

NEW HAMPSHIRE COLLEGE

GENERAL CATALOG 1983-85



N.H. COLL.
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New Hampshire College General Catalog 1983-85

Information contained in this publication is correct as of September 1, 1983; but all information including but not limited to costs, rules and regulations, program requirements, course content and staff, is subject to change at any time.

New Hampshire College does not discriminate on the basis of handicap, race, color, creed, sex, age or national origin in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities.



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Degree Programs

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Undergraduate School of Business

Bachelor of Science Degrees in:

- Accounting
- Business Communication
- Business/Distributive Teacher Education
- Computer Information Systems
- Economics/Finance
- Hotel/Restaurant Management
- Management
- Management Advisory Services
- Management Information Systems
- Marketing
- Office Administration
- Retailing
- Techni-Business

Associate in Science Degrees in:

- Accounting
- Administrative Assistant—Word Processing Specialist
- Culinary Arts
- Electronic Data Processing
- Executive Secretarial
- Fashion Merchandising
- General Studies
- Legal Secretarial
- Management

Graduate School of Business

- Master of Business Administration with concentrations in Accounting and Management
- Master of Science Degree in Business Related Subjects

School of Human Services

- Associate in Science Degree in Human Services
- Bachelor of Science Degree in Human Services
- Master of Science Degree in Human Services

Accreditation

New Hampshire College is accredited by:

- The New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been care-

fully evaluated and found to meet standards agreed upon by qualified educators.

- The Association of Independent Colleges and Schools as a Senior College of Business.
- The New Hampshire Postsecondary Education Commission.
- New Hampshire State Department of Education for Teacher Certification.

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New Hampshire College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

New Hampshire College is also:

- Approved for the education of veterans and the children of veterans.
- Approved for the rehabilitation training of handicapped students.
- Authorized under Federal Law to enroll non-immigrant alien students.
- Listed in the Department of Education's Education Director, Part 3, Higher Education.

The New Haven, Connecticut campus of the New Hampshire College School of Human Services, is:

- Licensed by the Board of Higher Education of the State of Connecticut.

New Hampshire College

Mission

New Hampshire College is a private, non-profit, independent, pluralistic college which provides quality education within the framework of selected career oriented educational opportunities and professional development. As an institution, the college is committed to prepare its students to participate in a changing and increasingly more complex world of competing ideologies, varying community concerns, and changing business, social and personal needs.

While the college remains primarily a teaching institution, relevant research and public service activities shall play an increasingly strong role in its educational process.

New Hampshire College actively presents itself to its various communities so that they will use the appropriate available resources of the college.

The college shall realize a degree of controlled growth. The growth process, however, shall recognize fully the need to continue the highest standards of program quality and the quality of student life. The college will look to individual benefactors, business, industry, government, and its own resources to achieve these goals.

History of the College

New Hampshire College is a private, non-profit, accredited, coeducational institution located in Manchester and Hooksett, New Hampshire. The college was founded in Manchester by the late H.A.B. Shapiro in 1932 as the New Hampshire School of Accounting and Secretarial Science. During the years 1932 to 1960, the college remained relatively small.

In 1961, the college was incorporated and the name was changed to New Hampshire College of Accounting and Commerce. The State of New Hampshire granted the college a charter in 1963, making it a degree-granting institution of higher education. The first associate's degrees were awarded the same year, and three years later, the first bachelor's degrees were conferred.

On September 1, 1968, the college became a non-profit institution and shortly thereafter selected its first board of trustees. The name was changed to New Hampshire College on September 19, 1969. In August 1987, a new campus was opened replacing the previous downtown Manchester location. In September 1974, the college began a Master of Business Administration program.

In the Spring of 1981, the General Court of the State of New Hampshire authorized New Hampshire College to award the Master of Human Services Degree and the Master of Science Degree in Business related Subjects and the college purchased a north campus, the former Mt. St. Mary College in Hooksett.

New Hampshire College now has a day college enrollment of more than

1600 students, 1100 students in the Graduate School of Business, more than 500 students in the School of Human Services and nearly 3000 students in its continuing education programs.

Location and Facilities

4 New Hampshire College maintains a dual-site campus in the Manchester/Hooksett area of southern New Hampshire. Manchester, the Granite State's Queen City, has a population of approximately 100,000, and is a growing educational, industrial and cultural center.

New Hampshire's outstanding recreational and historical sites are all close to the college. Boston, with its cultural advantages and activities, is just a one hour drive away. New interstate highways and frequent air and bus service link Manchester with the entire northeast.

The south campus, consisting of more than 200 wooded acres, is located along the Merrimack River on the Manchester/Hooksett line. It has twenty major buildings including residence halls, an administrative-classroom building containing a modern computer center, a library resource center with TV studio, a student center with campus store and dining commons, and an athletic-recreational complex with two gymnasiums, competition size swimming pool and hockey rink. There are also a number of athletic fields and lighted tennis courts.

The north campus is 4.7 miles from the south campus. Located along Route 3, the Daniel Webster Highway North, the north campus site features eleven buildings on more than 500 wooded acres. There are residence halls, faculty and administrative offices, classrooms, meeting and recreational facilities, dining facilities and three theaters with stages. The principal administrative offices of the Graduate School of Business and the School of Human Services are located on the north campus.

New Hampshire College's Continuing Education Centers are located in Manchester, Portsmouth, Salem, Nashua, Keene, Laconia, Claremont and Concord, New Hampshire as well as in Brunswick, Maine and Roosevelt Roads and San Juan, Puerto Rico.

The School of Human Services operates in New Haven, Connecticut, and in New Hampshire's north country as well as on the main campus.

New Hampshire College and University Council

New Hampshire College is a member of the New Hampshire College and University Council, a consortium of colleges in New Hampshire. New Hampshire College participates in the consortium's student exchange program, which permits students at any member college to enroll on a space available basis for one or more courses at another member college. Students can, therefore, select courses which may not be available on their own campus. In this way, the advantages of a large university combine with the advantages of a small college.

As a member of the consortium, New Hampshire College students also have access to the library collections of other member schools.

NHC in England

A valuable opportunity for student learning at New Hampshire College is its semester in England program. Students who possess a superior grade point average attend classes with British students as well as those from other nations. NHC students have the opportunity to compare business systems in other countries in an age of multinational corporations. There is usually time in students' schedules for travel throughout Great Britain and Europe.

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NHC students may take courses at two accredited British colleges, the Polytechnic of North London and Dorset Institute of Higher Education. The director of the program gives students an orientation on England. Advisors at each college help students select the right courses to satisfy their graduation requirements at New Hampshire College. The courses use the English system of evaluation requiring written papers rather than tests and quizzes. NHC credit is given for each course taken in England.

Polytechnic of North London

Students attending the Polytechnic of North London have an opportunity to spend the fall semester of the junior or senior year in a cosmopolitan world capital known for its many theaters, museums and other cultural opportunities. Students take a course on Contemporary Britain to help them appreciate their new cultural experience. The Polytechnic of North London, one of the largest Polytechnics in Great Britain, offers a wide range of courses in business, the humanities, social sciences and natural sciences. Besides receiving New Hampshire College credit for courses at the Polytechnic, students also receive any financial aid that they would have normally received had they spent the semester on the NHC campus. NHC students stay at the Y Hotel in central London. The Y Hotel includes an extensive athletic facility and offers many other services to resident students. Central London, with its multiple cultural opportunities and the West End, with its shopping and entertainment areas, are only minutes away from the Polytechnic. Students who have participated in past programs have returned from London with praise for the facilities and for the overall experience.

Dorset Institute of Higher Education

Dorset Institute of Higher Education is located in Bournemouth in southern England. The Institute has a department of tourism, catering and hotel administration with an international reputation. It has associations not only with colleges in Europe, America and the Far East, but also with the British tourism industry. New Hampshire College students in the Hotel/Restaurant Management major will especially be interested in the opportunities provided by Dorset.

The area around Dorset combines the advantages of an urban complex with the attraction of being located by the sea. Bournemouth has long been a summer holiday area. In addition to recreational opportunities and the attractions of restaurants, pubs and theatres, there are a number of historical and literary sites in the surrounding country of Dorset.

Reserve Officers Training Corps Program

New Hampshire College has Army and Air Force ROTC programs in co-operation with the University of New Hampshire and an Air Force ROTC prog-

ram in cooperation with the University of Lowell. These programs lead to a commission as a Second Lieutenant. Students enrolled in an ROTC program may be enrolled in any curriculum which leads to a baccalaureate or higher degree.

ROTC scholarships are offered on a competitive basis by both the Army and Air Force. Scholarships pay full tuition, all mandatory fees and required textbooks for all courses. All scholarships and non-scholarship students receive a tax-free \$100 per month subsistence allowance during their last two years of an ROTC program.

Non-Discrimination Policy — Sex

New Hampshire College, as required under Title IX of the Education Amendments of 1972 (Public Law 92-318), does not discriminate on the basis of sex in the educational programs or activities which it operates. The Compliance Officer under this law is Dr. Jacqueline Mara, Dean of Graduate School of Business, New Hampshire College, 2500 River Road, Manchester, NH 03104, Tel: (603) 485-8415. Grievance procedures providing for the resolution of student and employee complaints are on file in Dr. Mara's office.

Non-Discrimination Policy — Handicap

New Hampshire College does not discriminate on the basis of handicap in admission or access to, or treatment or employment in its programs and activities. The Compliance Officer under Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) is Vice President for Admissions and Financial Aid James Reynolds New Hampshire College, 2500 River Road, Manchester, NH 03104, Tel: (603) 668-2211.

Student Affairs

Student Affairs Philosophy

The Office of Student Affairs is committed to a developmental model of student growth. Since students are growing beings whose needs, objectives and goals vary individually, it is incumbent upon the college to assist each student with the maximum opportunity for growth within the mission of the college. It is a responsibility of the department to aid students in becoming whole and complex persons.

Areas of development about which the office is especially concerned include courtesy, respect for others, appropriate behavior, leadership, career planning, values, responsible drinking, academic achievement, critical thinking, good health, preventive medicine, competitive sports, lifetime recreation, the ability to deal with anxiety, and social and cultural awareness.

The Office of Student Affairs seeks to assist all students at New Hampshire College in solving both academic and nonacademic problems. Its programs are geared towards a successful experience for each student. The Office of Student Affairs includes athletic facilities management, health services, residence life, intercollegiate athletics, recreational and intramural sports, public safety, center for international and intercultural studies, counseling, student activities, and campus ministry.

Orientation

During the summer prior to admission all new students are required to attend a two-day orientation program which introduces them to the academic and social life of the college. During this period students have the assistance of the Office of Student Affairs, members of the faculty and administration, and upperclassmen to guide them through registration, course selection, and social activities.

Athletics

New Hampshire College supports an active athletic program as an integral part of the education process. Both intercollegiate and intramural competition is offered to men and women of the college community. On the intercollegiate level, men's teams are fielded in baseball, basketball, ice hockey, lacrosse, soccer and tennis. Women's teams offerings are basketball, soccer, softball, tennis and volleyball. The athletic department also sponsors the cheerleading squad. New Hampshire College is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference, and the New England Collegiate Conference.

The college sponsors a varied intramural program aimed at active student involvement in sports. Men's intramural sports are flag football, basketball, ice hockey, broom hockey, and racquetball. Women's intramurals are indoor soccer, indoor football, basketball, racquetball, and broom hockey. Badminton

ton, softball, swimming, tennis, volleyball, water basketball, and water polo are coeducational offerings.

Recreational courses available at New Hampshire College include aerobic exercise/dance, ballet/jazz dance, figure skating, power skating, scuba diving, self-defense for women, swimming classes, advanced life saving, synchronized swimming, tae kwon do, weight lifting, and yoga. The college also sponsors recreational activities including cross-country skiing, snowshoeing, cross-country running, and swimming meets.

Athletic Facilities

The college has two gymnasiums (one has a wooden floor with a seating capacity of 2,500; one has a synthetic surface with a seating capacity of 1,000 and a stage to accommodate a variety of college activities), a 25-meter six-lane competition swimming pool with a 200-seat viewing gallery, two racquetball courts, a weight room equipped with a Universal Gym system, a mirrored exercise/dance room, a training room, an equipment room, an Outing Club room, several locker rooms, team rooms and meeting rooms. Outdoor athletic facilities include a 200' x 85' lighted artificially-refrigerated ice hockey rink, four lighted tennis courts, two baseball diamonds, a softball diamond, a varsity game field and several practice fields. In addition, cross-country ski trails and nature trails are cut throughout the two campuses.

Cooperative Education/Internships/Placement

The Office of Cooperative Education/Internships/Placement is responsible for promoting services aimed at assisting students in personal growth and career planning throughout their college career. Workshops and individual advising, as well as assistance in resume writing and placement preparation, are available to all students.

Internships integrating classroom study with related on-the-job experience offer opportunities to gain experience in the business community while earning credits toward a degree. Internships bridge the gap between textbook theory and the actual practices of the working society and allow students to apply classroom knowledge to real employment situations, thus gaining confidence for future employment. Career choices can be tested early and realistically through the cooperative education program.

Internship

Recognizing that learning and education do not take place in the classroom alone, the internship program at New Hampshire College incorporates what the student learns in the classroom with practical work experience. Through participation in this program, students work in the business community, receive credit for the experience and in most cases are provided with a short term income. Some excellent internships are unpaid.

Domestic Internships. Most majors offer an opportunity for an internship experience. Depending on the program of study, a student may receive from three to 12 credits for a work place learning experience. Participants must be in good academic standing, and receive approval from the department chairperson and the Office of Cooperative Education before acceptance into the program. All candidates are also interviewed and screened by the pro-

spective employer who makes the actual selection of the intern. The college maintains a working relationship with current and potential intern employers, both within New Hampshire and throughout the United States. Students are also encouraged to develop business contacts that will assist them and the college in developing new opportunities.

As with regular classroom credits, students will be assessed the standard tuition charge for credits received during internships.

Foreign Internships. The foreign internship option offers students in the following disciplines — management, economics/finance, marketing, retailing, and hotel/restaurant management — the opportunity to spend either a full semester *or* the summer term working for 12 credits in Canada or England. Canadian or English internships may also be available in CIS/MAS (6 credits), accounting and fashion merchandising (3 credits). Limited work stations also exist in other European countries.

Career Planning and Placement

Career planning and placement activities promote programs and services aimed at assisting students in all phases of career planning, such as interviewing, evaluation of choices, professional attitudes, and career awareness. Traditional job-seeking assistance is offered, and contacts are made with representatives of business, government, and industry to recruit on and off campus. Career objectives and values as related to personal goals and lifestyles are challenged.

Counseling Services

Personal and emotional problems often interfere with effective learning and living. Moreover, a student with many strengths and abilities may still experience serious difficulties in some area that often can be effectively resolved through some form of counseling.

Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, drugs, conflicts with one's family and others.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Counseling sessions are confidential. You may arrange to see a counselor by contacting the counseling office in the student center.

Center for International and Intercultural Studies

The center has been established for two primary purposes. First, it is to serve the social, cultural and academic needs of a culturally diverse population, especially those of the college's international students. Second, the center is to capitalize on the presence of these groups to enlarge the scope of the educational and social experiences of all students.

As a division of student affairs, the center addresses several areas peculiar to international students. These include immigration requirements, transportation, social and academic adjustment as well as consular and foreign exchange matters. The center works closely with the Organization of International Students and the Office of Student Activities to provide diverse cultural and social activities for students with intercultural interests.

Finally, the center works with faculty and staff of the college and with external agencies to develop international and intercultural academic opportunities. These may include courses, workshops, seminars, lectures as appropriate.

Student-to-Student Advising

Students can often be extremely effective peer helpers. In order to take advantage of this the student affairs division has established a student-to-student advising program. Upperclass students are trained to assist new students and students in academic difficulty with the transition to New Hampshire College, particularly with study skills.

These are meetings held at orientation and followed up by small group and individual meetings.

In addition to study skills, these peer advisors are sensitive to a number of other issues and will either provide the needed assistance or make the appropriate referral.

Office of Residence Life

College housing is available both on the south and north campuses. On the south campus, facilities include dormitories, townhouses, and apartments. Dormitories consist mainly of double rooms in suite arrangements with capacities of 12-24 students. Students in dormitories share common bath and lounge facilities. Townhouses consist of four-person, two-level accommodations. The first level includes a living room and kitchen; above are bedrooms and a bath. Apartments consist of four- and six-person accommodations; students share a common kitchen, living room and bath.

All dormitory rooms are furnished with desks, chairs, beds, drapes and wardrobes. Townhouses and apartments are furnished with desks, chairs, beds, drapes, wardrobes, living room and kitchen furniture, as well as a stove and refrigerator. Students must provide their own pots, pans, and glasses; the college provides plates, cereal and dessert dishes, cups and saucers, knives, forks and spoons. Juniors and seniors usually reside in the apartments and townhouses; freshmen and sophomores are usually assigned to dormitories.

Housing at the north campus consists of dormitory accommodations. Students reside in single and double rooms that are furnished with a desk, chair, bed and dresser for each student. The residents share common lounge and bath facilities.

All undergraduate students, with the exception of married students or students living with a parent or legal guardian are required to live in college housing as long as accommodations are available.

The college requires each undergraduate student to reside in college housing for a minimum of two semesters, exclusive of the summer session. Being admitted to the college offers housing to a student; it does so for one academic year — not until the student graduates.

If accommodations are not available and students are granted permission to live off campus, this permission is only temporary, as students may be recalled to campus the following semester if space is available. Recalls will be based upon relative senior standing on a lottery basis in the following order:

(1) freshmen, (2) sophomores, (3) juniors, and (4) seniors. Because of this recall system, students are warned not to make long-term commitments for off-campus accommodations.

All freshmen resident students and any other students living in dormitories are required to be on the college's meal plan. Specific questions regarding the meal plan should be directed to the director of food service. Questions relating to the residence program should be directed to the director of residence life.

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Resident Assistants

Adjusting to college living is not always an easy experience. Realizing this, the college has staffed its living centers with resident assistants. They are upperclass students who are selected and trained to be of assistance to resident students. Their responsibility is to promote the well-being of students by providing a positive living experience. They do this by advising, referrals, and assisting students in various other ways. Students are encouraged to acquaint themselves with their resident assistant and to ask them any questions they may have. Questions concerning the resident assistant program should be directed to the assistant director of residence life.

Health Center

During the academic year, the south campus Health Center is open 8 am - 5 pm, Monday through Friday. Office hours are scheduled at the north campus as determined by student needs. The staff includes a nurse practitioner, a registered nurse, and a licensed practical nurse. The college physician is available by appointment.

Outpatient services available to students include treatment of common and acute health problems, diet counseling, pregnancy counseling, first-aid treatment, as well as management of common controlled chronic problems. Students may stay at the Health Center, on the south campus, for limited nursing care and if further care is needed, they may be admitted to a local hospital at the physician's recommendation.

Public Safety

The office of Public Safety is responsible for the safety of the New Hampshire College community — students, staff and bonafide visitors — as well as the security of college property. A complex dual role results - one of service as well as one of enforcing college regulations.

Safety and security are everyone's responsibility. A college community is made far safer when its residents are willing to cooperate with one another and with the public safety office.

Campus Ministry

The Campus Ministry Program at New Hampshire College strives to contribute to the college's goal of fostering the personal growth and development of students; however, it does so in a special way by addressing and responding to their religious needs and concerns.

By providing various programs and socials, retreats, and religious ser-

vices throughout the year, campus ministry offers students many opportunities to come together, to share and to experience God in their lives.

The campus ministry office is a place where students can meet and rap, share their life experiences, beliefs, values, doubts and questions concerning God and life in general. Also in areas of personal, spiritual, and religious concerns, the campus ministry office provides students with an opportunity for personal, confidential counseling and spiritual direction.

Student Organizations

Student Government Association

Student government at the college is the responsibility of the Student Government Association (SGA) which is comprised of elected congresspersons. Representatives from the various clubs and organizations and the officers are elected at large. The SGA administers the student activities fund, sponsors the major social activities on campus, involves students in the affairs of the college and generally looks after the interest of all students.

Through SGA, students are given a voice in the running of New Hampshire College. The SGA appoints student members to the College Council, an official policy-making body of the college. It also appoints student representatives to the Student-Staff Judiciary Appeals Committee, Admissions Advisory Committee, Financial Aid Advisory Committee, Council for Student Affairs, and many other such committees.

Graduate Student Association

The Graduate Student Association, organized in 1982, serves as a focus for social functions and other activities of special interest to graduate students, especially those enrolled in the full-time day programs.

Student Publications

The student handbook is published annually by the Office of Student Affairs and distributed to all students at the beginning of each academic year. It is the official guide for all rules and regulations and important information. It should be retained by each student for reference throughout the year.

The Observer is a bi-weekly student newspaper, published entirely by the students through SGA funding. The newspaper offers experience for writers, editors, photographers, artists and advertising sales people on campus.

The New Hampshire College Yearbook is published annually through the efforts of the student body. It serves to chronicle the college years as a remembrance for all students.

Cheerleaders

In September, tryouts for the varsity cheerleading squad are open to all undergraduates of the college. The cheerleaders provide vocal and moral support for varsity athletic teams at both home and away games.

Fraternities and Sororities

Through membership in social fraternities and sororities, students often make life-long friendships based upon mutuality of interest and experience. Chartered and listed in the order of their establishment at New Hampshire College are Phi Delta Psi fraternity; Kappa Delta Phi fraternity, Chi Chapter; Kappa Chi sorority; Phi Omega Psi sorority; Kappa Sigma fraternity, Lambda-

Mu Chapter; Alpha Phi sorority, Zeta Lambda Chapter; and Phi Delta Theta.

Special Interest Fraternities

New Hampshire College has chapters of various special interest and honorary fraternities. The college honor society is Delta Mu Delta, the National Academic Honor Fraternity. NHC also has the Omega Nu Chapter of Alpha Phi Omega, a co-ed service fraternity. Pi Omega Pi, the National Business Education Honorary Fraternity also has a chapter on the New Hampshire College campus.

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The Interfraternal Council

IFC is a coordinating board for the fraternal system at New Hampshire College. Its purpose is to establish pledging procedures, to review applications of new fraternities and sororities, and to discuss any problems which may exist among the various fraternal groups.

Christian Student Association

The goals of the CSA are to form a Christian community on the campus through the Liturgy, and to participate with all other faiths on campus in ecumenical activity through the presentation of lectures, films, and other programs.

Future Secretaries Association

The objectives of the FSA are to stimulate interest in the secretarial profession, develop a better understanding of secretarial responsibilities, and provide the basics necessary for the preparation of future professional secretaries.

To be eligible for membership, a student should be enrolled in the secretarial course of study and must maintain a 2.00 average.

The FSA is sponsored by the Profile Chapter of the National Secretaries Association (International).

Bowling League

Candlepin bowling is offered during the week through the school year. Participants compete for both team and individual trophies.

Chess Club

The Chess Club provides activity and offers relaxing competition for its members. The club sends representatives to various inter-collegiate tournaments.

Special Events Committee

This group plans and facilitates the Fall, Winter, and Spring Weekend festivals and concerts. These weekends are the blockbuster events of every semester. Careful planning and hard work by the members have delighted students with a multitude of varied, large scale productions and events. Membership is open to all.

Marketing Club

The New Hampshire College Collegiate Chapter is an affiliate of the American Marketing Association. One of its many purposes is to encourage and uphold sound, honest practices, and to keep marketing work on a high ethical plane.

Humanities Committee

The Humanities Committee is sponsored by the college. The purpose of

the committee is to introduce educational and cultural speakers, films, and programs to the student body and the community.

Membership is open to all members of the college.



Academic Support Services

While the academic aspects of a college career usually center around the classroom, other services, programs, and facilities add to the learning situation.

Harry A.B. and Gertrude C. Shapiro Library

The Shapiro Library, located near the center of the south campus, serves as an information resource center for the students, faculty and staff of New Hampshire College. The constantly expanding collection contains approximately 63,500 volumes, 5,000 reels of periodicals and newspapers on microfilm and 55,000 company financial and annual reports on microfiche. The library receives approximately 900 magazines and journals, subscribes to various business, computer, tax and financial services, and is a U.S. and state depository. Collection development is aimed at meeting the research needs of undergraduate and graduate level business and human services students. Several conference rooms are available for group study and projects. Librarians provide research assistance and instruction in the use of library resources.

The library features an art gallery which offers exhibits of New Hampshire artists. A separate, but functionally integrated wing of the library contains the Audio Visual Center and a 150 seat studio. The center includes a listening room where its library of records, cassettes, and film and video programs can be reviewed by students and faculty. A wide range of A-V equipment is circulated from the center for classroom instruction. Original transparencies and slide video programs are produced by students and faculty with assistance from audio visual personnel. The studio is the broadcast point for Channel 13, the college's closed circuit television system.

The Learning Center

The Learning Center is designed to provide a variety of academic support services to all students enrolled at the college. These services are intended to assist students who may encounter difficulties in some aspects of their studies. The services in the Learning Center consist of the following:

The Reading and Communications Center: The college maintains a Reading and Communications Center staffed by faculty members plus additional tutoring assistance as needed. Programs are available to all students desiring to improve reading skills such as reading comprehension and retention, critical reading, speed reading, and vocabulary building. Students who encounter difficulty with texts or other books are encouraged to obtain individual aid. Students from whom English is a second language are offered intensive instruction. The Reading Center houses a collection of paperback books and instructional texts for loan as well as E.C.L. Controller Reading machines and Tachistoscope for use in the improvement of reading ability.

Personalized Academic Services for Students: The Personalized

Academic Services for Students (PASS) program is a program of individual academic assistance available to students who may encounter academic difficulty during their first two years of college. The program provides a variety of services all designed to assist students to survive their initial entry into college and at the same time acquire academic skills which eventually will allow them to function successfully and independently in all academic areas. Services offered include study skills, tutoring, remedial instruction in math, reading and writing; personal counseling and academic advising. Enrollment and participation in the program is voluntary. Invitation to participate is usually extended to a select number of students shortly after they have been accepted at New Hampshire College.

Subject Tutoring Labs: Tutoring on a small group and one-to-one basis is available in most subject areas. Anyone encountering difficulty with any subject is encouraged to seek tutorial assistance from the Learning Center. Tutors, for the most part, consist of upperclassmen who have demonstrated skill in the particular subject and who have been trained by Learning Center staff.

The Learning Center is also ready to assist students to diagnose academic difficulties. Any student encountering academic difficulty and wishing to understand the cause of that difficulty is encouraged to visit the center. If the needed service is not available in the center, a referral by the center's staff will be made to the appropriate source of help.

Computer Center

The New Hampshire College Computer Center is an academically oriented area. The College's new computer system is an IBM 4341, four mega memory size, with batch, on-line and interactive capabilities. McGill University Systems for Interactive Computer (MUSIC) will allow students interactive or batch academic uses in languages such as BASIC, COBOL, FORTRAN and others, as well as statistical, word processing and other applications. Other languages and design usages will be available through the computer's CMS, DOS/VSE capabilities.

NHC Resource Center

The NHC Resource Center has been established to assist the college in relating to the needs of its community in a period of rapid change. Its programs are composed of seminars, conferences, and short, non-credit courses designed to service specific needs. Working closely with local businesses, trade associations, and professional societies, as well as government agencies and community organizations, the NHC Resource Center offers meaningful training experiences at the college's modern facilities, in over 15 strategically selected sites throughout the United States and Puerto Rico and at client locations. Supplementing the New Hampshire College faculty with state-of-the-art business and government practitioners, the NHC Resource Center provides timely training that meets the unique needs of our community.

American Language and Culture Center

The American Language and Culture Center is a full-time 14-week inten-

sive English and communications skills training program. Its goal is to equip international students with the English language and American culture skills that they will need to easily and successfully enter and complete college and university degree programs in the U.S.A. Students attend classes for 32 hours per week including written and spoken English, business English, cross-cultural communication, American values and beliefs, and study skills. The program is rounded out with many trips to places of cultural and historic interest in the New England area.

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Upstart

Upstart is a nine-month Executive Secretarial Certificate Program consisting of eight, three-credit courses, including typing, business communications, shorthand, accounting, office procedures, and word processing. Upon completion of the program, students will be equipped with an educational background broad enough to continue in a degree program or to enter the business world.

Project Ahead

Project Ahead is a cooperative plan designed to help active duty personnel of the U.S. Armed Forces work toward a college degree. To qualify as a Project Ahead student, an applicant must qualify for military service and meet the requirements for admission to New Hampshire College. If qualified, the college staff will counsel a Project Ahead student prior to the start of active duty and will maintain an academic file on him/her. While in the service, a Project Ahead student can take courses at any approved college providing that the course is first approved by New Hampshire College. After discharge, the veteran may continue studies at New Hampshire College or may have a transcript sent to any other College.

Continuing Education

The Office of Continuing Education is responsible for the activities and undergraduate programs of the Summer School, the Evening Division, the Weekend College, and Off-Campus Education Centers.

The Summer School and the Saturday and Sunday programs are the only daytime programs offered through Continuing Education.

All other Continuing Education programs are offered in the evening throughout the year. These centers operate as integral parts of the college, using the same accreditation criteria and the same academic control as the day division. Faculty are chosen from the college staff or from outside by the department chairmen in their specialties.

A listing of the centers with majors offered at the various locations follows. Inquiries can be directed to any one of the centers listed or to the associate dean for Continuing Education at the Manchester, New Hampshire campus.

Off-Campus Programs

In order for a day school student to take a course which is a part of the evening or off-campus programs, permissions must be received from the academic dean's office. Credit will not be given for any courses taken without

permission. Day students must also notify the registrar's office of any evening courses taken, on or off-campus. Off-campus programs are offered at the following locations in New Hampshire:

Claremont Center

12 Putnam Street, Claremont, NH 03743, Telephone (603) 543-0466

- General Management - AS and BS • Techni-Business - BS

Concord Center*

25 Columbus Avenue, Concord, NH 03301, Telephone (603) 224-8430

- General Management - AS and BS • Techni-Business - BS

Laconia Center

McGrath Street, Laconia, NH 02346, Telephone (603) 524-3527

- Electronic Data Processing - AS • General Management - AS and BS • Management Information Systems - BS • Techni-Business - BS

Manchester Center

Weekends

2500 N. River Road, Manchester, NH 03104, Telephone (603) 668-2211

- Accounting - AS and BS • Electronic Data Processing - AS • General Management - AS and BS • General Studies - AS • Management Information Systems - BS • Techni-Business - BS

Evenings

2500 N. River Road, Manchester, NH 03104, Telephone (603) 668-2211

- Accounting - AS and BS • Business Communication - BS • Electronic Data Processing - AS • General Management - AS and BS • General Studies - AS • Management Advisory Services - BS • Management Information Systems - BS • Marketing - BS • Techni-Business - BS

Nashua Center*

4 Townsend West, Nashua, NH 03063, Telephone (603) 881-8393

- Electronic Data Processing - AS • General Management - AS and BS • Management Information Systems - BS • Techni-Business - BS

Portsmouth Center*

(includes Pease Air Force Base Center and Dover Center)

10 Vaughn Mall, Portsmouth, NH 03801, Telephone (603) 436-2831

- Accounting - AS and BS • Electronic Data Processing - AS • General Management - AS and BS • General Studies - AS • Management Advisory Services - BS • Management Information Systems - BS • Marketing - BS • Techni-Business - BS

Salem Center*

151 Main Street, Salem, NH 03079, Telephone (603) 893-3598

- Accounting - AS and BS • Electronic Data Processing - AS • General Management - AS and BS • General Studies - AS • Management Advisory Services - BS • Management Information Systems - BS • Marketing - BS • Techni-Business - BS

New Hampshire College also maintains off-campus centers in three additional locations beyond the borders of New Hampshire:

Brunswick Center*

Box 4, Naval Air Station, Brunswick, Maine 04011, Telephone (207) 725-6486

- General Management - AS and BS
- General Studies - AS
- Marketing - BS
- Techni-Business - BS

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San Juan Center

P.O. Box 1368, Hato Rey, Puerto Rico 00919, Telephone (809) 763-7655

- General Management - BS

Roosevelt Roads Center*

P.O. Box 602, United States Naval Station, Ceiba, Puerto Rico 00635, Telephone (809) 863-2000

- General Management - AS and BS

*Also offers graduate courses from the NHC Graduate School of Business

The Undergraduate School of Business

Academic Standards and Regulations

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Attendance

The major responsibility for education belongs to the student. An assumption of responsibility is at the center of learning and accomplishment. Each student is expected to arrange a class schedule in such a way that conflicting employment or personal activities are held to a minimum.

Attendance is required in all courses. Excessive absences may result in failure or dismissal. More than three absences may be considered as excessive. Attendance is especially required in all freshman-level courses.

Each student is responsible for all assignments and class work regardless of attendance requirements. Faculty office hours have been established to provide extra class assistance for students. These faculty office hours are not intended to make up missed class time.

Preregistration Procedure

Students are to report on the scheduled date and at the scheduled time for preregistration for classes.

Withdrawal from Class

If the class withdrawal occurs within the first ten weeks of a term, the course grade is to be a W.

Upon withdrawal, a student has the right to ask permission of the instructor to audit the class.

After the tenth week of the semester, a student may not withdraw from a class.

An instructor, however, may withdraw a student from a class at any time, including after the tenth week of a term, providing that the notice of withdrawal is in writing and signed by the instructor. If the withdrawal occurs after the tenth week, the grade is to be WP or WF.

Withdrawal forms are to be obtained from the registrar's office and must be completed by the student, signed by the instructor, and returned to the registrar's office. The date of withdrawal is the date the completed form is received by the registrar's office.

Add and Drop

Beginning on the fourth school day, of each semester, students may add or drop classes from their schedule during the next seven school days.

To do so, the student must obtain permission on an add/drop form obtained at the registrar's office. Permission will be indicated by the signatures of all of the instructors involved. The add and/or drop is not complete or official until the signed add/drop form is received by the registrar's office.

A student's non-attendance in class does not constitute a drop or a withdrawal. An instructor, however, may drop a student because of excessive cuts or non-attendance. Also, without giving notice to the student, an instructor may drop a student who misses the first two sessions of the instructor's

class. The registrar’s office is to be notified of any student dropped by an instructor.

Unless a student is dropped by an instructor or officially drops or officially withdraws from a class, he must receive a grade, and non-attendance will usually result in a failing grade.

Withdrawal from the College

A student may withdraw from the college by obtaining a withdrawal form from the vice president for student affairs and obtaining all necessary signatures. Failure to file a withdrawal form with the vice president will result in the automatic recording of F grades in all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received.

Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining tuition refund, if any.

Activity cards must be returned when withdrawing from the college.

Credit Overload

A student who wants to take more than 19 credit hours in a single day semester (including all day and continuing education credit hours), must receive permission to take these extra credit hours from the academic dean. Credit hours for courses from which the student withdraws are included in total number of credit hours being taken by that student.

Except as provided below, a student will be required to pay \$190 for each credit hour he or she takes in excess of 19 credit hours.

A senior who will complete all of his or her studies in residence at New Hampshire College in not less than eight semesters may take up to 21 credit hours in his or her seventh and/or eighth semester at New Hampshire College without extra charge, providing that these credits are needed to graduate in eight semesters after entrance to New Hampshire College. A student who will graduate from New Hampshire College in seven or less semesters will be assessed a fee of \$190 a credit hour for each credit hour he or she takes in excess of 19. Any student, including seniors, must receive permission from the academic dean to take a credit overload.

Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by New Hampshire College are in large measure governed by the Federal Family Education Rights and Privacy Act.

Except in the few instances stated in the college’s policy, no one will have access to a student’s record without the written consent of the student concerned. One exception provides that parents who pay the costs (in full or in part) of their child’s education have a right to view and have copies of materials in their child’s education record without their child’s consent.

Grading System

In determining grades at the college, the following grade system is used:

<i>Grade</i>		<i>Quality Points</i>
A		4.00
A-	Excellent	3.67
B+		3.33
B	Good	3.00

<i>Grades</i>	<i>Quality Points</i>
B-	2.67
C+	2.33
C Average	2.00
C-	1.67
D+	1.33
D Passing	1.00
E Administrative Failure	0
F Fail	0
IF Incomplete/Fail	0
S Satisfactory	
U Unsatisfactory	
CR Credit	
AU Audit	
W Withdrew	
WP Withdrew Passing	
WF Withdrew Failing	
T Transfer Credit	
N No grade received from instructor	

The grade point average (GPA) is determined by dividing the sum of the quality points (QP) by the sum of the credit hours (CR). An example of a student's grades and grade point average is as follows:

Accounting I

$$3 \text{ Credits} \times \text{A (4)} = 12 \text{ QP}$$

English 10

$$3 \text{ Credits} \times \text{B (3)} = 9 \text{ QP}$$

MA 10

$$3 \text{ Credits} \times \text{C (2)} = 6 \text{ QP}$$

CIS 20

$$3 \text{ Credits} \times \text{D (1)} = 3 \text{ QP}$$

History 9

$$3 \text{ Credits} \times \text{F (0)} = 0 \text{ QP}$$

15 Credits

30 QP

$$30 \text{ QP divided by } 15 \text{ CR} = 2$$

Grade point average is 2.00

Posting of Grades

Students have the privilege of receiving their grade average prior to final exams and of discussing this grade average with the instructor. In order to do this a student must make the request for an appointment with the instructor at least two weeks prior to the first day of final exams. After final exams, all teachers will post, by student I.D. numbers, course grades outside their offices.

Incompletes

Faculty members may give a student an incomplete in a course. Six weeks into the following semester, the incomplete automatically becomes an F if work is not completed.

Repeating Courses

A student may repeat any course once for credit. A student who fails a course will want to or need to repeat the same course at New Hampshire College. In such an instance the first course grade will not be computed into the total grade point average (GPA); instead, the second course grade will be computed into the total GPA, whether it is higher than, the same as, or lower than the first course grade. While the first course grade will not be computed into the total GPA, it will continue to appear on the student's transcript. To repeat a course, a student must obtain a permission form from the registrar's office. Students taking a course for the first time will be given priority in registration, however.

Academic Review

At the end of each semester, and at any other time, the records of all students may be reviewed by the Committee on Scholastic Standing. Any student whose total grade point average (GPA) is less than 2.0 is subject to action by the committee. Also, any student who earns less than a 2.0 semester average in two consecutive semesters or who receives three or more F grades in any one semester is subject to action by the committee even though the student's total GPA may be satisfactory. Among the committee's action may be scholastic warning, dismissal or other academic restrictions.

The offices of the academic dean and the vice president for student affairs will be responsible for working with students in academic difficulty.

Satisfactory Progress/Good Standing

A student will be deemed to be making satisfactory progress by specific action of the Scholastic Standing Committee or when on schedule to complete a baccalaureate degree program within four years if pursuing full-time studies, within six years if attending on a three-quarter time basis or within eight years if attending on a half-time basis; or when on schedule to complete an associate's degree program within two years if pursuing full-time studies, within three and one half years if attending on a three-quarter time basis or within eight years if attending on a half-time basis.

A student in good standing is defined by NHC as a student who has a total grade point average of 2.0 or better, or as a student who has been approved for matriculation by the Scholastic Standing Committee.

Academic Renewal

A New Hampshire College student who changes major, withdraws and returns, or in some other way changes academic attitude or ability, may apply for academic renewal. This allows the student to be considered as a student transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Scholastic Standing Committee.
- It may be granted only once to a student.
- A new transcript is begun with only acceptable credits transferred to the new record. A new grade point average is started.
- A minimum of 33 credits must be completed at New Hampshire College after renewal is granted.

Dismissal

New Hampshire College reserves the right to dismiss any student, following due process procedures, whose presence is deemed detrimental to the best interest of the college.

Readmission

A student who is dismissed from New Hampshire College for academic causes may petition to be readmitted when evidence can be presented that indicates college work can be successfully resumed. Ordinarily, dismissal shall be for not less than two semesters.

The college has no leave of absence policy. A student who wishes to leave the college and return at a later date must go through the withdrawal procedures; to return to NHC, the student must submit an application for readmission to the admissions office.

Transfer Credits

Students who wish to take courses at other colleges and transfer the credits to New Hampshire College, must receive approval from the registrar prior to enrolling at the other college. It will be necessary to furnish descriptions of the courses and to present an official transcript of the grades received.

Student Exchange Courses

New Hampshire College students are eligible to take courses at New Hampshire College and University Council (NHCUC) member institutions during the regular academic year. Courses must be approved in advance by the registrar and are subject to a space-available basis. Courses completed at other institutions under the program are recorded on New Hampshire College transcripts and grades are computed into the NHC average. Colleges participating in this program in addition to New Hampshire College are: Colby-Sawyer College, Franklin Pierce College, Keene State College, Nathaniel Hawthorne College, New England College, Notre Dame College, Plymouth State College, Rivier College, St. Anselm College, the University of New Hampshire, Daniel Webster College, and Merrimack Valley College.

Amendment of Degree Requirements

The courses required in a specific degree program are listed on each student's work-sheet. Any change in program course requirements must be approved by the student's department chairman and by the academic dean. A form for this purpose can be obtained from the registrar's office. The completed and approved form must be received by the registrar's office before the change will become effective.

Residency Requirements

To graduate from New Hampshire College, students must complete 33 credits in residence at NHC. Students who expect to graduate from the college with a Bachelor of Science degree must include in their 33 residence credits 12 credits from their major field. Students who expect to earn an associate's degree at New Hampshire College must include in their 33 residence credits nine credits from their major field. No exceptions will be made regarding residency requirement given in this paragraph.

Also, students must complete the final 24 credits of their degree program at New Hampshire College. These 24 credits can be included in their 33

residence credits. Any request for exceptions to the residence requirement given in this paragraph must be in writing setting forth the reasons why the exception is sought and submitted to the appropriate department chairman and the academic dean who will decide if the request will be granted. (Active duty military personnel are exempted from the final 24 credit residency requirement.)

Residence credits cannot be used simultaneously to satisfy the requirements of more than one program. It is not permissible, therefore, for a student to receive two degrees from New Hampshire College at the same time.

