

NEW HAMPSHIRE COLLEGE

GENERAL CATALOG 1984-85



New Hampshire College General Catalog 1984-85

Information is correct as of September 1, 1984; 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.

LIBRARY

INFORMATION

AV STUDIO

ADMISSIONS

PARKING

COMPUTER CENTER

ENT CENTER

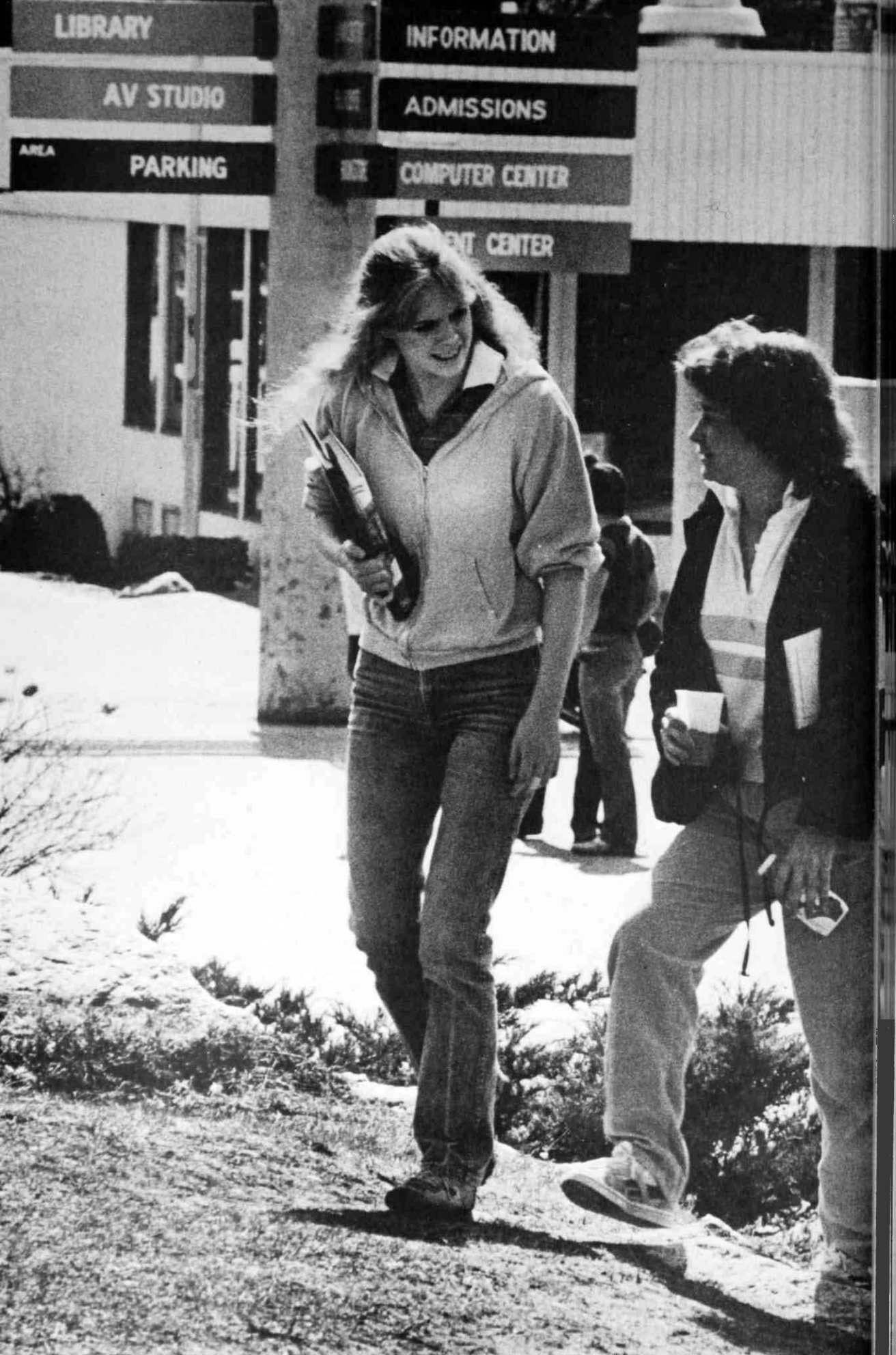


Table of Contents

	<i>Page</i>
About New Hampshire College	5
Mission and History	5
Degree Programs	6
General Information	11
Academic Support Services	12
American Language and Culture Center	13
The Undergraduate School of Business	15
Programs of Study	17
The London Program	36
Course Descriptions	37
Continuing Education	58
Academic Standards and Regulations	61
Continuing Education	67
The Culinary Institute of New Hampshire College	69
The Graduate School of Business	73
Degrees and Programs of Study	74
Locations	78
Course Descriptions	78
Academic Requirements	82
School of Human Services	85
Master of Science in Human Services	85
Community Economic Development	93
International Program	92
Baccalaureate Degree in Human Services	96
Institute for Labor Studies	100
Associate Degree in Human Services	107
The Division of Student Affairs	113
Admissions—Undergraduate School of Business	119
Admissions—Graduate School of Business	122
Scholarships and Student Assistance	123
Tuition and Expenses	130
Trustees, Administration and Faculty	133
Alumni Association	144
Admission Applications	



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. Thus, it seeks, both consciously and proactively, to create the conditions for effective and innovative intercultural education and international exchange.

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.

Accreditation and Membership

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 carefully 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.
- The Council for Standards in Human Services Education.

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 nonimmigrant alien students.
- Listed in the Department of Education's Education Directory, Part 3, Higher Education.

History of the College

New Hampshire College is a private, non-profit, accredited, coeducational institution located in Manchester, New Hampshire. The college was founded 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 1971, 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.

The dual-site campus operation greatly enhanced the college's ability to address the needs of the community and New Hampshire College now has a day college enrollment of more than 1600 students, 1200 students in the Graduate School of Business, more than 600 students in the School of Human Services and nearly 3000 students in its continuing education programs.

An Emerging University for Focused Careers and Career Opportunities

Like all universities, New Hampshire College is an educational community governed by the values and goals of free and open inquiry, the pursuit, discovery and transmission of knowledge, and the conscious commitment to self-criticism and change. Unlike some institutions of higher learning, New Hampshire College seeks to provide its students with the skills, knowledge and experience necessary for success in selected careers and areas of specialized professional focus. This focus on selected career opportunities enables the college to attract to its community a varied and heterogeneous student population whose strength lies both in its diversity as human beings and its common commitment to professional development. Our students vary in all the "traditional" ways: age, sex, ethnicity, race and socio-economic background. They are joined, however, by a bond as strong as it is delicate: the desire to excel in, and contribute to, selected fields of professional concern. At New Hampshire College these areas of focus are Business, the Culinary Arts, and Human Services.

School of Business: As the oldest and largest of the Schools at New Hampshire College, the School of Business continues its mission to graduate persons who are:

- Serious, thinking individuals with a solid background knowledge of their chosen field;
- Computer literate business professionals comfortable with a constantly evolving technology;
- Mature, responsible adults who can solve problems, make sound management decisions and communicate accurately;
- Well-rounded human beings who appreciate and constantly learn from a great cultural and historical heritage;

- Physically fit men and women who value the strength and health of their bodies and enjoy a variety of athletic and recreational activities;
- Compassionate, emotionally integrated people prepared to build strong personal relationships; and
- Concerned, aware citizens who will live and perpetuate the values of freedom, opportunity and fairness.

With more than 1600 full-time students, the School of Business, under the leadership of its faculty and Dean, Dr. Charles C. Ehl, offers:

Bachelor of Science Degrees in:

- Accounting
- Applied Business Studies
- Business Communication
- Business/Distributive Teacher Education
- Business Studies
- 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

The reader seeking more detailed information about any or all of the full-time undergraduate programs in business offered at New Hampshire College is urged to turn to page 15 of this catalog.

New Hampshire College's programs in Continuing and Community Education are an integral part of the School of Business. Its programs symbolize the college's ongoing commitment to providing high quality education to meet the present and future needs of adult students. The college believes that the rapid and complex

changes occurring in the business environment demand excellence in the quality of the education that students receive.

By striving for excellence in its educational programs, the college believes that it can best meet the needs of its working, adult students and place them in a position where they can have a significant impact on the quality of their life and make a substantial contribution to the business community and society.

To accomplish this, the college combines specializations in business with a variety of liberal arts disciplines that promote an awareness of the economic, political and social forces that shape the fabric of our society. By so doing, the college seeks to graduate—

- Mature responsible adults who can solve problems, make sound business decisions, and communicate accurately in their chosen fields.
- Computer-literate business professionals who participate in the evolution of information technology and are confident in their level of expertise.

In pursuit of these goals, New Hampshire College's Division of Continuing Education requires its students to acquire the same level of business skills and information as students in the full-time day program. However, teaching methods and course scheduling are designed to assist working adults to participate fully in the learning process.

The reader seeking more detailed information about any or all of the degree-granting programs offered through the college's Division of Continuing and Community Education is urged to turn to page 58 of this catalog.

Graduate School of Business: Inaugurated in 1974, and established as a separate Graduate School of Business in 1981, the college's graduate programs in business have grown steadily both in size and stature. Its basic orientation of combining both concept and practice have enabled it to develop programs of study that reflect the changing and emerging needs of contemporary businesses, both on a domestic and international scale.

With more than 1200 students, the Graduate School of Business, under the

leadership of its faculty and Dean, Dr. Jacqueline F. Mara, offers the following degree programs:

Master of Business Administration (MBA)

- Basic program in Administration
- Administration plus Advanced Certificate in:
 - Accounting
 - Decision Support Systems
 - International Business

Master of Science (MS)

- Accounting—preparation for qualification as a Certified Public Accountant

All of the programs of the Graduate School of Business are designed:

- To promote students' understanding of: organizations, environments, their interaction;
- To help students to model and simulate: organizations, environments, their interaction; and
- To enhance students' skills in directing and administering the affairs of organizations, based on these abilities.

The alumni of the programs offered through the Graduate School of Business offer students a substantial breadth of contacts in the business community, which itself provides exceptional resources for research, internship, and post-graduate employment.

The reader seeking more detailed information about any of the degree-granting programs offered through New Hampshire College's Graduate School of Business is urged to turn to page 73 of this catalog.

School of Human Services: Established at New Hampshire College in 1978, the School of Human Services was designed to enable experienced people working in the areas of human services, institutional renewal, and community economic development to earn their undergraduate and graduate degrees without interrupting their current employment or otherwise endangering their sources of income.

Guided by a commitment to social justice and political literacy, the School of Human Services defines education as the process(es) of studying, understanding and changing the human condition so as to increase the power people have over their

own lives, their work and their communities.

With more than 600 full-time students, the School of Human Services, under the collective leadership of its faculty, staff, students and Dean, David M. Osher, offers the following degree programs and specializations:

Associate in Science
in Human Services (AS)

- Motivation, Opportunity, Vision, Education (M.O.V.E.)

Bachelor of Science
in Human Services (BS)

- Human Services
- Community Organizing
- Community Economic Development
- Labor Studies

Master of Science in Human Services (MS)

- Counseling and Community Psychology
- Human Services Administration
- Community Organizing
- Community Economic Development
- Gerontology

All of the programs and specializations offered under the aegis of the School of Human Services 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 critical importance of collective analysis and shared learning as a vehicle for individual and group empowerment and development.

The reader seeking more detailed information about the undergraduate and graduate programs offered at the college's School of Human Services is urged to turn to page 81 of this catalog.

The Culinary Institute: The newest of New Hampshire College's degree-granting programs, the Culinary Institute, established in 1983, is a direct reflection of the college's commitment to meeting newly-defined consumer and student needs in a responsible and professional manner.

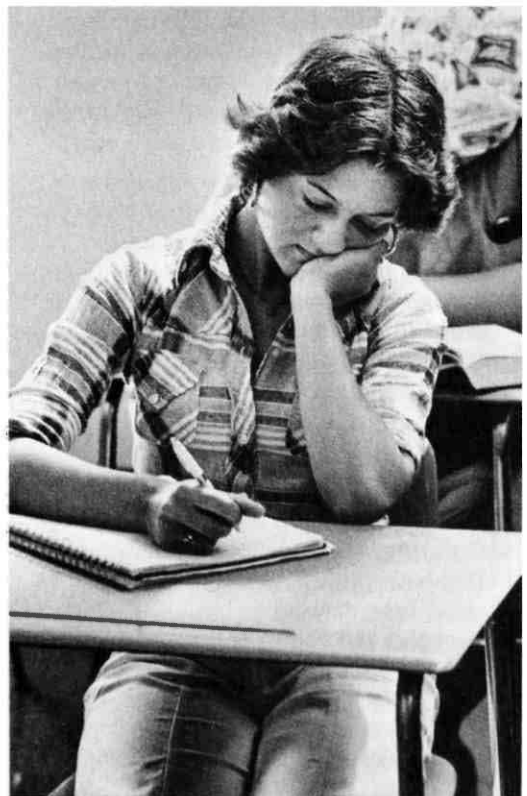
The two-year program at the Culinary Institute is taught with the accent on "real world experience," but that teaching is tempered with concern for the growth of the whole person in a relaxed lifestyle

marked by beautiful surroundings, vigorous sport, and individual attention.

Under the leadership of the Culinary Institute's faculty and Director, Edward P. Doherty, while enrolled in the program, students will:

- Learn and practice basic and advanced skills in food preparation and service;
- Understand the bookkeeping and control procedures essential to effective cost control and menu planning;
- Develop human relations and supervisory skills;
- Become familiar with the layout and work flow of kitchens and the proper utilization and maintenance of professional equipment; and
- Acquire a sense of professionalism necessary to successfully excel in the food service industry.

The reader seeking more detailed information about New Hampshire College's Culinary Institute is urged to turn to page 69 of this catalog.



A Teaching Institution

For all its apparent diversity and educational pluralism, a single, strong and unbroken theme runs throughout the entire College, linking its Schools, institutes and programs: New Hampshire College is first and foremost an institution committed to teaching.

At New Hampshire College, the student and the students' needs to learn, to grow, and to experience that exhilarating sense of competence and power that always accompanies mastery is the foundation upon which the educational adventure is based and assumes its meaning. This reality above all others, is what the college is all about—and it is this reality which has enabled the college to self-consciously define itself as an educational community in which creative teaching is the most important and wondrous of all activities.

People learn in different ways, and no two students (or, for that matter, members of the faculty) come to the college as complete human beings. Some of us may have shared certain previous learning experiences; some of us may have common concerns; but we are all imperfect—and it is that uniquely shared imperfection that is the basis for real learning.

Thus, at New Hampshire College, teaching must be more than the simple transmission of knowledge: it must involve the sharing and refining of knowledge. Teaching must be more than the pouring of information into passive learners: it must include the joint and active pursuit of new meanings. And, finally, at New Hampshire College, teaching must be more than another exercise in pleasing one another: it must become an endless dialogue of mutual discovery. Students and teachers, together, exploring the possibilities of the human condition—that is what teaching is all about, and that, hopefully, is what New Hampshire College offers all who choose to become a part of its community.

As a teaching institution, New Hampshire College takes seriously the fact that not only do we learn in different ways, but that learning occurs both in and outside of the classroom, and can only take place if an individual successfully integrates the intellectual, social and emotional aspects of his or her development.

Academic Support Services and Student Affairs:

The recognition that effective teaching and personal development go hand-in-hand is reflected in the college's commitment to the importance of academic support services and student affairs in the life of the community.

At New Hampshire College, academic support services include:

- The Harry A.B. and Gertrude C. Shapiro Library;
- The Learning Center;
- The Reading and Communications Center;
- Personalized Academic Services for Students;
- Subject Tutoring Labs; and
- The New Hampshire College Computer Center.

For a more detailed description of academic support services, the reader is urged to turn to page 11 of this catalog.

At New Hampshire College, student affairs and support services include:

- A Philosophy of Development;
- Orientation;
- Athletics and Athletic Facilities;
- Counseling;
- Career Planning and Placement;
- Foreign and Domestic Internships;
- Cooperative Education;
- Residence Life;
- Health Center;
- Student Organizations and Publications; and
- Fraternities and Sororities.

For a more detailed description of student support services, the reader is urged to turn to page 113 of this catalog.

In the final analysis, an institution committed to teaching is an institution that does not waver from its goal of struggling to create a learning environment worthy of all those who become a part of it. At New Hampshire College this struggle is both conscious in nature and ongoing in character. It is a continual process—a process through which New Hampshire College affirms, and reaffirms, its commitment to:

- Academic Excellence;
- Professional Credibility; and
- Social Responsibility

A Commitment to Intercultural and International Education

The world as we know it has become a "global village." We live in a time when events often transcend national boundaries, and our thinking, both as professionals and as human beings must now take very seriously the fact that we all seeking a sense of meaning and relatedness in an increasingly interdependent world. Whether we know it or not, we have become "citizens of the world," people whose professional, business or human service careers will both impact, and be impacted upon, by countries and cultures far beyond our national borders.

New Hampshire College, both as part of its public mission and as a conscious educational decision, has chosen to embrace the full meaning and potential of preparing its students (and itself) to live in an increasingly complex world of competing beliefs, ideologies and values. Toward this end, it has positioned itself as an institution in the forefront of educational efforts aimed at increasing the exchange of ideas and experiences between the United States and other nations around the world.

At the present time, New Hampshire College is the host institution for students from almost 40 different countries. From Malaysia to Nigeria, from Holland to Venezuela, and from Ghana to Japan, our student body is a reflection of our world as it is, and as it is becoming. The presence of these students, coupled with our American students, has created a climate of growth and change for the college as a whole. The benefits of international and intercultural exchange do not show up in grades or grade point averages: they manifest themselves in the maturity and wisdom we develop as a consequence of learning about and sharing ourselves with people from other cultures.

New Hampshire College's commitment to this form of educational pluralism is symbolized by the creation, in 1981, of the American Language and Culture Center (ALCC), and the establishment, in 1983, of the Center for International and Intercultural Studies (CIIS).

The American Language and Culture Center is designed to assist international students in achieving English proficiency levels necessary for admission to the various degree-granting programs offered

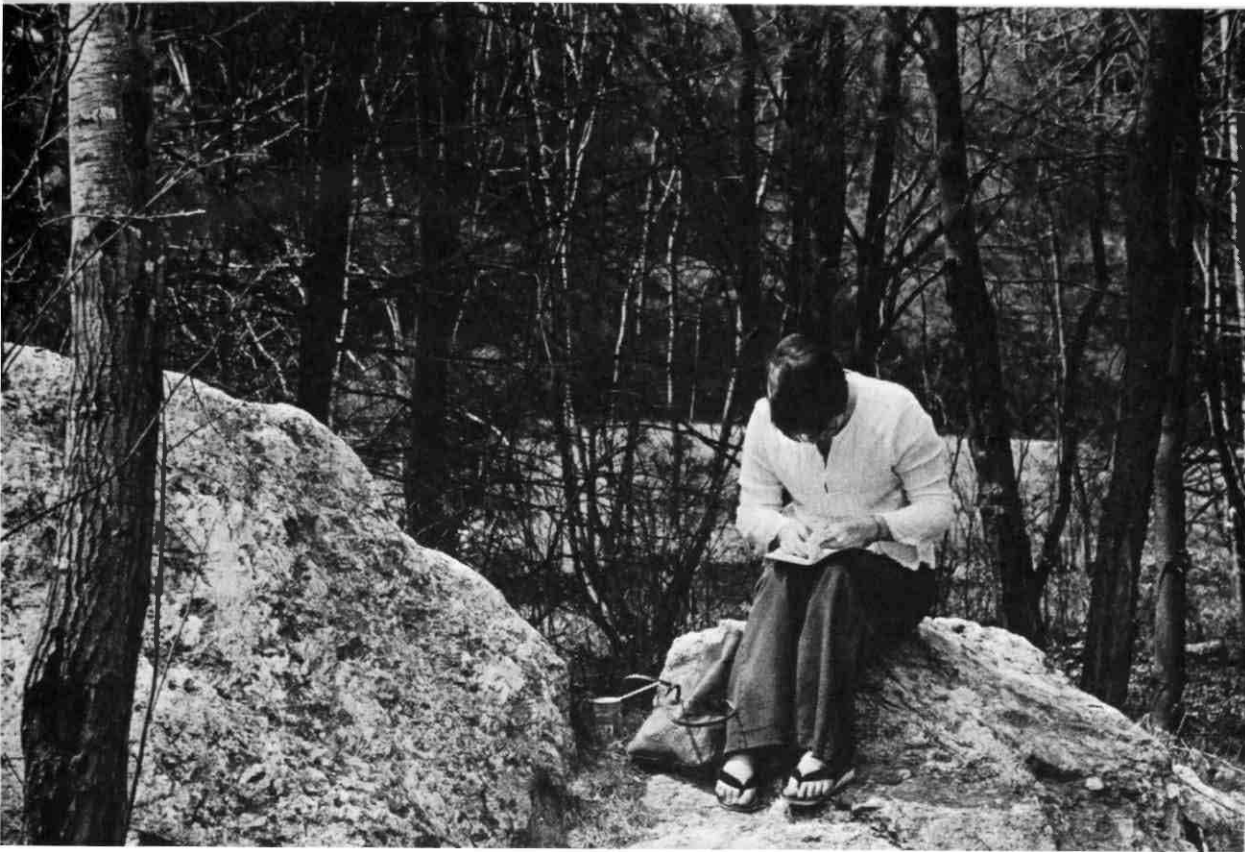
by the college. In addition, it provides students with the experience, exposure and information necessary to adjust to a new and often different environment.

The Center for International and Intercultural Studies was created to explore the broader educational and social opportunities inherent in a serious and self-conscious commitment to developing innovative and progressive programs of intercultural sharing. The CIIS has as its mandate:

- The development and provision of sensitive and responsive student support services;
- The creation of a greater institutional consciousness and awareness of the importance of pluralism in the educational adventure; and
- The development of college-wide programs, courses and academic experiences to enhance the meaning of international and intercultural learning.

The reader wishing more detailed information about the ALCC and/or the CIIS is referred to page 12 of the catalog.

New Hampshire College, in its educational philosophy, is responsive to the needs and aspirations of all its students, by they from the United States or other countries. It is our goal to prepare students to achieve their full professional and human potential in a world that is both changing and becoming increasingly interdependent. Toward this end, the college will continue to support and recognize those within its community, be they members of the faculty, staff or student body, those efforts and actions are consistent with this critical institutional goal.



General Information

Location and Facilities

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.

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 North 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 North River Road, Manchester, NH 03104, Tel.: (603) 668-2211.

Academic Support Services

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

Harry A. B. and Gertrude C. Shapiro Library: Located on the south campus, the Harry A. B. and Gertrude C. Shapiro Library serves as an information resource center for the students, faculty, and staff of New Hampshire College. The constantly expanding collection contains approximately 66,000 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 documents depository. The Shapiro Library also supports libraries in San Juan and Roosevelt Roads, Puerto Rico, Brunswick, ME, and New Haven, CT and works with public and academic libraries to provide library services to NHC students and faculty. 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 Shapiro Library exists to strengthen and enhance the education of all New Hampshire College students by teaching them to learn independently, by providing opportunities to increase the depth and scope of their research and by aiding them in effectively using available information to make informed judgements and decisions. The library staff recognizes the differences and similarities among its various users and responds appropriately to the diverse needs of each. The library aims to have all New Hampshire College graduates familiar with basic information sources appropriate to their academic areas. To achieve this goal, the library's policies and procedures are designed to meet the needs of the academic community, based on its assessment of student and faculty needs, and on its work with students, faculty, and administration.

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, film and video programs can be reviewed by students and faculty. A wide range of A/V equipment is circulated from the center 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: New Hampshire College recognizes its responsibility and commitment to the academic success of all students who enroll in its programs. The college acknowledges that success in academic matters is the result of joint partnership between students and teachers. Students who are willing to learn will find the Learning Center a valuable part of that teaching-learning partnership.

The purpose of the Learning Center is to offer whatever academic assistance is needed by individual students to attain academic success. The Learning Center offers:

- Study skills instruction
- Academic counseling
- Individual tutoring
- Supplemental workshops in various academic subjects
- Study labs for various courses
- A developmental reading program
- Writing assistance.

Learning Center services are available to all enrolled students, on a voluntary basis. Students who want to achieve better academic results are welcomed to discuss their needs with any of the Learning Center staff.

The Learning Center also conducts the Freshman Entrance Program. This college preparatory program is offered during the summer and is designed to help new students enter the freshman year with strong academic skills. Application for this program is through the admissions office of the undergraduate school.

The American Language and Culture Center: The American Language and Culture Center offers a continuous cycle of full-time, one semester long, intensive English and communications skills training programs. 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. ALCC programs address both the U.S. academic and social environments in which students and professionals must operate. The ALCC staff believes that a great deal of their success in meeting these goals is due to their emphasis on small class size and intense teacher/student relationships.

Curriculum: The English as a Second Language program is a full-time program of a minimum of 23 class hours per week for 14 weeks. Students are tested and assigned to beginning, intermediate, or advanced level classes. At the end of each term, all students are given a TOEFL exam among other tests and evaluated as to their progress.

Advanced level students are encouraged to take courses for degree credit in the evening division of New Hampshire College.

ALCC Class Descriptions

Listening Comprehension *5 hours/week*

This course develops basic skills in discriminative listening. Through carefully structured practice, students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationships within the flow of natural spoken English, with its patterns of contraction, word reduction, elision, assimilation, blending, phrasing, stress, rhythm, and intonation.

Grammar and Structure *10 hours/week*

This course is devoted to the development of skills in English grammar usage. Forms, meaning, and usage levels (from colloquial to very formal) of basic structures are presented. Students practice a wide variety of both oral and written exercises, ranging from simple manipulation to situational and idiomatic usage. The contents of the exercises are of interest to adult students. Material focuses on business, current events, or human relations. Emphasis is placed on business orientation for more advanced students and on coping skills for lower level students.

