traditional sculpting media, such as wire, wax, plaster, and clay. The emphasis in imagery will be: direct live model observations, translating 2-D sources into form, developing hand-eye coordination, technical discipline, and evolving a personal expressive use of materials, technique, and subject matter. All projects are designed to combine related technical, visual, and historical components. (FA 101 or FA 104 with a grade of "C" or higher)

### **FA 135 Introduction to Ceramics** 2-4-4

This introduction to ceramics will focus on studio work leading to the completion of five projects. Students will learn the basics of handbuilding, the potter's wheel, kiln firing, glazing, and surface embellishment. Class time will be made up of instructor's demonstrations, group critiques, and individual studio work. Projects will stress the sculptural potential of clay with a visit into the aesthetic merit of functional vessel making. A research project, introducing students to the work of contemporary clay artists, will provide inspiration and direction. (KJSA; Studio Fee)

### **FA 140 Introduction to Modern Dance** 1-4-3

This course is designed to guide students' knowledge and awareness of the performing art form that is Modern Dance through the study of the history of modern dance via assigned readings and viewings of videotaped performances by various modern dance companies and through the physical development of a basic movement vocabulary, elementary dance technique,

improvisation exploration, and composition. Students must wear fitted sweat pants, running pants or shorts, and fitted T-shirts or a leotard with footless tights or other dance/exercise clothing during class sessions. *This course will be taught at the Petit Papillon dance studio, which is a 10-15 minute drive from the NHTI campus. Students should plan their schedules to accommodate travel time.*

### **FA 141 Ballet Fundamentals** 0-3-1

This course is designed to guide students' knowledge and awareness of the performing art form that is Classical Ballet through the following process: the study of the history of Classical Ballet by assigned reading, viewings of videotaped performances by various professional ballet companies, and by attending a live performance (*which may require special travel and separate ticket purchase*); the physical execution of basic ballet technique. (*Special attire - Women: leotard and tights or other dance/exercise clothing, ballet slippers; Men: fitted sweat pants, running pants or shorts and fitted t-shirt.*) *This course will be taught at the Petit Papillon Dance Studio, which is a 10-15 minute drive from the NHTI campus. Students should plan their schedules to accommodate travel time.*

### **FA 150 Introduction to Guitar** 3-0-3

This course offers a fundamental approach to learning the guitar for beginning students with varied levels of experience. Students will be involved with and exposed to performance situations, some practical applications of music theory as well as different playing styles and techniques. *Students must provide their own instruments. Acoustic instruments only.*

### **FA 201 Drawing II** 2-4-4

This advanced drawing class builds upon the aesthetic, technical, and conceptual foundation established in FA 101 (Introduction to Drawing). This observational drawing course will develop greater technical facility with materials and explore methods for translating and interpreting one's environment onto a drawing. As conceptual options and skill with materials increase, drawing will become a stronger outlet for personal and creative expression. Students will expand their understanding and use of color and work more extensively from the human figure. The historical foundation of drawing will be explored, as well as contemporary and historical trends. (Prerequisite: FA 101) (KJSA; Studio Fee)

### **FA 210 Life Drawing** 2-4-4

This advanced drawing class builds upon the aesthetic, technical, and conceptual foundation established in Introduction to Drawing (FA 101) with an emphasis on the human form. The student will aim to develop a knowledge of and a sensitivity to the structure, anatomy, and expressive qualities of the human form in a variety of ways including line, place, value, mass, and shape. Composition will be a consideration at all times. (Prerequisite: FA 101 with a grade of "C" or higher) (KJSA; Studio Fee)

### **FA 220 Painting II** 2-4-4

This course involves further development of skills and concepts covered in FA 120 (Introduction to Oil Painting) while emphasizing individual expression within the parameters of structured studio projects. This course is intended to advance the student's understanding of visual organization and design through the development of a personal painting vocabulary. (Prerequisite: FA 120) (KJSA; Studio Fee)

### **FA 230 Photography II** 2-4-4

This course is designed to help the student who has basic black and white exposure and development skills to further her/his understanding of the principles and techniques of photography. Assignments will focus on both technical and aesthetic concerns. In-class critiques will provide feedback on students' work. Students should expect to provide their own 35mm camera and flash. (Prerequisite: FA 130 with a grade of "C" or higher) (KJSA; Studio Fee)

### **FA 235 Ceramics II** 2-4-4

In this second level of ceramics, students will be asked to develop a body of artwork that reflects a growing understanding of building techniques and surface treatment. The development of personal direction and an individual artistic voice will be stressed. Projects will be concept driven, expecting students to be able to visually and verbally demonstrate the intent of the work. Focused time on the potter's wheel will open up a new creative tool, and begin a dialogue on design and function. Students will have the opportunity to explore how a variety of kilns operate and learn



to create a glaze from raw materials. (Prerequisite: FA 135 with a grade of "C" or higher) (KJSA; Studio Fee)

## Foreign Language

### FL 104 American Sign Language for Beginners 3-0-3

This course will introduce students to basic knowledge and skills of American Sign Language. Students will achieve the beginning levels of fluency in communicating through the use of ASL.

### FL 105 Advanced American Sign Language 3-0-3

This course will teach students the advanced skills and knowledge of American Sign Language. Students will achieve fluency in communicating through the use of ASL.

### 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 3-0-3

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 3-0-3

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 department head of English)

### FL 115 Elementary German I 3-0-3

This course is designed for beginning German students who are interested and motivated in speaking and learning about the rich German language and culture. It is designed for continued language study, travel and business purposes. Since a German native speaker will be teaching the course, the emphasis will be in communicative as well as written skills of the living German language. Vocabulary and phonetics studies will be enhanced through visual and auditory means. Dialogue and oral presentations will help students form and develop these skills. For correct usage of the language, a strong grammar foundation will be given through multiple reading, speaking, writing and listening practices. Current German topics will also be discussed and there will be German guest speakers.

### FL 116 Elementary German II 3-0-3

This course is designed for students who have been exposed to the German language and have knowledge of German present-, past- and present perfect-tenses. Students should be motivated and interested in speaking German and learning about the rich German culture. The class is designed for continued language study, travel and business purposes. Since a German native speaker will be teaching the course, the emphasis will be in communicative as well as written skills of the living German language. Vocabulary and phonetics will be enhanced through visual and auditory means. Dialogue and oral presentations will help in forming and devel-

oping these skills. For correct usage of the language a strong grammar foundation will be given through multiple reading, speaking, writing and listening practices. German history and current German topics will also be discussed and there will be German guest speakers.

### FL 121 French I 3-0-3

An introduction to basic French language, history, and culture through a balanced four-skills approach to learning through listening, speaking, reading, and writing activities. Multimedia resources, interactive language programs, videos, and the Internet will be used. *French I is geared toward students who have no previous knowledge of the language.*

### FL 122 Elementary French II 3-0-3

A fully integrated intermediate French course that uses a multimedia approach to emphasize near-complete immersion in the French language and to build on the skills outlined in French I (FL 121). *French II is intended for students who have one or two years of high school French.* (Prerequisite: FL 121 or equivalent)

## General Studies

### GS 100 College Success Seminar 1-0-1

This course introduces students to the foundations of college success and to the academic environment of NHTI. Academic advising, self-assessment and the development of a career portfolio help students to identify and achieve academic and professional goals and support lifelong learning. This course is required for all General Studies and Associate in Arts majors except for those enrolled in GS 102 Study Strategies or for those planning to apply for experiential learning credit (see GS 101 below). *Please see the General Studies department head for the Waiver Policy for this course.*

### 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 2-0-2

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. 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 will fulfill the GS 100 course requirement for all General Studies and Associate in Arts majors. GS 102 may *not* be taken as an elective to meet graduation requirements.

### GS 102EL Study Strategies for Non-Native Speakers of American English 2-1-2

Through the presentation of topics ranging from reading and study strategies to stress and time management, students become better equipped to adjust to the American college experience and increase their chances of academic success. Group discussion and periodic individualized conferencing are also key elements of the course. GS 102EL will fulfill the GS 100 course requirement for all General Studies and Associate in Arts in Liberal Arts majors. GS 102EL may *not* be taken as an elective to meet graduation requirements. (Prerequisite: LS 201 or permission of the Director of Cross-Cultural Education; Corequisite: LS 103 or permission of the Director of Cross-Cultural Education)

### 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 frequent conferencing. GS 104 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. (Prerequisite: GY 135 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism)

### Gerontology

**GE 101 Dimensions of Aging** 4-0-4  
This course explores aging from the biological, psychosocial and environmental perspective. Focus will be on the individual's attitudes, skills and knowledge needed to work effectively with the elderly.

**GE 120 Elderly and the Community** 3-0-3  
An introduction to the world of the elderly, exploring the various community settings, social agencies, businesses, educational institutions and neighborhoods that impact upon them. Students will be made aware of service delivery models for the elderly and be introduced to instruments to evaluate them.

**GE 130 Public Policy and Aging** 3-0-3  
This course provides an understanding of the national and state legislation and regulations as they impact upon the elderly; evaluates changing health care legislation and policies; identifies appropriate advocacy and assisting agencies; and suggests how the elderly can influence public policy in aging.

**GE 140 Biological Aspects of Aging** 3-0-3  
A foundation course to assist the student to become more knowledgeable concerning the normal physical aspects of aging, how that affects an independent life style for an aging person, and how to develop situations to enrich and enhance that independent life style. (Prerequisite: GE 101 or permission of department head of General Studies)

**GE 150 Gerontology: Current Topics** 3-0-3  
Designed to provide the most current in-depth approach to selected current topics in the field. Topics could vary but may include any of the following: advocacy; communication; burnout; ethical issues; job opportunities in working with the elderly; policies of aging; substance abuse; mental health; counseling; group dynamics; power. (Prerequisite: GE 101 or permission of department head of Human Service)

**GE 195 Gerontology Practicum I** 2-8-4  
The student will work in an approved Gerontological setting under the supervision of an approved professional. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience. The student will complete a total of 125 hours of field experience. (Prerequisites: HU 103, HU 111, HU 221, MH 187 and a major field GPA of 2.0)

**GE 298 Gerontology Practicum II** 2-8-4  
Students will continue their field experience work in an approved Gerontological setting under the supervision of an approved professional. Skills, knowledge and personal characteristics are built upon and integrated into the learning and supervision of this course, as well as second year coursework including ethics, individual counseling and conflict resolution. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the

semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience. The student will complete a total of 125 hours of field experience. (Prerequisites: GE 195, HU 103, HU 111, HU 221, MH 187 and a major field GPA of 2.0)

### Health Science

**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 104 Health Care Data Content and Delivery Systems** 3-0-3  
This course will introduce the generic components of the content, use and structure of health care data and data sets, how these components relate to primary and secondary record systems and to introduce legal and ethical issues applicable to health information. Discussions will include health record content, documentation requirements comparing the various regulatory agency requirements and introduction to payment and reimbursement systems. The organization, financing and delivery of health care services in both the hospital and the medical office practice will also be discussed.

**HS 112 Basic ICD-9-CM** 3-0-3  
Introduction to basic ICD-9-CM coding concepts, nomenclature and classification systems and 3-M computerized encoding system. Application of basic ICD-9-CM principals in assigning valid diagnostic and procedural codes. "Official Inpatient Coding Guidelines" developed by the AHA (American Hospital Association) are utilized to accurately sequence principal diagnosis and procedure and other secondary diagnoses. (Prerequisites: HS 101, BI 120, BI 122 and HS 104, all with grades of "C" or higher)

**HS 113 Intermediate ICD-9-CM** 4-0-4  
Higher level ICD-9-CM inpatient coding, expanding on and further applying concepts learned in Basic ICD-9-CM, including expanded use of 3-M computerized encoder system. Discussion of inpatient reimbursement and payment systems used including prospective payment system, managed care and other third party payers. During the last 5 weeks of the course, the student will use actual medical records in a simulated professional practice experience applying codes and calculating DRG utilizing the computerized encoder. (Prerequisite: HS 112 with a grade of "C" or higher)

**HS 114 Basic Ambulatory Coding** 3-0-3  
Introduction to basic CPT-HCPCS coding concepts utilizing AHA "Official Outpatient Coding Guidelines." ICD-9-CM coding will also be utilized as it relates to ambulatory coding concepts. Introduction to use of computerized encoding in the ambulatory setting. (Prerequisites: HS 112 and HS 113 with grades of "C" or higher)

**HS 115 Intermediate Ambulatory Coding** 4-0-4  
Higher level CPT-HSPCS coding expanding on and further applying concepts learned in Basic CPT-HSPCS, including expanded use of 3-M computerized encoder system. Discussion of ambulatory reimbursement and payment systems used including prospective payment system, managed care, other third party payers and a discussion of regulatory compliance issues. During the last 5 weeks of the course, the student will use actual medical records in a simulated professional practice experience applying codes and calculating APC utilizing the computerized encoder. (Prerequisite: HS 114 with a grade of "C" or higher)

**HS 150 Introduction to Personal Wellness** 1-1-1  
This course will help students to make thoughtful lifestyle choices regarding exercise and diet. Students will learn to measure fitness levels using objective measures and to influence personal fitness levels with wise nutritional choices and regular exercise.

**HS 152 Personal Trainer Course** 3-2-4  
This course addresses pertinent topics for the fitness professional and bridges the gap between theory and practice through practical hands-on training performed within the classroom and lab portions of the course.

Following a structured “read, write and apply” format, students will attain the knowledge and abilities necessary to competently perform the tasks required of successful fitness professionals. Upon completion of the course, students should be well prepared to take the National Council on Strength and Fitness NCSF-CPT examination.

## 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 United States 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 131 World History I: to 1500

3-0-3

This course examines the histories of civilizations in Asia, Africa, Europe and the Americas from the earliest times to 1500. The interrelationships among these societies, and their political, social, economic, religious and cultural features will be explored.

### HI 132 World History II: 1500 - present

3-0-3

This course examines the histories of civilizations in Asia, Africa, Europe and the Americas from 1500 to present. The interrelationships among these societies, and their political, social, economic, religious and cultural features will be explored.

### HI 221 New Hampshire History

3-0-3

New Hampshire History is a general survey of New Hampshire's past, from prehistoric periods to the present. The course will be chronological in nature, with emphasis on certain key topics such as immigration and ethnicity, rural development, urban and industrial growth, tourism, environmental changes, and the evolution of government. Students will not simply be exposed to major events and personalities in New Hampshire history, but they will explore ways that people removed from us in time have made their living upon the land we call New Hampshire. In addition, students will use state and local resources to better understand the very nature of history and ways that the study of history provides a better appreciation of ourselves and the world in which we live.

## Hotel Administration

### HR 110 Introduction to Hotel Operations

3-0-3

This course is designed to give an overview of the working components of a hotel and their interrelationships. Students will explore in a descriptive fashion the responsibilities of each hotel department and how and why their interactions are important. Students will examine the difference in operations of various types and sizes of hotels from B&B to full service hotels.

### HR 205 Quality Service Management

3-0-3

This course examines the techniques and methods in delivering exceptional quality service for external and internal customers. Students will learn the skills and attitudes for service management through observation, video, case studies, and role play. Students will review the processes of Total Quality Management. (Prerequisite: TR 101 or HR 110 with a grade of “C” or higher or permission of the Department Head of Hotel Administration)

### HR 225 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. (Prerequisite: TR 101 or HR 110 with a grade of “C” or higher or permission of the Department Head of Travel and Tourism/Hotel Administration)

### 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. (Prerequisite: TR 101 or HR 110 with a grade of “C” or higher or permission of the Department Head of Travel and Tourism/Hotel Administration)

### 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 hotels, concierge, housekeeping and restaurant operation management. Students will also explore effective customer relations in a hospitality atmosphere.