Credits earned for completing NHC internships and for courses in NHC's England program and any approved New Hampshire College exchange program are considered to be residence credits.

Graduation Requirements

1. Although D (1.0) and C- (1.67) grades are considered passing in a course, a student must have a minimum accumulative grade point average of C (2.0) for all work completed at New Hampshire College and must satisfy the requirements of a specific program of study, including residency requirements, in order to receive a degree from NHC.
2. Prospective graduates must petition to graduate by completing an Application for Degree according to the following schedule:

<i>Apply By</i>	<i>Complete Requirements By</i>	<i>Conferral Date</i>
June 10, 1983	August 31, 1983	September 15, 1983
October 14, 1983	December 31, 1983	January 15, 1984
November 15, 1983	May 12, 1984	May 12, 1984

Any Application for Degree received late will automatically be held over for the next conferral date.

The graduation fee (\$40) must be paid at the time the Application for Degree is submitted. Application for Degree forms can be obtained from and are returned to:

- | | |
|----------------------------|-------------------------------|
| Business Graduate Students | - Graduate School of Business |
| Continuing Education | - Continuing Education office |
| Day Students | - Registrar's office |
| Human Services office | |

3. A student is held responsible for determining that he or she has earned all necessary credits for graduation. Students who have any questions should refer them to the registrar.
4. All obligations to the college, such as library fines, tuition, dues and fees, must be met; all athletic equipment must be returned.
5. All students are expected to attend the graduation ceremonies.

Transcript Request

Except as provided by the Federal Education Rights and Privacy Act and in instances where a student consents to release his transcript to another party, the registrar's office will not furnish a transcript to any other person other than to the person identified by name on the transcript.

Parents who pay the costs (in full or in part) of their child's education may receive their son's/daughter's transcript.

A request for a transcript must be made in writing and must include the student's signature (or parent's, where applicable).

No transcript will be furnished a student or former student whose financial obligations to the college have not been satisfied.

Transcript Cost

Active students other than BS seniors and AS sophomores are required to pay \$2.00 for each transcript. There is always a charge of \$2.00 per transcript for former students.

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Academic Honors

President's List and Dean's List

At the close of each semester at New Hampshire College, the registrar publishes two lists of students who have achieved a certain standard of academic excellence during the semester's work. Students who have earned a minimum grade point average of 3.50 for the semester are named to the President's List, the highest academic honor at the college. Students who have earned a minimum grade point average of 3.00 but less than 3.50 for the semester are named to the Dean's List.

Delta Mu Delta

The New Hampshire College Honor Society is the Gamma Nu Chapter of Delta Mu Delta, a national honorary society in business administration. The purpose of the society is to promote higher scholarship intraining for business and to recognize and reward scholastic achievement in business subjects. Student membership must be selected from the top twenty percent of their total class in cumulative grades. Membership is restricted to business or commerce students of good character, day or evening division, who are candidates for the baccalaureate degree, who have completed at least one half of the work required, and who have achieved an average qualitative grade record of 3.2.

NBEA Award of Merit

The National Business Education Association Award of Merit is presented to the outstanding graduating senior in business education. This award is presented at the discretion of the Business Education Department.

Who's Who Among Students in American Universities and Colleges

Each year a number of students in the sophomore, junior and senior classes and students in the graduate program are elected to be listed in the publication of Who's Who Among Students in American Universities and Colleges. This is an honor accorded students in good scholastic standing who have contributed particularly to the college's extra-curricular life. The selection committee is chaired by the assistant director of residence life.

Pi Omega Pi

Pi Omega Pi is the national honor society for undergraduate business education. Epsilon Tau, New Hampshire College's chapter, is devoted to upgrading the profession of business education. Membership in Pi Omega Pi is limited to business teacher education students with exceptional academic records.

Graduation with Distinction

Degree of Bachelor of Science. The degree of Bachelor of Science with certain distinctions will be conferred upon those members of the graduating

class who have completed a minimum two years residency requirement, including completion of 63 credit hours in a Bachelor of Science program, and who have met the following standards:

Students who have earned a minimum grade point average of: 3.80 Bachelor Science summa cum laude; 3.50 Bachelor of Science magna cum laude; 3.00 Bachelor Science cum laude.

Degree of Associate in Science. The degree of Associate in Science with certain distinctions will be conferred upon those members of the graduating class who have served a minimum of one year residency requirement, including completion of 33 credit hours, and who have met the following standards:

Students who have earned a minimum grade point average of: 3.80 Associate Science with highest honors; 3.50 Associate in Science with high honors; 3.00 Associate in Science with honors.

Gold Key Award

Students who are candidates for the Bachelor of Science degree may receive the Gold Key award, the highest academic honor that may be conferred. Graduates receiving the award must have attained cumulative grade point average of 3.50 and must be eligible for graduation with distinction.

Programs of Study
Undergraduate School of Business

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The Bachelor of Science Degree

Department of Accounting

Accounting is one of the fastest growing professions in the United States. Professional accountants are growing, not only in number, but also in influence. The professional accountant's responsibilities, duties, and prestige have grown tremendously during the past 50 years. Demand has never been so critical for qualified people at high levels of responsibility in accounting, and rapid advancement in the field is limited only by individual ability.

New Hampshire College's accounting program will prepare the qualified student for entrance into this most challenging and rewarding profession. During this four year program, an internship experience is available on an optional basis. The primary objective of the accounting internship program is to improve the student's depth of understanding of the nature of American business and the role of its accounting function. Further objectives are to contribute to the development of maturity and confidence in accounting students, and to assist them in determining in which areas of accounting they should seek their careers. The compensation received by the student, during the internship experience, will aid the financing of college expenses.

Accounting Curriculum

<i>Course Title</i>	<i>Credits</i>
Elementary Accounting (Acct. 1 & 2)	6
Intermediate Accounting (Acct. 3 & 4)	6
Advanced Accounting (Acct. 5 & 6)	6
Cost Accounting (Acct. 7 & 8)	6
Auditing Principles (Acct. 11)	3
Federal Taxation I (Acct. 15)	3
Federal Taxation II (Acct. 16) (optional)	(3)
Institutional Accounting (Acct. 22)	3
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Money and Banking (Fin. 16)	3
Financial Policy and Decision Making (Fin. 35)	3
Introduction to Marketing (Mkt. 13)	3
Business Law (MA 6 & 7)	6
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Operations/Production Management (MA 31)	3
Intro Computer Data Proc (CIS 100)	3
Intro to Systems (CIS 200)	3

<i>Course Title</i>	<i>Credits</i>
Principles of COBOL or FORTRAN 77 or RPG III (CIS 220 or CIS 120 or CIS 320)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Statistics (Math 18)	3
Liberal Arts Electives	33
Free Elective	<u>3</u>
	129-132

Note: An accounting internship (3 credits) may be taken in place of the Free Elective.

Minor in Accounting

A student may declare a minor in accounting by successfully completing all of the following courses, including a minimum of four at New Hampshire College:

Elementary Accounting (Acct. 1 & 2); Intermediate Accounting (Acct. 3 & 4); Cost Accounting (Acct. 7 & 8)

Department of Computer and Information Systems

The Department of Computer and Information systems offers two bachelor of science degree programs so that graduates will be able to enter the business world during an age of high technology. A third major — Management Advisory Services — combines the computer information systems and accounting programs.

Computer Information Systems

This major will prepare students for positions as applications programmers/analysts in business. Students will learn technical skills which combine lecture material, practical exercises, and real-world problem situations which are relevant to contemporary society, its culture and its environment. The Computer Information Systems major was formerly the department's Management Information Systems major.

Management Information Systems

In order to more specifically target students for the fast growing field of computer and information processing, the department is offering a parallel major to Computer Information Systems. This new major — Management Information Systems — will prepare students for careers in information analysis, systems design, and information systems management.

This major differs from the Computer Informations Systems major in that it includes advanced math courses, a data communications course, and an advanced systems analysis course. An MIS student will learn techniques for the analysis, design, development, integration, and management of information systems. Such systems tie together major functional areas (research and de-

velopment, finance, production, marketing, personnel) to meet organizational goals.

Management Advisory Services

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This program is a meld of two programs—the Accounting program and the Computer Information Systems program. In this area the trend in industry has created a need for graduates with the thought processes and skill provided in both areas of expertise. The rapid growth of management services is prevalent in accounting firms, consulting firms and industry, offering the graduate many opportunities for potential growth and rapid advancement.

Management Advisory Services students will be taught the skill areas required for the design and maintenance of financial accounting systems and general systems theory and management. Students will be offered the opportunity to apply their classroom experiences to real-world situations through a combination of exercises and actual work experiences.

This demanding, yet satisfying, program will allow the graduate to enter fields of accounting, management information systems, computer related fields, management positions or a combination of these.

Management Advisory Services Curriculum

<i>Course Title</i>	<i>Credits</i>
Computer Data Processing (CIS 101)	3
Intro to Systems (CIS 200)	3
Principles of COBOL (CIS 220)	3
FORTRAN 77 (CIS 120)	3
CIS Project & Policy (CIS 400)	6
Data Base Mgt Systems (CIS 330)	3
Princ. Hardware and Software (CIS 340)	3
Elementary Accounting (Acct. 1 & 2)	6
Intermediate Accounting (Acct. 3 & 4)	6
Advanced Accounting (Acct. 5 & 6)	6
Cost Accounting (Acct. 7 & 8)	6
Auditing Principles (Acct. 11)	3
Federal Taxation I (Acct. 15) (optional)	(3)
Institutional Accounting (Acct. 22) (optional)	(3)
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Money and Banking (Fin. 16)	3
Financial Policy and Decision Making (Fin. 35)	3
Business Law (MA 6 & 7)	6
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Operations/Production Management (MA 21)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3

<i>Course Title</i>	<i>Credits</i>
Logic Language and Argumentation (Phil. 14)	3
Finite Math (Math 10 & 11)	6
Advanced Math A (Math 12)	3
Statistics (Math 18)	3
Liberal Arts Electives	<u>24</u>
	129 - 135

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Minor in Computer Information Systems

New Hampshire College offers students the opportunity to minor in Computer Information Systems. The minimum requirements are:

Required:

Intro. Computer Data Processing (CIS 101); Intro. to Systems (CIS 200); Principles of COBOL (CIS 220); FORTRAN 77 (CIS 120)

And two of the following:

Data Base Mgt. Systems (CIS 330); Microcomputer Systems (CIS 305); Computer Simulation and Modeling (CIS 360); Any approved CIS elective

At least five of the preceding courses must be taken at New Hampshire College.

Management Information Systems Curriculum

<i>Course Title</i>	<i>Credits</i>
Introduction to Computer Data Processing (CIS 101)	3
FORTRAN 77 or PASCAL (CIS 120 or 125)	3
Introduction to Systems (CIS 200)	3
Principles of COBOL (CIS 220)	3
Advanced Systems Design (CIS 300)	3
Advanced COBOL (CIS 325)	3
Data Base Management Systems (CIS 330)	3
Principles of Hardware & Systems Software (CIS 340)	3
MIS Project and Policy (CIS 401)	6
Data Communications Systems & Networking (CIS 440)	3
Expository Writing & Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Accounting 1 and 2	6
Introduction to Business (MA 10)	3
Finite Mathematics (Math 15)	3
Business Calculus A (Math 20)	3
Statistics (Math 17)	3
Introduction to Quantitative Methods (Math 14)	3
Cost Accounting (Acct. 7 and 8)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3

<i>Course Title</i>	<i>Credits</i>
Public Speaking (Eng. 12)	3
Human Relations in Administration (MA 25)	3
Introduction to Marketing (Mkt. 13)	3
Introduction to Business Finance (Fin. 20)	3
Introduction to Operations/Production Management (MA 31)	3
Business Communication (BC 20)	3
Operations/Production Management Techni- ques (MA 36)	3
Business Law (MA 6)	3
Business Electives	12
Liberal Arts Electives	24
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Computer Information Systems Curriculum

<i>Course Title</i>	<i>Credits</i>
Intro Computer Data Processing (CIS 101)	3
Introduction to Systems (CIS 200)	3
Principles of COBOL (CIS 220)	3
FORTTRAN of PASCAL (CIS 120 or 125)	3
Data Base Mgt. Systems (CIS 330)	3
RPG III (CIS 320)	3
CIS Project & Policy (CIS 400)	6
Advanced COBOL (CIS 325)	3
Princ. Hardware and Software (MIS 340)	3
Elementary Accounting (Acct. 1 & 2)	6
Cost Accounting (Acct. 7 & 8)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Introduction to Business Finance or Financial Policy and Decision Making (Fin. 20 or 35)	3
Introduction to Marketing (Mkt. 13)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Operations/Production Management (MA 31)	3
Operations/Production Technology (MA 36)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Advanced Math A (Math 12)	3
Statistics (Math 18)	3
Liberal Arts Electives	24
Business Electives	12
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Department of Business Education/Office Administration

The Department of Business Education/Office Administration is dedicated to educating men and women who intend to enter the field of business education, secretarial science and office management. The Business/Distributive Teacher Education programs of study are designed to prepare the graduate to meet the needs and objectives of relevant business and distributive education on the secondary school level.

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Advanced Standing

Students who plan to major in Business/Distributive Teacher Education can earn up to 24 credits of advanced standing and be able to complete their program in just three years plus summer work. Students admitted on this basis can earn up to nine credits in shorthand, nine in typing, three in office procedures and three in office simulation. Exact credits earned are determined from a battery of tests administered in the term prior to admission. Recommendation for this testing should be from a high school business teacher.

Admission to the Business/Distributive Teacher Education Program

Prior to being formally admitted to the Business/Distributive Teacher Education program at New Hampshire College, each student must be interviewed by the Committee of Teacher Education and meet the following requirements:

- Have accumulated a minimum of 63 hours of credit.
- Have an accumulated grade point average of at least 2.50.
- Demonstrate the capabilities for success in the teaching profession.
- Display competency in oral and written communications.

Requirements for Major in Business/Distributive Teacher Education

In addition to those courses specified in the Business/Distributive Teacher curriculum, each student must prepare to teach in those areas required to meet the certification he or she is seeking. All students must be prepared in Area A, Typing and Office Practice. Business electives must be filled to meet the area of certification as follows:

Comprehensive Business Education Certification (required):

6 credits in Area C, 3-6 credits in Area F, 0-3 credits in Area B or E

Accounting Business Education Certification (required):

9 credits in Area B, 3 credits in Area E or F

Secretarial Business Education Certification (required):

9 credits in Area C, 3 credits in Area F

Comprehensive Distributive Education Certification (required):

9 credits in Area D, 3 credits in Area F

Dual Certification in Business and Distributive Education:

Requirements for both areas of certification must be filled. The areas follow. All courses are three-credit courses. Comparable courses may be approved by the department head.

Area A: Typing and Office Practice

(Four of the following courses, including Procedures and Word Processing)

Typing 1; Typing 2; Typing 3; Office Procedures; Office Simulation; Word Processing;

Area B: Accounting/Finance
(Choose from the following courses)

Intermediate Accounting; Cost Accounting; Advanced Accounting; Finance 1, 2, 20

Area C: Shorthand
(Choose from the following courses)

Shorthand 1; Shorthand 2; Shorthand 3;

Area D: Distribution
(Choose from the following courses)

Principles of Retailing; Sales; Introduction to Marketing; Consumer Behavior; Principles of Advertising; Retail Sales Promotion; Fashion Merchandising

Area E: Computer Information Systems
(Choose from the following courses)

Introduction to Systems; COBOL Programming; FORTRAN 77

Area F: General Business
(Choose from the following courses or comparable courses approved by the department chairman)

Business Law II; Risk and Insurance; Social Environment of Business; Introduction to Marketing; Office Administration

Business/Distributive Teacher Education Curriculum

<i>Course Title</i>	<i>Credits</i>
Evaluation, Measurement and Testing (Ed. 5)	3
Introduction to Education (Ed. 10)	3
Educational Psychology (ED 14)	3
Principles of Business/Vocational Education (Ed. 18)	3
Internship (Ed. 20)	3
Student Teaching (Ed. 30)	15
Methods Courses (see Note 1, below)	9-12
Elementary Accounting (Acct. 1 & 2)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Intro. Computer Data Processing (CIS 100)	3
Typing	6
Office Procedures (SS 20)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3

<i>Course Title</i>	<i>Credits</i>	
Introduction to Psychology (Psych. 8)	3	
Human Growth and Development (Psych. 11)	3	
Individual Differences and Special Needs (Psych. 20)	3	
Finite Math (Math 10 & 11)	6	
Word Processing (OA 32)	3	35
Liberal Arts Electives	12	
Area (Business) Electives	12	
Free Electives (see Note 2, below)	0-3	
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Note 1: Three methods courses, Bookkeeping and General Business (ED 13) and Distributive Education (ED 17) and Coordination of Realistic Work Experiences (ED 15) are three credit courses; two methods courses, Typing and Word Processing (ED 12), Shorthand and Office Procedures (ED 16) are two-credit courses. Four methods courses are required of all majors.

Note 2: A person seeking dual comprehensive certification should take five methods courses; others take one free elective and four methods courses.

Office Administration

The Office Administration program is designed to equip individuals for responsible, specialized office administration positions which demand highly skilled training. Surveys prove that college educated men and women are able to move from office administration positions to executive positions.

Office Administration Curriculum

<i>Course Title</i>	<i>Credits</i>
Shorthand (SS 1, 2, 3)	9
Typing (SS 8, 10, 11)	9
Office Procedures (SS 20)	3
Office Simulation (SS 21)	3
Word Processing I & II (OA 32, OA 34)	6
Office Administration (OA 33)	3
Elementary Accounting (Acct. 1 & 2)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Introduction to Marketing (Mkt. 13)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Intro. Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Business Communication (BC 20)	3
Public Speaking (Eng. 12)	3
Finite Math (Math 10 & 11)	6
Statistics (Math 18)	3
Personal Finance (Fin. 1)	3
Personnel Management (MA 11)	3

<i>Course Title</i>	<i>Credits</i>
Introduction to Systems (CIS 200)	3
Office Administration Internship (OA 30)	12
Liberal Arts Electives	24
Business Elective	3
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Department of Management

General Management

The Department of Management is concentrating upon developing “decision-makers.” Classes center around utilization of management tools for implementing decisions. The general management curriculum provides an inter-relationship of disciplines for the student’s choice. In addition, a senior internship program is made available to some students.

General Management Curriculum

<i>Course Title</i>	<i>Credits</i>
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Personnel Management (MA 11)	3
Management Decision Making (MA 20)	3
Human Relations in Administration (MA 25)	3
Social Environment of Business (MA 26)	3
Organizational Behavior (MA 42)	3
Elementary Accounting (Acct. 1 & 2)	6
Management Accounting (Acct. 14)	3
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Managerial Economics (Fin. 12)	3
Introduction to Business Finance or Financial Policy and Decision Making (Fin. 20 or 35)	3
Introduction to Marketing (Mkt. 13)	3
Intro Computer Data Processing (CIS 100)	3
Introduction to Systems (CIS 200)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Statistics (Math 18)	3
Liberal Arts Electives	33
Business Electives	24
Free Elective	3
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Note: Management Internship (12 credits) may be taken in place of 2 business electives and liberal arts electives.

Operations/Production Concentration

Students electing the operations/production concentration are required to take MA 31 (Introduction to Operations/Production Management), MA 36 (Op-

erations/Production Management Techniques) and MA 46 (Quality Control/Productivity). In addition, the student will be required to take MA 47 (Inventory and Materials Control) or MA 48 (Advanced Operations/Production Management). If the student elects to take both MA 47 and MA 48, one may be used to satisfy one of the business elective requirements.

Math 18 (Statistics) should be taken during the second year since statistics is utilized extensively as a tool in operations/production. Similarly, MA 20 (Management Decision Making) is a tool course and should be taken during the third year. Fin. 20 (Introduction to Finance) should be taken during the third year also.

Techni-Business

New Hampshire College has established the Techni-Business curriculum to provide junior college and vocational-technical institute graduates in health, skilled or industrial vocational occupations an opportunity to complete the requirements for a baccalaureate degree in business. Opportunities in a variety of career programs are available including preparation for small business management and careers in non-profit agencies.

The objective of this program is to provide individuals who have earned a degree in a specialized skill other than business (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.) with the necessary courses in business and liberal arts to prepare for a career in business utilizing the technical skills.

Techni-Business Curriculum

<i>Course Title</i>	<i>Credits</i>
Elementary Accounting (Acct. 1 & 2)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Intro. Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Finite Math (Math 10 & 11)	6
Liberal Arts Electives	33
Business Electives	15
Free Electives	48
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Department of Economics/Finance

Economics and Finance are closely related disciplines which provide the necessary background and skills essential for making business decisions. The department of Economics/Finance offers a broad range of courses in both economics and finance. Within the Economics/Finance major, students may choose to concentrate in areas such as Finance/Investments or Labor Relations by electing to take courses specifically related to these areas.

Managers, stockbrokers, security analysts, insurance and bank financial managers, accountants, credit managers and economists are some of the positions for future employment from this major.

The program not only introduces the student to economics and financial management, but also provides an inter-relationship of accounting, computers (CIS), and liberal arts. Concentrations may also require a student to take courses in other major departments. The curriculum features an internship for an entire semester. Students approved by the department will have an opportunity to experience “the world of work” on a practical basis.

Economics/Finance Curriculum

<i>Course Title</i>	<i>Credits</i>
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Labor Economics (Eco. 14)	3
Introduction to Investments (Fin. 2)	3
Managerial Economics (Fin. 12)	3
Money and Banking (Fin. 16)	3
Introduction to Business Finance or Financial Policy and Decision Making (Fin. 20 or 35)	3
Business Cycles and Forecasting (Fin. 34)	3
Elementary Accounting (Acct. 1 & 2)	6
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Intro. Computer Data Processing (CIS 100)	3
Introduction to Systems (CIS 200)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Statistics (Math 18)	3
Liberal Arts Electives	30
Business Electives	24
Economics/Finance Electives	15
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Note: Management Internship (12 credits) may be taken in place of 2 business electives and 2 liberal arts electives.

Department of Hotel/Restaurant Management

The hospitality field is one of the fastest growing industries in the world. New Hampshire College, located near the heart of the New England hotel and restaurant industry, offers a major in this field that combines the practical course work necessary to succeed in the hospitality industry with a broad education encompassing liberal arts electives and business subjects. A required internship provides the student a choice of summer or academic semester work experience. Opportunities in the hospitality industry are excellent for those persons with academic training and education. Salaries, while modest in beginning jobs, are excellent in middle and upper management. Youth is generally no barrier to advancement in this field. Many hard working management personnel are in their early 20’s. The hospitality industry provides majors an opportunity to work and travel throughout the United States and abroad.

Hotel/Restaurant Management Curriculum

<i>Course Title</i>	<i>Credits</i>	
Food Purchasing (HR 9)	3	
Quantity Food Production 1 and 2 (HR 10 & 11)	6	
Introduction to Hotel/Restaurant Operations (HR 12)	3	39
Management Accounting and Control (HR 13)	3	
Promotional Activities (HR 14)	3	
Hotel Information Systems (HR 15)	3	
Law of the Hospitality Industry (HR 16)	3	
Seminar (HR 18)	3	
Restaurant Management (HR 19)	3	
Hotel Facilities Management (HR 21)	3	
Internship (HR 50 or 51)	6 or 12	
Elementary Accounting (Acct. 1 & 2)	6	
Microeconomics (Eco. 1)	3	
Macroeconomics (Eco.2)	3	
Introduction to Business Finance (Fin. 20)	3	
Business Law (MA 6)	3	
Introduction to Business (MA 10)	3	
Human Relations in Administration (MA 25)	3	
Intro. Computer Data Processing (CIS 100)	3	
Expository Writing and Revision (Eng. 10)	3	
Literature and Research (Eng. 11)	3	
Business Communication (BC 20)	3	
Finite Math (Math 10 & 11)	6	
Statistics (Math 18)	3	
Hotel/Restaurant Management Electives	9	
Business Electives	6	
Liberal Arts Electives	27	
Free Elective	3	
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Note: Students will normally be required to take HR 50, Internship, for 6 credits. However, students may, with the permission of the department chairman, take in its place HR 51, Internship, for 12 credits. HR 50 involves work experience over one summer and HR 51 involves work experience over an academic semester. One business elective and one free elective will be waived for the student who successfully completes HR 51. Information on The Culinary Institute of New Hampshire College may be found elsewhere in this catalog.

Department of Marketing

Marketing

Exploring an exciting dynamic field, the marketing major will have the opportunity to inter-relate marketing theory with practical work experience. The program is designed to expose the marketing student to the utilization of

computers (CIS), accounting, and management principles for “marketing decision-makers.”

During the senior year, students have the opportunity to apply for the internship program. In addition, international summer internships are open to selected students.

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Marketing Curriculum

<i>Course Title</i>	<i>Credits</i>
Introduction to Marketing (Mkt. 13)	3
Sales and Sales Management (Mkt. 20) or Sales & Persuasion (Mkt. 35)	3
Principles of Retailing (Mkt. 22)	3
Marketing-Communications (Mkt. 21)	3
Marketing Strategies & Policies (Mkt. 32)	3
Marketing Research (Mkt. 37)	3
Consumer Behavior (Mkt. 45)	3
Elementary Accounting (Acct. 1 & 2)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Introduction to Business Finance or Financial Policy and Decision Making (Fin. 20 or Fin. 35)	3
Business Law (MA 6)	3
Human Relations in Administration (MA 25)	3
Social Environment of Business (MA 26)	3
Organizational Behavior (MA 42)	3
Intro Computer Data Processing (CIS 100)	3
Introduction to Systems (CIS 200)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Introduction to Psychology (Psych. 8)	3
Finite Math (Math 10 & 11)	6
Statistics (Math 18)	3
Marketing Electives	12
Liberal Arts Electives	21
Business Electives	6
Free Electives	12
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Note: Marketing Internship (12 credits) may be taken in place of MA 21, one business elective, one free elective, and one of the following: MA 26 or MA 42.

Retailing

One of the most dynamic areas in business today is the field of retailing. The art of selecting, pricing, promoting, and selling goods is “big business,” and for the executive involved in these functions the opportunities are unlimited. In every major city in the world, there is a variety of jobs that require this

training, and New Hampshire College prepares students for these challenging careers with its retailing curriculum. Retailing, with its constant need for capable trainees for executive positions, will welcome graduates, and salaries, modest at the beginning, will rise rapidly in any position where creative ability is involved. Students may participate in an internship for a full semester, and selected students may opt for a foreign internship in the summer.

Retailing Curriculum

<i>Course Title</i>	<i>Credits</i>
Fashion Merchandising (FM 1)	3
Retail Sales Promotion or Principles of Advertising (FM 3 or Mkt. 29)	3
Product Analysis and Design (FM 4)	3
Basic Design & Color Theory (FM 5)	3
Elementary Accounting (Acct. 1 & 2)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Introduction to Marketing (Mkt. 13)	3
Principles of Retailing (Mkt. 22)	3
Retail Site Selection (Mkt. 27)	3
Marketing Research (Mkt. 37)	3
Retail Management (Mkt. 42)	3
Consumer Behavior (Mkt. 45)	3
Business Law (MA 6)	3
Personnel Management (MA 11)	3
Human Relations in Administration (MA 25)	3
Social Environment in Business (MA 26)	3
Organizational Behavior (MA 42)	3
Intro Computer Data Processing (CIS 100)	3
Introduction to Systems (CIS 200)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Introduction to Psychology (Psych. 8)	3
Finite Math (Math 10 & 11)	6
Merchandising Math (Math 9)	3
Statistics (Math 18)	3
Liberal Arts Electives	18
Business Electives	12
Free Electives	9
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Note: Management Internship (12 credits) may be taken in place of 2 business electives and 2 liberal arts electives.

Department of Humanities/Social Sciences

Business Communication

The Business Communication major provides intensive training in written and spoken English, together with a solid background in business skills

and practices. The purpose of the major is to prepare students for work in such areas as industrial and commercial writing, advertising, public relations, government, documentation in high technology companies—in fields demanding good writers who can communicate a wide variety of information to diverse audiences.

The special strength of the Business Communication major lies in the combination of intensive training in communication theory and practice, and detailed knowledge of the workings of business organizations. Students are encouraged to select and develop special competence in particular business areas. For example, students can take several courses from among the college's offerings in Accounting, Management, Marketing, Operation/Production Management, Economics, Finance, Computer Science, Hotel/Restaurant Management, Social Science, Mathematics, or Fashion Merchandising. Both dual majors and multiple concentrations are available.

The Business Communication major has four components.

Component One includes:

<i>Course Title</i>	<i>Credits</i>
Accounting 1, 2	6
Introduction to Business, MA 10	3
Human Relations, MA 25	3
Intro Computer Data Processing, CIS 100	3
English 10, 11	6
Mathematics 10, 11	6
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Component Two contains distribution requirements:

<i>Course Title</i>	<i>Credits</i>
Introduction to Marketing, Mkt 13	3
Principles of Advertising, Mkt 29	3
Introduction to Systems, CIS 200	3
Introduction to Psychology, Psych 8	3
Introduction to Sociology, Soc 12	3
Economics 1, 2	6
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Component Three is the major concentration:

<i>Course Title</i>	<i>Credits</i>
Public Speaking, Eng 12	3
Public Speaking for Business, BC 22	3
Business Communication, BC 20	3
Advanced Business Communication, BC 37	3
Advanced Writing, Eng 30	3
Journalistic Writing, BC 43	3
Technical Writing, BC 41	3
Graphics and Layout on Print Media, BC 40	3
Language Awareness, Eng 33	3
Two Courses in Literature (Prose, Poetry, Drama), some possibilities include Eng 13, 14, 15, 16, 19, 23, 25, etc.	6

<i>Course Title</i>	<i>Credits</i>
Corporate Public Relations, BC 42	3
Organizational Behavior, MA 42	3
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Component Four describes the distribution of electives and the internship:
 The student must take 12 hours of electives in the Humanities. The remaining 30 are free electives. These allow the student to develop additional concentrations in business, CIS or elsewhere.
 Students may substitute three or six hours of internship for free electives.

The Associate in Science Degree

Besides its range of four-year bachelor’s degree majors, New Hampshire College offers two-year associate’s degree programs, which may be a solution for those not sure about going to college for four years. A two-year program offers solid preparation for a job — in addition to the opportunity to continue easily on to a bachelor’s degree.

Accounting Curriculum

<i>Course Title</i>	<i>Credits</i>
Elementary Accounting (Acct 1 & 2)	6
Intermediate Accounting (Acct. 3 & 4	6
Cost Accounting (Acct. 7 & 8)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Introduction to Marketing (Mkt. 13)	3
Introduction to Business (MA 10)	3
Human Relations in Administration (MA 25)	3
Intro Computer Data Processing (CIS 100)	3
Introduction to Systems (CIS 200)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Liberal Arts Electives	6
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General Management Curriculum

<i>Course Title</i>	<i>Credits</i>
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Personnel Management (MA 11)	3
Human Relations in Administration (MA 25)	3
Social Environment of Business (MA 26)	3
Elementary Accounting (Acct. 1 & 2)	6
Microeconomics (Eco. 1)	3
Macroeconomics (Eco. 2)	3
Introduction to Marketing (Mkt. 13)	3

<i>Course Title</i>	<i>Credits</i>
Intro. Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng.10)	3
Literature and Research (Eng. 11)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Liberal Arts Electives	12
Business Elective	3
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Electronics Data Processing

Electronic Data Processing is considered the most exciting, dynamic field in the world of business today. New Hampshire College has developed a curriculum that will fulfill industry's requirements for programmers, data analysts, and procedure specialists.

Electronic Data Processing Curriculum

<i>Course Title</i>	<i>Credits</i>
Intro. Computer Data Processing (CIS 100)	3
Introduction to Systems (CIS 200)	3
Principles of COBOL (CIS 220)	3
FORTRAN 77 (CIS 120)	3
RPG III (CIS 320)	3
Data Base Mgt Systems (CIS 330)	3
Elementary Accounting (Acct. 1 & 2)	6
Cost Accounting (Acct. 7)	3
Introduction to Marketing (Mkt. 13)	3
Introduction to Business (MA 10)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Finite Math (Math 10 & 11)	6
Liberal Arts Elective	9
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Fashion Merchandising

One of the most interesting areas in business today is the field of fashion merchandising. New Hampshire College prepares students for a challenging career with this program of study. The program is geared to the needs of various phases of the fashion field, with the objective to help students enter the field in organizations where they may progress well. Students participate in an internship program during their second year, adding practical experience to theory, thus making the fashion merchandising graduate a complete candidate for success. Superior students may also choose to experience a foreign internship in the summer.

Fashion Merchandising Curriculum

<i>Course Title</i>	<i>Credits</i>
Fashion Merchandising (FM 1)	3

<i>Course Title</i>	<i>Credits</i>
Fashion Merchandising Internship (FM2)	3
Retail Sales Promotion (FM 3)	3
Product Analysis and Design (FM 4)	3
Basic Design & Color Theory (FM 5)	3
Microeconomics (Eco. 1)	3
Introduction to Marketing (Mkt. 13)	3
Principles of Retailing (Mkt. 22)	3
Personnel Management (MA 11)	3
Human Relations in Administration (MA 25)	3
Intro. Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Public Speaking (Eng. 12)	3
Business Communication (BC 20)	3
Introduction to Psychology (Psych. 8)	3
Merchandising Math (Math 9)	3
Liberal Arts Electives	9
Free Elective	3
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Administrative Assistant-Word Processing Specialist

The Administrative Assistant program is designed to prepare specialists in the operation of Word Processing Equipment — Magnetic Card Typewriter, Memory Typewriter, CRT Text-Editor, Dictaphone System 6/430, Dec WPS/8 — and the principles of administrative management for jobs in the modern office.

Administrative Assistant-Word Processing Specialist Curriculum

<i>Course Title</i>	<i>Credits</i>
Shorthand (SS 3)	3
Word Processing I (OA 32)	3
Word Processing II (OA 34)	3
Typing (SS 11)	6
Office Administration (OA 33)	3
Office Procedures (SS 20)	3
Office Simulation (SS 21)	3
Internship (SS 30)	3
Elementary Accounting (Acct. 1)	3
Elementary Accounting or Business Math or Finite Math (Acct. 2 or Math 8 or Math 10)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Human Relations Administration (MA 25)	3
Intro Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Liberal Arts Electives	6

<i>Course Title</i>	<i>Credits</i>
Free Electives	6
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Executive Secretarial

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The Executive Secretarial program is designed to prepare students for responsible secretarial positions in many different fields including industry, finance, and government. In addition to teaching superior secretarial skills, the program introduces students to the greater responsibilities of decision-making, handling confidential data, and supervising personnel.

Executive Secretarial Curriculum

<i>Course Title</i>	<i>Credits</i>
Shorthand (SS 1, 2, 3)	9
Typing (SS 8, 10, 11)	9
Word Processing I (OA 32)	3
Office Procedures (SS 20)	3
Office Simulation (S 21)	3
Office Administration (OA 33)	3
Elementary Accounting (Acct. 1)	3
Elementary Accounting or Business Math or Finite Math (Acct. 2 or Math 8 or Math 10)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Intro. Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Liberal Arts Electives	9
Business Elective	3
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Note: Secretarial Science Internship (6 credits) may be taken in place of Office Simulation and one liberal arts elective. Entering students who have achieved 35 words per minute in typing and/or 60 words per minute in shorthand dictation may choose a free elective in lieu of taking Typing I and/or Shorthand I.

Legal Secretarial

The Legal Secretarial Program prepares students for careers as secretaries in law firms, government agencies, investment companies, real estate offices, and legal shorthand, business law, and legal office administration. A general background in business subjects and the liberal arts is included to develop the student's independent thinking.

Legal Secretarial Curriculum

<i>Course Title</i>	<i>Credits</i>
Shorthand (SS 1, 2, 3)	9
Legal Shorthand (SS 6)	3
Typing (SS 8, 10, 11)	9
Word Processing I (OA 32)	3

<i>Course Title</i>	<i>Credits</i>
Office Procedures (SS 20)	3
Office Simulation (SS 21)	3
Elementary Accounting (Acct. 1)	3
Elementary Accounting or Business Math or Finite Math (Acct. 2 or Math 8 or Math 10)	3
Business Law (MA 6)	3
Introduction to Business (MA 10)	3
Intro. Computer Data Processing (CIS 100)	3
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Liberal Arts Electives	9
Business Elective	3
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Note: Secretarial Science Internship (6 credits) may be taken in place of Office Simulation and one liberal arts elective. Entering students who have achieved 35 words per minute in typing and/or 60 words per minute in shorthand dictation may choose a free elective in lieu of taking Typing and/or Shorthand I.

The London Option: A new option available to all secretarial majors is to spend the fourth term (spring or second year) in London at the Oxford and County Secretarial College, LTD. In lieu of NHC courses, the student will study shorthand speed building, advanced word processing, British business and French business, and the European Common Market while enjoying the cultural and social life of England.

General Studies

This two-year program is available to all students, but primarily those who find the specialized curricula of the college are not what they want. General Studies offers an alternative to students who wish to retain their business and accounting credits, achieve an associate’s degree, and possibly transfer to a liberal arts college.

General Studies Curriculum

<i>Course Title</i>	<i>Credits</i>
Expository Writing and Revision (Eng. 10)	3
Literature and Research (Eng. 11)	3
Introduction to Psychology (Psych. 8)	3
Introduction to Sociology (Soc. 12)	3
Finite Math (Math 10 & 11)	6
History or Government Electives	6
Liberal Arts Electives	21
Free Electives	18
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Description of Courses

Undergraduate School of Business

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Courses listed in this catalog are subject to changes in normal academic policy making.

Accounting

Acct. 1 and 2. Elementary Accounting (2 semesters). 3 credits each semester

Elementary Accounting is a two semester course designed to:

- Introduce the student to the need for accounting in business and its relevance to society.
- Develop an understanding of the basic financial statements used by business.
- Develop an understanding of the composition of basic asset, liability, equity, and income determining accounts, in accordance with current accounting concepts and principles.
- Introduce the student to the fundamental mechanics of accounting for proprietorships, partnerships, and corporations.

Success in the first semester is a prerequisite to the second semester. Success in both will enable the student to pursue advanced subjects.

Acct. 3 and 4. Intermediate Accounting (2 semesters). 3 credits each semester

This course covers an intensive examination and analysis of the accounting theory for assets, liabilities and stockholders' equity essential for the development and understanding of financial statements. The underlying concepts of matching revenue and expenses for the determination of net income are stressed. Particular emphasis is placed on the study and application of APB opinions and FASB opinions along with problem solving.

Prerequisite:

Acct. 2.

Acct. 5 and 6. Advanced Accounting (2 semesters)

3 credits each semester

Included in Advanced Accounting is a comprehensive examination and analysis of the accounting principles and procedures applicable to special areas of business. The topics covered are partnerships, consignments, installment sales, branches, business combinations, consolidations, bankruptcy, foreign exchange, and estates and trusts. Particular emphasis is placed on problem solving.

Prerequisite:

Acct. 4

Acct. 7 and 8. Cost Accounting (2 semesters). 3 credits each semester

This course includes a comprehensive coverage of the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs, and their use to management in the

planning and control process. Budgeting, standard costs, job order and process cost systems are examined, along with special problems in cost accounting.

Prerequisite:

Acct. 2

Acct. 11. Auditing Principles. 3 credits

An in-depth examination of audit programs and procedures that are required during the course of a regular audit engagement is included in this course. The importance of reviewing internal controls is stressed.

Prerequisite:

Acct. 6

Acct. 12. Advanced Auditing. 3 credits

Included in this course is an analysis of auditing procedures applicable to the examination of computerized systems. The use of statistical sampling techniques are examined in detail. The statements on auditing standards and the more recent FASB opinions are covered. This course should be elected by those students who plan a career in public accounting.

Prerequisite:

Acct. 11

Acct. 14. Management Accounting. 3 credits

This course emphasizes the analysis, reporting and use of accounting data as a management tool in the planning and control process.

Prerequisite:

Acct. 2

Acct. 15. Federal Taxation I. 3 credits

A detailed presentation is made of the theory and practice applicable in the preparation of federal income tax returns for individuals.

Prerequisite:

Acct. 2

Acc. 16. Federal Taxation II. 3 credits

A detailed presentation is made of the theory and practice applicable in the preparation of federal income tax returns for corporations, partnerships, estates and trusts.

Prerequisite:

Acct. 15.

Acct. 22. Institutional Accounting. 3 credits

This course covers the accounting principles and procedures applicable to governmental and not-for-profit institutions.

Prerequisite:

Acct. 8.

Acct. 30. Internship. 3 credits

This program provides an opportunity to work in public, private or governmental accounting in a supervised and structured work experience.

Prerequisite:

Consent of the director of cooperative education.

Business/Distributive Teacher Education

Ed. 5. Evaluation, Measurement and Testing. 3 credits

This course is concerned with the principles of measurement and evaluation. The use of basic statistical concepts will be discussed. The use of standardized and teacher-made tests will also be examined.

Prerequisite:

Math 11.

Ed. 10. Introduction to Education. 3 credits

This course gives the student an overview of American education through analysis of its historical and philosophical roots. Contemporary issues in American education will be emphasized.

Ed. 12. Methods of Teaching Typing and Word Processing. 2 credits

This course provides a study of the methods of instruction, skill building techniques, selection and preparation of instructional materials, standards of achievement, and evaluation and measurement of pupil progress in the skill-oriented courses. Other topics include machine rotation, office simulation, and the use of typing labs.

Prerequisite: SS8

Ed. 13. Methods of Teaching Bookkeeping and General Business. 3 credits

A study of the methods of instruction, selection and preparation of instructional materials, standards of achievement, and evaluation and measurement of pupil progress in the areas of bookkeeping/accounting, data processing, and the basic business courses.

Prerequisite:

Junior standing.

Ed. 14. Educational Psychology. 3 credits

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the concepts of psychological principles of testing learning technology are also emphasized.

Prerequisite:

Psych. 8.