Reading & Writing *4 hours/week*

This course addresses the outstanding difficulties preuniversity and college students have been observed to have in reading unsimplified material for information. The emphasis, therefore, is on context reading and word analysis. Punctuation is studied in order to interpret complex sentences correctly. Scanning and skimming practice is developed as a reading skill.

In the writing segment of this course, students learn how to outline, to organize thoughts and information and to paragraph. They also learn descriptive writing, making and supporting points, and comparing and contrasting.

Business English *2 hours/week*

This course is designed by individual

teachers and is dependent on the interests and level of the group. Since New Hampshire College students are required to study MIS 20, our Business English course deals with the language of computer science at the advanced level. Students spend some time in the computer lab. At the lowest level, students study life skill problems such as banking language, credit language, and consumer economics.

Culture Studies *2 hours/week*

The Culture Studies class covers various exercises in cross-cultural awareness and sensitivity while giving students an opportunity to use the target language and develop new vocabulary. In addition to the structured cross-cultural activities, this course will review study skills and introduce students to library and research skills. Students will be required to write a research paper contrasting American culture to one or more other cultures in addition to the student's native culture.

Admission Procedures: Admission is open to anyone who has completed secondary school. Applicants must complete an application and give evidence of financial support. Admission to the American Language and Culture Center does not constitute admission to a degree program at New Hampshire College.

Program Calendar: The American Culture and Language Center terms are one semester in duration with a one week break in the middle. New terms start every other month or six times per year. A special five week term is offered each summer.

September 5, 1984

October 29, 1984

January 15, 1985

March 18, 1985

May 13, 1985

June 24, 1985 (5-week term)

September 4, 1985

October 28, 1985

January 14, 1986

**NOTE: Students should plan to arrive several days before the first class for placement testing and orientation.*

ALCC Fees (as of August 1, 1984):

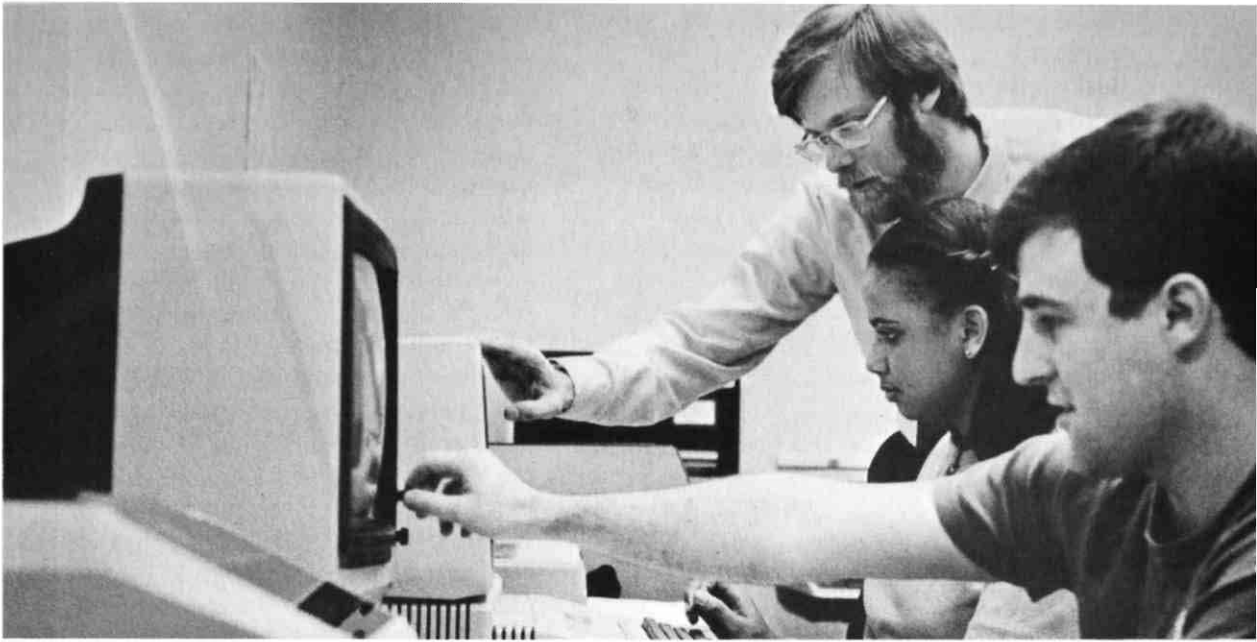
Tuition	US\$1850.00
Room/Board	1726.00
Damage Deposit	100.00
Health Insurance	78.00
Activity Fee	40.00

Term Requirements: It is impossible to predict how many terms a student will need to acquire fluency and pass the TOEFL exam. Students with minimal English skills should recognize that it may require up to a year or more of study to be prepared to undertake a full-time degree program.

Special Programs: New Hampshire College is involved in providing special certificate programs, both credit and non-credit, which meet the training needs of various nontraditional student populations. These programs are offered both on campus and at off-campus sites, including, but not limited to, the New Hampshire College Continuing Education and Graduate School of Business centers. Many of the programs are adaptations of the original Upstart program started in 1975, which is currently being offered under the auspices of the Business Education/Office Administration Department of the School of Business. The original objectives, however, remain an important factor in each of these programs; namely:

1. To blend courses in secretarial skills, office occupations, and business-related areas, giving the students a comprehensive education.
2. To provide the student with an educational background broad enough to enable the student to enter the business field upon completion of the program and/or to continue with his/her education.
3. To encourage innovative teaching and responsive relationships among students and staff.
4. To help the students develop the necessary personal qualifications and attitudes for success and satisfaction in his/her career field.

These nontraditional students share the common goal of improving self-image through an increased independence, an improved educational level, and a greater degree of self-satisfaction. Course content remains the same; however, the approach may vary drastically depending on the audience.



The School of Business of New Hampshire College

The oldest and largest of the schools at New Hampshire College, the School of Business is an academic community that offers its diverse student population a quality undergraduate education that prepares them for positions in selected business fields. The faculty are committed to the art of teaching and strive to stimulate critical thought and inquiry in the classroom. The living-learning environment that exists at New Hampshire College provides the basis for affective development. The School of Business's significant international student body also provides the basis for intercultural learning experiences.

The School provides its students with a core of business courses enabling them to become competent managers in both the profit and non-profit sector. Students take courses in such disciplines as accounting, economics, computer information systems and management to give them the knowledge and skills required of all business administrations. In addition, students also acquire those business skills that allow them to obtain the entry level positions in more specific career paths. Such careers might include fashion merchandising, business education, or hotel restaurant management.

Complementing their preparation for business careers, students also receive a foundation in general education that prepares them to:

- deal with the ambiguity that characterizes the complex modern world;
- appreciate and participate in the values and traditions of their culture and the culture of others;
- master a variety of perspectives that will assist in formulating and resolving problems;
- communicate ideas clearly;
- attain the emotional maturity required of citizens able to make a meaningful contribution to their community.

Bachelor of Science Degree Programs

The School of Business, under the leadership of its faculty and Dean, Dr. Charles Ehl, prepares its students for careers in business by offering the following fifteen major courses of study leading to the Bachelor of Science degree:

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

Associate in Science and Certificate Programs

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 on 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. The college offers the following eight associate degree programs:

- Accounting
- Administrative Assistant/
Word Processing Specialist
- Electronic Data Processing
- Fashion Merchandising
- General Studies
- Legal Secretary
- Management
- Executive Secretary

In addition, the school offers a certificate program of office technology.

Graduation Requirements

To graduate from New Hampshire College students must complete 129 credits of work in the bachelor's degree program or 63 credits in a program leading to the associate's degree. In addition, students must have completed their programs with a minimum of a 2.0 grade point average.

The School of Business requires bachelor degree students to take at least thirty-three credits in residence at New Hampshire College. Twelve of those credits must be in their major field. Associate degree students must also satisfy the thirty-three degree requirement, with nine of those credits taken in their major field. 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.

As part of its mission, the college takes seriously its goal of preparing students to be proficient in writing correct, coherent English. The basic English course taken by all freshmen is Expository Writing and Revision (ENG 110). Students who fail to qualify for admittance into this course are required to take Fundamentals of English (ENG 090). This course provides students with a review of grammar and mechanics and allows for extensive practice in composing expository essays. Although the three credits earned in ENG 090 are included in computing a student's grade

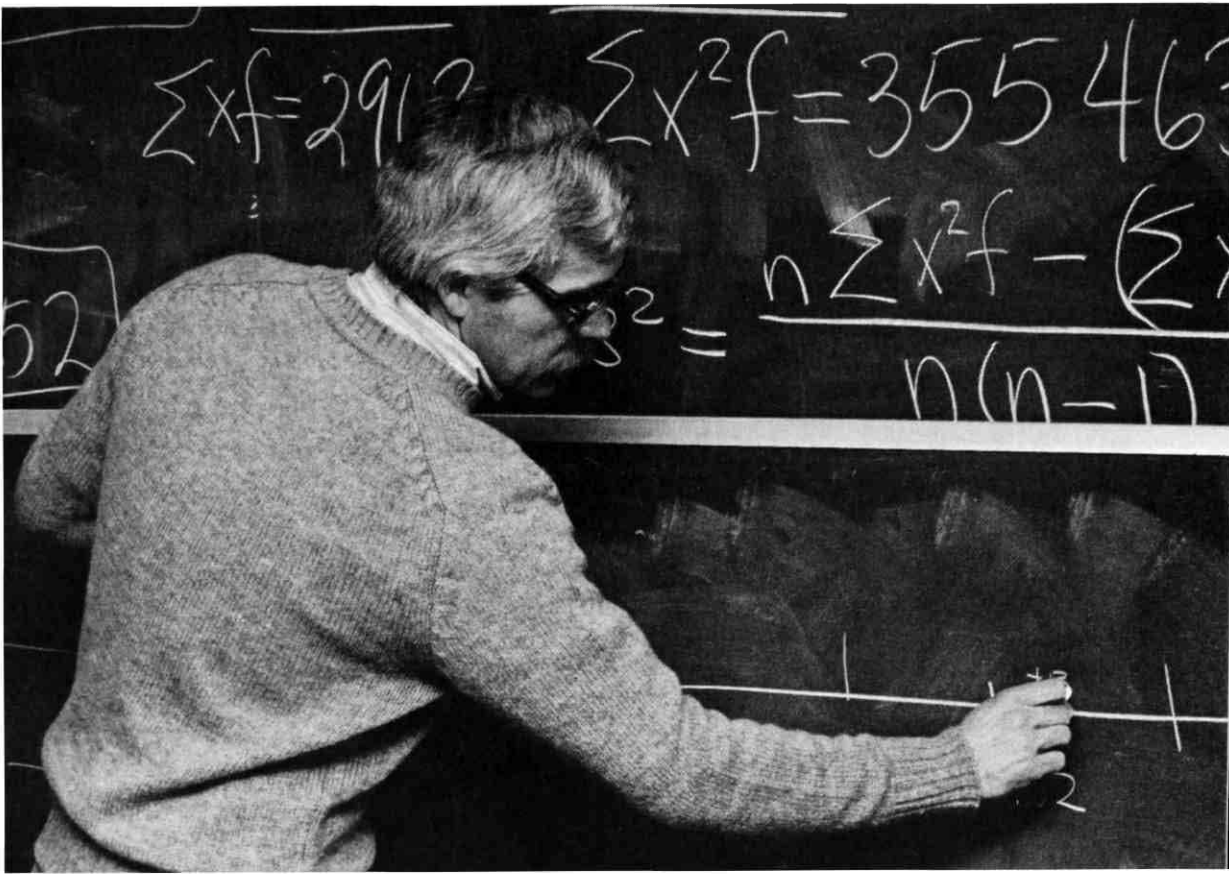
point average, the credits do not count as part of the 129 credits required for the bachelor's degree or the 63 credits for the associate's degree. At the end of ENG 110 (Expository Writing and Revision), the student must pass an English proficiency examination that is simultaneously a final examination for the course and an institutional test of writing ability. The student, using a dictionary and required course texts, will be expected to write coherently, correctly, and thoughtfully about a pre-assigned topic. English 110 is a prerequisite for English 111 and English 220. If the student fails this English proficiency examination, he or she must repeat English 110 before being retested, unless other arrangements are made by the department. Testing procedures are set forth in the Humanities Department booklet, "English Proficiency Exam."

Students entering careers in business require an ability to work with quantitative information. For that reason, the School of Business requires mathematics in all its curricula. Most students will take the basic freshman course, Finite Mathematics (MAT 110). Entering students who are deficient in math skills may be required to enroll in the Fundamentals course (MAT 050). Although the three credits received for MAT 050 count toward a student's grade point average, the credits do not count as a part of total credits required for graduation.

Entering students who have demonstrated superior math skills, including a strong background in Algebra, are placed in MAT 150, a one-semester course that covers material in the two semesters of Math 110 and 111.

Students should follow their major worksheets to determine the specific mathematics courses they must take. Those students who have taken MAT 150 will take more advanced versions of the courses required of students who took MAT 110 and 111. Taking such courses will not only challenge students but will give them a stronger foundation in mathematics should they wish to apply for graduate programs requiring a more substantial math background.

Additional standards and policies regarding the School of Business may be found on page 61 of this catalog.



Programs of Study School of Business

Accounting Department

Chairman: Professor George Teloian

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 increased tremendously during the past fifty years. The demand for qualified people is critical 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 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 the development of maturity and confidence in accounting students, and assistance 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—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
MAT 110 Finite Mathematics I	3
ENG 110 Expository Writing and Revision	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
MAT 111 Finite Mathematics II	3
ENG 111 Literature and Research	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
<i>Second Year</i>	
ACC 203 Intermediate Accounting I	3
ACC 207 Cost Accounting I	3
ECO 201 Microeconomics	3
CIS 200 Introduction to Systems	3
ENG 212 Public Speaking	3
	<u>15</u>

	<i>Credits</i>
ACC 204 Intermediate Accounting II	3 \
ACC 208 Cost Accounting II	3 \
ECO 202 Macroeconomics	3 \
ENG 220 Business Communications	3 \
MKT 113 Introduction to Marketing	3 \
Liberal Arts Core Requirement	3 \
	<u>18</u>
<i>Third Year</i>	
ACC 305 Advanced Accounting I	3 \
MGT 331 Introduction to Operations/Production Management	3 \
MAT 220 Statistics	3 \
CIS 220 COBOL or	
CIS 120 FORTRAN or	
CIS 320 RPG	3 \
Liberal Arts Core Requirement	3 \
Liberal Arts Core Requirement	3 \
	<u>3</u>
	<u>18</u>
ACC 306 Advanced Accounting II	3 \
ACC 322 Institutional Accounting	3 \
ECO 306 Money and Banking	3 \
Liberal Arts Core Requirement	3 \
Liberal Arts Elective	3 \
	<u>3</u>
	<u>15</u>
<i>Fourth Year</i>	
ACC 411 Auditing Principles	3 \
FIN 435 Financial Policy and Decision Making	3 \
MGT 206 Business Law I	3 \
Liberal Arts Elective	3 \
Liberal Arts Elective	3 \
ACC 415 Federal Taxation I	3 \
	<u>3</u>
	<u>18</u>
ACC 490 Internship or Free Elective	3 \
MGT 307 Business Law II	3 \
Liberal Arts Elective	3 \
Liberal Arts Elective	3 \
Liberal Arts Elective	3 \
ACC 416 Federal Taxation II* (Optional)	3
	<u>3</u>
	<u>15-18</u>

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

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 I & II
(ACC 101 & 102)
Intermediate Accounting I & II
(ACC 203 & 204)
Cost Accounting I & II
(ACC 207 & 208)

Accounting Curriculum—Associate in Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
MAT 110 Finite Mathematics I	3
ENG 110 Expository Writing and Revision	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	<u>3</u>
	<u>15</u>
ACC 102 Elementary Accounting II	3
MAT 111 Finite Mathematics II	3
ENG 111 Literature and Research	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	<u>3</u>
	<u>15</u>
<i>Second Year</i>	
ACC 203 Intermediate Accounting I	3
ACC 207 Cost Accounting I	3
ECO 201 Microeconomics	3
CIS 200 Introduction to Systems	3
ENG 212 Public Speaking	<u>3</u>
	<u>15</u>
ACC 204 Intermediate Accounting II	3
ACC 208 Cost Accounting II	3
ECO 202 Macroeconomics	3
ENG 220 Business Communications	3
MKT 113 Introduction to Marketing	3
Liberal Arts Elective	<u>3</u>
	<u>18</u>

Computer and Information Systems Department

Chairperson: Professor Eleanor H. Barnes
The Computer and Information Systems Department offers two Bachelor of Science degree programs and an associate degree program 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 Management Information Systems and Accounting programs.

Electronic Data Processing: This two-year, associate's degree program is designed to educate a student in the fundamentals of computer programming. A graduate of this curriculum should enter the work force as a programmer, data analyst, or a procedure specialist.

**Electronic Data Processing
Curriculum—Associate in Science**

<i>First Year</i>	<i>Credits</i>
CIS 100 Introduction to Computer Data Processing	3
MAT 110 Finite Mathematics I	3
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MGT 110 Introduction to Business	3
	<u>15</u>
CIS 120 FORTRAN 77 Programming	3
MAT 111 Finite Mathematics II	3
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research Liberal Arts Elective	3
	<u>15</u>

Second Year

CIS 200 Introduction to Systems	3
CIS 220 Principles of COBOL	3
ACC 214 Management Accounting	3
ENG 212 Public Speaking	3
Free Elective	3
Free Elective	3
	<u>18</u>
CIS 320 RPG II	3
CIS 325 Advanced COBOL	3
ENG 220 Business Communications	3
CIS Elective	3
Liberal Arts Elective	3
	<u>15</u>

Computer Information Systems: This program is designed to emphasize the technical aspects of computer information systems. The student in this program is educated as a specialist in information structure and design. The program includes a mathematical orientation with emphasis on building Decision Support Systems (DDS). Decision Support Systems are normally those designed for use by upper level management to assist them in unstructured, underspecified problem solving. Decision Support Systems attempt to combine the use of models and/or analytical techniques with traditional data processing functions.

A graduate of this curriculum may enter the work force as an applications programmer with a career path leading to Systems Programming, Data Base Design and Administration, Communications Specialist, or Decision Support Specialist.

**Computer Information Systems
Curriculum—Bachelor of Science**

<i>First Year</i>	<i>Credits</i>
CIS 100 Introduction to Computer Data Processing	3
MAT 150 Finite Mathematics	3
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MGT 110 Introduction to Business	3
	<u>15</u>
CIS 120 FORTRAN 77 Programming	3
MAT 251 Business Calculus A	3
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research Liberal Arts Elective	3
	<u>15</u>

Second Year

CIS 220 Principles of COBOL	3
CIS 240 Systems Hardware	3
MAT 250 Statistics	3
ACC 207 Cost Accounting	3
ENG 212 Public Speaking	3
Liberal Arts Core Requirement	3
	<u>18</u>
CIS 200 Introduction to Systems	3
CIS 241 Systems Software	3
MAT 310- Non-Parametric Statistics 315 and Topics in Statistics	3
ACC 208 Cost Accounting II	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
	<u>18</u>

Third Year

CIS 300 Advanced Systems Design	3
CIS 360 Computer Simulation and Modeling for Business	3
ECO 201 Microeconomics	3
CIS Elective	3
Liberal Arts Core Requirement	3
	<u>15</u>
CIS 325 Advanced COBOL	3
CIS 330 Data Base Management Systems	3
CIS 370 Assembler Language Programming	3
ECO 202 Macroeconomics	3
ENG 220 Business Communications	3
	<u>15</u>

Fourth Year

CIS 400 CIS Project and Policy	3
CIS 440 Data Communications and Networks	3

	<i>Credits</i>
Free Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
	<u>18</u>
CIS 400 CIS Project and Policy	3
CIS Elective	3
Free Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
	<u>15</u>

Management Information Systems:

Management Information Systems are normally those designed for use by middle managers to assist in structured problem solving. Management Information Systems integrate information flow by function (production MIS, marketing MIS, personnel MIS, etc.). Inquiry and report generation by use of a data base is a by-product of many Management Information Systems.

This program is a combination of the management and computer systems disciplines and is designed to highlight the use of computers in all areas of an organization. The student in this program is educated as a generalist in areas of business and Management Information Systems.

A graduate of this curriculum may enter the work force as an entry level programmer analyst, with career objectives in areas of systems analysis, information management, or general management in a computer system environment.

Management Information Systems Curriculum—Bachelor of Science

<i>First Year</i>		<i>Credits</i>
CIS 100	Introduction to Computer Data Processing	3
MAT 110	Finite Mathematics I	3
ACC 101	Elementary Accounting	3
ENG 110	Expository Writing and Revision	3
MGT 110	Introduction to Business	3
		<u>15</u>
CIS 120	FORTRAN 77 Programming	3
MAT 111	Finite Mathematics II	3
ACC 102	Elementary Accounting II	3
ENG 111	Literature and Research	3
	Liberal Arts Elective	3
		<u>15</u>

<i>Second Year</i>		<i>Credits</i>
CIS 220	Principles of COBOL	3
MAT 210	Introduction to Calculus for Business Students	3
ACC 214	Management Accounting	3
ENG 212	Public Speaking	3
	Liberal Arts Core Requirement	3
		<u>15</u>
CIS 200	Introduction to Systems	3
CIS 242	Hardware/Software	3
MAT 220	Statistics	3
MGT 125	Human Relations in Administration	3
	Liberal Arts Core Requirement	3
	Liberal Arts Core Requirement	3
		<u>18</u>

Third Year

CIS 300	Advanced Systems Design	3
CIS 325	Advanced COBOL	3
ECO 201	Microeconomics	3
	Liberal Arts Core Requirement	3
	Liberal Arts Elective	3
		<u>15</u>
CIS 320	RPG II	3
CIS 330	Data Base Management Systems	3
ECO 202	Macroeconomics	3
MKT 113	Introduction to Marketing	3
ENG 220	Business Communications	3
	Liberal Arts Elective	3
		<u>18</u>

Fourth Year

CIS 401	MIS Project and Policy	3
MGT 206	Business Law I	3
MGT 331	Introduction to Operations/Production Management	3
CIS	Elective	3
	Liberal Arts Elective	3
	Liberal Arts Elective	3
		<u>15</u>
CIS 401	MIS Project and Policy	6
MGT 342	Organizational Behavior	3
FIN 320	Introduction to Business Finance	3
CIS	Elective	3
	Liberal Arts Elective	3
		<u>18</u>

Minor in Management Information

Systems: A student may declare a minor in Management Information Systems by successfully completing the following

courses, including a minimum of five at New Hampshire College.

- Required:
 - Introduction to Computer Data Processing CIS 100
 - FORTRAN Programming CIS 120
 - Introduction to Systems CIS 200
 - Principles of COBOL CIS 220
- and any two of the following:
 - Advanced COBOL CIS 325
 - RPG II CIS 320
 - or any CIS Elective

Management Advisory Services: This program is a meld of two programs—the Accounting program and the Computer Information Systems program. The trend in industry is for graduates with thought processes and skills in both areas of expertise. The rapid growth of management services in accounting firms, consulting and industry offer the graduate many opportunities for growth and rapid advancement.

Management Advisory Services students will acquire the skills 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 and rewarding program will allow graduates to enter the fields of accounting, management information systems, computer related fields, management positions, or a combination of these.

Management Advisory Services Curriculum—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
CIS 100 Introduction to Computer Data Processing	3
MAT 110 Finite Mathematics I	3
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
Liberal Arts Elective	3
	<u>15</u>
MAT 111 Finite Mathematics II	3
ACC 102 Elementary Accounting I	3
ENG 111 Literature and Research	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	3
	<u>15</u>

<i>Second Year</i>	<i>Credits</i>
CIS 120 FORTRAN 77 Programming	3
MAT 210 Introduction to Calculus for Business Students	3
ACC 203 Intermediate Accounting I	3
ACC 207 Cost Accounting I	3
ECO 201 Microeconomics	3
	<u>15</u>
CIS 200 Introduction to Systems	3
MAT 220 Statistics	3
ACC 204 Intermediate Accounting II	3
ACC 208 Cost Accounting II	3
ECO 202 Macroeconomics	3
Liberal Arts Core Requirement	3
	<u>18</u>

<i>Third Year</i>	<i>Credits</i>
CIS 220 Principles of COBOL	3
CIS 240 Systems Hardware	3
ACC 305 Advanced Accounting I	3
ENG 212 Public Speaking	3
ENG 220 Business Communications	3
MGT 331 Introduction to Operations/Production Management	3
	<u>18</u>
CIS 241 Systems Software	3
CIS 330 Data Base Management Systems	3
ACC 306 Advanced Accounting II	3
PHL 214 Logic	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
	<u>18</u>

<i>Fourth Year</i>	<i>Credits</i>
CIS 402 Project and Policy	3
ACC 411 Auditing Principles	3
ACC 415 Taxes I (Optional)	3
MGT 206 Business Law I	3
Liberal Arts Elective	3
Liberal Arts Elective	3
	<u>15-18</u>
ACC 322 Institutional Accounting (Optional)	3
ACC 416 Taxes II (Optional)	3
MGT 307 Business Law II	3
ECO 306 Money and Banking	3
FIN 435 Financial Policy	3
Liberal Arts Elective	3
Liberal Arts Elective	3
	<u>15-21</u>

**Business Education/
Office Administration Department**

Chairman: Dr. Burton S. Kaliski

The Business Education/Office Administration Department 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 are designed to prepare the graduate to meet the needs and objectives of relevant business and distributive education on the secondary school level.