### HR 245 Event, Meeting and Convention Planning

3-0-3

This course gives students the experience in developing an event, meeting and/or conference program. Students will go through the step-by-step process of pre-planning, budget/agenda preparation, and marketing the event. Other topics include sales, negotiations and contracts. Students will complete a portfolio to include an agenda, floor plan, budget and brochure. (Prerequisite: TR 101 or HR 110 with a grade of “C” or higher or permission of the Department Head of Travel and Tourism/Hotel Administration)

### HR 260 Hospitality Sales and Marketing

3-0-3

This course focuses on the hospitality markets and products. The student will analyse 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: TR 101 or HR 110 with a grade of “C” or higher or permission of the Department Head of Travel and Tourism/Hotel Administration)

### 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.

### HR 270 Catering Operations

3-0-3

Food Service can determine the success or failure of any event. Catering Operations examines how a conference/event planner designs and implements the food service needs of the event. Students will review menu planning

## Course Descriptions

and design, software programs, beverage operations service and standards training. (Prerequisite: TR 101 or HR 110 with a grade of "C" or higher or permission of the Department Head of Hotel Administration)

### **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 permission of the Department Head. (Prerequisite: 2.5 GPA in major field courses and permission of department head of Hotel Administration)

### **HR 293 Senior Hospitality Seminar 2-0-2**

This course addresses current issues in the hospitality/tourism industry through discussion, reports (oral and written) and professional literature. Students will examine business ethics, professional development and case studies. Additional topics include resumé preparation and interviewing techniques. Students will complete a portfolio.

## 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 195 Human Service Practicum I\* 2-8-4**

The student will work in an approved human service setting under the supervision of an approved professional. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience. The student will complete a total of 125 hours of field experience. (Prerequisites: HU 103, HU 111, HU 221 and MH 187)

### **HU 221 Social and Professional Issues in Today's Society 3-0-3**

The student will examine and explore a variety of social and professional issues in today's society relating to the helping field. Skill and knowledge-based topics necessary for the success of the student's career in today's workplace may include basic human needs in homelessness, poverty, advocacy work, grant writing/proposals/funding, culturally competent counselor standards and community mental health delivery systems, as well as professional issues and skills that face today's helping professional.

### **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 298 Human Service Practicum II\* 2-8-4**

The student will continue his/her field experience work in an approved human service setting under the supervision of an approved professional. Skills, knowledge and personal characteristics are built upon and integrated into the learning and supervision of this course, as well as second year coursework including ethics, individual counseling and conflict resolution. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activi-

ties/experience and demonstrate the ability to relate theory to practice in the chosen field of experience. The student will complete a total of 125 hours of field experience. (Prerequisites: HU 103, HU 111, HU 221, HU 242, HU 193 and MH 187)

*\* 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.*

## Information Technology

### **IT 102 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. (Note: Students may not receive credit for both IT 102 and IT 102X)

### **IT 102X PC Applications Extended 2-2-3**

This extended version of PC Applications is designed for students less experienced in IT essentials. Topics are introduced and developed at a slower pace to enhance learning. 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. (Note: Students may not receive credit for both IT 102 and IT 102X)

### **IT 106 IT Career Topics 1-0-1**

This course is a series of presentation and panel discussions by experts and leaders in the field on the important topics in Information Technology careers. It provides information which helps students plan their college work and anticipate how they will apply it in subsequent professional positions. *Students with two years or more of work experience in the computer field may request a waiver from the course. Students will take IT 106 the first half of the semester and IT 107 the second half.*

### **IT 107 Office Applications for IT 1-0-1**

This course explores the tools and functions of MS Office used by IT professionals. Topics include authoring and formatting technical documentation, service level agreements, technical proposals, incident reports, cost benefit analysis and release notes. The course concludes with a section on collaborative authoring. *Students with two years or more of work experience in the computer field may request a waiver from the course* (Prerequisite: IT 106) *Students will take IT 106 in the first half of the semester and IT 107 in the second half.*

### **IT 108 Personal Computer Hardware and Software 2-2-3**

This course presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer and install operating systems and software. In addition, an introduction to networking is included. This course helps students prepare for the CompTIA's A+ certification. Proficiency in Microsoft Office is achieved through case study-based projects.

### **IT 109 Scripting for System Management 2-2-3**

This course is designed for students preparing for careers in network administration, system management and technical support. Students learn the syntax of scripting, emphasizing VBScript interpreted by Windows Script Host. Windows, Management Instrumentation classes and other COM objects will be used for the automated configuration, diagnosis and management of Win32 systems. Students learn the fundamental constructs of programming including data types, conditionals, loops, procedures, functions and arrays. The lab component offers hands-on practice in each of these areas.

### **IT 110 Programming Fundamentals 2-2-3**

This lab-focused course introduces the fundamental skills and knowledge of computer programming for business solutions. Students encounter and resolve a range of programming problems learning the techniques of design,



structured coding, debugging, error-handling and troubleshooting. The work begins with procedural syntax and concludes with the foundations of object-oriented programming, creating classes and objects. Topics include problem analysis, computer logic and flow control, decision and repetition structures, argument passing, program documentation, class definitions and use of a debugger and help/documentation resources.

#### **IT 140 Database Design and Management 2-2-3**

This course is the first in a two-part sequence on relational database. Topics include: Structured Query Language (SQL), database design, terminology and the creation of tables, forms, queries, reports and macros. The lab component will include the development of business applications using a relational database.

#### **IT 150 Networking for Home and Small Businesses 2-2-3**

The goal of this course is to introduce students to fundamental networking concepts and technologies. This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in the home and small business environment. These online materials will assist students in developing the skills necessary to plan and implement small networks across a range of applications. This course prepares students with the skills needed to obtain entry-level Home Network Installer jobs. It also prepares students for some of the skills needed for Network Technician, Computer Technician, Cable Installer, and Help Desk Technician jobs.

#### **IT 152 Networking at a Small-to-Medium Business or ISP 2-2-3**

This course is the second of four CCNA courses leading to the Cisco Certified Network Associate (CCNA) designation. CCNA Discovery 2 course provides an introduction to routing and remote access, addressing and network services. It will also familiarize students with servers providing email services, web space, and Authenticated Access. This course prepares students with the skills required for entry-level Help Desk Technician and entry-level Network Technician jobs. This course also prepares students for the CCENT (CISCO Certified Entry Network Technician) industry certification. (Prerequisite: IT 150)

#### **IT 180 Introduction to Unix Operating Systems 2-2-3**

The focus of this course is an in-depth look at operating systems. Topics include file management, memory management, security, system processes, printing, backing up/restoring and network basics. An emphasis of the course will be discussing the differences between the major operating systems and their applicability to different business needs. The lab component will exclusively use the LINUX operating system exposing the student to all basic UNIX commands. (Prerequisite: IT 108)

#### **IT 200 Spreadsheets 3-0-3**

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: IT 102 or permission of the Department Head of Information Technology)

#### **IT 210 Object Oriented Programming in Java 2-2-3**

This course builds on the work done in IT 110. It develops the constructs and concepts of object-oriented programming: problem conceptualization, class definition, object instantiation, method definition and invocation, the principles and practices of reuse, inheritance and polymorphism. It also introduces graphical user interfaces and event-driven programming. (Prerequisite: IT 110 or permission of the Department Head of Information Technology)

#### **IT 212 Visual Basic.NET 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: IT 110 or permission of the Department Head of Information Technology)

#### **IT 214 Advanced Visual Basic.NET 2-2-3**

This course is a continuation of IT 212 Visual Basic.NET, examining more advanced topics such as arrays, collections, error handling, classes/objects, ActiveX technology, and invoking the Window APIs. A hands-on lab

component will include developing business applications. (Prerequisite: IT 212)

#### **IT 220 Supporting IT Systems 2-2-3**

Topics include: overview of the Technical Support function and organization, workflow, support skills/tools (including communication and interpersonal effectiveness, incident tracking, prioritization escalation and resolution, call handling applications, user documentation), overview of IT system development, tools/techniques of project managements and professional ethics. The lab component includes: call handling software, project management software, group exercises, written/presentation communications exercises, and professional development exercises. (Prerequisites: IT 106, IT 108, IT 140 and IT 150)

#### **IT 240 Database Implementation 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), Extensible Markup Language (XML) and database design. The lab component will include the development of business applications using a relational database. Discussion of ASP.NET as a development tool will be included. (Prerequisites: IT 140 and IT 212)

#### **IT 250 Introducing Routing and Switching in the Enterprise 2-2-3**

This course is the third of four CCNA courses leading to the Cisco Certified Network Associate (CCNA) designation. CCNA Discovery 3 course familiarizes students with the equipment applications and protocols installed in enterprise networks, with a focus on switched networks, IP Telephony requirements, and security. It also introduces advanced routing protocols such as Enhanced Interior Gateway Routing Protocol (EIGRP) and Open Shortest Path First (OSPF) Protocol. Hands-on exercises include configuration, installation, and troubleshooting. (Prerequisite: IT 152)

#### **IT 252 Designing and Supporting Computer Networks 2-2-3**

This course is the final of four CCNA courses preparing students for the Cisco Certified Network Associate (CCNA) designation. In the CCNA Discovery 4 course, students progress through a variety of case studies and role-playing exercises. They may include gathering requirements, designing basic networks, establishing proof-of-concept, and performing project management tasks. In addition, lifecycle services, including upgrades, competitive analyses, and system integration, are presented in the context of pre-sale support. (Prerequisite: IT 250)

#### **IT 254 Advanced Routing 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: IT 252)

#### **IT 256 Remote Access 2-2-3**

This course examines 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: IT 252)

#### **IT 258 Advanced Switching 3-2-4**

This course builds upon Networking Theory II, examining advanced LAN switching concepts including Virtual Local Area Networks (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. (Prerequisite: IT 252)

#### **IT 260 Advanced Networking Design and Troubleshooting 3-2-4**

In this class students will be expected to design, build and troubleshoot complex Local and Wide area networks incorporating the knowledge gained from the previous networking courses. Internetwork troubleshooting will include all seven layers of the OSI model from the application layer down to the physical layer cabling. (Prerequisites: IT 254, IT 256 and IT 258)

### **IT 262 Network Security I**

**2-2-3**

This course is designed to give students the skills needed to identify and resolve network security issues. The course will provide students an introduction to firewalls and other network security components that can be used to work together to create an in-depth defensive perimeter around a Local Area Network (LAN). Students will learn how to: identify threats; plan and design firewalls; develop a security policy; configure routers, workstations, servers, switches and firewall equipment for various packet filtering and security measures; create user authentication policies and methods; design and set up Virtual Private Networks (VPN); maintain and troubleshoot these systems. (Prerequisite: IT 150 and IT 280)

### **IT 264 Wireless LANs—Design, Installation and Security**

**2-2-3**

This course is an introduction to Wireless LANs focusing on security, design, planning, implementation, operation and troubleshooting of wireless LANs. It will include a comprehensive overview of technologies and design best practices with particular emphasis on hands-on skills in the following areas: wireless LAN set-up and trouble-shooting; WLAN security; 802.11b/g technologies (productions and solutions); site surveys; resilient WLAN design (installation and configuration); and vendor interoperability. This course is targeted to those who need to gain the knowledge to deploy and secure a wireless LAN. Students will be expected to have a basic understanding of Local Area Networks and be familiar with configuring network settings on Windows XP. (Prerequisites: IT 108 and IT 150)

### **IT 270 Web Design and Development I**

**2-2-3**

Fundamentals of graphic design, as applied to the web, are discussed and web sites created using an HTML web authoring tool. Topics include: web site planning and testing; web page layout; proper navigation; use of color and images; web hosting; publishing to a server; promoting web sites; web site accessibility; and legal issues in web design. Participants reinforce their web design skills through the design, development and publishing of their own web site design project. *Note: Students are expected to have a working knowledge of PC operating systems (i.e., Windows) and word processing (i.e., MS Word).*

### **IT 272 Web Design and Development II**

**2-2-3**

This course builds on the skills developed in Web Design and Development I with emphasis on advanced techniques that create animation, interactivity and the use of audio. During the class, students plan the “story” of their project and then use the techniques learned in class exercises to create an animated site with audio effects. Other topics include: creating vector graphics; drop down menus; and publishing multimedia sites. (Prerequisite: IT 270 or permission of the department head of Information Technology)

### **IT 274 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 an 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: IT 102 or IT 108 or permission of the department head of Information Technology)

### **IT 280 Windows Server 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: IT 107 and IT 108)

### **IT 292 Senior IT Internship Preparation**

**1-0-1**

This course is designed to define the work that will be performed in IT 294 Senior IT Internship. Selection of an internship will be made with the approval of the instructor and internship sponsor. Students will meet with an internship sponsor and instructor for the scope of work to be completed. (Prerequisites: IT 107, IT 108, IT 150 and IT 180)

### **IT 294 Senior IT Internship**

**1-4-3**

Capstone course for the Information Technology curriculum providing application of skills acquired in a “Real World” environment. Students test their ability to organize and interpret data, develop and apply programmed solutions to problems and submit thorough documentation of the task. (Prerequisite: IT 292)

## Landscape Design

### **LD 101 Identification and Uses of Trees**

**3-0-3**

Students will be introduced to evergreen and deciduous trees commonly found and used in the Northeast. Emphasis will be on identification, cultural requirements and design applications in the landscape. Students will become proficient in identifying trees by recognizing distinctive features such as height, form, twig and bud characteristics, leaf shape, color and flowers.

### **LD 102 Identification and Uses of Shrubs, Groundcovers and Vines**

**3-0-3**

Students will be introduced to evergreen and deciduous shrubs, vines and groundcovers commonly found and used in the Northeast. Emphasis will be on identification, cultural requirements and design applications in the landscape. Students will become proficient in identifying plants by recognizing distinctive features such as height, form, twig and bud characteristics, leaf shape, color and flowers.

### **LD 109 Basic Site Grading and Surveying**

**2-2-3**

This course is designed to familiarize students with surveying techniques and grading principles that are integral to interpreting topographical information and understanding natural and man-made features that influence grade changes in the landscape. Emphasis will be on practical and basic applications of survey equipment, notekeeping, plotting and other measuring techniques that are useful to landscape contractors and designers. Practical exercises include incorporating designed features such as stairs, retaining walls, ramps, walkways, swales, etc., into the landscape. (Prerequisites: high school level Algebra I and Algebra II, with grades of “C” or higher, are recommended)

### **LD 112 Landscape Drawing and Presentation Techniques**

**2-2-3**

This course focuses on learning the fundamentals of landscape design drawing necessary to graphically communicate design ideas. Students will learn techniques to improve line quality, lettering, sketching, rendering and drawing layout. Black and white and color media will be used. These drawing and rendering techniques will be used to create presentation quality site plans, elevations and perspectives. The use of computers as a means in creating presentation drawings will be introduced.

### **LD 115 Landscape Architectural Design Theory**

**3-0-3**

This course introduces the student to the field of landscaping architecture. Lectures, reading and problem-solving exercises provide a basic overview of historical, philosophical and technical aspects of the profession of landscaping architecture. The course will also explore how design, site environment and legislation effect the design process.