Ed. 15. Coordination of Realistic Work Experiences. 3 credits

A study of the philosophy and objective of cooperative vocational education and other work experiences, methods of selecting students and work stations, preparation of instructional materials, placing and supervising students on part-time jobs, evaluating work stations, advisory committees, and the public relations aspects of cooperative education.

Prerequisite:

Junior standing.

Ed. 16. Methods of Teaching Shorthand and Office Procedures. 2 credits

A study of the methods of instruction, selection and preparation of instruc-

tional materials, standards of achievement, and techniques of evaluation and measurement of pupil progress in shorthand and transcription.

Prerequisite:

SS 1.

Ed. 17. Methods of Teaching Distributive Education. 3 credits

A study of the methods of instruction, selection and preparation of materials, and evaluation of student progress in the area of distributive education.

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Prerequisite:

Junior standing.

Ed. 18. Principles of Business and Vocational Education. 3 credits

A study in the field of business education: its curriculum, levels, facilities, materials, research and issues. Emphasis will be on current practices in business education.

Ed. 20. Internship. 3 credits

Provides future teachers with varied educational and business experience appropriate to the major teaching area. Typical experience includes working as teaching assistants and visitations to a variety of schools. Periodic written reports are required throughout internship.

Ed. 30. Student Teaching. 15 credits

Business/Distributive Teacher Education majors will have the opportunity to participate in one semester of full-time practice teaching at nearby public schools. During this semester, the student teacher will receive close and continuous supervision and guidance from teaching personnel at the local school and by a member of the New Hampshire College faculty. In-school seminars are also held.

Prerequisite:

Senior standing.

Economics

Eco. 1. Microeconomics. 3 credits

This course covers microeconomics — the market system, demand and supply, prices, distribution of income, economics of the firm, diminishing returns to scale, monopoly and oligopoly, and international trade including foreign exchange, balance of international payments.

Eco. 2. Macroeconomics. 3 credits

The course covers macroeconomics — national wealth, income, the components of spending, theory of equilibrium between spending and production, the monetary system, impact of technology and economic growth.

Prerequisite:

Eco. 1.

Eco. 7. Economic Development. 3 credits

The course examines the process and problems of economic development. Emphasis is on “Third World” less developed nations, their problems and relationships with the United States.

Prerequisite:

Eco. 1 and 2.

Eco. 8. U.S. Economy History. 3 credits

The course examines the United States as a “successful” case study in economic development. The clash of social-political economic forces in institutional development is examined.

Eco. 14. Labor Economics. 3 credits

This course introduces the student to the field of labor economics. The labor market, wages, productivity, inflation-unemployment relationship and the role of unions are among the subjects covered.

Prerequisite:

Eco. 1 and 2.

Eco. 20. Comparative Economic Systems. 3 credits

This course examines alternative economic systems ranging from planned systems to non-planned and mixed systems. The systems of the major developed and developing countries are examined. In addition, the elements and problems that go into “putting an economic system together” are explored.

Prerequisite:

Eco. 1 and 2.

Eco. 22. International Economics. 3 credits

The course examines the basis of international trade and the mechanisms involved in international finance. The implications for United States industries, as well as the national economy, are also examined.

Prerequisite:

Eco. 1 and 2

Eco. 23. Urban and Regional Economics. 3 credits

This course examines the diversity of regional economics in the United States economy. Questions and problems of regional autonomy and policies are examined.

Prerequisite:

Eco. 1 and 2

Eco. 26. History of Economic Thought. 3 credits

The course examines the development of economic thought from philosophy to political economy to “economics as a science today.”

Prerequisite:

Eco. 1 and 2

Eco. 29. Labor Relations and Arbitration. 3 credits

This course examines union-management relationships. Elements of a good union-management contract, the law, and the role of the arbitrator.

Prerequisite:

Eco. 14 or MA 11.

Eco. 30. Principles and Concepts of the World Economic System. 3 credits

This is a broad study of the major forms of international trade; export and import trade, overseas investment, production and marketing operations, international policies. Theoretical principles, government policies and business practices are covered.

Prerequisite:

Eco. 2; and junior standing or permission of the instructor.

Eco. 40. Independent Study. 3 credits

A course to allow the student to investigate any economic or business subject not incorporated into the curriculum. By permission of instructor, department chairman and academic dean.

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Finance

Fin. 1. Personal Finance. 3 credits

This course introduces the student to the concepts involved in budgeting, capital budgeting, cash flow, and investments at the personal level. The course also provides valuable practical knowledge in the field of personal finance.

Fin. 2. Introduction to Investments. 3 credits

Various investment vehicles, including stocks, bonds and commodities, are introduced and examined. The course emphasizes the investment decision-making process that underlies all investment decisions.

Fin. 12. Managerial Economics 3 credits

Analysis of the application of economic theory to business organization. Topics include demand analysis, cost calculation, pricing decision-making.

Prerequisites:

Eco. 1 and 2; Acct. 2.

Fin. 16. Money and Banking. 3 credits

This course covers two broad areas. The first is the banking industry, as it operates internally and is regulated. The second area is the banking industry in the national economy. This includes monetary policy and its macroeconomics effects on prices, employment, growth and the international balance of payments.

Prerequisite:

Eco. 1 and 2.

Fin. 20. Introduction to Business Finance. 3 credits

This course is designed to survey the finance discipline, to develop skills necessary for financial decision-making and to acquaint the student with financial markets and institutions.

Prerequisites:

Acct. 2; Math 11.

Fin. 24. Security Analysis. 3 credits

The student becomes actively involved in fundamental industry and company analysis. Supply and demand factors are examined, as they effect individual firms and industries, so as to make a cogent investment decision.

Prerequisites:

Fin. 2; Eco. 1 and 2.

Fin. 30. Public Finance. 3 credits

Methods of procedures of raising and expanding revenues at all levels of government are examined. In addition the course examines the implications of these methods and procedures on the macroeconomic variables of prices,

employment, growth, and the international balance of payments.

Prerequisite:

Eco. 1 and 2.

Fin. 34. Business Cycles and Forecasting. 3 credits

The course examines business cycle history, theory, and the use of lagging, leading and coincident economic indicators in business forecasting.

Prerequisites:

Eco. 1 and 2; Fin. 16.

Fin. 35. Financial Policy and Decision-Making. 3 credits

This course is designed to pursue financial decision-making under real world considerations of risk and uncertainty. Heavy emphasis is placed on evaluating the allocation of funds within the firm and managing the capital structure.

Prerequisites:

Either Fin. 20 or Acct. 6; Math 11.

Fin. 36. Multinational Corporate Finance. 3 credits

Aspects of financial planning for corporations with overseas operations. Analysis of sources and uses of corporate funds abroad, including criteria for choice among alternative foreign investments. Includes the effects on international corporate financial planning such as factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices.

Prerequisites:

Either Fin. 20 or 35; Eco. 30; and junior/senior standing or permission of instructor.

Hotel/Restaurant Management (HRM)

HR 9. Food Purchasing. 3 credits

An examination of the grades, types, and varieties of fruits, vegetables, meats, fish, and sundry products and the methodology of purchasing food in large quantities. Additional topics discussed include wholesale and retail meat cuts, standard purchase specifications, centralized purchasing, container sizes and types of frozen, canned, and fresh fruits and vegetables.

HR 10. Quantity Food Production I. 3 credits. 3 Laboratory Hours. 1 Lecture Hour

An introductory course in the theory and preparation of haute cuisine. Students will prepare soups, sauces, appetizers, vegetables, meats, fish, and baked products including breads, cakes, and pies using professional equipment. Classical and modern methods of production will be compared.

Laboratory fee \$100.

HR 11. Quantity Food Production II. 3 credits. 3 Laboratory Hours. 1 Lecture Hour

Theory and preparation of haute cuisine under conditions of quantity preparation. Students will apply the principles from HR 10 to quantity service on the college premises.

Laboratory fee \$100.

Prerequisite:

HR 10.

HR 12. Introduction to Hotel and Restaurant Management. 3 credits

The history and development of the hospitality industry from Greek and Roman times to present day, the organization of the modern hotel, the functions and personnel of each department, the layout and design of a modern hotel, the organizational differences between commercial and resort properties.

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HR 13. Management Accounting and Control for the Hospitality Industry. 3 credits

This course emphasizes the methods and procedures of internal controls for hotels and restaurants. Management tools available to interpret and analyze data which contribute to more effective decision making are also examined.

Prerequisite:

Acct. 1 and 2.

HR 14. Promotional Activities. 3 credits

A study of the methods and tools used by hotels to promote business externally and internally. Included as a major part of the course is a study of the process of identifying primary and secondary markets, and feasibility studies for hotel construction.

HR 15. Hotel Information Systems. 3 credits

A systems approach is used to examine the flow of information which occurs as a guest makes a reservation, checks into, occupies, and checks out of a hotel. An in-depth analysis of current manual and computer based systems that facilitate the flow of information in a hotel.

Prerequisite:

CIS 100

HR 16. Law of the Hospitality Industry. 3 credits

An examination of the common and statutory law applicable to the hospitality industry. Included in the course are discussions of the inkeeper's duties and responsibilities for his guests, his duty to maintain his property, his duty to receive travelers, his vicarious liability for employee actions, and his liability for guests' property.

Prerequisite:

HR 12

HR 18. Hotel and Restaurant Management Seminar. 3 credits

A review of current practices and procedures involving problem areas, associated with the hospitality industry. An in-depth analysis of a current topic selected by the student in conjunction with the instructor. Open to HRM majors in their senior year.

HR 19. Restaurant Management. 3 credits. 2 Laboratory Hours.

2 Lecture Hours

The various types of dining room service (French, Russian, English, and American) are studied and applied to on-campus college service. Students will operate a college restaurant. Additional topics discussed include menu theory and preparation, wine appreciation and service, and bar management.

Laboratory fee \$25.

Prerequisite:

HR 12

HR 21. Hotel Facilities Management. 3 credits

An examination of the housekeeping department of a hotel, interior decoration, care and selection of carpeting, drapes, and furniture, and a study of basic engineering problems associated with hotels, including refrigeration, plumbing, heating, and air conditioning.

Prerequisite:

HR 12

HR 22. Tourism. 3 credits

The history, development and international implications of world tourism, included in the topics discussed are the sociology of tourism, tourism components, the economic role of tourism, and marketing of tourism.

HR 50. Internship. 6 credits

Guided internship work experience for integrating study and experience. Students will spend one summer working at approved hotels and restaurants. Open to HRM majors only.

Prerequisite:

Consent of the director of cooperative education.

HR 51. Internship. 12 credits

Guided internship work experience for integrating study and experience. Students will spend one academic semester working at approved hotels and restaurants. Open to HRM majors only with permission of the department chairman.

Prerequisite:

Consent of the director of cooperative education.

Fashion Merchandising

FM 1. Fashion Merchandising. 3 credits

A study of fashion principles and procedures used in planning, selecting, pricing and selling of fashion goods in retail stores. Analysis of classification merchandising systems, merchandise assortment plans and inventory control methods are an integral part of the course.

Prerequisite:

Mkt. 22.

FM 2. Fashion Merchandising Internship. 3 credits

The student shall have the option of (1) working as an intern anywhere in the United States during the summer between the first and second years, OR if this is not possible (2) working on a part-time basis during the first semester of the second year in the Manchester area. A minimum of 120 hours will be required. MA 53 may be substituted for this course.

Prerequisite:

Consent of the director of cooperative education.

FM 3. Retail Sales Promotion. 3 credits

This course includes both personal and non-personal phases of sales promotion. In addition, the preparation of advertising, including the principles of layout, headlines, copy and illustration, and the general principles governing the design and executing of window and department displays are covered. A fashion show is planned and executed by the entire class as a group project.

FM 4. Product Analysis and Design. 3 credits

A study of textile information necessary for merchandising, including analysis of yarns and weaves, fabric recognition and a detailed study of materials with special emphasis on modern synthetics. Correct concepts of color and design are explored and exposure is offered to non-textile materials used in the fashion industry.

FM 5. Basic Design and Color Theory. 3 credits

This course examines the basic principles of design including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. (Recommended free elective for FM majors)

Learning Center**LC 10. Reading Strategies. 3 credits**

This course assists students in increasing their ability to read analytically and critically, which allows them greater mobility in dealing with sophisticated reading materials. An increase in proficiency in various reading skills will help students meet with success in English and other content courses. Enrollment in this course requires prior approval of the instructor.

Marketing**MKT 13. Introduction to Marketing. 3 credits**

Introduction to marketing functions through the study of its nature, scope and importance. Topics considered are analysis of markets, product development, distribution structures, pricing systems, and promotional activities.

MKT 20. Sales Management. 3 credits

An analysis of the sales function in modern business including the techniques necessary to the successful selling of both tangibles and intangibles. This course also consists of a study of the management of field sales force with special emphasis on structural planning as well as an operational control over recruiting, retention, supervision, motivation, compensation of sales personnel.

Prerequisite:

MKT13.

MKT 21. Marketing Communications. 3 credits

This course presents the spectrum of communication vehicles businesses use to reach their target markets. Focus is upon strategic integration of promotional instruments to accomplish business objectives. Advertising, sales pro-

motion, personal selling and publicity are topic areas examined.

MKT 22. Principles of Retailing. 3 credits

A study of the principles of retailing with special emphasis on store organization, merchandising and the personnel function; also the subjects of store location and layout and customer relations are explored.

Prerequisite:

MKT 13 (May be taken concurrently).

MKT 25. Channels of Distribution. 3 credits

This course investigates the institutions which comprise marketing distribution systems. It will focus on integrative strategies and various modes are studied.

MKT 27. Marketing Geography. 3 credits

Course is concerned with store location research and emphasizes the super-market industry. Begins with an analysis of urban areas — their functions, land use patterns, spatial organization, and the urban economy.

Prerequisite:

MKT 13.

MKT 28. Retail Facilities Planning. 3 credits

Featured in this course will be concepts of store layout and design as they relate to proper marketing strategy in a retail environment. Importance of atmospherics, internal traffic patterns and effective positioning of merchandise within a store will be stressed. (Suggested free elective for FM majors or followup to MKT 27 (Retail Site Selection) for marketing or retailing majors.)

MKT 29. Principles of Advertising. 3 credits

This course is designed to give students a thorough understanding of advertising, its planning, creation, and use, by approaching advertising from the viewpoint of management decision-making. Extensive course time is spent on the development of multi-media advertising campaigns.

Prerequisite:

MKT 13.

MKT 31. Industrial Marketing and Channel Functions. 3 credits

This course concentrates on the concepts and policies affecting the characteristics of major industrial markets: Sales strategy, marketing budgets, purchasing, short term financial assessments, price and product management, distribution of goods, channel functions, integration of channels, problems of vertical and horizontal integration, and the results of government participation in the market.

Prerequisites:

MKT 13; MKT 20; and Fin. 20 or 35.

MKT 32. Marketing Strategies and Policies. 3 credits

Marketing Strategies and Policies is the capstone course of the undergraduate marketing curriculum. Through a series of case studies, it will focus on the decisions required of senior marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing principles covered in other marketing

courses to specific company problems. Case situations will cover a diversity of product, market and industry environments.

MKT 23. Multinational Marketing. 3 credits

Analysis of the development of international marketing programs from the determination of objectives and methods of organization through execution of research, advertising, distribution and production activities. International similarities and differences in marketing functions, processes, structures, and agents, as related to the cultural, economic, political, social and physical dimensions of the environment are examined. The changes underway in marketing systems as well as the adaptation of marketing philosophies and practices to fit conditions in different countries are considered.

Prerequisites:

Eco. 30; MKT 13; Eco. 2; and junior/senior standing and permission of the instructor.

MKT 35. Sales and Persuasion. 3 credits

This course develops for the student an understanding of, and practical ability to use, intelligent ethical techniques of information presentation and persuasion. Although focused upon the sales function, learned persuasive techniques will have value in many other areas of social and professional life.

MKT 37. Marketing Research. 3 credits

Introduces the student to application of statistics and model research building for marketing decision-makers. Extensive student projects are required.

Prerequisites:

Math 18 and MKT 13.

MKT 40. Independent Study. 3 credits

A course to allow the student to investigate any economic or business subject not incorporated into the curriculum. By permission of instructor, department chairman and academic dean.

MKT 42. Retail Management. 3 credits

An advanced level course beyond the scope of MKT 22, MKT 42 is geared to the retailing major, general marketing and consumer behavior/research marketing majors. Extensive use of the case study method and computer simulations in such areas as quantitative decision making, inventory planning and control, operational budgeting, foreign markets, interpreting consumer demand and overall coordination of merchandising policies within a retail framework.

Prerequisites:

MKT 13, 22; and Math 18

MKT 45. Consumer Behavior. 3 credits

This course supplies those facts that will lead to an understanding of the relevancy of consumer decisions in the strategies of the marketing firm.

Prerequisites:

MKT 13, MA 25, Psych. 8.

MKT 48. Advanced Marketing Seminar. 3 credits (Special Projects in Marketing. 3 credits)

This course is an in-depth investigation into specialized research and applica-

tion areas within the realm of marketing thought and theory. Issues and topics examined might include site location analysis, store design and layout, copy testing, concept testing, product testing, marketing information systems, ecological marketing and market simulation.

Prerequisites:

Marketing major, senior standing, 3.0+ GPA in marketing, four or more marketing courses previously taken, or permission of the marketing department chairperson.

MKT 50. Marketing Internship. 12 credits

Closely supervised on-the-job training combining classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand.

Prerequisites:

Open to marketing majors only with permission of the director of cooperative education.

Management Arts

MA 6. Business Law I. 3 credits

The background, foundation and structure of the United States legal system are examined. In addition, the following topics are explored: torts, product liability, criminal law, contracts, sales.

MA 7. Business Law II. 3 credits

The study begun in Business Law I continues as the following topics are explored: commercial paper, real and personal property, creditor's rights and bankruptcy, agency, business organizations, estate planning and government regulation of business.

Prerequisite:

MA 6.

MA 8. Administrative Law. 3 credits

Government agencies have had in recent years an ever increasing influence on business operations and decision making. This course examines the need for these agencies and the particular roles certain agencies play in our society. In addition, this course explores the following topics: consumer protection, environmental law, antitrust law, labor law.

Prerequisite:

MA 6.

MA 10. Introduction to Business. 3 credits

An introduction to business which discusses business functions, how it is owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a system. A broad background in business practices, principles, and economic concepts are discussed toward future utilization in more advanced courses.

MA 11. Personnel Management. 3 credits

Fundamentals of personnel policies and administration. Study of major tasks of procuring, developing, maintaining and utilizing an effective working team.

MA 12. Risk and Insurance. 3 credits

A comprehensive study of economic risk and risk management to enable the student to become capable of making decisions and taking action relative to risk in the field of business as well as in his own personal affairs. Basic types of insurance will be studied—life, casualty, fidelity, surety, fire and allied fields as well as social insurance.

MA 17. Small Business Management. 3 credits

Study of problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting, credit.

MA 20. Management Decision-Making. 3 credits

A quantitative approach to business decision-making. Topics covered include linear programming, queuing theory, transportation problems, optimization procedures, game theory and economic lot and order size problems.

Prerequisites:

Fin. 20 or 35, MA 10, Acct. 1 and 2 and Math 18.

MA 21. Central Management and Policy Making. 3 credits

An interdisciplinary approach to decision-making and running a business from the position of top management. Text and case studies.

Prerequisites:

Acct. 2, MKT 13, Fin. 20 or 35, and senior standing; or permission of instructor.

MA 25. Human Relations in Administration. 3 credits

A study of the relationship between the administrator and his superior, employees under his supervision, associates on his own level. Problems in human relations relating to social and cultural differences, discipline, communications, and changing business.

MA 26. Social Environment of Business. 3 credits

This course will introduce the student to the study of economics, culture, government, technology, international relations, and labor as they affect business decision-making. The social responsibility of the manager in formulating operational policies is stressed.

MA 31. Introduction to Operations/Production Management. 3 credits

An introductory course in operations and production management which considers the evolution of the modern operations function, design of the system, supervision, scheduling, materials management and control. Both the production of a good and the provision of services are examined.

Prerequisites:

MA 10, Eco. 1, Acct. 2, Math 11

MA 33. Real Estate. 3 credits

This comprehensive real estate course dealing with all the aspects of real estate necessary to operate as a real estate salesman or broker.

MA 36. Operations/Production Management Techniques. 3 credits

The development of various techniques to aid the manager in solving operations problems; topic areas may include scheduling techniques, time and motion study, inventory analysis and control, elements of quality control and maintenance analysis.

Prerequisites:

MA 31, Math 18.

MA 38. The Multinational Corporation. 3 credits

This is a study of the management of four operations; planning international objectives and strategies; multinational corporate structures; corporate skills for international operations; managerial communications and control of multinational organizations; and administrative practices and operating policies of the multinational corporation.

Prerequisites:

Eco. 30; and junior/senior standing or permission of the instructor.

MA 40. Independent Study. 3 credits

A course to allow the student to investigate any economic or business subject not incorporated into the curriculum. By permission of instructor, department chairman and Academic Dean.

MA 42. Organizational Behavior. 3 credits

The focus is on the class as a real organization with direct attention given to roles, norms, rewards, leadership styles and power authority relationships.

Prerequisites:

MA 11, MA 25 and MKT 13.

MA 45. Small Business Institute Cases. 3 credits

Selected students evaluate and counsel small businesses that request management assistance. The course is conducted in conjunction with U.S. Small Business Administration. The term of the course is one academic year for 3 credits.

Prerequisites:

Junior or senior standing, and permission of instructor.

MA 46. Quality Control/Productivity. 3 credits

A study of quality control techniques and applications to production and services. Topics include the areas of maintaining and improving quality and productivity.

Prerequisite:

MA 36.

MA 47. Inventory and Materials Control. 3 credits

Development and applications of standard economic order quantity, materials requirements planning, forecasting and other control procedures.

Prerequisite:

MA 36.

MA 48. Advanced Operations/Production Management. 3 credits

Primarily a case study approach to operation/production problems with an integrated study of problem areas. Computer usage for analysis is performed.

Prerequisites:

Consent of the director of cooperative education.

MA 50. Management Internship. 12 credits

This is a supervised semester's career-related work experience. A final written analysis of the work program or a specific project report plus monthly on-the-job reports aid the student in relating academics to practice.

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Prerequisite:

Consent of the director of cooperative education.

MA 153. International Internship. 3 credits

This exciting work-study experience allows a student to spend six weeks overseas working for one of the leading distribution firms in such places as Denmark, England, Belgium, Germany, France and Hong Kong. A dual cultural/business preparation for the world of international business.

Prerequisite:

Consent of the director of cooperative education.

Computer and Information Systems

CIS 100/101. Introduction to Computer Data Processing. 3 credits

This fundamental computer literacy course surveys the principles of computers, their roles and their various applications in business organizations and in society at large. Students learn a computer programming language and write and run programs on the college's mainframe and microcomputers. (CIS 101 covers topics in more technical depth than CIS 100. CIS 101 is intended primarily for CIS/MAS majors.)

CIS 120. FORTRAN 77 Programming. 3 credits

A problem-solving language which provides the student with the knowledge to meet management's needs of supplying quantifiable information in the management science area.

Prerequisite:

CIS 100/101

CIS 125. Pascal Programming. 3 credits

Develops a strong foundation in structured programming using Pascal. Students utilize the college's IBM 4341 mainframe and various microcomputers. Business as well as other applications are covered.

Prerequisite:

CIS 100/101

CIS 200. Introduction to Systems. 3 credits

The course is designed to provide all New Hampshire College students with a theoretical, as well as pragmatic, study of the analysis and design of computer information systems. The functional relationships between information requirements and structure are examined. (Along with CIS 100/101, this course has been structured to insure full implementation of the college's mission statement of computer literacy for all graduates.)

Prerequisites: CIS 100/101, Eng. 11

CIS 220. Principles of COBOL. 3 credits

An introduction to computer programming in a business environment using COBOL. Emphasis is given to the fundamentals of structured program design and organization. The course includes discussion and application of top-down design strategies and structured techniques for designing and developing program solutions. The course covers language syntax, data and file structures, and file handling.

Prerequisites:

CIS 120 or 125 and Acct. 1.

CIS 300. Advanced Systems Design. 3 credits

This course will integrate the areas of computer technology, systems analysis, systems design, and organizational behavior to aid the student in designing large scale applications and decision support systems.

Prerequisites:

CIS 200 and Math 14, 15, 17, 20.

CIS 305. Microcomputer Systems. 3 credits

This course examines the role of microcomputers in modern information systems. Students are introduced to microcomputer hardware and software including operating systems and selected applications. The use of microcomputers in personal, small business and corporate environments is explored.

Prerequisites:

CIS 200.

CIS 320. RPG II. 3 credits

The student will be given the opportunity to acquire proficiency in use and applications of RPG III. This course will be taught in such a manner that each student will be able to progress at his or her own pace within the limits specified by the instructor.

Prerequisites:

CIS 200 and one programming language course.

CIS 325. Advanced COBOL. 3 credits

This course includes a complete coverage of COBOL including sorts, table searching, and the REPORT WRITER. Structured design and programming concepts are emphasized including a comprehensive coverage of program structure, cohesion, and design. Students are introduced to structured walkthroughs. All concepts are presented in the context of applications designed to approximate business conditions with emphasis on system design using direct access file handling techniques.

Prerequisite:

CIS 330.

CIS 330. Data Base Management Systems. 3 credits

An in-depth view of both the logical and physical aspects of a data base management system.

Prerequisites:

CIS 200 and 220.

CIS 340. Principles of Hardware and System Software. 3 credits

A survey of topics concerning hardware architecture and system software. The relationship between these two major components of computer systems is emphasized, along with the impact of hardware and system software design on the development of applications programs and computer center productivity.

Prerequisite:

CIS 330.

CIS 350. Internship. 3 credits

Students spend a minimum of 20 hours per week for a minimum of 14 weeks with one organization. He or she will receive three credits for successful completion of the internship. This success is determined by the work supervisor of the student, the director of cooperative education, and the chairperson of the CIS department.

Prerequisite:

Consent of the director of cooperative education and the CIS department chairperson.

CIS 360. Computer Simulation and Modeling. 3 credits

Fundamental computer simulation and modeling techniques used in the business environment: continuous and discrete system simulation, probabilistic and queuing models, system dynamics. Business area applications include: inventory, financial planning, queuing systems, management games and corporate simulation models. Students formulate and run programs using simulation languages such as GPSS and DYNAMO.

Prerequisites:

Math 12 and 18 and two programming language courses.

CIS 400. CIS Project and Policy. 6 credits

The course is designed to place the students in a real-world environment where they will design, implement and document a systems project. Case study approach will be utilized in class sessions to address the effective handling of systems management and a variety of policy concerns.

Prerequisite:

CIS 325.

CIS 401. MIS Project and Policy. 6 credits

The student in this course will design, implement and document a decision support system for an organization. By use of the project the course will fit together all the concepts from the previous courses and integrate policy concerns.

Prerequisites:

CIS 340, Math 17 or 18.

CIS 420. Assembler Language Programming. 3 credits

An in-depth presentation of IBM 370 Basic Assembler Language of the college's IBM 4341 mainframe. Included are: decimal and floating point arithmetic, I/O under OS and DOS, macros and conditional assembly.

Prerequisite:

CIS 340.

CIS 440. Data Communications Systems and Networking. 3 credits

This course addresses the elements of a data communication system. Included will be the various hardware, systems software and application design features necessary to implement from a simple data communication system up to a sophisticated distributed network.

Prerequisites:

CIS 340, Math 17 or 18.

CIS 449. Topics in CIS/MIS. 3 credits

New computer technologies and applications proliferate rapidly in our high-technology oriented society. This seminar course offers an in-depth study of a current topic of interest not ordinarily covered in existing course offerings.

Prerequisite:

Senior standing.

Secretarial Science/Office Administration**SS 1. Shorthand I Theory and Dictation to 60 Words per Minute.**

3 credits (4 class hours)

Planned to give the student a thorough knowledge of fundamentals. Emphasis is placed on good shorthand penmanship, accurate proportion and legibility, and mastery of basic vocabulary.

SS 2. Shorthand II Dictation: 60-80 Words per Minute, and Transcription. 3 credits

Designed to increase the student's shorthand vocabulary the emphasis is on developing speed and accuracy in typing mailable transcripts.

Prerequisite:

SS 1 or permission of department chairman.

SS 3. Shorthand III Dictation: 80-100 Words per Minute, and Transcription. 3 credits

Emphasis is placed on mastery of the technical vocabularies of the more important lines of business: Banking, insurance, real estate, manufacturing, merchandising, transportation. Daily transcription practice with emphasis on mailable copy.

Prerequisite:

SS 2 or permission of department chairman.

SS 4. Shorthand IV Dictation: 100-120 Words per Minute, and Transcription. 3 credits

The material used for dictation includes longer and more difficult business letters from technical fields, editorials, and reports. Transcription drills are continued to increase speed and accuracy. Emphasis placed on expert shorthand outlines.

Prerequisite:

SS 3 or permission of department chairman.

SS 6. Legal Shorthand. 3 credits

The dictation of legal terminology and definitions and their place in legal reports and documents. The special terms, both ordinary legal terms and Latin phrases, which are commonly used in law; the law of property, contracts and sales.

SS 8. Typewriting I Theory and Speed up to 35 Words per Minute.

3 credits

Correct posture at the machine, parts of the typewriter and their uses, and development of touch techniques with emphasis on the formation of correct habits as a foundation for speed and accuracy. Basic letter forms, tabulations, and manuscripts.

SS 10. Typewriting II 35-50 Words per Minute. 3 credits

Arrangements of business letters and envelopes, carbon copies, stencils and masters, tabulation and statistical matter, and rough drafts. Drill to increase speed and accuracy.

Prerequisite:

SS 8 or permission of department chairman.

SS 11. Typewriting III 50-60 Words per Minute. 3 credits

Manuscripts, billing, statements, legal documents and business papers, secretarial assignments. Drills to perfect production speed.

Prerequisite:

SS 10 or permission of department chairman.

SS 20. Office Procedures. 3 credits

Fundamental skills and knowledge in (1) operation of basic office machines, (2) filing, (3) letter and memo writing, and (4) human relations. Efficiency, organization, and versatility are stressed.

SS 21. Office Simulation. 3 credits

Application of the basic skills learned in all previous secretarial courses is the thrust of this course. Students role-play in an office environment from the manager to the clerk.

Prerequisites:

SS 3, 10, 20 or permission of department chairman.

SS 30. Secretarial Science Internship. 6 credits

Students work as interns on a parallel basis while attending school. Based on their specific major, they are placed in an appropriate professional office. This is a supervised integrated work-study experience.

Prerequisite:

Consent of the director of cooperative education and department chairman.

OA 30. Office Administration Internship. 12 credits

Students work as interns on a parallel basis while attending school. Based on their specific major, they are placed in an appropriate professional office. This is a supervised integrated work-study experience.

Prerequisite:

Consent of the director of cooperative education and department chairman.

OA 32. Word Processing I. 3 credits

Application of Word Processing Systems and transcription skills in today's offices. Students learn machine transcription and dictation, magnetic typewriters, memory typewriters and the IBM System 6, and text-editors.

Prerequisite:

SS 8

OA 33. Office Administration. 3 credits

Student solve practical problems of managing an office by applying general management principles, office designs, modern equipment and techniques. Decision-making by the administrator of the office is emphasized.

OA 34. Word Processing II. 3 credits

Students learn more processing equipment such as DECWPS/8 as well as microcomputers. They will learn management skills in correspondence or administrative tasks by implementing a word processing center.

Prerequisite:

OA 32.

OA 50. Office Administration Internship. 12 credits

Students work as interns on a prallel basis while attending school. Based on their specific major, they are placed in an appropriate professional office. This is a supervised integrated work-study experience.

Prerequisite:

Consent of the director of cooperative education and department chairman.

Liberal Arts

Liberal arts course offerings are an integral part of the curricula offered by the college. The social sciences, the humanities, and the sciences, studied with the more professional courses, enable the student to gain understanding, perspective, and knowledge outside restrictions of major field.

All candidates for the degree of Bachelor of Science must present credits in the liberal arts according to their major requirements but averaging more than forty percent of total course credits. Liberal arts credits must include a minimum core in English and mathematics with options in history, sociology, philosophy, literature, science, government, psychology, humanities, and the fine arts.

The Humanities**Fine Arts****FA 21. Experiences in Art. 3 credits**

A course in enjoyment, understanding and appreciation of various art periods, styles and media. Slides will be used to illustrate the course material.

FA23. History and Literature of Music. 3 credits

A broad study of music from all historical periods from the early Greeks to modern day classical, electronic and popular music. One of the themes of the course will be the correlation of the music of the past with the present.

FA 24. Music in the Romantic Period. 3 credits

A study of the importance of the Romantic Period of music. Music before (Renaissance, Baroque, Classical) and after (20th Century) is presented in a very condensed form illustrating characteristics of and comparison to the unique age of Romantic music.

FA26. Mass Media. 3 credits

A survey course covering the nature of mass media communication, its develop-

ment and its effects. The course will focus on how and why the media operate as they do, as well as on how media performance might be improved to better meet the need of consumers.

FA 30. Introduction to Films. 3 credits

This course involves viewing and analysis of representative films — fictional, documentary and experimental — through which students will become acquainted with the film theory and basic technical terms, film history, aesthetics and production. Three lecture hours and two scheduled viewing hours per week. Lab fee.

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FA 36. Women in Art. 3 credits

A survey study of women artists from the Middle Ages to the 20th Century. Museum visits and slide presentation are included.

FA 76. American Music. 3 credits

This course deals with all aspects of American (U.S.) music from the sacred music of the New England colonies (1620) to the present. The student is given a basis for the awareness, realization, and understanding of our musical culture. No musical background is presumed.

Music

MUS 10. Band. 1 credit (maximum 6 credits)

Applied music course in wind ensemble performance. The organization comprising credit-taking and non-credit-taking band members will perform at athletic and other college functions.

MUS 12. Chorus. 1 credit (maximum 6 credits)

Auditions will be held each semester for a mixed choral group. The group will perform at selected college functions.

Humanities

HU 1. Introduction to the Humanities: Greece Through the Renaissance. 3 credits

Assuming little or no previous exposure to its content, this course offers vocabulary, understanding and appreciation of the visual arts, music, literature and ideas in the context of changing cultural environments, including ancient Greece and Rome, the Medieval Period and the Renaissance. May be taken independently of HU 2.

HU 2. Introduction to the Humanities: Baroque Through Modern. 3 credits

Continuing Humanities 1, an introduction to visual arts, music, literature and ideas in various cultural environments including the Baroque, the Enlightenment, Romanticism, post-Romanticism, and modernism. May be taken independently of HU 1.

HU 20. Special Topics in Humanities. 3 credits

The content of this course varies from semester to semester and will be posted in the registration schedules; the instructor will post a syllabus prior to registration.

HU 30. Images of Men and Women in Western Society. 3 credits
An interdisciplinary course based on a critical study of short stories, plays, and poetry written by and about women, as well as letters and historical and sociological essays concerning woman's role in society. Some of the writers represented in this course are Adams, Wollstonecraft, Mill, Woolf, Hemingway, Meade, and Mailer. One course objective is to summarize their views of women's social and economic roles.

HU 84. Seminar on Soviet Society. 3 credits

An annual study tour of the USSR under the sponsorship of New Hampshire College and St. Anselm College incorporates field observations, lectures by Soviet authorities, and meetings with Soviet citizens. An orientation program is conducted prior to the tour.

HU 100. Seminars Abroad. Credit to be arranged

Trip to historic sites pertinent to the study of major literary/historical figures or events. Students will attend lectures and/or seminars, prepare short papers and keep journals of their travels and their learning experiences. Sites and studies to change periodically, subject to the approval of the department.

English

English Proficiency Exam

At the end of English 10 (Expository Writing and Revision), the student must pass an English proficiency examination that is simultaneously a final examination for the course and an institutional test of writing ability. The student will be expected to write coherently, correctly, and thoughtfully about a pre-assigned topic, using a dictionary or other books as desired. English 10 is a prerequisite for English 11 and English 20. If the student fails this English proficiency examination, he or she must repeat English 10 before being retested unless other arrangements are made by the department. Retesting procedures are set forth in the Humanities Department's booklet, "English Proficiency Exam."

Eng. 9. Fundamentals of English. 3 credits

Grammar and language skills review. Required of all students testing below an established minimum of language usage. For these students a prerequisite of English 10.

Eng. 10. Expository Writing and Revision. 3 credits

Stresses composition skills and rewriting. In order to receive credit for English 10, the student must pass a final English Proficiency Exam designed to test his or her ability to write coherently, correctly, and thoughtfully. Required of all freshmen.

Eng. 11. Literature and Research. 3 credits

A research and literature course with major emphasis on writing a research paper and developing an appreciation for imaginative literature. Required of all freshmen.

Prerequisite:

Eng. 10.

Eng. 12. Public Speaking. 3 credits

Designed to develop ability in all speaking situations, to increase effectiveness, to organize and deliver material. Evaluation and improvement of voice, diction, articulation, and posture.

Eng. 13. American Literature. 3 credits

Study of nineteenth century writing through the Romantic and early Realistic periods. Theme of the course is the conflict between the individual and his society.

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Eng. 14. American Literature. 3 credits

Course covers American writing of the twentieth century through the Realistic, Naturalistic and Contemporary periods. Theme of course concerns problems of the individual in an industrial society.

Eng. 15. Survey of the Theatre. 3 credits

Study of drama as literature beginning with the Greeks and continuing through Shakespeare to the present.

Eng. 16. Contemporary Drama. 3 credits

A consideration of modern plays in twentieth century literature. American, British, Russian, Scandinavian and Irish theatre are among those studied.

Eng. 19. Shakespeare. 3 credits

A study of Shakespearean comedy, tragedy and one history with background of the Elizabethan era.

Eng. 21. Literature of New Hampshire and Surrounding Area. 3 credits

This course focuses on literature on New Hampshire and especially Robert Frost. Some authors from bordering New England states will be included.

Eng. 22. Public Speaking for Business. 3 credits

This course builds on Eng. 12 by enabling the student to give effective reports and presentations typical in business. Special attention will be given to group discussion, problem solving, parliamentary procedure.

Prerequisite:

English 12 or permission of instructor.

Eng. 23. English Literature I. 3 credits

Survey of English literature from Beowulf through Chaucer, Shakespeare and Milton to Pope. Emphasis is on the development of poetry and particular representative poets.

Eng. 24. English Literature II. 3 credits

Course covers the Romantic, Victorian and Modern periods. Again, the emphasis is on the poetry but there is a section on the development of the novel. English 23 is not a prerequisite.

Eng. 25. Contemporary American Poetry. 3 credits

An overview of trends in contemporary poetry begins with a review of traditional techniques: Metrics, figurative language, scansion. In addition to works of poets published in the United States today, the course examines the critical writings of Ransom, Tate, Trilling, Warren, Feidler and Brooks.

Eng. 30. Advanced Writing. 3 credits

Course for students seeking experience in writing beyond freshman composition. Various forms of writing are studied and practiced.

Prerequisite:

B grade in Eng. 10 and 11 or permission of department chairman.

Eng. 31. American Business in Literature. 3 credits

Applying humanistic perspectives to the business world, the course examines the ways in which important American writers express and critique the values, styles, rituals, symbols, psychology, and history of business. Close readings of novels, stories, poems, essays and plays.

Eng. 32. The Nature Writers. 3 credits

A course designed to introduce students to prose and poetry by major writers and naturalists who observe nature vividly and who write about humanity's relationship to the natural environment. The writings of De Crevecoeur, Emerson, Hawthorne, Ruskin, Lawrence, Orwell, Commoner, Krutch, Leopold, and Dickinson will be included, among others.

Eng. 33. Language Awareness. 3 credits

An introduction to selected topics in English linguistics: Dialects, levels of usage, history of English, taboos, semantics, and phonology. The languages of racism, sexism, advertising and propaganda are also considered.

Eng. 34. Modern Authors. 3 credits

Contemporary readings of the 20th century — American, British, European. Mostly short stories, one short novel, some poetry. An historical approach is taken to trace the change from 19th century romanticism to twentieth century realism.

Eng. 35. Journalism. 3 credits

Study of newspapers and periodical writing through examples of local and national publications. Some writings of news stories, features, and editorials included.

Eng. 36. Thoreau and His Contemporaries. 3 credits

Course considers the work of Henry David Thoreau as transcendentalist, essayist, poet, naturalist and teacher. Members of the Concord School are also discussed.

Business Communication**BC 20. Business Communication. 3 credits**

Practical study of the preparation of business correspondence, employment applications and resumes, and the formal research report. Emphasis on written communication skills.

Prerequisite:

English 11.

BC 22. Public Speaking for Business. 3 credits

This course builds on Eng. 12 by enabling the student to give effective reports and presentations typical in business. Special attention will be given to group discussion, problem solving, parliamentary procedure.

Prerequisite:

English 12 or permission of instructor.

BC 37. Advanced Business Communication. 3 credits

This course requires the student to select a topic related to his or her special business interest and to conduct bibliographical and field research as appropriate. Research leads to documented reports and oral presentations with appropriate visual aids.

Prerequisite:

English 20 or permission of instructor.

BC 40. Graphics and Layout in Print Media. 3 credits

This course provides students with practice in the art and craft of graphic design and layout, including copyfitting, selection of fonts, printing processes, printer's symbology. The actual production of logos, brochures, pamphlets, flyers, and annual report layouts is covered in the course.

BC 41. Technical Writing. 3 credits

This course trains students in the preparation of various documents important in business, including computer software, audit reports, technical descriptions, and other reports with technical content and/or emphasis. Expository analysis is the chief rhetorical category studied and practiced.

Prerequisite:

English 10 and English 11.

BC 42. Corporate Public Relations. 3 credits

This course studies public relations as a management function with the development of this discipline in America. Attention is given to Ivy Lee, Louis Howe and other pioneers in public relations. Other areas of study include news conferences press releases, corporate responsibilities, and the relationships between organizations and their publics.

Prerequisite:

English 20 or permission of instructor.