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 Program: 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 Office Simulation and Word Processing)
Typing 1 (OAD 110), Typing 2 (OAD 111), Typing 3 (OAD 210), Word Processing I (OAD 220), Office Simulation (OAD 230)

Area B: Accounting/Finance
(Choose from the following courses)
Intermediate Accounting (ACC 203-ACC 204), Cost Accounting (ACC 207-ACC 208), Advanced Accounting (ACC 305-ACC 306), Finance 101, 220, 320.

Area C: Shorthand
(Choose from the following courses)
Shorthand 1 (OAD 100), Shorthand 2 (OAD 102), Shorthand 3 (OAD 201)

Area D: Distribution
(Choose from the following courses)
Introduction to Marketing (MKT 113), Principles of Retailing (MKT 222), Principles of Advertising (MKT 329), Consumer Behavior (MKT 345), Retail Fashion Merchandising (FMT 202), Retail Sales Promotion (FMT 203)

Area E: Computer Information Systems
(Choose from the following courses)
Introduction to Systems: (CIS 200), COBOL Programming (CIS 220), FORTRAN 77 (CIS 120)

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

Business Law II (MGT 307), Risk & Insurance (MGT 212), Social Environment of Business (MGT 326), Introduction to Marketing (MKT 113). Office Administration (OAD 231)

Business/Distributive Teacher Education—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
ENG 110 Expository Writing & Revision	3
MAT 110 Finite Mathematics I	3
CIS 100 Introduction to Computer Data Processing	3
ACC 101 Elementary Accounting I	3
PSY 108 Introduction to Psychology	3
	<u>15</u>
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
MGT 110 Introduction to Business	3
ACC 102 Elementary Accounting II	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
EDU 200 Introduction to Education	3
PSY 211 Human Growth & Development	3
Business Elective	3
Typing Elective	3
	<u>15</u>
ECO 202 Macroeconomics	3
ENG 212 Public Speaking	3
MGT 206 Business Law I	3
EDU 290 Internship	3
Business Elective	3
Typing Elective	3
	<u>18</u>
<i>Third Year</i>	
OAD 230 Office Simulation	3
EDU 300 Principles of Business/Vocational Education	3
EDU 301 Test Measurements	3
Business Elective	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
	<u>3</u>
	<u>18</u>
Education (Methods)*	3
Education (Methods)*	3
EDU 201 Education Psychology	3
OAD 220 Word Processing 1	3
Liberal Arts Core Requirement	3
PSY 320 Individual Differences	3
	<u>3</u>
	<u>18</u>

<i>Fourth Year</i>	<i>Credits</i>
Education Methods	3
Education Methods	3
ENG 220 Business Communication	3
Liberal Arts Core Requirement	3
Business Elective	3
Free Elective (5th Methods course recommended)	3
	<u>18</u>
EDU 490 Student Teaching	15
*Education Method Courses (four required):	
EDU 311 Methods of Teaching Typing and Word Processing	2
EDU 313 Methods of Teaching Book-keeping and General Business	3
EDU313 Realistic Work Experiences	3
EDU 312 Methods of Teaching Short-hand and Office Procedures	2
EDU 315 Methods of Teaching Distributive Education	3

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—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
MGT 125 Human Relations in Administration	3
MGT 110 Introduction to Business	3
	<u>3</u>
	<u>15</u>
<i>Second Year</i>	
MAT 220 Statistics	3
OAD 100 Shorthand 1	3
OAD 110 Typing 1	3
ECO 201 Microeconomics	3
ENG 220 Business Communications	3
Liberal Arts Core Requirement	3
	<u>3</u>
	<u>18</u>

	<i>Credits</i>
Free Elective	3
MGT 211 Personnel Management	3
OAD 102 Shorthand 2	3
OAD 111 Typing 2	3
ECO 202 Macroeconomics	3
Liberal Arts Core Requirement	3
	<u>18</u>

Third Year

OAD 201 Shorthand 3	3
CIS 200 Introduction to Systems	3
MKT 113 Introduction to Marketing	3
OAD 220 Word Processing 1	3
OAD 210 Typing III	3
	<u>15</u>
OAD 230 Office Simulation	3
OAD 231 Office Administration	3
MGT 206 Business Law I	3
Liberal Arts Core Requirement	3
Business Electives	6
	<u>18</u>

Fourth Year

ENG 212 Public Speaking	3
OAD 221 Word Processing II	3
Liberal Arts Core Requirement	3
Liberal Arts Elective	3
Liberal Arts Elective	3
	<u>15</u>
OAD 490 Office Administration	
Internship	12
Liberal Arts Elective	3
	<u>15</u>

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—Associate in Science

<i>First Year</i>	<i>Credits</i>
ENG 110 Expository Writing and Revision	3
OAD 201 Shorthand 3	3
OAD 210 Typing 3	3
CIS 100 Introduction to Computer Data Processing	3
ACC 101 Elementary Accounting I	3
	<u>15</u>

	<i>Credits</i>
ENG 111 Literature and Research	3
OAD 220 Word Processing 1	3
OAD 230 Office Simulation	3
ACC 102 Elementary Accounting II <i>or</i>	
MAT 100 Business Mathematics <i>or</i>	
MAT 110 Finite Mathematics I	3
MGT 110 Introduction to Business	3
	<u>15</u>

Second Year

MGT 125 Human Relations in Administration	3
MGT 206 Business Law I	3
OAD 221 Word Processing 2	3
Liberal Arts Elective	3
Business Elective	3
Free Elective	3
	<u>18</u>
OAD 231 Office Administration	3
OAD 290 Internship	6
Liberal Arts Elective	3
Free Elective	3
	<u>15</u>

Executive Secretarial: 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—Associate in Science

<i>First Year</i>	<i>Credits</i>
ENG 110 Expository Writing & Revision	3
CIS 100 Introduction to Computer Data Processing	3
OAD 100 Shorthand 1	3
OAD 110 Typing 1	3
ACC 101 Elementary Accounting I	3
	<u>15</u>
ENG 111 Literature & Research	3
MGT 110 Introduction to Business	3
OAD 102 Shorthand 2	3
OAD 111 Typing 2	3
ACC 102 Elementary Accounting II <i>or</i>	
MAT 100 Business Mathematics <i>or</i>	
MAT 110 Finite Mathematics I	3
	<u>15</u>
<i>Second Year</i>	
OAD 201 Shorthand 3	3
OAD 210 Typing 3	3

	<i>Credits</i>
MGT 206 Business Law I	3
OAD 230 Office Simulation	3
OAD 220 Word Processing 1	3
Liberal Arts Elective	3
	<u>18</u>
OAD 231 Office Administration	3
Business Elective	3
Liberal Arts Elective	3
OAD 290 Internship	6
	<u>15</u>

Any required Office Administration of Secretarial Science course waived by the Department Chairman will need to be substituted by a free elective.

Note: 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, and real estate offices, as well as 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—Associate in Science

<i>First Year</i>	<i>Credits</i>
ENG 110 Expository Writing and Revision	3
CIS 100 Introduction to Computer Data Processing	3
OAD 110 Typing 1	3
OAD 100 Shorthand 1	3
ACC 101 Elementary Accounting I	3
	<u>15</u>
ENG 111 Literature and Research	3
MGT 110 Introduction to Business	3
OAD 111 Typing 2	3
OAD 102 Shorthand 2	3
ACC 102 Elementary Accounting II or	
MAT 100 Business Mathematics or	
MAT 110 Finite Mathematics I	3
	<u>15</u>
<i>Second Year</i>	
OAD 201 Shorthand 3	3
OAD 210 Typing 3	3
MGT 206 Business Law I	3
OAD 230 Office Simulation	3
OAD 202 Legal Shorthand	3
Liberal Arts Elective	3
	<u>18</u>

	<i>Credits</i>
OAD 220 Word Processing 1	3
Business Elective	3
Liberal Arts Elective	3
OAD 290 Internship	6
	<u>15</u>

Any required Office Administration or Secretarial Science course waived by the Department Chairman will need to be substituted by a free elective.

Note: 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.

Office Technology One-Year Certificate

Program: A one-year program, the Office Technology Certificate Program is designed to provide the student with the skills necessary for initial employment as an office secretary. The program emphasizes shorthand, typing, word processing, and those support skills that underlie today's office technology. All courses in the certificate program are fully transferable into the Business Education/Office Administration Department's Associate and Bachelor degree programs.

Certificate in Office Technology Curriculum

OAD 110 Typing I
OAD 111 Typing II
OAD 100 Shorthand I
OAD 102 Shorthand II
OAD 230 Office Simulation
OAD 220 Word Processing I
OAD 221 Word Processing II
OAD 231 Office Administration
CIS 100 Introduction to Computer Data Processing
MAT 100 Business Math
ACC 101 Elementary Accounting I
BCM 108 Business English

Economics/Finance Department

Chairperson: Dr. R. Larry Johnson
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.

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 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—
Bachelor of Science**

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
Business Electives	6
CIS 200 Introduction to Systems	3
ENG 212 Public Speaking	3
	<u>15</u>
ECO 202 Macroeconomics	3
FIN 220 Introduction to Investments	3
ENG 220 Business Communications	3
Liberal Arts Core Requirement	3
Business Electives	6
	<u>18</u>
<i>Third Year</i>	
MAT 220 Statistics	3
ECO 306 Money and Banking	3
Liberal Arts Core Requirement	3
Business Elective	3
Eco./Fin. Elective	3
	<u>15</u>
FIN 320 Introduction to Finance	3
ECO 301 Managerial Economics	3

	<i>Credits</i>
Eco./Fin. Electives	6
Liberal Arts Core Requirements	6
	<u>18</u>

Fourth Year

MGT 490 Internship	12
FIN 435 Financial Policy and Decision Making	3
or	<u>15</u>
Business Elective	3
Eco./Fin. Electives	6
FIN 435 Financial Policy & Decision Making	3
Liberal Arts Elective	3
	<u>15</u>
ECO 402 Business Cycles & Forecasting	3
Liberal Arts Electives	9
Business Electives	3
Eco./Fin. Elective	3
	<u>18</u>

**Hotel/Restaurant Management
Department**

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 no barrier to advancement in this field. Many hard working management personnel are in their early twenties. The hospitality industry provides its professionals with an opportunity to work and travel throughout the United States and abroad.

**Hotel/Restaurant Management
Curriculum—Bachelor of Science**

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
MGT 110 Introduction to Business	3

	<i>Credits</i>
MGT 125 Human Relations in Administration	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
HRM 209 Food Purchasing	3
HRM 210 Food Production I	3
HRM 212 Introduction to Hotel Management	3
ENG 212 Public Speaking	3
	<u>15</u>
ECO 202 Macroeconomics	3
MGT 206 Business Law I	3
HRM 211 Food Production 2	3
HRM 215 Hospitality Information Systems	3
Liberal Arts Core Requirement	3
	<u>15</u>
<i>Summer</i> Hotel Restaurant 490* (Internship)	6
<i>Third Year</i>	
HRM 313 Management Accounting & Control	3
HRM 321 Hotel Facilities	3
ENG 220 Business Communications	3
Liberal Arts Core Requirement	3
Free Elective	3
	<u>15</u>
FIN 320 Introduction to Finance	3
HRM 319 Restaurant Management	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
Liberal Arts Elective	3
Hotel Restaurant Management Elective	3
	<u>18</u>
<i>Fourth Year</i>	
HRM 414 Promotions/Activities	3
HRM 416 Law of the Hospitality Industry	3
Business Elective	3
Liberal Arts Elective	3
Hotel Restaurant Management Elective	3
	<u>15</u>

	<i>Credits</i>
Liberal Arts Elective	3
Liberal Arts Elective	3
Business Elective	3
Hotel Restaurant Management Elective	3
HRM 418 Hotel and Restaurant Management Seminar	3
	<u>15</u>

Students who take the HRM 491 internship for 12 credits will have six business, Hotel/Restaurant Management, or free elective credits or any combination of these elective credits waived.

*Student to take HRM 490 (Summer Internship) or HRM 491 (Fall or Spring Internship)

Humanities Department

Chairperson: Dr. Carolyn Hollman

The Humanities Department of the School of Business has a dual mission: to provide balanced liberal arts support for the school's business programs and to offer its own business-related major. In support of the general education component of the curriculum, the department offers liberal arts courses that equip students with:

- the basis to deal with ambiguity;
- a reference point to examine, appreciate and participate in the values and traditions of their culture and the culture of others;
- a variety of perspectives in order to formulate and resolve problems;
- the ability to write clearly.

All candidates for the degree of Bachelor of Science must present credits in the liberal arts according to the requirements of their major course of study; these courses constitute approximately 40 percent of a student's total course credits.

As one part of the liberal arts requirement, students must take at least three credits from each of the following four categories (total distribution = 12 credits):

- Literature or advanced writing—all ENG, other than ENG 090, 110, 111, 212, 222, 333;
- History—any HIS;
- Art, Music or Philosophy—HUM 201, 202; any FAS other than 225, 226, 330; any PHL;
- Social Science—any GOV; any SOC; any PSY other than PSY 108.

In addition to its support of the school's general education component, the Humanities Department offers a major in Business Communication combining business training with communication skills. This major prepares students for a variety of careers including: print, radio, or T.V. editors; marketing coordinators; information officers; and communication specialists.

Business Communication: The Business Communication major provides comprehensive training in written and spoken English, together with a thorough 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 and in all fields demanding good writers who can communicate information to diverse audiences.

The special strength of the Business Communication major lies in the combination of training in communication theory and practice with a 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, Economics, Finance, Computer Science, Social Science and Mathematics.

**Business Communication Curriculum—
Bachelor of Science**

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>

<i>Second Year</i>	<i>Credits</i>
ECO 201 Microeconomics	3
ENG 220 Business Communications	3
CIS 200 Systems	3
PSY 108 Introduction to Psychology	3
ENG 212 Public Speaking	3
	<u>15</u>

ECO 202 Macroeconomics	3
SOC 112 Introduction to Sociology Literature Elective	3
MKT 113 Introduction to Marketing Liberal Arts Core Requirement	3
Free Elective	3
	<u>18</u>

<i>Third Year</i>	
ENG 333 Language Awareness	3
ENG 330 Advanced Writing Liberal Arts Core Requirement	3
BCM 322 Public Speaking for Business Free Elective	3
	<u>15</u>

BCM 341 Technical Report Writing	3
MKT 329 Principals of Advertising	3
BCM 343 Journalistic Writing in Business Liberal Arts Core Requirement	3
Free Elective	3
Free Elective	3
	<u>18</u>

<i>Fourth Year</i>	
BCM 442 Corporate Public Relations	3
GCM 437 Advanced Business Communications Free Elective Free Elective Literature Elective	3
	<u>15</u>

MGT 342 Organizational Behavior	3
BCM 440 Graphics and Layouts in Print Media Free Elective Free Elective Free Elective Free Elective	3
	<u>18</u>

General Studies—Associate in Science:

This two-year program is available to students 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—Associate in Science

<i>First Year</i>	<i>Credits</i>
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
PSY 108 Introduction to Psychology	3
History Elective <i>or</i> Government Elective	3
Free Elective	3
	<u>15</u>
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
SOC 112 Introduction to Sociology	3
History Elective <i>or</i> Government Elective	3
Free Elective	3
	<u>15</u>
<i>Second Year</i>	
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
Free Elective	3
	<u>15</u>
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
	<u>18</u>

Management Department

Chairman: Professor Irving E. Rothman
 The Management Department concentrates upon developing "decision-makers." Classes center around utilization of management tools for implementing decisions. The general management curriculum provides an interrelationship of disciplines for the student's choice. In addition, a senior internship program is available to qualified students.

Operations/Production Concentration:

Students electing the operations/production concentration are required to take MGT 331 (Introduction to Operations/Production Management), MGT 336 (Operations/Production Management Techniques) and MGT 446 (Quality Control/Productivity).

In addition, the student will be required to take MGT 447 (Inventory and Materials Control) or MGT 448 (Advanced Operations/Production Management). If the student elects to take both MGT 447 and MGT 448, one may be used to satisfy one of the business elective requirements.

MAT 220 (Statistics) should be taken during the second year since statistics is utilized extensively as a tool in operations/production. Similarly, MGT 420 (Management Decision Making) is a tool course and should be taken during the third year. FIN 320 (Introduction to Finance) should be also be taken during the third year.

Management Curriculum—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
<i>Second Year</i>	
ACC 214 Management Accounting	3
ECO 201 Microeconomics	3
MGT 206 Business Law I	3
Liberal Arts Core Requirement	3
Business Elective	3
	<u>15</u>
CIS 200 Introduction to Systems	3
ECO 202 Macroeconomics	3
MGT 211 Personnel Management	3
MKT 113 Introduction to Marketing	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
	<u>18</u>
<i>Third Year</i>	
ENG 220 Business Communication	3
MGT 326 Social Environment in Business	3
MGT 342 Organizational Behavior	3
Business Elective	3

	<i>Credits</i>
Liberal Arts Core Requirement	3
	<u>15</u>
ECO 301 Managerial Economics	3
MAT 220 Statistics	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Business Elective	3
Free Elective	3
	<u>18</u>
<i>Fourth Year</i>	
MGT 390 Internship	12
Business Elective	3
or	
Liberal Arts Elective	3
Liberal Arts Elective	3
Business Elective	3
Business Elective	3
Business Elective	3
	<u>15</u>
FIN 320 Introduction to Finance	3
MGT 420 Management	
Decision-Making	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Business Elective	3
Business Elective	3
	<u>18</u>

Note: Management Internship (12 credits) may be taken in place of 2 business electives and liberal arts electives.

Business Studies: The Business Studies curriculum is intended for those students who desire to concentrate in a specific area but also desire the flexibility to tailor a degree to meet their needs. Concentrations with five courses are available in Accounting, Business Finance, Business Management, Data Processing, Human Resource Management, and Marketing. Other concentrations may be available in the future. The flexibility to tailor the degree program is found in the 10 courses (30 credits) of "free electives." The degree also provides an option for transfer students who have completed two or more years of education at other schools (particularly those who were liberal arts or science majors) who now desire a business degree. The 30 "free elective" credits enable the transfer student to receive credit for a wide variety of transfer courses.

Business Studies Curriculum—Bachelor of Science

	<i>Credits</i>
<i>First Year</i>	
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
MGT 125 Human Relations in Administration	3
MGT 110 Introduction to Business	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
MGT 206 Business Law I	3
MKT 113 Introduction to Marketing	3
Liberal Arts Elective	3
Free Elective	3
	<u>15</u>
ECO 202 Macroeconomics	3
CIS 200 Introduction to Systems	3
ENG 220 Business Communications	3
ENG 212 Public Speaking	3
Liberal Arts Elective	3
	<u>15</u>
<i>Third Year</i>	
FIN 320 Introduction to Business Finance	3
Business Concentration	3
Liberal Arts Core Requirements	6
Free Electives	6
	<u>18</u>
Business Concentration	3
Liberal Arts Core Requirements	6
Free Electives	9
	<u>18</u>
<i>Fourth Year</i>	
Business Concentration	6
Liberal Arts Elective	3
Business Elective	3
Free Elective	3
	<u>15</u>
Business Concentration	3
Liberal Arts Elective	3
Business Elective	3
Free Elective	9
	<u>18</u>

Business Studies majors must select one of the following concentrations:

Accounting

- ACC 203 Intermediate Accounting I
- ACC 204 Intermediate Accounting II
- ACC 207 Cost Accounting I
- ACC 208 Cost Accounting II
- ACC 415 Federal Taxes I

Data Processing

- CIS 100 Fortran
- CIS 220 COBOL
- CIS 320 RPG
- CIS 325 Advanced COBOL
- CIS Elective

Business Finance

- FIN 220 Introduction to Investments
- ECO 301 Managerial Economics
- FIN 320 Introduction to Business Finance
- ECO 402 Business Cycles and Forecasting²
- FIN 435 Financial Policy and Decision Making

Business Management

- ACC 214 Managerial Accounting
- MGT 212 Risk and Insurance
- MGT 217 Small Business Management
- MGT 211 Personnel Management
- MGT 421 Central Policy and Decision Making¹

Human Resource Management

- MGT 115 Principles of Management
- MGT 211 Personnel Management
- MGT 326 Social Environment of Business
or
- ECO 315 Labor Relations and Arbitration³
- MGT 342 Organizational Behavior
- MGT 442 Advanced Seminar in Human Resource Management and Development

Marketing

- MKT 220 Sales Management
or
- MKT 235 Sales and Persuasion
- MKT 329 Principles of Advertising
or
- MKT 223 Marketing Research¹
- MKT 345 Consumer Behavior²
- MKT Elective

Note: The numbered notations after course titles in the six concentrations are intended to point out that the student *must* take prerequisites for the course that may not be required for the degree.

¹ Requires MAT 220 (Statistics) as prerequisite

² Requires PSY 108 (Introduction to Psychology) as prerequisite

³ Students who anticipate being involved in labor/management relations should take ECO 315

Applied Business Studies: The Applied Business Studies degree is designed to meet the business education needs of two-year technical/vocational degree holders. Programs of study recognized as technical include digital electronics, nursing, navigation, mechanical, construction, electrical automotive, aerospace technology, dental, medical, X-ray technology, computer operations, culinary arts, drafting and art design. As a general rule, those who have completed similar two-year programs are eligible for the Applied Business Studies degree.

Technical school graduates should be able to maximize opportunities in their skill by completing this degree, which enhances their ability to operate their own business or advance in management. The degree is *applied* in the sense that students are using their technical skills as a basis for success in business or to open up new or more opportunities. To achieve this, Applied Business Studies majors are required to select five courses from one of three business curriculum areas—the General Area, the Management Area, or the Financial Area.

Applied Business Studies—Bachelor of Science

- ENG 110 Expository Writing and Revision
- ENG 111 Literature and Research
- ENG 212 Public Speaking
- ENG 220 Business Communications
- MAT 110 Finite Mathematics I
- MAT 111 Finite Mathematics II
- ECO 201 Microeconomics
- ECO 202 Macroeconomics
- ACC 101 Elementary Accounting I
- ACC 102 Elementary Accounting II
- CIS 100 Introduction to Computer Data Processing
- MGT 125 Human Relations in Administration
- MGT 110 Introduction to Business
Liberal Arts Electives

1. Liberal Arts Core Requirement
2. Liberal Arts Core Requirement
3. Liberal Arts Core Requirement

4. Liberal Arts Core Requirement
5. _____
6. _____
7. _____
8. _____
9. _____

Free Electives

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

Business Curriculum Area

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

Business Curriculum Areas (Select five courses in one area)

General

- CIS 200 Introduction to Systems
- FIN 320 Introduction to Business Finance
- MGT 342 Organizational Behavior¹
- MAT 220 Statistics
- MGT 115 Principles of Management
- MGT 206 Business Law I
- CIS 305 Microcomputer Systems
- ACC 415 Federal Taxes I

Management

- MGT 211 Personnel Management
- MGT 115 Principles of Management
- MGT 217 Small Business Management
- MGT 342 Organizational Behavior¹
- MGT 331 Introduction to Ops/Prod. Management
- CIS 200 Introduction to Systems
- MGT 206 Business Law I
- MGT 421 Central Policy and Decision Making²

Financial

- FIN 220 Introduction to Investments
- ECO 306 Money and Banking
- ECO 402 Business Cycles and Forecasting

- FIN 320 Introduction to Business Finance
- ECO 301 Managerial Economics
- ACC 214 Management Accounting
- MGT 206 Business Law I
- FIN 435 Financial Policy and Decision Making

Note: The numbered notations after course titles in the three curriculum areas are intended to point out that the student *must* take prerequisites for the course that may not be required for the degree.

¹ Requires MGT 211 and 125

² Requires ACC 102, MKT 113, FIN 320 or 435

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 their technical skills.

Techni-Business Curriculum—Bachelor of Science

- ENG 110 Expository Writing and Revision
- ENG 111 Literature and Research
- MAT 110 Finite Mathematics I
- MAT 111 Finite Mathematics II
- ECO 201 Microeconomics
- ECO 202 Macroeconomics
- ACC 101 Elementary Accounting I
- ACC 102 Elementary Accounting II
- CIS 100 Introduction to Computer Data Processing
- MGT 206 Business Law I
- MGT 110 Introduction to Business

Liberal Arts Electives

1. Liberal Arts Core Requirement
2. Liberal Arts Core Requirement
3. Liberal Arts Core Requirement
4. Liberal Arts Core Requirement
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. _____

Management Curriculum—Associate in Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
MAT 110 Finite Mathematics I	3
ENG 110 Expository Writing and Revision	3
MGT 110 Introduction to Business	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
MAT 111 Finite Mathematics II	3
ENG 111 Literature and Research	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
MGT 211 Personnel Management	3
MKT 113 Introduction to Marketing	3
Liberal Arts Elective	3
Business Elective	3
	<u>15</u>
ECO 202 Macroeconomics	3
MGT 326 Social Environment in Business	3

ENG 220 Business Communication	3
MGT 206 Business Law I	3
Liberal Arts Elective	3
Liberal Arts Elective	3
	<u>18</u>

Department of Marketing

Chairperson: Professor Lynda R. Gamans

Exploring an exciting 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.

