

<b>Course Number:</b> Human Growth & Development, PSYC 220C-M
<b>Hours: Lecture – 3.0, Lab – 0.0, Credits – 3.0</b>
<b>Prerequisite(s):</b> PSYC 105C or PSYC 105MC
<b>Term:</b> Spring, 2026
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## Course Description

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.

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## Learning Outcomes

### Educated Person Statement of Philosophy

Upon completion of this course, students will be able to:

- Describe human development and the life span approach, contrasting the biosocial, cognitive, and psychosocial contexts of development and explaining how development relates to continuity and change.
- Demonstrate knowledge of the major theoretical perspectives of human development.
- Explain the impact of nature and nurture on human development throughout the life span.
- Explain how various types of research contribute to an understanding of human development by describing commonly used methods in research on human development and evaluating the strengths and weaknesses of longitudinal versus cross-sectional research.
- Demonstrate critical thinking skills through examination, reflection, and questioning aspects of human development from childhood through the aging process to death and dying.

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## Course Materials and Resources

### Textbooks, Required:

Book title: *Lifespan Development*

Authors: Diana Riser, Rose Spielman, David Biek

Publisher/website: OpenStax

Publication date: Oct 16, 2024

Location: Houston, Texas

Book URL: <https://openstax.org/books/lifespan-development/pages/1-what-does-psychology-say>

Color: ISBN-13: 978-1-711472-93-5

Black and White: ISBN-13: 978-1-711472-92-8

Digital PDF: ISBN-13: 978-1-961584-53-2

### Materials, Required:

n/a

### Software, Required:

An online course requires good Internet access and a computer with a webcam. NHTI provides the software and apps you will need, such as Canvas for our course's site and Outlook for email.

## Resources, Suggested:

The textbook is available online free of charge through Openstax. If you are interested in having a paper copy of the book you can order it through the bookstore or online at [eFollet](#).

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## Canvas Orientation

If this is your first time using Canvas at CCSNH, please complete the [Canvas student orientation](#) to familiarize yourself with its navigation and use.

## Available Technical Support

If you need help navigating this course, explore the Canvas [Student Guide](#). The Student Guide, Chat, and Phone offer helpful information and are always found by clicking on the help button on the bottom-right of every page in Canvas.

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## Instructional Approach

This course is broken into parts, spread over 16 weeks, with both in person classroom instruction and online submission of school work through Canvas. This course relies on a chronological exploration of the psychology present throughout the human lifespan. It is expected that each student will read the required chapters prior to each class and complete the online quiz and all required assignments to help facilitate useful classroom participation and discussion.

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## Assessment of Learning

### Assignment/Assessment Descriptions

#### 1. Class Participation

Attendance in class is expected. In addition to attendance, you will be graded on being prepared for class, meaning you have read the material and are prepared to discuss through in class discussions and small group projects.

#### 2. Developmental Theory Research Paper

##### Overall Goal

In this assignment, you will explore a major developmental theory and examine how it is used, tested, and revised in current psychological research. Rather than simply summarizing a theory, you will analyze how well it explains human development when evaluated using recent empirical evidence.

You will select one developmental theory discussed in this course and locate peer-reviewed research studies that support, extend, or challenge the theory. Using these sources, you will explain the core ideas of the theory, evaluate what current research says about its strengths and limitations, and apply the theory to a specific developmental stage or real-world context (such as education, parenting, mental health, or aging).

This assignment is scaffolded into multiple steps to help you build strong academic skills. You will first practice identifying and summarizing research, then write a draft that integrates theory and evidence, and finally revise your work based on instructor feedback.

### **STEP 1: Annotated Bibliography (Research Foundation)**

#### **Purpose**

To locate, evaluate, and summarize current peer-reviewed research related to a chosen developmental theory.

#### **Instructions**

Choose **one developmental theory** from below:

- Piaget's Cognitive Development Theory
- Erikson's Psychosocial Development Theory
- Vygotsky's Sociocultural Theory
- Behaviorism (Skinner, Watson)
- Social Learning Theory (Bandura)
- Attachment Theory (Bowlby & Ainsworth)
- Information Processing Theory

Locate **at least three peer-reviewed research articles** published within the last **10 years**.

Create an **annotated bibliography** in APA format.

#### **Each annotation must include:**

Full APA citation

A brief summary of the study's purpose, method, and findings (4–5 sentences)

An explanation of how the study supports, extends, or challenges the theory (2–3 sentences)

#### **Requirements**

**Length:** ~1–1½ pages total

**Format:** APA 7th edition

**Sources:** Scholarly, peer-reviewed only

### **STEP 2: First Draft with Instructor Review (Theory + Research Integration)**

#### **Purpose**

To synthesize theory and research into a structured academic argument and receive formative feedback before final submission.