### **LD 117 Small Scale Design Project**

**2-2-3**

A studio project involving a real site to develop techniques of site analysis, client interview and program development of a base plan from field measurements and designing a site plan that corresponds to the client’s needs, site conditions, human scale, and environmental contexts. Also included is the development of site details for decks, patios, pool, fences, and site furniture. (Prerequisites: LD 102, LD 109 and LD 112)

### **LD 125 Landscape Construction Details and Methods**

**3-0-3**

A survey of the materials used in landscape construction, the methods used in assembling the materials into the landscape and the forces acting on the structures. Included are the characteristics and properties of each of the landscape materials and the relative costs of the materials and the installation. Landscape materials and methods to be studied include site work, various paving materials, various structural materials, and site drainage materials. The student will learn how to read the plans and also prepare plans showing construction details including: walls, walkways, wooden structures and water features. (Prerequisite: LD 112)

**LD 217 Small Scale Design Project** 2-2-3  
A studio project involving a real site to develop techniques of site analysis, client interview, and program development of a base plan from field measurements and designing a site plan that corresponds to the client's needs, site conditions, human scale, and environmental contexts. Also included is the development of site details for decks, patios, pools, fences, and site furniture. (Prerequisites: LD 102, LD 109, and LD 112 or permission of the Department Head of the Landscape and Environmental Design program)

**LD 220 Planting Design** 3-0-3  
Lecture includes the combination of landscape elements when used with architectural, aesthetic, engineering, and climate control uses of plants. Students work in graphics skills and develop the ability to produce professional quality plans. (Prerequisites: LD 102 and LD 112)

**LD 225 Landscape Construction Details and Methods** 3-0-3  
A survey of the materials used in landscape constructions, the methods used in assembling the materials into the landscape and the forces acting on the structures. Included are the characteristics and properties of each of the landscape materials and the relative costs of the materials, including installation. Landscape materials and methods to be studied include site work, various paving materials, various structural materials, and site drainage materials. The student will learn how to read plans and also prepare plans showing construction details including: walls, walkways, wooden structures, and water features. (Prerequisite: LD 112 or permission of the Department Head of the Landscape and Environmental Design program)

**LD 270 Sustainable Landscape Principles and Practices** 3-2-4  
This course will introduce and examine the principles and practices required to create a sustainable environment. Issues facing communities locally and globally will be examined and discussed. Emphasis will be placed on methods used to create landscapes that improve the environment by conserving resources and reducing chemical application. Students will learn how site design, plant selection, and pest and water management practices influence the sustainability of the designed landscape. (Prerequisites: LD 102, LD 112, and LD 220)

**LD 290 Senior Project/Internship** 0-12-4  
As the capstone course of the Landscape and Environmental Design curriculum, this course will require the student to demonstrate integration and application of the knowledge and skills from all courses in the program. This may be achieved either through a comprehensive senior design project developed by the student under the guidance of a faculty member or through participation in a field internship with an approved industry partner. In either case, students will be required to provide regular and ongoing documentation of the learning experience to ensure that all course and program goals are met. (Prerequisite: LD 102, LD 112, LD 220 with grades of "C" or higher and the approval of the Department Head of the Landscape and Environmental Design program)

## Learning Support

Individualized learning support courses for students who need structured guidance, applied study skills, and instruction in time management strategies.

*Students enroll in LC courses to help them progress toward independent, self-directed learning and the rigors of college work. LC courses must be taken in conjunction with courses being taken for credit; earn institutional credit only; may not be taken as electives to meet graduation requirements, and are not eligible for financial aid. In addition, students in the AGS/AGS\* programs must either be concurrently enrolled in or have already successfully completed GS 102 (Study Strategies).*

*Students must register with permission of the Coordinator of Disabilities Services or the Director of the Learning Center for any combination of up to 3 total LC courses, not to exceed a maximum of 6 credits toward GPA during enrollment at NHTI.*

At the conclusion of any LC course enrollment, students are encouraged to use the academic supports available to all students, such as Math Lab, Writing Center, Computer Lab, request for tutor, assistive technology, and computer-aided instruction. See the "Learning Center" section elsewhere in this catalog.

**LC 111 Learning Support** 1-0-1  
Students complete individual contracts consisting of a total of 15 contact hours. Students can register for LC 111 by Week 7 of the semester.

**LC 112 Structured Learning Support** 2-0-2  
Students complete individual contracts consisting of a total of 30 contact hours. Students can register for LC 112 by Week 4 of the semester.

**LC 113 Intensive Learning Support** 3-0-3  
For students who need significantly more time than the typical one to two hours of independent work required for each hour of class time. Academic guidance for those who have not demonstrated successful progress in the past will include addressing reasons for lack of success, such as fit with program requirements, goals, need for additional structure, and formal support. Students complete individual contracts consisting of a total of 45 contact hours. Students can register for LC 113 by Week 3 of the semester.

## 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 (RLL) are presented. In the laboratory, students gain hands-on experience with all hardware and software covered in the course. (Prerequisites: IT 102, PH 135 (or basic AC/DC theory))

**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 IT 102)

**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 IT 102)

**MF 252 Quality Control** 3-2-4  
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 scope of quality will be expanded to include



such topics as reliability, quality costs, product liability and quality systems. 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 IT 102)

### Mathematics

#### MT 103 Algebra I - Part 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 but are calculated into GPA.* Prerequisite: NHTI's MT 111 with a grade of "C" or higher or recommendation by the Math Department based on NHTI placement testing. Completion of this course with a grade of "C" or higher and MT 104 with a grade of "C" or higher will satisfy the math prerequisite for MT 123.

#### MT 104 Algebra I - Part 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 but are calculated into GPA.* Completion of this course with a grade of "C" or higher and MT 103 with a grade of "C" or higher will satisfy the math prerequisite for MT 123. (Prerequisite: NHTI's MT 103 with a grade of "C" or higher or recommendation by Math department based on NHTI placement testing)

#### 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 but are calculated into GPA.* Completion of this course with a grade of "C" or higher and MT 109 with a grade of "C" or higher 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 but are calculated into GPA.* Completion of this course with a grade of "C" or higher and MT 108 with a grade of "C" or higher 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 but are calculated into GPA.* Completion of this course with a grade of "C" or higher will satisfy the prerequisite for MT 103.

#### MT 113 Accelerated Introductory Mathematics

6-0-6

This course is designed for those students who are starting engineering technology or information technology 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 but are calculated into GPA.* Completion of this course with a grade "C" or higher will satisfy the math prerequisite for MT 133. (Prerequisite: high school Algebra I)

#### MT 115 Practical Mathematics in Electronic Technology

4-1-1

This course is designed to reinforce basic mathematical concepts and introduce terminology and problem solving with applications employed in Engineering Technology to students planning to enter the Electronic and Computer Engineering Technology curriculums. Topics covered include: engineering notation; precision and accuracy of numbers; use of the TI-86 calculator and order of operations; solution of literal equations; units of measure; and conversion within and between systems of units. Also included are: an introduction to basic electric circuits; component identification; and measurement techniques. Exercises and laboratory experiments will concentrate on developing methods of analysis employed in problem solving. Emphasis is placed on terminology and development of methods and analytical skills applied in engineering technologies. Theory will be reinforced through laboratory experiments. *(The institutional credit awarded for this course does not count toward graduation requirements but is calculated into GPA; grading will be Pass/Fail.)*

#### MT 120 Contemporary College Mathematics

4-0-4

A course in mathematical problem solving. Students will use basic math skills and technology as they become actively involved in solving applied problems from the topics of measurement, algebra, geometry, data analysis, finance, probability, statistics and topics related to the students' major field. Career and life skills will be emphasized. (Prerequisite: NHTI's MT 103 with a grade of "C" or higher **or** the high school equivalent with a grade of "C" or higher)

#### 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. (Prerequisite: High school algebra I with a grade of "C" or higher **or** NHTI's MT 103 **and** MT 104, both with grades of "C" or higher) *Available in honors format.*

#### 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

3-0-3

This course is designed for students in the allied health fields. Topics covered will include: basic arithmetic operations; basic topics from geometry; conversion of units; dosage calculations; linear functions, statistics and probability as they relate to the study of health data; inductive and deductive reasoning for the purpose of drawing valid conclusions. (Prerequisite: High school algebra I with a grade of "C" or better **or** NHTI's MT 103 and MT 104 with grades of "C" or better) Please note that this course does not meet the minimum math requirement for the Associate in Science in General Studies and Associate in Arts with a major in Liberal Arts programs; it may, however, be used as a liberal arts elective in those programs.

#### MT 133 Elementary Functions

4-0-4

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 graphing 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; nonlinear systems; nonlinear 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)

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\* *A Texas Instruments model TI-83+ is required for MT 109, MT 113, MT 123, MT 125, MT 133, MT 134, MT 205, MT 206 and MT 251.*

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## 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 3-D model geometry and then extracting 2-D geometry from the 3-D 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 228 Introduction to the Thermal Sciences** 4-0-4  
An introduction to the thermal sciences: thermodynamics, fluid mechanics and heat transfer. The fundamentals of equilibrium thermodynamics will be presented. Topics will include thermodynamic properties, processes, process diagrams and cycles. The basic concepts of fluid mechanics as applied to internal and external flows, lift and drag will be discussed. A brief study of heat transfer in its three modes (conduction, convection and radiation) will also be presented. (Prerequisites: MT 205 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 134 and IT 102)

**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 205 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 videotaped presentations, discussion periods and workbook practice sessions. (Prerequisite: MC 101 or permission of department head of Mechanical Engineering Technology)

**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 or permission of department head of Mechanical Engineering Technology)

**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 134, IT 102 and PH 133; or permission of department head of Mechanical Engineering Technology)

## Medical Transcription

**MN 101 Medical Transcription with Lab** 2-2-3  
An introduction to the healthcare record and medical documents. Emphasis is on transcription of basic medical dictation, incorporating English usage and machine transcription skill, medical knowledge, and proofreading and editing skills, and meeting progressively demanding accuracy and productivity standards. (Prerequisites: HS 101 and IT 102 or permission of the instructor; recommended prerequisites: BI 120 and EN 101)

**MN 202 Advanced Medical Transcription** 2-2-3  
A continuation of transcription and interpretation work with various forms of medical and health care documents. Emphasis will be devoted to the accurate interpretation and transcription of advanced medical dictation by physicians and other health care professionals with regard to patient assessment, work-up, clinical course, diagnosis, prognosis, etc. The utilization of correct grammar and spelling, medical knowledge, proofreading and editing skills, referencing, and machine operation will be required to meet increased accuracy and productivity standards. Includes enhancing transcription skills with regard to interpretation of foreign dictations and difficult dictations, and processing work with questionable meanings. Includes introduction to difficult operative and laboratory dictation processing as well as medicolegal implications and responsibilities related to confidentiality and the patient record, ethics, and the level of professionalism to be maintained in the business institution. (Prerequisite: MN 101 or permission of instructor)

### Mental Health

#### MH 187 The Helping Relationship: Communication Skills for Today's Professional 4-0-4

Knowledge, skills and personal characteristics that are needed in today's professional world of helping careers will be examined. Students will learn the purpose and skill of interpersonal communication techniques through various didactic and experiential methods. Coverage will include documentation and verbal and non-verbal communications, along with time management, self management and successful work practices. Dynamics of human behavior, culture and specific needs seen in the workplace will be explored.

#### MH 195 Mental Health Practicum I\* 2-8-4

The student will work in an approved mental health setting under the supervision of an approved professional. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience. The student will complete a total of 125 hours of field experience. Prerequisites: HU 103, HU 111, HU 221 and MH 187)

#### MH 298 Mental Health Practicum II\* 2-8-4

The student will continue his/her field experience work in an approved mental health setting under the supervision of an approved professional. Skills, knowledge and personal characteristics are built upon and integrated into the learning and supervision of this course, as well as second year coursework including ethics, individual counseling and conflict resolution. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience. The student will complete a total of 125 hours of field experience. (Prerequisites: HU 103, HU 111, HU 221, HU 242, MH 187 and MH 193)

*\*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.*

### Nursing (RN)

*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. A grade of "C" or higher is required in BI 195, BI 196 and BI 202 and math elective, MT 129, or MT 123 or MT 125 or MT 251 to enter or progress in the nursing courses.*

#### NU 115 Nursing I 5-10-8

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. *Clinical sites are in medical/surgical settings.* (Corequisite: BI 195, 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. *Clinical sites include maternal/child, pediatrics and gerontology settings.* (Semester 2 Prerequisites: NU 115; EN 101 and PY 105; and a minimum grade of "C" in BI 195; corequisites: BI 196 and PY 220) (Semester 3 Prerequisites: PY 220 and a minimum grade of "C" in BI 195 and BI 196; corequisites: BI 202 **and** MT 129 or MT 123 or MT 125 or MT 251)

#### NU 117 Nursing IIB (SRV) 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 is 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. *Clinical sites include mental health and medical/surgical settings. Service Learning is a component of this course.* (Semester 2 Prerequisites: NU 115; EN 101 and PY 105; and a minimum grade of "C" in BI 195; corequisites: BI 196 and PY 220) (Semester 3 Prerequisites: PY 220 and a minimum grade of "C" in BI 195 and BI 196; corequisites: BI 202 **and** MT 129 or MT 123 or MT 125 or MT 251)

#### NU 177 LPN-RN Advancement 2-0-2

This course is designed to cover content which assists in the transition for the LPN to the role of the registered nurse. Content includes: Dorethia Orem's self-care theory; role transition; nursing process; teaching and learning process; therapeutic communication; ethical and legal issues in nursing; and a review of fundamental nursing skills. Students are required to have an active LPN license and have met the stated admission requirements. (Prerequisites: Admission to the LPN-RN Advancement Option, including successful completion the NLN Acceleration Challenge Exam I; corequisites: BI 195, EN 101 and PY 105)

#### NU 215 Nursing III (SRV) 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. *Clinical sites are in medical/surgical settings. Service Learning is a component of this course.* (Prerequisites: NU 116, NU 117 **and** a grade of "C" or higher in MT 129 or MT 123 or MT 125 or MT 251; Corequisites: EN xxx, IT 102 and PI 242)

### Orthopaedic Technology

#### ORTH 101 Orthopaedic Anatomy & Physiology I 3-0-3

This course is an introduction to the anatomy and physiology of the musculoskeletal system and related structures. Attention will be directed toward structural make-up, group composition, relationships, and location. Also covered will be normal and abnormal growth and development of musculoskeletal structures and their responses to injury and disease, as



well as the response of related structures to the mechanisms of injury and disease process.

### **ORTH 102 Orthopaedic Anatomy & Physiology II** 3-0-3

This course is a continuation of Orthopaedic Anatomy & Physiology I with a focus on common orthopaedic injuries and conditions, including the disruption to continuity, to the musculoskeletal system and related structures resulting from congenital, emergent, or opportunistic diseases and trauma, and their treatments. (Prerequisite: ORTH 101)

### **ORTH 103 Basic Radiology Interpretation** 3-0-3

This course will cover the history of radiology, and gives the student the basics of radiographic image production. Students will be introduced to the viewing and interpretation of plain orthopaedic radiographs, MRI's, and other types of permanent imaging relating to orthopaedics, terminology relating directly to the skeletal system and fracture healing, and describing a fracture as it relates to the radiographic image.

### **ORTH 104 Physical Assessment of the Orthopaedic Patient** 3-0-3

A comprehensive course that provides integration of knowledge and terminology utilized for physical assessment. Included are life span differences and assessment of acute and chronic patients who present with medical problems. (Prerequisite: ORTH 101)

### **ORTH 105 Casting and Splinting I** 0-2-1

This area is an integral part of the practice of an orthopaedic technologist. Topics to be covered will include the types, application, functions, and materials of the various casts and splints, as well as basic terminology related to the subject. Students will acquire a working knowledge of anatomy specifically relating to casting and splinting, the proper use of external aide devices commonly associated with casting and splinting, such as crutches, canes and walkers, and transfer of patients from wheel chairs and beds. Attention will be given to the removal of casts and splints, as well as the skills associated with providing patient instructions.