BC 43. Journalistic Writing in Business. 3 credits

This course provides extensive practice in the writing of articles for company publications and professional journals. The preparation of articles for financial columns of newspapers and magazines is another course component.

Philosophy

Phil. 10. Introduction to Philosophy. 3 credits

General introduction to philosophy beginning with issues raised by contemporary problems. Traditional problems and approaches in philosophy are examined in relation to the present.

Phil. 14. Logic Language and Argumentation. 3 credits

Study of the fundamental principles of correct and incorrect argument, historical forms of deductive logic, the significance of language and clear verbalization.

Phil. 30. Comparative Religion. 3 credits

A study of the origins of religion, how man manifests his religious spirit in the most primitive period of history, how his religious spirit refines itself in

accordance with the rise of his level of consciousness, the eventual emergence of the various world religions and the reasons for their differences as well as their similarities. Special emphasis in the study is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Mohammedanism.

The Social Sciences

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Government

Govt. 9. Introduction to Politics. 3 credits

An introduction to the idea of politics is offered in which theories of the purpose of government and the nature of man are considered. Special attention is given to the democratic foundations of the United States and the qualities of democratic man.

Govt. 10. American Politics. 3 credits

Policy-making in the American national political system is studied. Emphasis is placed on the interaction of institutions and political factors in them. This emphasis on process encourages the development of a political perspective applicable to social and economic activities as well.

Govt. 11. International Relations. 3 credits

The study of international politics is considered from a national interest perspective. The means of formulating and executing policy in the context of a system of sovereign states is emphasized as well as are the limitations of the model. Application of the perspective to contemporary events is encouraged.

Govt. 13. Comparative Government. 3 credits

The political systems of various countries of the world are studied and compared by an analytic approach which accentuates participation, policy and political culture. Countries are selected for study according to the interests of both prospective students as well as of the instructor.

Govt. 14. Political Theory. 3 credits

Analytical survey of major political and social theories in western culture from Plato to Marx, emphasizing historical evolution of fundamental concepts of freedom and justice in the modern state.

Prerequisite:

Govt. 9 or 10 or Phil. 10

Govt. 16. Constitutional Freedom. 3 credits

Study of fundamental freedoms or rights protected by the United States Constitution, and the structure and operations of the judiciary within the American political process.

Prerequisite:

Govt. 9 or 10.

Govt. 30. The Politics of Canadian Federalism. 3 credits

As Canada moves to control more of its economic destiny, federal and provincial authorities compete for dominance in a society divided by ethnic and regional loyalties. Students will study the dynamics of evolving federalism with attention to energy and development issues as they influence United States-Canadian affairs.

History

Hist. 9. Ancient and Medieval. 3 credits

Appreciation of those ideas, values, trends, and movements in Ancient and Medieval history that contribute significantly to Western Civilization and world culture. Emphasis is placed on the civilizations of Egypt, Mesopotamia, Greece, Rome and Western Europe.

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Hist. 10. Modern European History. 3 credits

Appreciation of those ideas, values, trends, and movements in nineteenth and twentieth century European history that have shaped and influenced contemporary civilization. The focus is primarily on Western Europe.

Hist. 13. American History I. 3 credits

Political, economic, and social development of the American people from the colonial period to the end of the Civil War. Special attention is given to the Colonial era, early national period, Jacksonian Democracy, and the Civil War.

Hist. 14. American History II. 3 credits

Political, economic, and social development of the United States from the end of the Civil War to the present. Special attention is given to the period since the end of World War II.

Hist. 18. American Diplomatic History. 3 credits

Development and implementation of the foreign policy of the United States from 1900 to the present. Considerable time is spent on analyzing the conflict between ideals and national self-interest of American diplomatic policies.

Hist. 20. Europe in the Twentieth Century. 3 credits

European history from the point of view of civilization in a constant state of crisis: World War I, the insecure 1920s and 1930's, World War II, and the Cold War era since 1945.

Hist. 23. The Far East in Modern Times. 3 credits

This history of Japan and China from the 1840's to the present time. Special emphasis is given to the political, economic, and social impact of the Western nations on Japan and China.

Hist. 24. Canadian History. 3 credits

A study of Canada from 1500 to the present, focusing on the relations between the two founding nations, the influence of the United States on Canadian politics and economics and the yet unresolved questions confronting Quebec and Canada over sovereignty, language and culture.

Hist. 30. Civil War. 3 credits

This course deals with the causes of the Civil War, with the events, personalities, battles, and campaigns which influenced the outcome of the war.

Hist. 41. World War II. 3 credits

This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930's which contributed to the outbreak of war.

Hist. 45. America Since 1945. 3 credits

Primary areas of study include the Cold, Korean, and Viet Nam wars. Close attention is given to the Truman, Eisenhower, Kennedy and Johnson administrations, with coverage of the Nixon-Ford and Carter years. Also considered are the New Frontiers, the Great Society and the Civil Rights movement of the 1960's.

Hist. 76. The American Revolution. 3 credits

The course deals with the events and factors which led to the outbreak of rebellion, the revolution itself, and the period of nation-making which followed independence.

Psychology**Psych. 8. Introduction to Psychology. 3 credits**

Introduction to various areas of psychology including scientific investigation, motivation, personality, intelligence psychometrics, behavioral deviation, perception learning and human development — a basis for further study in related areas.

Psych. 11. Human Growth and Development. 3 credits

Concerns physical and psychological development from prenatal through death emphasizing normal, usual patterns of development.

Prerequisite:

Psych. 8.

Psych. 13. Psychology of Individual Adjustment. 3 credits

Dynamics of adjustment to problems of modern living. Includes motivation and learning, individual differences, the self concept, and psychometrics. Research information and self understanding emphasized.

Prerequisite:

Psych. 8.

Psych. 15. Psychology of Abnormal Behavior. 3 credits

Course offers opportunity toward understanding human behavior and similarities and differences between normal and abnormal reactions to environmental stimuli.

Prerequisite:

Psych. 8.

Psych. 16. Psychology of Personality. 3 credits

Personality is studied from the standpoint of theories, applications, and individual and group patterns of behavior formation.

Prerequisite:

Psych. 8.

Psych. 17. Reading and Research in Psychology. 3 credits

Seminar and/or individual meetings.

Prerequisite:

6 - 9 hours in psychology including Psych. 8 (at least 3 hrs. at NHC) and permission of instructor.

Psych. 20. Psychology of Individual Differences and Special Needs. 3 credits

This course provides knowledge and understanding of exceptional children and adolescents. Approach is both theoretical and practical with required visits to schools and institutes.

Prerequisites:

Psych. 8.

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Psych. 31. Human Sexuality. 3 credits

This course deals with sex as it relates to the individual, family, group and society. While this is a psychology course, some use is made of the techniques and knowledge from the biological and social sciences, and the humanities. Personal insight as well as academic achievement are expected results of this course.

Anthropology

Anth. 11. Introduction to Cultural Anthropology. 3 credits

Study of preliterate and changing societies with emphasis on the social organization and cultural aspects of the societies.

Sociology

Soc. 12. Introduction to Sociology. 3 credits

Organization of social behavior and relationship of society and social conditions. Emphasis on culture, norm, stratification, systems, structure, social institutions and social change.

Soc. 13. Contemporary Social Issues of the United States. 3 credits

Contemporary human problems in their historical context — crime and delinquency, poverty, prejudice, pollution, alcoholism, etc.

Prerequisite:

Psych. 8 or Soc. 12 or permission of instructor.

Soc. 17. Family Sociology — The Family in Social Context.

3 credits

Comprehensive cross-cultural treatment of the family, its organization and varied systems throughout the world. The family as a universal social institution.

Prerequisite:

Soc. 12 or permission of instructor.

Soc. 24. Crime and Violence in American Society. 3 credits

Sociology 24 examines the nature, causes and consequences of crime and violence in American society. Methods for detecting, preventing and treating criminal behavior are also discussed with a specific examination of local criminality and agencies of control.

Prerequisite:

Soc. 12 or permission of instructor.

Soc. 26. Sociology of Deviant Behavior. 3 credits

A sociological analysis of the nature, causes and societal reactions to deviance such as mental illness, suicide, drug and alcohol addiction, and sexual deviations.

Soc. 28. Aging in Modern Society. 3 credits

An examination of the basic social processes and problems of aging. Social and psychological issues discussed as well as issues involved with death and dying.

Prerequisite:

Soc. 12 or permission of instructor.

Mathematics

It is the conviction of the Mathematics Department that some ability to deal intelligently with quantitative information is a valuable asset to one entering the business world. While the majority of businessmen do not require a rigorous or extensive background, some knowledge of the types of problems that can be handled mathematically, some familiarization with techniques, and a critical numerical eye are valuable tools. Accordingly, the main emphasis in all courses is on problem solving, but it is hoped that some students will appreciate mathematics as being more than a practical tool.

Consequently, a variety of courses is tailored to suit the needs of the students and the various major areas of study at New Hampshire College. Since each major requires a specified number of mathematics courses, the Mathematics Department accepts the responsibility for these and, in addition, offers a series of math and science liberal arts electives.

The following list provides the various sequences of courses which may be used to satisfy the requirements for a given major.

CIS, MIS, MAS:

Track I Math 05, Math 10, Math 11, Math 12, Math 18

Track II Math 10, Math 11, Math 12, Math 18

Track III Math 15, Math 17, Math 20, one of the following: Math 14, or Math 19, or Math 27, or Math 28, or Math 32

All Other 4-Year Majors: (except Hotel/Restaurant Management)

Track IV Math 05, Math 10, Math 11, Math 18

Track V Math 10, Math 11, Math 18

Track VI Math 15, Math 17, one of the following: Math 14 or Math 20

Hotel/Restaurant Management

Track VII Math 05, Math 10, Math 11

Track VIII Math 10, Math 11

Track IX Math 15, Math 17

A student entering a two-year program must choose the mathematics course or courses prescribed on the worksheet for that major.

It should be noted that any student may switch from one track to another by obtaining permission from the chairman of the Mathematics Department. Subsequent adjustments in the student's worksheet will be made at that time in order to avoid confusion at graduation.

Elective courses are offered for those interested in giving mathematics an emphasis in their business education and in preparing those so inclined for graduate

business courses requiring more sophisticated mathematics.

Math 5. Fundamentals. 3 credits

This course includes a review of basic arithmetic and an introduction to elementary algebra.

Math 8. Business Mathematics. 3 credits

A survey of the mathematical techniques essential to everyday business life. Operating statements, interest calculations, taxes, payroll, pricing, consumer credit, and the metric system are included among the topics selected at the discretion of the instructor. (Cannot be used as an elective by students who have completed Math 10 or Math 11 or Math 15.)

Math 9. Merchandising Mathematics. 3 credits

A survey of the mathematics essential in the maintenance of the retail store: Operating statements, mark-up and mark-down, average maintained mark-up, turnover, open-to-buy, and other topics at the discretion of the instructor. (Cannot be used as an elective by students who have already completed Math 10 or Math 11 or Math 15.)

Math 10-11. Finite Mathematics I & II. 3 credits

This sequence is designed to give the student a survey of some of the topics of modern mathematics as they relate to the business world. Topics such as linear programming, probability, math of finance, and matrix theory are investigated. (A student who has completed Math 10 or Math 11 may not register for Math 15.) Math 10 is a prerequisite to Math 11.

Math 12. Introduction to Calculus for Business Students. 3 credits

This course will examine business functions which are non-linearly related. The fundamentals of differential and integral calculus are developed and applied. (A student who has completed Math 20 may not register for Math 12.)

Prerequisite:

Math 11 or equivalent.

Math 14. Introduction to Quantitative Methods. 3 credits

This course develops the use of probability models in management decisions. Topics will be chosen from the following: Quality control, Bayesian Decision Theory, Markov Chains, inventory control, queuing theory, replacement theory, and simulation. The course may integrate computer work with class-work (at the discretion of the instructor). Math 14 is generally offered every other year.

Prerequisite:

Math 18 and MIS 20 or equivalent.

Math 15. Finite Mathematics. 3 credits

Finite Mathematics is a one-semester course that includes material usually covered in two semesters by Math 10 and 11. The course is designed for those students with a strong mathematics background in algebra. Math 15 is offered every fall semester. (A student who has completed Math 15 may not register for Math 10 or Math 11.)

Prerequisite:

Permission of the registrar and chairman of the Mathematics Department.

Math 17. Statistics A.. 3 credits

This course is designed to provide a challenge for the Math 15 student. Applications and some theory of statistics are presented in greater depth than in Math 18. Math 17 will be offered every spring semester. (The student who has completed Math 18 may not register for Math 17.)

Prerequisite:

Math 15 or permission of instructor.

Math 18. Statistics. 3 credits

A fundamental course in the application of statistics including descriptive statistics, probability distributions, and hypothesis testing. (A student who has completed Math 17 may not register for Math 18.)

Prerequisite:

Math 11 or equivalent.

Math 19. Regression Analysis. 3 credits

Beginning with only a brief review of hypothesis testing, the course quickly moves into a study of regression analysis: analysis of residuals, multiple regression, polynomial regression, indicator variables, and analysis of variance (as an extension of regression). Experience using both interactive- and batch-mode statistical packages is provided. Math 19 is offered during the spring semesters.

Prerequisite:

Math 17 or Math 18 or equivalent.

Math 20. Business Calculus A. 3 credits

This course is designed to provide a continued challenge for the Math 15 student. Differential and integral calculus will be discussed in greater depth than in Math 12. As a result, more time can be allotted to theory and a variety of applications to business and economics. Math 20 is offered during the fall semester. (A student who has completed Math 12 may not register for Math 20.)

Prerequisite:

Math 15 and exposure to high school calculus or permission of the instructor.

Math 27. Non-Parametric Statistics. 3 credits

This is an introductory course in non-parametric statistical techniques as they apply to business applications. Various procedures will be examined based on the scales of measurement. Independent and dependent sampling tests for 2 and n-sample cases will be examined. Canned programs (SPSS, STATPAK) will be used to expand on the examples. Math 27 is generally offered every other year.

Prerequisite:

Math 17 or Math 18 or equivalent.

Math 28. Topics in Statistics. 3 credits

Topics will vary from year to year but will be selected and departmentally approved from the following group of topics: sampling techniques, index numbers, time series, ANOVA, X^2 , and decision theory. Math 28 is generally offered every other year.

Prerequisite:

Math 17 or Math 18 or equivalent.

Math 32. Topics in Mathematics. 3 credits

Topics may vary from year to year but will be selected and departmentally approved from the following group: linear algebra, logic, number theory, differential equations, numerical integration and differentiation, curve fitting, and computer applications in mathematics. Math 32 is generally offered every other year.

Prerequisite:

Math 12 or Math 20 or equivalent or permission of the department chairperson.

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Science

Sci. 11. Survey of the Biological Sciences. 3 credits

Consists of study of selected topics within the various biological sciences. Ecology in our modern society, as well as historical developments, are considered.

Sci. 12. Principles of Physical Science. 3 credits

A study of the basic concepts of Physical Science. Topics covered include: The influence of the scientific method in understanding science, energy and motion, Newtonian physics, fluids and waves, kinetic theory of matter, and electricity.

Sci. 13. Principles of Physical Science II. 3 credits

A continuation of the study of the basic concepts of Physical Science. Topics to be covered include: Electricity and magnetism, light, meteorology, atoms and molecular theory of the atom, the periodic law, crystals, ions and solutions, chemical reactions, acid-based theory, and basic organic chemistry. Sci. 12 is not required for Sci. 13.

Sci. 17. Introduction to Anatomy and Physiology. 3 credits

This course is intended to introduce the student to the fundamental principles of anatomy and physiology and the relationships of all the body systems and their functions.

Sci. 19. Man and His Environment. 3 credits

By examining major environment problems, the student is made aware of current and possible future issues from the perspective of society, business and the individual.

Sci. 20. Energy and Society. 3 credits

A survey of the forms of energy that are available to and are currently being used by industrial society; the environmental impact of and continued availability of each form will be discussed. Special emphasis will be given to conservation of energy sources and the development of alternative sources of energy in the home and industry.

Prerequisite:

Math 10 or equivalent.

Additional science offerings are available through the NHCUC Consortium Student Exchange Program.

Note: All the above listed courses are not offered each academic year.

Students are responsible for program requirements in effect when a major is declared. A worksheet is maintained for each student indicating courses to be completed for a degree. Enrolled students should refer to their worksheets rather than the catalog to avoid confusion.



Academic Worksheets
Undergraduate School of Business

Bachelor of Science Degrees

Accounting

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
Mathematics 10 (Finite)	3
English 10 (Expository/Writing & Revision)	3
Computer Information Systems (Introduction to Computer Data Processing)	3
Liberal Arts Elective	3
	15
Accounting 2 (Elementary)	3
Mathematics 11 (Finite)	3
English 11 (Literature & Research)	3
MA 10 (Introduction to Business)	3
MA 25 (Human Relations Administration)	3
	15
<i>Second Year</i>	
Accounting 3 (Intermediate)	3
Accounting 7 (Cost)	3
Economics 1 (Microeconomics)	3
Computer Information Systems (Introduction to Systems)	3
English 12 (Public Speaking)	3
	15
Accounting 4 (Intermediate)	3
Accounting 8 (Cost)	3
Economics 2 (Macroeconomics)	3
Business Communication 20 (Business Communication)	3
Marketing 13 (Marketing)	3
Liberal Arts Electives	3
	18
<i>Third Year</i>	
Accounting 5 (Advanced)	3
MA 131 (Introduction to Operations/Production Management)	3
Math 18 (Statistics)	3
Computer Information Systems 220 (COBOL) OR Computer Information Systems 120 (FORTRAN) OR Computer Information Systems 320 (RPG)	3

	<i>Credits</i>
Liberal Arts Electives _____	3
Liberal Arts Elective _____	3
	<hr/> 18
Accounting 6 (Advanced)	3
Accounting 22 (Institutional)	3
Finance 16 (Money & Banking)	3
Liberal Arts Electives _____	3
Liberal Arts Electives _____	3
	<hr/> 15
<i>Fourth Year</i>	
Accounting 11 (Auditing)	3
Finance 35 (Financial Policies & Decision Making)	3
MA 6 (Business Law I)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Accounting 15 (Tax I)	3
	<hr/> 18
Accounting 30 (Internship) OR	
Free Elective _____	3
MA 7 (Business Law II)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
*Accounting 16 (Tax II) (Optional)	3
	<hr/> 15 - 18

*Students planning on sitting for the CPA exam should take this additional course.

Students will fulfill their math requirements by taking:

- Math 10 and 11 and 18; or
- Math 15 and 20 and (17 or 18); or
- Math 15 and 12 and (17 or 18).

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above:

English 9 (Fundamental)	3
Mathematics 5 (Fundamental)	3

Liberal Arts Core Courses

(Four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than FA 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Business Communication

<i>First Year</i>	<i>Credits</i>	
MA 10 (Introduction to Business Communications)	3	
Accounting I (Elementary)	3	
English 10 (Expository/Writing & Revision)	3	85
Math 10 (Finite)	3	
MA 25 (Human Relations in Administration)	3	
Accounting 2 (Elementary)	3	
English 11 (Literature & Research)	3	
Math 11 (Finite)	3	
Computer Information Systems (Introduction to Computer Data Processing)	3	
Liberal Arts Elective	3	
	15	
<i>Second Year</i>		
Economics I (Microeconomics)	3	
Business Communication 20 (Business Communication)	3	
Computer Information Systems 200 (Introduction to Systems)	3	
Psychology 8 (Introduction)	3	
English 12 (Public Speaking)	3	
	15	
Economics II (Macroeconomics)	3	
Sociology 12 (Introduction)	3	
Literature Elective	3	
Marketing 13 (Introduction)	3	
Liberal Arts Elective	3	
Free Elective	3	
	18	
<i>Third Year</i>		
English 33 (Language Awareness)	3	
English 30 (Advanced Writing)	3	
Liberal Arts Elective	3	
Free Elective	3	
Free Elective	3	
	15	
Business Communication 41 (Technical Writing)	3	
Marketing 29 (Advertising)	3	
Business Communication 43 (Journalistic Writing)	3	
Liberal Arts Elective	3	
Free Elective	3	
Free Elective	3	
	18	

<i>Fourth Year</i>	<i>Credits</i>
Business Communication 42 (Corporate Public Relations)	3
Business Communication 37 (Advanced Business Communication)	3
Free Elective	3
Free Elective	3
Free Elective	3
	<hr/> 15
MA 42 (Organizational Behavior)	3
Business Communication 40 (Graphics & Layout)	3
Business Communication 22 (Public Speaking for Business)	3
Liberal Arts Elective	3
Free Elective	3
Free Elective	3
	<hr/> 18

Liberal Arts Core Courses

(Four required, one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39 or Business Communication 20)
- History
- Humanities 1, 2, 20, 30 & 100; Fine Arts or Music (Other than Fine Arts 25, 26, 29, 30), or Philosophy
- Political Science, Psychology (other than Psychology 8), or Sociology

Students majoring in Business Communication must also take six hours of literature. They may choose from drama, poetry, or prose fiction. Some examples of possible choices include English 13, 15, 23, 34.

Business/Distributive Teacher Education

<i>First Year</i>	<i>Credits</i>
English 10 (Expository Writing & Revision)	3
Math 10 (Finite)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Accounting I (Elementary)	3
Psychology 8 (Introduction)	3
	<hr/> 15
English 11 (Literature & Research)	3
Math 11 (Finite)	3
MA 10 (Introduction to Business)	3
Accounting 2 (Elementary)	3
MA 25 (Human Relations in Administration)	3
	<hr/> 15

<i>Second Year</i>	<i>Credits</i>
Economics 1 (Microeconomics)	3
Education 10 (Introduction to Education)	3
Psychology 11 (Human Growth & Development)	3
Business Elective _____	3
Typing Elective _____	3
	<hr/> 15

Economics 2 (Macroeconomics)	3
English 12 (Public Speaking)	3
MA 6 (Business Law I)	3
Education 20 (Internship)	3
Business Elective _____	3
Typing Elective _____	3
	<hr/> 18

Third Year

Secretarial Science (Office Procedures)	3
Education 18 (Principles of Business/Vocational Education)	3
Education 5 (Test Measurements)	3
Business Electives _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
	<hr/> 18

*Education (Methods) _____	
*Education (Methods) _____	
Education 14 (Education Psychology)	3
Office Administration 32 (Word Processing 1)	3
Liberal Arts Elective _____	3
Psychology 20 (Individual Differences)	3
	<hr/> 18

Fourth Year

*Education (Methods) _____	
*Education (Methods) _____	
Business Communication 20 (Business Communication)	3
Liberal Arts Elective _____	3
Business Elective _____	3
Free Elective (5th Methods course recommended)	
Education 30 (Student Teaching)	15

*Education Method Courses (four required):

- Education 12 (Typing & Word Processing) 2 credits;
- Education 13 (Bookkeeping & Business) 3 credits;
- Education 16 (Shorthand & Office Practice) 2 credits;
- Education 17 (Distributive Education) 3 credits.

A student will take Math 10, Math 11 or the student will take Math 15 and one of the following courses:
Math 12, Math 14, or Math 19.

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

<i>English 9</i>	<i>3</i>
<i>Math 5</i>	<i>3</i>

Liberal Arts Core Courses (4 required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Science

Computer Information Systems (CIS)

<i>First Year</i>	<i>Credits</i>
Computer Information Systems 101 (Introduction to Computer Data Processing)	3
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Math 10 (Finite)	3
MA 10 (Introduction to Business)	3
	<hr/> 15
Computer Information Systems 120 or 125	3
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Math 11 (Finite)	3
Liberal Arts Elective	3
	<hr/> 15

Second Year

Computer Information Systems 220 (Principles of COBOL)	3
Accounting 7 (Cost)	3
Economics 1 (Microeconomics)	3
Math 12 (Introduction to Calculus)	3
English 12 (Public Speaking)	3
	<hr/> 15
Computer Information Systems 200 (Introduction to Systems)	3
Accounting 8 (Cost)	3
Economics 2 (Macroeconomics)	3
Math 18 (Statistics)	3
Liberal Arts Elective	3
MA 25 (Human Relations)	3
	<hr/> 18

<i>Third Year</i>	<i>Credits</i>
Computer Information Systems 320 (RPG III)	3
Computer Information Systems 330 (Data Base Management Systems)	3
Marketing 13 (Introduction)	3
Ma 31 (Introduction to Operations/Production)	3
Finance 20 (Introduction to Business Finance)	3
Liberal Arts Elective _____	3

18

Computer Information Systems 325 (Advanced COBOL)	3
Computer Information Systems 340 (Principles of Hardware & Systems Software)	3
Business Communication 20 (Business Communication)	3
MA 36 (Operations/Production Management)	3
Liberal Arts Elective _____	3

15

Fourth Year

Computer Information Systems 400 (Computer Information Systems Project & Policies)	3
MA 6 (Business Law)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Business Elective _____	3
Business Elective _____	3

18

Computer Information Systems 400 (Computer Information Systems Project & Policies)	3
Business Elective _____	3
Business Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3

15

Economics/Finance

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Math 10 (Finite)	3
MA 10 (Introduction to Business)	3
MA 25 (Human Relations in Administration)	3
	15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Math 11 (Finite)	3

	<i>Credits</i>
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective _____	3
	<u>15</u>
<i>Second Year</i>	
Economics 1 (Microeconomics)	3
Finance 1 (Personal Finance)	3
Computer Information Systems 200 (Introduction to Systems)	3
Economics/Finance Elective	3
Liberal Arts Elective _____	3
Business Elective _____	3
	<u>15</u>
Economics 2 (Macroeconomics)	3
Finance 2 (Investments)	3
Business Communication 20 (Business Communication)	3
Liberal Arts Elective _____	3
Business Elective _____	3
Business Elective _____	3
	<u>18</u>
<i>Third Year</i>	
Finance 12 (Managerial Economics)	3
Math 18 (Statistics)	3
Economics 14 (Labor Economics)	3
Liberal Arts Elective _____	3
Business Elective _____	3
	<u>15</u>
Finance 20 (Introduction to Finance)	3
Finance 16 (Money & Banking)	3
Economics/Finance Elective _____	3
Business Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
	<u>18</u>
<i>Fourth Year</i>	
MA 50 (Internship)	12
Business Elective _____	3
	<u>15</u>
OR	
Business Elective _____	3
Economics/Finance Elective _____	3
Economics/Finance Elective _____	3
Liberal Arts Elective _____	3
	<u>15</u>

	<i>Credits</i>
Finance 34 (Business Cycles)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Business Elective _____	3
Economics/Finance Elective _____	3
	<hr/> 18

Students will fulfill their math requirements by taking:

- Math 10 and 11 and 18; or
- Math 15 and 20 and (17 or 18); or
- Math 15 and 12 and (17 or 18)

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fundamental)	3
Math 5 (Fundamental)	3

Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Hotel/Restaurant Management

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	
3	
Math 10 (Finite	3
MA 10 (Introduction to Business)	3
MA 25 (Human Relations in Administration)	3
	<hr/> 15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Math 11 (Finite)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective _____	3
	<hr/> 15
 <i>Second Year</i>	
Economics 1 (Microeconomics)	3
Hotel/Restaurant 9 (Food Purchasing)	3
Hotel/Restaurant 10 (Food Production 1)	3
Hotel/Restaurant 12 (Introduction to Hotel Management)	3

Credits

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Liberal Arts Elective	<u>3</u>
	15
Economics 2 (Macroeconomics)	3
MA 6 (Business Law 1)	3
Hotel Restaurant 11 (Food Production2)	3
Hotel Restaurant 15 (Hospitality Information Systems)	3
Liberal Arts Elective	<u>3</u>
	15
Summer - 3550* Hotel Restaurant 50 (Internship)	6
<i>Third Year</i>	
Hotel Restaurant 13 (Management Accounting & Control)	3
Hotel Restaurant 21 (Hotel Facilities)	3
Business Communication 20 (Business Communication)	3
Liberal Arts Elective	<u>3</u>
Free Elective	<u>3</u>
	15
Finance 20 (Introduction to Finance)	3
Hotel Restaurant 19 (Restaurant Management)	3
Liberal Arts Elective	<u>3</u>
Liberal Arts Elective	<u>3</u>
Liberal Arts Elective	<u>3</u>
Hotel Restaurant Management Elective	<u>3</u>
	18
Semester - 3551 *Hotel Restaurant 51 (Internship)	-12
<i>Fourth Year</i>	
Hotel Restaurant 14 (Promotions/Activities)	3
Hotel Restaurant 16 (Law)	3
Busines Elective	<u>3</u>
Liberal Arts Elective	<u>3</u>
Hotel Restaurant Management Elective	<u>3</u>
	15
Liberal Arts Elective	<u>3</u>
Liberal Arts Elective	<u>3</u>
Business Elective	<u>3</u>
Hotel Restaurant Management Elective	3
Hotel Restaurant 18 (Seminar)	<u>3</u>
	15

Students who take the Hotel Restaurant 51 internship for 12 credits will have six business, Hotel/Restaurant Management, or free elective credits or any combination of these elective credits waived.

Students will fulfill their math requirements by taking:

- Math 10 and 11 and 18; or
- Math 15 and 20 and (17 or 18); or
- Math 15 and 12 and (17 or 18).

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

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English 9 (Fundamental)	3
Math 5 (Fundamental)	3

*Student to take Hotel Restaurant 50 (Summer Internship) OR Hotel Restaurant 51 (Fall or Spring Internship).

Liberal Arts Core Courses (four required - one for each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Management

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Math 10 (Finite)	3
Management Arts 10 (Introduction to Business)	3
Management Arts 25 (Human Relations in Administration)	3
	<hr/> 15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Math 11 (Finite)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective	3
	<hr/> 15
 <i>Second Year</i>	
Accounting 14 (Management)	3
Economics 1 (Microeconomics)	3
Management Arts 6 (Business Law 1)	3
Liberal Arts Elective	3
Business Elective	3
	<hr/> 15
Computer Information Systems 200 (Introduction to Systems)	3
Economics 2 (Macroeconomics)	3
Management Arts 11 (Personnel)	3
Marketing 13 (Marketing)	3

Liberal Arts Elective _____	<i>Credits</i> 3
Liberal Arts Elective _____	3
	<hr/> 18

Third Year

Business Communication 20 (Business Communication)	3
Management Arts 26 (Social Environment in Business)	3
Management Arts 42 (Organizational Behavior)	3
Business Elective _____	3
Liberal Arts Elective _____	3
	<hr/> 15
Finance 12 (Managerial Economics)	3
Math 18 (Statistics)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Business Elective _____	3
Free Elective _____	3
	<hr/> 18

Fourth Year

Management Arts 50 (Internship)	12
Business Elective _____	3
OR	
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Business Elective _____	3
Business Elective _____	3
Business Elective _____	3
	<hr/> 15
Finance 20 (Introduction to Finance)	3
Management Arts 20 (Management Decisions)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Business Elective _____	3
Business Elective _____	3
	<hr/> 18

Students will fulfill their math requirements by taking:

Math 10 and 11 and 18; or

Math 15 and 20 and (17 or 18); or

Math 15 and 12 and (17 or 18).

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fundamental)	3
Mathematics 5 (Fundamental)	3

Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

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Management Advisory Services (MAS)

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Mathematics 10 (Finite)	3
Computer Information Systems 101 (Introduction to Computer Data Processing)	3
Management Arts 10 (Introduction to Business)	3
	<hr/> 15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Mathematics 11 (Finite)	3
Computer Information Systems 120 or 125 (Fortran or Pascal)	3
Management Arts 25 (Human Relations in Administration)	3
Liberal Arts Elective	3
	<hr/> 18
 <i>Second Year</i>	
Accounting 3 (Intermediate)	3
Accounting 7 (Cost)	3
Economics 1 (Microeconomics)	3
Computer Information Systems 220 (Principles of Cobol)	3
Mathematics 12 (Introduction to Calculus)	3
	<hr/> 15
Accounting 4 (Intermediate)	3
Accounting 8 (Cost)	3
Economics 2 (Macroeconomics)	3
Computer Information Systems 200 (Introduction to Systems)	3
Mathematics 18 (Statistics)	3
Liberal Arts Elective	3
	<hr/> 18
 <i>Third Year</i>	
Computer Information Systems 330 (Data Base Management)	3
Accounting 5 (Advanced)	3
Management Arts 31 (Introduction to Operations/Production Management)	3

	<i>Credits</i>
English 12 (Public Speaking)	3
Business Communication 20 (Business Communication)	<u>3</u>
	15
Computer Information Systems 340 (Principles of Hardware/Software)	3
Accounting 6 (Advanced)	3
Philosophy 14 (Logic)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	<u>3</u>
	18
<i>Fourth Year</i>	
Accounting 11 (Auditing)	3
Computer Information Systems 400 (Computer Information Systems Projections & Policies)	3
Management Arts 6 (Business Law 1)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Accounting 15 (Tax 1) (Optional)	<u>3</u>
	15 - 18
Computer Information Systems 400 (Computer Information Systems Projections & Policies)	3
Finance 35 (Financial Policy)	3
Management Arts 7 (Business Law 2)	3
Finance 16 (Money & Banking)	3
Liberal Arts Elective _____	3
*Accounting 16 (Tax II) (Optional)	3
*Accounting 22 (Institutional) (Optional)	<u>3</u>
	15 - 21

*Students planning on sitting for the CPA exam should take these additional courses.

Students will fulfill their math requirements by taking:

Math 10 and 11 and 12 and 18; or
 Math 15 and 20 and (17 or 18) and 14; or
 Math 15 and 20 and (17 or 18) and 19; or
 Math 15 and 12 and (17 or 18) and 14; or
 Math 15 and 12 and (17 or 18) and 19.

These courses listed below may be required prior to the beginning of the Math and or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fundamental)	3
Mathematics 5 (Fundamental)	3

Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Management Information Systems (MIS)

<i>First Year</i>	<i>Credits</i>
Computer Information Systems 101 (Introduction to Computer Data Processing)	3
Mathematics 15 (Finite)	3
English 10 (Expository Writing & Revision)	3
Accounting 1 (Elementary)	3
Management Arts 10 (Introduction to Business)	3
	<hr/> 15
Computer Information Systems 120 or 125 (Fortran or Pascal)	3
Mathematics 20 (Business Calculus A)	3
English 11 (Literature & Research)	3
Accounting 2 (Elementary)	3
Liberal Arts Elective _____	3
	<hr/> 15
<i>Second Year</i>	
Computer Information Systems 220 (Principles of Cobol)	3
Mathematics 17 (Statistics)	3
Accounting 7 (Cost)	3
Economics 1 (Microeconomics)	3
English 12 (Public Speaking)	3
	<hr/> 15
Computer Information Systems 200 (Introduction to Systems)	3
Mathematics 14 (Introduction to Quantitative Methods)	3
Accounting 8 (Cost)	3
Economics 2 (Macroeconomics)	3
Liberal Arts Elective _____	3
Management Arts 25 (Human Relations)	3
	<hr/> 18
<i>Third Year</i>	
Computer Information Systems 300 (Advanced Systems Design)	3
Computer Information Systems 330 (Data Base Management Systems)	3
Marketing 13 (Introduction)	3

	<i>Credits</i>
Management Arts 31 (Introduction to Operations/Production)	3
Finance 20 (Introduction to Business Finance)	3
Liberal Arts Elective _____	3
	<hr/> 18
Computer Information Systems 325 (Advanced Cobol)	3
Computer Information Systems 340 (Principles of Hardware & Systems Software)	3
Business Communication 20 (Business Communication)	3
Management Arts 36 (Operations/Production Management)	3
Liberal Arts Elective _____	3
	<hr/> 15

Fourth Year

Computer Information Systems 401 (Management Information Systems Projections & Policies)	3
Computer Information Systems 440 (Data Communication Systems & Networking)	3
Management Arts 6 (Business Law)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Business Elective _____	3
	<hr/> 18

Computer Information Systems 401 (Management Information Systems Projections & Policies)	3
Liberal Arts Elective _____	3
Business Elective _____	3
Business Elective _____	3
Business Elective _____	3
Liberal Arts Elective _____	3
	<hr/> 18

Marketing

	<i>Credits</i>
<i>First Year</i>	
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Mathematics 10 (Finite)	3
Marketing 13 (Introduction to Marketing)	3
Management Arts 25 (Human Relations in Administration)	3
	<hr/> 15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Mathematics 11 (Finite)	3

	<i>Credits</i>
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective _____	<u>3</u>
	15

Second Year

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Economics 1 (Microeconomics)	3
Computer Information Systems 200 (Introduction to Systems)	3
Management Arts 6 (Business Law 1)	3
English 12 (Public Speaking)	3
Liberal Arts Elective _____	<u>3</u>
	15

Economics 2 (Macroeconomics)	3
Marketing 21 (Marketing Communications)	3
Business Communication 20 (Business Communication)	3
Psychology 8 (Introduction)	3
Liberal Arts Elective _____	<u>3</u>
Liberal Arts Elective _____	<u>3</u>
	18

Finance 20 (Introduction to Finance)	3
Marketing 37 (Marketing Research)	3
Marketing Elective _____	<u>3</u>
Liberal Arts Elective _____	<u>3</u>
Liberal Arts Elective _____	<u>3</u>
	18

Fourth Year

Marketing 50 (Internship)	12
Business Elective _____	<u>3</u>
	15

OR

Marketing 32 (Marketing Strategies & Policies)	3
*Management Arts 42 (Organizational Behavior)	
OR	

*Management Arts 26 (Social Environment in Business)	3
Business Elective _____	<u>3</u>
Business Elective _____	<u>3</u>
Free Elective _____	<u>3</u>
	15

*Management Arts 26 (Social Environment in Business) OR	
*Management Arts 42 (Organizational Behavior)	3
Marketing Elective _____	<u>3</u>
Marketing 45 (Consumer Behavior)	3
Liberal Arts Elective _____	<u>3</u>

Free Elective _____	<i>Credits</i> 3
Free Elective _____	3
	<hr/> 18

Students will fulfill their math requirements by taking:
Math 10 and 11 and 18; or
Math 15 and 20 and (17 or 18); or
Math 15 and 12 and (17 or 18).

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fundamental)	3
Mathematics 5 (Fundamental)	3

*If you do not take Marketing 50 (Internship), you must take Management Arts 26 and Management Arts 42. If you take Marketing 50, you need to take Management Arts 26 or Management Arts 42.

Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Note: Suggest Graphics for Layout in Print Media (Business Communication 40) be taken as a free elective for students interested in the more creative aspect of marketing communications.

Office Administration

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Mathematics 10 (Finite)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective _____	3
	<hr/> 15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Mathematics 11 (Finite)	3
Management Arts 25 (Human Relations)	3
Management Arts 10 (Introduction to Business)	3
	<hr/> 15

Second Year

Mathematics 18 (Statistics)	3
Secretarial Science 1 (Shorthand 1).	3
Secretarial Science 8 (Typing 1)	3

	<i>Credits</i>
Economics 1 (Microeconomics)	3
Business Communication 20 (Business Communication)	3
Liberal Arts Elective _____	3
	18
Free Elective _____	3
Management Arts 11 (Personnel)	3
Secretarial Science 2 (Shorthand 2)	3
Secretarial Science 10 (Typing 2)	3
Economics 2 (Macroeconomics)	3
Liberal Arts Elective _____	3
	18

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Third Year

Secretarial Science 3 (Shorthand 3)	3
Secretarial Science 20 (Office Procedures)	3
Marketing 13 (Marketing)	3
Office Administration 32 (Word Processing)	3
Secretarial Science 11 (Typing 3)	3
	15
SS4 (Shorthand 4)	3
Secretarial Science 21 (Office Simulation)	3
Office Administration 33 (Office Administration)	3
Management Arts 6 (Business Law 1)	3
Liberal Arts Elective _____	3
Business Elective _____	3
	18

Fourth Year

English 12 (Public Speaking)	3
Office Administration 34 (Word Processing II)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
	15
Office Administration 50 (Internship Office Administration)	12
Liberal Arts Elective _____	3
	15

Students will fulfill their math requirements by taking:

Math 10 and 11 and 18; or

Math 15 and 20 and (17 or 18); or

Math 15 and 12 and (17 or 18).

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fundamental)	3
Mathematics 5 (Fundamental)	3

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Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communication 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Retailing

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Mathematics 10 (Finite)	3
Marketing 13 (Introduction to Marketing)	3
Management Arts 25 (Human Relations in Administration)	3
	<hr/> 15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Mathematics 11 (Finite)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective	3
	<hr/> 15
<i>Second Year</i>	
Marketing 22 (Retailing)	3
Management Arts 6 (Business Law 1)	3
Economics 1 (Microeconomics)	3
Computer Information Systems 200 (Introduction to Systems)	3
Liberal Arts Elective	3
	<hr/> 15
Management Arts 11 (Personnel)	3
Business Communications 20 (Business Communication)	3
Economics 2 (Macroeconomics)	3
Psychology 8 (Introduction)	3
Mathematics 9 (Merchandising Mathematics)	3
Liberal Arts Elective	3
	<hr/> 18
<i>Third Year</i>	
Fashion Merchandising 1	3
Fashion Merchandising 5 (Design and Color)	3

	<i>Credits</i>
Mathematics 18 (Statistics)	3
Business Elective _____	3
Liberal Arts Elective _____	3
	<hr/> 15
English 12 (Public Speaking)	3
Fashion Merchandising 3 (Retail Sales Promotion)	3
Marketing 27 (Retail Site Selection)	3
Marketing 37 (Market Research)	3
Liberal Arts Elective _____	3
Free Elective _____	3
	<hr/> 18
<i>Fourth Year</i>	
Marketing 50 (Internship)	12
Marketing 40 (Independent Study) or Business Elective _____	3
OR	
Free Elective _____	3
Free Elective _____	3
Business Elective _____	3
Business Elective _____	3
Business Elective _____	3
	<hr/> 15
Marketing 42 (Retailing Management)	3
Fashion Merchandising 4 (Product Analysis)	3
Management Arts 26 (Social Environment in Business)	3
Marketing 45 (Consumer Behavior)	3
Management Arts 42 (Organizational Behavior)	3
Liberal Arts Elective _____	3
	<hr/> 18

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fundamental)	3
Mathematics 5 (Fundamental)	3

Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 29, 33, 38, 39) (Business Communications 20)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

Note: Suggest Graphics for Layout in Print Media (Business Communication 40) be taken as a free elective for students interested in the more creative aspects of marketing communications.