Marketing Curriculum—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics I	3
MKT 113 Introduction to Marketing	3
MGT 125 Human Relations in Administration	3
	<u>15</u>
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
CIS 200 Introduction to Systems	3
MGT 206 Business Law I	3
ENG 212 Public Speaking	3
Liberal Arts Core Requirement	3
	<u>15</u>
ECO 202 Macroeconomics	3
MKT 223 Marketing Communications	3
ENG 220 Business Communication	3
PSY 108 Introduction to Psychology	3
Liberal Arts Core Requirement	3
Liberal Arts Core Requirement	3
	<u>18</u>

Third Year

MKT 220 Sales Management	3
MKT 329 Principles of Advertising	3
MKT 222 Principles of Retailing	3
MAT 220 Statistics	3
MKT 427 Retail Site Selection and Facilities Planning	3
Free Elective	3
	<hr/>
FIN 320 Introduction to Finance	3
MKT 437 Marketing Research	3
Marketing Elective	3
Liberal Arts Core Requirement	3
Liberal Arts Elective	3
	<hr/>
	15

Fourth Year

MKT 490 Internship*	12
Business Elective	3
	<hr/>
	15
<i>or</i>	
MKT 432 Marketing Strategies & Policies	3
<i>or</i>	
MKT 448 Advanced Marketing Seminar	
MGT 342 Organizational Behavior*	
<i>or</i>	
MGT 326 Social Environment in Business	3
Business Elective	3
Business Elective	3
Free Elective	3
	<hr/>
	15
MGT 326 Social Environment in Business*	
<i>or</i>	
MGT 342 Organizational Behavior*	3
Marketing Elective	3
MKT 345 Consumer Behavior	3
Liberal Arts Elective	3
Free Elective	3
Free Elective	3
	<hr/>
	18

*If you do not take Marketing 490 (Internship), you must take MGT 326 and MGT 342. If you take MKT 490 you need to take MGT 326 or MGT 342.

Note: The course Graphics for Layout in Print Media (BCM 440) may be taken as a free elective for students interested in the more creative aspects of marketing communications. Marketing Internship (12 credits) may be taken in place of one business elective, one free elective, and one of each of the following: MGT 326 or MGT 342, and MKT 432 or MKT 448.

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 city in the world there is a variety of jobs that require retail training. The retailing curriculum at New Hampshire College prepares students for these challenging careers.

Students may participate in an internship for a full semester, and selected students may opt for a foreign internship in the summer.

Retailing Curriculum—Bachelor of Science

<i>First Year</i>	<i>Credits</i>
ACC 101 Elementary Accounting I	3
ENG 110 Expository Writing and Revision	3
MAT 110 Finite Mathematics	3
MKT 113 Introduction to Marketing	3
MGT 125 Human Relations in Administration	3
	<hr/>
	15
ACC 102 Elementary Accounting II	3
ENG 111 Literature and Research	3
MAT 111 Finite Mathematics II	3
CIS 100 Introduction to Computer Data Processing	3
Liberal Arts Elective	3
	<hr/>
	15

Second Year

MKT 222 Principles of Retailing	3
MAT 105 Merchandising Mathematics	3
ECO 201 Microeconomics	3
CIS 200 Introduction to Systems Liberal Arts Core Requirement	3
	<hr/>
	15
FMK 101 Design and Color	3
MGT 211 Personnel Management	3
ECO 202 Macroeconomics	3
PSY 108 Introduction to Psychology	3
MGT 206 Business Law I Liberal Arts Core Requirement	3
	<hr/>
	18

Third Year

FMK 202 Fashion Merchandising	3
ENG 220 Business Communication	3
MAT 220 Statistics	3
Business Elective	3
Liberal Arts Core Requirement	3
	<hr/>
	15

	<i>Credits</i>
FMK 203 Retail Sales Promotion	3
ENG 212 Public Speaking	3
MKT 223 Marketing Communications	3
MKT 427 Retail Site Selection and Facilities Planning	3
MKT 437 Marketing Research Liberal Arts Core Requirement	3
	<u>18</u>
<i>Fourth Year</i>	
MKT 490 Internship	12
MKT 480 Independent Study <i>or</i> Business Elective <i>or</i> Free Elective Free Elective Business or Marketing Elective Business Elective Business Elective	3 3 3 3 3 3 3
	<u>15</u>
MKT 442 Retail Management	3
FMK 204 Product Analysis and Design	3
MGT 326 Social Environment in Business	3
MKT 345 Consumer Behavior	3
MGT 342 Organizational Behavior Liberal Arts Elective	3 3
	<u>18</u>

Note: The course Graphics for Layout in Print Media (BCM 440) may be taken as a free elective for students interested in the more creative aspects of marketing communications. Management Internship (12 credits) may be taken in place of 3 business or marketing electives and 2 free electives.

Fashion Merchandising: One of the most interesting areas in business today is the field of fashion merchandising. With this program of study, New Hampshire College prepares students for entry level positions in retail operations or merchandising. Students participate in an internship program during their second year, adding practical experience to theory. Superior students may also choose to experience a foreign internship in the summer.

**Fashion Merchandising Curriculum—
Associate in Science**

<i>First Year</i>	<i>Credits</i>
ENG 110 Expository Writing and Revision	3
MKT 113 Introduction to Marketing	3
MGT 125 Human Relations in Administration	3

	<i>Credits</i>
Liberal Arts Elective	3
MAT 105 Merchandising Mathematics	3
	<u>15</u>
ENG 111 Literature and Research	3
FMK 101 Design and Color Theory	3
MKT 222 Principles of Retailing	3
PSY 108 Introduction to Psychology	3
CIS 100 Introduction to Computer Data Processing	3
	<u>15</u>
<i>Second Year</i>	
ECO 201 Microeconomics	3
FMK 202 Fashion Merchandising	3
FMK 490 Internship*	3
MGT 211 Personnel Management Liberal Arts Elective	3 3
	<u>15</u>
ENG 220 Business Communications	3
ENG 212 Public Speaking	3
FMK 203 Retail Sales Promotion	3
FMK 204 Product Analysis and Design Liberal Arts Elective Free Elective	3 3 3
	<u>18</u>

*FMT 490 (Internship) may be taken during the summer between the first and second year or during the first semester of the second year.

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

Mathematics Department

Chairman: Professor Alec Ingraham

It is the conviction of the Mathematics Department that the ability to deal intelligently with quantitative information is a valuable asset in entering the business world. While the majority of businesses 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, courses are tailored to suit the needs of the students and the 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 science liberal arts electives. Math elective courses are offered for those who wish to emphasize mathematics in their business education, and for those students who intend to take graduate business courses requiring more sophisticated mathematics.

NHC in England—The London Program

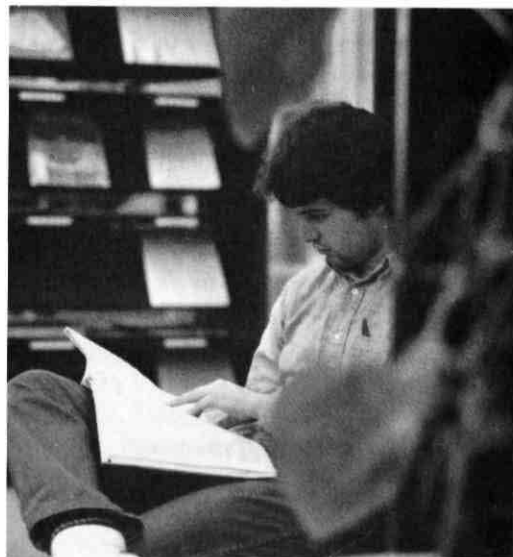
A valuable opportunity for learning at New Hampshire College is the semester in London program. Students who possess a superior grade point average attend classes with British students, as well as those from other nations, at the Polytechnic of North London. Situated in central London, the Polytechnic offers NHC students a wide variety of courses. Travel is encouraged and there is usually time in students' schedules for travel throughout Great Britain and Europe.

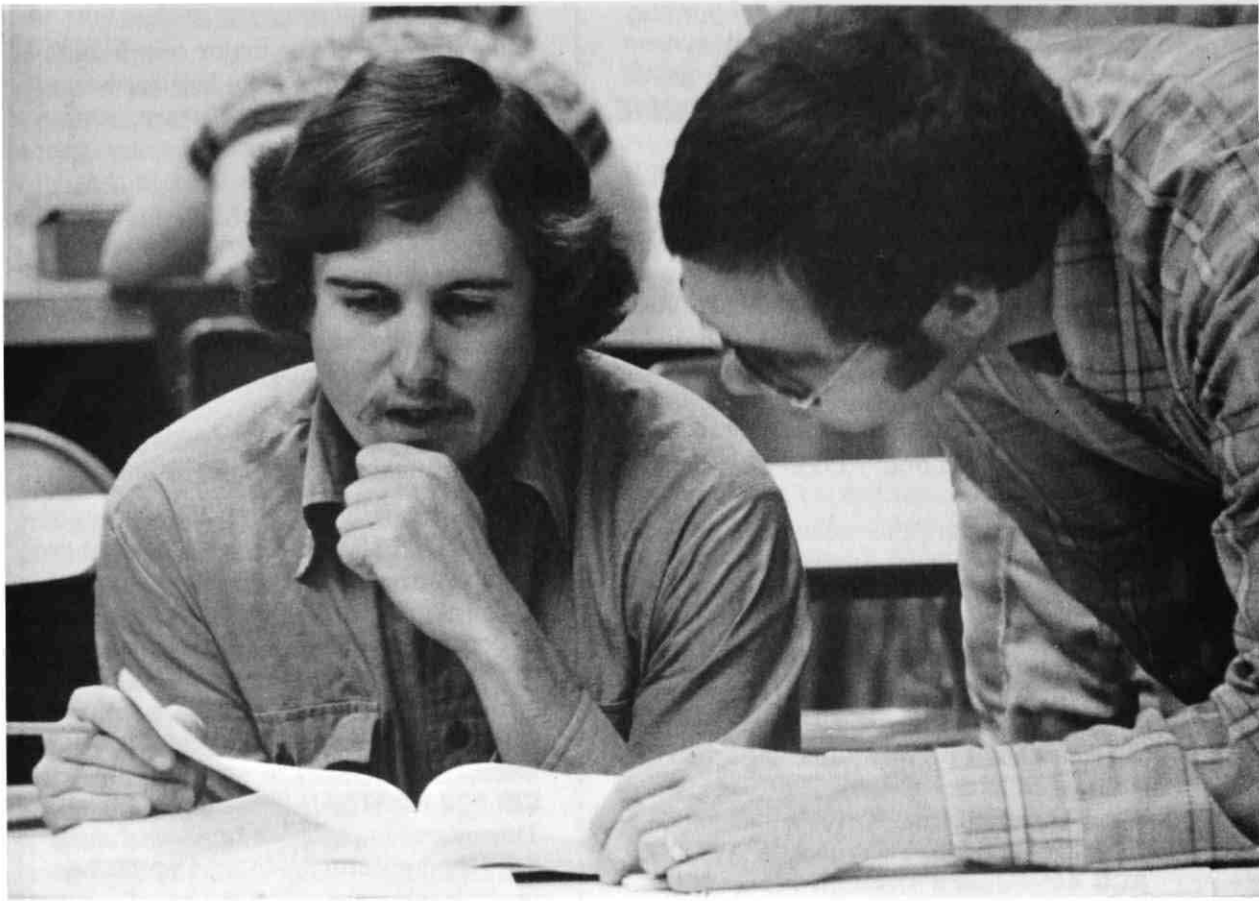
Professor James Grace, Director of the London Program, works closely with students in planning their semester abroad. The program is open to juniors and seniors with a *minimum* grade point average of 2.50 and recommendation from their academic advisor to be obtained at the time of application. Applicants apply in the second semester of the sophomore year. Openings are limited and the applicant's academic record is critical for selection. Students contemplating applying for the program should see Dr. Grace early in their sophomore and junior years if they wish to be considered for the following academic year.

Professor David Morgan directs the program for the Polytechnic. He teaches the course *Contemporary Britain* required of all students attending the program. He also assists them in selecting other appropriate courses and makes arrangements for housing. The courses use the English system of evaluation requiring written papers rather than tests or quizzes. NHC credit is given for each course taken in England.

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. The course on *Contemporary Britain* helps 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.





Course Descriptions

Accounting

ACC 101 and 102 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. Offered every semester.

ACC 203 and 204 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: ACC 102

ACC 207 and 208 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: ACC 102

ACC 214 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: ACC 102

ACC 305 and 306 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. ACC 305 offered every fall, ACC 306 offered every spring.

Prerequisite: ACC 204

ACC 322 Institutional Accounting

(3 credits)

This course covers the accounting principles and procedures applicable to governmental and not-for-profit institutions. Offered every spring. Prerequisite: ACC 208

ACC 411 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. Offered every fall. Prerequisite: ACC 306

ACC 415 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. Offered fall semester only. Prerequisite: ACC 102

ACC 416 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. Offered every spring. Prerequisite: ACC 415

ACC 490 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.

Computer Information Systems**CIS 100 Introduction to Business Data Processing** (3 credits)

The primary purpose of this course is to function as the basic computer literacy course for all NHC students by ensuring a given level of understanding of computer concepts and by serving as the foundation for further academic and/or vocational computer related education.

The development of the student's understanding of the major components of a computer system, including hardware, system and application software, system editors and compilers, and the structure of data and storage are included in the course objectives.

The study of the five steps in solving a problem using a computer, (i.e., problem definition, logic specification (flowcharting), coding (using the BASIC language), testing and debugging, and documentation) are also included.

Development of the student's proficiency in programming a computer to include:

1. The BASIC and full screen editors of the NHC IBM 4341 computer system;
2. Interactive and batch processing;
3. Output formatting and program documentation;
4. Data file processing and editing concepts.

Offered every semester. Prerequisites: None

CIS 120 FORTRAN (3 credits)

This course is designed to allow the student the opportunity to develop his/her programming logic. The design of algorithms is emphasized along with the methodology of handling direct files, multi-dimensional tables, functions, and subroutines. The student should acquire the knowledge to supply management with quantifiable information in the management science area. Offered every semester. Prerequisite: CIS 100

CIS 200 Introduction to Systems (3 credits)

This course introduces all School of Business majors to the concept of the system life cycle and the management of both CIS and non CIS projects. It helps students develop an awareness of the process and activities necessary to define, approve, acquire, and manage computer information systems. CIS also develops and computes the student's understanding and perception of the relationships that exist between information and organization structures and computer (CIS) systems. Introduction to Systems increases the student's technical understanding of:

- System hardware components
- System software structure
- Communications concepts
- Organization of data files
- Modes of processing

The course also increases the student's knowledge of:

- Report structures
- Analysis and synthesizing of results
- Interviewing
- Briefing techniques
- Independent and group research
- Charting (flowchart—system and logic information, PERT, HIPO, project planning)
- Analysis to include report/forms design, coding structures, data utilization and organization
- System documentation concepts

Students participate in individual and group research which introduces them to the current literature of the CIS world to include technical, managerial, and marketing issues. Finally, CIS 200 continues the development of the student's written and spoken communication skills. Offered every semester. Prerequisites: CIS 100, ENG 110, MGT 110, ACC 102

CIS 220 Principles of COBOL (3 credits)

This course is an introduction to computer programming in a business environment using COBOL. The course is arranged so that students begin writing programs early in the semester. Programs of increased complexity are introduced as the course is developed. 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 problem solutions. The course covers language syntax, data and file structures, sequential and indexed file handling using COBOL, and an overview of advanced features of COBOL. Operating system facilities for developing and implementing batch programs for report generation, input editing, and file updating are included. Offered every semester. Prerequisites: CIS 100

CIS 240 Systems Hardware (3 credits)

This course introduces the student to computer architecture and design techniques. Various hardware components for microcomputers, minicomputers and mainframes are covered. Offered every year. Prerequisites: CIS 120

CIS 241 Systems Software (3 credits)

Today's and tomorrow's data processing environment requires the use of large, mini and micro systems working independently and together. This necessitates

multiple levels of system software to manage these resources starting from a simple uniprocessor to a sophisticated network of hardware and software. The purpose of this course is to acquaint the student with the understanding of the design rationale, and the implementation for resource management within a computer operating system. It should deal with the purpose of an operating system, management techniques (ex. memory management, processor management, device management, data management and network management), generally used by an operating system, how these techniques are implemented and how to communicate with an operating system (ex. system generation, control languages such as JCL, etc.). Offered every year. Prerequisite: CIS 120

CIS 242 Hardware/Software (3 credits)

This course introduces the student to computer architecture and system software used in main frames, mini and micro computer environments. The purpose of registers, storage locations (real and virtual), channels, control units and the like will be studied. System software (operating systems) functions and their relations to hardware units will be emphasized. Offered every year. Prerequisites: CIS 220

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. Design and selection of microcomputer systems is included. The use of micro-computers in personal, small business, and corporate environments is explored. Prerequisite: CIS 100

CIS 320 RPG (3 credits)

This course is designed to illustrate a problem-oriented language typical of those used by many organizations. Within this framework, the emphasis is placed on the building and updating of Index-Sequential Files. Multiple record types, matching records, and level breaks unique to RPG are addressed. Programs are run under an IBM DOS machine. Offered every year. Prerequisite: CIS 220

CIS 325 Advanced COBOL (3 credits)

This course expands upon the material covered in CIS 220. The course begins with a comprehensive programming

assignment and the topics of program structure, cohesion, and design. A review of basic features of COBOL follows. Additional language features, including the REPORT WRITER and the features necessary for various types of file processing, are then introduced. Structured design and programming concepts are emphasized throughout the course and the student is introduced to structured walkthroughs. Offered every year. Prerequisites: CIS 100, CIS 220

CIS 330 Data Base Management Systems (3 credits)

The storage and retrieval of data is considered by many to be a major problem area in data processing. Computer technology has advanced from the simple punched card file to sophisticated data-based organizations. The purpose of this course is to acquaint the student with the patterns of thought necessary to understand a hierarchical (tree), network (plex) and relational data-base management systems. The logical, conceptual and physical aspect of a DBMS will be studied and placed in proper perspective. Areas such as the design and use of a data dictionary, function of a data base administrator, and necessary DBMS languages will also be considered. A student enrolling in this course has dealt with the physical aspect of data files (i.e., sequential, indexed and randomly organized files). Therefore, it will be necessary to cover the physical aspect of DBMS design (ex. inverted lists, pointer "files"). The purpose of this coverage is only to clarify the concepts of a DBMS vs. standard data accessing. Offered every semester. Prerequisites: CIS 120, MAT 210, 120

Computer Simulation and Modeling for Business (3 credits)

Provides the student with an understanding of fundamental computer simulation and modeling techniques used in business along with hands-on computer practical exercises. Students formulate and run simulation programs using scientific languages such as BASIC, FORTRAN, or Pascal and simulation languages such as GPSS and DYNAMO. Prerequisites: CIS 120, MAT 210, 120

CIS 375 Pascal Programming (3 credits)

To develop a strong foundation in structured programming style, readability, logic, and documentation using PASCAL. The orientation is accomplished via

lectures, classroom discussions and programming assignments. Prerequisites: CIS 100, 120, MAT 210, 220

CIS 401 MIS Project and Policy (6 credits)

Part I—Application of computer programming and system development concepts, principles and practices to a comprehensive system development project. A team approach is used to analyze, design, implement and document realistic systems of moderate complexity.

Part II—An analysis of the highest level of informational support systems which serve the manager user.

Part III—An introduction to the financial technical and strategic information systems management. Emphasis on the relationship of the information systems planning process to the overall organizational goals, policies, plans, management style and industry condition.

Part IV—Provide an awareness of the literature in the subject area of information systems, hardware and software.

Prerequisites: CIS 300, 320, 325 and 330

CIS 440 Data Communications and Networks (3 credits)

This course is directed to the understanding of data communications hardware, software, applications, terminology and the usage of all in both a real time or RJE environment. Prerequisites: CIS 100, 200

Business/Distributive Teacher Education

EDU 200 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. Offered every fall.

EDU 201 Educational Philosophy (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. Offered every 3 semesters. Prerequisite: PSY 108

EDU 290 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. Offered every semester.

EDU 300 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. Offered every spring.

EDU 301 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. Offered every fall. Prerequisite: MAT 111

EDU 311 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. Offered every spring. Prerequisite: OAD 110

EDU 312 Methods of Teaching Shorthand and Office Procedures (2 credits)

A study of the methods of instruction, selection and preparation of instructional materials, standards of achievement, and techniques of evaluation and measurement of pupil progress in shorthand and transcription. Offered every fall. Prerequisite: OAD 100

EDU 313 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. Offered every spring. Prerequisite: Junior standing

EDU 314 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. Offered every spring. Prerequisite: Junior standing

EDU 315 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. Offered every spring. Prerequisite: Junior standing

EDU 490 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. Offered every semester. Prerequisite: Senior standing

Secretarial Science/Office Administration

OAD 100A Shorthand I Gregg Theory and Dictation to 60 Words per Minute (3 credits)

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

OAD 100B Speedwriting (3 credits)

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

OAD 102 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. Offered each semester. Prerequisite: OAD 100 or permission of department chairman.

OAD 110 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. Offered every fall.

OAD 111 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. Offered every spring. Prerequisite: OAD 110 or permission of department chairman.

OAD 201 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. Offered every fall. Prerequisite: OAD 102 or permission of department chairman.

OAD 202 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. Offered every spring.

OAD 210 Typewriting III 50-60 Words per Minute (3 credits)

Manuscripts, billing, statements, legal documents and business papers, secretarial assignments. Drills to perfect production speed. Offered every fall. Prerequisite: OAD 111 or permission of department chairman.

OAD 220 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. Offered every semester. Prerequisite: OAD 110

OAD 221 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. Offered every spring.

Prerequisite: OAD 220

OAD 230 Office Simulation (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, and 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. Offered every spring.

OAD 231 Office Administration (3 credits)

Students 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. Offered every semester.

OAD 290 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. Offered every spring. Prerequisite: Consent of the director of cooperative education and department chairman.

OAD 490 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.

Economics

ECO 201 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. Offered every semester.

ECO 202 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. Offered every semester.

ECO 208 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. Offered every two years.

ECO 301 Managerial Economics

(3 credits)

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

ECO 306 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. Offered every semester. Prerequisite: ECO 201 and 202

ECO 314 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. Offered every two years. Prerequisite: ECO 201 and 202

ECO 315 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. Offered every two years. Prerequisite: ECO 314 and MGT 211

ECO 322 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. Offered every two years. Prerequisite: ECO 201 and 202

ECO 327 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. Offered every two years. Prerequisite: ECO 201 and 202

ECO 330 Public Finance (3 credits)

The economic rationale for government provision of goods and services and efficiency criteria for this provision are examined. The economic effects of taxation and government expenditures are studied including current budget analysis. Offered every two years.

ECO 335 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. Offered every two years. Prerequisite: ECO 201 and 202

ECO 340 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. Offered every two years. Prerequisite: ECO 201 and 202

ECO 345 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 201 and 202

ECO 402 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. Offered every spring. Prerequisites: ECO 201 and 202

ECO 480 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.

ECO 490 Internship

The Economics/Finance internship is a semester of supervised career-related work experience. The student is required to prepare monthly on-the-job reports and also to prepare a final written analysis in a case study format. Prerequisite: Consent of the director of cooperative education.

Finance

FIN 101 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 220 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. Offered every semester.

FIN 320 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. Offered every semester. Prerequisites: ACC 102, MAT 111

FIN 324 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. Offered every year. Prerequisites: FIN 220 and 320, ECO 201 and 202

FIN 336 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 including such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices. Offered every two years. Prerequisites: Either FIN 320 or FIN 435, and junior/senior standing or permission of instructor.

FIN 435 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. Offered every semester. Prerequisites: Either FIN 320 or ACC 306, MAT 111

Hotel/Restaurant Management

HRM 209 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. Offered every fall.

HRM 210 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. Offered every fall.

HRM 211 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 HRM 210 to quantity service on the college premises. Laboratory fee: \$100. Offered every spring. Prerequisite: HRM 210

HRM 212 Introduction of 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. Offered every fall.

HRM 215 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. The course contains an in-depth analysis of current manual and computer based systems that facilitate the flow of information in a hotel. Offered every spring. Prerequisite: CIS 100

HRM 313 Management Accounting and Control for the Hospitality Industry

(3 credits)

This course emphasizes the methods and procedures of internal control for hotels and restaurants. Management tools available to interpret and analyze data which contribute to more effective decision making are also examined. Offered every fall. Prerequisite: ACC 101 and 102

HRM 319 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 service. Students will operate a college restaurant. Additional topics discussed include menu theory. Laboratory fee: \$25. Offered every spring. Prerequisite: HRM 212

HRM 321 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. Offered every fall. Prerequisite: HRM 212

HRM 322 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. Offered every spring.

HRM 414 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. Offered every fall.

HRM 416 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. Offered every fall. Prerequisite: HRM 212

HRM 418 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. Offered every spring.

HRM 490 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.

HRM 491 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 Hotel Restaurant Management majors only with permission of the department chairman. Prerequisite: Consent of the director of cooperative education.

Note: Students will normally be required to take HRM 490, Internship, for 6 credits. However, students may, with the permission of the department chairman, take in its place HRM 491, Internship, for 12 credits. HRM 490 involves work experience over one summer and HRM 491 involves work experience over an academic semester. One business elective and one free elective will be waived for the student who successfully completes HRM 491.

Humanities

Fine Arts

FAS 121 Experiences in Art (3 credits)

This is an introductory course in the enjoyment, understanding, and appreciation of various art forms, periods and media. Slides and other exhibits will be used to illustrate course material. Offered every three years.

FAS 223 History and Literature of Music (3 credits)

FAS 223 is 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. Offered every three years.

FAS 224 Music in the Romantic Period
(3 credits)

FAS 224 studies the importance of the Romantic Period in music. Music of the Renaissance, Baroque, Classical and 20th century is presented in a very condensed form to illustrate characteristics of and comparisons to the unique age of Romantic music. Offered every three years.

FAS 226 Mass Media (3 credits)

FAS 226 is a survey course which covers the nature of mass media communication, its development and effect upon modern forms of communication. 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. Offered every every three years.

FAS 276 American Music (3 credits)

This course deals with all aspects of American 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. Offered every three years.

FAS 330 Introduction to Films (3 credits)

This course involves the viewing and analysis of representative films—fictional, documentary and experimental. Students will become acquainted with film theory, basic terminology, film history, aesthetics and production techniques. Three lecture and two scheduled viewing hours per week. Lab fee. Offered every spring.