### **ORTH 106 Casting and Splinting II** 0-2-1

Students will learn advanced casting techniques along with windowing of a cast, protection of pins and external hardware, pin care, and wound care. (Prerequisite: ORTH 105)

### **ORTH 107 Sterile Technique** 0-3-1

This lab course will provide students with an understanding of invasive and non-invasive procedures, aseptic technique, instrumentation, and with the practical skills associated with assisting the orthopaedic surgeon with procedures.

### **ORTH 108 Medical Ethics for Orthopaedic Technology** 3-0-3

This course will cover legal and ethical issues as they relate to medicine. Patient confidentiality and the Patients' Bill of Rights will be discussed along with HIPAA laws.

### **ORTH 110 Bracing and Durable Medical Equipment** 0-3-1

This lab course will cover various orthopaedic devices, positioning of the patient, complications and contraindications of various durable medical equipment, and different brace fitting techniques. Medical coding for reimbursement for these devices will also be discussed. (Prerequisite: ORTH 101, 103, 105, and 107)

### **ORTH 112 Traction** 0-3-1

This lab course will teach students the basic principles of traction, different types of traction, traction set-up and application, and complications and contraindications. (Prerequisite: ORTH 101, 103, 105, and 107)

### **ORTH 115 Clinical Externship** 0-40-8

Clinical externship at an orthopaedic office for six weeks 40 hours per week (total 240 hours). During the clinical rotation the student will have the opportunity to practice the skills they have learned in the labs on real Orthopaedic patients under the direct supervision of an Orthopaedic clinical supervisor. (Prerequisite: Successful completion of all other courses in the Orthopaedic Technology program.)

## **Paralegal Studies**

*\* Denotes Certificate Program courses only*

### **\*PL 101 Foundations of Paralegal Studies** 2-0-2

The Foundations of Paralegal Studies course is comprised of two sections, the Introduction to the Legal Profession and a Pre-Employment Seminar. Introduction to the Legal Profession 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" approach to the law. Practical experience in drafting court documents, conducting initial client interviews and investigating cases will be gained. Ethical rules and regulations governing lawyers and paralegals will also be covered. The Pre-Employment Seminar includes writing a resume, drafting a cover letter, refining interview techniques, and conducting an independent job search. In addition, NHTI has career and placement counselors available for customized counseling sessions.

### **\*PL 103 Causes of Action in Contract and Tort** 2-0-2

For the purpose of this course, a "cause of action" is defined as a right the law gives and will enforce for one to recover something from another. It is the legal foundation from which the plaintiff derives the right of action against a defendant. The course is limited to the elements and defenses of various causes of action in contract and tort; it does not address remedies. (Prerequisites: PL 101 or permission of department head of Paralegal Studies)

### **\*PL 104 Legal Research** 3-0-3

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 include a working knowledge of federal and state statutory research including legislative history; federal and state case law reporter systems; the hierarchy of the federal and state court systems; legal form books; law digests; case and statutory citators; legal treatises; legal periodicals; legal encyclopedia; and, both local and national standards of citation used in legal writing. An introduction to the use of LEXIS will also be included. (Prerequisites: PL 101 or permission of department head of Paralegal Studies) *A \$100 fee will be assessed for all students taking PL 104. This fee will cover costs associated with ABA dues, Lexis/Nexis, Franklin Pierce Law Center Library, Supreme Court Library and PLS Associate Membership.*

### **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 be introduced to an overview of substantive and procedural law, legal research, interviewing and investigative skills. 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, product liability, trespass and defamation, are addressed in the torts section of the course. (Prerequisites: PL 106 or permission of department head of Paralegal Studies)

### **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 department head of Paralegal Studies)

### **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 department head of Paralegal Studies)

### **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 LEXIS 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 department head of Paralegal Studies) *A \$100 fee will be assessed for all students taking PL 225. This fee will cover costs associated with ABA dues, Lexis/Nexis, Franklin Pierce Law Center Library, Supreme Court Library and PLS Associate Membership.*

### **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 department head of Paralegal Studies)

### **\* PL 241 Family Law**

**1-0-1**

The student will examine the substantive and procedural law and the legal ethics relating to marriage, divorce, support and custody issues, and will be prepared to assist the attorney in drafting pleadings and completing preliminary research relative to these aspects of family law. (Prerequisites: All PL courses at 100 level or permission of department head of Paralegal Studies)

### **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 department head of Paralegal Studies)

### **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 department head of Paralegal Studies)

### **\* PL 261 Criminal Process**

**1-0-1**

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: All PL courses at 100 level or permission of department head of Paralegal Studies)

### **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 department head of Paralegal Studies)

### **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 department head of Paralegal Studies)

### **\* PL 271 Legal Writing**

**1-0-1**

This course focuses on the specific writing skills necessary for the paralegal. The assignments involve practical examples of paralegals' work products, as demonstrated in the areas covered in the Certificate curriculum. Preparation of a trial court memorandum and an appellate court brief will also be covered. Emphasis will be put on brevity, clarity, and precision of expression together with a refinement of editing skills. (Prerequisites: All other 100 level PL courses or permission of department head of Paralegal Studies; corequisite: PL 110)

## **Paramedic Emergency Medicine**

### **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: all fall PM courses; corequisites: PM 126, PM 135 and PM 244)

### **PM 117 Physical Assessment**

**2-0-2**

A comprehensive course that provides integration of knowledge and terminology utilized for physical assessment. Included are life span differences and assessment of acute and chronic patients who present with medical problems. (Corequisites: PM 142, PM 150 and PM 161)

*Any failure in PM 117, PM 150 or PM 142 will trigger a failure in PM 161 (even if a passing grade in PM 161 has been achieved).*

### **PM 126 Pharmacology**

**3-0-3**

An advanced course covering Pharmacology related to paramedic practice. Includes cardiovascular, respiratory, analgesic, G.I., antibiotic and CNS medications. (Prerequisites: all fall PM courses; corequisites: PM 111, PM 135 PM 162, and PM 244)

*Any failure in PM 126, PM 135 or PM 244 will trigger a failure in PM 162 (even if a passing grade in PM 162 has been achieved).*

### **PM 135 Medical Emergencies**

**3-0-3**

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. (Prerequisites: all fall PM courses; corequisites: PM 111, PM 126, PM 162 and PM 244)

*Any failure in PM 126, PM 135 or PM 244 will trigger a failure in PM 162 (even if a passing grade in PM 162 has been achieved).*

### **PM 142 Cardiology I**

**2-0-2**

This course focuses on the conduction system of the heart, electrocardiography, as well as interpretation and the treatment of cardiac arrhythmias. (Corequisites: PM 117, PM 150 and PM 161)

*Any failure in PM 117, PM 150 or PM 142 will trigger a failure in PM 161 (even if a passing grade in PM 161 has been achieved).*

### **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. (Corequisites: PM 117, PM 142 and PM 161)

*Any failure in PM 117, PM 150 or PM 142 will trigger a failure in PM 161 (even if a passing grade in PM 161 has been achieved).*

### **PM 161 Integration Lab I**

**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 skills, treatment aims and outcomes. Students will draw from the knowledge and interventions learned in Cardiology, Trauma, and Physical Assessment. (Corequisites: PM 117, PM 142 and PM 150)

*Any failure in PM 117, PM 150 or PM 142 will trigger a failure in this lab course which includes the practical portion of the above listed courses.*

**PM 162 Integration Lab II****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 Pharmacology courses. (Prerequisites: all fall PM courses; corequisites: PM 126, PM 135, and PM 244)

*Any failure in PM 126, PM 135 or PM 244 will trigger a failure in this lab course which includes the practical portion of the above listed courses.*

**PM 163 Integration Lab III****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 Field Operations. (Prerequisites: all first year PM courses; corequisite: PM 201)

**PM 164 Integration Lab IV****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 knowledge and interventions learned in Field Operations and Advanced Paramedic Practice. (Corequisites: PM 210 and PM 278)

**PM 190 Introduction to the Clinical Environment****1-0-1**

A course designed to set students up for success within a variety of clinical systems. An emphasis will be placed on mandatory inservice training topics such as universal precautions, body mechanics, fire procedures, incident prevention and other clinical protocols and procedures. Interpersonal and communication skills will be an integral part of the course and students will gain an understanding of clinical documentation systems. (Prerequisites: all first year PM courses; corequisite: PM 194)

**PM 194 Hospital Clinical****0-18-5**

A comprehensive hospital experience that focuses on theory, assessment skills, invasive skills, and affective behaviors expected of a paramedic. A total of 224 hospital hours. (Prerequisites: all first year PM courses; corequisite: PM 190)

**PM 200 Introduction to the Field Experience****1-0-1**

This field orientated primer will enhance student's preparation and provide orientation for field clinical. (Corequisite: PM 296)

**PM 201 Special Populations****3-0-3**

This advanced level course includes assessment, paramedic diagnosis and treatment for all special populations including OB, Pedi, Geriatrics, Psych, Chronic Disease and patients with special needs. (Prerequisites: all first year PM courses; corequisite: PM 163)

**PM 210 Field Operations****2-0-2**

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. (Corequisites: PM 164 and PM 278)

**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. (Prerequisites: all fall PM courses; corequisites: PM 126, PM 135 and PM 162)

*Any failure in PM 126, PM 135 or PM 244 will trigger a failure in PM 162 (even if a passing grade in PM 162 has been achieved).*

**PM 278 Advanced Paramedic Practice****2-0-2**

The course is designed to integrate paramedic knowledge, skills and behaviors through practice and lecture. An emphasis is placed on detailed paramedic assessment, 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 exam preparation. Career opportunities, affective behaviors and preparation for entry into the EMS job market will also be discussed. (Corequisites: PM 210 and PM 164)

**PM 290 Transitional Advanced Life Support****0-8-2**

An intermediate field experience where a student will ride 100 hours with an advanced life support unit. The student will serve as a team leader on 10 calls. This clinic can be utilized any semester a student needs additional ALS time. The same clinical manual and grading criteria will be used as in PM 296 and PM 297. This clinic may not be taken more than twice. Students electing to enroll in PM 290 must receive a passing grade before progressing in the program. (Prerequisites: successful completion of PM 194 and 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; corequisite: PM 200)

**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)

## Peer Mentoring

**PRMT 101 Peer Mentoring Seminar****2-0-2**

A seminar for peer mentors working the NHTI departments and programs. This seminar includes readings, presentations, activities, and projects which help students develop as peer mentors. Students are expected to participate in reflection on and planning of their peer mentoring work. (Prerequisite: Faculty recommendation) *Two institutional credits awarded for this course do not count toward graduation but are calculated into GPA.*

## 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.

### Special topics courses listed under PI 226 Special Topics in Philosophy

Courses under this heading will provide the opportunity to focus on topical issues in the field of philosophy and will be presented with an interdisciplinary approach. Faculty present material not normally covered in regular course offerings.

**PI 226A Comparative World Religions****3-0-3**

This course examines major "questions" or "issues" addressed by religion in general. It also examines major representative systems of religious beliefs including the practices, historical development, and sociological development and context. The religious systems will be analysed via specific doctrines and writings of each. Different aspects of religious beliefs and practice such as the Absolute, the Human Problem, the Human Solution, Rituals, and the Meaning of History, Life after Death, Community and Ethics, and Attitudes Toward other Religions will be explored.

**PI 242 Contemporary Ethical Issues****3-0-3**

A philosophical examination of major contemporary ethical issues. Topics may include bioethics, business ethics, environmental ethics, human sexuality, abortion, mercy killing and cheating. The emphasis is on acquiring the philosophical skills necessary to guide self and others in the process of ethical decision making. Cases are used for study and discussion.

## 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



## Course Descriptions

energy. A graphing calculator\* will be required. *The five institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.* (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** 3-2-4  
Topics include: wave motion, mechanical waves, fluids, sound, light, electrostatics, Ohm's law, D.C. circuits, Kirchoff's law. A graphing calculator\* will be required. (Prerequisite: PH 133)

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\* A Texas Instruments model TI-83+ is required for PH 100, PH 133, and PH 135.

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## 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.

## Practical Nursing (PN)

*All practical 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 practical nursing major field courses must be passed before proceeding to the next level. Students taking the BI 195, BI 196, BI 202 sequence or BI 108 & BI 109 sequence and math, MT 129 must earn grades of "C" or higher in those courses to enter or progress in the nursing courses.*

**PN 101 Practical Nursing I** 4-12-8  
This course provides the student with knowledge of fundamental concepts in communication and helping processes to be utilized within the role of the LPN. Major concepts will be Orem's self-care theory, the wellness-illness continuum and health care delivery. Students will be introduced to basic nursing interventions and concepts of nutrition, ethical/legal issues of nursing, and mental health. Simulated clinical laboratory and clinical

experiences will provide opportunities for mastering basic skills. *Clinical sites are in long term care settings.* (Corequisites: BI 108, EN 101 and PY 105) *Students who are taking the BI 195, BI 196, BI 202 sequence instead of BI 108 must complete BI 195 by the end of PN 101. A minimum grade of "C" must be earned in BI 195 or BI 108 to progress to PN 102.*

**PN 102 Practical Nursing II (SRV)** 3-15-7  
This course describes nursing care that promotes wellness in clients throughout the lifespan. The nurse, within the LPN role, provides this care utilizing the nursing process. Building on Orem's universal self-care requirements learned in Practical Nursing I, the student will be introduced to developmental self-care requirements from conception to old age. Content will include: women and child health, health deviations, and alterations in immune and hematology function. The concepts of pharmacology, nutrition, ethical/legal issues, and mental health will be integrated throughout the course. Learning opportunities will be provided in a variety of clinical settings to facilitate integration and application of theoretical knowledge. *Clinical sites are in medical/surgical settings. Service Learning is a component of this course.* (Prerequisites: PN 101, BI 108; co-requisites: BI 109, PY 220) *Students who are taking the BI 195, BI 196, BI 202 sequence instead of BI 108/BI 109 must complete BI 196 by the end of PN 102. A minimum grade of "C" must be earned in BI 196 or BI 109 to progress to PN 103.*

**PN 103 Practical Nursing III** 4-15-9  
This course describes nursing care for clients who have self-care deficits associated with well defined health deviations. The LPN, applying ethical and legal standards, provides this care via the nursing process. Content includes alterations in respiratory, cardiovascular, endocrine, mobility, elimination, neurosensory and gastrointestinal function. The concepts of pharmacology, nutrition, ethical/legal issues, and mental health will be integrated throughout the course. Additional topics will include: scope of practice, licensure, and management skills. Learning opportunities will be provided in a variety of clinical settings to facilitate integration and application of theoretical knowledge. *Clinical sites are in rehab and long-term care settings.* (Prerequisites: PN 101 and PN 102; minimum of "C" or better in BI 109; corequisite: MT 129) *Students who are taking the BI 195, BI 196, BI 202 sequence instead of the BI 108/BI 109 sequence must complete BI 202 by the end of PN 103. In addition, students must earn a minimum grade of "C" in BI 202 and MT 129 in order to graduate.*

## Project Lead The Way®

*Project Lead The Way® is an initiative which allows high school students to explore careers in engineering and engineering technology by completing a sequence of courses as part of their high school curriculum. Students who have completed any of the courses listed below may be eligible to apply some of these credits to meet requirements in NHTT's Mechanical Engineering Technology and Manufacturing Engineering Technology programs. Students should consult with the Department Head of Mechanical/Manufacturing Engineering Technology to see if credits may be applicable.*

**PLTW 101 Introduction to Engineering Design** 4-0-4  
Students are introduced to the fundamentals of engineering design and drafting through AutoCAD Inventor, a 3-D solid modeling software package. Topics include problem-solving techniques, documentation, working drawings, prototyping, and manufacturing considerations. *Assuming successful completion, this course may be used to meet the requirement for MC 102 in the Mechanical and Manufacturing Engineering Technology programs.*

**PLTW 102 Digital Electronics** 4-0-4  
The concepts of digital electronics are presented using theory, simulation software, and breadboarding. Topics include basic electricity, Boolean algebra, gate arrays, and digital-to-analog/analog-to-digital applications. *Assuming successful completion, this course may be used to meet the requirement for the EL 115 Digital Fundamentals course in Electronic and Computer Engineering Technology programs.*

**PLTW 103 Principles of Engineering** 4-0-4  
A survey of engineering concepts and careers. Topics include ethics, communication, physical principles, and measurement. A portion of the course is taught with programmable mechanical breadboarding hardware, allowing construction of operable electromechanical systems.