Techni-Business

- English 10 (Expository Writing & Revision) _____
- English 11 (Literature & Research) _____
- Mathematics 10 (Modern) _____
- Mathematics 11 (Modern) _____
- Economics 1 (Microeconomics) _____
- Economics 2 (Macroeconomics) _____
- Accounting 1 (Elementary) _____
- Accounting 2 (Elementary) _____
- Management Information Systems 100 (Intro to Computer Data Processing) _____
- Management Arts 6 (Business Law 1) _____
- Management Arts 10 (Introduction to Business) _____

Liberal Arts Electives

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

Business Electives

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Free Electives

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____

A student will take Math 10 and Math 11; or the student will take Math 15, and one of the following courses: Math 12, Math 14, Math 16, or Math 18.

Liberal Arts Core Courses (four required - one from each area)

- Advanced Writing or Literature (other than English 9, 10, 11, 12, 20, 29, 33, 38, 39)
- History
- Art, Music (other than Fine Arts 25, 26, 29, 30) or Philosophy
- Psychology (other than 8), Sociology or Political Science

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Associate in Science Degrees

Accounting - AS

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
Mathematics 10 (Finite)	3
English 10 (Expository Writing & Revision)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Liberal Arts Elective _____	3
	15
Accounting 2 (Elementary)	3
Mathematics 11 (Finite)	3
English 11 (Literature & Research)	3
Management Arts 10 (Introduction to Business)	3
Management Arts 25 (Human Relations in Business)	3
	15
<i>Second Year</i>	
Accounting 3 (Intermediate)	3
Accounting 7 (Cost)	3
Economics 1 (Microeconomics)	3
Computer Information Systems 200 (Introduction to Systems)	3
English 12 (Public Speaking)	3
	15
Accounting 4 (Intermediate)	3
Accounting 8 (Cost)	3
Economics 2 (Macroeconomics)	3
Business Communication 20 (Business Communication)	3
Marketing 13 (Marketing)	3
Liberal Arts Elective _____	3
	18

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

Administrative Assistant/Word Processing Specialist - AS

First Year

Credits

English 10 (Expository Writing & Revision)	3
Secretarial Science 3 (Shorthand 3)	3
Secretarial Science 11 (Typing 3)	3
Secretarial Science 20 (Office Procedures)	3
Accounting 1 (Elementary)	<u>3</u>
	15
English 11 (Literature & Research)	3
Office Administration 32 (Word Processing I)	3
Secretarial Science 21 (Office Simulation)	3
Accounting 2 (Elementary) OR	
Mathematics 8 (Business Mathematics) OR	
Mathematics 10 (Finite)	3
Management Arts 10 (Introduction to Business)	<u>3</u>
	15

Second Year

Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Management Arts 25 (Human Relations in Administration)	3
Management Arts 6 (Business Law 1)	3
Office Administration 34 (Word Processing 2)	3
Liberal Arts Elective _____	3
Free Elective _____	<u>3</u>
	18
Office Administration 33 (Office Administration)	3
Secretarial Science 30 (Internship)	6
Liberal Arts Elective _____	3
Free Elective _____	<u>3</u>
	15

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

Culinary Arts

First Term

Food Production I - Basic (Culinary Arts 100)	3
Food Purchasing (Culinary Arts 9)	3
Sanitation and Safety (Culinary Arts 28)	3
English (Culinary Arts 25)	3
Baking I - Breads and Desserts (Culinary Arts 13)	<u>3</u>
	15

<i>Second Year</i>	<i>Credits</i>	
Food Production II (Culinary Arts 11)	3	
Nutrition and Health (Culinary Arts 27)	3	
Food Service Cost Control (Culinary Arts 20)	3	
Mathematics (Culinary Arts 26)	3	
Baking II - Advanced (Culinary Arts 14)	<u>3</u>	
	15	107

<i>Third Term</i>	
Internship (Culinary Arts 31)	6

<i>Fourth Term</i>	
Quantity Food Production (Culinary Arts 12)	3
Human Relations and Supervision (Culinary Arts 29)	3
Dining Room Service and Menu Planning (Culinary Arts 19)	3
Business Elective _____	<u>3</u>
Liberal Arts Elective _____	13

<i>Fifth Term</i>	
Classical Food Production (Culinary Arts 17)	3
Wines and Beverages (Culinary Arts 24)	3
International Cuisine and Service (Culinary Arts 18)	3
Culinary Elective _____	3
Liberal Arts Elective _____	<u>3</u>
	15
Total Credits	66

Electronic Data Processing - AS

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
English 10 (Expository Writing & Revision)	3
Mathematics 10 (Finite)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
Management Arts 10 (Introduction to Business)	<u>3</u>
	15
Accounting 2 (Elementary)	3
English 11 (Literature & Research)	3
Mathematics 11 (Finite)	3
Computer Information Systems 200 (Introduction to Systems)	3
Computer Information Systems 220 (COBOL)	<u>3</u>
	15

<i>Second Year</i>	
Accounting 7 (Cost)	3
Marketing 13 (Marketing)	3

	<i>Credits</i>
Computer Information Systems 120 (Fortran)	3
English 12 (Public Speaking)	3
Business Elective _____	3
	<hr/> 15
Computer Information Systems 320 (RPG III)	3
English 20 (Business Communication)	3
Computer Information Systems 330 (Data Base Management Systems)	3
Liberal Arts Elective _____	3
Business Elective _____	3
Business Elective _____	3
	<hr/> 18

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

Executive Secretarial - AS

<i>First Year</i>	<i>Credits</i>
English 10 (Expository Writing & Revision)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
#Secretarial Science 1 (Shorthand 1)	3
#Secretarial Science 8 (Typing 1)	3
Accounting 1 (Elementary)	3
	<hr/> 15
English 11 (Literature & Research)	3
Management Arts 10 (Introduction to Business)	3
#Secretarial Science 2 (Shorthand 2)	3
#Secretarial Science 10 (Typing 2)	3
Accounting 2 (Elementary) OR	
Mathematics 8 (Business Mathematics) OR	
Mathematics 10 (Finite)	3
	<hr/> 15
 <i>Second Year</i>	
Secretarial Science 3 (Shorthand 3)	3
Secretarial Science 11 (Typing 3)	3
Management Arts 6 (Business Law 1)	3
Secretarial Science 20 (Office Procedures)	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
	<hr/> 18
Office Administration 32 (Word Processing I)	3
Office Administration 33 (Office Administration)	3
Business Elective _____	3

Secretarial Science 21 (Office Simulation)	<i>Credits</i> 3
Liberal Arts Elective _____	3
	15
OR	
Office Administration 32 (Word Processing I)	3
Office Administration 33 (Office Administration)	3
Business Elective _____	3
Secretarial Science 30 (Internship)	6
	15

#Any required typing or shorthand course waived by the Department Chairmen will need to be substituted by a free elective.

*Note: May be waived if career goals indicate other needs — Department Chairmen approval required.

Free Elective _____	3
Free Elective _____	3

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

Fashion Merchandising - AS

<i>First Year</i>	<i>Credits</i>
English 10 (Expository Writing & Revision)	3
Marketing 22 (Retailing)	3
Management Arts 25 (Human Relations in Administration)	3
Liberal Arts Elective _____	3
Mathematics 9 (Merchandising)	3
	15
English 11 (Literature & Research)	3
Fashion Merchandising 5 (Design & Color Theory)	3
Marketing 13 (Marketing)	3
Psychology 8 (Introduction)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
	15
<i>Second Year</i>	
Economics 1 (Microeconomics)	3
Fashion Merchandising 1 (Fashion Merchandising)	3
*Fashion Merchandising 2 (Internship)	3
Management Arts 11 (Personnel)	3
Liberal Arts Elective _____	3
	15

	<i>Credits</i>
Business Communication 20 (Business Communication)	3
English 12 (Public Speaking)	3
Fashion Merchandising 3 (Retail Sales)	3
Fashion Merchandising 4 (Product Analysis & Design)	3
Liberal Arts Elective _____	3
Free Elective _____	3
	<hr/> 18

*FM 2 (Intern) may be taken during the summer between the first and second year or during the first semester of the second year.

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

Students anticipating transferring to a four year degree program should consult with their advisor regarding most effective use of liberal arts and free electives.

General Studies

First Year

English 10 (Expository Writing & Revision)	3
Mathematics 10 (Modern)	3
Psychology 8 (Introduction)	3
History Elective OR	
Government Elective _____	3
Free Elective _____	3
	<hr/> 15
English 11 (Literature & Research)	3
Mathematics 11 (Modern)	3
Sociology 12 (Introduction)	3
History Elective OR	
Government Elective _____	3
Free Elective _____	3
	<hr/> 15

Second Year

Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Free Elective _____	3
	<hr/> 15
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3

	<i>Credits</i>
Free Elective _____	3
Free Elective _____	3
Free Elective _____	3
	<hr/> 18

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

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English 9 (Fund)	3
Mathematics 5 (Fund)	3

Legal Secretarial - AS

<i>First Year</i>	<i>Credits</i>
English 10 (Expository Writing & Revision)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3
#Secretarial Science 8 (Typing 1)	3
#Secretarial Science 1 (Shorthand 1)	3
Accounting 1 (Elementary)	3
	<hr/> 15
English 11 (Literature & Research)	3
Management Arts 10 (Introduction to Business)	3
#Secretarial Science 10 (Typing 2)	3
#Secretarial Science 2 (Shorthand 2)	3
Accounting 2 (Elementary) OR	
Mathematics 8 (Business Mathematics)	
OR Mathematics 10 (Finite)	3
	<hr/> 15

<i>Second Year</i>	
Secretarial Science 3 (Shorthand 3)	3
Secretarial Science 11 (Typing 3)	3
Management Arts 6 (Business Law)	3
Secretarial Science 20 (Office Procedures)	3
Secretarial Science 6 (Legal Shorthand)	3
Liberal Arts Elective _____	3
	<hr/> 18
Office Administration 32 (Word Processing I)	3
Business Elective _____	3
Liberal Arts Elective _____	3
Liberal Arts Elective _____	3
Secretarial Science 21 (Office Simulation)	3
	<hr/> 15
OR	
Office Administration 32 (Word Processing I)	3
Business Elective _____	3
Liberal Arts Elective _____	3
Secretarial Science 30 (Internship)	6
	<hr/> 15

#Any required typing or shorthand course waived by the Department Chairmen will need to be substituted by a free elective.

*May be waived if career goals indicate other needs - Department Chairman approval required.

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Free Elect	3
Free Elect	3
Free Elect	3
Free Elect	3
Free Elect	3

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

The London Option

For those students who select London Option as part of the Administrative Assistant-Word Processing Specialist, Executive Secretarial, or Legal Secretarial curriculums, the following course substitutions apply:

New Hampshire College

Office Administration 34 (Word Processing 2)	3
Business Elective	3
Secretarial Science 30 (Internship)	6
Secretarial Science 21 (Office Simulation)	3
	<hr/> 15

London

Shorthand Speed Building	3
Advanced Word Processing	3
British Business	3
French Business	3
European Common Market	3
	<hr/> 15

Management - AS

<i>First Year</i>	<i>Credits</i>
Accounting 1 (Elementary)	3
Mathematics 10 (Finite)	3
English 10 (Expository Writing & Revision)	3
Management Arts 10 (Introduction to Business)	3
Management Arts 25 (Human Relations in Business)	3
	<hr/> 15
Accounting 2 (Elementary)	3
Mathematics 11 (Finite)	3
English 11 (Literature & Research)	3
Computer Information Systems 100 (Introduction to Computer Data Processing)	3

Liberal Arts Elective _____	<i>Credits</i> 3
	15

Second Year

Economics 1 (Microeconomics)	3	
Management Arts 11 (Personnel)	3	113
Marketing 13 (Marketing)	3	
Liberal Arts Elective _____	3	
Business Elective _____	3	
	15	
Economics 2 (Macroeconomics)	3	
Management Arts 26 (Social Environment in Business)	3	
Business Communication 20 (Business Communication)	3	
Management Arts 6 (Business Law 1)	3	
Liberal Arts Elective _____	3	
Liberal Arts Elective _____	3	
	18	

The courses listed below may be required prior to the beginning of the Math and/or English sequences. These courses are in addition to the requirements listed above.

English 9 (Fund)	3
Mathematics 5 (Fund)	3

Admissions

Undergraduate School of Business

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Candidates for admission to New Hampshire College will be evaluated on an individual basis and are encouraged to apply as far in advance of their intended starting date as is practical.

There Is No Application Fee

The admission decision will be based on the quality of the applicant's preparation and an evaluation of potential for success in the curriculum at New Hampshire College.

Rolling Admission

Applications are acted upon on a rolling basis, and candidates can expect to be notified of the admission decision within one month of receipt of academic credentials.

Early Decision

Students who have selected New Hampshire College as their *first* choice may apply as a candidate for early decision. The Early Decision program is for freshmen candidates who have achieved a B or better average in high school. The admissions office must receive the completed application, transcript and college test scores (junior or senior SATs) by December 1. Candidates participating agree that if an offer of admission is extended, he or she will withdraw any applications which have been made to other colleges.

Early Decision applicants who are applying for financial assistance must submit to the New Hampshire College financial aid office the *early version* of the Financial Aid Form (FAF) *and* the New Hampshire College Financial Aid Application. Both forms can be obtained through our financial aid or admissions office. The deadline for receipt of *both* forms is December 1. Applicants must also complete a regular version of the FAF after January 1.

Qualified applicants will be notified of a decision on financial aid or scholarship by January 1. Those applicants offered assistance must accept their award by February 1. Applicants who are *not* offered admission through the Early Decision program will be re-evaluated during the regular application cycle and processed on a rolling basis.

Application Procedure

Formal Application for Admission

Complete and forward a formal application for admission directly to: The Director of Admissions, New Hampshire College, 2500 River Road, Manchester, NH 03104. Forms are available through your high school or directly from the college. Call 603/668-2211 extension 128.

High School Transcript, Test Results and Recommendations:

Complete the release form on application, and New Hampshire College will obtain these items for you. If you prefer, ask your high school to send them directly to us.

SAT Scores: New Hampshire College requires Scholastic Aptitude Test scores of all applicants. SAT scores may be reported to us along with your high school record or directly from the College Entrance Examination Board upon your request.

Personal Interview: New Hampshire College strongly recommends a personal interview. Call us at 603/668-2211 extension 128 in order to make an appointment.

Transfer Application Procedure

Transfer students are accepted at New Hampshire College for both the semesters starting in September and January in the day school, and for any of the six eight-week sessions in the continuing education evening school division.

New Hampshire College recognizes the work completed at any other accredited institution, and in particular encourages transfer applications from students already holding associate's degrees. The college's Techni-Business major has been specifically designed to meet the needs of students having a technical-vocation preparation.

Transfer applicants with an associate's degree from an accredited institution will usually be granted upper division status.

Early transfer applicants will be evaluated individually in light of degree objectives at New Hampshire College.

Credits transfer; grade point averages do not.

Formal application: Complete and forward a formal application for admission directly to: Director of Admissions, New Hampshire College, 2500 River Road, Manchester, NH 03104. Forms are available from your transfer counselor or directly from the college.

There is no application fee.

High School Transcript, Test Results and Recommendations:

Complete the release form on the application for admission and New Hampshire College will obtain your high school records in your behalf. If you prefer, you may ask your high school to forward the transcript and records directly to us.

SAT Scores: Transfer applicants need not present SAT scores. The admission decision will be based on the quality of the work completed in college.

College Transcript: Official transcripts of all previous college work must be presented. You should request your college to forward your transcript directly to the director of admissions.

Supplement Transfer Form: This New Hampshire College form will be forwarded to you upon request of an application for admission. You should list all courses in progress or those which do not appear on your transcript, and forward it to the director of admissions.

Advanced Placement

Acceptable test results of the Advanced Placement Program (APP), the College Level Examination Program (CLEP), DANDES, institutional examinations, the Proficiency Examination Program (ACT), and through educational programs taken in noncollegiate organizations (ACE), as well as applicable military schooling will be accepted by New Hampshire College for advanced

credit for those applicants who, because of age, experience or prior education warrant advanced credit.

Accelerated Admission

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The accelerated admission plan is designed for those students who are socially and academically ready to enter college at the end of the junior year of high school whether or not they have completed requirements for their high school diploma.

Students admitted to New Hampshire College under the accelerated admission plan enter directly into the freshman year.

Applicants should apply in the spring semester of the junior year, and the regular admission procedures should be followed. In addition, the applicants must submit specific recommendations for admission from their principal or guidance counselor.

Deferred Admission

New Hampshire College acknowledges deferred admission status for up to one year. The applicant should submit the required application, transcript and recommendations for a regular admission. Note on the application the semester and year of desired enrollment. The application will be processed and remain active until that time. This policy allows students the opportunity to work or travel for a year with the knowledge that a place is being held for them at New Hampshire College.

Admission for International Applicants

To apply for admission to New Hampshire College, international candidates must submit the following:

1. A completed New Hampshire College International Student Application for admission.
2. An official, notarized transcript of secondary school (and any post-secondary) academic grades (translated into English).
3. Certified certificates and diplomas.
4. Proof of English proficiency. (Since proficiency in the English language is required of all students at New Hampshire College, international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) given by Educational Testing Service. Information regarding the test can be obtained from the Educational Testing Service, Princeton, NJ 08549, USA. When requesting ETS to forward test scores to New Hampshire College, use NHC's TOFEL No. 3649.)
5. Notarized Affidavit of Support. (Each student coming to the United States must satisfy the college and immigration officials that sufficient finances to pay for round-trip passage, tuition and living expenses are available.)

Students from foreign countries may enter under visa. Authorization permitting such entrance, dated December 29, 1960, states that pursuant to the provision of Title 8 Code of Federal Regulations, approval as a school for non-immigrant students under the Immigration and Nationality Act has been granted New Hampshire College.

Scholarships and Student Assistance

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The financial aid program at New Hampshire College is designed to assist deserving, needy students who, without such assistance, would be unable to pursue a program of study at the college. In selecting aid recipients the college places primary emphasis on demonstrated financial need. Consideration is also given to academic performance.

The comprehensive, fully coordinated scholarship and assistance programs include three basic types of aid: Gift assistance, loan assistance and work assistance. The types of assistance may be awarded singly; but it is usually the college's policy to award them in various combinations called financial aid packages.

The student aid programs administered by the college include federal, institutional and state funds as well as private dollars.

New Hampshire College participates in, or is eligible institution under the following programs:

- Pell Grant Program (PELL)
- Supplemental Educational Opportunity Grant Program (SEOG)
- New Hampshire Incentive Program (NHIP)
- National Direct Student Loan Program (NDSL)
- Guaranteed and/or Federally Insured Student Loan Program (GSL/FISL)
- College Work-Study Program (CWS)

No person at New Hampshire College shall, on the ground of age, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving federal assistance.

All scholarship assistance programs are subject to prevailing federal and state laws, as well as regulations of the college. Compliance is the responsibility of both the student and the aid administrators, and is a condition of the student's eligibility to receive assistance.

Demonstrated Need and Selection Criteria

New Hampshire College makes its admission decision without reference to the economic status of its applicants, but considers the primary financial responsibility for the education of a student to rest with the student and the family. The college will make every effort to address the needs of an accepted and enrolled student, but views its efforts as supplemental to the efforts of the student, the student's family and other agencies.

In addition to making application for scholarship and assistance through the college, New Hampshire College students are expected to vigorously pursue avenues of support from outside agencies.

New Hampshire College is a member of the College Scholarship Service Assembly (CSSA) of the College Board, and utilizes the CSS method of need

analysis to determine student and parental support levels. The CSS system and all other major need analysis systems use rationales and tables which are generally referred to as the Uniform Methodology. All produce similar estimated family contribution.

The Uniform Methodology estimates the parents' contribution towards education on the basis of the amount of the parents' income and assets as well as a consideration of taxes, medical expenses, and other liabilities of the family. The student applicants' income (generally from summer employment prior to the academic year for which assistance is sought) and assets are also considered in estimating the total family resources which may be utilized to meet the student's cost of education.

The difference between a student's cost of education and the estimated family contribution, as well as support received from sources outside the college, is the student's demonstrated financial need. It is generally the college's policy to award scholarships and other student aid within the limits of a student's demonstrated financial need.

Priorities and entitlements under the federal and state programs are recognized and honored, as are institutional programs which carry commitments to specifically identified students.

Students not entitled to special consideration compete for available funds on an academic basis within the limits of their demonstrated financial need. Where a student ranks within the applicant group may well have a bearing on the student's selection for participation, the percentage of need met and the make-up of the financial aid package, that is the balance between gift assistance and self-help (work assistance and loan assistance). It therefore benefits each student to recognize and diligently pursue academic responsibilities.

The Application Process

Students who wish to apply for financial aid should submit 1) a New Hampshire College Financial Aid Application Form and 2) the College Scholarship Service's Financial Aid Form (FAF). New Hampshire College usually makes its determinations on an annual basis; in the springtime for the following academic year which includes terms starting on or after the next July 1st.

Freshmen students applying under the College's Early Decision Program have a deadline of December 1.

Early Decision applicants who are applying for financial assistance must submit to the New Hampshire College Financial Aid Office the *Early Version* of the Financial Aid Form (FAF) *and* the New Hampshire College Financial Aid Application. Both forms can be obtained through our financial aid or admissions office. The deadline for receipt of *both* forms is December 1. Applicants must also complete a regular version of the FAF after January 1.

Qualified applicants will be notified of a decision on financial aid or scholarship by January 1. Those applicants offered assistance must accept their award by February 1. Applicants who are *not* offered admissions through the Early Decision program will be re-evaluated during the regular application cycle and processed on a rolling basis.

In the regular financial aid process, priority will be given to completed applications received by:

- March 15, 1984 Freshmen, Transfers, and Readmitted students
(Undergraduate School of Business-Day)
April 15, 1985 Returning upperclass students (Undergraduate School of
Business-Day)
May 15, 1985 Culinary Arts and Upstart students

Students from the Graduate School of Business and the School of Human Services should submit a completed application at least 30 days preceding the start of the applicant's first term during the 1984-85 academic year. Graduate students are to submit a Graduate and Professional Student's Financial Aid Services (GAPSFAS) form instead of the FAF.

All applicants received after the above dates will be considered when available funds permit.

It is important to remember that student aid awards are not automatically renewed. You must apply each year.

The NHC Financial Aid Application form may be obtained from either the admissions office or the financial aid office at New Hampshire College.

The form should be completed in its entirety and returned directly to the attention of the Director of Financial Aid, New Hampshire College, 2500 River Road, Manchester, NH 03104. Of particular importance are the Statement of Educational Purpose and Certification on the application. (Be sure all appropriate signatures have been affixed.)

The Financial Aid Form (FAF) may be obtained from either the admissions or financial aid offices at the college, from your high school or college guidance office or from CSS by writing the College Scholarship Service, Box 2700, Princeton, NJ 08540.

It is in your best interest that the FAF be completed carefully and accurately. All items must be answered. In those items requesting a dollar (\$) amount, if no figure is to be entered, please do not leave the space blank — enter a zero (0). In those items requesting non-financial information, if the information requested does not pertain to your situation, please do not leave the space blank — draw a line through the space. A properly completed form must be submitted through the College Scholarship Service. You should indicate that you want a copy of your FAF and need analysis report forwarded to New Hampshire College, code #3649.

Normal processing time for your FAF at CSS is about four(4) weeks. You should keep this time frame in mind in relationship to the priority dates. Applicants who have attended another postsecondary institution must have a Financial Aid Transcript (FAT) completed by the Financial Aid Office at each school he or she previously attended. The completed FAT must be sent directly to the NHC Financial Aid Office from the other school. Federal financial aid cannot be disbursed to a student until appropriate FAT's have been received.

Information submitted in support of an applicant's scholarship and assistance request is held in strict confidence by the college. The date, however, is subject to verification through the Internal Revenue Service and the college reserves the right and recognizes the responsibility to cancel awards and rebill the subject and parents in cases where awards were authorized on basis of incorrect information.

Satisfactory Academic Progress for Financial Aid Eligibility

- 1) A student must successfully complete at least 75% of all credits attempted at New Hampshire College during the student's cumulative period of enrollment. (Credits attempted are those for which the student is enrolled as of the end of the add/drop registration period.)

Successful completion is defined as the assignment of a passing grade to the courses attempted. Failure, withdrawal, and incomplete designations to the courses attempted are not considered successful completion.

- 2) A student must maintain a cumulative GPA of 2.0 on a 4.0 scale.

Satisfactory progress will be determined at least once each year using the academic record of the student for all terms completed prior to July 1 of that year.

Failure to meet the standards (1 and 2) will result in the student being placed on probation. The probationary periods will be as follows:

- Undergraduate School of Business (Day) - One semester
- Undergraduate School of Business (Evening/Weekend) - Three eight-week terms
- Graduate School of Business (Day) - Two three-month terms
- Graduate School of Business (Evening) - Two three-month terms
- School of Human Services (Undergraduate) - One four-month term
- School of Human Services (Graduate) - One four-month term

A student may be reinstated if, upon recalculation by the financial aid office at the end of the probationary time period, the student meets the above standards (1 and 2).

If the student does not meet the above standards after recalculation by the financial aid office at the end of the probationary time period, then the student's financial aid will be terminated.

The decision of the financial aid office to terminate a student's financial aid may be appealed to the financial aid advisory committee. Information concerning the appeal procedure is available from the financial aid office.

Student Assistance Programs

There are many, many programs designed to assist students with their post-secondary training educational expenses. The solution to dealing with rapidly rising educational expenses often revolves around your ability to discover just who administers each program and exactly how and when you should apply.

Students contemplating training or education beyond the secondary level are advised to take the following steps as early as possible during their years in high school.

- Talk with your parents concerning your plans and finances.
- Make an appointment with your guidance counselor for both you and your parents to discuss your aspirations.
- Visit the admissions and financial aid offices at the college or colleges of your choice. We suggest that you do this early in your senior year and perhaps as early as your junior year.
- Research the subject of scholarships and student assistance. We suggest you read "Meeting College Costs," a publication of the Col-

lege Scholarship Service. You should be able to obtain a copy free of charge, from your high school guidance office. We also recommend "A Student's Guide to Five Federal Financial Aid Programs," HEW publication No. OE 78-17914. You should be able to obtain a copy through your guidance office or you may request a copy from New Hampshire College.

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New Hampshire College operates its own scholarship and work program and acts as administrator for the National Direct Student Loan Program (NSDL), Supplemental Educational Opportunity Grant Program (SEOG), and the federal College Work-Study Program (CWS). You will be given consideration for all these programs when you submit your NHC Financial Aid Application form, and Financial Aid Form (FAF) as described in the section entitled The Application Process.

H.A.B. Shapiro Memorial Scholarships: A limited number of partial tuition scholarships are awarded each year, for a single year, in honor of the late founder of New Hampshire College. All high school seniors entering the college from secondary schools in the State of New Hampshire are eligible for consideration. Awards are made on the basis of demonstrated need and academic excellence or promise. Applicants may request consideration for an H.A.B. Shapiro Scholarship by attaching a note to their NHC Financial Aid Application.

Robert E. Plourde Scholarships: A limited number of partial tuition scholarships are awarded each year, for a single year, in honor of Robert E. Plourde an alumnus, in recognition of his outstanding contributions to the college. These scholarships, awarded on the basis of demonstrated need, academic excellence or promise, are available to high school graduates of the Suncook, New Hampshire area. You may request consideration for one of these scholarships by attaching a note to your NHC Financial Aid Application.

Hoyle, Tanner & Associates Minority Scholarship Program:

Hoyle, Tanner and Associates, Inc., of Londonderry, New Hampshire has established a minority scholarship program at New Hampshire College for the express purpose of encouraging excellence in the fields of management or accounting.

The Hoyle-Tanner Scholarship will be awarded to minority students on the basis of demonstrated financial need and academic performance or promise.

Applicants for these scholarships will utilize the usual financial aid forms including the College Scholarship Services's FAF and NHC Financial Aid Application. Minority students should indicate their interest in the Hoyle-Tanner Scholarship on the college's Financial Aid Application form.

Hoyle-Tanner Scholarship recipients will be selected by a panel representing the donor, the college and the Manchester area minority community. Award renewals will be restricted to recipients who maintain a 2.5 cumulative grade point average on a 4.0 basis.

New Hampshire College Alumni Scholarships: A limited number of partial tuition scholarships are awarded each year, for a single year, to New Hampshire College students from the New Hampshire College Alumni Association. Awards are made on the basis of demonstrated need and academic excellence or promise. Special attention may be given to sons and daughters

of New Hampshire College alumni. Applicants may request consideration for an alumni scholarship by attaching a note to their NHC Financial Aid Application forms.

Institutional Scholarships: New Hampshire College scholarships, for the most part, are awarded on the basis of academic achievement, usually within the limits of demonstrated financial need. You will be automatically considered for scholarship assistance, including the special designated scholarships previously indicated, upon receipt of your NHC Financial Aid Application form and your FAF.

Students seeking consideration for athletic scholarships should also contact the athletic department in addition to the financial aid office.

During the 1982-83 college year, New Hampshire College awarded nearly \$600,000 in scholarships to over 400 students. The awards ranged from \$100 to several thousand dollars and averaged about \$1,000.

Part Time On-Campus Employment: There are always a number of tasks which must be performed every day within a college community and it is not always possible to fill positions with students eligible under the federal College Work-Study Program. The college, therefore, maintains a relatively large part time employment program where your willingness and availability play larger roles than your demonstrated financial need in determining your employment prospects. Most such jobs are in the maintenance and food service areas and students interested in such opportunities should contact the vice president of finance and administration. The financial aid office can and will provide counsel concerning the areas in which such employment may be available at any given time. Preference for all on-campus employment is given to students eligible under the College Work-Study Program and those who have demonstrated financial need.

National Direct Student Loan Program (NDSL): You may borrow, subject to available funds and your demonstrated need, up to \$3,000 if you have completed less than two (2) years of a program leading to a bachelor's degree, and up to \$6,000 if you have completed two or more years of a four year program. You will be considered for an NDSL loan when you submit your NHC Financial Aid Application form and FAF to New Hampshire College.

Funds for National Direct Student Loans come from the federal government, the college and from previous borrowers. While there is no interest on such loans while you are in college, the loans must be repaid when you leave. Repayment begins six (6) months after you graduate or leave college for other reasons. You may be allowed up to ten (10) years to repay your loan; but New Hampshire College repayment schedules usually require repayment at the minimum rate of \$30 per month or \$90 per quarter, principal and interest. During the repayment period you will be charged 5% interest per year on the unpaid balance of the loan.

You may defer repayments on your loan during periods when you are enrolled full-time for further education, and for up to three years while you serve in the armed forces, Peace Corps or VISTA.

Cancellation or forgiveness of the loan, at the rate of fifteen percent (15%) per year, is available if you teach the handicapped or teach in a school desig-

nated by the U.S. Commissioner of Education as eligible for such consideration.

Last year New Hampshire College loaned nearly \$500,000 in National Direct Student Loans to more than four hundred (400) students; an average of \$1,000 per student. The loans ranged from \$200 to \$2,000.

Supplemental Educational Opportunity Grant (SEOG): The Supplemental Educational Opportunity Grant program is for students of exceptional financial need who, without the grant, would be unable to pursue their programs of study. At New Hampshire College, you will receive consideration for an SEOG award when you submit your NHC Financial Aid Application form and FAF.

Federal College Work-Study Program (CWS): Federal and college money fund the College Work-Study (CWS) Program which is designed to create part time employment opportunities for students in need of the earnings to begin or continue their programs of study. Your eligibility for the program will be determined when you submit your NHC financial Aid Application form and FAF.

In arranging employment under the CWS program the college's financial aid officers will take into consideration your demonstrated financial need, class schedule, health and academic progress.

Employment under the College Work-Study program may be on-campus or off-campus with a public or private non-profit agency. At New Hampshire College, the majority of such opportunities are on-campus. Pay rates from the minimum wage and up, and are related to type of work you do and the proficiency required of you.

During the 1982-83 college year, New Hampshire College provided CWS employment to more than 350 students, amounting to more than \$400,000. Earnings ranged from \$200 to more than \$2,000; averaged more than \$900.

Pell Grant (formerly Basic Education Opportunity Grant); Pell Grants for the 1983-84 academic year are expected to range between \$225 and \$1,800 based on your cost of education and your eligibility index. You may apply for a Pell Grant by using the Financial Aid Form (FAF) being sure to complete item #43. The form will be available from your guidance office or from the financial aid office at the college.

Students who have recent dramatic changes in family financial circumstances may wish to apply for a Pell Grant consideration by utilizing a Special Condition Form which is available from the financial aid office at the college.

The Pell Grant is considerably different from the other financial aid programs operated under the United States Department of Education, in that it has an entitlement feature which means that all students who are eligible will be funded. New Hampshire College acts as a disbursing agent for this program.

Under the Pell Grant Program, demonstrated financial need is determined by a formula approved annually by the Congress of the United States. The formula is applied to the information submitted on your application to produce an eligibility index which is forwarded to you via a Student Aid Report (SAR).

You make photostatic copies of the first page of your SAR and send it to as many colleges as you desire to see what your grant would be at each

institution. Your eligibility index in relation to your cost of education and enrollment status determines the amount of your grant.

All three original copies of the SAR must be submitted to the financial aid office of the school you will be attending before any funds can be disbursed to the student under the Pell Grant program.

Guaranteed Student Loan Program (GSL): The Guaranteed Student Loan Program enables you to borrow directly from a bank, credit union, savings and loan association or other participating lenders (such as fraternal benefit society) which is willing to make the loan. The loan is guaranteed by a state or private, non-profit agency or insured by the federal government.

Students who desire a guaranteed student loan should contact the lender directly. This contact should be made in person and in the company of your parents if you are dependent upon them. You will find it most helpful if the lender you contact has had a prior business relationship with you or your family.

The maximum a student may borrow as an undergraduate is \$2,500 per year to a cumulative total of \$12,500. You may borrow up to \$5,000 per year for graduate study to a cumulative total of \$25,000 which includes the loans made at the undergraduate level.

An insurance premium of up to one percent (1%) each year of the loan may be collected in advance under a state or private guarantee agency program. Usually this premium is collected, for your in-school and grace periods of time, by the lender at the time of loans disbursement.

An origination fee of five percent (5%) of the loan principle will be collected in advance of the loan disbursement. A \$2,500 loan will carry an origination fee of \$125 which may be deducted directly from the applicant's disbursement check.

Repayment of such loans normally begins between six and nine months after you graduate or leave school, and you may be allowed to take up to 10 years to repay the loan. The amount of your payments depends upon the size of your debt and your ability to pay; but in most cases you must pay at least \$600 per year unless the lender agrees to a lesser amount.

You do not have to make repayments for up to three years while you serve in the armed forces, Peace Corps, or in full-time volunteer programs conducted by ACTION. In addition, deferments are available any time you return to full-time study and for a period of not more than one year for students who are unable to find full-time employment.

New Hampshire College urges all its financial aid applicants to seek aid from the Guaranteed Student Loan Program operating in their home states.

New Hampshire Incentive Program (NHIP): The New Hampshire Incentive Program (NHIP) is designed to provide increased, equal access and choice for deserving, needy New Hampshire residents seeking the benefit of post-secondary education/training within the state.

NHIP awards provide gift assistance ranging from \$100 to \$1,500 based on your need, academic qualifications, the tuition charges at the institution you select, within the state and your willingness to help yourself.

To be eligible, incoming freshmen students must have graduated in the upper three-fifths of their high school graduating class or have had a high school grade point average of 2.40 on a 4.0 scale. If a non-graduate, you may qualify

academically if you have a G.E.D. Certificate and scored on the average of the 50th percentile or higher based on national averages. Upperclassmen and renewal applicants are judged on the basis of their post-secondary work.

To apply for NHIP Grant, students must complete a New Hampshire Financial Aid Form (NHFAF) which may be obtained from the local high school Guidance Officer or directly from the college. Be certain to read all the instructions accompanying the NHFAF.

The schedule of awards under NHIP is approved annually by the administering agency, the New Hampshire Post secondary Education Commission, on the basis of appropriated federal and state funds, the qualifications and needs of the applicant group, and the institutional choices of the successful applicants. During the 1982-83 academic year, freshman awards ranged as high as \$700.

For the 1984-85 academic year, the deadline is May 1, 1984.

Awards under the New Hampshire Incentive Program are not automatically renewed. It is important to remember that you must apply annually.

State Grants/Scholarship Programs: Most, if not all, of the 50 states have scholarship or grant programs for the benefit of their students. Many of these programs have portable features; that is, students may take their awards out of the state. New Hampshire College expects all scholarship and assistance applicants to vigorously pursue all reasonable avenues of support and suggests that you check with your guidance counselor concerning the application deadlines and procedures in your local area.

Off-Campus Employment: Manchester is New Hampshire's Queen City and the population center of the state. Part time employment opportunities do exist in the local area and although not part of the college's aid program, earnings from such sources can contribute significantly towards meeting college costs. The college's placement director, who works under the vice president of student affairs, coordinates information concerning these opportunities and acts as liaison with local employers.

Outside Assistance: New Hampshire College does urge its students to seek assistance from every source outside the college in addition to making application through the financial aid office. You should consider local programs such as Dollars For Scholars, service clubs and trust programs which may be known to the trust officer at your local bank. Your director of guidance would be able to provide you with information concerning available reference material. You are required to report awards of \$100 or more to the director of financial aid.

Your success in obtaining support from sources outside the college does not automatically reduce assistance for you through the financial aid office. Laws and rules governing such matters are extremely complex and New Hampshire College can best serve you and all its students by having the most accurate and up to date information available concerning your situation.

Tuition and Expenses — Undergraduate School of Business (Day)

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Payment of College Bills

All bills are due and payable upon presentation. It is usually the college's policy to bill in advance of a term and to insist on payment in full prior to the first day of class. Exceptions require the expressed prior approval of the business office.

Installment Payment Programs: Educational loans are probably available through your local lenders and other organizations such as The Tuition Plan, Inc., or National Shawmut Bank of Boston. The college will be pleased to see that information is forwarded to you concerning such options.

Veterans Payment Plan: The college has available a special installment payment plan for students receiving education assistance from the Veterans Administration. Inquiries regarding the Veterans Payment Plan should be directed to the business office. New Hampshire College does have veterans specialists on its staff and a VA representative on campus.

Deposit Policies

New Students: Upon receipt of acceptance by the college, a new student is required to submit a tuition deposit of \$100 and, if applicable, a room reservation deposit of \$100. These deposits are billed by the admissions office, payable to the business office, and are credited to the student's account. These payments are subject to the Refund/Withdrawal Policy explained in this booklet.

Returning Students: In the spring, students scheduled to return to the college in the fall are billed a tuition deposit of \$100 and, if applicable, a room deposit of \$100. These payments are credited to the student's account and are subject to the indicated Refund/Withdrawal policy.

Early Decision Candidates: Incoming freshmen applicants who are offered admission under the Early Decision Program must submit a \$200 *non-refundable* deposit by February 1.

Refund/Withdrawal Policy

An accepted student, not yet enrolled in the college, may withdraw, after payment of deposit(s), by written notification to the director of admissions. The official date of withdrawal and the date from which refunds will be determined will be the date on which notice of withdrawal is received by the director of admissions.

New Students: Deposits are *fully* refundable until *May 1*. After May 1, \$100 will be forfeited and any payments in excess of \$100 will be refundable. Early decision candidates are *not* entitled to any refund.

Enrolled Students: An enrolled student who withdraws from the college must notify the vice president of student affairs in writing at the time of withdrawal. Merely ceasing to attend classes does not constitute official

withdrawal. The official date of withdrawal, and the date from which refunds will be determined, will be the date on which written notice of withdrawal is received by the vice president of student affairs.

Students who withdraw will be entitled to a refund of tuition on the following semester basis:

- If withdrawn prior to the first scheduled day of class: 100% minus \$200
- If withdrawn within two weeks of the first day of class: 80%
- If withdrawn within three weeks of the first day of class: 60%
- If withdrawn within four weeks of the first day of class: 40%
- If withdrawn within five weeks of the first day of class: 20%
- If withdrawn after five weeks of the first day of class: No Refund

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Students on the board program will receive refunds in direct proportion to the number of chits utilized to the day of withdrawal. See the current student handbook for explanation of the “chit system” which is designed to provide maximum flexibility for all students on the board program.

There will be no refund of room charges for the term during which a student withdraws.

1983-84 Costs-Undergraduate School of Business (Day)

(Subject to change by action of the board of trustees)

	<i>Per Semester</i>	<i>Annually</i>
Tuition (includes activity and athletic fee)	\$2,901.00	\$5,802.00
Room and board (double dormitory)	1,659.00	3,318.00
Room and board (single dormitory)	1,815.00	3,630.00
Apartment— Room only	859.00	1,718.00
Room and board	1,659.00	3,318.00
Townhouse— Room only	1,015.00	2,030.00
Room and board	1,815.00	3,630.00
Pine Valley—Room only	859.00	1,718.00
Room and board	1,659.00	3,318.00
Houses— Room only	859.00	1,718.00
Room and board	1,659.00	3,318.00
Board only	800.00	1,600.00
More than 19 credits	\$ 190.00 per credit	
Less than 12 credits per semester or four courses	\$ 190.00 per credit	
Health insurance (payable with first semester charges)	\$ 60.00 per year	
Computer laboratory fee	\$ 25.00	
Hotel/Restaurant laboratory fees (charged when applicable)		
Late registration fee	\$ 50.00	
Auto registration fee	\$ 5.00 per year	
Transcript fee	\$ 2.00 each	
Make-up examination fee	\$ 5.00	
Graduation fee	\$ 40.00	

Textbook and Supplies

Each student is responsible for the purchase of textbooks and supplies which are available in the Campus Store. Estimated costs average \$200 per year.