Music

MUS 110 Band (1 credit-maximum 6 credits)

MUS 110 is an applied music course in wind ensemble performance. The band will be comprised of credit and non-credit taking members who will perform at athletic and other college functions.

MUS 112 Chorus

(1 credit-maximum 6 credits)

Auditions will be held each semester to form a mixed choral group. The group, once constituted, will perform at selected college functions.

Humanities

HUM 201 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 HUM 202. Offered every fall.

HUM 202 Introduction to the Humanities: Baroque through Modern (3 credits)

Continuing Humanities 201, 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 HUM 201. Offered every spring.

HUM 230 Changing Roles of Men and Women in Western Society (3 credits)

HUM 230 is a interdisciplinary course based on the critical study of short stories, plays and poems written by and about women. Letters and historical-sociological essays concerning the role of women in society will also be studied. Some of the representative writers in the course include Adams, Wollstonecraft, Mill, Woolf, Hemingway, Meade and Mailer. One course objective is to summarize their views of women's social and economic roles. Offered every spring.

HUM 300 Seminars Abroad

(credits to be arranged)

HUM 300 includes trips 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.

HUM 320 Special Topics in Humanities

(3 credits)

The content of this course varies from semester to semester. A course description will be posted in the Registrar's Office; the instructor will circulate a syllabus prior to registration. Offered every two years.

HUM 384 Seminar on Soviet Society

(3 credits)

HUM 384 is an annual study tour of the USSR under the sponsorship of New Hampshire College and St. Anselm College. This course incorporates field observations, lectures by Soviet authorities, and

meetings with Soviet citizens. An orientation program is conducted prior to the tour. Offered every year.

English

ENG 090 Fundamentals of English (3 credits)

This course provides students with a review of grammar and mechanics and allows for extensive practice in composing essays. English 090 is a prerequisite for students who fail to qualify for admittance into English 110. Offered every semester.

ENG 110 Expository Writing and Revision (3 credits)

This course stresses composition skills and rewriting. In order to receive credit for English 110, the student must pass a final English Proficiency Exam designed to test his or her abilities to write coherently, correctly, and thoughtfully. Offered every semester.

English Proficiency Exam

At the end of English 110 (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, using a dictionary and required course texts, will be expected to write coherently, correctly, and thoughtfully about a pre-assigned topic. English 110 is a prerequisite for English 111 and English 220. If the student fails this English proficiency examination, he or she must repeat English 110 before being retested unless other arrangements are made by the department. Testing procedures are set forth in the Humanities Department's booklet, "English Proficiency Exam."

ENG 111 Literature and Research (3 credits)

ENG 111 is a research and literature course with major emphasis on writing a research paper and developing an appreciation for imaginative literature. Offered every semester. Prerequisite: ENG 110

ENG 212 Public Speaking (3 credits)

This course is designed to help students develop abilities for all speaking situations, including skills in effectiveness, organization and delivery. The evaluation and improvement of voice, diction, articulation, and posture are also studied. Offered every semester. Prerequisite: ENG 110

ENG 213 American Literature (3 credits)

English 213 is a survey of major American writers from 1620 through the Civil War. Authors of the Colonial, Enlightenment, and Romantic periods in American literature are considered with the emphasis on their historical backgrounds. Offered every two years.

ENG 214 American Literature (3 credits)

English 214 is a survey of major American writers from the 1870's through the contemporary age. Emphasis in this course is on the role of the individual and the artist in an increasingly industrialized and technological culture. Offered every two years.

ENG 215 Survey of the Theatre (3 credits)

ENG 215 is the study of drama as literature beginning with the Greeks and continuing through Shakespeare to the present. Offered every spring.

ENG 220 Business Communications (3 credits)

ENG 220 is a practical introduction to the preparation of business correspondence, employment applications and resumes, and formal research reports. Emphasis is placed on written communication skills. Offered every semester. Prerequisite: ENG 111

ENG 223 English Literature I (3 credits)

ENG 223 is a survey of English literature including the works of Beowulf, Chaucer, Shakespeare, Milton, Swift, Pope, and Johnson. This course examines the history and evolution of English literature while studying a variety of literary types. Offered every fall.

ENG 224 English Literature II (3 credits)

This course covers the Romantic, Victorian and Modern literary periods. It examines the works of the Romantic poets, Victorian novelists and Modern literary artists including Shaw, Joyce and Eliot. Offered every spring.

ENG 225 Introduction to Poetry (3 credits)

ENG 225 is an introduction to the study and appreciation of poetry. It seeks to give students a grasp of the nature and variety of poetry, some means of reading it with appreciative understanding, and ideas on how to evaluate it. The focus is on the work of English and American poets, traditional and modern. Prerequisite: ENG 111

ENG 234 Modern Authors (3 credits)

ENG 234 introduces students to contemporary readings from the 20th century—American, British, European. An historical approach is taken to trace the changes from 19th century romanticism to twentieth century realism. Students read short stories, novels and poetry. Offered every fall. Prerequisite: ENG 111

ENG 235 Introduction to Journalism (3 credits)

ENG 235 introduces students to the design and organization of modern newspapers, with close attention given to local as well as national publications. Students are required to produce news stories, feature articles, and editorials. Offered every two years. Prerequisite: ENG 110

ENG 316 Contemporary Drama (3 credits)

ENG 316 is a consideration of modern plays from twentieth-century literature. The American, British, Russian, Scandinavian, and Irish theatres are among those studied. Offered every two years. Prerequisite: ENG 111

ENG 319 Shakespeare (3 credits)

Students in ENG 319 study selected Shakespearean comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Offered every fall. Prerequisite: ENG 111

ENG 227 Journalism Practicum (maximum 6 credits)

The practicum allows students an opportunity to help produce the student-operated newspaper, *The Observer*. Credit positions of the newspaper include editors, copywriters and photographers. All credit is validated by an editorial board and faculty advisor.

ENG 330 Advanced Writing (3 credits)

ENG 330 is a course of study for students seeking experience in writing beyond freshman composition. Various modes of writing are studied and practiced. Offered every fall. Prerequisite: B grade in ENG 110 and 111 or permission of department chairman.

ENG 331 American Business in Literature (3 credits)

By applying humanistic perspectives to the business world, ENG 331 examines the ways in which important American writers express and critique the values, styles, rituals, symbols, psychology, and history of business. This course includes the close

readings of novels, stories, poems and plays. Offered every two years.

ENG 332 The Nature Writers (3 credits)

This course is designed to introduce students to the prose and poetry by major writers and naturalists who observe nature vividly and who write about man's relationship to the natural environment.

The writings of De Crevecoeur, Emerson, Hawthorne, Ruskin, Lawrence, Orwell, Commoner, Krutch, Leopold, and Dickinson are included for study. Offered every two years. Prerequisite: ENG 213 or 214

ENG 333 Language Awareness (3 credits)

ENG 333 is an introduction to selected topics in English linguistics including dialects, usage, history, semantics, and phonology. The languages of racism, sexism, advertising and propaganda are also considered.

ENG 336 Thoreau and His Contemporaries (3 credits)

This course considers the works of Henry David Thoreau as transcendentalist, essayist, poet, naturalist and teacher. Other members of the Concord School are also discussed. Offered every fall. Prerequisite: ENG 213 or 214

Business Communication

BCM 108 Business English (3 credits)

This course is a thorough review of grammar, mechanics and other writing conventions governing modern Business English. Practical applications include the preparation of business correspondence, memos, informal and formal reports, and resumes and letters of application. Emphasis is placed on written communication skills. This course is especially designed for the Office Technology Certificate Program; it cannot be used as a Liberal Arts Elective, nor can it be applied to the Business Communication major.

BCM 322 Public Speaking for Business (3 credits)

This course provides students with the principles which govern effective oral presentations to large and small groups and includes training in the use of appropriate visual/audio aids. Offered every two years. Prerequisite: ENG 212 or permission of instructor.

BCM 343 Journalistic Writing in Business (3 credits)

This course focuses on the researching and writing of articles for company publications and professional journals. Other

kinds of copy for business related publications are studied and produced. Offered every two years. Prerequisite: ENG 220 or ENG 235, or BCM 437.

BCM 437 Advanced Business Communications (3 credits)

This course allows students the opportunity to not only complete research projects of a business nature for diverse audiences, but to design appropriate report formats. Research leads to documented reports and oral presentations using appropriate visual aids. Offered every two years. Prerequisite: ENG 220

BCM 440 Graphics and Layout in Print Media (3 credits)

This course entails practice in the art and craft of graphic design and layout, including copyfitting, font selection, and other aspects of the printing process. Students produce a variety of pieces during the semester including brochures, flyers and pamphlets. Offered every two years.

BCM 341 Technical Report Writing (3 credits)

This course trains students to produce documents of a technical nature which are commonly found within a business context. Students are required to prepare a variety of technical reports including software programs, audits, technical manuals and feasibility studies. Offered every two years. Prerequisite: ENG 220

BCM 442 Corporate Public Relations (3 credits)

This course introduces students to the theory, practice and evolution of public relations in America. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their various clients. Offered every two years. Prerequisite: ENG 220

Philosophy

PHL 110 Introduction to Philosophy (3 credits)

This course provides a general introduction to philosophy beginning with issues raised by contemporary problems. Traditional problems and approaches in philosophy are examined in relation to the present. Offered every fall.

PHL 214 Logic, Language and Argumentation (3 credits)

PHL 214 is the study of the fundamental principles of correct and incorrect

argument, historical forms of deductive logic, and the significance of language and clear verbalization. Offered every spring.

PHL 230 Comparative Religion (3 credits)

PHL 230 is a study of the origins of religion, how man manifests his religious spirit in the most primitive periods of history, how his religious spirit refines itself in accordance with the rise of this level of consciousness. The course also reviews the emergence of various world religions and the reasons for their differences as well as similarities. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Mohammedanism. Offered every spring.

The Social Sciences

Government

GOV 109 Introduction to Politics (3 credits)

GOV 109 is an introduction to politics which examines theories of the purpose of government and the nature of man. Special attention is given to the democratic foundations of the United States. Offered every fall.

GOV 110 American Politics (3 credits)

GOV 110 is the study of policy-making in the American national political system. Emphasis is placed on the interaction of institutions and political factors within. This emphasis on process encourages the development of a political perspective applicable to social and economic activities. Offered every spring.

GOV 211 International Relations (3 credits)

The study of international politics is considered in GOV 211 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. Offered every two years.

Prerequisite: GOV 109 or 110

GOV 213 Comparative Government (3 credits)

In GOV 213 the political systems of various countries of the world are studied and compared through an analytic approach which accentuates participation, policy and political culture. Specific countries are selected for study according to

the interests of both prospective students as well as of the instructor. Prerequisite: GOV 109 or 110

GOV 314 Political Theory (3 credits)

GOV 314 is an analytical survey and study of major political and social theories in western culture from Plato to Marx, emphasizing the historical and fundamental concepts of freedom and justice in the modern state. Prerequisite: GOV 109, GOV 110, or PHL 110.

GOV 330 Canadian Government and Politics (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 in GOV 330 the dynamics of evolving Canadian federalism with attention to regional economic and cultural issues as they influence United States-Canadian affairs. Prerequisite: GOV 109 or 110

History

HIS 109 Ancient and Medieval (3 credits)

HIS 109 is an 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 civilization of Egypt, Mesopotamia, Greece, Rome and Western Europe. Offered every fall.

HIS 110 Modern European History (3 credits)

HIS 110 is an 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. Offered every spring.

HIS 110 American History (3 credits)

HIS 213 studies the 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. Offered every fall.

HIS 214 American History (3 credits)

HIS 214 studies the 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 following World War II. Offered every spring.

HIS 318 American Diplomatic History (3 credits)

HIS 318 studies the 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. Offered every two years.

HIS 320 Europe in the Twentieth Century (3 credits)

HIS 320 studies European history from the point of view of civilization in a constant state of crisis. World War I, the insecure 1920's and 1930's, World War II, and the Cold War era since 1945 are the subject of study. Offered every two years.

HIS 324 Canadian History (3 credits)

HIS 324 is 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. Offered every two years.

HIS 430 Civil War (3 credits)

This course deals with the causes of the Civil War, with special emphasis given to the events, personalities, battles, and campaigns which influenced the outcome of the war. Offered every two years.

HIS 441 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 World War II. Offered every two years.

HIS 445 America Since 1945 (3 credits)

HIS 445 is a study of 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. Offered every two years.

HIS 476 The American Revolution (3 credits)

The course deals with the events and factors which led to the outbreak of rebellion, the revolution, and the period of nation-making which followed national independence. Offered every two years.

Psychology

PSY 108 Introduction to Psychology

(3 credits)

PSY 108 is an introduction to various areas of psychology including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning, and human development. It provides a basis for further study in related areas. Offered every semester.

PSY 211 Human Growth and Development (3 credits)

PSY 211 studies physical and psychological development from the prenatal period to death. In addition, the course considers the human patterns of development. Offered every year. Prerequisite: PSY 108

PSY 213 Psychology of Individual Adjustments (3 credits)

PSY 213 studies the dynamics of adjustment to problems of modern living which includes those adjustments students have made, are making and will make. Research information and self-understanding are emphasized. Offered every spring. Prerequisite: PSY 108

PSY 215 Psychology of Abnormal Behavior (3 credits)

This course offers students an opportunity to better understand human behavior. It also studies the similarities and differences between normal and abnormal reactions to environmental stimuli. Offered every two years. Prerequisite: PSY 108

PSY 217 Reading and Research in Psychology (3 credits)

Seminar and/or individual meetings. Prerequisite: 6-9 hours in psychology including PSY 108 (at least 3 hours at NHC) and permission of instructor.

PSY 331 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 insights as well as academic achievement are expected results of this course. Offered every fall. Prerequisite: PSY 108

Anthropology

ATH 111 Introduction to Cultural Anthropology (3 credits)

ATH 111 is the study of preliterate and changing societies with an emphasis on the social organization and culture aspect of the societies. Offered every two years.

Sociology

SOC 112 Introduction to Sociology

(3 credits)

This course studies the organization of social behavior and relationship of society and social conditions. Emphasis is placed on culture, norm stratification, systems, structure, social institutions and social change. Offered every semester.

SOC 213 Contemporary Social Issues of the United States (3 credits)

SOC 213 studies contemporary human problems in their historical context—crime and delinquency, poverty, prejudice, pollution, and alcoholism. Offered every two semesters. Prerequisite: SOC 112 or permission of the instructor.

SOC 317 Sociology of the Family (3 credits)

SOC 317 is the sociological examination of the family institution in America and other societies. Both traditional and nontraditional family patterns are studied to provide a structure for understanding sex, marriage, family and kinship systems. Offered every two years. Prerequisite: SOC 112 or permission of the instructor.

SOC 324 Crime and Violence in American Society (3 credits)

This course 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. Offered every two years. Prerequisite: SOC 112 or permission of the instructor.

SOC 326 Sociology of Deviant Behavior (3 credits)

SOC 326 is the sociological analysis of the nature, cause and societal reactions to deviance such as mental illness, suicide, drug and alcohol addiction, and sexual deviations. Offered every two years. Prerequisite: SOC 112 or permission of the instructor.

SOC 328 Aging in Modern Society (3 credits)

This course is the examines the basic social processes and problems of aging. Social and psychological issues are discussed as well as issues involved with death and dying. Offered every two years. Prerequisite: SOC 112 or permission of the instructor.

Management

MGT 110 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. Offered every semester.

MGT 125 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. Offered every semester.

MGT 206 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. Offered every semester.

MGT 211 Personnel Management

(3 credits)

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

MGT 212 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. Offered every semester.

MGT 217 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. Offered every spring.

MGT 233 Real Estate (3 credits)

This comprehensive real estate course deals with all the aspects of real estate

necessary to operate as a real estate salesman or broker. Offered every spring.

MGT 245 Small Business Institute Cases

(3 credits)

Selected students evaluate and counsel small businesses that request management assistance. The course is conducted in conjunction with the U.S. Small Business Administration. The term of the course is one academic year for 3 credits. Prerequisite: Junior or senior standing, and permission of the instructor.

MGT 307 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. Offered every semester. Prerequisite: MGT 206

MGT 308 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: MGT 206

MGT 326 Social Environment of

Business (3 credits)

This course will introduce the student to the study of the relationship(s) between the "corporate world," government, technology, international relations, and labor. The social responsibility of the manager in formulating operational policies is stressed. Offered every semester.

MGT 331 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 goods and the provision of services are examined. Offered every semester. Prerequisites: MGT 110, ECO 201, ACC 102, MAT 111

MGT 336 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. Offered every spring. Prerequisites: MGT 331, MAT 220

MGT 338 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. The importance of the recognition of the importance of cultural factors is also stressed. Offered every other semester.

MGT 342 Organizational Behavior
(3 credits)

The focus is on the class at NHC as a real part of an organization with direct attention given to roles, norms, rewards, leadership styles, structure and power authority relationships. Offered every semester. Prerequisites: MGT 125, MGT 211, and MKT 113

MGT 390 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. Prerequisite: Consent of the director of cooperative education.

MGT 392 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.

MGT 420 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. Offered every

semester. Prerequisites: FIN 320 or 435, MGT 110, ACC 101 and 102, MAT 220

MGT 421 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. Offered every fall. Prerequisites: ACC 102, MKT 113, FIN 320 or 435, and senior standing; or permission of the instructor.

MGT 442 Advanced Seminar in Human Resource Management and Development
(3 credits)

This capstone course, which must be taken as the final course in the HRM concentration, examines contemporary issues in HRM resulting from new and changing legislation, demands of the work place, and emerging quality of work and life trends. Prerequisite: MGT 115 and 342; MGT 326 or ECO 315.

MGT 446 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. Offered every two years. Prerequisite: MGT 336

MGT 447 Inventory and Materials Control
(3 credits)

Development and applications of standard economics order quantity, materials requirements planning, forecasting and other control procedures. Offered every two years. Prerequisite: MGT 336

MGT 448 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. Offered every two years. Prerequisite: Consent of the director of cooperative education.

MGT 480 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.

Fashion Merchandising

FMK 101 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. Offered every spring.

FMK 202 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 and a field trip to New York City's market district are an integral part of the course. Offered every fall. Prerequisite: MKT 222

FMK 203 Retail Sales Promotion
(3 credits)

This course includes both personal and non-personal phases of sales promotion. In addition, the preparation of advertising and the design and execution of window and department displays are covered. A fashion show is planned and executed by the entire class as a group project. Offered every spring. Prerequisites: MKT 222, FMK 202, or permission of the instructor.

FMK 204 Product Analysis and Design
(3 credits)

A study of textile information pertinent to 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. Offered every spring.

FMK 490 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. Prerequisite: Consent of the director of cooperative education, internships and placement.

Marketing

MKT 113 Introduction to Marketing (3 credits)

Introduction to marketing functions through the study of its nature, product development, distribution structures,

pricing systems, and promotional activities. Offered every semester.

MKT 220 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 forces with special emphasis on structural planning as well as on operational control over recruiting, retention, supervision, motivation, compensation of sales personnel. Offered every fall. Prerequisite: MKT 113

MKT 222 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. Offered every semester. Prerequisite: MKT 113

MKT 223 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 promotion, personal selling and publicity are topic areas examined. Offered every fall.

MKT 235 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. Offered every spring.

MKT 329 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. Offered every semester. Prerequisites: MKT 113, MKT 223

MKT 331 Industrial Marketing (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. Offered every spring. Prerequisites: MKT 113, MKT 220 and FIN 320 or 435

MKT 345 Consumer Behavior (3 credits)

This course supplies those facts that will lead to an understanding of how the consumer influences marketing mix decisions. Offered every semester. Prerequisites: MKT 113, MGT 125, PSY 108

MKT 427 Retail Site Selection and Facilities Planning (3 credits)

This course is concerned with store location research and begins with an analysis of urban areas—their functions, land use patterns, spatial organization, and the urban economy. Also 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. Offered every semester. Prerequisite: MKT 113

MKT 432 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 433 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. Offered every spring. Prerequisites: MKT 113, ECO 202, and junior/senior standing.

MKT 437 Marketing Research (3 credits)

Introduces the student to application of statistics and model research building for marketing decision-makers. Student projects are required. Offered every semester. Prerequisites: MAT 220 and MKT 113

MKT 442 Retail Management (3 credits)

An advanced level course beyond the scope of MKT 222, MKT 442 is geared to the retailing major and those with general marketing and consumer behavior interests. Inventory planning and control, operational budgeting, interpreting consumer demand, mall management, and overall coordination of merchandising policies within a retail framework are covered via pertinent field trips and the case study method. Offered every spring. Prerequisites: MKT 113, MKT 222

MKT 448 Advanced Marketing Seminar (3 credits)

This course is an in-depth investigation into specialized research and application 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 480 Independent Study (3 credits)

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

MKT 490 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, internships and placement.

Mathematics

MAT 050 Fundamentals (3 credits)

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

MAT 100 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 at the discretion of the instructor. (Cannot be used as an elective by students who have completed MAT 110 or MAT 111 or MAT 150.)

MAT 105 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 MAT 110 or MAT 111 or MAT 150. A waiver of this restriction is awarded four-year Retailing majors.)

MAT 110-111 Finite Mathematics 1 & 2 (3 credits each)

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. Offered every semester. (A student who has completed MAT 110 or MAT 111 may not register for MAT 150.)

MAT 150 Finite Mathematics (3 credits)

Finite Mathematics is a one-semester course that includes material usually covered in two semesters by MAT 110 and 111. The course is designed for those students with a strong mathematics background in algebra. MAT 150 is offered every fall semester. (A student who has completed MAT 150 may not register for MAT 110 or MAT 111.) Prerequisite: Permission of the Mathematics department chairman.

MAT 220 Statistics (3 credits)

A fundamental course in the application of statistics including descriptive statistics, probability distributions, and hypothesis testing. Offered every semester. (A student who has completed MAT 250 may not

register for MAT 220.) Prerequisite: MAT 111 or equivalent.

MAT 250 Statistics A (3 credits)

This course is designed to provide a challenge for the MAT 150 student. Applications and some theory of statistics are presented in greater depth than in MAT 220. MAT 250 will be offered every spring semester. (The student who has completed MAT 220 may not register for MAT 250.) Prerequisite: MAT 150 or permission of instructor.

MAT 210 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. Offered every semester. (A student who has completed MAT 251 may not register for MAT 210.) Prerequisite: MAT 111 or equivalent

MAT 251 Business Calculus A (3 credits)

This course is designed to provide a continued challenge for the MAT 150 student. Differential and integral calculus will be discussed in greater depth than in MAT 210. As a result, more time can be allotted to theory and a variety of applications to business and economics. MAT 251 is offered during the fall semester. (A student who has completed MAT 210 may not register for MAT 251.) Prerequisite: MAT 150 and exposure to high school calculus or permission of the instructor.

MAT 300 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. MAT 300 is offered during the spring semester. Prerequisite: MAT 220 or MAT 250 or equivalent.

MAT 305 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, linear programming, inventory control, queuing theory, replacement theory and simulation. The course may integrate computer work with classwork (at the discretion of the instructor). Math 305

is generally offered every other year. Prerequisite: MAT 18 and CIS 100 or equivalent.

MAT 310 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. SPSS and STATPAK will be used to expand on the examples. MAT 310 is generally offered every other year. Prerequisite: MAT 220 or MAT 250 or equivalent.

MAT 315 Topics in Statistics (3 credits)

Topics will vary from year to year but will be selected and departmentally approved from the following groups of topics: sampling techniques, index numbers, time series, ANOVA, X^2 , and decision theory. MAT 315 is generally offered every other year. Prerequisite: MAT 220 or MAT 250 or equivalent.

MAT 325 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. MAT 325 is generally offered every other year. Prerequisite: MAT 210 or MAT 251 or equivalent or permission of the department chairman.

Science

SCI 110 Survey of the Physical Sciences
(3 credits)

A study of selected topics in the areas of chemistry, physics, geology and astronomy, and the impact of these areas of study in our society.

SCI 111 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 112 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 113 Principles of Physical Science 2
(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 112 is not required for SCI 113.

SCI 117 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.