**PLTW 104 Computer Integrated Manufacturing** 4-0-4  
An overview of modern manufacturing is presented, from concept to product. Students use a variety of software packages to design, model, and produce parts with computer-controlled tools.

## 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. *Available in Honors format.*

**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 209 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 in Science in Education program it may also be applied to a concentration of courses in Psychology or Social Sciences. (Prerequisite: PY 105)

**PY 210 Abnormal Psychology (SRV)** 3-0-3  
An overview of abnormal behavior using the *Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV)*. Research and issues relating to the nomenclature, incidence, etiology, and treatment of the disorders will be covered. Consideration will be given to physiological, behavioral, social, cultural and cognitive variables that contribute to each condition. *Service Learning is a component of this course. (This service learning component may not be available when the course is offered in alternative formats.)* (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. *Available in Honors format.* (Prerequisite: PY 105)

### Special topics courses listed under PY 226 Special Topics in Psychology

Courses under this heading will provide the opportunity to focus on topical issues in the field of psychology will be presented with an interdisciplinary approach. Faculty present material not normally covered in regular course offerings. (Prerequisite: PY 105 or SO 105 or other social science course appropriate to the topic)

**PY 226A Sport and Exercise Psychology** 3-0-3  
This course examines theory and research of psychology as applied to athletics. It reviews the history of sport psychology as well as its application in both individual and team sports. Concepts to be discussed include individual philosophies of sports, motivation, personality of coaches and athletes, training and learning principles, mind-body relationships, and the effects anxiety, motivation, arousal and relaxation have on performance of athletes at the professional, amateur and youth levels. The sport psychology techniques used by elite athletes to improve sport performance will also be explored. The class will discuss why elite athletes like Tom Brady, Adam Vinatieri, David Ortiz and Manny Ramirez perform so well under pressure. Students will be asked to apply their psychological knowledge and critical thinking abilities through class participation and open discussions on professional, amateur and youth sports. Outside observations of sports from youth to professional levels will also be required. This class

will benefit students as they learn how to apply performance techniques used by athletes to their own lives with rewards of personal growth and increased physical and mental health. (Prerequisites: PY 105 or SO 105 or other social science course)

**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 187 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 187 and PY 105)

## Public Safety Communications

**PSC 101 Introduction to Public Safety Communications** 3-0-3  
This course offers an orientation in Public Safety Communications with a focused concentration on: the pre-hire process; pre-training for employment; the workplace environment; and the language of Public Safety Communications. Specific instruction will include, pre-hire requirements; expectations of potential employers; résumé construction; interview and selection process; introduction of codes, terms, and communication used in the public safety setting; and basic radio broadcast instruction.

**PSC 102 Seminar in Public Safety Communications** 3-0-3  
This seminar will familiarize students with public safety operations with a focus on roles and responsibilities of public safety communicators, technology, terminology, and techniques. Topics include ethics; vital services; policies and procedures; risk management; NH E911; police, fire, and medical dispatching; and the interoperability of multiple service agents. When appropriate, the opportunity is taken to visit relevant agencies.

**PSC 201 Advanced Public Safety Communications** 3-0-3  
In this course, students will learn, practice, and become proficient in call classification, analysis, input and broadcasting. Additional topics include software applications, liability, critical incidents, and stress management. (Prerequisites: PSC 101 and 102)

**PSC 270 Public Safety Communications Internship** 0-13-4  
The internship offers the opportunity to apply learned theory to practice in the actual work environment. 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 by the hosting agency, and the final grade is based on a combination of the log, supervising agency assessment, and students' final analytical report containing identifiable procedures, technologies, and organization of the host agency. (Prerequisites: successful completion of PSC 101 and 102 and permission of the Co-Department Heads of the Public Safety Communications program or their designee.)

## Radiation Therapy

**RTH 101 Introduction to Radiation Therapy** 3-0-3  
Content is designed to provide the student with an overview of the foundations of radiation therapy and the practitioner's role in the health care delivery system. Principles, practices and policies of the educational program, health care organizations, principles of radiation and health safety and professional responsibilities, as well as ethics, law and medical terminology of the radiation therapist will be discussed and examined.

**RTH 110 Principles and Practice of Radiation Therapy I** 3-2-4  
Content is designed to provide an overview of cancer and the specialty of radiation therapy. The medical, biological and pathological aspects as well as the physical and technical aspects will be discussed. The roles and responsibilities of the radiation therapist, the treatment prescription, the documentation of treatment parameters and delivery will also be discussed.

## Course Descriptions

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### **RTH 115 Patient Care**

**1-0-1**

Content is designed to provide the student with foundation concepts and competencies in assessment and evaluation of the patient for service delivery. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Routine and emergency care procedures will be presented.

### **RTH 150 Medical Imaging and Processing**

**2-0-2**

Content is designed to establish a knowledge base in factors that govern and influence the production and recording of radiographic images for patient simulation, treatment planning and treatment verification in radiation oncology. Radiation oncology imaging equipment and related devices will be emphasized. Content will also include quality management programs and continuing quality improvements in radiation oncology. (Prerequisites: RTH 110 and XR 180)

### **RTH 190 Clinical Practice I**

**0-16-3**

Content is designed to provide sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development will be discussed, examined and evaluated. (Prerequisites: RTH 101 and RTH 110)

### **RTH 195 Clinical Practice II**

**0-16-3**

A continuation of Clinical Practice I designed to provide sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development will be discussed, examined and evaluated. (Prerequisite: RTH 190)

### **RTH 200 Radiation Protection and Biology**

**3-0-3**

Content is designed to present basic principles of radiation protection and safety for the radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated. Specific responsibilities of the radiation therapist are discussed, examined, performed and evaluated. Content also includes basic concepts and principles of radiation biology. The interactions of radiation with cells, tissues and the body as a whole, and resultant biophysical events, will be presented. Discussion of the theories and principles of tolerance dose, time dose relationships, fractionation schemes and the relationship to the clinical practice of radiation therapy will be discussed, examined and evaluated. (Prerequisites: RTH 101, XR 180 and RTH 150)

### **RTH 205 Treatment Planning**

**3-0-3**

Content is designed to establish factors that influence and govern clinical planning of patient treatment. Encompassed are isodose descriptions, patient contouring, radiobiologic considerations, dosimetric calculations, compensation and clinical application of treatment beams. Optimal treatment planning is emphasized along with particle beams. Stereotactic and emerging technologies are presented. (Prerequisites: RTH 101 and RTH 110)

### **RTH 210 Principles and Practice of Radiation Therapy II**

**3-2-4**

Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basis of ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession. (Prerequisites: RTH 101 and RTH 110; corequisite: RTH 205)

### **RTH 215 Sectional Anatomy and Pathology**

**3-0-3**

Content is designed to study normal sectional anatomy via diagrams and radiologic images. The pathology content is broken into two parts: general pathology and neoplasia. General pathology introduces basic disease concepts, theories of disease causation and system-by-system pathophysi-

ologic disorders most frequently encountered in clinical practice. Neoplasia provides an in-depth study of new and abnormal development of cells. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors is presented. (Prerequisites: BI 195 and BI 196)

### **RTH 220 Radiation Therapy Physics**

**3-0-3**

Content is designed to review and expand concepts and theories in the radiation physics course. Detailed analysis of the structure of matter, properties of radiation, nuclear transformations, x-ray production and interactions of ionizing radiation are emphasized. Also presented are treatment units used in external radiation therapy, measurement and quality of ionizing radiation produced, absorbed dose measurement, dose distribution and scatter analysis. (Prerequisites: XR 180 and RTH 150; corequisite: RTH 200)

### **RTH 280 Registry Review**

**1-0-1**

This course is designed to prepare the radiation therapy student to take the national certification examination through the American Registry of Radiologic Technologists (ARRT). Various topics will be addressed each week with a practice registry exam given to complete the program. (Prerequisites: RTH 220 and RTH 210)

### **RTH 290 Clinical Practice III**

**0-24-4**

A continuation of Clinical Practice I and II, and the beginning clinical assignment for Radiation Therapy Certificate students, content is designed to provide sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development will be discussed, examined and evaluated. (Prerequisites: RTH 190 and RTH 195; or admission to the Radiation Therapy Certificate program)

### **RTH 293 Clinical Practice IV**

**0-24-4**

The fourth clinical course continues to build on the sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development will be discussed, examined and evaluated. (Prerequisite: RTH 290)

### **RTH 295 Clinical Practice V**

**0-32-6**

The fifth clinical course continues to build on the sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development will be discussed, examined and evaluated. (Prerequisite: RTH 293)

### **RTH 296 Clinical Practice VI**

**0-32-6**

The final clinical course is designed to perfect the content of the previous didactic and clinical courses. The content is designed to provide sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development will be discussed, examined and evaluated. (Prerequisite: RTH 295)

## **Radiologic Technology**

### **XR 103 Radiographic Positioning I**

**1-2-2**

This course introduces the student to the principles of radiography, radiographic terminology and radiation protection. This course covers the anatomy and radiographic positioning of the thoracic and abdominal viscera.

### **XR 109 Clinical Seminar**

**1-0-1**

The clinical seminar course is a series of continuous focused lectures pertinent to each academic/clinical semester. Radiologic science, patient care, film critiques, and advanced imaging methods will be presented and discussed.



**XR 116 Image Production and Evaluation 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 123 Radiation Protection****3-0-3**

Topics covered in this course include: radiation quantities and units; permissible dosages; shielding methods and devices; interaction of radiation with the body tissues; biological effects and methods of monitoring. Other topics include an overview of cell biology, radiation energy transfer determinants, molecular effects of irradiation, cell radiosensitivity and organic damage from ionizing radiation. (Prerequisites: XR 103, XR 109, XR 151 and XR 180)

**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 159 Radiographic Positioning II and Clinical Procedures I****3-18-7**

Routine radiographic positioning of the osseous system. 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. Students will participate in a one-hour weekly clinical seminar. (Prerequisites: XR 151 and XR 180)

**XR 164 Radiographic Positioning III 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. Students will participate in a one-hour weekly clinical seminar. (Prerequisite: XR 159)

**XR 165 Radiographic Clinical Procedures III****0-32-6**

A continuation of the clinical component of XR 164. Students will complete their first clinical assignment and build on the procedures taught in XR 103, XR 159 and XR 164. An approximate total of 352 clinical hours are required. Students will participate in a one-hour weekly clinical seminar. (Prerequisites: XR 103, XR 159 and XR 164)

**XR 180 Radiographic Equipment Operation and Maintenance****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. (Prerequisites: XR 116 and XR 220)

**XR 203 Advanced Radiographic Procedures****3-0-3**

This course presents positioning considerations for special studies to include arthrography, myelography, venography, hysterosalpingography, sialography, orthoroentgenography, trauma radiography, mobile radiography and pediatric radiography. It also provides a brief introduction to the equipment and procedures of the specialty modalities of Radiology including tomography, CT scanning, mammography, MRI, bone densitometry, ultrasound, radiation therapy, angiography and interventional procedures. In addition, this course introduces the student to cross sectional anatomy of the head/neck, thorax, abdomen/pelvis, vertebral column and extremities. (Prerequisites: XR 103, XR 159 and XR 164)

**XR 209 Clinical Seminars II****3-0-3**

This is a capstone comprehensive course that reviews and interrelates concepts previously covered in the two-year curriculum. It provides students with a meaningful approach to evaluate previous learning with radiographic film critiques, case presentations, journal article reviews and clinical assignments. The student will develop and present a research project based on pathology to different body systems with radiographic imaging methods used to demonstrate the pathology. (Prerequisites: successful completion of all previous XR courses in the curriculum)

**XR 220 Image Production and Evaluation II****2-2-3**

Topics covered in this class include automatic exposure control, technique charts, tube rating charts, tomography, grids, computerized radiography and digital radiography. Factors affecting radiographic quality and fluoroscopy 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. Students will participate in a one-hour weekly clinical seminar. (Prerequisite: XR 159, XR 164 and XR 165)

**XR 295 Radiographic Clinical Procedures V****0-24-4**

A continuation of the clinical practices of the program. Students will spend three days a week in the clinical site. Students will refine their skills in preparation for the workplace and complete all required competencies for the program. (Prerequisite: XR 294)

## Reading

**RDNG 100 Critical Reading****3-0-3**

Students will use active reading strategies to comprehend and retain both literal and implied meaning in college content areas and other genres. Course emphasizes critical thinking, vocabulary development, and confidence building. *Students may enroll in this course only in consultation with an academic advisor who recommends the course based on assessment test scores. The four institutional credits awarded for this course do not count toward graduation requirements but are calculated into GPA.*

## 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. (Prerequisite: RE 101 or permission of department head of Business Administration)

**RE 127 Introduction to Real Estate Appraisal****3-0-3**

This course is an examination of the principles and concepts of real estate valuation. Students will develop an understanding of the markets in which buyers and sellers interact. Topics include basic appraisal methodology, the three approaches to value—direct sales comparison, cost, and income. The concept of highest and best use will be examined.

**RE 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: IT 102)

### 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 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. (Prerequisite: RE 101 or permission of department head of Business Administration)

### RE 223 Commercial Real Estate

3-0-3

An examination of commercial real estate re: office buildings, retail stores, shopping centers, leases, improved real estate for the production of income, feasibility studies, location financing, marketing and investment analysis. A case study of nearby commercial projects will be examined. (Prerequisite: RE 101 or permission of department head of Business Administration)

### RE 224 Real Estate Finance and Investment

3-0-3

This course will develop an understanding of the nature and cycle of real estate finance, investment and taxation. Topics include: money and the monetary system; government activities in real estate finance; the secondary mortgage market; sources of funds; fiduciaries and semi-fiduciaries; the legal, financial and tax implications of real estate investment and investment criteria; and instruments. (Pre/co-requisite: RE 101 or permission of department head of Business Administration)

### RE 225 Property Management

3-0-3

An examination of the growing profession of Property Management within the real estate industry, including the economics and performance objectives of the property manager. Differences in residential versus commercial management, shopping centers, office buildings, condos, mobile homes, resorts, hotels, etc., will be discussed. (Prerequisite: RE 101 or permission of department head of Business Administration)

## 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 107 Introduction to Meteorology

3-2-4

This course is an introduction to the fundamentals of weather and climate. Topics include observing weather, physical properties and processes of the atmosphere, weather systems, hazardous weather (thunderstorms, tornadoes, and hurricanes), basics of forecasting, clouds, air pollution, and climate change. The lab component consists of group exercises, hands-on experiments, and use of the Internet to explore the topics of weather. This course requires regular student access to the Internet.