Damage Deposit

A \$100 damage deposit is required of all students residing in college housing. The deposit is refunded, less any charges for damage or breakage, when the student no longer resides on campus.



Undergraduate School of Business
Academic Calendar

1983-1984

New Student Orientation	September 4 & 5
Returning Student Check-in	September 6
Staff Development Day	September 6
Classes Begin	September 7
Mid-term Holiday	October 10
Thanksgiving Recess	November 24 & 25
Classes Resume	November 28
Last Class Day	December 13
Exam Period	December 14-21
Returning Student Check-in	January 9
Staff Development Day	January 9
Classes Begin	January 10
Mid-term Holiday	March 12-16
Classes Resume	March 19
Last Class Day	April 30
Exam Period	May 1-8
Graduation	May 12

1984-85

New Student Orientation	September 1-3
Returning Student Check-in	September 4
Staff Development Day	September 4
Classes Begin	September 5
Mid-term Holiday	October 12
Thanksgiving Recess	November 22 & 23
Classes Resume	November 26
Last Class Day	December 14
Exam Period	December 15-21
Returning Student Check-in	January 14
Staff Development Day	January 14
Classes Begin	January 15
Mid-term Holiday	March 11-15
Classes Resume	March 18
Last Class Day	May 1
Exam Period	May 2-9
Graduation	May 11

The Culinary Institute of New Hampshire College

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The Food Service Industry

The opportunity for a career in the food service industry has never been greater than it is today.

Americans eat one out of every four meals away from their home, and that fact helps the food service industry employ more than eight-million people throughout the United States alone. The demand for well-trained cooks, bakers, assistant chefs and kitchen managers is unprecedented.

At New Hampshire College, we can prepare you for a career in this challenging, growing field — and do much more at the same time. We can prepare you to become a strong, complete person, as well as a leader in the food service industry.

The two-year program at The Culinary Institute of New Hampshire College is taught with concern for the growth of the whole person in a relaxed lifestyle marked by beautiful surroundings, vigorous sports, and comfortable living quarters.

The Culinary Institute Curriculum

Students in the two-year associate's degree program will take the optimum combination of liberal arts, business and culinary arts courses. Students will also receive credit for an internship assignment, which adds greatly to the overall learning experience.

As offered within the college's Hotel/Restaurant Management department, culinary students will receive instruction from the college's full-time faculty as well as adjunct chef instructors who hold responsible positions in the field.

Culinary classes are held in the college's new cooking laboratory and dining room. This modern facility allows for a pragmatic, hands-on approach to training and educating cooks, chefs and bakers.

First Year

<i>First Term</i>	<i>Credits</i>
Food Production I - Basic	3
Purchasing	3
Sanitation & Safety	3
English	3
Baking I - Breads & Desserts	3
<i>Second Term</i>	
Food Production II	3
Nutrition and Health	3
Food Service Cost Control	3
Mathematics	3
Baking II - Advanced	3

<i>Third Term</i>	<i>Credits</i>	
Internship	6	
Second Year		
<i>Fourth Term</i>		
Quantity Food Preparation	3	
Human Relations/Supervision	3	131
Dining Room Serv./Menu Planning	3	
Business Elective	3	
Liberal Arts Elective	3	
<i>Fifth Term</i>		
Classical Food Preparation	3	
Wines and Beverages	3	
International Cuisine & Service	3	
Culinary Elective	3	
Liberal Arts Elective	3	
Total Credits	66	

Description of Courses

Culinary Institute of New Hampshire College

CA 9. Food Purchasing. 3 credits

An examination of the grades, types and varieties of fruits, vegetables, meats, fish and sundry products and the methodology of purchasing food in large quantities. Additional topics discussed include wholesale and retail meat cuts, standard purchase specifications, centralized purchasing, container sizes and types of frozen, canned and fresh fruits and vegetables.

CA 10. Food Production I - Basic. 3 credits

This course presents the basic principles of food preparation for hotels, restaurants and industrial food catering establishments. It consists of lectures, demonstrations and student participation in basic food production, including the preparation of vegetables, potatoes, eggs, breakfast dishes, beverages, sauces, soups, and thickening agents. Spices and their relationship to cooking are studied. Students also learn about equipment in the kitchen area and the maintenance of it.

CA 11. Food Production II. 3 credits

This course emphasizes the supervision of quantity food preparation and station assignment. Students learn to prepare entrees in fish and shellfish, poultry, meat, pasta, salad and salad dressings; and deep fat cookery. Students will be assigned problems related to food and beverage service situations.

Prerequisite:

CA 10

CA 12. Quantity Food Production. 3 credits

A course in the preparation and service of complete menus, with the emphasis on quantity and quality cooking. Students are given station assignments and participate fully in the course activities which include menu planning, work-

ing out food costs, determining food preparation equipment requirements, and organizing the kitchen staff.

Prerequisite:

CA 10 and 11.

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CA 13. Baking I - Breads and Desserts. 3 credits

This course includes using conversion tables for various ingredients; baking a variety of items; learning elementary decorations, and practicing up-to-date methods of baking, utilizing modern nomenclature, ingredients, techniques and equipment. Emphasis is placed on basic breads and desserts.

CA 14. Baking II - Advanced. 3 credits

Emphasis is placed on the preparation techniques of high ratio cakes, puff pastry, specialty breads, and cake decorating. Also students produce assorted tortes and prepare buffet pieces using pastillage, marzipan, nougat, chocolate and pulled sugar.

Prerequisite:

CA 13

CA 17. Classical Food Preparation. 3 credits

Students learn the principles and techniques of classical food preparation. Emphasis is placed on French cuisine and the preparation and set up of classical buffets. Display pieces are also demonstrated.

Prerequisite:

CA 10, 11 and 12

CA 18. International Cuisine and Service. 3 credits

This course centers on the operation of a high quality dining room. Students learn how to prepare and serve foods from different countries. The cuisines emphasized are German, Scandinavian, Middle Eastern, Italian, Austrian and Oriental.

Prerequisite:

CA 10, 11, 12 and 19

CA 19. Dining Room Service and Menu Planning. 3 credits

This course presents the principles of dining room management and layout, and menu planning. Students learn the proper techniques of a la carte and gueridon service. Organizational structure, planning, control and individual functions are studied with emphasis on time and efficiency. Also included is menu merchandising and planning. Types of service studied are French, Russian, English and American.

CA 20. Food Service Cost Control. 3 credits

This course deals with the application of accounting principles in restaurants and institutional food service. It includes journals, ledgers and work sheets. Students learn how to develop budgets, daily reports, interpret income statements, and understand the basic principles of cost controls.

CA 24. Wines and Beverages. 3 credits

An investigation of spirits, beers and wines of the world. Bar management and mixology will be looked at briefly. The wines of Europe and America will be tasted and compared. Students learn the proper techniques of wine,

and beverage service. The principles of designing wine and beverage menus are examined.

CA 30. Classroom Extension Option (CEO). 3-6 credits

This course is designed to provide an additional challenge and learning experience for the student who already has knowledge and skills in cooking and/or baking. This is achieved by focusing his/her activities on culinary competitions and displays, preparing and serving special dinners, conducting demonstrations and apprenticing with local chefs and bakers. A student may qualify for this course by successfully passing a practical/related theory exam.

Open to TCI Students

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CA 31. Internship. 6 credits

Guided internship work for integrating study and experience. Students will spend a 12 week period working full time in an approved food service environment. Open to TCI students with permission of the Institute Director.

CA 25. English. 3 credits

The primary purpose of this course is to provide students in The Culinary Institute with the principles of effective expository writing. To meet this objective, students will be required to complete a variety of written assignments, most of which will be closely related to the expectations and requirements of this specialized occupation. Course material will include assignments in report and proposal writing, memoranda design and execution, and techniques in the preparation of business-technical correspondence.

CA 26. Mathematics. 3 credits

A survey of mathematical techniques essential to the everyday operations in a food service environment. Operating statements, recipe conversions, cost percentages, payroll, pricing, and the metric system are included among the topics discussed.

CA 27. Nutrition and Health. 3 credits

This course provides an introduction to the principles of nutrition specifically as they apply to health, diets, and menu planning. Also the mental, physical and emotional well being of the food service worker are addressed.

CA 28. Sanitation and Safety. 3 credits

This course emphasizes proper food service sanitation procedures and practices. Food related diseases are examined. Operating procedures which contribute to a safe environment are studied.

CA 29. Human Relations and Supervision

A study of the relationship between management, chef, staff and customers. Problems in human relations relating to the food service industry, as in service and kitchen management, discipline, communications and general business practice are discussed.

Classroom Extension Option (CEO)

Students entering The Culinary Institute who have previous food service experience or education will have the option of taking a practical/related theory exam during orientation. Upon passing the exam, students may choose to par-

ticipate in the CEO program rather than attend basic foods or baking classes. The CEO activities focus on culinary competitions and displays, preparing and serving dinners, conducting workshops and apprenticing with local chefs and bakers. This program allows students the opportunity to use the technical skills and positive work attitude already developed from previous experience or education while providing the necessary challenge of industry and college courses.

Internship/Career Placement

Recognizing that learning and education do not take place in the classroom alone, the internship program at New Hampshire College incorporates what the student learns in the classroom with practical work experience. Through participation in this program, students work in the food service industry, receive credit for the experience and are provided with a short term income. Students have also been given the opportunity for foreign internships.

A well-qualified, student services staff provides personal, career, and academic counseling, with counselors on campus 24 hours a day. Lifetime job placement service is available to all current students and alumni.

Over twenty hotel and food service companies have participated in recruiting at NHC.

The Culinary Institute Academic Calendar 1983/84

	Term Begins	Vacation	Term Ends
Term 1	September	Thanksgiving	December 9
Term 2	January 30	March 12	April 27
Term 3	June 11	July 4	August 31

Admission/Application

The Culinary Institute seeks to attract students who have an interest in the food service industry and who can demonstrate that they can achieve the standards for completion of the institute's curriculum. Applicants must have graduated from high school or secured a GED certificate before entering. Applicants must submit a formal application, an up-to-date high school transcript and a letter of reference. Even though Scholastic Aptitude Test (SAT) scores are not required, the student is encouraged to submit test results for information purposes. Since new classes start three times per year — January, June and September, the institute is on a rolling admissions basis and applicants usually receive a decision within a month of receipt of their credentials. There is no application fee at New Hampshire College.

Learn the recipe of success at The Culinary Institute at New Hampshire College.

Cost/Financial Aid

The following fee structure will be in place at The Culinary Institute of New Hampshire College for the 1983-84 academic year:

Tuition	\$2,000.00 per term	\$4,000.00 per year
Room and board	1,360.00 per term	2,720.00 per year
Lab fees	180.00 per term	360.00 per year

Student activities fee 50.00 per term 100.00 per year
No fees for third term (Internship)

Other considerations include the purchase of a cutlery set, a uniform, books and supplies, health insurance and miscellaneous personal expenses.

Seventy-five percent of New Hampshire College's full time undergraduates receive financial assistance ranging from \$200 to full cost. The average financial aid package including gift, loan, and employment assistance, exceeds \$2,000 per semester. The aid program is designed to assist deserving students who, without assistance, would be unable to pursue or continue a program of study at New Hampshire College. Primary examples is placed on demonstrated financial need but academic performance and promise are also given consideration.

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Billing

Deposits of \$100 applicable to tuition, and \$100 applicable to housing, are required by the college upon notification to day students of their acceptance. Students are expected to pay all bills at the time of registration. Exceptions require the prior approval of the business office.

Withdrawal

An accepted student not yet enrolled in The Culinary Institute may withdraw after payment of deposit(s) by written notification to the director of the institute. The official date of withdrawal and the date from which refunds will be determined will be the date on which the written notice of withdrawal is received by the director.

An enrolled student who withdraws from the college must notify the vice president of student affairs in writing at the time of withdrawal. Merely ceasing to attend classes does not constitute official withdrawal. The official date of withdrawal, and the date from which refunds will be determined, will be the date on which written notice of withdrawal is received by the vice president of student affairs.

Students who withdraw will be entitled to a refund of tuition on the following semester basis:

- If withdrawn prior to the first scheduled class meeting: 100% minus \$200 refunded
- If withdrawn within two weeks of the first class meeting: 80% refunded
- If withdrawn within three weeks of the first class meeting: 60% refunded
- If withdrawn within four weeks of the first class meeting: 40% refunded
- If withdrawn within five weeks of the first class meeting: 20% refunded
- If withdrawn after five weeks of the first class meeting: no refund.

Students on the college meal plan who withdraw will be entitled to a proportionate refund of dining hall charges upon surrender of unused chits. Housing deposits and damage deposits are not refundable.

The Graduate School of Business

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The New Hampshire College Graduate School of Business is located at the college's north campus in Hooksett — eight miles from Manchester, a commercial and industrial center and New Hampshire's largest city, an hour's drive from Boston and within easy travel distance from the state's seacoast, lakes, and mountain recreational areas. The Hookset campus offers attractive surroundings, accessibility to cultural resources, and the other advantages of metropolitan centers. The south campus of the college is located in the north sector of Manchester, five miles from the north campus.

In addition to the Hooksett center, graduate programs are offered in the evening throughout the southern New Hampshire region in Concord, Keene, Nashua, Portsmouth, and Salem; selected graduate courses are scheduled at satellite centers in Laconia and Dover. Graduate programs are also offered in the evening in Maine at the Brunswick Naval Air Station and in Puerto Rico at the Roosevelt Roads Naval Station. In addition to the programs at the south campus, the college offers undergraduate programs at several other locations, principally in the evening.

Since their inauguration in 1974, the graduate programs of the college have grown to an enrollment of more than 1,200 students in the fall of 1982 — a positive measure of the need for and interest in graduate education in the region. The programs were originally conceived and implemented for the purpose of providing an opportunity for persons employed full-time to pursue and attain graduate degrees through part-time study. With the college's acquisition of the north campus in 1982, it became possible for the Graduate School of Business to complement its strong evening program with a full-time day program — both for persons wishing to continue directly from undergraduate programs into graduate study and for persons already employed who wished to complete their degree requirements in a concentrated period of enrollment. Enrollment in the day programs, which were started in March of 1982, increased rapidly to more than one hundred at the end of the 1982-83 academic year.

Graduate students are the beneficiaries of the growth of both day and evening programs in several ways. Many of their classmates, particularly in the evening courses, are actively involved in endeavors and careers that add the dimensions of practical experience to the classroom environment. The alumni of the programs, who now number over six hundred, offer students a substantial breadth of contacts in the business community, which itself provides exceptional resources for research, internship, and post-graduation employment.

Resources and Facilities

Faculty

Courses in the graduate programs are taught by full time graduate faculty members and by faculty members drawn from the other academic divisions of the college. In addition, a number of business and professional persons,

selected for their managerial and technical experience serve as adjunct instructors, thereby reinforcing an ongoing interchange of theoretical knowledge and applied skills.

Administration

Under the guidance of the vice president for academic affairs of the college, the dean of the graduate school is the principal administrative officer. An assistant dean and staff members provide administrative support, both on campus and at the off-campus centers. Center directors are responsible to the dean for administrative operations at all satellite locations.

Classrooms

The graduate school administrative center is located on the north campus of New Hampshire College. Classrooms are housed in a modern building equipped with its own computation and media facilities. Both day and evening classes are offered at this location.

Evening program courses are also offered at satellite locations in New Hampshire and in Maine, where computation facilities are also available, and in Puerto Rico.

Computation

The graduate school of business is served by up-to-date computation resources which are continually expanding and evolving to meet the diverse educational and administrative needs of the college. The satellite centers are also served by the college's computational facilities.

At the north campus, a cluster of remote terminals in Alumni Hall connects the graduate school with the computer center at the south campus, where the hardware consists of an IBM 4341 computer and related equipment. The center is operated by a professional staff which is assisted by graduate and undergraduate students involved in a variety of research, programming, operational, and tutorial projects. Micro-computing equipment and word processing facilities are also accessible for student use in graduate work and research in Alumni Hall. For special applications, on-line connection with the Dartmouth College Time Sharing Systems is also available.

The New Hampshire College Computer Center supports a variety of software appropriate to business operations, including BASIC, COBOL, FORTRAN, PASCAL, and the integrated academic operating system, MUSIC. Statistical and analytical packages such as SPSS and SAS, and simulation and modeling software, including GPSS and DYNAMO, are accessible through the college's systems, along with specialized programs in marketing, production, accounting, and other academic disciplines and functional areas of business.

Housing, Dining and Health Services

Residence Life (Housing): Housing (both single and double rooms) is available for most unaccompanied graduate day students at the north campus in New Hampshire Hall, the graduate housing area.

A room deposit of \$100, applicable to the housing bill, and a separate \$100 damage deposit are required. The damage deposit, less any charges for

breakage or damage, is returnable when the student leaves the campus.

Alternative housing may be found in the greater Manchester vicinity.

Students occupying on-campus housing are required to remain in residence a minimum of two graduate terms.

Dining: Meals are available for all students at the cafeteria or other food service facilities on both campuses. A system of coupons (known as chits) is used for such purchases. Students who reside on campus are issued chits equivalent to their approximate needs for the year. The chits may be transferred, or used to pay for meals for guests. They may not be redeemed at year-end if unused. Students not residing on campus may purchase books of chits in denominations suitable to their needs.

Health Services: For minor health problems, full-time day graduate students are entitled to use the Health Center at the north campus, where a nurse is on duty each day. They may also use the services of the college physician, by appointment.

Students who live in campus housing are entitled to use the in-patient infirmary facilities at the south campus upon referral by the college physician and payment of a fee for each day's use. Resident students must submit a health record based on a physical examination.

International students are required to subscribe to the college's student health and accident insurance program. All other full-time students are urged to subscribe to this coverage as well.

Degrees and Programs

The Underlying Idea

At New Hampshire College, graduate programs are designed

- To promote students' understanding of
 - organizations
 - environments
 - their interaction
- To help students to model and simulate
 - organizations
 - environments
 - their interaction
- To enhance students' skills in directing and administering the affairs of organizations, based on these abilities.

Master of Business Administration

Programs:

- Administration (Basic program — 12 courses)
- Administration plus Advanced Certificate (16 courses)
 - Accounting
 - Decision Support Systems
 - International Business
 - Personnel Administration/Industrial Relations

Master of Science

Programs:

- Accounting (16 courses)

Business Education (8 courses)

The Advanced Certificate in Accounting, Decision Support Systems, International Business, or Personnel Administration/Industrial Relations may also be taken as an independent program of graduate study by persons who do not elect to take the MBA degree program, and who qualify on the basis of educational background and work experience.

These “stand alone” certificate programs are intended to provide business professionals with specialized knowledge and enhanced skills in selected fields of study.

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Master of Business Administration Basic Program in Administration

12 courses: 36 credits

- GSR200 Information Sources, Research Methods, and Communication Techniques
- GSH210 Human Behavior in Organizations
- GCF300 Managerial Accounting
- GCF320 Financial Management
- GCO350 Quantitative Analysis for Decision Making
- GCO351 Production and Operations Management
- GCO352 Decision Support Systems
- GXM400 Marketing Strategies
- GXG410 Business, Government, and the Environment
- GNP600 Policy Formulation and Administration

and

Two graduate business electives (or GNR604 — Thesis Option)

Master of Business Administration plus Advanced Certificate

16 courses: 48 credits

The Common Core

- GSR200 Information Sources, Research Methods, and Communication Techniques
- GSH210 Human Behavior in Organizations
- GCF300 Managerial Accounting
- GCF320 Financial Management
- GCO350 Quantitative Analysis for Decision Making
- GCO351 Production and Operations Management
- GCO352 Decision Support Systems
- GXM400 Marketing Strategies
- GNP600 Policy Formulation and Administration

*Additional Requirements — Advanced Certificate in Accounting**

- GCF302 Financial Reporting I
- GCF303 Financial Reporting II
- GCF306 Financial Reporting III
- GCF304 Budgeting and Cost Accounting
- GCF305 Auditing

GPT500 Federal Taxation of Individuals

and

One graduate business elective

*This program is not intended for students who have earned an undergraduate degree in accounting.

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Additional Requirements — Advanced Certificate in Decision Support Systems

GCO353 Computer Simulation and Modeling in Business

GCO354 Data Communications and Networking

GCO355 Data Base Design

GCO356 Seminar in Decision Support Systems

and

Three graduate business electives

Additional Requirements — Advanced Certificate in International Business

GXE422 Multinational Corporate Environment

GCF321 Multinational Corporate Finance

GXM401 Multinational Market Strategies

GNC602 Multinational Corporate Management

and

Three graduate business electives

Additional Requirements — Advanced Certificate in Personnel Administration/Industrial Relations

GXG410 Business, Government, and the Environment

GSH211 Human Resource Management

GSH212 Labor Relations and Arbitration

GSH214 Compensation and Benefits Management

and

Three graduate business electives

Master of Science

Accounting - Preparation for CPA

16 courses: 48 credits

GSR200 Information Sources, Research Methods, and Communication Techniques

GSH210 Human Behavior in Organizations

GCF300 Managerial Accounting*

GCF302 Financial Reporting I*

GCF303 Financial Reporting II*

GCF306 Financial Reporting III*

GCF304 Budgeting and Cost Accounting*

GCF305 Auditing*

GCF307 Seminar in Accounting Theory

GCF320 Financial Management

GCO350 Quantitative Analysis for Decision Making

GCO351 Production and Operations Management

GCO352 Decision Support Systems

GXG411 Federal Taxation of Corporations

GXG412 Business Law

GPT500 Federal Taxation of Individuals

*These courses may be waived in favor of other accounting/business electives for persons who have earned an undergraduate degree with a major in accounting.

Business Education

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8 courses: 30 credits

GSR201 Information Sources, Research Methods, and Communication
Techniques/Business Education*

GSR202 Current Literature in Business Education*

GCE360 Improvement of Instruction in Business Education*

GCE361 Curriculum Development*

GCE362 Administration and Supervision in Business Education*
and

One graduate education elective* (or GNR604 — Thesis Option)
and

Two graduate business electives (3 credits each)

*Four credit courses

The Structure of the the Courses

All courses are designated first with the letter “G”. The second and third letters refer to the functional area and specific subject of the courses.

GS - Courses dealing with personal skills and human affairs (200 series)

GSR — Research

GSR200 Information Sources, Research Methods, and Communication
Techniques

GSR201 (4 credits) Information Sources, Research Methods, and
Communication Techniques/Business Education

GSR202 (4 credits) Current Literature in Business Education

GSH — Human Affairs

GSH210 Human Behavior in Organizations

GSH211 Human Resource Management

GSH212 Labor Relations and Arbitration

GSH213 Seminar in Interpersonal Behavior

GSH214 Compensation and Benefits Management

GC - Courses dealing with planning, measurement, and control (300 series)

GCF — Financial

GCF300 Managerial Accounting

GCF302 Financial Reporting I

GCF303 Financial Reporting II

GCF304 Budgeting and Cost Accounting

GCF305 Auditing

GCF306 Financial Reporting III

GCF307 Seminar in Accounting Theory

- GCF310 CPA Review
- GCF320 Financial Management
- GCF321 Multinational Corporate Finance

GCO — Operational

- GCO350 Quantitative Analysis for Decision Making
- GCO351 Production and Operations Management
- GCO352 Decision Support Systems
- GCO353 Computer Simulation and Modeling in Business
- GCO354 Data Communications and Networking
- GCO355 Data Base Design
- GCO356 Seminar in Decision Support Systems

GCE — Educational

- GCE360 (4 credits) Improvement of Instruction in Business Education
- GCE361 (4 credits) Curriculum Development
- GCE362 (4 credits) Administration and Supervision in Business Education
- GCE363 (4 credits) Microcomputers in Business Education

GX - Courses dealing with external relationships (400 series)

GXM — Marketing

- GXM400 Marketing Strategies
- GXM401 Multinational Market Strategies
- GXM402 Marketing Strategies for Non-Profit Institutions

GXG — Government

- GXG410 Business, Government and the Environment
- GXG411 Federal Taxation of Corporations
- GXG412 Business Law

GXE — Economics

- GXE420 Business Cycles and Forecasting
- GXE421 Institutional Economics
- GXE422 Multinational Corporate Environment

GP - Courses dealing with personal business affairs (500 series)

- GPT500 Federal Taxation of Individuals
- GPV501 Investment Analysis and Portfolio Management

GN - Courses dealing with the integration of other studies (600 series)

- GNP600 Policy Formulation and Administration
- GNS601 Entrepreneurship and Small Business Management
- GNC602 Multinational Corporate Management
- GNN603 Management of Non-Profit Organizations
- GNR604 Thesis Option
- GNR605 Internship Option

GSR200 Information Sources, Research Methods, and Communication Techniques

Development of awareness of, and improvement of personal skills in the use

of available sources of information, and in effective written and oral communication. (Required to be taken as one of the first three courses in all programs) (Background preparation: three credit hours in statistics, or equivalent.)

GSR201 Information Sources, Research Methods, and Communication Techniques/Business Education (4 Credits)

Development of awareness of, and improvement of personal skills in, the use of available sources of information, and in effective written and oral communication. A one-credit module is related to the body of knowledge particularly applicable to business education.

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GSR202 Current Literature in Business Education (4 Credits)

Familiarization with the latest developments in business and business education, through an in-depth examination of current books and periodicals.

GSH210 Human Behavior in Organization

An examination of individuals and groups, and how they interact within larger organizations.

GSH211 Human Resource Management

Ways of managing human resources effectively through consideration of recruitment and selection, training, career development, compensation, collective bargaining, affirmative action, and other personnel issues. (Prerequisite: GSH210, Human Behavior in Organizations.)

GSH212 Labor Relations and Arbitration

Union-management relationships, including wage determination, bargaining models and strategies, history of labor and legislation, current labor law, contracts, and arbitration. (Prerequisite: GSH210, Human Behavior in Organizations.)

GSH213 Seminar in Interpersonal Behavior

A re-examination of personal assumptions, motives, and behavior through experiences in group interaction. (Prerequisite: GSH210, Human Behavior in Organizations.)

GSH 214 Compensation and Benefits Management

Overview of the compensation and benefits function within a human resources department as it impacts both employees and employers. Tax, legal, accounting, financial, and employee benefits functions are reviewed and examined. (Prerequisites: GSH210 Human Behavior in Organizations, and GSH211 Human Resource Management.)

GCF300 Managerial Accounting

A study of the accumulation of accounting information with emphasis upon its internal use for management planning, control, and decision-making. (Background preparation: six credit hours of accounting or equivalent.)

GCF302 Financial Reporting I

An examination of the theory and practices of financial accounting with emphasis on asset and liability, measurement and reporting. (Prerequisite: GCF300, Managerial Accounting.)

GCF303 Financial Reporting II

A continuation of GCF302. Topics will include stockholders' equity, income measurement, income taxes, pensions, leases and statement of changes in financial position. (Prerequisite: GCF302, Financial Reporting.)

GCF304 Budgeting and Cost Accounting

A comprehensive study of concepts, procedures, and practices of accounting systems designed to aid in the planning and control process of a variety of profit and not-for-profit organizations. (Prerequisite: GCF300, Managerial Accounting.)

GCF305 Auditing

A study of the concepts and methods of professional audit practice. (Prerequisite: GCF303, Financial Reporting II.)

GCF306 Financial Reporting III

An examination of advanced accounting topics such as partnerships, consolidations, insolvencies, estates and trusts. (Prerequisite: GCF303, Financial Reporting II.)

GCF307 Seminar in Accounting Theory

Extensive survey of historic and contemporary accounting literature to provide students with an appreciation of the development and current status of generally accepted accounting principles and issues relating to their application. (Prerequisite: GCF306, Financial Reporting III.)

GCF310 CPA Review

Intensive review of theory and practice in preparation for state examinations required for qualification as certified public accountant.

GCF320 Financial Management

A study of financial decision-making in the setting of the firm, including its relationships with financial markets and institutions. (Prerequisite: GCF300, Managerial Accounting.)

GCF321 Multinational Corporate Finance

A study of problems of financing and reporting international operations with particular emphasis upon evaluation of risk, and strategies of funding in international monetary relationships. (Prerequisite: GCF320 Financial Management)

GCO350 Quantitative Analysis for Decision-Making

A survey of mathematical, probabilistic, and statistical tools available for assisting in the operation and management of industrial organizations. (Background preparation: six credit hours in mathematics, or equivalent.)

GCO351 Production and Operations Management

Study of the concepts of production and operations, and of a variety of methods and techniques used in their management. (Prerequisite: GCO350 Quantitative Analysis for Decision-Making, or by permission of the instructor.)

GCO352 Decision Support Systems

Introduction to systems concepts and analysis, and their application to management and decision-making through the use of computer technology. (Background preparation: three credit hours in data processing, or equivalent.)

GCO353 Computer Simulation and Modeling in Business

Examination of computer simulation and modeling techniques and their applications in the business environment using DYNAMO, BASIC, FORTRAN, GPSS, and other languages. (Prerequisites: GCO352, Decision Support Systems and GCO350, Quantitative Analysis for Decision Making.)

GCO354 Data Communications and Networking

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Examination of the elements of communications networks including common carrier offerings, terminal types, multiplexing and concentrator offerings, vendor protocols, and system design considerations. (Prerequisite: GCO352, Decision Support Systems.)

GCO355 Data Base Design

Development and management of data bases through study of computer-based systems concepts and design of a decision-support project. (Prerequisite: GCO352, Decision Support Systems.)

GCO356 Seminar in Decision Support Systems

Overview of current affairs and emerging developments in the realm of computer-based management systems. (Prerequisites: GCO353, Computer Simulation and Modeling in Business, or GCO354, Data Communications and Networking AND GCO355 Data Base Design; may be taken concurrently.)

GCE360 Improvement of Instruction in Business Education (4 Credits)

An advanced review and comparison of business education classroom methodologies, including simulations, role-playing, and computer-based techniques.

GCE361 Curriculum Development (4 Credits)

Design and modification of effective business education curricula.

GCE362 Administration and Supervision in Business Education (4 Credits)

Modern administrative theories and practices related to secondary and post-secondary business education programs.

GCE363 Microcomputers in Business Education (4 Credits)

A study of the use of the microcomputer in secondary and post-secondary business education courses. The course emphasizes BASIC language. Each student is required to prepare some workable programs for business education courses, as well as evaluate existing commercial software.

GXM400 Marketing Strategies

A study of the process of searching for, and identifying, prospective opportunities for establishing effective relationships with markets, and of the techniques of marketing. (Background preparation: three credit hours in marketing, or equivalent.)

GXM401 Multinational Market Strategies

A study of the particular issues involved in identifying and developing relationships with international markets. (Background preparation: three credit hours in marketing, or equivalent.)

GXM402 Marketing Strategies for Non-profit Institutions

Applications of marketing concepts and practices to not-for-profit organizations. Exploration of sources for funds and strategies for their development. (Background preparation: three credit hours in marketing, or equivalent.)

GXG410 Business, Government and the Environment

Consideration of the relationships between business organizations and a variety of external interests, and of methods of interacting with those interests.

GXG411 Federal Taxation of Corporations

Theory and practice of federal income taxation of corporations, partnerships, estates and trusts. (Prerequisite: GCF300, Managerial Accounting.)

GXG412 Business Law

Theory and application of the laws of regulations, contracts, agency, property, and business organizations. (Background preparation: three credit hours in business law, or equivalent.)

GXE420 Business Cycles and Forecasting

A study of theories of fluctuations of economic activity and of techniques for forecasting business conditions and rates of business activity. (Background preparation: six credit hours in economics, or equivalent.)

GXE421 Institutional Economics

A study of theoretical and philosophical foundations of capitalism as compared to alternative economic systems.

GCE422 Multinational Corporate Environment

A survey of economic, social, and political relationships among and within nations, and their impacts upon corporations operating in an international context.

GPT500 Federal Taxation of Individuals

The theory and practice of federal income taxation of individuals.

GPV501 Investment Analysis and Portfolio Management

This course involves study of the techniques used to analyze major securities, and the methods used in the management of investment portfolios, with primary focus on stocks and bonds in terms of their valuation, risk-return measurement, diversification, and other aspects of portfolio theory. (Prerequisite: GCF320, Financial Management.)

GNP600 Policy Formulation and Administration

An application of learned skills and a testing, distillation and integration of insights gained from preceding courses and other sources. (May not be taken until at least ten courses have been completed in the program.)

GNS601 Entrepreneurship and Small Business Management

The study and application of entire pre neurial skills and techniques, risk-taking, and new ventures; and an analysis of small business operations, emphasizing actual case histories and practical applications.

GNC602 Multinational Corporate Management

Introduction to the nature of international operations and of the issues of man

agement of multinational activities, with particular reference to cultural, political, economic, and physical dimensions of foreign nations.

GNN603 Management of Non-profit Organizations

A study of planning, budgeting, control, and other management activities in the context of the not-for-profit institution.

GNN604 Thesis Option

Students may substitute six semester hours of thesis credit in lieu of two elective courses in the MBA and MS/Accounting programs, or one graduate education elective course in the MS/Business Education program, upon acceptance by a full-time supervising faculty member and with prior approval of the Dean of the Graduate School. A thesis must be completed within nine months of its approval.

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GNN605 Internship

An limited program of internships (for academic credit in substitution for course work) is available for full-time day students, to enhance their educational experience through appropriate, supplemental, work-oriented activity in selected environments.

Internships, which are administered by the office of the dean and supervised by faculty members, are subject to tuition charges related to the number of hours of credit granted.

To qualify, a student must have earned a grade point average of at least 3.0 and have obtained the permission of a sponsoring full-time faculty member. Credit for the internship activity will be granted only upon receipt of an oral and a written report submitted to and accepted by the faculty sponsor. Students who do not participate in internship work are expected to complete the equivalent number of credits in elective courses.

Academic Requirements

Level of Achievement Expected

To qualify for a graduate degree a student must complete the number of hours of credit required in the program with a minimum overall grade point average of 3.0 and no more than two grades of C or lower. All degree requirements must be completed within eight years from the date of admission. An extension of time requires action of the Scholastic Standing Committee and must be based on good cause.

English Language

Students whose primary language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL). The American Language and Culture Center, at the South Campus, offers intensive instruction to students who need to improve their proficiency in speaking and writing in English.

Grades

Students are graded upon their performance according to the traditional system of A (4.00), A- (3.66), B+ (3.33), B (3.00), B- (2.66), C+ (2.33), C (2.00),

and F (0). Other grades include:

- I - Incomplete*
- I/F - Incomplete/failure
- S - Satisfactory
- U - Unsatisfactory
- CR - Credit
- AU - Audit
- W - Withdrew**
- T - Transfer Credit

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***Incomplete Performance:** The grade of I is assigned when course assignments have not been completed. The grade of F is automatically substituted for the grade of I eight weeks after the start of the following term if the deficient work has not been completed satisfactorily.

****Withdrawal from Courses:** Students may withdraw from courses on presentation of a written request to the instructor prior to the end of the eighth week of any term; thereafter, express permission of the course instructor is required. Non-attendance at class meetings is not construed as withdrawal. An instructor may withdraw any student from a course on the grounds of excessive (three or more) absences, and/or if, in the opinion of the instructor, the student will be unable to complete the course requirements satisfactorily.

Courses Repeated

Graduate students may be permitted to repeat courses, by petition to and with approval of the dean. The first grade assigned, which remains on the student's record, is not used in calculating grade point average; the grade assigned for the course as repeated is also recorded, and is used in computing the student's achieved grade point average.

Confidentiality of Records

Access to students' records is restricted by federal law and college policy. Grades are provided only in written reports mailed to students promptly following the completion of each course.

Transfer Credit

Graduate credit earned at another accredited institution during the last five years may be accepted in satisfaction of New Hampshire College courses. A maximum of six semester hours may be transferred into any of the MBA degree programs or the MS program in Accounting; a maximum of eight semester hours may be transferred into the MS program in Business Education. A minimum of thirty semester hours of graduate credit must be earned at New Hampshire College to qualify for the basic administration (MBA) degree; a minimum of forty-two semester hours of graduate credit must be earned at New Hampshire College to qualify for either the administration (MBA) degree with an advanced certificate or the Master of Science degree in Accounting; a minimum of twenty-two semester hours of graduate credit earned at New Hampshire College is required to qualify for the Master of Science degree in Business Education.

Placement

Although the programs have in the past served primarily persons who are already employed full-time, students and alumni of the Graduate School may make use of the college’s office of Cooperative Education/Internships/Placement which maintains information on current job opportunities in the public and private sectors, and participates in semi-annual job fairs attended by recruiters from a wide spectrum of industries, governmental agencies, and non-profit institutions. In addition, the Graduate School of Business operates a referral program to assist graduate students in placement.

Internships

Internships are principally educationally-oriented experiences; in most cases they do not involve monetary compensation for participating students. The Graduate School maintains relations with business and industry, non-profit, and governmental agencies with which internships are arranged.

Limited academic credit in lieu of course work is granted for successful completion of approved internships.

Admission

For admission to any of the MBA programs or the MS program in Accounting, unconditional admission requires

- that the student have previously completed the following courses or their equivalents:
Accounting 6 credits
Economics 6 credits
Mathematics 6 credits
Statistics 3 credits
Computer Data Processing 3 credits
Business Organization 3 credits
Marketing 3 credits
Business Law 3 credits
- That the student have earned a bachelor’s degree from an accredited institution of higher learning, with an academic record of 2.5 or better, or 2.7 in the latter half of a completed academic program.

For admission to the MS program in Business Education, unconditional admission requires

- That the applicant hold an undergraduate degree in a business discipline or in business education, or have at least one year of business teaching experience.
- That the applicant have achieved a cumulative undergraduate grade point average of 2.5 or better, or 2.7 in the latter half of a completed academic program.
- That the applicant present scores of either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). No minimum score is stipulated.
- In addition, the applicant must meet any specified course prerequisites for his/her chosen graduate business electives.

Limited admission is permitted when students have not met requirements for admission. Deficiencies may be satisfied by enrolling in courses offered by New Hampshire College. In some cases, employment experience may be accepted in place of academic preparation. Qualifying scores in specified tests of the College-Level Examination Program (CLEP) may also be accepted in lieu of prerequisites; further information on CLEP tests is available from the New Hampshire College registrar.

Provisional admission is permitted in cases in which the applicant's undergraduate grade point average is less than 2.5. This qualification is lifted if the student achieves a B (3.0) average in his or her first three graduate courses.

Unclassified admission is permitted when a person wishes to enroll in individual courses as a special student. A maximum of six semester hours of credit may be transferred to one of the graduate programs by an unclassified student.

GMAT (Graduate Management Admission Test)

Students admitted to graduate programs are expected to submit scores on the Graduate Management Admission Test at the time of application or within six months of their admission to the graduate school. (For further information, write: GMAT, Educational Testing Service, Box 966 R, Princeton, NJ 08540.)

Time Required for Completion of the Programs

Students who have satisfied all requirements for admission may complete the programs on these schedules:

	<i>Day</i>	<i>Evening</i>
Administration (MBA)	four terms	six terms
Administration (MBA) with Advanced Certificate	six terms	eight terms
Accounting (MS)	six terms	eight terms
Business Education (MS)	four to six terms	

Students who have not satisfied all prerequisites will require one or two additional terms to complete their programs.

Programs offered in the day may be completed on an eighteen-month schedule at no additional charge if at least nine courses have been taken in the first twelve months.

All degree requirements must be completed within eight years from the date of admission.

Graduation Dates

New Hampshire College awards degrees three times a year — in September, January, and May. Students must complete all degree requirements no later than the end of the last full term prior to their desired graduation date. The college holds a single annual commencement ceremony in May, in which persons who were awarded their degrees in the preceding September or January are invited to participate.

Tuition and Fees

Full-time Day Program

Students enrolled in the day programs may expect their programs to cost:

Tuition	\$7,200
Fees	\$ 100
Housing on campus	\$1,800 - \$2,400 per year
On-campus meal plan	\$1,800 - \$2,400 per year
Books and supplies	\$500 - \$600 per year

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The full-time tuition and fees entitle the student to complete:

- Background courses plus the 12-course MBA program in Administration
OR
- Any 16-course program

An additional charge of \$200 is assessed for each background course taken in conjunction with a 16-course program.

The tuition and fees entitle a full-time day graduate student to take up to eighteen months from the date of initial enrollment to complete his or her degree requirements; if the student needs additional time for program completion, additional tuition and fees will be assessed for all courses taken after the eighteen-month period.

Evening Programs

Students enrolled in the evening programs may expect to pay \$405 per course, and approximately \$40 in fees. Books and supplies are sold separately.

Billing

Deposits of \$100 applicable to tuition, and \$100 applicable to housing, are required by the college upon notification to day students of their acceptance. Students are expected to pay all bills at the time of registration. Exceptions require the prior approval of the business office.

Withdrawal

An accepted student not yet enrolled in the graduate school may withdraw after payment of deposit(s) by written notification to the dean of the graduate school. The official date of withdrawal and the date from which refunds will be determined will be the date on which the written notice of withdrawal is received by the dean.

Enrolled day students who withdraw will be entitled to a refund of tuition on the following basis:

- If withdrawn prior to the first scheduled class meeting: 100% minus \$100 refunded
- If withdrawn within two weeks of the first class meeting: 80% refunded
- If withdrawn within four weeks of the first class meeting: 60% refunded
- If withdrawn within six weeks of the first class meeting: 40% refunded

- If withdrawn within eight weeks of the first class meeting: 20% refunded
- If withdrawn after eight weeks of the first class meeting: no refund.

Students on the college meal plan who withdraw will be entitled to a proportionate refund of dining hall charges upon surrender of unused chits. Housing deposits and damage deposits are not refundable.

Enrolled students in the evening program who withdraw must also do so in writing. The refund of tuition will be based on the last date of attendance, according to the following schedule:

- Withdrawal before the first class: 100% refunded
- Withdrawal after the first class: 80% refunded
- Withdrawal after the second class: 50% refunded
- Withdrawal after the third class: no refund

Students receiving educational benefits through their employers, the Veterans Administration, or other sources may use a deferred payment plan for tuition costs. A carrying charge of 1 ½ percent per month is assessed on any unpaid balance; the student is responsible for paying any amount owed, including interest.