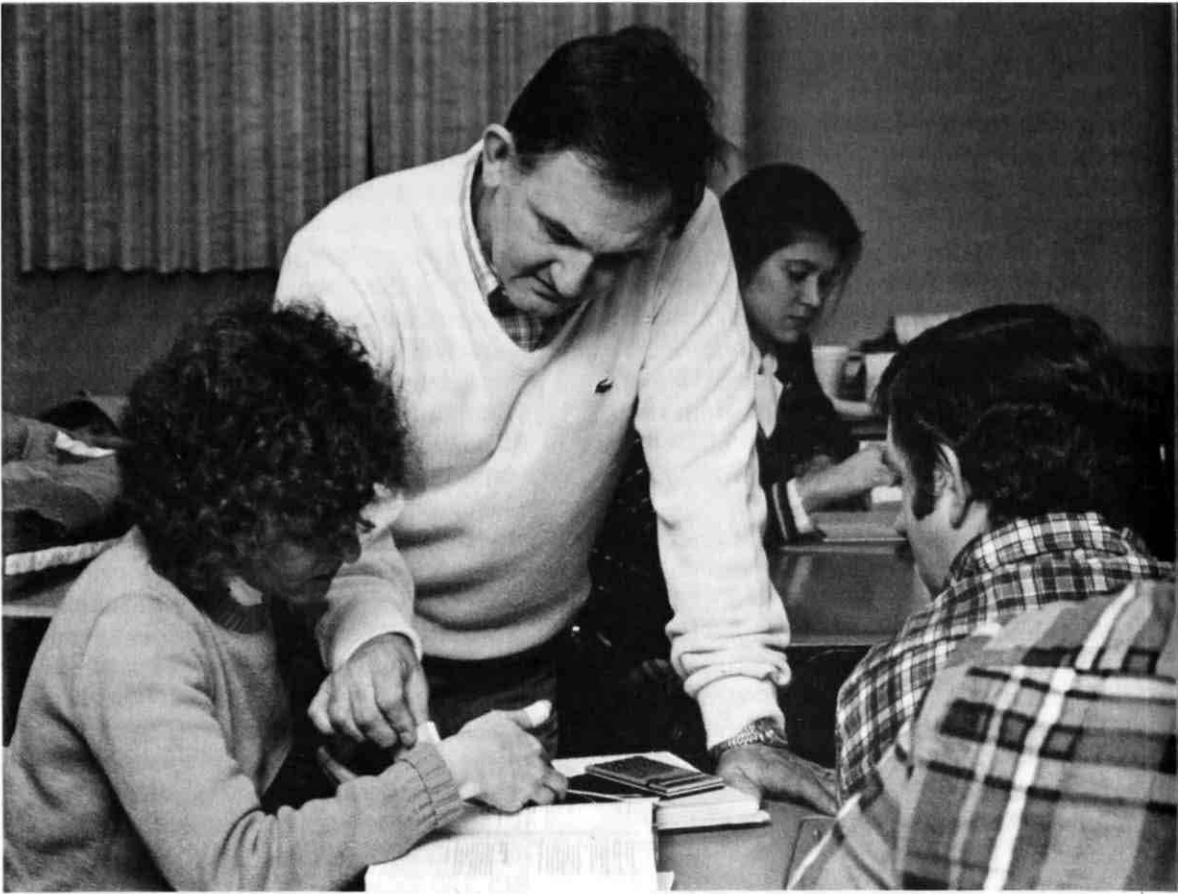
SCI 119 Man and His Environment
(3 credits)

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. Offered every fall.

SCI 120 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. Offered every spring. Additional science offerings are available through the NHCUC Consortium Student Exchange Program.

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



Continuing Education

New Hampshire College's Division of Continuing and Community Education is an integral part and extension of the School of Business. Since its founding in 1932, the college has been offering night classes and has been genuinely concerned with the adult learner's needs for personal development and the acquisition of professional competencies. The Division of Continuing and Community Education, through its various continuing education centers, provides courses, certificates, and the school's degree programs to meet the needs of individuals, groups and organizations.

Through the Division of Continuing and Community Education, the School of Business provides quality educational experiences for those who desire them. Students are free to take any course or to pursue any degree for which they have sufficient background. Class hours are scheduled, and course and program offerings are developed to meet the specific needs of employers, employees, and non-working adults alike. As a result, many have been able to attain educational goals not otherwise available.

Degree and certificate programs are available as follows:

Bachelor of Science Degrees in:

- Accounting
- Applied Business Studies
- Business Communications
- Business Studies
- Management
- Marketing
- Management Information Systems
- Management Advisory Services
- Techni-Business

Associate of Science Degrees in:

- Accounting
- Electronic Data Processing
- General Studies
- Management

Certificate Programs in:

- Accounting
- Business Finance
- Business Management
- Computer Programming
- Human Resources Management
- Office Technology
- Production Management
- Salesmanship

Academic advisors are available throughout the year to answer questions regarding program choices. Program availability varies from center to center. Four programs lead to an Associate in Science, while nine lead to a Bachelor of Science. Graduates of the School's eight certificate programs receive a certificate of completion. All courses in these certificates have college credit, which is applicable toward several degree programs.

Further information on programs offered by the Division of Continuing Education can be obtained by referring to the Continuing Education Bulletin. For a copy of the bulletin, contact any of the Continuing Education Centers listed below. Courses offered and their descriptions are available upon request at the centers.

Off-Campus Programs: 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.

Continuing Education 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.

In order for a day school student to take a course which is a part of the evening or off-campus programs, permission 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
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

Concord Center*

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

- General Management—AS and BS
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

Laconia Center

McGrath Street, Laconia, NH 03246,
Telephone (603) 524-3527

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

Manchester Center

Weekends

2500 North 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 • Applied Business Studies—BS • Business Studies—BS
- Techni-Business—BS

Evenings

2500 North 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 • Economics/Finance—BS
- Applied Business Studies—BS • Business Studies—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
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

Portsmouth Center*

(Includes Pease Air Force Base Center and Dover Center)

150 Greenleaf Avenue, Corner Route 1 By-Pass, 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 • Applied Business Studies—BS • Business Studies—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 • Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

New Hampshire College also maintains off-campus centers in four 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
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

San Juan Center

P.O. Box 1368, Hato Rey, Puerto Rico 00919, Telephone (809) 754-1632

- General Management—AS and BS
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

Roosevelt Roads Center*

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

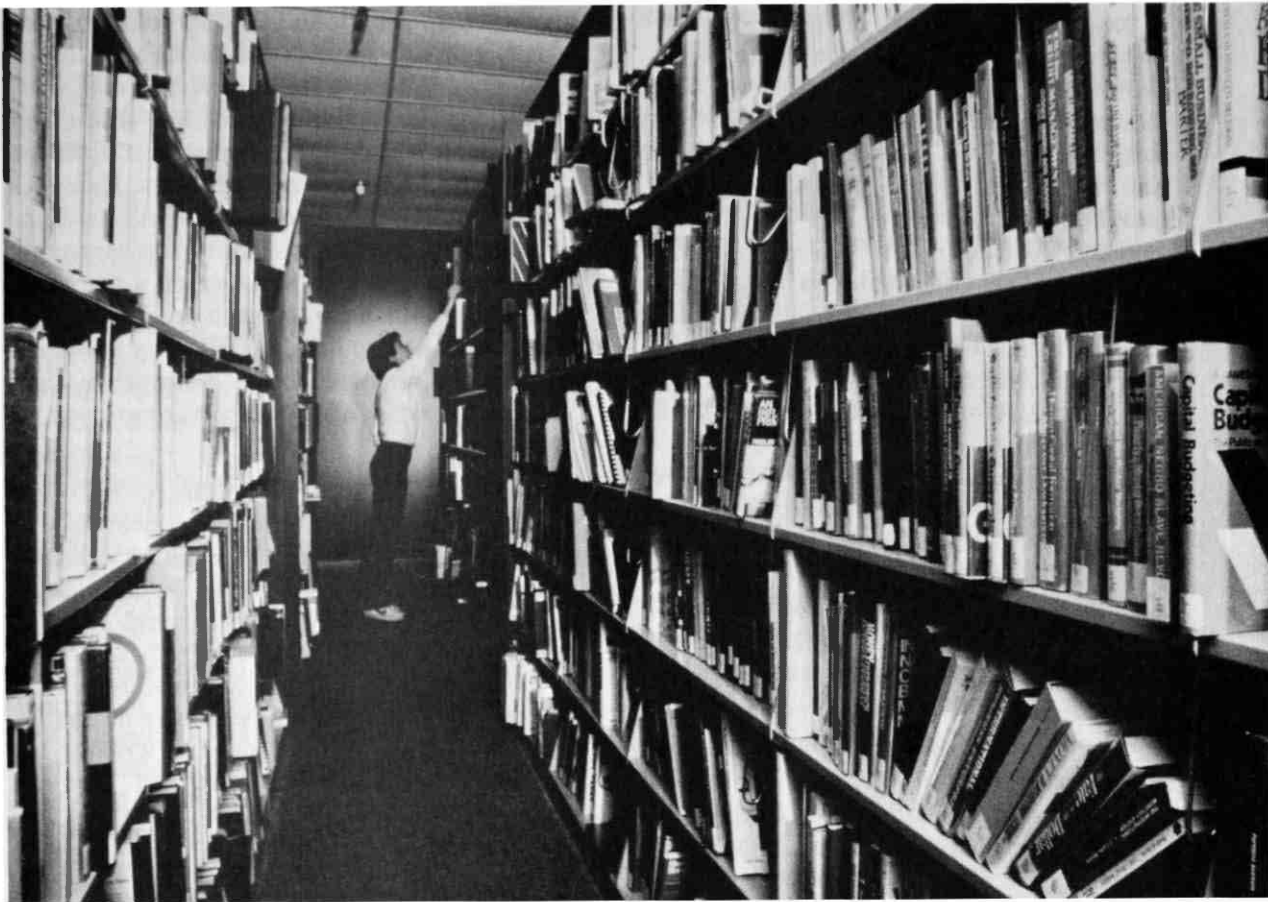
- General Management—AS and BS
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

Sabana Seca Center

P.O. Box 1368, Hato Rey, Puerto Rico 00919, Telephone (809) 754-1632

- General Management—AS and BS
- Applied Business Studies—BS • Business Studies—BS • Techni-Business—BS

*Also offers graduate courses from the New Hampshire College Graduate School of Business.



Academic Standards and Regulations

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 taken by that student.

Except as provided below, a student will be required to pay \$210 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 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
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 Credits x A (4) = 12 QP

English 10

3 Credits x B (3) = 9 QP

MA 10

3 Credits x C (2) = 6 QP

CIS 20

3 Credits x D (1) = 3 QP

History 9

3 Credits x F (0) = 0 QP

15 Credits 30 QP

30 QP divided by 15 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, 1984	August 31, 1984	September 15, 1984
October 15, 1984	December 31, 1984	January 15, 1985
November 15, 1984	May 12, 1985	May 12, 1985

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 Students—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.

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 in training 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.



Academic Policies and Standards for Continuing Education

Students in the Division of Continuing Education conform to the Academic Policies and Standards of the School of Business. There also are however, a number of differences, which are largely determined by the schedule of terms for continuing education. The following paragraphs enumerate these differences.

Class Periods

Evening classes meet twice each week in 2½-hour time blocks, either on Monday and Wednesday, or Tuesday and Thursday. Two class periods are held each evening. Saturday and Sunday classes meet in five hour time blocks. Two class periods are held on Saturday and Sunday. Certain accounting courses are offered in 16-week terms.

Night Class Periods

<i>8-Week Courses</i>	<i>16-Week Courses</i>
Period 1 5:30-8:00 PM	Period 1A 5:25-6:40 PM
Period 2 8:05-10:35 PM	Period 2A 6:45-8:00 PM

Saturday/Sunday Class Periods

Period 1 8:00 AM - 1:00 PM
Period 2 1:30 PM-6:30 PM

Make-up Classes: Classes that are cancelled because of inclement weather will be rescheduled before the conclusion of the term. The decision to cancel will be made not later than 3:00 PM on the day that the class is scheduled. Local radio stations will announce the cancellations. Classes that fall on holidays will be rescheduled by the center director.

Withdrawal and Refund Policy

The instructor has the right to withdraw a student after four absences. Students who anticipate excessive absences should consult with their instructor.

Students may officially withdraw from a course up to the fourth week. After the fourth week, only the instructor may initiate the withdrawal. Withdrawals may be made up to the second last class period. The college reserves the right to withdraw any student who fails to meet financial or academic obligations or who, because of misconduct, disrupts the academic process.

Withdrawal from class must be in writing. Withdrawal forms are available at each continuing education office. A student must complete the form, have it signed by the instructor, and return it to the office. Refunds are based on the date of completion and the date that the withdrawal form is returned to the office. There are no refunds on textbook sales, registration and parking fees. The following is the tuition refund policy.

<i>Time of Withdrawal</i>	<i>Night</i>	<i>Sat/Sun</i>
<i>8-Week Course</i>	<i>Classes</i>	<i>Classes</i>
	<i>% of Tuition Refund</i>	<i>% of Tuition Refund</i>
Before first class starts	100%	100%
After first class starts	80%	80%
After second class starts	50%	0
After third class starts	0	0

<i>Time of Withdrawal</i>	<i>% of Tuition Refund</i>
<i>16-Week Courses</i>	
Before first class starts	100%
After the 1st, 2nd, or 3rd class starts	80%
After the 4th or 5th class starts	50%
After the 6th class starts	0

Incomplete Final Grades

To remove an incomplete final grade, students must complete course requirements within six weeks after the ending of a term in which they received the incomplete grade. The responsibility for this rests with the student.

Students who receive an "I" or "IF" final grade in a prerequisite, sequential course will not be permitted to register for the next course in the sequence until the "I" or "IF" has been replaced by a passing grade.

Course Load

Two courses (6 credits) are a full-time academic load in Continuing Education. Because of this, students are discouraged (but not prohibited) from taking three courses in any one term. Students should consult with the center director prior to enrolling in three courses.

Review of Academic Progress

A student must maintain a "C" (2.0) grade point average for satisfactory progress in any degree program. Students are urged to consult with the center director

whenever they have difficulty in their studies. At the end of each 8-week term, the Committee on Scholastic Standing meets and discusses the records of all students whose cumulative grade point average has fallen below the 2.0 standard needed to remain in good standing. The committee reviews only those records where the student has received a grade in at least four courses (twelve credits).

The committee is authorized to do the following:

1. Place student on academic warning with or without restriction of course load. The student will receive a letter of academic warning, an early signal that the student's performance is not up to standard. If the student is limited to one course a term, he or she must abide by the instruction, even if it means dropping one of the two courses in which the student is currently enrolled.
2. Inform the student that he or she has been removed from academic warning and/or can resume taking two courses a term. This will be done as soon as a student's transcript shows that he or she has regained the required 2.0 average.
3. Direct the student to meet with the center director or advisor upon receipt of the letter.
4. Academically dismiss a student from the college. An academically dismissed student can appeal the dismissal in writing to the Committee for Scholastic Standing. The student must present evidence that he/she can successfully resume college work. The student must not expect a decision until the next meeting of the Committee on Scholastic Standing. If the dismissed student is readmitted, he or she will be placed on Scholastic warning and may be restricted to one course per term until his or her grade point average reaches the "C" level.

Academic Calendar

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

The Culinary Institute of New Hampshire College prepares its students to meet the challenges of careers in the food service industry. The institute is committed to an educational philosophy which recognizes that learning occurs both in the classroom and as a result of practical application, emphasizing career proficiencies while encouraging the development of personal strengths, life skills and intellectual growth.

Within The Culinary Institute the culinary arts program seeks to attract individuals interested in pursuing a career which would eventually lead to a position as an executive chef. The program's goal is to graduate students with an associate of applied science degree in culinary arts who are:

- proficient in basic and advanced food preparation and service
- capable of controlling costs and planning menus
- developing as mature, responsible adults who can communicate accurately, supervise effectively and make sound decisions

- able to adapt appropriately to a variety of work environments.

The culinary arts curriculum is designed to achieve the program's goal by offering a combination of cooking, service, business and liberal arts courses. Emphasis is placed on the cooking courses so that the student can acquire the culinary skills essential to enter a career in the food service industry. Communication and business courses are integrated to provide the skills necessary to eventually secure a position as an executive chef. Liberal arts courses are offered to assist the student in personal maturity and life skills which will contribute to a professionally productive life.

A work internship is also required. Through participation in this course the student is able to:

- experience the demands of the food service industry
- enhance their skills learned in the laboratory/classroom environment
- develop appropriate work values and attitudes
- receive academic credit for the experience
- earn a short term income.

Graduates of The Culinary Institute (with an Associate of Applied Science degree in Culinary Arts) have been prepared to secure a position as a cook, baker, sous chef, garde manger chef, or kitchen manager in some aspect of the food service industry. The specific position a graduate is qualified for is dependent on his or her own academic achievement, experience, skill development and maturity.

Culinary Arts Curriculum

	<i>Credits</i>
<i>First Term</i>	
Culinary Skills and Procedures	3
Food Purchasing	3
Sanitation and Safety	3
Baking I—Bread and Desserts	3
English	3
Human Relations/Supervision	1
	16
<i>Second Term</i>	
Food Production	3
Nutrition	3
Quantity Food Production	3
Mathematics	3
Baking II	3
Human Relations/Supervision	1
	16
Internship	6
<i>Third Term</i>	
Food Service Cost Control	3
Classical Food Preparation	3
Dining Room Service and Menu Planning	3
Culinary Elective	3
Free Elective	3
Human Relations/Supervision	1
	16
<i>Fourth Term</i>	
International Cuisine and Services	3
Wines and Beverages	3
Culinary Elective	3
Free Elective	3
Human Relations/Supervision	1
	13
TOTAL	67

Culinary Institute Courses

TCI 109 Food Purchasing

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.

TCI 110 Culinary Skills and Procedures

This course presents the basic principles of food preparation for hotel, 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.

TCI 111 Food Production

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: TCI 110

TCI 212 Quantity Food Production

This course is designed to give students the opportunity to participate in quantity food production in a number of different food service environments. Students work an 8 to 10 shift at local restaurants, hotels, hospitals, and colleges in the food service operation. This enables the students to experience the demands of the food service industry, enhance their skills learned in the classroom, develop appropriate work values and attitudes, and observe how a variety of work environments prepare and serve food, organize equipment and kitchen staff. Prerequisite TCI 110.

TCI 113 Baking I—Breads and Desserts

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.

TCI 114 Baking II—Advanced

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: TCI 113

TCI 217 Classical Food Preparation

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: TCI 110, 111, 212

TCI 218 International Cuisine and Service

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: TCI 110, 111, 212, 109

TCI 219 Dining Room Service and Menu Planning

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.

TCI 120 Food Service Cost Control

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.

TCI 224 Wines and Beverages

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.

TCI 125 English

The primary purpose of English 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.

TCI 126 Mathematics

A survey of mathematical techniques essential to the everyday operations of a food service environment. Operating statements, recipe conversions, cost percentages, payroll, pricing, and the metric system are included among the topics discussed.

TCI 127 Nutrition and Health

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.

TCI 128 Sanitation and Safety

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.

TCI 129 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.



The Graduate School of Business

New Hampshire College's graduate programs in business have played a significant role in the institutions ongoing evolution. Inaugurated in 1974, the graduate business curriculum was originally conceived and developed as an evening degree program, serving primarily non-traditional students already engaged in full-time employment. While this focus continues to be a conspicuous force in the life of the graduate school, it has been complemented by the establishment of a full-time day graduate program in 1982, a move made possible by the college's acquisition of its north campus. There are now over 1,500 students enrolled in the graduate school.

A separate school within the college since 1981, the Graduate School of Business shares several characteristics with the other academic divisions. It believes in the importance of maintaining an effective working relationship with a broad range of companies, public agencies and departments, and other public and private organizations. It encourages an active interchange of perspectives and experience between the classroom and the workplace, and promotes interaction between active practitioners and both faculty and students. In addition, the graduate school is committed to the objective of community education, and offers its programs at several satellite locations in addition to on-campus, thereby extending the opportunity for more advanced education in business-related disciplines to working adults at times and sites less accessible to more traditional degree programs.

The full-time day program has introduced other elements to these relationships, not only through a wider diversity of background and outlooks, in and out of the classroom, but also through the growing involvement of day graduate students in institutional life, as student consultants, tutors, resident assistants, and other responsibilities. Approximately one-half of the full-time enrollment consists of international students, underscoring the college's commitment to pluralistic education, and contributing additional perspectives of management in the context of other cultures. A significant number of day students, both international and domestic, are persons who have taken leaves of

absence from their places of employment to pursue their degree on an accelerated basis.

Graduate Education in Business

In addition to the characteristics which it shares with other parts of the college, the graduate school is particularly committed to the following:

- *To provide deeper and broader understanding of the dimensions and relationships which operate in the affairs of business organizations.* The common core of courses is an explicit statement of this commitment, recognizing the overall functional and organizational context of business institutions.
- *To enhance skills and techniques to be used in pragmatic approaches to both immediate problems in organizational administration and longer-range issues and concerns of regional, national, and global scale.* Students are expected to become familiar with the use of analytical tools and related resources, and in their effective application in decision-making and policy formulation. As students progress through their graduate curricula, they acquire further skill in integrating their prior skills and perspectives into new situations.
- *To embrace both the concepts of global interdependence and the growing necessity of effective social and trans-cultural interaction.* The graduate school early recognized, through its international business program, the importance of an awareness of the world-wide economic system, and continues to emphasize this awareness and an explicit sense of the intercultural environment of both domestic and multinational business enterprises.
- *To promote ongoing professional education.* This is reflected in the commitment of the faculty and staff to their own intellectual and professional growth; in the continued enrollment of practicing managers and executives in the graduate programs; and in the graduate school's cooperation with the educational objectives of companies, professional societies, and other bodies.
- *To sustain a high quality of teaching and academic excellence.* Both full-time and adjunct faculty members are

selected not only on the basis of academic credentials and professional competence, but also for their ability to work effectively with students in responding to the challenge of graduate studies and for their commitment to a stimulating academic environment. These traits are maintained and enhanced by regular interaction of full-time and adjunct instructors, within and beyond their academic disciplines, and by the specific input of representatives of the business community into the processes of curriculum and program development.

Facilities and Activities

The administrative center of the graduate school is located at the 500-acre north campus, in Alumni Hall, a spacious modern building; both day and evening classes are held in this facility. Alumni Hall also houses the computation center for the graduate school, including a cluster of remote terminals connected on-line with the college's IBM 4341 and related equipment at the south campus, as well as microcomputing equipment and word-processing facilities which are also accessible for student use. These computation resources support a variety of software appropriate to business operations, including BASIC, COBOL, FORTRAN, PASCAL, and the integrated academic operating system, MUSIC. Statistical and analytical packages, simulation and modeling software, and specialized programs in a variety of academic disciplines and functional areas are accessible through the college's systems. Graduate students also make use of the collection and facilities of the Shapiro Library (described in greater detail on page 11) for research, preparation of presentations, and other projects and activities related to media resources and information sources.

The graduate school is also the headquarters of ongoing educational enterprises. The *Journal of Educational Computing Research* is a scholarly quarterly which publishes original research, reviews, and other studies related to the applications, effects, and implications of computer-based education. The New England Productivity Center serves as a focal point for research, information exchange, and other activities relating to issues of productivity, quality, and the quality of work life. In addition, the

graduate school is one of a number of schools throughout the United States which participate in the Small Business Institute, a program which provides advanced students with the opportunity to serve as consultants to actual small business operations, assisting them in resolving operational problems. By agreement, the graduate school cooperates with the New Hampshire Association of Purchasing Managers in developing and conducting continuing professional education programs for association members.

The graduate school also offers courses, primarily in the evening, at several satellite locations elsewhere in New Hampshire, at the Brunswick Naval Air Station in Maine, and at the Roosevelt Roads Naval Station in Puerto Rico. These centers are administered by on-site directors and staff; details of the specific programs available at these locations may be found in the section, "WHERE AND WHEN," on page 78.

Additional information regarding on-campus housing, health services, athletic facilities, placement, and other recreational and extra-curricular resources of the college may be found in the *Student Activities* section of this catalog.

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.

Program Outlines

Master of Business Administration

Basic Program in Administration:

12 courses; 36 credits

The basic M.B.A. program offers a broad spectrum of education for those who seek general familiarity with the management of business enterprises.

Required Courses:

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)

M.B.A. With Advanced Certificate Options: 16 courses; 48 credits each

The advanced certificate programs offer concentrated studies for those who seek specific skills in specialized areas of management.

The Common Core:

These nine graduate courses are required in all of the programs leading to the M.B.A. degree with an advanced certificate option:

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

M.B.A With Advanced Certificate in Accounting:

The program leading to the advanced certificate in Accounting provides specialized concentration leading to managerial competence in corporate accounting, internal auditing, and federal taxation. This program is not intended for students who

have earned an undergraduate degree in Accounting. In addition to the nine common core courses, students must complete these requirements:

GCF302 Financial Reporting I
GCF303 Financial Reporting II
GCF304 Budgeting and Cost Accounting
GCF305 Auditing
GCF306 Financial Reporting III
GPT500 Federal Taxation of Individuals
and

One graduate business elective

M.B.A With Advanced Certificate in Decision Support Systems

The program leading to the advanced certificate in Decision Support Systems provides specialized concentration for managerial competence in systems-centered and computer-oriented business operations.

In addition to the nine common core courses, students must complete these requirements:

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

M.B.A. With Advanced Certificate in International Business

The program leading to the advanced certificate in International Business provides specialized concentration for managerial competence in enterprises engaged in international operations and trade.

In addition to the nine common core courses, students must complete these requirements:

GXE422 Multinational Corporate Environment
GCF321 Multinational Corporate Finance
GXM401 Multinational Market Strategies
GNC602 Multinational Corporate Management
and

Three graduate business electives

M.B.A. With Advanced Certificate in Personnel Administration/Industrial Relations

The program leading to the advanced certificate in Personnel Administration/Industrial Relations provides specialized competence in the management of human affairs in corporate organizations.

In addition to the nine common core courses, students must complete these requirements:

- GSH211 Human Resource Management
- GSH212 Labor Relations and Arbitration
- GSH214 Compensation and Benefits Management
- GXG410 Business, Government, and the Environment

and

Three graduate business electives

Master of Science

Accounting—Preparation for CPA:
16 courses; 48 credits

This degree program offers a combination of concentrated studies in the field of Accounting as preparation for qualification as a Certified Public Accountant, and broader-based study of managerial enterprises related to the application of accounting theory and practice.

Courses marked with an asterisk (*) may be waived in favor of other accounting/business electives for persons who have earned an undergraduate degree with a major in accounting.