### SC 110 Alternative Energy Fundamentals

3-2-4

Energy systems play a critical role in everyday life. This lab-based course will serve as an introduction to alternative energy systems. Students will study key concepts, terminology, and definitions used by all energy systems, as well as typical energy consumption patterns and their environmental and economic consequences. In addition, alternative energy sources will be studied along with their benefits and challenges. Laboratory exercises

will include power and energy measurements, power conversions, and investigations into various energy sources such as wood, bio-fuels, wind, solar, water, and fuel cells. (High school Algebra I recommended.)

## Sociology

### 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. *Available in Honors format.*

### 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 The Individual and Society

3-0-3

This course examines the relationship between individuals and their social context. Specific emphasis is on the social experience stemming from an individual's participation in social groups, interactions with others, and the emergence of social structures from these interactions. From this perspective, several major theories are discussed such as socialization, identities and the self in social construction, attitudes and attitude change, social perception, social order and conformity, language and social communication, and social behavior in groups. (Prerequisite: SO 105 or PY 105 or permission of the 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.

### Special topics courses listed under SO 226 Special Topics in Sociology

Courses under this heading will provide the opportunity to focus on topical issues in the field of sociology and will be presented with an interdisciplinary approach. Faculty present material not normally covered in regular course offerings. (Prerequisite: PY 105 or SO 105 or other social science course appropriate to the topic)

### SO 226A Service, Citizenship and Community (SRV)

3-0-3

This course introduces students to the interdisciplinary study of community and the particular role citizen participation plays in constructing communities and accomplishing public goals. Students will engage in various ideas, debates and strategies regarding the development of communities while engaging in 20 hours of community service in area agencies or grassroots nonprofit community organizations. The promises and challenges of civic life will be examined by focusing on such topics as: the history and philosophy of community service; processes, structures and collaboration in community service; the power of local associations and organizations to maintain or improve the quality of life in their communities; the use of public and private resources for community services; the education of real-world problem solvers; energy, technology and transportation; housing, food and garbage; health and healing; mass media and the arts. *Service Learning is a component of this course.* (Prerequisite: at least one course in the social sciences or permission of the Department Head of Social and Behavioral Sciences)

**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.)

**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 NHTI's Associate degrees or Diploma programs.)

**SO 298 Study Abroad Experience 3-0-3**

A travel experience abroad that combines the equivalent of three credits of classroom and field experience (at student expense) in a foreign country. Emphasis in the experience will be learning about the language and culture of a foreign country through lectures, seminars, workshops and field trips to various sites in the country. A paper or project will be required to document the learning experience.

## Sports Management

**SM 101 Introduction to Sports Management 3-0-3**

This introductory course emphasizes basic management principles as they relate to the business of sports. Students are introduced to sports marketing, sports law, sports supervision, sports media, sports ethics, recreational sports management and other related areas. There is an emphasis on developing and improving communication skills. An overview is provided with regard to career opportunities in this field.

**SM 170 Sports Marketing 3-0-3**

This course focuses on marketing issues as they relate to sports-related enterprises. A variety of marketing techniques and approaches are analysed to broaden students' backgrounds in this area and to better allow them to develop effective and comprehensive sports marketing plans.

**SM 180 Public Relations and Advertising for the Sports Industry 3-0-3**

This course provides a cross-disciplinary approach to a variety of promotional issues that sport managers routinely confront. Public relations and advertising professionals offer insights into how sports-related endeavors and businesses can raise public awareness about products and services. (Prerequisites: SM 101 and EN 101)

**SM 210 Sports and Fitness Facilities Management 3-0-3**

This course exposes students to the many elements and dynamics associated with managing a sports or fitness facility. Students will visit a variety of structures, arenas, and facilities and will gain an understanding of what is required to develop and successfully administer and market such facilities.

**SM 211 Sports Tourism 3-0-3**

Sport provides a significant impetus for travel in contemporary society, and this course focuses on the relationship between the sports and tourism industries. The study of sports tourism draws from the disciplines of

psychology, sociology, geography, management, leisure, and recreation behavior. Typically, the course will include a five-day trip (at student expense) to a location such as Orlando, Florida, to visit world-class sports and convention facilities.

**SM 220 Sports Communications 3-0-3**

This course seeks to provide the student with an appreciation of the unique dynamics associated with the sports communication field. Students will better understand the expectations associated with developing a sports story, a sports news release, and/or a sports opinion piece, via traditional print media or electronic media – radio, television, and/or the Internet. A review of journalistic ethics will be included. Students will gain first-hand experience with regard to producing television and radio broadcasts of live sporting events. (Prerequisites: EN 101 and EN 120; SM 101 strongly recommended)

**SM 225 Sports Law 3-0-3**

This course focuses on the legal issues unique to the sports world and to sport managers. Numerous case studies and precedents are examined, as well as how they relate to current situations involving professional, intercollegiate, interscholastic and community sports and athletic activities.

**SM 250 Sports and Society 4-0-4**

This course is designed to raise awareness with regard to the sociology of sport and how cultural practices in the world of sport can have significant social, economic, and political consequences. Discussion and research should give future sport managers a broader understanding of how sport impacts different groups of people in different ways throughout this country and beyond.

**SM 290 Sports Management Internship 0-9-3**

This course allows students opportunities to experience real-life sports management situations "in the field." Internships are cooperatively sponsored by participating partners. The course approach and content can be designed to match the needs of the sponsor with the desires of the student, as the student gets hands-on opportunities to participate in the practical application of the sports management concepts and principles studied in the classroom. Students have completed successful internships with the Whittemore Center, Verizon Center, Planet Fitness, New Hampshire International Speedway, Concord Boys and Girls Club, Concord YMCA and many other local or regional facilities or organizations that are sports businesses.

**SM 293 Managerial Decision-Making 3-0-3**

This course is designed to be a capstone course for Sports Management students to enhance and practice their critical thinking and management skills. Students will be expected to use their previously acquired expertise (in, e.g., marketing, supervision, accounting and management) and apply that to case studies and computer simulations of companies, both individually and in teams. The course will be conducted through student presentations and execution of a multi-year computer-based simulation. (Prerequisites: AC 101, SM 101, SM 170 **and** BU 150 or BU 270)

## Travel and Tourism

**TR 101 Introduction to the Hospitality and Tourism Industry 3-0-3**

An introductory course providing an overview of the structure and scope of the travel/tourism and hospitality industries. This course examines the components of the tourism industry: transportation, accommodation, food and beverage, and attractions. Other topics include the history, political, social and cultural impacts tourism has on local, state and global environments. A section of the course is devoted to the State of New Hampshire Tourism environment. Students will review marketing, motivation and other forces that draw guests to the State of New Hampshire. Students will be required to prepare a career-planning outline. *A Travel Fee of \$75 will be assessed for all students taking TR 101. The money will be used to defray some of the costs associated with student travel experiences. There will be additional costs to students associated with some of the more extensive trips.*



## Course Descriptions

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### **TR 125 Travel Industry Procedures** 4-0-4

This course examines the domestic and international airline/travel agent reservation procedures. Students will examine in detail the interrelationships among the components of travel: transportation; accommodation; attractions; food and beverage; tours and cruises. Using the Internet as a resource, students will learn how to use the Internet as an effective reference tool in conjunction with some of the published travel reference books (e.g., Hotel Index). Students will complete a Foreign/Domestic Independent Tour encompassing the elements of travel. (Prerequisite: TR 101 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism)

### **TR 210 E-Travel** 2-2-3

This course surveys the impact technology has on the tourism/hospitality industry. Students will look at the components of the tourism industry – transportation, accommodation, attractions, and food and beverage – on the Internet. Students will look at the Internet from the perspective of a traveler as well as a potential vendor distributing information. Other areas surveyed are: legal issues; customer service; marketing; destination planning; and special interest. Students will survey the Worldspan® reservation system basic availability, sell, fares, and PNR (Passenger Name Reservation) formats. (Prerequisite: TR 101 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism)

### **TR 211 Sports Tourism** 3-0-3

This course looks at the relationship between the sports and the tourism industries. Sport has become a motive for people to travel, leading to an industry that now focuses on sports attractions, events, and experiences available to tourists. The study of sports tourism draws upon the disciplines of sport psychology, sociology, geography, management, leisure and recreation behavior. As part of the course requirements, students will take a 3-4 night trip to a destination such as Orlando, Florida to visit world class sport and convention facilities. *This is an additional expense to the student.* This course is team taught by the sports management and travel/tourism programs.

### **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 (NWA, Delta). (Open to Travel majors only; prerequisite: TR 125 or permission of department head of Travel and Tourism)

### **Special topics courses listed under TR 230**

Courses listed under this heading provide the opportunity to focus on specialized topical issues encompassing the tourism/hospitality industry and will be offered with an interdisciplinary approach. Faculty will be presenting material not normally covered in regular course offerings. (Prerequisite: TR 101 or HR 110 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism/Hotel Administration)

### **TR 230A Writing for the Travel Professional** 3-0-3

Travel writing provides some of the most powerful, elegant, and descriptive forms of writing. Travel writing ranges across the whole of the modern world, dealing with issues as varied as environment, culture, history, geographic, and political issues. The first part of the course will review the evolution/history of travel writing. The second part will review current trends in travel writing for many types of media: TV; radio; print advertisements; short stories; and essays. The student will write an article for publication. (Prerequisite: TR 101 or HR 110 with a grade of "C" or higher or permission of the Department Head of Hotel Administration)

### **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.

### **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 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism)

### **TR 264 Cruise Sales** 3-0-3

The student will gain 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. (Prerequisite: TR 101 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism)

### **TR 280 Senior Travel Seminar** 2-0-2

This course addresses current issues in the hospitality/tourism industry through discussion, reports (oral and written) and professional literature. Students will examine business ethics, professional development and case studies. Additional topics include resume preparation and interviewing techniques. Students will complete a portfolio. (Prerequisite: TR 101 with a grade of "C" or higher or permission of the Department Head of Travel and Tourism)

### **TR 290 Travel 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 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 permission of department head of Travel and Tourism)

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John H. Lynch

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## NHTI ADMINISTRATION

*Date of appointment appears in parentheses*

### President's Office

Lynn Tolbert Kilchenstein (1986)  
*President*  
B.A., Bridgewater College (Virginia);  
M.A., University of Texas  
Pre-Candidate Ph.D. English  
University of New Hampshire

Alan Blake (2004)  
*Director of Communications*  
B.A., Plymouth State University;  
M.Ed., Plymouth State University

Lee Ann Lewis (2008)  
*Director of Institutional & Alumni Development*  
B.A., Framingham State College

### Academic Affairs

Pamela M. Langley (1981)  
*Vice President of Academic Affairs*  
B.A., University of New Hampshire;  
M.S.H.S., Northeastern University;  
Post Graduate Studies, Northeastern University

Joyce P. Myles, R.N. (1988)  
*Associate Vice President of Academic Affairs*  
B.S., B.A., State University of NY/Stony Brook;  
M.A., New York University

Elizabeth M. Blankenstein (2005)  
*Associate Vice President of Academic Affairs*  
B.A., Westfield State College;  
M.S., University of Bridgeport

Michele Karwocki (1989)  
*Registrar*  
A.S., NHTI, Concord's Community College

Elizabeth J. Pontacoloni (2002)  
*Assistant Registrar*  
A.S., Hesser College

### Continuing & Corporate Education

Thomas A. Foulkes (1997)  
*Vice President of Continuing & Corporate Education*  
B.A., Salem State College;  
M.S.T., University of Missouri;  
Post Graduate Studies,  
University of New Hampshire

Kathleen Moore (2000)  
*Director, Business Training Center*  
B.S., Fitchburg State College;  
M.Ed., Boston College

Dawn Comito (2006)  
*Academic Travel Coordinator*  
B.A., University of New Hampshire;  
M.S., Southern New Hampshire University

Robert A. Cormier (2007)  
*Academic Advisor*  
A.S., Southern Vermont College;  
M.A., Antioch University

Carolyn Hartnett, C.A.D., R.A.H. (2003)  
*Dental Continuing Education Program Coordinator*  
Diploma, Forsyth School for Dental Hygienists;  
B.G.S., Keene State College;  
M.Ed., University of New Hampshire

Sandra McBournie, M.S., R.N., B.C. (2006)  
*Program Coordinator, Professor*  
*Center for Nursing Professional Development*  
B.S., University of Massachusetts;  
M.Ed., Plymouth State University

Alison Goodrich Richardson (1985)  
*Institute Counselor-Continuing Education*  
B.A., University of New Hampshire;  
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Linda Schmidt (1981)  
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A.A., County College of Morris;  
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Mary Snyder (2007)  
*Coordinator of High School Initiatives/Outreach*  
A.A.S., Mohawk Valley Community College;  
B.S., SUNY College at Oswego;  
M.Ed., SUNY College at Oswego

### Student Affairs

Stephen P. Caccia (1989)  
*Vice President of Student Affairs*  
B.A., New England College;  
M.Ed., Plymouth State University

Lynne A. Birdsall (1995)  
*Associate Vice President for Enrollment Management*  
B.A., Union College, New York;  
M.Ed. in Counseling,  
University of New Hampshire

Francis P. Meyer (1975)  
*Director of Admissions*  
B.A., St. Anselm College;  
M.Ed., University of New Hampshire

Sheri Gonthier (2000)  
*Director of Financial Aid*  
A.S., NHTI, Concord's Community College;  
B.S., Southern New Hampshire University

Anne Breen (1989)  
*Director of Campus Safety*  
Police Officer Standard of Training/California;  
Criminal Justice Studies,  
Northeastern University

Gyme Hardy (1998)  
*Director of Student Development and Counseling Services*  
B.S.W., University of New Hampshire;  
M.S.H.S., Southern New Hampshire University;  
Ph.D., Columbia Pacific University

Patricia M. Collins (1990)  
*Director of Wellness Center, Intramurals & Recreation*  
A.S., Greenfield Community College;  
B.S., Florida State University

David Elderkin (1989)  
*Director, Residence Life/ Career Counseling and Placement*  
B.S., Edinboro University of Pennsylvania;  
M.Ed., Edinboro University of Pennsylvania

Charles Lloyd (2002)  
*Coordinator of Campus Activities and Community Service Programs*  
A.S., Keene State College;  
B.S., Keene State College;  
M.Ed., Plymouth State University

Christine Roz (2006)  
*Assistant Director of Financial Aid*  
A.S., NHTI, Concord's Community College

Jason S. Bishop (2000)  
*Chief Security Officer*  
A.S., NHTI, Concord's Community College

Denine Garnett (2003)  
*Admissions Counselor*  
B.A., University of New Hampshire;  
M.A.T., New York University

Jill Savage (2005)  
*Counselor*  
B.S.W., Valparaiso University

### Academic and Administrative Computing

Thomas N. Towle (2007)  
*Director of Academic & Administrative Computer Services*  
B.S., University of New Hampshire;  
MBA, University of New Hampshire

Matthew Lind (2007)  
*Assistant Director of Academic and Administrative Computer Services*  
A.S., NHTI, Concord's Community College;  
B.S., Southern New Hampshire University

Pam Smith (1981)  
*Coordinator of IT System Integration*  
A.S., NHTI, Concord's Community College

### Administration and Finance

Melanie Kirby (1998)  
*Chief Financial Officer*  
A.A.S., Nashua Community College

Marsha Bourdon (1996)  
*Bursar*  
A.S., NHTI, Concord's Community College

Alyssa M. LaBelle (2004)  
*Human Resources Officer*  
B.A., University of New Hampshire;  
Graduate Certificate, HRM,  
Southern New Hampshire University;  
M.S., Southern New Hampshire University;  
M.B.A., Southern New Hampshire University