#### **Instructions**

Write a complete first draft of the paper using your approved sources from Step 1.

#### **Draft must include:**

##### **Introduction**

Overview of the theory

Thesis statement indicating developmental stage and focus

##### **Theory Overview**

Key concepts and assumptions

##### **Research Review**

Summary and comparison of at least two research studies

##### **Application Section**

Apply the theory to a specific developmental stage or real-world context

##### **Conclusion**

#### **Requirements**

**Length:** 3–4 pages (not including references)

**Format:** APA, double-spaced

**Sources:** Minimum of 3 peer-reviewed studies

### **STEP 3: Final Draft (Revision & Polished Submission) Purpose**

To demonstrate improvement through revision and submit a polished academic paper.

#### **Instructions**

Revise your draft using instructor feedback. Focus on:

- Clarifying arguments

- Strengthening research integration
- Improving organization and APA formatting

**Final Submission Must Include:**

- Revised paper (3–4 pages)
- APA reference list
- Evidence of meaningful revision

**Reflection (½ page, required)**

Along with your paper please also submit a reflection that answers the following questions:

- How did your understanding of the chosen developmental theory change from the beginning of the assignment to the final draft?
- What did you learn about how developmental theories are tested, supported, or challenged through empirical research?
- What feedback from your instructor was most helpful, and how did you use it to improve your paper?
- What specific changes did you make between the first and final drafts?
- How has this assignment influenced how you think about human development in your own life or future career?

### 3. Quizzes:

There will be Quizzes on Canvas. They will be completed in class every week. If you are unable to attend class and need to make up a quiz please contact the professor to discuss arranging a way to take the exam with the lockdown browser at home.

### 4. Midterm:

The midterm exam will be completed on canvas in class.

### 5. Final Exam:

The final exam will be completed on canvas in class.

### 6. Reflection Papers:

There will be three short written reflections (1–2 pages, approximately 500–750 words each) connecting course concepts to lived experiences, observations, or real-world examples. Reflections should demonstrate understanding of course material and thoughtful application rather than personal opinion alone.

**General Requirements (All Reflections):**

- 1–2 typed pages (500–750 words)
- Double-spaced, 12-point font
- Use at least one course concept or theory accurately
- Personal examples may be used but must be clearly connected to course content
- Cite the textbook when appropriate (APA style, simplified)
- Submitted at the start of class on the due date

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## Grading Criteria and Grade Calculation

Category	% of Final Course Grade
Class Participation	20%
Quizzes	20%
Lifespan Project	25%
Reflection Journals	15%
Midterm/Final Exam	20%
<b>Total</b>	<b>100%</b>

Grading Schema	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

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## Course Schedule

Please see canvas for the course schedule

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## Course Notices

### Faculty Email Response Time

Faculty member will typically respond with 24 hours on weekdays and 48 hours over holidays or weekends.

### Posting of Grades

Grades will be posted in the Canvas Gradebook. Your final grade will be posted in the Student Information System (SIS), which is the grade on your transcript.

### Attendance Policy

Attendance every week is expected in the classroom.

### Late Assignment Policy

Late assignments will receive a **3-point deduction for each day they are late**, so that is 21 points lost if your assignment is submitted one week late. If I can't open an assignment, usually because it was not created on Microsoft WORD or saved as rich text format, I will email you, so check your email on a regular basis.

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## NHTI Academic Affairs Notices – Spring 2026 [[Academic Affairs notices](#)]

This notice must be included in all course syllabi.

Students must meet all academic policy requirements and are expected to acquaint themselves with these policies by visiting the college's website. Full details are available on the [NHTI website](#).

### Course Drop/Withdrawal and Refund

A full-semester course must be dropped by notifying the Registrar's Office or the Academic Advising Center prior to the end of the 14th calendar day of the semester to receive a 100% refund of tuition, less non-refundable fees. After that time, the student may submit an Add/Drop Form to the Registrar's Office or Advising Center, but no refund will be granted. Ceasing to attend a class does not constitute an official drop or withdrawal and may result in a failing grade. Officially dropping a course prior to the completion of 60% of its scheduled duration will result in a grade of W. After that time, a grade of WP or WF will be issued depending on the student's standing at the time of the drop. Dates are prorated for courses offered in an alternative format; contact the Registrar's Office or Advising Center for details. Classes that run for less than the full semester have 7 calendar days from the start of the alternative semester to drop with a full refund. See the [NHTI Dropping Classes/Withdrawing Policy](#).