The college is approved for the education of veterans and other eligible persons. Graduate students seeking information on veterans' benefits may contact the college's Office of Veterans' Affairs at the south campus.

Books are sold at north campus and through each center office. Textbooks may not be purchased on credit.

Financial Aid

Students enrolled or accepted for enrollment in either day or evening graduate programs may be considered for several forms of institutional and federal financial aid.

Scholarship and work programs are provided by the college. Title IV Federal Student Assistance programs to which graduate students have access include the National Direct Student Loan Program (NDSL), College Work Study Program (CWS), Guaranteed Student Loan Program (GSL), and the new Auxiliary Loan Program (ALAS).

Application procedures include submission of the college's own financial scholarship and assistance application form and the College Board's Graduate and Professional School Financial Aid Service form (GAPSFAS).

To obtain these application forms and additional information, students may contact either the Graduate School of Business or the New Hampshire College director of financial aid.

Where and When

Where the Programs are Offered: All five MBA degree programs and the MS program in accounting are offered in both the daytime and evening at the north campus in Hooksett.

The programs offered in the evening at the other locations are:

MBA - Administration:

In New Hampshire:

Concord:

Bishop Brady High School, 25 Columbus Avenue, Concord, NH 03301.
Telephone 603-224-8430.

Keene:

Keene High School, Arch Street, Keene, NH 03431. Telephone 603-357-5538.

Nashua:

4 Townsend West, Unit 12, Nashua, NH 03063. Telephone 603-881-8395.

Portsmouth:

10 Vaughn Street, Portsmouth, NH 03801. Telephone 603-436-2831.

Salem:

151 Main Street, Salem, NH 03079. Telephone 603-893-3598.

In Maine:

Brunswick:

Naval Air Station, Box 4, NAS Brunswick, ME 04011. Telephone 207-725-6486.

In Puerto Rico:

Roosevelt Roads Naval Station, c/o NHC, Box 1368, Hato Rey, PR 00919.
Telephone 809-754-1632.

MBA — Administration with Advanced Certificate:

In Accounting:

Portsmouth and north campus, NHC

In Decision Support Systems:

Salem, Nashua and north campus, NHC

In International Business:

Salem and north campus, NHC

In Personnel Administration/Industrial Relations:

Nashua and north campus, NHC

MS — Business Education:

North campus, NHC

When the Programs Start: Students are admitted to any of the day programs, at the Hooksett campus, in September or March; admission to the evening programs at all locations is in September, December, March and June.

When Classes Meet: Both day and evening courses are scheduled in twelve-week terms. Classes routinely meet for three hours once each week. Saturday classes are offered at the north campus and at selected off-campus locations. Occasional Saturday meetings are held for special programs.

The Master of Science in Business Education is offered in two 16-week evening terms, starting in September and March, and a 5-week summer day term, starting in July.

Calendar: Academic Year 1983-84
Graduate School of Business

Term I

September 12, 1983 - December 3, 1983

Term II*

December 5, 1983 - March 10, 1984

Term III

March 12, 1983 - June 2, 1984

Term IV

June 4, 1984 - August 24, 1984

*Holiday. December 19, 1983 to January 2, 1984; classes resume Tuesday, January 3, 1984.

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The School of Human Services

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Overview

From its beginnings, the field of human services has struggled to be more than a temporary relief for the victims of society's inequities. This struggle has produced programs that, whatever their intentions, have increased the dependency of clients and have mitigated, rather than changed, society's injustices. Despite the growing professionalism and knowledge of the field, the enemies of the human spirit — poverty, racism, sexism, ageism — still claim victims in ever greater numbers, while the "helping professions" have become less effective, less humane, and more bureaucratic in their relationship to clients.

The School of Human Services takes, as its foundation, the conviction that it is not enough to study and understand the human condition: each of us must try to change society to decrease suffering and to increase opportunity. To be effective social change agents, we must face our own contradictions, acknowledging the prejudices that have been conditioned into us as a part of 20th century living. As we deal with society to make it more progressive, so we must deal with ourselves, to rid ourselves of the internal burdens of prejudice, chauvinism, and fear. Only when we have conquered ourselves can we form lasting, positive coalitions to make society more responsible to human needs. The changes we make must empower not only ourselves, but especially those people who have been the clients of human services. We must end the dependency, the circular nature of human services, that pulls families and communities into the system for generations and for decades. People must have control over their own lives — political control, social control, economic control and educational control.

Introduction

The process of education at a school for experienced, adult learners is far different from that of a school for the traditional, adolescent college population. Instead of the scholar lecturing to the naive, adult education shares the knowledge of students and teachers, garnered from equally valuable experiences of the real world. The teacher fosters the clarification, enhancement, analysis, and application of the group's knowledge, seeking solutions to the problems of living and working in society.

The School of Human Services is not for everyone. It is designed to meet the needs of a specific population: mature, responsible, human services workers who are dedicated to improving society. All of its programs are intense, demanding an enormous commitment from students, faculty, and staff.

The School of Human Services' academic integrity, professional credibility, and social responsibility are absolute; they will always remain so. There can be no compromise of the legitimate needs and aspirations of our communities — that which we are and those that we serve.

History and Programs

The School of Human Services, which was created at Franconia College in 1976, now offers a variety of academic, service, support, research and technical assistance programs to more than 600 full-time students and agencies in the New England region. The school's growth, both programatically and in terms of its own constituency, is directly related to its relocation at New Hampshire College in 1978, where it has become a self-sustaining institution of higher learning.

All of the school's academic programs are designed to enable people already working in the areas of human services, community development and institutional renewal to obtain undergraduate and graduate degrees, without interrupting their employment or otherwise endangering their sources of income. The academic curricula are therefore structured to allow students to pursue their career goals in a setting developed around their human service, community organizing, and community economic development experience. The school's programs are organized around a set of principles that stress:

- The provision of quality education within a framework of study that integrates theory and practice;
- The relevance of social action as a unifying concept in the process of individual and institutional change; and
- The importance of collective analysis and shared learning experiences as a vehicle for individual and group development.

Program Summaries*

The School of Human Services currently offers the following programs:

Associate in Science Degree in Human Services (MOVE): The Associate in Science Degree Program in Human Services, started in 1980, is designed to provide an entry level credential to adults wishing to enter the field of human services or to those who, as yet, are not fully experienced in the field. The Associate in Science Degree Program in Human Services is also known as the MOVE (Make Our Voices Echo) Program.

Bachelor of Science Degree in Human Services (FRED): The Bachelor of Science Degree Program in Human Services is oriented toward meeting the needs, in education, credential, and career, of experienced, adult human service personnel working on any level in agencies, institutions and programs whose goals are institutional, social and/or individual change. The Bachelor of Science Degree Program in Human Services is offered at three locations: New Hampshire College, Manchester Campus, Manchester, New Hampshire; New Hampshire College, New Haven Campus, New Haven, Connecticut; New Hampshire College, Learning in the North, Country (LINC), Littleton, New Hampshire.

Master of Science Degree in Human Services (EMMA): The Master of Science Degree Program in Human Services began in 1979. It is aimed at enhancing the analytical and organizational skills of human service professionals committed to the sharing of knowledge in the service of com-

*More complete descriptions are located in succeeding sections of this publication.

munity empowerment. The program provides students with options focusing their graduate work in the areas of (1) Counseling and Community Psychology, (2) Organization and Administration, (3) Community Economic Development and (4) Gerontology. Other areas of concentration are planned for the future. The Master of Science Degree Program in Human Services is also known as the EMMA (Experimental Masters for Mature Adults) Program.

Joint Bachelor's/Master's Degree in Human Services: The School of Human Services at New Hampshire College offers the possibility of working concurrently on a bachelor's and master's degree, specializing in Community Economic Development (CED). A student wishing to enroll in this program must meet the requirements of both the bachelor's (FRED) and master's degree programs. As an undergraduate, all elective courses may be taken in the area of community economic development. A person with the maximum amount of "advanced standing" (based on work experience and previous college credit ((see the School of Human Services catalog for further details)) could complete the joint degree in 24 to 28 months of work.

International Program in Community Development, Human Services, and Management. As established in 1982, the International Program in Community Development, Human Services, and Management is a two-year, full-time residential program leading to a Bachelor of Science Degree. The baccalaureate program consists of an integrated set of academic, internship, field and research experiences designed to provide international students with a comprehensive understanding of the skills required to effect progressive social and economic change.

Institute for Cooperative Community Development (ICCD): The Institute for Cooperative Community Development (ICCD) was created in 1979 to enable faculty, staff and students in the School of Human Services to pursue and develop their research, action and program development interests in an organized, institutionally-responsive, and professionally-responsible manner. The ICCD serves as the community outreach, networking and technical assistance focus of the School of Human Services.

Elderhostel Program: The School of Human Services serves as one of the educational institutions that both hosts and runs the national Elderhostel program. The Elderhostel experience offers an informal and human atmosphere where the individual aged 55 and over is important, and where learning can be a liberating experience. Each summer NHC offers a selection of courses that focus on issues of aging, social movements and change, nutrition and fitness, psychology, music and other topics. The School of Human Services works closely with the regional and national Elderhostel offices and the New Hampshire Association for the Elderly to provide scholarships for individuals on fixed or low incomes.

Upward Bound Program: Upward Bound is a federally-funded college preparatory program for economically disadvantaged high school students who have the potential for post-secondary education. Upward Bound provides tutoring, academic classes, counseling, career exploration, college visits, and social, recreational, cultural and outdoor challenge programs designed to build the academic skills, motivation, and self-confidence necessary for entry into and success in post-secondary education.

The Associate's Degree Program in Human Services

MOVE is a two year program leading to an Associate in Science Degree in Human Services. It combines theory and practice to provide students with an understanding of institutions, the economy, and social arrangements. The primary focus is on the development of job-related skills for entry level positions in the field of human services or personnel work in industry. The educational process emphasizes experiential learning and group study toward personal growth and cooperative living.

Students who enter the MOVE program are adults who know the social welfare system as workers or clients. MOVE empowers people from client dependency to self-sufficiency by raising questions, thinking through social problems and analyzing human service institutions. For adults who do not have enough work experience to enter the bachelor's degree program directly, MOVE provides the opportunity to learn basic human service skills while earning the required academic credits to enter the baccalaureate program.

Returning to school as adults with family commitments or full-time work responsibilities is a demanding task. Students can expect to succeed in the program by working cooperatively with one another. They receive support from faculty and staff who are caring and easily accessible to them.

TERM I

Core I: Work, Education and Social Welfare

Students will examine their experience in the educational, work and social service systems. These arrangements are analyzed in order to understand their dynamic, their interrelationships, and their social functions.

Child Development in the Social Environment

This course will present to students an introduction to the basic fundamental knowledge of human behavior. Emphasis will be placed on stages of development on the human life cycle from birth to adolescence. Theories of Sigmund Freud, Erik Erikson and Jean Piaget will be studied.

Communications Skills

Because the program recognizes the power gained by having command of the language both written and verbal, the communications course will strive to strengthen those skills. The focus of this course will be on grammar and syntax, sentence structure, paragraph structure and thesis support. Vocabulary will be increased with emphasis placed on the language of the human service field. Students will complete personal resumes for their use in seeking employment.

TERM II

Core II: Health, Professionalism and Social Justice

In this course students will examine health care in our society and the growth of professionalism. They will look at issues surrounding the labeling, controlling, and treatment of those who are seen as deviant as well as at issues of institutionalization and deinstitutionalization. A section on aspects of U.S. history will address the questions of how we got here and where we are going. Students will agenda additional issues for discussion.

Research Methods

The emphasis in the second semester of communications skills is on producing a research paper. Preparation, research methods, organization, composition and final presentation of a research paper will be the topics of the course. Continued improvement of all communication skills will also be pursued.

Social Service Network

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In this course students will look at the ways people are referred to various agencies, how the information is used and the obligations agencies have to follow up on referrals. The context of the course is provided by speakers from a wide variety of human service agencies.

TERM III

Human Development: An On-Going Process

This course will deal with the on-going process of development within the context of our social environment. The students will examine the stages of early adulthood, middle years, and old age. Each of these stages is accompanied by expectations and stress in our society.

Dynamics of Case Management

This course provides a comprehensive approach to the functions of a beginning human service worker through a practical development of skills used in the delivery of human services. Emphasis is placed on the roles of brokering, consumer advocating and mobilization of services. The foremost concern in this course will be the consumer and the effective and efficient delivery of services.

Violence in Society

This course consists of a series of workshops on issues prevalent in our society. The content of the course will be in the areas of domestic violence, substance abuse, rape, and nuclear proliferation and its relationships to meeting human needs.

TERM IV

Core III: An Alternative Analysis of Human Services

This course is about relationships. It raises the human questions not often asked in a scientific, technological society. Politics and power in the present structures will be discussed, and possibilities for alternative structures will be explored and discussed within the context of human rights, human values and human needs.

Relationships in Human Service Practice

This course will address the past and present context of practice relationships and the skills that enhance those relationships for the beginning practitioner. Students will examine the social and economic origins of problems that people experience with emphasis on the roots of racism and sexism in practice relationships.

Introduction to Abnormal Psychology

This course is designed to acquaint the students with growth disturbances of

human behavior in terms of action and thought. These disturbances are an exaggerated or unbalanced expression of an individual's normal personality.

Internship

During the third and fourth terms students intern one day a week in a human service agency. They receive experience in direct service to consumers and learn how agencies function. Under close supervision, students continue to develop work habits and human service skills.

Students who enter the MOVE program in November or March may obtain an Associate in Science degree in sixteen months.

Classes meet three Saturdays a month, for an entire day each class.

Admission Requirements

The MOVE program is open to adults working, involved, or experienced on any level in agencies, institutions, and human service programs. A high school diploma or its equivalent is required.

Tuition

Tuition for the MOVE program is \$1050 per semester. The School of Human Services will assist students in applying for tuition money through the Pell Grant and other forms of financial aid. The school also helps students arrange low-interest loans.

The school provides students with special scholarships of up to \$600 per year based on Pell Grant eligibility.

The Bachelor's Degree Program in Human Services

The Baccalaureate Degree Program of the School of Human Services is designed to enable people working in human services or community development to earn a Bachelor of Science Degree in Human Services without interrupting their current employment. The program is structured to enable persons admitted to the school to complete their undergraduate education in two years or less.

The program takes seriously the fact that our students are adults with experiences, knowledge and skills that are educationally valid. Consequently, classes are conducted much like those at the graduate level. The classroom experience is based on the exchange of knowledge between students; it is not based on the presumption that those "who know" (teachers) will give the "word" to those "who don't know" (students). This unique learning environment encourages the student's active participation and allows the student to realize how he or she can work with others to better deliver services and to improve the quality of life in our communities.

The program operates on a semester system with students matriculating in July, November or March. Each semester, students enroll in two classes, usually a core and an elective, each of which meets once a month for an entire day. To provide for maximum flexibility, core and elective classes are offered both on weekdays and on weekends. In addition, all students are required, under faculty supervision, to design, implement and evaluate a one-year group project in community development and, when applicable, to participate in directed independent study. Classroom work, group projects and directed independent study are supplemented by individual and group tutorials (conducted

by faculty), by geographically-based study groups and by skill development workshops. The workshops provide a critical infrastructure for adult learners who are returning to school for the first time in many years.

Popularly known as the FRED Program, this bachelor's degree program was initially developed and implemented at Franconia College in 1976 and was originally entitled the Franconia External Degree (FRED). Now located within New Hampshire College, the program is administered on two campuses and in one satellite area: the Hooksett, New Hampshire campus (a few miles north of the New Hampshire College south campus in Manchester); the New Haven, Connecticut campus; and the LINC (Learning in the North Country) Program in Littleton, New Hampshire. These various sites exist for the convenience of our students who are free to attend classes at any of these locations. Indeed, students are encouraged to take advantage of all sites if they wish to utilize the program's educational offerings in their broadest context. All sites, however, offer the same curriculum, share faculty and provide similar academic support services. In this sense, the bachelor's program of the School of Human Services, despite its various geographical locations, is a single, unified program dedicated to quality baccalaureate human services education.

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Admission and Advanced Standing

The School of Human Services bachelor's program is an upper-level (third and fourth year) baccalaureate program for human service workers. Consequently, no one is normally admitted unless the student can be provisionally awarded a minimum of two years advanced standing toward the four-year degree. Advanced standing can be awarded for rigorously validated experiences, knowledge and skills (including previous college credit) which are congruent with the School of Human Services' programs of study.

For admission and the awarding of advanced standing, each student must submit a comprehensive portfolio to the School of Human Services. *All admissions and advanced standing awards are provisional until a portfolio has been completed by the student and until the portfolio has been reviewed and approved by the school.*

The specific requirements for admission to the bachelor's program of the School of Human Services are:

1. A high school diploma or its equivalent;
 2. A completed application form with a \$10.00 application fee;
 3. An associate's degree (sixty transferable college credits which are congruent with the School of Human Services' program of study) and a minimum of ten month's full-time work experience in human services;
- or
4. Any combination of volunteer or paid employment, transferred college credits, workshop attendance, certifications and licensures which add up to five years experience in human services. These activities must be rigorously validated to equal sixty transferable college credits;
 5. A personal statement which describes your work and any relevant knowledge you have related to human services, your career objectives, your expectations of the school and your probable contributions to the school's program;

6. Letters of reference from three or more persons;
7. An interview with a faculty or staff member.

Policy on Transfer Credit and Credit Through Examination

Advanced standing is assessed by the faculty on the basis of the student's validated documentation of knowledge and skills. The school does not discriminate between the different methods by which a student may have obtained his or her specific knowledge and skills. Previous college-level academic work (courses with grades of "C" or better which coincide with a human services program of study) or verifiable knowledge and skills through work experience are both considered to be valid criteria. Nor does the school discriminate between methods a student may use to demonstrate acquired knowledge and skills; acquisition may be demonstrated through the achievement of grades in courses, through documentation of scores on standardized examinations, through simulated demonstrations of the possession of such knowledge and skills or through oral or written examinations administered by the school's faculty.

Portfolio Preparation and Assessment

Each matriculating student must submit a completed portfolio within the first semester of enrollment. Substantial portions of the portfolio must be completed as part of the admissions process. Specifically, the portfolio outlines a student's acquired knowledge, skills, and other accomplishments and documents the methods through which these competencies have been obtained, demonstrated and validated. Preparing the portfolio is, therefore, an opportunity for the student to think through, organize and document his or her current level of knowledge and skills.

The portfolio is assessed by the faculty of the School of Human Services, and advanced standing in the bachelor's degree program is awarded on the basis of this assessment. In some instances, the faculty may request that documented competencies be demonstrated by methods other than those presented. This request usually results from insufficient validation.

Each student's portfolio must include:

1. Documentation of a high school diploma or its equivalent
2. College application
3. Resume
4. Personal Statement
5. Documentation of human services work (indicating paid, volunteer, part or full-time status)
6. Documentation of the knowledge and skills obtained through human services or community development-related work experience
7. Specification and documentation of community involvement
8. Letters of support from individuals in the workplace, including supervisors, co-workers and clients
9. Licenses
10. Certificates and diplomas
11. Official transcripts of previous college-level academic work
12. Letters of award/commendations

13. Newspaper articles, publications
14. Products, printings, patents
15. Training/staff development workshops, courses, etc.
16. Documentation of examinations taken in lieu of academic course work (CLEP, etc.)
17. Evidence clearly documenting what the student knows and has learned
18. Any other relevant information about prior learning

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Programs of Study

Undergraduate School of Human Services, the Bachelor of Science Program
Requirements for Graduation

<i>Area</i>	<i>Credits</i>
General Education	36
General Electives	36
Project in Community Development and Change	12
*Human Services Electives	24(48)
*Optional Concentration	<u>24(0)</u>
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*A student may elect to take one of four concentrations (24 credits) for a specialized degree (See optional concentrations below) or take forty-eight (48) credits of human service electives for a general degree in Human Services.

General Education

All students, as part of their matriculation into this baccalaureate program, should be exposed to experiences and education which aid in the development of the following broad areas of competencies needed by human service practitioners:

- *The ability to think critically* which includes a rudimentary understanding of the basic principles and practices of logic and a sense of the major social, political, economic and philosophical issues as they impact the delivery of human services.
- *The ability to communicate effectively*, which encompasses both the written and spoken word. In particular, human service practitioners should be able to transmit ideas, concepts, programs, clinical work and advocacy positions in a clear, concise fashion.
- *The ability to articulate a philosophy of human services and community development and social change* which reflects a broad comprehension of human development in historical, philosophical, political and psycho-social terms.

General education requirements should be distributed as follows:

<i>Course/Area</i>	<i>Credits</i>
Core I - Education, Oppression and Social Intervention	4
Core II - Mobilizing Resources	4
Core III - Individual and Social Change	4

Language/literature/writing/public speaking	6
Social and economic science/political science	6
The remaining twelve credits may be from the following areas:	
philosophy/religion	
natural sciences/mathematics	
psychology/education	
history	
performing arts	
visual arts	
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	12
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Core

The three-semester, mandated, core sequence is, in many ways, the heart of the human services program and is the general education capstone. The core sequence utilizes an interdisciplinary approach encompassing oral and written communication skills, political science, philosophy, history, economics, psychology, education and social change theory. More specifically, it is:

- (1) the place where we examine ourselves and our society and where we relate this examination to our contradictory experience in the human services, community development and social change areas;
- (2) the place where we test and relate general issues and the concerns of our elective and project work to our own work, our community, and our life experience. The core provides the opportunity to go beyond the oppressive tunnel vision which work and life in our society creates;
- (3) the place where we develop and maintain support systems which will be of use both during our time in the program and after we graduate;
- (4) the place where all bachelor’s students (whether they are in the program for one year or two, whether they live in southern Connecticut or northern New Hampshire, whether their focus is counseling, economic development, or political organizing) deal with the same material and the same issues. Working together requires a common intellectual base. The core is aimed at providing this base; and,
- (5) the place where we analyze, synthesize and integrate our ability to *think critically, communicate effectively*, and where we develop the ability to *articulate a philosophy of human services and social change*.

The core is organized into three sequential semester units which all students must take during their first year in the program. These units include: Education, Oppression, and Social Intervention; Mobilizing Resources; and Individual and Social Change.

General Electives

Students in the School of Human Services bachelor’s program are provided the opportunity for rounding out their academic education by choosing elective courses from both within and outside the School of Human Sciences at New Hampshire College. Selections are made in consultation with faculty. Additionally, the bachelor’s program will consider transfer credits from other colleges as well as other appropriately validated knowledge and skills. In order to graduate, students must have at least 36 elective course credits which may not be used for the fulfillment of any other degree requirements.

Project in Community Development and Change

The Project in Community Development and Change is predicated on two critical assumptions: first, that students need and should be offered the opportunity to work on real problems related to human services in their own communities or in fields of professional concern; second, that students should have the opportunity to experience, in the most concrete and direct manner possible, the issues surrounding group process, collective effort and collaborative work; and evaluate programs and endeavors.

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The project is a group effort with from two to five members. Its goal is defined by the students and should be completed within one year of the student's entrance into the program or the group's formation. The project, when finished and deemed acceptable by the faculty project coordinator and faculty review committee, constitutes completion of this phase of the student's academic work.

The project itself involves three parts:

First, a contract, drawn up by the students, identifying the research problems and specifying the goals of the project, how responsibilities and functions will be divided among the group's members, and how the group will evaluate the individual and collective performance of its members;

Second, the project must be fully described and summarized, and where appropriate, its data must be presented in a form that is understandable to people not directly involved in the project's development, implementation, and evaluation. In addition, it must be presented to its relevant constituency and to the school for feedback, reality checks, and evaluation; and,

Third, each person in the group must submit an individual paper reviewing the results, exploring or summarizing his or her experience and analyzing his or her participation in the group. Also, there is a group coordinator, who, together with other faculty members, serves as resource personnel, provides academic supervision and offers help and advice as determined by the group.

Directed Independent Study

Directed Independent Study course is intended to provide students who have been in the program for more than one year the opportunity to conduct independent reading under the supervision and advisement of a faculty member. The specific objectives and learning outcomes will be determined by contractual agreement with the faculty member. This is a four-credit course per semester and is usually taken by students who are required to extend their academic program beyond one year.

Human Services Electives

With faculty consultation, each student should choose courses or demonstrate competencies which round out his or her broad education in the field of human services. Students must have 36 human services elective credits in order to graduate.

Optional Concentrations

The program offers optional concentrations in administration, advocacy, community organizing, and counseling. Available curricula for these programs of study are:

1) Administration (24 credits required for concentration)

<i>Course Title</i>	<i>Credits</i>
Administration I	4
Administration II	4
Basic Management skills	4
Financial Management	4
Public Relations	4
Decision Making	4
Creating Alternative Settings	4

2) Advocacy (24 credits required for concentration)

<i>Course Title</i>	<i>Credits</i>
Advocacy for Institutional Change	4
Survey of American Jurisprudence I	4
Women's Issues	4
Process and Practical Politics	4
Human Factors in Community Health	4
Politics and Education	4
Urban Politics and Decision Making	4

3) Community Organizing (24 credits required for concentration)

<i>Course Title</i>	<i>Credits</i>
Community Organizing I	4
Community Organizing II	4
Political Economy I	4
Social Psychology of Networking	4
Public Policy	4
Community Economic Development	4
Cultural Change in the African Diaspora	4
Racial Perspectives	4
Puerto Rico: Analysis and Perspectives	4

4) Counseling (24 credits required for concentration)

<i>Course Title</i>	<i>Credits</i>
Group Techniques and Analysis	4
Counseling Techniques and Perspectives	4
Parent Effectiveness	4
Family Therapy	4
Counseling within Institutional Settings	4
Counseling from a Racial Perspective	4
Human Development and Life Styles	4
Psychology of Women: Theories and Practices	4
Substance Abuse Counseling	4
Advanced Group Counseling	4
Family Counseling and Diverse Cultures	4
Special Topics in Counseling	4

Tuition

The FRED Program is, for virtually all of its students, a full-time program. Tuition for full-time, degree earning students is as follows:

<i>Status</i>	<i>Per Term</i>	<i>Per Year</i>
Full-time	\$900.00	\$2700.00

The program is also available to special, part-time or non-degree students on a tuition-per-course basis of:

<i>Course</i>	<i>Per Term</i>
Core Course	\$300.00
Elective Course/Concentration Area Course	\$300.00
Directed Independent Study	\$300.00
Extended Project	\$300.00

There is a \$200.00 Extended Project Fee that is charged for students who do not complete their project work or course work before the time they are expected to complete the program. This fee is charged once. The student then has an extended deadline to complete his or her work in order to graduate. (These prices were established June 1, 1983. All rates are subject to change.)

Resource Centers and Libraries

In addition to its own on-site Resource Center, students and faculty members at the New Haven Campus have formal access to the Harry A.B. and Gertrude C. Shapiro Library at New Hampshire College, Southern Connecticut State University's Hilton C. Buley Library, and the Special Education Resource Center.

The Hilton C. Buley Library is a modern, five-level, open-stack library. It accommodates 1,500 readers in comfort, and houses more than 600,000 books and related learning materials. Typing and reading rooms, individual reader carrels, study tables, special collections, and informal areas for leisure-time reading are available for student use. School of Human Services students may borrow up to four books at one time.

The Special Education Resource Center is located at the Hartford Graduate Center at 275 Windsor Street in Hartford, Connecticut. The center houses approximately 3,000 books and related learning materials. Students have borrowing privileges for these materials.

New Haven, Connecticut Campus

New Hampshire College's Connecticut campus is located in downtown New Haven. New Haven's outstanding cultural and academic sites are located nearby. Yale University, with its museums and theater is just one block from New Hampshire College.

The school occupies the entire second floor at 254 College Street. The facility includes classrooms, a resource center/study areas, conference rooms, faculty and administrative offices, a bookstore, and a film screening room. Also, the facility offers complete accessibility to handicapped people.

The campus is close to local bus and train stations and is easily accessible from Interstate Routes 91 and 95. The school is within one block of New Haven's Public Transportation Center.

Undergraduate Course Descriptions

Every semester, between all locations, 25 courses are offered from the following list:

These are 200 level courses constituting courses in the associate's degree program from which students can receive 62 credits for their first two years of advanced standing:

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201 Work, Education and Social Welfare

This course will examine our experiences in the educational, work, and social service systems of our society. Our goal is to have an understanding of the functions and dynamics of these institutions and to place that knowledge within proper social context.

202 Human Services and Health

This course explores the various human conditions, i.e., poor housing, economic depression, child abuse, spouse abuse, welfare status, etc. that contribute to and impact on the health status of the individual. Students examine the mutual dependence of the health care delivery system and the general human services system.

203 Professionalism, Bureaucracy and the Human Services

This class will look at the issues of professionalism and bureaucracy with particular reference to their conflicting meanings, messages, implications, and interactions. Concurrently, the class will examine the manner in which people gain, maintain or lose skills; the mechanisms through which people are placed in passive positions or take active control, and the processes through which people learn the roles of: "client," "Paraprofessional," and "professional."

204 Structural Analysis of American Society

This course examines bureaucratic theories of organizational structures at the macro and micro levels of society. Students study political, social, educational, economic and religious organizational structures in America. At the end of the course students will be able to analyze, review and understand the way in which American society is structured.

205 Community Organizing and Human Services

This course provides introductory analysis of community organizing theories and techniques that are relevant to human services organizations and organizing. The students will examine the differences between concepts and strategies utilized to organize around such issues as: food; anti-poverty programs; and other human services needs. Students will identify and analyze at least one community organizing effort which impacted human services delivery in their respective communities.

206 Community Development

This course provides students with a basic understanding of how money and the economy work at the macro and micro levels. The content will focus on the theories of community development at the national and regional state and local levels. Studies will demonstrate community development in action.

207 Volunteerism and Human Services

This course examines the theory and practices of volunteerism and its role and impact on the delivery of human services. Students will examine the historical context, as well as the current applications of volunteerism as an economic, manpower, and critical support mechanism for delivery of human services. Each student will analyze at least one human services agency and the ways in which volunteers contribute to the effective functioning of the agency in question.

208 Oral Skills

This course is intended to provide the student with basic skills in pronunciation, speech, public speaking, and effective communication. Students will be able to identify their strengths and weaknesses in the areas of grammar, persuasive speech, and clarity of ideas, conceptualization, analysis and synthesis of information. A crucial goal of this course is: "getting your ideas in an organized and concise manner."

209 Writing Skills

This course is intended to develop the student's abilities and skills in the area of basic writing of essays, term papers, and other formal writings. The content will focus on writing in an organized and concise manner; good spelling and grammar will be stressed. Conceptual analysis and synthesis skills will be emphasized throughout the course.

210 Human Behavior in the Social Environment

This course will present to students an introduction to the basic fundamental knowledge of human behavior. Emphasis will be placed on stages of development in the human cycle from birth to old age. Theories of Sigmund Freud, Erik Erikson, and Jean Piaget will be studied. The stresses of each stage of development will be discussed. The course will include not only theoretical input from instructors but also active involvement from the participants.

211 Interviewing Techniques

This course will present to students the basic fundamental knowledge of counseling. The course will include not only theoretical input from the instructor, but also the active involvement of the students. Interviewing techniques will be studied and applied in role playing exercises. The objectives of the course are: to acquire interviewing skills; to develop sensitivity to the frustrations experienced by persons seeking help through the counseling process; to acquire self-knowledge and awareness; and to understand the necessity of confidentiality in the counseling relationship.

212 Introduction to Basic Counseling Techniques

This course will focus on counseling, interviewing, human relations, and communications methods with particular emphasis on empathy techniques. Issues that will be dealt with will include assessment; listening-responding; transference-counter-transference; the conceptualization and organization of intervention; and effective, cognitive, and behavioral strategies.

213 Human Growth and Development

Concerns physical and psychological development from prenatal through death emphasizing normal, usual patterns of development.

214 Human Service Organizations

This course provides students with an introduction to the types of human services organizations which exist in their respective communities, statewide and nationally. Students examine the role, function, and population groups these organizations serve. Additionally, students examine the structure, leadership and interactions between these organizations. Examination of the legal and tax status, and responsibilities of non-profit organizations.

215 Dynamics of Case Management

This course provides a comprehensive approach to the functions of a beginning human services worker through the practical development of skills used in the delivery of human services. Emphasis is placed on the roles of brokering; consumer advocating; and mobilization of services. Special attention will be given to the development of supportive helping relationships and managing work to deliver effective and efficient services to consumers.

216 Social Service Networks

This course will help us look at the ways people are referred to various agencies how the information is used and the obligations that the agencies have to follow up on referrals. Students will also examine the referral network and how the agencies work cooperatively to solve human services problems. By the end of the course students will have a good theoretical understanding of network.

217 Intake and Referral

This course provides students with practical skills in conducting client intake, assessment, interviewing, case recording and case preparation. Students will examine various techniques in the referral of clients to other workers within their agency, as well as, to external agencies. The content will address issues of contractual relationships with other agencies, privacy and confidentiality, and sharing of information with referral sources.

218 Introduction to Human Services Administration

This course provides students with the history of management of human services and the application of fundamental management processes in the administration of human services. Some of the area explored will be: administrative structures; coordinating; role of funding; the role of supervision; and staffing in an agency.

219 Elementary Supervision Skills

This course examines principles of supervision of employees. This includes professionalism and inter-personal relations, evaluation and motivation of employees, personnel policies and practice, occupational psychology and decision-making process. Case studies in administrative issues will include: sex harrassment, racism, nepotism and other forms of arbitrary decisions.

220 Community Organizing Skills

The purpose of this course is to provide students with the ability to integrate theory (plans) into strategies that are practical. Students will examine the various questions of: why organize? who is an organizer? when to organize, when to start and how to execute one's plans effectively. How to build coalitions

and support groups; the art of negotiating for results and effective goal realization.

221 Community Development Skills

This course is designed to provide students with techniques and skills for exploring the macro and micro economic policies and decisions which impact on legitimate community development projects. Students will also be responsible for applying community development theories and practices to the area of cooperatives, land trusts and other programs.

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222 Human Services Internship/Experience

This course is intended to provide students with a supervised field placement or internship in a human services agency for a period not exceeding six months of full-time work (40 hours a week).

These are the 300 level courses which constitute the upper level courses among which students can achieve 36 credits for their third year of advanced standing:

301 Administration I: Organizing, Motivation, Leadership and Personnel

This course examines administration within its social and political context. The course then examines dynamics, strategies and tactics of leadership, personnel work and motivation.

302 Administration II: Power, Organizational Politics and Change

This course examines the notion of power and politics as they influence organizational life. The course will also discuss organizational change and the implementations of innovation.

303 Administration: Finances

This is an intermediate course in administration focusing on grantsmanship, fundraising, fiscal management and actual agency relations. Students will explore the areas of proposal writing, grants management and actually develop a proposal which can be submitted for funding. Additionally, there will be skills developed in identifying funding sources, fundraising strategies with private foundations, corporations and governmental agencies.

304 Basic Management Skills

The purpose of this course is to identify those management skills that appear to be most effective in managing Human Service programs, and to improve student skills in managing human service programs. The class will deal with management functions, theories and systems as well as situational leadership, decision-making and planning.

305 Financial Management of Human Service Agencies

This is a course in the dynamics and elements of financial management. The course will deal with the development and assessment of financial plans, budget management, financial accountability and fundraising.

306 Public Relations for Community Organizations

This course is designed to introduce the concepts and skills of PR to human service workers. Besides the readings, discussions and speakers from all

branches of the media, instruction and practice will be provided in writing and submitting press releases, design, layout and printing of fliers, posters and newsletters, and production techniques for radio and television.

307 Decision Making

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This course extends the framework developed in Administration I. Specific issues to be covered will be: the analysis of the organization as an entity with particular emphasis on power, control and "tokenism" goals, goal displacement and goal succession, actual and stated goals; organizational change with particular emphasis on pressures for internal and external change, the implementation of change, resistance to change and the evaluation of the change process.

308 The Creation of Alternative Settings

This course is dedicated to a clearer understanding of the dynamics of traditional institutions and to the efforts of those engaged in social change to create "viable alternatives." In this course we shall examine the philosophy and design of alternative settings. Topics to be studied includes: the system's personal costs, the problem of leadership; the issue of community; interpersonal dynamics; the relationship of alternatives to more traditional settings; the problem of scale; and evaluation.

309 Group Techniques and Analysis

This course is designed to provide students with an opportunity to learn about "human relations groups" and how they can be used as education/personal growth/social change tools. The course will be both experiential (focusing on group processes and interpersonal dynamics) and didactic (focusing on the theoretical and philosophical underpinnings of "human relations" training). It is not a group counseling course. Rather it is intended to give you an opportunity to learn fundamental group skills and to learn about the dynamic of task oriented groups.

310 Counseling: Techniques and Perspectives

This course will examine and explore counseling techniques and the principles upon which they are based. Understanding these techniques and principles will be enhanced by practical experiential work during class sessions. These techniques will enable us as counselors to teach our clients creative problem solving combined with realistic social perspectives and heightened awareness.

311 Parent-Child Effective Relationships

This course will enable the student to better understand the techniques of parent-child effective relationships and to be able to apply this knowledge to their own children and to work with their clients in a relevant and realistic manner.

312 Family Therapy

The goal of this course is to present theory and techniques which both describe the functioning of interpersonal systems and guide the development of strategies for change. Students will be expected to integrate theory and "real-life" to analyze situations and to plan realistic strategies for change.

313 Counseling within Institutional Settings

This course will examine the history, nature and dynamics of "total" institu-

tional settings. The class will look at the impact of settings on resident, staff and counselor. Also examining the logic and dynamics of “deinstitutionalization.”

314 Counseling from a Racial Perspective

This course aims at improving the delivery skills of counselors, teachers and other human service providers in working with non-white clients. The class will examine the non-white identity development theories of Bailey Jackson and Rita Hatterman and evaluate how racism has affected the methodologies and conceptualization of service delivery.

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315 Human Development and Life-Styles

This course examines physical and psychological development and their effect on the life-styles of human beings. The content specifically looks at scientific investigation, motivation, personality, intelligence psychometrics, behavioral deviation, perception, learning and human development from prenatal to death.

316 Psychology of Women: Theories and Practices

This course will research, study and analyze theories, practices, skills and techniques of working effectively with women. The class will deal with developmental issues, assessment techniques, life stress models, treatment approaches and community resources.

317 Substance Abuse Counseling

The purpose of this course is to provide students with additional skills in the areas of empathy, values and attitudes exploration, and problem solving so that they can establish and maintain more effective helping relationships with their clients.

318 Family Counseling and Understanding Diverse Cultures

This course is an upper division course which will include basic principles of family counseling, family functions, physical and social heritage for families of people of different religious faiths and cultures. This course should enable the learner to better understand families of diverse cultures so that his or her counseling service can be more effective.

319 Advocacy for Institutional Change: Case and Class Advocacy

This class has four learning objectives: (1) to introduce students to the stages of the advocacy process and enable the student to appropriately apply this knowledge in different advocacy situations; (2) to enable students to learn the relationship between social change theories and concepts and advocacy; (3) to enable students to learn the essential tools of advocacy; (4) and to facilitate students deciding whether or not they are able and willing to bear the rules involved in advocacy.

320 Survey of American Jurisprudence I

This course will survey the U.S. Jurisprudence System with particular reference to criminal law and procedure and to individual rights and liberties. Specific issues to be covered will include: an overview of the Connecticut Judicial System; the doctrines of judicial review and separation of powers; substantive criminal law; criminal procedure and juvenile justice; police and ju-

dicial court systems, and individual rights and liberties.

321 Survey of American Jurisprudence II

This course will look at issues of civil law and will stress the fundamental concepts of contract and tort law. Specific areas to be dealt with will include: consumer law and consumer protection; family law and parent child relations; housing law and landlord/tenant relations; individual rights and civil liberties.

322 An Analysis of Society: Women's Issues

This course is designed to address the political, social and economic realities of women dealing with different ethnic, class and cultural variables within our society the goal of the class to identify and understand the common denominators, in conjunction with identifying and understanding the very real differences amongst oppressed women.

323 The Process of Practical Politics

This course is designed to give students an introduction to and an overview of state legislative political systems. In so doing the course will cover the structure of the legislative and executive branch, their internal organization, the election process and the legislative process.

324 The Human Factor in Community Health

This course is designed to examine the human factor within community health services. The class will deal with cultural diversity in health and illness, the role and rights of consumers and the broad spectrum of human behavior as they relate to meeting human needs.

325 Politics of Education

This course is designed to provide an overview into political concepts and issues in contemporary education by exploring these issues from both a theoretical and practical framework. Students will examine the impact of politics on the educative process and institutions. The course will be interdisciplinary cross-cultural and historical. The readings and case studies will assist students in understanding the role of power, politics, economics and their impact on the educational institutions.

326 Urban Politics and Decision Making

This course will analyze the struggles for community development and the process of change. Issues to be covered are political decision making, conflict-resolution and an analysis of community groups and agencies involved in change relationships between the have nots and have a lots.

327 Special Topics in Counseling

This is an advanced course in counseling. The content of the course will focus in four areas and skills in counseling namely: adult development, career counseling, behavioral counseling and holistic health counseling. By the end of the course, students will be able to perform advanced counseling skills.

328 Community Organizing I

In this course we will attempt to identify the distinguishing characteristics of an organizer and of a social movement as a social form and analyze the development, structure, transformation and termination of an organizer.

329 Community Organizing II: Mobilizing vs. Organizing

This course will examine organizers, organizing and social movements. It will look at such issues as tactics, strategy, structure, and techniques. Different styles of leadership will be examined with a focus on the fact that there are many different organizing situations and organizing mechanisms.

330 Political Economy I

This is a course in the political economy of the United States. The course will draw connections between the factors affecting and driving the human services and the factors affecting and driving the economy. The class will also focus on the development of implementable action strategies.