Michelle Louise Rollins (2002)  
*Assistant Bursar*

### Learning Center

Deborah R. Carley (1990)  
*Director, Learning Center*  
B.A., Trinity College;  
M.Ed., Plymouth State University

Beverly Boggess (1999)  
*Coordinator of Disabilities Services*  
B.S., Bowling Green State University;  
M.Ed., Kent State University;  
Ph.D., Kent State University

Ruth M. Heath (1999)  
*Math Lab and Computer Aided Instruction Coordinator*  
B.S., Allegheny College of Pennsylvania;  
M.S., Nova Southeastern University



## Library

Stephen Ambra <i>Director of Learning Resources</i> B.A., MacMurray College; M.A., Governor's State University; M.S., Simmons College; J.D., Franklin Pierce Law Center	(1996)	Sandra Wall Beliveau <i>Professor of Radiologic Technology</i> A.S., NHTI, Concord's Community College; Certificate of Registration, American Registry of Radiologic Technologists; B.S., Granite State College RT(R)	(1983)	Kathleen Dunn Dotter <i>Associate Professor of Social Science</i> B.A., West Virginia State College; MSW, University of Minnesota-Duluth	(2003)
Anne Wirkkala <i>Assistant Director of Learning Resources</i> B.A., Douglass College; Ed.M., Rutgers University; M.L.S., Simmons College	(2002)	Jeff Beltramo <i>Professor of Mechanical and Manufacturing Engineering Technology</i> B.S., California State University	(2008)	Barbara Dunn, R.N. <i>Professor of Nursing</i> A.S., NHTI, Concord's Community College; B.S., Southern New Hampshire University; M.S., Lesley College; M.S., University of New Hampshire	(1992)
Alex Campoli <i>Director of Media Services</i> A.S., Hesser College; Microsoft Certified Engineer Certificate, Hesser College; A+ Hardware & Software Systems Certificate, Franklin Pierce College	(2003)	Catherine Brock, C.D.A., R.D.H. <i>Assistant Professor of Dental Hygiene</i> A.S., NHTI, Concord's Community College; B.S., Granite State College; M.Ed., Plymouth State University	(2003)	Kelly Moore Dunn <i>Professor of Education</i> <i>Department Head, Education</i> <i>Director, Teacher Education Conversion Program</i> B.S., The College of St. Rose; M.Ed., Notre Dame College; Ed.D., Nova Southeastern University	(2003)
		Nancy L. Brubaker <i>Professor of Paramedic Emergency Medicine</i> <i>Department Head, Paramedic Emergency Medicine</i> A.S., Nursing, Regents College; A.S., NHTI, Concord's Community College; B.S., Keene State College; M.Ed., Plymouth State University; Registered Paramedic, Registered Nurse, CEN	(1986)	Cathy Eaton <i>Professor of English</i> B.A., Smith College; M.A., Middlebury College	(1993)

## Cross Cultural Education

Dawn Higgins <i>Director of Cross-Cultural Education and English for Speakers of Other Languages (ESOL) Programs</i> B.A., University of New Hampshire; M.A., University of New Hampshire	(2001)	Iris M. Bucchino <i>Associate Professor of General Studies</i> B.A., New York University; M.A.T., Manhattanville College; MGE Certificate, Mercer University	(2003)	B. David Edwards <i>Professor of English</i> B.S., Babson College; M.A., University of New Hampshire	(2002)
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## Child and Family Development Center

Lisa Ranfos <i>Director, Child and Family Development Center</i> B.S., Granite State College; M.S., Wheelock College	(2006)	Roderic Caron, DMD <i>Professor of Allied Dental Education</i> B.A., St. Anselm College; D.M.D., Tufts University School of Dental Medicine	(1998)	Judy Figueroa, A.R.N.P. <i>Professor of Nursing</i> A.D.N., Lake Sumter College, Florida B.S., Plymouth State College M.S., Rivier College Graduate Certificate Psychiatric Nursing, Rivier College	(2004)
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## FACULTY

*Date of appointment appears in parentheses*

Maryanne S. Adams <i>Professor of Travel and Tourism</i> <i>Department Head, Hospitality Management</i> B.A., Hood College; M.S., Southern New Hampshire University; M.B.A., Plymouth State University	(1992)	Donna Clougherty, R.D.H. <i>Professor of Allied Dental Education</i> <i>Department Head, Allied Dental Education</i> Diploma, Forsyth School; A.S., Northeastern University; B.A., Notre Dame College; M.Ed., Plymouth State University	(1987)	Eileen Fitzsimmons <i>Professor of Social Sciences</i> <i>Department Head, Social Sciences</i> A.A., Suffolk Community College; B.A., Rivier College; M.S., Nova University; Ph.D., Boston College	(1995)
Priscilla A. Anderson, R.N. <i>Assistant Professor of Nursing</i> <i>Practical Nursing Program</i> B.S., University of New Hampshire	(2003)	Heidi Compos <i>Professor of Nursing</i> A.D.N., Wheelock College B.S.N., Rivier College M.S., A.R.N.P., University of New Hampshire	(2007)	Madelyn E. Foulkes <i>Professor of Information Technology</i> B.S., Salem State College	(1986)
Robert Arredondo <i>Professor of Mechanical and Manufacturing Engineering Technology</i> <i>Department Head, Mechanical and Manufacturing Engineering Technology</i> A.A.S., Manchester Community College; B.S.M.E.T., M.S.M.E., University of Massachusetts at Lowell	(1997)	Aaron W. Conn <i>Assistant Professor Information Technology</i> A.S., NHTI, Concord's Community College; B.S., Southern New Hampshire University	(2007)	Lindsay Freese <i>Professor of Human Services</i> B.A., New England College; M.Ed., Antioch/New England Graduate School	(1999)
Kevin Barry <i>Professor of Diagnostic Medical Sonography</i> <i>Department Head, Diagnostic Medical Sonography and Radiologic Technology</i> A.S., Springfield Technical Community College; B.S., University of Oklahoma; M.Ed., University of New England RT(R), RDMS, RDCS	(1993)	Kathleen Rossetti Curran <i>Professor of Human Services</i> <i>Department Head, Human Services and Addiction Counseling</i> B.S., University of Bridgeport; M.Ed., Notre Dame College	(1981)	William French <i>Associate Professor Electronic Engineering Technology/Computer Engineering Technology</i> B.S.E.E., University of New Hampshire; M.S.E.E., University of New Hampshire	(2007)
		Craig W. Cushing <i>Professor of English</i> B.Ed., Keene State College; M.Ed., Keene State College	(1968)	Jennifer Galbraith <i>Professor of Mathematics/Physics</i> B.S., North Carolina State University; M.S., University of Wisconsin	(2002)
		Lynn E. Darnell, <i>Professor of Computer/Electronic Engineering Technology</i> B.S.E.E., University of Nebraska; M.S.O.E., University of New Hampshire	(1987)	Connie Mae George, R.D.H., C.D.A. <i>Professor of Allied Dental Education</i> A.S., NHTI, Concord's Community College; B.S., Plymouth State University; M.Ed., University of New Hampshire	(1978)
		Ellen Dokton <i>Professor of Education</i> B.A., Goddard College; M.A., New York University	(1990)	Kenneth Gitlitz <i>Assistant Professor Computer Engineering Technology/Electronic Engineering Technology</i> A.E.T., NHTI, Concord's Community College B.S., Plymouth State University	(2007)

## Personnel

Sonia Grigorian <i>Assistant Professor of Psychology</i> B.A., New England College; M.A., John Jay College, NYC	(2006)	Pamela Kallmerten, ARNP <i>Professor of Nursing</i> B.S.N., Colby Sawyer College; M.S.N., Northeastern University	(1999)	Alan G. Lindsay <i>Professor of English</i> B.A., St. Michael's College; M.A., University of Maine-Orono; M.A., University of Notre Dame; Ph.D., University of Notre Dame	(2000)
Joseph J. Gula <i>Professor of Business Administration</i> B.A., University of New Hampshire; M.B.A., Rivier College	(1989)	Susan Kenna, RN, FNP <i>Professor of Nursing</i> <i>LPN Program Coordinator</i> B.S.N., Cornell University; F.N.P., University of Southern Maine; M.S., Rivier College	(2004)	Mary E. Lloyd-Evans <i>Professor of General Studies and Mathematics</i> B.Sc., University College of Swansea, Wales, U.K.; Post-Graduate Certificate, Birmingham University, England; M.Ed., Lesley College	(2000)
Susan Haas <i>Department Head, Visual Arts</i> B.F.A., Missouri Sate University; M.F.A., University of Arkansas	(2007)	Liaquat I. Khan <i>Professor of Architectural Engineering Technology</i> <i>Department Head, Architectural Engineering Technology</i> B.Arch., University of Engineering & Technology, Pakistan; M.Arch., University of Nebraska	(2002)	Jean Magee <i>Assistant Professor of Dental Hygiene</i> A.S., NHTI, Concord's Community College; B.S., Granite State College; M.Ed., Plymouth State University	(2004)
Gale Hall <i>Professor of Early Childhood Education</i> <i>Department Head, Early Childhood Education</i> B.S., University of Connecticut; M.A., Fairfield University	(1998)	Fred King <i>Professor of Business Administration</i> A.S., Plymouth State University; B.A., Granite State College; M.B.A., Plymouth State University	(2006)	Katrina Magee <i>Professor of Dental Hygiene</i> B.S., West Virginia University; M.S., Old Dominion University	(2004)
Lynn P. Hedge <i>Professor of Business Administration</i> <i>Department Head, Accounting</i> B.A., Notre Dame College; M.S., Southern New Hampshire University	(1989)	Frederick Lance <i>Professor of Information Technology</i> B.S., Franklin Pierce College; B.S., Plymouth State University	(1998)	Lisa Malfait <i>Professor of Allied Dental Education</i> A.S., NHTI, Concord's Community College; B.S., New England College; M.Ed., Plymouth State University	(2002)
Paul Hogan <i>Associate Professor of Sports Management</i> <i>Athletic Director</i> B.S., Plymouth State University; M.Ed., Plymouth State University	(1999)	Patrick W. Lanzetta, MD FACEP <i>Medical Director of Paramedic Emergency Medicine Program</i> B.S., St. John's University; M.D., University of Montpellier, France ECFMG, ACLS, ATLS	(2000)	Melanie Martel <i>Professor of Reading/General Studies</i> B.A., Tufts University; M.Ed., Notre Dame College	(1992)
Deborah A. Holland <i>Professor of English</i> <i>Department Head, General Studies, Health Science and Liberal Arts</i> B.A., Mount Holyoke College; M.A., University of New Hampshire	(1977)	Thomas Laurie <i>Professor of Information Technology</i> <i>Department Head, Information Technology</i> B.S. in Mathematics, United States Air Force Academy; B.S. in Computer Science, United States Air Force Academy	(2001)	Judy Maurer, R.N. <i>Professor of Nursing</i> B.S.N., State University of New York/Plattsburg; M.S.N., University of Virginia/Charlottesville	(1990)
Sterling W. Hough <i>Professor Computer Engineering Technology/ Electronic Engineering Technology</i> <i>Department Head of Computer Engineering Technology/Electronic Engineering Technology/Animation and Graphic Game Programming</i> Associate in Engineering Technology, NHTI, Concord's Community College; B.S., University of Lowell; M.S., University of Lowell	(2001)	Valerie LaVoice <i>Associate Professor of Mathematics</i> B.A., Southern Connecticut State University M.B.A., Northeastern University	(2006)	Anni McLaughlin <i>Associate Professor of English/Communications</i> B.S., University of Texas/El Paso; M.A., University of Texas/El Paso; Ed.D., Nova Southeastern University	(2002)
Deborah L. Houston, RN, ARNP <i>Professor of Nursing</i> B.S., University of New Hampshire; M.S., University of New Hampshire	(2002)	Janice Lenehan <i>Professor of Nursing</i> B.S.N., Saint Anselm College; M.S.N., Boston University	(2004)	Craig M. Meservey <i>Professor of Biology</i> B.S., University of New Hampshire; M.S., University of New Hampshire	(2002)
Martha A. Hunt <i>Professor of Business Administration</i> <i>Department Head, Business Administration</i> B.S., University of New Hampshire; Graduate Bank Administration Institute, School of Banking, University of Wisconsin	(1985)	Patricia Lenza <i>Assistant Professor of Diagnostic Medical Imaging</i> B.S., St. John's University RT(R)(M)	(2007)	Mehrdad Meskoob <i>Professor of Mathematics/Physics</i> B.S., National University of Iran; M.S., Northeastern University; Ph.D., Northeastern University	(2000)
Daniel C. Huston <i>Professor of English</i> B.A., University of New Hampshire; M.S., University of New Hampshire	(1997)	Rachel R. Leo, RDH, MA <i>Associate Professor of Dental Hygiene</i> A.S., Westbrook College; B.A., University of Southern Maine; M.A., Connecticut College	(2003)	Michael Moffett <i>Professor of Sports Management</i> <i>Department Head, Sports Management</i> B.S. and M.Ed., Plymouth State University	(1994)
Jonathan Hutchinson <i>Professor of Information Technology</i> B.S., University of North Dakota; M.Ed., Harvard University	(2001)	Diana Levine <i>Professor of English</i> <i>Department Head, English</i> B.S., Ohio State University; M.S., City University of New York	(1985)	Nancy B. Moffett <i>Professor of Radiologic Technology</i> A.S., NHTI, Concord's Community College; B.S., Plymouth State University RT(R)(CT)(M)	(1996)
Martin E. Jean <i>Professor of Paramedic Emergency Medicine</i> A.S., NHTI, Concord's Community College; B.S., Springfield College; M.Ed., Plymouth State University; Registered Paramedic	(1991)	Amy R. Liptak <i>Professor of Biology/Chemistry</i> M.S., University of New Hampshire	(2007)	Laura Z. Morgan, CPA <i>Professor of Accounting</i> B.S., University of New Hampshire; M.B.A., Southern New Hampshire University	(2002)
				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)