Dates for the Spring 2026 full semester are:

#### Full Semester Courses (1/20/2026–5/9/2026)

- Last day to drop with full refund: February 2, 2026
- Last day to withdraw with grade of W: March 26, 2026

#### First-Half Semester Courses (1/20/2026–3/14/2026)

- Last day to drop with full refund: January 26, 2026
- Last day to withdraw with grade of W: February 20, 2026

#### Second-Half Semester Courses (3/23/2026–5/9/2026)

- Last day to drop with full refund: March 30, 2026
- Last day to withdraw with grade of W: April 20, 2026

### Classroom Etiquette

Academic integrity is of primary importance in the classroom, whether the classroom be face-to-face or online. Students and faculty are responsible for creating and maintaining an environment that supports an effective learning community. It is therefore imperative that students and faculty demonstrate mutual respect. Inappropriate behavior may compromise the learning and performance of all students. Such inappropriate behaviors include but are not limited to: late arrivals/early departures; loud or prolonged side conversations; use of cell phones; computers (other than for legitimate academic use); music devices; and use of derogatory or vulgar language. All students are expected to abide by the [Student Code of Conduct](#) as published in the [Student Handbook](#) subject to sanctions as described therein for any violations.

## Classroom Safety and Emergency Protocols

NHTI values the safety of its community members and guests. The [NHTI Campus Safety Department](#) encourages the reporting of all crimes, conduct concerns, or suspicious activity to the NHTI Campus Safety Department Monday-Friday from 8 a.m.-4 p.m. at 603-230-4042, and after hours and on weekends on the Emergency Line at 603-224-3287. You may [report non-emergency information online](#). If an emergency requires police, fire, or medical response, students are encouraged to contact 911 first and then contact the NHTI Campus Safety Department. Emergency information will be provided to the college community via email, phone, and text through the NHTI Alerts program RAVE. Ensure your information is current in [RAVE](#) by logging on. NHTI's Campus Safety Department provides its [Annual Security and Fire Safety Reports and information on Campus Policies, Emergency Response, and Crime Prevention](#). To aid in emergency response situations, all NHTI classrooms and offices have fire evacuation plans posted by the door and emergency cards at teacher stations. Emergency cards contain emergency response information along with first aid box/AED locations on campus. Students are asked to familiarize themselves with these items; questions or concerns can be directed to the [NHTI Campus Safety Department](#).

## Process to Address a Classroom Concern

NHTI is committed to creating and maintaining a positive and productive learning environment for all students. Students who have concerns about any aspect of the classroom experience should first discuss the concern with the course instructor. Discussions may be held in person, via telephone, or through the CCSNH email system. In the event that discussion with the course instructor does not resolve the issue, the concern should then be brought to the appropriate [department chair](#). Only after a student has been unable to resolve the issue through discussion with their course instructor and department chair should a student bring concerns to the vice president of Academic and Workforce Education.

Where the concern about the classroom experience involves discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or veteran status, as defined under applicable law, the student should also report the conduct as follows:

Report harassment based on sex, sexual orientation, marital status, or gender identity or expression to the college's Title IX coordinator and/or the [NHTI Campus Safety Department](#) and follow the process in [Student Affairs Policy 730.04](#).

Report harassment based on race, color, religion, national or ethnic origin, age, disability, genetic information, or veteran status to the [NHTI Campus Safety Department](#), NHTI Student conduct coordinator, or, if an employee is involved, the NHTI Human Resource office.

Where the concern involves a grade appeal, the student must follow the process and timeline outlined in the following [Academic Affairs policy](#).

## Civil Rights and Equity Issues (Discrimination and Harassment)

NHTI is committed to creating a professional setting for its students and employees and a community atmosphere grounded in mutual respect, dignity, and integrity. In light of these objectives, NHTI prohibits all manner of discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital

status, disability, gender identity or expression, genetic information, and veteran status, as defined under applicable law.

The college is sensitive to the concerns an individual may have in coming forward with a complaint regarding discrimination. The grievance-reporting procedures outlined in the Student and Employee Handbooks are designed to provide a safe, confidential, and supportive environment in which an individual may discuss concerns. Retaliation of any kind against anyone making an allegation of discrimination, anyone involved in the investigation, or anyone involved in the decision regarding corrective and/or disciplinary action is prohibited and will result in disciplinary action against the retaliator. Any NHTI student, employee, or visitor who has observed, is aware of, or has been a victim of discriminatory or harassing behavior while engaged in an NHTI-sponsored activity should report such behavior to the correlating contact:

- Report discrimination or harassment based on sex, sexual orientation, marital status, or gender identity or expression to the college's Title IX coordinator or the [NHTI Campus Safety Department](#) by email or by phone: 603-230-4042, and follow the process in [Student Affairs Policy 730.04](#).
- Report discrimination or harassment based on race, color, religion, national or ethnic origin, age, disability, genetic information, or veteran status using the grievance process outlined in the [Civil Rights/Equity Grievance Procedures](#) page on NHTI's website.