Required Courses:

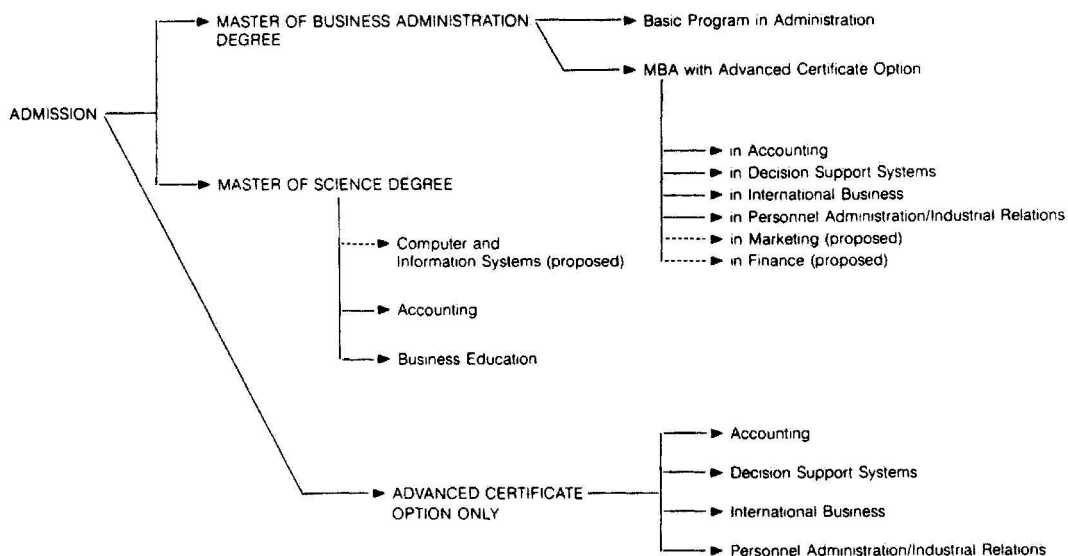
- GSR200 Information Sources, Research Methods, and Communication Techniques
- GSH210 Human Behavior in Organizations
- GCF300 Managerial Accounting*
- GCF302 Financial Reporting I*
- GCF303 Financial Reporting II*
- GCF304 Budgeting and Cost Accounting*
- GCF305 Auditing*
- GCF306 Financial Reporting III*
- GCF307 Seminar in Accounting Theory
- 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

Business Education: 8 courses, 30 credits

The M.S. degree program in Business Education provides advanced professional knowledge and skills to enhance the curricular, instructional, and administrative competence of business educators.

Required Courses:

- 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 (three
 credits each)

*Four-credit courses

Advanced Certificate Only

The Advanced Certificate options 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 either have already earned a graduate business degree or wish to acquire or update their skills in a specific business discipline, and who qualify on the basis of educational background and professional experience.

Advanced Certificate in Accounting

Courses required for the certificate-only option:

- GCF300 Managerial Accounting
- GCF302 Financial Reporting I
- GCF303 Financial Reporting II
- GCF304 Budgeting and Cost Accounting
- GCF305 Auditing
- GCF306 Financial Reporting III
- GPT500 Federal Taxation of Individuals

**Advanced Certificate in
 Decision Support Systems**

Courses required for the certificate-only option:

- 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

Advanced Certificate in International Business

Courses required for the certificate-only option:

- GXE422 Multinational Corporate Environment
- GXM401 Multinational Market Strategies
- GCF321 Multinational Corporate Finance
- GNC602 Multinational Corporate Management

Advanced Certificate in Personnel Administration/Industrial Relations

Courses required for the certificate-only option:

- GSH210 Human Behavior in Organizations
- GSH211 Human Resource Management
- GSH212 Labor Relations and Arbitration
- GSH214 Compensation and Benefits Management
- GXG410 Business, Government, and the Environment

**Program Planning —
 Full-Time Day Student**

	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM	FIFTH TERM	SIXTH TERM
Basic MBA (12 courses)	THREE COURSES	THREE COURSES	THREE COURSES	THREE COURSES		
Basic MBA with Background Preparation	BACK- GROUND COURSES	THREE COURSES	THREE COURSES	THREE COURSES	THREE COURSES	
MBA plus Advanced Certificate (16 courses)	THREE COURSES	THREE COURSES	THREE COURSES	THREE COURSES	TWO COURSES	TWO COURSES
	SIX MONTHS▶		ONE YEAR▶		EIGHTEEN MONTHS▶	

Where the Programs are Offered

All five M.B.A. programs and the M.S. program in Accounting are offered in both the daytime and evening at the North Campus in Hooksett. The other locations offer the courses leading to these degrees:

Concord, New Hampshire: Basic M.B.A. program in Administration
Bishop Brady High School
25 Columbus Avenue
Concord, NH 03301
603-224-8430

Keene, New Hampshire: Basic M.B.A. program in Administration
Keene High School
46 Arch Street
Keene, NH 03431
603-357-5538

Nashua, New Hampshire: Basic M.B.A. program in Administration; advanced certificate programs in Decision Support Systems and Personnel Administration/Industrial Relations
4 Townsend West, Unit 12
Nashua, NH 03063
603-881-8393

Portsmouth, New Hampshire: Basic M.B.A. program in Administration; advanced certificate program in Accounting
Portsmouth Business Center
U.S. Route 1—Greenleaf Avenue
Portsmouth, NH 03801
603-436-2831

Salem, New Hampshire: Basic M.B.A. program in Administration; advanced certificate programs in Decision Support Systems and International Business
151 Main Street
Salem, NH 03079
603-893-3598

Brunswick, Maine: Basic M.B.A. program in Administration
Brunswick Naval Air Station
Box 4
NAS Brunswick, ME 04011
207-725-6486

Ceiba, Puerto Rico: Basic M.B.A. program in Administration
Roosevelt Roads Naval Station
P.O. Box 3602
USNS
FPO Miami, FL 34051
809-865-8598

When the Programs are Offered

These programs are offered in twelve-week terms starting in September, December, March, and June. Students are admitted to any of the day programs primarily in September and March; admission to the evening programs is in September, December, March, and June at all locations.

The M.S. program in Business Education is offered only at the north campus in Hooksett, and is scheduled in two 16-week evening terms, starting in September and March, and a five-week summer day term starting in July.

Classes routinely meet for three hours once each week. Saturday classes are offered at the north campus and at the centers in Nashua, Portsmouth, and Salem, New Hampshire.

Calendar: Academic Year 1984-85

Term I

September 10, 1984-December 1, 1984

*Term II**

December 3, 1984-March 9, 1985

Term III

March 11, 1985-June 1, 1985

Term IV

June 3, 1985-August 24, 1985

*Holiday, December 23, 1984 to January 6, 1985; classes resume Monday, January 7, 1985.

Courses 1984-85

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. (Background preparation: same as above)

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 Organizations

A study of individuals and groups and their interaction. An examination of theories of motivation, communications, leadership, power, and change with practical relation to contemporary issues, and of organizations for key design variables, reward systems aimed at improved performance and organizational efficiency, through current employee motivational programs, participative management, and cooperative decision-making.

GSH211 Human Resource Management

Development of more effective managers and staff specialists in the ways of managing human resources through best use of recruiting, selection, training, career development, and other current, contemporary methods. Introduction to the areas of compensation, collective bargaining, affirmative action, and the regulatory environment as they relate to today's human resource applications in actual organizations. (Prerequisite: GSH210, Human Behavior in Organizations)

GSH212 Labor Relations and Arbitration

A study of both public and private labor relations and methods of dispute resolution, stressing labor agreement administration, grievance procedures, and arbitration. Examination of the history of union-management relations, bargaining, and negotiation strategies. The limitations of the use of power are also studied. (Prerequisites: GSH210 Human Behavior in Organizations required, and GSH211 Human Resource Management recommended)

GSH213 Seminar in Interpersonal Behavior

An in-depth examination and practical problem-solving setting for a study of personal assumptions, motives, theories, and interpersonal relations in organizations of contemporary and current interest. Involvement in the experiential learning dimension to maximize student participation in actual interpersonal behavior and research. (Prerequisite: GSH210 Human Behavior in Organizations)

GSH214 Compensation and Benefits Management

A detailed examination of the compensation and benefits functions within the Human Resources department, and their impact on both employer and employee. Examines the legal, accounting, financial, tax, and employee benefits functions with emphasis on the many compensation and benefits plans available, in use, and being researched. A practical look at current issues, negotiations, and contemporary organizational programs. (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 GCF 302. Topics include stockholders' equity, income measurement, income taxes, pensions, leases and statement of changes in financial position. (Prerequisite: GCF302 Financial Reporting I)

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, involencies, 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

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)

GCO357 Principles of Artificial Intelligence

A survey of concepts and techniques of artificial intelligence with emphasis on representational strategies and notational systems/structures. Topics include business applications, production systems, heuristic search, natural language understanding, problem-solving, deduction, question-answering, and inference.

Analysis of fifth-generation computer systems and an introduction to logic programming with PROLOG. (Prerequisites: GCO350 Quantitative Analysis for Decision Making, and GCO352 Decision Support Systems)

GCO358 Introduction to EDP Auditing

A study of the process, tools, and techniques used in auditing computer-based information systems and in evaluating their internal controls. (Prerequisite: GCO352 Decision Support Systems — 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 software. (Background preparation: three credit hours in data processing, or equivalent)

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

Application of marketing concepts and practices to not-for-profit organizations. Exploration of sources of financial support 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. (Background preparation: six credit hours in economics, or equivalent)

GXE422 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

A study of the techniques used to assess the value of 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

A study of entrepreneurship and small business from a management standpoint, including analyses of research, marketing, taxes, forms of business, capital and venture capital opportunities, and a real-life project or Small Business Institute consultancy.

GNC602 Multinational Corporate Management

Introduction to the nature of international operations and of the issues of management 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.

GNR604 Thesis Option

Students may substitute six semester hours of thesis credit in lieu of two elective courses in the M.B.A. and M.S./Accounting programs, or one graduate education

elective course in the M.S./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.

GNR605 Internship

A 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 Cooperative Education/Internships/Placement 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 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.

GNR606 Productivity Management

Fundamentals of productivity management and measurement, and a study of current strategies for enhancing organizational effectiveness from the perspective of the operating manager.

Academic Requirements

Level of Achievement Expected

To qualify for a graduate degree a student must complete the courses prescribed and the number of hours of credit required in the program of study 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 English.

Grades

Students are graded upon their performance according to the traditional system of A (4.00), A- (3.66), B+ (3.33), B (3.0), B- (2.66), C+ (2.33), C (2.00), and F (0).

Other grades include:

Incomplete*	I
Incomplete/Failure	I/F
Satisfactory	S
Unsatisfactory	U
Credit	CR
Audit	AU
Withdrew**	W
Transfer Credit	T

***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 M.B.A. degree programs or the M.S. program in Accounting; a maximum of eight semester hours may be transferred into the M.S. 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 (M.B.A.) degree; a minimum of forty-two semester hours of graduate credit earned at New Hampshire College is required to qualify for either the Administration (M.B.A.) 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.

Internships

Internships are principally educationally-oriented experiences; in most cases they do not involve monetary compensation for participating students. Although the graduate school maintains relations with business and industry, non-profit organizations, and governmental agencies with which internships can be arranged, the Cooperative Education/Internships/Placement Office, in conjunction with the graduate school, is responsible for job development and placement.

Limited academic credit in lieu of course work is granted for successful completion of approved internships.

Time Needed for Completion of the Degree Programs

Full-time day students who have satisfied all requirements for admission may be able to complete the programs on the following schedule:

Administration (M.B.A.)

Four terms (one year)

Administration (M.B.A.) with an Advanced Certificate option

Six terms (1½ years)

Accounting (M.S.)

Six terms (1½ years)

Programs offered in the day may be completed on an eighteen-month (1½ year) schedule at no additional charge if at least nine courses have been successfully completed in the first twelve months after initial enrollment. Day students who have not satisfied all background preparation requirements will require one or two additional terms to complete their programs.

Evening students who have satisfied all requirements for admission may be able to complete the programs on the following schedule:

Administration (M.B.A.)

Six terms (1½ years)

Administration (M.B.A.) with an Advanced Certificate option

Eight terms (two years)

Accounting (M.S.)

Eight terms (two years)

The M.S. program in Business Education requires four to six terms for completion.

All degree requirements must be completed within eight years from the date of admission.

Graduation

The Graduate School of Business awards degrees twice a year. Students who complete their degree requirements at the end of Terms I or II (December or March) are awarded their degrees in March. Students who complete their degree requirements at the end of Terms III or IV (June or August) are awarded their degrees in September.

Students must complete all degree requirements no later than the end of the last full term before graduation (for example, a potential March graduate must have completed all requirements by the end of Term II). In addition, students must submit a formal graduation petition form no later than the following dates:

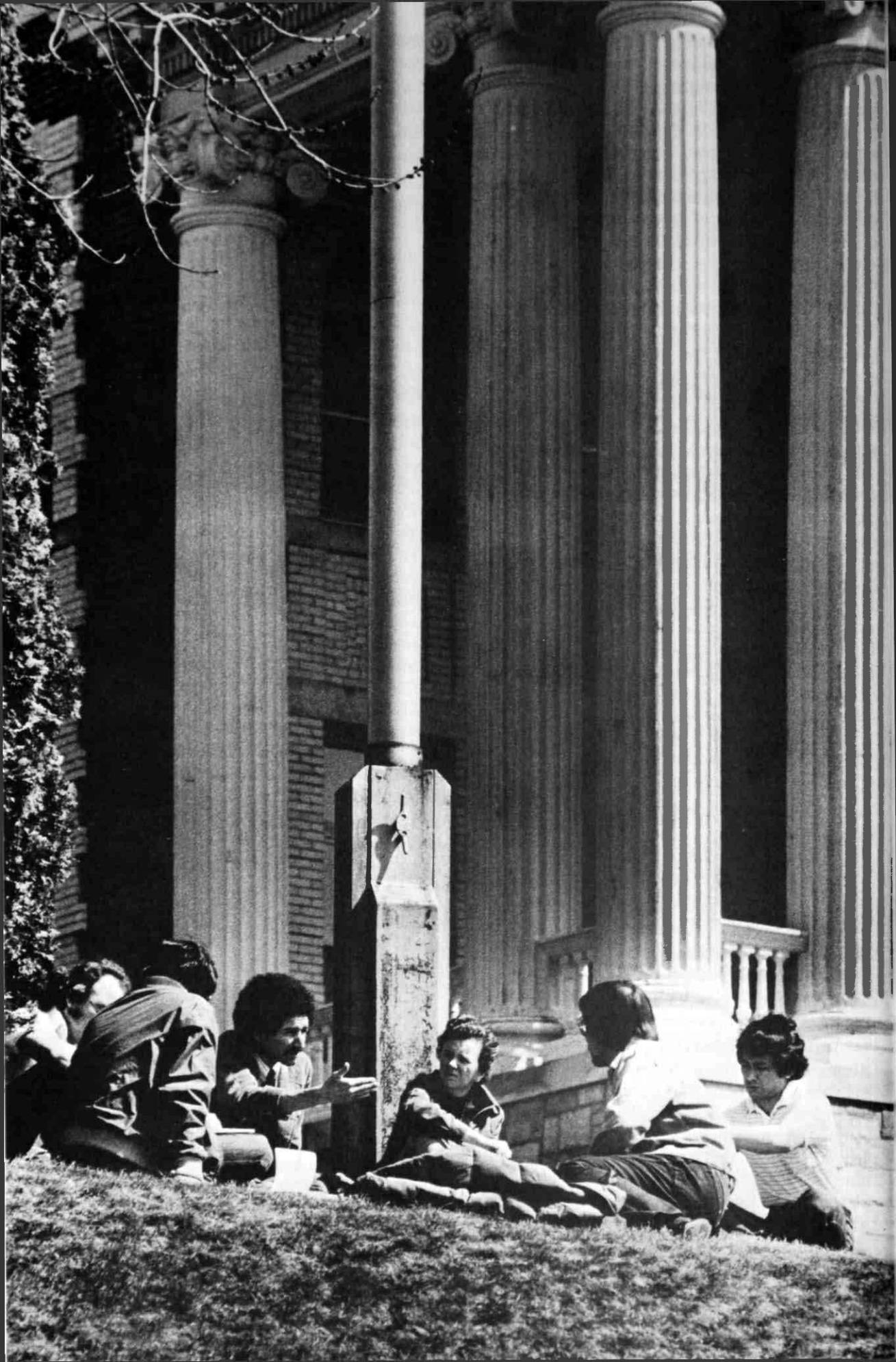
For March graduation—submit petition before January 1st.

For September graduation—submit petition before July 1st.

Concluding Remarks

Since the first Master of Business Administration degree was awarded by New Hampshire College in 1975, the number of graduates of the M.B.A. and M.S. programs has grown to more than one thousand men and women, actively engaged in careers in business and industry, public service, and other professional enterprises, both in the United States and in more than a dozen other countries.

This substantial breadth of alumni representation in employment and geography provides the Graduate School of Business with a clearer sense of its responsibility to ensure quality in its response to current educational needs, and to maintain an effective capacity to identify and respond to developing needs.



School of Human Services

From their beginnings, the human and social services have struggled to do more than temporarily relieve the victims of society's injustices. Yet despite this humanitarian intention, and despite a growing professionalism and expertise, programs are generated which maintain or increase the dependency of clients and blunt, rather than resolve, society's injustices.

The School of Human Services was created on the belief that we all can have an impact, that through study and action, we can decrease suffering and increase meaningful opportunities for those with whom and for whom we work. Based on these convictions the school offers an array of programs designed to give credentials and help empower those who want to create better relationships with the people whom they serve and work with. We have designed these programs for adults working or desiring to work in human, social, and state services, as well as for people and agencies concerned with human, organizational, political, and economic development. Our diverse programs have a number of common elements:

Structure

- Programs organized so that students can maintain work and family responsibilities
- Day-long classes and workshops
- Study groups and independent study
- An accelerated schedule permitting students to maintain academic momentum and graduate more quickly.

Curriculum

- Courses and programs that connect students' lives, work, and community experience
- Classrooms where knowledge and learning are shared between students and faculty who maintain contact with the field.
- An overall concern with the symbiosis of personal and academic growth and development
- An emphasis on analysis and an understanding of context and not just the mastery of technique

Beyond the Classroom

- Unique student/faculty/staff relationships

- Workshops, classes, and projects integrating theory and practice
- A commitment to social awareness and social justice
- Building networks and coalitions
- Diversity and mutual support make the school an exciting and vibrant place. Instead of lecturing, problems, contradictions, and prejudices are laid on the table so that teachers and students can together forge hard-won knowledge about the real world into usable solutions to the problems of living and working in a complex multicultural world.

650 serious students, challenging programs, and a sense of mission and community—these define the School of Human Services. The school is not for everyone. The school demands a high degree of honesty, self-awareness, and commitment from students, faculty, and staff.

The School of Human Services' commitment to academic integrity, professional credibility, and social responsibility are absolute; they will always remain so. Our education is not just for ourselves. There can be no compromise of the legitimate needs and aspirations of our communities—that which we are and those which we serve.

The Master of Science in Human Services

Overview

The Master of Science is a 56-credit program based on the assumption that a human services worker must not only improve the conditions of clients, but teach clients to acquire the knowledge, skills, power, and resources to improve conditions themselves. People with extensive experience in human services, community development, and organizing who have committed themselves to helping people help themselves will find this program both congenial and challenging.

Program Structure and Application Requirements

The program runs four semesters, each semester lasting four months. Three courses are offered each semester, and each course has four classes. The classes meet once a month, with a full day for each class.

In addition, students may participate in internships and projects arranged in the

student's home community. These extend and deepen the sometimes abstract classroom work and fulfill the school's desire to translate academic theory into vital practice.

The concentrated schedule, with long gaps between class meetings, permits students to carefully prepare for classes and digest a large amount of material. This learning process works best when students form study groups with friends, co-workers, or neighbors.

At present, there are three tracks within the program:

Counseling and Community Psychology (CCP)
Human Services Administration (HSA)
Gerontology (GER)

The master's degree program also includes a small program in Community Organizing and Community Development. This program continually monitors present and future community needs with an eye towards revising current service programs or creating new programs as necessary.

The program can be completed in 16 months of continuous work on a full-time basis. It can also be taken on a half-time basis. Full-time status in the program is defined as 12 or more credits per semester. Half-time status is defined as six or more credits per semester.

The programs are normally open to people who have a bachelor's degree and five years full-time equivalent experience in human services. We define a broad range of experience as human services, from law enforcement to the ministry to community organizing and development. Occasionally, students may be admitted on probation with less than five years experience.

The Counseling and Community Psychology Track

Like a pentagon, whose five sides depend upon one another to form a defined whole, the philosophy of the CCP track has five intertwined beliefs which, if studied and followed diligently, lead to constructive and sustained social progress:

1. First, the genesis of all effective human service is the discovery and understanding of our own desires, beliefs, and actions.

2. This means the critical examination of how the traditions which have created defective institutions in our society have shaped and directed our own lives.
3. Only when we have achieved this understanding can we, with any authority and sense of direction, begin our study of the social and economic context of human services.
4. With this blending of inner and outer, of self-knowledge with academic knowledge, we can then learn strategies for social change that do not violate the needs or dignity of our clients.
5. In this way, self-change precedes all effective social change, and, in turn, social change requires constant and consistent self-change. This focus on the human element of human services helps us keep aware of why we are engaged in the often frustrating business of helping people help themselves.

The learning process in this pentagon is on-going; one never simply "achieves" knowledge, but must continually turn over the ground to nourish the soil and plant new seeds. The philosophy of CCP is predicated on the willingness of the teacher and student to commit themselves to struggling with the conflicts that emerge when human beings grapple with their own behavior.

Goals of the Program

The program is designed to do the following:

1. Train human services workers who know who they are before they feel qualified to help others know who they are.
2. Train human service workers who understand that human service institutions frequently do not alter human suffering and pain and often add to the misery of the identified needy.
3. Train human service workers who understand that certain elements of society have a vested interest in perpetuating traditions, conventions, and myths that keep humanity separated, unequal, and disinherited.
4. Train professional counselors who understand that counseling is not an apolitical activity and that change must be addressed as a social as well as individual issue.

5. Train professional counselors who commit themselves to life and to humanity with a true desire for liberation.

The courses in the Counseling and Community Psychology track are:

<i>Course Title</i>	<i>Credits</i>
CCP 1 Institutional Analysis	4
CCP 2 Institutional Practice	4
CCP 3 Institutional Therapy	4
CCP 4 Social Institution Analysis	4
CCP 5 Social Service Practice	4
CCP 6 Crisis Therapy for Life Stressors	4
CCP 7A Case Management and Consultation for Mental Health	4
CCP 8A Dynamics of the Mental Health System	4
CCP 9A Mental Health Issues	4
CCP 7B Case Management for Developmental Disabilities	4
CCP 8B The Law and the Developmentally Disabled	4
CCP 9B Developmental Disabilities Issues	4
CCP 10 Analysis of Alternative Social Services	4
CCP 11 Law and Ethics	4
CCP 12 Self-Change and Social Change	4

Students take either the Case Management sequence (CCP 7A, 8A, 9A) or the Developmental Disabilities sequence (CCP 7B, 8B, 9B).

In addition to courses, students are required to do two internships/projects. The first is normally an intensive experience in an appropriate work position, and is normally completed by documenting a present or past work experience. The second is normally a project in attempting to change a setting. Students receive four credits for each internship.

Counseling and Community Psychology

CCP 1 Institutional Analysis (4 credits)

The history of institutions and the dynamics behind the creation of prisons, the welfare system, and mental hospitals.

CCP 2 Institutional Practice (4 credits)

An overview of the use of the DSM III and Psychopharmacology. We will examine the politics of the mental health system and its effect on the consumer and the professional care giver.

CCP 3 Institutional Therapy (4 credits)

Through the use of Reality Therapy, students begin the process of self-examination. Students learn to differentiate between coercive therapy and self-change.

CCP 4 Social Institution Analysis

(4 credits)

We will critically explore the socialization process and its impact on the social structuring of race, ethnicity, gender, and class; family and socializing institutions; and the legal structuring of these. Students examine their own biases and how those prejudices interfere with their motivation to help others.

CCP 5 Social Service Practice

(4 credits)

We will analyze the formal and informal social institutions which provide services for people undergoing crisis due to life/work stresses. We will examine the relationship between the professional/humanitarian and these institutions, seeking to discover what happens to the professional, the client, and the institution. The objective is a critical analysis which helps move toward a more humane and effective synthesis.

CCP 6 Crisis Therapy for Life Stressors

(4 credits)

Pragmatic application of counseling theories (individual, family, and group) to deal with life-socially-induced crises. Students learn to assess the crisis situation and offer short-term intervention to deal only with the particular crisis.

CCP 7A Case Management and Consultation for Mental Health (4 credits)

The course reviews the role and function of the case manager in the mental health system. It uses a systems approach, in which the student learns the resources available within the system and the advocacy skills necessary for helping clients obtain what they are eligible for and need. Students will also learn to prepare clinical material and cases for review and presentation to the multi-disciplinary team.

CCP 8A Dynamics of the Mental Health System (4 credits)

We will examine case studies in current attempts to change and/or re-structure the mental health system.

CCP 9A Mental Health Issues (4 credits)

We will discuss how service trends or reformation affects service recipients,

such as de-institutionalization and other forms of "community-based" mental health systems.

CCP 7B Case Management for Developmental Disabilities (4 credits)

This course details the role and function of the case manager in Developmental Disabilities, using the systems approach, in which the student learns the resources available to their clients, advocacy skills needed to access client services, and a definition of various disciplines found in the Interdisciplinary Team.

CCP 8B The Law and the Developmentally Disabled (4 credits)

We will investigate how state and federal laws have created the concept of the developmentally-impaired person.

CCP 9B Developmental Disabilities Issues (4 credits)

Discussion of normalization, PASS, least restrictive alternatives for care, putting PASS into practice within the community to insure a normal environment for the deinstitutionalized client.

CCP 10 Analysis of Alternative Social Services (4 credits)

A look at alternatives to traditional human service programs including self-help groups, patient alternative systems, mediation programs, and the possibility of changing bureaucracy within the bureaucracy.

CCP 11 Law and Ethics: The Practice of Change-Oriented Social Services

(4 credits)

This course is designed to introduce the student to the ethical problems of influencing others. The outcome of participation in the course will be an increased awareness of the autonomy of our clients.