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 Studies, Boston College, Boston University	(1996)	Khatereh Sawal, P.E. <i>Associate Professor of Math/Physics</i> B.S., Florida International University; M.S., Georgia Institute of Technology	(2005)	Maryellen Walker, R.N. <i>Professor of Nursing</i> B.S.N., Seton Hall University; M.S., Boston College	(1994)
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)	David Schatzle, AIA, NCARB <i>Professor of Architectural Engineering Technology</i> B.S., University of Pennsylvania M.Arch., Harvard University	(2005)	R. Stuart Wallace <i>Associate Professor of History</i> B.A., Lehigh University; M.A., University of New Hampshire; Ph.D., University of New Hampshire	(2002)
Jessana Palm <i>Assistant Professor of Biology</i> B.S., Marlboro College; M.S., Antioch New England Graduate School	(2003)	Lisa Scott, CDA, RDH <i>Assistant Professor Allied Dental Education</i> A.S., NHTI, Concord's Community College; B.S., Granite State College	(2006)	Gregory Walek <i>Associate Professor of Animation and Graphic Game Programming</i> B.A., University of Massachusetts - Amherst; Master's Certificate, Southern Methodist University, The Guildhall	(2007)
Anita Pavlidis, RN <i>Professor of Nursing</i> <i>Department Head, Nursing</i> Diploma, St. Mary's School of Nursing; B.S.N., Salem State College; M.S., Boston University	(1989)	William Perry Seagroves <i>Professor of Physics and Chemistry</i> B.S., University of New Hampshire; M.S., University of New England	(1985)	Loretta Welts <i>Professor of Mathematics/Physics</i> B.A., Olivet College; M.S., The College of William and Mary	(1998)
Elizabeth E. Pedersen, C.C.S.W. <i>Professor of Human Services</i> B.A., University of New Hampshire; M.S.W., Boston University	(1995)	Dan Shagena <i>Assistant Professor Mathematics/Physics</i> B.S., Eastern Michigan University; M.S., University of New Hampshire	(2006)	Matthew Wood <i>Professor of Mathematics</i> <i>Department Head, Mathematics/Physics</i> B.S., University of New Hampshire; M.S., University of Colorado	(2001)
Stacey Peters <i>Department Head, Paralegal Studies</i> B.A., Alfred University; Certificate Paralegal Studies, Rivier College	(2005)	William D. Shurbert <i>Associate Professor of Information Technology</i> A.S., NHTI, Concord's Community College; B.S., Southern New Hampshire University	(2002)	Karen Wynn, R.D.H. <i>Professor of Allied Dental Education</i> B.S., University of Iowa; M.Ed., Plymouth State University	(1992)
James A. Pietrovito <i>Professor of Social Science and Education</i> B.A., Lycoming College; M.Ed., University of Vermont; C.A.G.S., University of Vermont; Ed.D., Vanderbilt University	(1996)	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)	Patricia Yokell <i>Professor of Biological Sciences</i> A.A.S., Nassau Community College; B.S., Boston College; M.S.T., Boston College	(1989)
Cathleen A. Price <i>Associate Professor Early Childhood Education</i> M.S., Wheelock College	(2007)	Susanne Smith Meyer, RLA <i>Department Head, Landscape Design</i> A.S., Stockbridge School of Agriculture - University of Massachusetts; B.F.A., B.L.A., Rhode Island School of Design	(2006)	Lucyann L. Zeller <i>Professor of Mathematics/Physics</i> B.A., Keene State College; M.Ed., Plymouth State University	(2007)
Margaret A. Ray, RDH <i>Assistant Professor of Allied Dental Education</i> A.S., University of Bridgeport; B.S., University of Bridgeport	(2005)	Patricia A. Stone, RN <i>Professor of Nursing</i> A.D.N., Palm Beach Junior College; B.S.N., Florida Atlantic University; M.S.N., Florida Atlantic University	(2002)	John Zimmerman <i>Associate Professor of Mathematics/Physics</i> B.S.M.E., University of New Hampshire; M.S.M.S., University of New Hampshire; M.B.A., Southern New Hampshire University	(2007)
Michael F. Raymond, J.D. <i>Professor of Criminal Justice</i> <i>Criminal Justice Co-Department Head</i> B.S., Springfield College; J.D., New England School of Law	(2008)	Nathan B. Strong <i>Associate Professor of Biological Sciences</i> <i>Department Head, Chemistry and Biological Sciences</i> B.S., Virginia Polytechnic Institute and State University; M.S., George Mason University	(1994)		
Deborah Remillard <i>Professor of Information Technology</i> B.S., Plymouth State University; M.B.E., Southern New Hampshire University	(1998)	Linda S. Tasker, A.R.N.P. <i>Professor of Nursing</i> B.S., University of Vermont; M.S.N., Vanderbilt University; Certified Family Nurse Practitioner	(1989)		
Shirley Rennie, A.R.N.P. <i>Professor of Nursing</i> <i>Nurse Practitioner</i> A.D.N., NHTI, Concord's Community College; B.S.N., Rivier College; M.S., F.N.P., Rivier College	(1996)	Karen Tetreault, ARNP <i>Professor of Nursing</i> A.D.N., NHTI, Concord's Community College; B.S.N., University of New Hampshire; M.S., F.P.N., University of New Hampshire	(1997)		
James W. Rowe, Sr. <i>Professor of Criminal Justice</i> <i>Co-Department Head, Criminal Justice</i> B.S., St. Anselm College; M.P.A., Golden Gate University	(2001)	Amy Carson VonKadich <i>Professor of Radiation Therapy</i> A.S., Seminole Community College; B.S., University of Central Florida; M.Ed., University of Central Florida M.Ed. R.T.(T)	(2003)		
Stephen D. Ryan, P.E. <i>Professor of Manufacturing and Mechanical Engineering Technology</i> B.S.M.E., University of New Hampshire; M.S.M.E., Northeastern University	(1986)	John Wakelin <i>Professor of Information Technology</i> B.S., Rensselaer Polytechnic Institute; M.S.B.A., Boston University	(1999)		



# HISTORY

Since opening as New Hampshire Technical Institute in September of 1965, NHTI-Concord's Community College has evolved into the State's largest residential community college offering not only excellent technical education but also a broad array of academic, community service, and social/cultural opportunities. Full accreditation in the New England Association of Schools and Colleges' Commission on Institutions of Higher Education (CIHE), achieved in April 2001, has opened the doors to exciting opportunities that are strengthening NHTI's position in the State's higher education community and extending the pattern of steady growth developed during its 30+ years of accreditation by the Commission on Career and Technical Institutions.

From the original three technical programs, academic offerings have grown to 62 associate degree, diploma, professional certificate and certificate programs. While professional programs remain the heart of education at NHTI, the College's Associate in Arts programs are increasingly being recognized as excellent, low-cost ways to begin one's baccalaureate education; and full CIHE accreditation has expanded already strong transfer options. The college now offers classes six days a week and every weekday evening, as well as distance learning opportunities, business and industry-specific training workshops, and courses at several off-campus locations.

In 2007, the name NHTI-Concord's Community College was adopted to reflect the addition of business, education, general studies, human services, justice/legal studies, liberal arts, and other programs. The College has truly emerged as a comprehensive community college serving the needs of students, businesses and the community.

From 16 original faculty, the roster has grown more than 100 full-time faculty, plus over 150 adjunct faculty. The faculty is characterized by a strong mix of academic and professional experience, which ensures that students receive up-to-date professional education and skills presented using creative teaching strategies. The College's commitment to life-long learning ensures that faculty and staff are provided with professional development opportunities to enhance both professional and pedagogical skills, such as pursuing advanced degrees, attending conferences and workshops, and engaging in reflective teaching and learning activities.

NHTI has a long tradition of providing comprehensive services to an expanding and increasingly diverse student population. The current library, which opened in April 2001, has a dedicated staff that assists students with

all their information needs, including print, audio, video, and electronic resources. The Learning Center, once a single room staffed by a single professional, is now housed in the library and provides tutoring, disabilities services, and other types of academic supports. The Multicultural Center helps international students and English for Speakers of Other Languages students with language and cultural skills. The Admissions, Registrar, Bursar and Financial Aid offices are all located near one another for convenient "one-stop" assistance. In addition, the Child and Family Development Center, which opened in November 2001, provides childcare and family education programs to both the campus community and the community at large.

NHTI has maintained an ongoing commitment to the creation of a welcoming social environment for both commuter and resident students. The Student Affairs staff provides students with many extracurricular activities options: 30 student clubs and student organizations; intercollegiate and intramural sports are available; and NHTI's athletic facilities are widely used by the broader community. Service learning activities provide opportunities for students to reach out to their local community. A new 16,000-square-foot Student Center, opened in September 2005, provides expanded space for student lounges and meeting rooms as well as support services.

From one classroom building and one residence hall, the physical facilities have expanded to include four classroom buildings, three residence halls, the library, the Dr. Goldie Crocker Wellness Center, numerous athletic fields, and the Child and Family Development Center, as well as the administrative offices of the Community College System of New Hampshire, the Christa McAuliffe Planetarium, and the New Hampshire Police Standards and Training Academy. The Seekamp Trail, created in 2000 in memory of a long-time chairman of the NHTI Advisory Board, encircles the pond on the south side of the campus; and new trails are planned for the north side of campus along the Merrimack River. The campus community takes pride in ensuring that the condition of buildings and grounds enhances the learning environment.

As the student population and the campus continue to grow into the 21st century, the faculty, staff, and administration at NHTI have dedicated themselves to the college's Mission/Values/Vision Statement: to "uphold, expand, and improve opportunities for student success." With an eye on its traditions of excellence, NHTI is committed to creating a future as distinguished as its past.

# ORGANIZATION AND ADMINISTRATION

NHTI, Concord's Community College is a postsecondary educational institution established by the Legislature in 1961 to fulfill a statewide mission. It is a part of the Community College System of New Hampshire, which is directed by a Board of Trustees and a Chancellor.

The System includes seven regional community colleges, and the New Hampshire Police Standards and Training Academy.

## NHTI, CONCORD'S COMMUNITY COLLEGE

31 College Drive • Concord, NH 03301-7412  
(603) 271-6484 or 1-800-247-0179 • [www.nhti.edu](http://www.nhti.edu)

## COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE:

### White Mountains Community College

2020 Riverside Drive  
Berlin, NH 03570  
Telephone: (603) 752-1113

### Lakes Region Community College

379 Belmont Road  
Laconia, NH 03246  
Telephone: (603) 524-3207

### Nashua Community College

505 Amherst Street  
Nashua, NH 03063  
Telephone: (603) 882-6923  
or (603) 882-7022

### River Valley Community College

1 College Drive  
Claremont, NH 03743  
Telephone: (603) 542-7744

### Manchester Community College

1066 Front Street  
Manchester, NH 03102  
Telephone: (603) 668-6706

### Great Bay Community College

277 Portsmouth Avenue  
Stratham, NH 03885  
Telephone: (603) 772-1194

### NH Police Standards and Training Academy

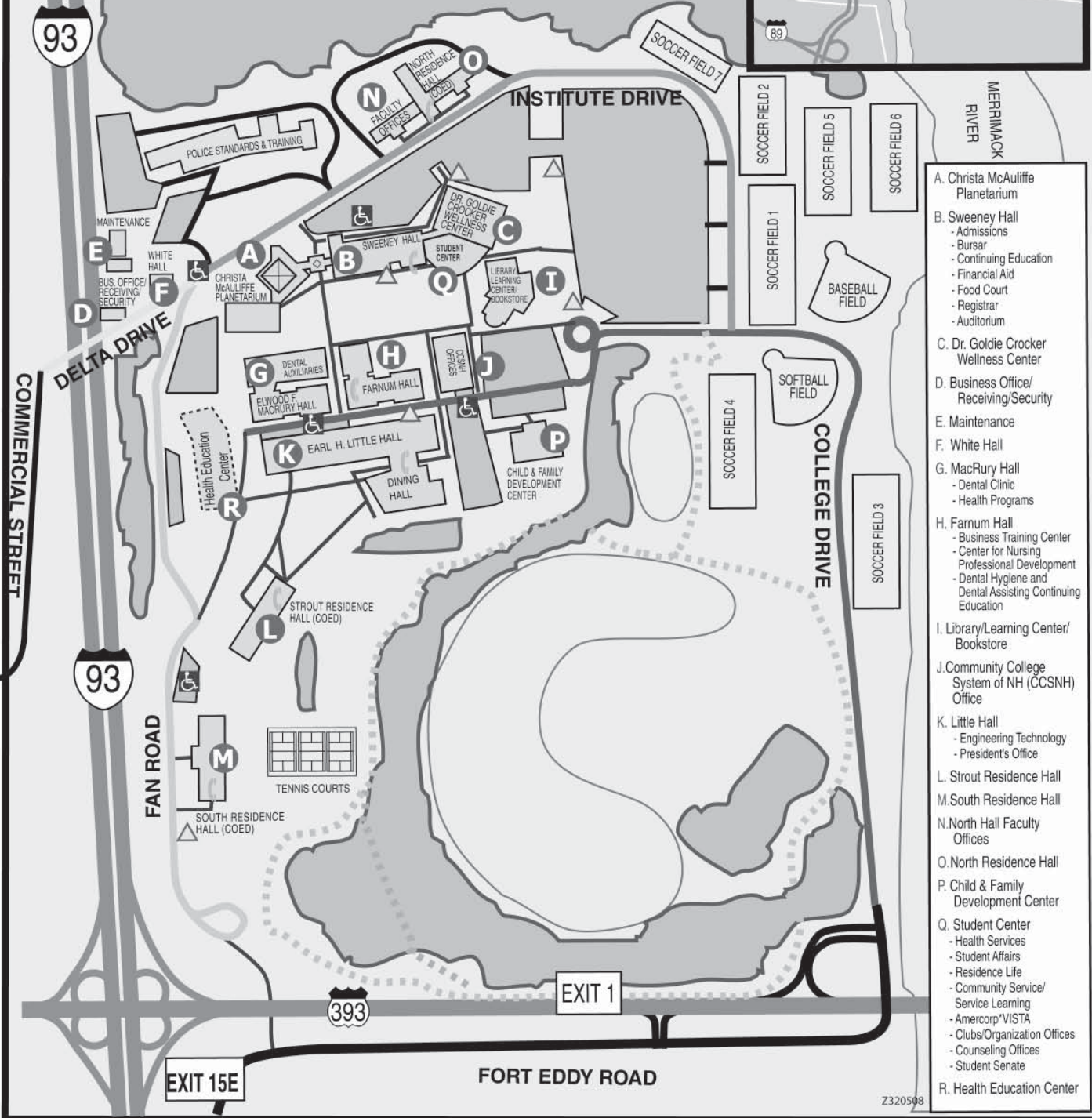
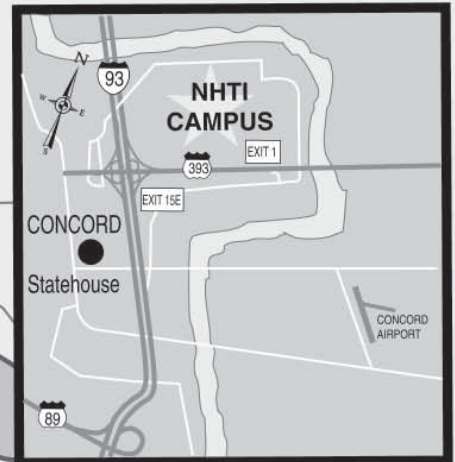
17 Institute Drive  
Concord, NH 03301  
Telephone: (603) 271-2133

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- CODE BLUE PHONES
- PARKING LOTS
- HANDICAPPED PARKING
- BUILDINGS
- WALKWAYS
- SEEKAMP NATURE TRAIL
- PAY PHONES



- A. Christa McAuliffe Planetarium
- B. Sweeney Hall
  - Admissions
  - Bursar
  - Continuing Education
  - Financial Aid
  - Food Court
  - Registrar
  - Auditorium
- C. Dr. Goldie Crocker Wellness Center
- D. Business Office/Receiving/Security
- E. Maintenance
- F. White Hall
- G. MacRury Hall
  - Dental Clinic
  - Health Programs
- H. Farnum Hall
  - Business Training Center
  - Center for Nursing Professional Development
  - Dental Hygiene and Dental Assisting Continuing Education
- I. Library/Learning Center/Bookstore
- J. Community College System of NH (CCSNH) Office
- K. Little Hall
  - Engineering Technology
  - President's Office
- L. Strout Residence Hall
- M. South Residence Hall
- N. North Hall Faculty Offices
- O. North Residence Hall
- P. Child & Family Development Center
- Q. Student Center
  - Health Services
  - Student Affairs
  - Residence Life
  - Community Service/Service Learning
  - Amercorp/VISTA
  - Clubs/Organization Offices
  - Counseling Offices
  - Student Senate
- R. Health Education Center





# Start Here... Go Anywhere!



## Directions to NHTI

### 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 East to I-393 to Exit 1 and follow signs.

### From Points East

Route 4 to I-393 to Exit 1 and follow signs.



**NHTI**  
Concord's Community College

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NHTI is one of seven colleges in the Community College System of New Hampshire. For more information on any of them, dial toll free 1-800-247-3420.