For complaints against another student, contact:

1. The NHTI Campus Safety Department by email at [nhticampusafety@ccsnh.edu](mailto:nhticampusafety@ccsnh.edu) or 603-230-4042
2. The NHTI student conduct coordinator by email at [nhtistudentconduct@ccsnh.edu](mailto:nhtistudentconduct@ccsnh.edu) or 603-271-6484 x4292

For complaints against an employee or college vendor, contact:

3. The NHTI Campus Safety Department by email at [nhticampusafety@ccsnh.edu](mailto:nhticampusafety@ccsnh.edu) or 603-230-4042
4. The NHTI Human Resource Office, located in Sweeney Hall, at 603-230-4002

## Reporting Sexual Misconduct, Violence, or Exploitation

At NHTI, every attempt is made to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence, and exploitation of individuals, per federal statutes, New Hampshire State laws including NHRSA 188:H, and in compliance with established policies and procedures at NHTI. If a student has been subjected to sexual misconduct, violence, or exploitation, we encourage them to contact:

5. NHTI Title IX coordinator Shawna Bateman by email at [sbateman@ccsnh.edu](mailto:sbateman@ccsnh.edu) or 603-230-3595
6. The NHTI Campus Safety by email at [nhticampusafety@ccsnh.edu](mailto:nhticampusafety@ccsnh.edu) or 603-230-4042
7. Crisis Center of Central New Hampshire at 866-841-6229, a confidential resource

Additional information including resources, can be found online at:

8. NHTI: [Title IX resources](#)
9. [New Hampshire Coalition Against Domestic and Sexual Violence](#)
10. uSafeUS safety application [<https://usafeus.org>]

## Academic Center for Excellence

The Academic Center for Excellence (ACE), located in the Learning Commons Library, provides free academic assistance to all NHTI students. ACE offers peer and professional

tutoring in accounting, A&P, biological sciences, math, chemistry, and physics, among many additional subjects. The Writing Center and Study Solutions Lab, located within ACE, offer assistance with writing, reading, and study skills. For more information, call 603-230-4027 or the [NHTI ACE](#) page on NHT's website.

### **Accessibility Services (<https://www.nhti.edu/accessibility-services>)**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991, students with disabilities are eligible to receive accommodations and services to ensure equal access to classes and programs. Students with disabilities are encouraged to contact the coordinator of Accessibility Services as soon as possible for a confidential discussion regarding their learning needs and the process for requesting reasonable accommodations in the classroom. Once Accessibility Services has approved services, the student must show the Letter of Accommodation to their instructor. Accommodations are not provided retroactively. Accessibility Services is located in ACE or by email at [nhtiaccessibilityservices@ccsnh.edu](mailto:nhtiaccessibilityservices@ccsnh.edu).

### **CCSNH Classroom Recording Policy**

As per CCSNH policy: "Students are not permitted to record any class lectures, activities, or discussion using electronic video, still photo, or audio recording unless the student first obtains permission from the instructor. If the recording is made as a recommended, reasonable accommodation or modification for a student with a disability, permission shall not be unreasonably withheld." To view the entire policy, visit the [System Policies webpage](#) and select the System Policies for Academic Affairs (section 600).

### **Cross-Cultural Education and ESOL**

[Cross-cultural education services and English for Speakers of Other Languages \(ESOL\)](#) provide tools, strategies, and materials necessary for multilingual students and their instructors. Services include advising and support in settling into college and community life. Prospective students may test to allow for appropriate academic recommendations and course placement and registration. ESOL courses are offered for college credit throughout the year. An academic transition process allows students to take ESOL courses and required courses in their chosen program simultaneously. One-on-one and open-group tutoring is offered through ACE. Programs that assist members of the international, immigrant, and host communities are offered to better support cross-cultural communication. Call 603-230-4055 for more information.