331 Social Psychology of Networking

This class is designed to provide students with an opportunity to examine and understand the socio-psychological dynamics of building a mutually supportive community. The course will use the students' own experiences as well as social and psychological theories to illuminate the processes of developing caring communities.

332 Public Policy

This course is designed to give students an introduction to the dynamics of public policy. The course will look at the structure and function of state and city governance; the legislative process and methods of impacting on it; the relationship between the executive and legislative branches of state government; and current issues facing state and national legislatures.

333 Community Development: Issues and Strategies

This course will help students develop a basic understanding of how the economy works and operates at both a national and community level. While doing the above, the class will examine issues regarding financial issues and housing and land issues.

34 Cultural Change in the African Diaspora

This course will survey the social and cultural transformation of peoples of African descent from the beginning of humankind until the present. We will examine culture both as the expression and result of the relationships between man and society and between man, society and native. In so doing, we will examine cultural contradictions and cultural change with particular reference to the consequences of assimilation into the "melting pot" of the United States.

335 Racial Perspectives

This course will explore the meaning of "race" and how race intersects with both sex and class. We will look both at the larger and political context, and at the immediate context of our daily lives as individuals who live in a particular community. Didactic and experiential learning methods will be utilized.

336 Puerto Rico: Analysis and Perspectives

This course will deal with the political, economic and social history of Puerto Rico and of Puerto Ricans in the United States. The focus will be on an examination of current socio-economic realities with particular reference to politics.

337 Human Sexuality

This course is intended to assist students in developing a broader understanding of human sexual functioning. The course will examine a wide range of behaviors from a physiological, psychosocial and behavioral frame of reference.

338 Introduction to Microcomputers and Data Base Management

This course introduces students to microcomputers systems and their application to human services at the community level. The primary vehicle for exposing one to hardware, operating systems and applications is through the use of a word processing package. Thus, students manipulate more familiar textual material, rather than the more abstract, traditional approach of working with numeric data. This permits treatment of input, processing, control and output in a pedagogically effective fashion.

339 Preventive Holistic Health

Preventive holistic health will focus upon how people deal with their own health care as it relates to primary, secondary and tertiary prevention.

340 Theories of Counseling

The purpose of the course is to look at the different theories of psychotherapy, and how these theories impact on ourselves and our clients.

341 Coping with Disease and Death

This course will enable the student to analyze the sociological and psychological implications of disease as it relates to coping mechanisms and the manipulation of others. In addition, the spectra of dying and the finality of death as it relates to disease will be dealt with. This portion of the course will focus upon the patients, the patient's family needs and its impact upon the institutions involved.

342 Public Health - Health Education

In this course, we will explore the nature of our health belief systems, the concept of multiple risks and various risk reduction strategies. We'll look at the historical origins of public health and the role of formal and informal health education in the solutions to health problems. Included will be individual, social and organizational approaches to health education. Issues in the practice of health education will be examined. These include: Who are health educators? Where is health education taking place? How should health education be most effective? What is the difference between health, health education, disease prevention and health promotion? What is the role of epidemiology as a tool for the health educator? What and where is the balance between "self-responsibility" and "blaming the victim?"

343 Cooperatives

This course will acquaint the student with the nature of cooperative organizations and their application in addressing issues of empowerment in our communities.

344 The Law, the Agencies and Developmental Disabilities

Court decisions and recent laws delineating the right of developmentally disabled individuals for care and treatment present a new set of challenges for individuals and agencies in the human service professions:

- Who are the developmentally disabled?
- To what extent are care and services to be provided?
- What is financially responsible for the cost of their care and services?
- In what types settings should care and services be provided?
- What are the distinctions between care, service training and education?
- How can interagency cooperation and collaboration enhance the delivery of care and services?
- What role should each of the various disciplines, i.e., medical, education, mental health, play in the treatment of the dd person?
- What is the impact of a dd person on the family?

This course will examine all these issues from the perspectives of professional ethics, human rights and changing social politics.

345 The Politics of Prisons

The purpose of this course will be to examine the institution of the prison and to test the viability of a vision of a society without prisons. The course will examine the role of prisons in the 19th and 20th century United States, their dynamics and their relations to "external" social forces.

346 Basic Writing Skills

This course will attempt to make writing a useful and easy tool of communication instead of a difficult and often frightening task. Work will include the reading of five novels, a journal and the presentation of papers.

347 Writer's Workshop

This is a creative writing course which aims at improving expository writing skills by developing and refining the problem-solving skills we use to analyze life situations. Source material will include both technical sources and major works of American fiction.

348 Action Research: Concepts, Methods and Applications

This class will start with discussion of action research with particular reference to the Hartford Puerto Rico/Hispanic community. The course will then focus on the principles of sound research in naturalistic field settings. The utility of qualitative research data, the manner in which research affects service delivery and the social, economic and cultural variations within communities will be examined.

349 Juvenile Justice

The purpose of this course is to familiarize participants with the operation of the juvenile justice system in the United States, its theoretical and ideological underpinnings and with current thinking on what improvements need to be made. Also, the course will examine the social, political and economic context in which the juvenile justice system exists.

350 Race, Religion and Culture

This course is designed for the purpose of examining the inter-play between race, religion and culture as societies and organizations attempt to move towards positive social change. The works of thinkers such as De Tocqueville, Marx,

Howard Thurman and Martin Luther King, Jr. will be compared and contrasted as a major way of assessing this interplay.

351 Grants, Writing and Fund Raising

This course provides students with an analysis and practical application of fund-raising techniques for human services. Additionally, students develop skills in grant writing, understanding the elements of proposal development and through practice in class, write a proposal which is of a quality so that it may be submitted for funding. Grants management processes and techniques are reviewed as these apply to the public and private funding sources.

352 Early Childhood Development

This class aims at increasing the students understanding of the roles played by environment and experience in child behavior, to study different areas of child behavior, to familiarize students with some of the most important theories of child development, and to enable the student to acquire an appreciation of that child development process itself. The course emphasizes that all development is subject to change and misinterpretation and that these factors can cause many difficulties for children in their personal and social adjustment.

353 International Analysis

This course will focus on the international politics from the perspective of human development. The means of formulating and executing policy in the context of a social system within sovereign states is emphasized as well as the limitations of the model. Applications of the perspective to contemporary events: refugees, hunger population growth - will be given special attention. The role and impact of the United Nations and its agencies across the world and other cultural exchange programs will be critically examined.

354 Organizational Development

This course is an examination of a variety of methods for analyzing and assisting the negative aspects of bureaucratization. With social systems theory as the general framework, the course focuses on such issues/methodologies as: needs assessment; effective long-range and short-range planning; staff development and program evaluation.

355 Accounting I

This is an elementary accounting course designed to introduce students to basic financial statements, composition of asset, liability, equity and income determining accounts, in accordance with current accounting concepts and principles. Students will be introduced to the fundamental mechanics of accounting for proprietorship, partnership and corporations.

356 Health and Society

This course will deal with the wide variety of issues we need to look at in order to understand what is involved in having real health care for people. It will attempt to define the shape of the health "forest" of which the professional personal treatment "tree" is a part. The course will be organized around four polarities: (1) caring for sickness versus health care; (2) professional care versus self-care; (3) public health care versus personal health care; and (4) public health as defined by the needs of the state versus public health as defined by and for the citizenry.

357 Health Care and the Aging I: Physical and Mental Aspects

This course will overview the etiology of the physiological aspects of aging, and the interrelationship between physiological change and mental health. Issues to be covered include self-assessment, needs assessment, status issues and work in family and total institutional settings.

358 Health Care and the Aging II

This course will overview the techniques used in working with the geriatric patient. Issues to be covered will include the therapeutic community, sensory training, reality orientation, remotivation and group activities as therapy.

359 Language, Sickness & Healing

In this course we will approach the question of how our needs for health care are met in this society from the perspective of the individual health seeker. Our focus will be on the crucial and often missing link in the process that begins when we decide to seek advice about our health: clean and open communication between health care seekers and providers. We will look at some of the barriers to communication that result from the way in which health care has been defined and organized in this society. We will also examine some attempts to remove these barriers, both through the reorganization of health care delivery and through a more general reorganization of societal and economic systems.

360 Public Health

This is an introductory course which surveys all of the issues in epidemiology and public health; health campaigns, immunizations, health care delivery systems and the types of professional staffing providing public health services. A major part of the course will be devoted to analyzing the roles of local, state and federal government in regulating financing and monitoring health care delivery.

361 Public Health II

This course examines legal issues in the delivery of health care and the role of economics and politics in public health. Students will have an opportunity to review actual contemporary case studies for purposes of comparing theory to practice. The intent is to give students an opportunity to develop their own theory.

362 Aging III

In this course we will focus on aging and the industrial society, class, racial, cultural and sexual differences of growing old. We will also examine right to work, social security, housing and health care issues.

363 Health and the Social Order

This course is designed to present an understanding of the relationship between health, disease and the social order. An assumption is that health and disease, descriptive at any moment of an individual, group or society, represents points on a continuum. Historical and other illustrative evidence will demonstrate the degree to which social and cultural factors mediate biological determinants and outcome.

364 Substance Use and Abuse: From Prevention to Treatment

This course is intended to assist participants in understanding the phenomenon of substance use and abuse. Its goals are: to build knowledge of substance as regards pharmacology and active effects; to explore societal conditions affecting an increase of substance use; and to analyze systems designed to impact substance use from the positions of prevention through treatment. Special emphasis will be placed upon the disease concept of alcoholism and counseling techniques currently used in the specialty areas of substance abuse treatment.

365 Law and Social Control

This course discusses the legal process and system and impact on social justice and social change. The analysis will focus on the role of legal institutions, i.e., courts, professional prison, legislature in protecting the rights of people. The critical questions which students will explore is whether the legal process and institutions can initiate and sustain social change.

366 Culture and Political Thoughts of Third World Peoples

This course will survey the social, cultural and political thoughts involved in several third world leaderships and cultural transformations. An understanding of culture will be a major focus of study. The course is intended to provide students with: an understanding of cross-cultural factors which impact on people of color living in Africa, Latin America, and North America; an understanding of the value and belief system of Latin American and Caribbean people; an understanding of the role of culture in the process of social change and liberation struggles; and an ability to apply one's political thought to his or her philosophy and culture.

367 Psycho-Politics of Male-Female Relationships

The intent of this course is to provide an opportunity for workers in the field of human services to work constructively with issues arising out of the most recent efforts aimed at ridding women of discrimination based upon gender. The objectives of the course are: an ability to define psycho-politics as it relates to male-female relationships; an ability to describe two major characteristics of present male-female power relationships; an ability to examine his or her perspectives on male-female relationships using a variety of psychological and political constructs; and an ability to outline two major differences and two major similarities of female-male relationships in "black culture" and white culture.

368 Social Philosophy

In this course, we shall study, compare and contrast the thought of those philosophers who have had great impact on our social consciousness and activities. The intended outcomes of this course are twofold: 1) to help the student master certain basic philosophical principles in relation to our social activities and 2) to enable the student to become a critical and independent thinker developing a social consciousness that defines his or her social responsibilities. **PREREQUISITES:** Political Economy, Community Organizing, and/or Social Change Core.

390 The Labor Movement and Contemporary Society

This course will discuss the philosophy, structure and functions of trade unions

in the United States, the role of unions in the economy, labor's position on important political issues, political activity of unions, labor history, and government's role in labor management relations.

391 Organizing, Collective Bargaining and Labor Law

Covered in this course will be organizing strategy, collective bargaining theory, scope of bargaining (wages, hours, and terms and conditions of employment), the balance of power in collective bargaining relationships, what is bargaining power and United States Labor Law under the Wagner and Taft-Hartley Acts.

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392 Contract Administration and Arbitration

This course will present the principles of contract interpretation and grievance handling, what matters can be arbitrated, the selection of arbitrators, and the laws of arbitration.

393 Public Sector Unionization

This course will discuss the history of public sector unionization, special problems of public sector unions, right to strike, binding contract arbitration, best-last offer arbitration, advisory arbitration, fact finding, mediation and public relations and political action.

394 Trade Union Administration

Covered in this course will be: managing a local union, handling finances, correspondence and record keeping, requirements of the Landrum-Griffin Act, setting policies and making constructive decisions in the union, increasing membership participation and leadership competence, and identifying and solving problems in the local situations.

395 The Economics and Sociology of Work

This course will discuss organization of work in the United States, competing management philosophies, response of workers to management practices, satisfaction of workers with their jobs, trends in worker productivity, alternative work arrangements, and worker participation in management.

The Bachelor's Degree Program in Labor Studies

Overview

The program in labor studies is offered within the framework of the school's existing Bachelor's Degree Program in Human Services. This program framework involves the following:

1. Duration: Completion of the program within two years (and the earning of a Bachelor of Science Degree in Human Services with a concentration in Labor Studies);
2. Admission and Advanced Standing: Qualified students will be admitted with two years of advanced standing on the basis of previous educational and documented human services/labor experiences as determined by the school's admission criteria, with additional definitional support from labor representatives;
3. Curriculum: All full-time students would be expected to take a curriculum (year-round in nature with three four-credit courses each trimester) consisting of:

- **Core Curriculum:** A set of courses using the social sciences (e.g., sociology, history, psychology, economics, etc.) as a means of understanding and analyzing contemporary society;
- **Elective Curriculum:** A set of at least three (3) elective courses oriented to meeting the needs and perspectives of organized labor. This package of courses would be required of students coming from the labor movement. The titles of these courses are:
 1. The Labor Movement and Contemporary Society
 2. Organizing, Collective Bargaining and Labor Law
 3. Contract Administration and Arbitration
 4. Public Sector Unionization
 5. Trade Union Administration
 6. The Economics and Sociology of Work
- **Project in Community Development and Change:** Union-based students will be encouraged, supported, and expected to undertake projects relevant to meeting the needs of workers and organized labor. The school, together with organized labor reps, will work to provide project groups with appropriate labor-connected technical assistance, to support these efforts and projects.

The Master's Degree Program in Human Services

Overview

The Master's Degree Program in Human Services of the School of Human Services is a program for students with extensive work experience in human services or community development and community organizing, who seek to expand their skills and knowledge in a way consonant with their commitments to help people to help themselves.

The master's program stresses not only the skills and knowledge involved in improving the conditions and communities of clients, but also the skills and commitments involved in transferring knowledge, skills, power and resources to clients. Above all, it is a program for people committed to empowering people to take more control of their own lives: economically, socially, politically and personally.

Program Structure

The program is set up in four semesters, each lasting four months. Two courses are given in each semester. Each course consists of four sessions, which meet once a month lasting a full day for each class. It is a 40 credit program leading to a Master of Science Degree in Human Services (MSHS). Classes are held at the north campus of New Hampshire College on Route 3 in Hooksett, New Hampshire.

Class and workshop sessions are held on one long weekend a month, Friday through Sunday, in order to minimize the disruption of the student's usual routine.

Internships and projects are arranged in the student's home community. Students are encouraged to work together in study groups between class sessions to provide both stimulation and support during that time. Study groups are more easily formed when people enter the program with friends, co-workers or neighbors.

At present there are four tracks with the program: Counseling and Community Psychology (CCP); Human Services Administration (HSA); Community Economic Development (CED); Gerontology (GER).

On a full-time basis, the program requires 16 months of continuous work. It can also be taken on a half-time basis, requiring 32 months. Tuition for one full-time term is \$1050. Tuition for the full four-term program is \$4200 (these prices are subject to change).

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The Counseling and Community Psychology Track

The philosophy of the counseling and community psychology track can be summarized as follows:

1. Human services workers need to engage in counseling because so many people in our society are in pain;
2. Counseling should provide the help people need as quickly as possible, so that they do not become dependent upon the professional help-giver;
3. Counselors must remember that counseling does not change the situations which produce the pain that people experience; and, therefore,
4. Counselors should also devote part of their work towards changing the social situations which produce pain.

This track, of necessity then, deals not only with counseling but with community psychology as well. The educational method of the counseling and community psychology track stresses the fact that counseling always occurs in a specific setting, and is shaped by that setting.

The eight courses in this program are:

CCP1 Professional Help and Personal Career

Psychiatric, psychoanalytic, social work and psychological contributions to the development of the professionalization of helping. Who needs help, who gets what kinds of help under what conditions, how and why. The student's personal and work development into counseling and community work.

CCP2 Counseling and In-Patient Care

Goals, diagnostic procedures, counseling, advocacy, working in a team, prevention, etc., in the context of the work setting of an agency or unit devoted to in-patient or resident care, including in-patient alcohol and drug programs.

CCP3 Counseling and Community Mental Health Centers

Goals, diagnostic procedures, counseling, advocacy, working in a team, prevention, etc., in the context of the work setting of out-patient and consultation services of community mental health centers or similar types of agencies.

CCP4 Counseling and Crisis Intervention Programs

Goals, diagnostic procedures, counseling, advocacy, working in a team, prevention, etc., in the context of the work setting of crisis intervention programs, including the range of such programs from formal mental health programs to self-help services or shelters for women and children.

CCP5 Counseling in Non-Mental Health Settings

Goals, diagnostic procedures, counseling, advocacy, working in a team, prevention, etc., in the context of units within organizations not primarily devoted to mental health, such as schools, businesses, hospitals, law enforcement agencies, etc.

CCP6 Counseling: Theory and Realities

Distinctions made in counseling theories confront the operative distinctions made in the actual practice of different kinds of agencies and lead to an understanding of the realities of counseling practice.

CCP7 Race, Sex, Class and Age

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Who gets hurt, why and how; who gets what kind of help, why and how, and from whom. Community social change activities counselors have undertaken in relation to what kinds of harm they can prevent, to whom and with what success.

CCP8 Counseling and Human Services: Present and Future

A personal confrontation of the specific meaning of professional work and community activity for each of us, a group project in the construction of an alternative and a personal contribution transmitting to others what we know and what we have learned.

The Human Services Administration Track

The philosophy of the Human Services Administration track is based upon the following ideas:

1. Administrative work is important, difficult and valuable; but it may not be seen as opposed to service work or program goals. Rather it must be seen as coordinating and facilitating program service work, making sure that program service is continuously monitored for its effectiveness and periodically changed to make it more effective and more responsive to real needs.
2. It follows that administrative work is primarily a means, not an end in itself: a means to the better realization of the service goals of the agencies themselves.
3. Effective administration (management) requires some degree of maximizing power with respect to the agency's significant environments; and yet
4. The ethical exercise of power involves responsibility for what is done with that power and requires accountability towards clients, the communities from which they come, the communities which grant resources to the agency, and the communities to which the agency's staff and board belong.

To translate these philosophical issues into educational plans requires that we look at the agency itself, its internal structures and human interrelationships, and the administrator as a person, in relation to the agency's environment, and in relation to the community (communities) to be served. This examination requires that we keep looking back and forth between inside and outside, between action and effect, between provider and client and community.

The student takes eight of the following courses:

HSA 1 Contradictions of Human Services Administration

This course looks at the development of administrative specialization in the context of the history of human services agencies as well as the changing nature of the human services environment; then at the different perspectives of management, leadership and authority, and the contradictions between agency goals and personal careers.

HSA 2 Case Studies in Human Services Administration

The interrelationship of internal structure and change, environmental relations, and the style and exercise of leadership are explored through the medium of case studies of different agencies.

HSA 3 Planning and Implementation

Technical planning procedures, the actualities of planning and implementation and the problems of creating new programs and agencies.

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HSA 4 Fiscal Systems

The technical bases of budgeting and accounting in human service agencies.

HSA 5 Organizational Behavior and Organizational Change

The interpersonal dynamics of agencies, related to issues of structure and change.

HSA 6 Power Accountability

Relationships with boards, funders, politicians, businesses, other agencies, communities. How to develop power as a resource. How to use power to develop other resources. The accumulation of power through coalition building. Accountability for power. Resisting the transformation of goals from the original mission towards organizational maintenance and personal aggrandizement.

HSA 7 Human Services Administration: Policies and Alternatives

Current policies and policy alternatives in different areas of human services. Planning and implementing changes in current human service programs, administrative structures and policies. Planning and implementing further assessment and development of one's own skills and knowledge.

HSA 8 Management Information Systems and Program Evaluation

How to set up and operate information systems which allow effective monitoring and control both of fiscal information and of program information. How to use program information to evaluate programs and to initiate changes in programs which will make them more effective.

HSA 9 Staffing and Supervising

The programmatic and interpersonal dynamics of dealing with staff: recruiting, training, supervising, motivating, evaluating, promoting, paying and firing.

HSA 10 Advocacy Techniques

In addition to providing direct services, agencies need to be familiar with the techniques and knowledge involved in effectively advocating for individuals and groups (case and class advocacy) and be able to teach these skills and knowledge to others.

Internships in CCP and HSA

In addition to courses and workshops, students are required to do two internships or to demonstrate previous experience equivalent to one or both internships.

For CCP students, internships are determined by work setting: in-patient care, community mental health agencies, crisis intervention, or non-mental health agencies.

For HSA students, internship sites are determined by administrative level (supervisory, middle or upper), line or staff position in administration, and by the agency's major type of funding.

Internships involve detailed knowledge of, and ability to function well in, different settings, as well as personal and professional growth.

Community Economic Development

This program's purpose is to train people to go beyond the traditional boundaries of human services to work in communities and to create new forms of community development which merge a human services thrust with bread-and-butter issues of work, housing, food, etc.

The program is built around community economic development as a strategy for the revitalization of low and moderate income, rural and urban areas. CED emphasizes total community benefit rather than individual financial gain. Courses are grouped in three broad categories:

1. **Basic Community Economic Development and Business Skills**
Technical skills in finance, management, business planning and law necessary to start and manage community development projects.
2. **"Alternative" Business Skills**
New skills including the use of business to employ local residents and meet local needs, coordination with other development efforts, commitment to community control, etc. These goals often entail new organizational forms (e.g., cooperatives).
3. **Community Economic Organization**
Building and organizing the community to support, sustain, control and manage economic development. A process of community analysis, organization and education is required to support and sustain the development process.

CED 1 Community Economics is the beginning overview course. It includes an examination of how micro-economic policies have a large impact on people in communities and neighborhoods, a definition and initial examination of basic economic policies and programs that can be pursued at the local level. The course will also deal with how the various CED components (law, finance, cooperatives, housing, land, management, education, organizing and business development) fit into an overall CED strategy.

CED 2 Law and Community Development includes: tax, corporate and organizing issues of unincorporated associations, for-profit corporations and their relationship to subsidiaries. Also recent court cases and their effect on community development organizations, tax laws and their effects on non-profit development organizations, and legal issues of joint venturing and syndications involving non-profit development organizations.

CED 3 Financing Community Development: Issues surrounding financial institutions, how they operate, how they should be approached, and the alternatives to dealing with traditional financing, financial packaging and basic financial calculations.

CED 4 Financial Management: Includes generating financial information;

understanding financial statements; operations planning; making and understanding investment decisions.

CED 5 Business Development: How an organization would go about planning and developing small business ventures. Including a business planning market analysis; funding sources; basic financial statements in business planning; and evaluating impact on development on community needs.

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CED 6 Organizational Management: Covers issues such as the nature of management, planning, organizing, controlling and standards of performance.

CED 7 Development and Organization of Cooperatives: Start-up of a cooperative; membership issues; legal issues; tax and security issues; cooperative management systems; and the educational components of cooperative development.

CED 8 Housing Development: Includes market analysis and determining housing needs; site selection and control; financial feasibility reports; picking a development team; getting approvals from various government entities; identifying public and private subsidies; and limited equity cooperatives.

CED 9 Community Organizing and Education: CED work must be accompanied by educational and organizing efforts in order to sustain the development process. Topics include dealing with the media; approaching government agencies; developing lobbying techniques; utilizing community resources; dealing with the local business community; organizing educational programs in the community; and forming community-based organizations and coalitions.

Additionally, courses or workshops will be offered in the following areas, depending upon student interests: community energy enterprises; health and social services ventures; issues in rural development; land use; politics of the development process; computer applications for community economic development.

The program emphasizes and encourages networking among students, staff and community development organizations throughout the New England region.

Classes occur on a back-to-back Saturday and Sunday, once a month. On the preceding Friday, we will often hold workshops which will cover a variety of topics and allow participants in the program to share their experiences and problems in the area of community economic development.

The master's degree program also includes a small package in community organizing and community development. It is continually monitoring present and future community needs with an eye towards revising current programs and creating new programs as necessary.

Gerontology: Looking To The Future

The goal of the gerontology program is to produce graduates with skills and knowledge of existing and future programs for the aged. The school emphasizes the development of a special and balanced concern for the elderly, as well as knowledge of policy issues and program options as they have emerged both in the United States and abroad. Graduates will have the skills needed to work with elders individually as well as in an agency or institutional setting.

The thrust of the gerontology program is for balance and commitment: a balance of social and medical approaches; a balance of theory and practice; a balance of science, advocacy, community and practical organization; a balance of direct service and administrative skills.

The New Hampshire College School of Human Services is dedicated to accomplishing these goals by encouraging the student to become an effective, knowledgeable advocate for the elderly. The term elderly is used in an all encompassing fashion, to include each of us, as we ourselves age.

The gerontology program consists of eight courses numbered (GER 1-8) and four sets of workshops numbered (GER A-D).

GER 1 Introduction To and Problems of Aging: This course will explore the difficulties of growing old in America, the myths and realities of aging, the strengths of the elderly, self-help by elders and advocacy by and for elders. We deal with problems such as mental and physical ill-health, loneliness, isolation, inadequate housing, employment, forced retirement, nutrition, etc. We also explore the role that ethnicity and culture play in the above problems, as well as the strengths they contribute.

GER 2 Economics of Aging and Services for the Aging: A historical perspective of aging, aging and the industrial society, lifetime allocation of income, retirement decision, the role of pensions, medical insurance and the aged, pension systems in operation, pension reform, third and fourth career training, social security and medicare.

GER 3 Government and Agency Policies for the Aged: What are the policies at the federal, state and local levels for elders in the United States and in your own particular geographic area? Exploration of what the policies have been in the past and what they are now in the area of housing, employment, nutrition, retirement, long-term care, etc. How these translate into agency policies and how aging policies set different priorities.

GER 4 Fiscal Management/Responsibility: The skills needed to operate a sound agency with multiple funding sources, including budget, cash flow, financial projections, annual reports, audits, budgets for programs and for proposals. How does the state and federal government help or hinder this process? What is the funding process at the state level and at the federal level?

GER 5 Management: Practical application in the use of basic skills necessary to the operation and management of a human services organization, including program development, proposal writing, marketing, personnel techniques, developing a non-profit corporation, development of by-laws, board of directors development for the organization, corporate funding and public relations.

GER 6 Case Management: Workers involved with direct services need to have knowledge and access to resources available for the elder client. Students need to learn the use of a comprehensive needs assessment plan, how to be an objective case worker, how to deal with confidentiality and with death and dying. Included also are specific counseling skills with the elderly and their families. (Different counseling skills are required to work with the elderly than with other groups within our society.)

GER 7 Senior Power: Attitudes of aging by society, as well as the elders themselves, political orientation, political interest and participation of aging, political leadership. The politics of aging based on organizations' assessment of power, assertions about power. This will include looking at the Grey Panthers, AARP, Silver Haired Legislature, lobbying, legislation, now and where they are going in the future. Self-help organizing.

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GER 8 Evaluation: Service agencies have to continuously evaluate whether the right services are being provided and how well they are being provided. We, therefore, need to master the skills and concepts of evaluation necessary to bring this about.

GER A Problems of and Approaches to the Elderly as They Really Are: A series of workshops focusing on older women. The majority of the aging population are women: what are their problems now and what does the future hold? Is there life after 40? Family Systems: what are the problems faced by households trying to raise children, work and care for an aged relative? Other Countries: some countries have more enlightened programs for the elderly. Who are they and what are they doing? How are Third World countries preparing to care for their aging population? Mental Health: aging brings special physical and emotional stresses, what positive approaches can be used to assure a high quality of life for the elderly?

GER B Law and the Elderly: Legal aid has been slow or nonexistent for the elderly. Elders often become victimized in special ways by their families, friends and neighbors. Agencies are often reluctant to go into a high crime area with the elderly (where the majority of low-income elderly are forced to live). This problem will be studied as well as crime and the elderly, consumer protection, truth in insurance, ombudsman programs to advocate for elders in nursing homes, protective services and guardianship. There will be special focus on the rights of minorities such as Blacks, Hispanics, Native Americans and the need for sensitivity to cultural differences.

GER C Housing, Transportation, Recreation: A multi-disciplinary series of workshops focusing on housing, transportation, recreation, rehabilitation. Expert faculty will explore the special needs that elders face as they age. Housing: what is available now, where is the housing industry going in the future, long-term care facilities, foster care, etc. Transportation: what happens to services if the elderly cannot get to them, the special problems of traveling.

GER D Biomedical Aspects on Aging: These workshops will provide an overview of the current status of biogerontology, including the basic principles of the field, and delineation of normal and pathologic changes in aging, current theories and important recent research advances. A technical science background is not required. Topics include: theories of aging, cell aging, genetics of aging, normative body changes, diseases of aging, and nutrition relevant to aging.

Additionally, students are required to be involved in two internships or projects to gain practical skills in case management as well as administration or community organizing. Internships and projects will be of approximately

four months duration. Staff will assist in project design and implementation.

The program is a balanced concentration in a social/medical model of gerontology with an emphasis on specific strategies to encourage the formulation of policies and programs to bring greater dignity, independence and a higher quality of life to those of us who are aging everyday.

Classes and workshops occur on a back-to-back Friday, Saturday and Sunday, once a month.

International Program in Community Development, Human Services and Management

The difficulties of improving the human condition are not confined to any one society, nation or social order. They are world-wide in scope and international in their consequence. The essential interdependence of nations has become a reality. Its implications address the fundamental issues of human survival. The actions of one nation have effects on all other nations. There can be no bystanders in a world threatened by global catastrophes such as starvation, pollution, nuclear war. The prevention of these catastrophes require that all of us seek understanding of an improvement for each other's societies, not just our own.

Within this context, from this background, the School of Human Services offers an intense, year-round, 24-month Bachelor of Science Degree Program — the International Program in Community Development, Human Services and Management. The international program is administered by the School of Human Service's Institute for Cooperative Community Development.

The central focus of the international program is the importance of views from many cultures in the analysis and solution of human problems. Although it is designed for international students, the program gives the School of Human Services students the chance to be part of a broad, deep educational experience. Both international and American students learn from each other, as well as from teachers and supervisors.

Purpose and Objective: The two-year Bachelor of Science Degree Program in Community Development, Human Services and Management enables experienced administrators and direct service providers from different countries to earn accredited bachelor of science degree in an intense, year-round residential program. It stresses these principles:

Quality education that integrates theory and practice;

Social analysis and action uniting in a process of community and economic development;

The value of collective and cooperative learning for individual and group growth; and,

The critical importance of comparative, cross-cultural analysis in the study and implementation of progressive change.

Who should attend? The International Program in Community Development, Human Services and Management is available to adults with a minimum of five years of documented experience in fields associated with human services and community growth. Evidence of successful secondary or high school completion is mandatory for admission, but college or university attendance is not required.

International program classes begin in November each year. Students must arrive on campus by October 15. The time before classes begin is used by the student and the school to get acquainted, to settle living arrangements and for any necessary support in English language.

Program of Study and Curriculum: The bachelor's degree program is a combination of academic courses, field study, internships and research courses and experience that give students the conceptual and applied skills necessary for increased power and responsibility for progressive social and economic change. The course of study includes:

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1. **Core Curriculum:** Courses in the associate's and bachelor's degree program providing the theoretical background economics, history, sociology, psychology, and so on, needed to analyze problems;
2. **Elective Curriculum:** Courses in the associate's and bachelor's degree programs to increase skills in economic development, community organizing, counseling, administration and rehabilitation.
3. **Liberal Arts Curriculum:** Courses in the humanities and the associated arts;
4. **Business and Management Curriculum:** Courses to increase management skills through knowledge of computers, information systems, fiscal management and organizational behavior;
5. **Inter-cultural and Integrative Analysis Curriculum:** A series of courses to increase cross-cultural perspectives in analyzing and understanding problems of development and change on an international scope.
6. **Field/Internships Placements:** Supervised placements in organizations, agencies and programs dealing with problems of community economic development, human services and social change; and,
7. **Project in Community Development and Change:** Supervised projects in research and action designed to meet existing human needs in the student's own community or nation.

Institute for Cooperative Community Development (ICCD)

The institute for Cooperative Community Development is the school's outreach arm for promoting and supporting community development, both regionally and internationally. In New England, ICCD works with students and their communities in planning and implementing local projects in community development and change. It is the school's vehicle for developing the educational and technical supports those projects need. ICCD also helps join these local activities together into a broader regional, collaborative effort at community and economic development.

ICCD also administers the school's new International Program in Community Development and Human Services which draws its students from around the globe. This program is designed both to meet the educational needs of international students and to provide the school with an active international context for its educational and political work.

Certain principles underlie ICCD's work. ICCD is committed to cooperative rather than competitive working relationships, maximum reliance on local resources, the promotion of democratically owned and managed institutions, resource sharing and networking among programs and communities, control by the community over its own economic life, and solidarity among

people of all backgrounds in the struggle for social justice.

ICCD is parallel to and closely integrated with the school's three other degree granting programs. Its staff are all involved in teaching and administrative work in the school's educational programs. ICCD has a full-time director and assistant director responsible for its overall operation. Other faculty and staff of the school affiliate with ICCD around one or more of its specific projects, such as:

The Cooperative Community Development Project. This project is a long-term effort to develop New Hampshire College as a comprehensive education and support institute for community-based economic development efforts in New England, including in-house credentialing, academic training in CED, and outreach technical training and organizing assistance to projects. ICCD's role is to coordinate the development of the college's resources and to be the vehicle for outreach services. Efforts are currently underway in several areas:

Curriculum Development. ICCD works closely with the human services faculty in designing courses and programs in Community Economic Development. These efforts include the new master's degree program in Community Economic Development which began in September, 1982, and revision of the school's bachelor curriculum.

Information Clearinghouse. ICCD is organizing a low-interest revolving loan fund to provide financing to New Hampshire-based CED projects.

Computer Assistance Project. A computer training and technical assistance program is being designed to facilitate access to and ability to use micro-computer technology to further the development goals of community-based organizations.

Regional Networking Projects. ICCD is working with alumni and students to organize a regional network of cooperative support and action alliances among graduates and their communities throughout New England.

Student Projects in Community Development. ICCD coordinates FRED program group projects in community development. Through the network, alumni and community groups are involved in assisting project groups and in insuring that they address real community needs.

International Program in Community Development, Human Services and Management. This is a year-round, two-year bachelor of science degree course of study specifically designed for the needs of international students. It is closely integrated with the school's other degree programs and offers all the school's students the opportunity to examine multi-cultural perspectives in the analysis and solution of human problems.

Grading Policy of the School of Human Services

In order to gauge progress and to continue development, students need detailed feedback on the quality of their performance. To meet this need, faculty provide each student with a written evaluation for each course in which they participate. We believe these evaluations are the most useful index of a stu-

dent’s work, both in a given course and in the program as a whole.

We understand, however, that most students also need an externally-accepted representation of the quality of their work for purposes of reimbursement, transfer of credits or graduate school admission. Given the orientation of most outside groups, this second need can best be met by traditional grades and grade point averages. Thus, while we record and provide students with evaluations, we also provide them with letter grades which are listed on their transcript. In providing grades, we look only at students’ work and their development. We do not use a prescribed distribution of grades.

Most courses are graded on a letter basis. They include the following:

<i>Letter Grade</i>	<i>Numerical Equivalent</i>	<i>Meaning</i>	<i>Grade Point Per Credit</i>
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Fair	2
D	60-69	Poor	1
F	Below 60	Failure	0
I	Incomplete	Some work not done	Complete in six weeks or “F”
N	Incomplete	Some work not done	Indefinite time to complete

The project in community development and change or directed studies courses are graded on a satisfactory (S), unsatisfactory (U), or extended incomplete (N) basis. These courses must be completed satisfactorily as part of normal progress with the program.

Financial Aid

The financial aid program at New Hampshire College is designed to assist deserving, needy students who, without such assistance, would be unable to pursue a program of study at the college. In selecting aid recipients, the college places primary emphasis on demonstrated financial need.

The student aid programs administered by the college included federal, institutional and state funds, as well as private dollars. It is the responsibility of the aid administrators to relate all resources to the needs of the college’s students.

New Hampshire College participates in, or is an eligible institution under the following programs:

- Basic Educational Opportunity Grant Program (PELL)
- Supplemental Educational Opportunity Grant Program (SEOG)
- New Hampshire Incentive Program (NHIP)
- National Direct Student Loan Program (NDSL)
- Guaranteed and/or Federally Insured Student Loan Program (GSL/FISL)
- College Work-Study Program (CWS)

No person at New Hampshire College shall, on the ground of age, race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most educational programs or activities receiving federal assistance.

All scholarship assistance programs are subject to prevailing federal and

state laws, as well as regulations of the college. Compliance is the responsibility of both the student and the aid administrators, and is a condition of the student's eligibility to receive assistance.

Scholarships

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New Hampshire College has created a special Human Services Scholarship Support Program for full-time students in the School of Human Services. The special scholarship support program, designed to meet the financial needs of students in the school, will provide eligible students with scholarships and public grants of up to \$500.00 each year for the period of time they are in the program.

Students needing or wishing financial aid services, or having any questions concerning financial aid, should contact: Office of Financial Aid, New Hampshire College, Manchester, NH 03104. 603-668-2211, Ext. 395; or Financial Aid Officers, New Hampshire College, 254 College Street, New Haven, CT 06510.

Financial aid officers are available to counsel students on all financial concerns and issues, including other possible sources of financial resources such as Title XX, Massachusetts State Grants, V.A. benefits, CETA and employer reimbursement.

A Final and Critical Note on Finances: Both New Hampshire College and the staff of the School of Human Services are committed to, and responsible for providing each and every student with the information and support needed to participate fully in all legitimate financial aid programs designed to ease the economic burdens of higher education.

Students should know this and should hold the college accountable for the provision of these services.

Payment of Tuition and Other Costs

Students should pay all or a portion of their tuition for the term on registration day. Tuition can be paid by cash, check, money order or bank draft. A minimum of \$100.00 in tuition payment must be made at registration. The business office will, at registration, develop a payment plan with the student for the unpaid balance of the term's tuition. This payment plan, signed by the student, constitutes a formal contract. In the event of any difficulties encountered by the student with respect to the agreed-upon tuition payment schedule, the student must call or write: New Hampshire College, 2500 River Road, Manchester, NH 03104 Tel. (603) 668-2211, Ext. 170; or New Hampshire College, Connecticut Campus, 254 College Street, New Haven, CT 06510.

No student will be permitted to register for a new term if the student owes tuition in excess of one term's tuition. This means that students must be fully paid up for their current term at the time they register for the new term. If an enrolled student has a past-due tuition balance, the school will not release a copy of the student's transcript until that balance is paid.

Textbooks

Students can purchase most books and materials needed for a term at reg-

istration. Books can be purchased at the college bookstore on both the Manchester north campus and the Hamden campus. Students are responsible for purchasing their own textbooks and supplies. Textbooks and supplies are sold only on a cash or check basis, with no credit sales or refund privileges.

Student IDs and Parking Stickers

Full-time students in the School of Human Services will be issued a New Hampshire College student identification card. This card entitles the student to use the college's facilities and should be kept in the student's possession. ID cards will be issued to students at orientation. Parking stickers are to be obtained at the Public Safety Office on the north campus. These stickers must be displayed in the rear window, driver's side of the car, at the Manchester campus.

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Transcript Request

Policies and procedures concerning request for transcripts are designed to comply with the provisions of the Federal Education Rights and Privacy Act. Except as provided by that act and in instances where a student consents to release his/her transcript to another party, the registrar's office will not furnish a transcript to any person other than to the person identified by name on the transcript.

A request for a transcript must be made in writing and must include the student's signature.

No transcript will be furnished to a student or former student whose financial obligations to the college have not been satisfied.

Transcript Cost

Active students are required to pay \$2.00 for each transcript. Graduates may receive their transcript (up to six copies at any one time) without cost for one year after graduating from the college; thereafter, a graduate's cost per transcript is \$2.00. There is always a charge of \$2.00 per transcript for former students who did not graduate.

Alumni: The Regional Support Network

The school's work with its students does not stop at graduation. The school is committed to continuing to work with its alumni to achieve both individual betterment and community and social change. The Regional Support Network is a collaborative effort between the school and its alumni to achieve these goals. Its purpose is to identify a network of students, alumni and community members who want to continue to work together to build mutual support and action alliance. Creating a formal means of interaction and cooperation will strengthen both the school and community development and change efforts around New England. This will lead to increased empowerment and self-reliance within low and moderate-income communities, and racial and ethnic minorities.

Specific roles and activities will be determined by the people involved, but potential activities include helping with recruiting, assisting project groups and linking them to community needs and resources, helping communication

between the school, students and their communities, and organizing resource sharing within the network.

Connecticut Campus Alumni Association

Alumni of the school's Connecticut campus are organizing a formal chapter of the New Hampshire College Alumni Association. This will be a chapter for SHS alumni from the Connecticut region. In addition to collaborating on the networking activities, these alumni are actively involved in supporting the overall development of the Connecticut campus including recruiting students, developing scholarship money, fundraising, and public relations and community support. They also sponsor various social activities for alumni.

Student Council

The Student Advocacy Council is an organization of student representatives elected from all programs within the School of Human Services. These students work to make the school the best it can be. The council acts as an action and advocacy arm for students of the school. It brings students' concerns to the administration and also provides various services directly to students.

The council has representatives on all administrative committees. The reps have votes on the Governance Committee of the School of Human Services and all student related sub-committees. This means that students have input into what actually goes on in the school.

Communication

Student needs are better served through committees which have been set up to buy and sell used books, compile, print and distribute a monthly student council newsletter, and to create a formal means of interaction and communication between the students and the school.

New Hampshire College Administration and Faculty

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