### **Plagiarism/Cheating Policy**

As stated in the [NHTI Student Handbook](#), honesty is expected of all NHTI students. In academic matters, this includes the submission of work that clearly indicates its source. Dishonest acts include cheating and plagiarism. Cheating includes, but is not limited to, the use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or exams or in the preparation and completion of class assignments; dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition, without permission, of tests or other academic

material belonging to a member of the CCSNH colleges' faculty, staff, or students; or knowingly providing unauthorized assistance to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments. Plagiarism includes, but is not limited to, the use (intentional or unintentional) by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and the unacknowledged use of materials prepared by another person or agency engaged in providing term papers or other academic materials via direct sale, barter, or other means. Cheating and plagiarism are serious disciplinary matters subject to the same penalties and procedures as other NHTI disciplinary matters. Penalties levied in proven cases of cheating or plagiarism may include the issuance of a grade of AF (which may lead to delay of graduation), suspension or dismissal from a program/the college, or other sanctions as deemed appropriate.

### **Emergency Closure, Early Closure, and Delayed Start of Classes**

NHTI values the safety and well-being of our students, staff, and faculty. The college notifies students and employees of emergencies through college email accounts using NHTI Alerts through the Rave Mobile Safety system. Students are encouraged to sign up to receive emergency notifications by text or personal email accounts. Sign up at [Get Rave](#). An announcement will be made on [WMUR.com](#) and will be posted NHTI's website and social media accounts.

In the event of an emergency that requires NHTI to close and/or cancel classes for a day or more, instructors will post a message in Canvas and may use additional means to communicate to students what effect this will have on the class, such as a Zoom meeting, completing a discussion board assignment, or changing the due date for an assignment. NHTI instructors understand that students may experience power and/or internet outages and will work with students to ensure class needs are met.

If circumstances require NHTI to have a delayed opening, students should be prepared to begin their school day with whatever required activity would normally be occurring at the announced opening time. For example, if a 2-hour delay is announced, and a student is scheduled for a class that normally meets from 8:00-10:50 a.m., the student should come to that class at 10 a.m. for the remaining 50 minutes of class; classes that are normally completed before 10 a.m. would be cancelled.

If circumstances require NHTI to close early, students should participate in required activities until the closing time. For example, if NHTI closes at 4 p.m. and a student has a class that runs 3-5 p.m., the student should attend the class until 4 p.m.

### **Grade Reporting**

Faculty submit grades electronically to the Registrar's Office at the end of each final exam period. Final grades are not mailed to students. It is the student's responsibility to review their final grades via the Student Information System. Students who receive an I (Incomplete) should coordinate with the instructor to complete the remaining coursework as soon as possible. Unresolved grades will convert to an F automatically at the end of the third week of the following semester. An incomplete will place a student's financial aid status on hold for the subsequent semester.

## **Student Athletes**

NHTI values its student athletes and wants them to be successful both on and off the field/court. Student athletes participating on any NHTI-sponsored team must provide their instructors documentation from the NHTI Athletic Department confirming their participation, as well as a schedule of practices and games, during the first week of the semester or immediately upon joining a team (if joining after the semester begins) to receive consideration for excused absences, make-up testing, or other related accommodations. This documentation must be presented in advance of special requests. Participation on an NHTI athletic team does not excuse any student from compliance with course requirements. Faculty are not required to excuse students from class or lab to attend practice sessions, and there may be circumstances (such as clinical requirements) under which athletes may not be excused for games, though every effort will be made to accommodate the schedules of student athletes who work responsibly with their instructors.

## **Student Email**

Official CCSNH email accounts are created at the time of course registration or program acceptance. This is the only email address that will be recognized by NHTI for any required correspondence in NHTI-controlled courses and serves as the official account for all electronic communication with the college. This ensures all students are able to comply with the email-based requirements specified by faculty. Students are responsible for checking their official student email regularly and reading all college-related communications. The email system is college property. All messages composed, sent, or received on the email system are and remain the property of CCSNH/NHTI. The CCSNH email system is not to be used to create or forward offensive messages. CCSNH is not responsible for the handling of email by outside vendors.

## **Academic Credit**

NHTI awards academic credit in accordance with the policy of CCSNH, which equates a credit hour to one hour\* of lecture per week for 15-16 weeks\*\*; 2-3 hours of lab per week for 15-16 weeks\*\*; 3 hours of practicum per week for 15-16 weeks\*\*; 3-6 internship hours per week for 15-16 weeks\*\*; or 3-5 clinical hours per week for 15-16 weeks\*\*. In awarding academic credit, NHTI faculty create instructional plans, activities, and assessments with the expectation that students will spend a minimum of 2-3 hours outside of class per week per credit (\*\*) in related course activities (completing assignments, studying, etc.).

\*One instructional hour equals 50 minutes.

\*\*All per-week hours should be prorated accordingly for alternative-length semesters. For example, a course that meets for 3 hours per week in a 16-week semester and requires 6-9 hours per week of additional work outside the classroom would meet for 6 hours per week and require 12-18 hours per week of additional study time when offered in an 8-week format.