CCP 12 Self-Change and Social Change (4 credits)

Through an on-going self-change model, students integrate the total CCP program with the aim of designing an ethical code of service and creating a life-long process leading to personal and professional growth.

Human Services Administration Track

The philosophy of the Human Services Administration track is based upon the following ideas:

1. Administrative work is not divorced from service work or program goals. Rather, the administrator must coordinate and facilitate programs and make

sure that service is effectively monitored and periodically changed to make it more responsive to real needs.

2. It follows that administrative work is not an end in itself, but a means to the better realization of the service goals of the agencies themselves.
3. Effective administration requires enough power to insure that the organization has the long-term stability to do its work effectively.
4. The exercise of power is not an end in itself. The administrator has a moral responsibility for what that power accomplishes and is morally accountable to 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 ideas into educational actions requires that we look at how the agency, with its own internal dynamics and requirements, meshes with the clients and community it serves. This dissection demands our constant awareness that what an agency *is* affects what it *does*, and that we must continually make sure we create agencies that do not violate their humanitarian mandate to help those in need.

Students normally take the following sequence of courses:

<i>Course Title</i>	<i>Credits</i>
<i>First Semester</i>	
HSA 1 Contradictions of Human Service Administration	4
HSA 5 Fiscal Systems	4
HSA 3 Environmental Assessment and Strategic Planning	4
HSA 19A Internship 1A	2
<i>Second Semester</i>	
HSA 6 Management Information Systems & Program Evaluation	4
HSA 7 Organizational Behavior, Organizational Development, and Organizational Change	4
HSA 4 Planning and Implementation	4
HSA 19B Internship 1B	2
<i>Third Semester</i>	
HSA 8 Staffing and Supervising	4
HSA 9 Clinical Concepts and Clinical Language	4
HSA 10 Legal Issues and Background Knowledge	4

HSA 20A Internship 2A	2
<i>Fourth Semester</i>	
HSA 12 Power and Accountability	4
HSA 11 Advocacy Techniques	4
HSA 13 Human Services Administration: Policies & Alternatives	4
HSA 20B Internship 2B	2

Students may, in their third trimester, opt to substitute the Case Management sequence (CPP 7A, 8A, 9A) or the Developmental Disability sequence (CPP 7B, 8B, 9B) from the Counseling and Community Psychology track for HSA 8, 9, and 10.

Internships and Projects in HSA

In addition to coursework, students are required to complete two internships or projects. The first is normally an intensive work experience in an appropriate position, and is normally completed by documenting and analyzing a present or past work experience. The second is normally a project attempting to make real some of the changes one would like to see in human services.

Human Services Administration Courses

HSA 1 Contradictions of Human Services Administration (4 credits)

This course looks at the development of administrative specialization in the context of the history of human services agencies and the changing nature of the human services environment. It also looks at the different perspectives of management, leadership, and authority; the contradictions between agency goals and personal careers; and the development of an ethic of humane, effective human services administration.

HSA 2 Case Studies in Human Services Administration (4 credits)

This course examines the interrelationship of internal structure and external change through case studies of the style and exercise of leadership.

HSA 3 Environmental Assessment and Strategic Planning (4 credits)

This course deals with the skills and knowledge necessary to assess environmental opportunities and constraints, to develop a strategic plan for an agency around these environmental givens, and to effect such a plan, flexibly yet effectively.

HSA 4 Planning and Implementation (4 credits)

This course examines technical planning

procedures, the actualities of planning and implementation, and the problems of creating new programs and agencies.

HSA 5 Fiscal Systems (4 credits)

Course content includes the technical study of budgeting and accounting in human services agencies, both for outside accountability and for internal control.

HSA 6 Management Information Systems and Program Evaluation (4 credits)

This course examines how to operate information systems which effectively monitor and control both fiscal and program information. Students learn how to make programs more effective. The course also includes an introduction to computers, especially electronic spreadsheets.

HSA 7 Organizational Behavior, Organizational Development, and Organizational Change (4 credits)

Students examine how the interpersonal dynamics of agencies relate to organizational development, and explore strategies for deliberate organizational change.

HSA 8 Staffing and Supervising (4 credits)

Students will learn how to deal with staff, including recruiting, training, supervising, motivating, evaluation, promoting, paying, and firing.

HSA 9 Clinical Concepts and Clinical Languages (4 credits)

This course deals with the languages and concepts used by direct service providers: psychiatrists, psychologists, social workers, etc. A mixture of lectures and role-play techniques is used.

HSA 10 Legal Issues and Background Knowledge (4 credits)

This course examines legal and other background knowledge that administrators need to know, through a mixture of lectures and role-play techniques.

HSA 11 Advocacy Techniques (4 credits)

In addition to providing direct services, agencies need to know how to be effective advocates for individuals and groups (case and class advocacy), and be able to teach these skills to others.

HSA 12 Power and Accountability (4 credits)

This course examines relationships with boards, funders, politicians, businesses, other agencies, and communities. Course content includes how to develop power as a resource, how to use power to develop other resources, the accumulation of power through coalition building, and the

accountability of power. The course explores resisting the deflection of the original mission into organizational maintenance and personal aggrandizement.

HSA 13 Human Services Administration: Policies and Alternatives (4 credits)

This course examines policies and policy alternatives in current human services programs.

HSA 14 New Developments in Human Service Administration (4 credits)

This is a course which is devoted to specific new approaches being tried or proposed in the area of human services administration.

HSA 19A, 19B Internship 1A-1B (4 credits)

A supervised administrative internship or equivalent work experience in appropriate setting.

HSA 20A, 20B Internship/Project 2A-2B (4 credits)

A project to realize a new or changed human service program or structure and/or supervised administrative internship in appropriate setting.

Gerontology Track

Gerontology at the School of Human Services is a study of how to become an articulate, knowledgeable advocate and a humane provider of human services for the elderly. Students in the program will learn both the daily problems confronting the elderly as well as the more general issues of aging in the U.S. and other societies. In addition, students will gain the skills needed to work with elders individually as well as in an agency or institutional setting.

The thrust of the gerontology track 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.

This track views case management as the center of three somewhat connected components of the "aging network"—services in institutions, services in the community, income maintenance programs—and gives the student knowledge and skills related to all of these. This track emphasizes how the elderly can shape their own world and how the human service worker can help them.

As with all programs at the School of Human Services, students are expected to become their own teachers, to turn theory

into practice and turn themselves into catalysts for social betterment.

Students normally take the following sequence of courses:

<i>Course Title</i>	<i>Credits</i>
GER 1 Introduction to and Problems of Aging	4
GER 2 Economics of Aging and Services for the Aging	4
GER 3 Government and Agency Policies for the Aging	4
GER 4 Fiscal Management/Responsibility	4
GER 5 Management	4
GER 6 Case Management	4
GER 7 Senior Power	4
GER 8 Evaluation	4
GER 9 Problems of and Approaches to the Elderly as They Really Are	4
GER 10 Law and the Elderly	4
GER 11 Housing, Transportation, Recreation	4
GER 12 Biomedical Aspects of Aging	4

Additionally, students will be involved in two internships or projects to gain practical skills in case management and/or administration or community organizing. Each internship or project is awarded 4 credits towards the required fifty-six credits for the Master of Science degree. Internships and projects will be approximately four months in duration. Staff will assist in project design and implementation.

Gerontology Courses

GER 1 Introduction To and Problems of Aging (4 credits)

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. Course content includes the examination of such problems as mental and physical ill-health, loneliness, isolation, inadequate housing, employment, forced retirement, and nutrition. The course also explores how ethnicity and culture worsen the above problems, as well as the strengths they contribute.

GER 2 Economics of Aging and Services for the Aging (4 credits)

This course provides an historical perspective on aging: aging and the industrial society; lifetime allocation of income; retirement decisions; the role of pension, medical insurance, and the aged; pension

systems in operation; pension reform; 3rd and 4th career training; Social Security and Medicare.

GER 3 Government and Agency Policies for the Aged (4 credits)

This course examines federal, state, and local policies for elders in the U.S. and in the student's own geographical area. The mechanics and priorities of these policies will also be examined.

GER 4 Fiscal Management/Responsibility (4 credits)

This course examines the skills needed to operate a sound agency funded by multiple sources, including budget, cash flow, financial projects, annual reports, audits, and budgets for programs and for proposals. How does the state and federal government help and hinder this process? What is the funding process at the state level and at the federal level?

GER 5 Management (4 credits)

This course provides practical applications of the basic skills necessary to the operation and management of a human services organization, including program development, proposal writing, marketing, personnel techniques, development of a non-profit corporation, development of by-laws, board of directors development for the organization, and corporate funding and public relations.

GER 6 Case Management (4 credits)

This course shows workers involved with direct services how to use a *comprehensive* needs assessment plan, how to be an objective case worker, how to deal with confidentiality and with death and dying. Also included 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 (4 credits)

This course explores the political orientation, political interest and participation, and political leadership of the elderly in our society. This will include looking at the Grey Panthers' AARP, Silver Haired Legislation, lobbying, legislation, now and where they are going in the future, and self-help organizing.

GER 8 Evaluation (4 credits)

This course examines how service agencies can continuously evaluate whether the right services are being provided and how well they are being provided. Students will master the necessary evaluative techniques.

GER 9 Problems of and Approaches to the Elderly as They Really Are (4 credits)

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 10 Law and The Elderly (4 credits)

Legal aid has been slow or non-existent for the elderly. Elders often become victimized in special ways by their families, friends, and neighbors. Agencies are often reluctant to go into high crime areas with the elderly (and this is where the majority of low-income elderly are forced to live). And the list does not stop there. Crime and the elderly, consumer protection, truth in insurance, ombudsman programs to advocate for elders in nursing homes, protective services, and guardianship—all are vital concerns for the elderly. 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 11 Housing, Transportation, Recreation (4 credits)

This multi-disciplinary workshop series focuses on housing, transportation, recreation, and rehabilitation. Expert faculty explore the special needs that elders face as they age. Workshops explore housing availability, the future of the housing industry, and the nature of long-term care facilities and foster care. Also included are issues of transportation and the special problems of traveling.

GER 12 Biomedical Aspect of Aging (4 credits)

These workshops provide an overview of the current status of biogerontology. Workshop content examines normal and pathological changes in aging, current theories, and research advances. A technical science background is not required. Topics include: Theories of aging,

cell aging, genetics of aging, normal body changes, diseases of aging, and nutrition relevant to aging.

International Program

The School of Human Services offers a one-year intensive baccalaureate specialization in *Human Resource Management and Development* to advanced international undergraduate students. The program is designed for adult international students who have already completed a minimum of two years of postsecondary education and/or training. Students must also have completed a minimum of five years in social services or community development. Qualified students may complete their Bachelor of Science degree in 12 months (3 semesters) of intensive work while obtaining a specialization in human resource management and development. International students study alongside adult American students to take courses from the Business School as well as the School of Human Services.

Admissions Requirements

Academic: Applicants must be able to document successful completion of at least two years formal postsecondary education and/or technical training equivalent to two years (60 credits) of U.S. College education. NHC, with acceptable documentation, can award credits for relevant specialized training taken in non-university programs.

Work Experience: Applicants must document at least five years work experience in some field associated with community development, social services, education, administration, and/or management.

Language: Applicants must document English proficiency through a TOEFL score of 500 or better.

All credentials will be verified and fully evaluated before admission is granted.

Structure

The *Human Resource Management and Development Specialization* is an 18 course, 63 credit program. Students study in residence for 12 months, or three semesters, carrying 21 credit hours of coursework each semester. To qualify for degree candidacy, students must maintain a C average in their coursework and must pass a final comprehensive exam covering the year's curriculum.

Students will be admitted into this program three times a year, at the beginning

of each of the school's regular terms in July, November, and March.

Students normally take the following sequence of courses:

<i>Courses</i>	<i>Title</i>
<i>Core Curriculum</i>	
Education, Oppression, and Social Intervention	4
Mobilizing Resources	4
Individual and Social Change	4
Cross-Cultural Analysis	3
<i>Management/Development</i>	
Basic Administration	4
Fiscal Administration	4
Organizational Development	4
Group Techniques	4
Community Economic Development	4
Cooperatives or Community Organizing	4
<i>Business Management</i>	
Principles of Management	3
Personnel Management	3
Introduction to Marketing	
<i>or</i>	
Social Environment of Business	3
Computer Literacy	3
Liberal Arts and Business Electives (3)	9
Thesis	3
	63

Curriculum:

Core Curriculum: This three (3) course sequence, required of all School of Human Services students, provides an analysis of the political, economic, and social context of human services, develops skills in social analysis, and examines the process of community and social change.

Cross-Cultural Analysis: A special course for international students examining cultural, ethnic, and national factors involved in developing systems for meeting human needs. Particular focus is given to international economics and to the Third World.

Management/Development: Six (6) course sequence in administration/management and human and community development.

Business Management: Three (3) courses in business management taken in the Business School.

Computer Literacy: Basic introduction to computers and information systems and their application to management.

Liberal Arts and Business Electives*: Up to three (3) additional courses may be

selected to suit individual interests or needs.

Thesis: Each student completes a research paper analyzing a problem or need in his/her country and proposing solutions.

***Basic Competencies:** This curriculum assumes that students come equipped with basic competencies in writing and library skills and with basic knowledge of business and political concepts. These competencies are assessed upon the student's arrival, and if weaknesses are found, the student will be required to take special remedial coursework either as additional courses or in place of the elective courses.

Community Economic Development

Overview

The Community Economic Development Department at the School of Human Services has two components:

1. An academic program in Community Economic Development (CED) offering a master's degree and a joint bachelor-master's degree.
2. The Institute for Cooperative Community Development (ICCD).

The degree program was created to provide specific technical skills in finance, management, legal structures, organizational systems, housing development, business development, cooperatives, and land use for people working with community-based agencies and for organizations representing the interests of low-income neighborhoods in urban and rural settings.

Community economic development, as viewed by the school, is a development strategy for the revitalization of low- and moderate-income rural and urban areas. CED includes a wide range of social and economic activities and programs, all with a common goal: community building and community revitalization for community benefits. CED emphasizes total community benefit rather than individual financial gain. The CED program intends to build the capacity and confidence within communities to manage and sustain the development process. This goal will be reached through a series of practical courses in CED taught by people throughout New England who are involved in the development process.

Courses in the program can be grouped into three broad categories:

1. Basic community economic development and business skills: technical skills in finance, management, business planning, and law are necessary to starting and managing community development projects.
2. "Alternative" business skills: new skills are often required to manage community-based enterprises due to their commitment to broader community development goals. Such goals include 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: CED involves more than developing projects and ventures. It also entails building and organizing the community to support, sustain, control, and manage this process. A process of community analysis, organization, and education is required to support and sustain the development process.

Courses in the program include:

CED 1 Community Economics

This is the beginning overview course. It includes an examination of how macro-economic policies have a large impact on people in communities and neighborhoods, and includes an 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

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, 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. This includes a business plan; market analysis; funding sources; basic financial statements in business planning; and evaluating the impact of development on community needs.

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 Land Use

Community economic development often involves land. Course includes legal, institutional, economic, political, and environmental factors which affect land use.

CED 10 Computers and Community Development

Basic elements of word processing, data base management, and financial planning and analysis.

Workshops

The CED program has a strong relationship with many governmental and non-profit agencies; thus we are able to bring in professionals from throughout the country to present monthly work-shops complementing the course concentrations for each term.

Practical Experiences and Internships

Instead of a thesis, students must be involved in projects in CED as either participants or interns in new or on-going CED projects in their communities. Staff

will assist in project design and implementation and will be available to provide technical assistance in students' communities.

The project in Community Economic Development is a major part of the curriculum, accounting for 1/3 of the credits earned in the CED program. Students devote a great deal of time to projects and the school has developed a number of resources to help accomplish the goals of the project. The project developed is a "do-able" CED project.

Each student has a project advisor at the school. The project advisor helps in the planning of the project and helps in directing students to additional resources both within and outside of his/her community.

The Institute for Cooperative Community Development

The Institute for Cooperative Community Development (ICCD) is the research and action arm of the CED program. ICCD has been involved in providing technical assistance to communities, providing training, doing research, and drafting legislation around CED issues.

ICCD staff and CED students drafted legislation, passed into law this past year, which created a Community Development Finance Authority in New Hampshire. ICCD staff, with CED staff and students, have been instrumental in the start-up of the New Hampshire Community Loan Fund, a non-profit organization which receives loans from banks, religious organizations, and private individuals and makes loans to community development projects. Staff and students are presently participating in the development of a capital fund which will serve business and housing development in the low-income, minority neighborhoods of Boston.

Basic Program Information

Cost and Length of Program

The master's program is a 16-month program (no summer break), divided into four 4-month terms, at a cost of \$1,100 per term. The total program cost for the master's program is \$4,400. The joint bachelor-master's program length depends on how many college credits the student has previously accumulated, and how many credits are needed to complete the bachelor's degree requirements. Tuition

cost for the joint bachelor-master's program is \$1,100 per term.

Admission Requirements

Admission requirements to the master's program in CED include a bachelor's degree and two years of experience in community development or human services.

Admission requirements for the joint bachelor-master's program include prior learning (combination of work experience, training, and academic credits) equal to three years advanced standing (which will be determined by a portfolio process consistent with CAEL's principles of good practice) and five years of work experience in community development or human services. Joint students must fulfill all undergraduate requirements as well as master's requirements before being awarded a master's degree.

CED Possible Credits

3 credits per course,	
2 courses per term,	
4 terms	24 credits
1 credit per workshop,	
4 workshops per term,	
3 terms	12 credits
Project— $\frac{1}{3}$ total credits	12 credits
	<hr/> 48 credits

Application

To apply to the program, fill out an application form, send it with your personal statement and \$10.00 application fee to: New Hampshire College, School of Human Services, CED Program, 2500 North River Road, Manchester, New Hampshire 03104. Transcripts should be sent to the same address.

If you do not have a bachelor's degree, there is a joint degree process open to persons who have a background in community development. Joint students may take undergraduate courses at the New Hampshire facility or at the satellite campus in New Haven, Connecticut. Applicants to the joint degree program must have five years of work experience in community development or human services in order to be accepted into the joint degree program.

Entry Date and Location

The CED program begins a new class each September. Joint students are urged to begin their undergraduate program the preceding March or July (although CED has only one entry date per year, the

undergraduate program has three). All Master's classes are held at the north campus of New Hampshire College in Hooksett, New Hampshire.

Financial Aid

Several sources for scholarship and loans are available to students in the CED and joint-degree programs. The college maintains a fully-staffed financial aid office to assist students applying for scholarships and/or loans.

Success of Graduates

The school has a number of mechanisms and procedures to link people to jobs. In addition to a placement office at the college, the CED program maintains its own job bank. We actively create networks among agencies, organizations, past students, and current students. Alumni have been an important element in putting students in touch with jobs in community development. The staff also has a wide network of contacts in the region and has been a good source for linking students with potential employers. Our on-going intern program provides practical experience in a number of settings. The following is a list of recent graduates and their positions:

Susan O'Neil—President of the Barnstable Community Development Corporation of Hyannis, MA

Sharon Hunt—Associate Director of CED at the American Indian House, New York City, NY

David Bourgois—Director of Community Development for the City of Clinton, MA

Raheem al-Kaleem—Developmental Advisor for the Community Scientific, Educational, Research and Development Corporation in Boston, MA

Mark Winne—Director of the Hartford Food System, Hartford, CT

Jose Perez—Executive Director, TAINO Housing Development Corporation, Hartford, CT

Suzanne Lang—Administrative Analyst, Hartford Police Department, Hartford, CT

Bo Yerxa—Director of Planning, Community Health Services, Pasamaquoddy Tribe, Indian Township, ME

Chris Page—Executive Director, Economic Development Council of Northern Vermont, Inc., St. Albans, VT

The Baccalaureate Degree in Human Services

Overview

The Baccalaureate Degree Program of the School of Human Services allows people working in human services, labor unions, and/or community economic development to earn a Bachelor of Science degree in Human Services without interrupting their current employment. Persons admitted to the school can complete their undergraduate education in two years or less.

The program takes seriously the fact that our students are adults with educationally valid knowledge and that not all college-level learning occurs in a classroom. Consequently, classes are conducted much like those at a graduate level, based on the exchange of knowledge between students, not on the presumption that those "who know" (teachers) will give the "word" to those "who don't know" (students). By encouraging the students' active participation, this unique learning environment directly teaches the student how to deliver services and to improve the quality of life in our communities. Thus graduates of the baccalaureate program are expected to:

- Think critically
- Communicate effectively
- Articulate a philosophy of human services, community development, and social change
- Demonstrate fundamental skills in at least one of the following areas:
 - Administration
 - Advocacy
 - Community Organizing
 - Counseling

This admittedly rigorous course of study is achieved within the context of a program which awards up to two years and eight months (84) credits through an innovative portfolio process which evaluates both experiential learning and transfer credits.

Consistent with the above approach to education, the program allows students to earn a substantial amount of college credits for learning that did not happen in the classroom.

The portfolio process by which experiential learning credits may be earned is based on guidelines set up by CAEL (Council of Assessment of Experiential Learning). The portfolio process applies

most directly to adults who want to gain a college degree without disturbing sources of income and family responsibilities.

Unlike many programs which assess experiential learning credits, students are not charged for the assessment; credits earned via the portfolio; and faculty guidance.

The program operates on a four-month long semester system with students matriculating in July, November, or March. Each semester students enroll in two classes, 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 to the core and the elective, all students are required, under faculty supervision, to design, carry out, and evaluate a one-year group project in community development. Furthermore, when applicable, students can participate in directed independent study. Classroom work, group projects, and directed independent study are supplemented by individual and group tutorials (conducted by faculty) and by geographically-based study groups.

This bachelor degree program came to life at Franconia College in 1976 and was originally entitled the Franconia External Degree (FRED). Now located within New Hampshire College, the program spreads across 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. Students are free to attend classes at any of these locations and are indeed encouraged to take advantage of all sites if they wish to benefit from the program's broad educational offerings. Despite its various geographical locations, the bachelor's program of the School of Human Services is a single, unified pursuit dedicated to quality baccalaureate human services education.

Because the program is quite elaborate, here is a short table of contents to guide you through its mazes. In this way you can refer to sections without having to read through the entire chapter.

Admission

Policy on Transfer Credit
and Credit Through Examination

Portfolio Assessment and Preparation

Requirements for Graduation

Core

Electives

Project in Community Development
and Change

Directed Independent Study

Optional Concentrations

Institute for Labor Studies

Course Descriptions

Admission

First, one must get into the program. 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 he/she can be provisionally awarded a minimum of sixty-two (62) credits toward the four-year degree. Credits can be awarded only for experiences, knowledge, and skills (including previous college credit) which mesh with the School of Human Services' programs of study.

For formal admission each student must submit a portfolio to the School of Human Services. *All admissions are provisional until a portfolio has been reviewed and approved by the school.*

The specific requirements for 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 \$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 months of full-time work experience in human services;
or
4. Any combination of volunteer or paid employment, transferred college credits, workshop attendance, certifications, and licensure which add up to five years of 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; and,
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 validated documentation offered by the student. The school does not discriminate between the different methods the students 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) and/or appropriate work experience are equally valid methods. Nor does the school discriminate between how a student demonstrates his or her knowledge and skills: grades in courses, documentation of sources on standardized examinations, simulated demonstrations, or oral or written examinations administered by the school's faculty.

Portfolio Preparation and Assessment

Students enrolled in their first semester in the program need to complete a portfolio by the end of that first semester. To help in this process, the college provides workshops on "Prior Learning and Portfolio Development," as well as individual consultation, if necessary. The completed portfolio has to indicate levels of knowledge and skills, and include solid documentation of expertise.

Substantial portions of the portfolio must be completed before the end of the provisional admissions process. Specifically, the portfolio outlines and documents a student's accomplishments so that he/she can be given usable credit for college study.

Preparing the portfolio is, therefore, an important opportunity for the student to organize and address the current state of his/her knowledge and skills. The faculty of the School of Human Services assesses the portfolio and awards experiential learning credits on the basis of this assessment. In some instances, as with insufficient validation, the faculty may request that documented competencies be demonstrated by methods other than those presented in the portfolio.

Each student's portfolio will include some, if not all, of the following:

1. A high school diploma or its equivalent.
2. College application.
3. Resume.
4. Personal Statement.
5. Documentation of the knowledge and skills obtained through human services or community development-related work experience.
6. Letters of support from individuals in the workplace, including supervisors, co-workers, and clients.
7. Licenses.
8. Certificates and diplomas.
9. Official transcripts of previous college-level academic work.
10. Letters of award/commendations.
11. Publications (newspaper articles, etc.)
12. Products, patents.
13. Training/staff development workshops, courses, etc.
14. Documentation of examinations taken in lieu of academic course work.
15. Evidence clearly documenting what the student knows and has learned.
16. Any other relevant information about prior learning.

Requirements for Graduation

All students must finish four complete terms, forty eight credits, in order to meet the program's residency requirement. Since terms are four months long, full-time students are in the program at least sixteen months and no longer than two years.

Students' course of study includes:

<i>Semester I</i>	<i>Credits</i>
Core class: Education, Oppression, and Social Intervention	4
Core class: Issues in Research	4
Group Project	4
<i>Semester II</i>	
Core class: Mobilizing Resources	4
Elective	4
Group Project	4
<i>Semester III</i>	
Core class: Individual and Social Change	4
Elective	4
Group Project	4
<i>Semester IV</i>	
Elective	4
Elective	4
Elective	4
or	

Independent Study	4
or	
Project Continuation	4
<i>Semester V</i>	
Same as IV (if necessary)	
<i>Semester VI</i>	
Same as IV (if necessary)	

Graduation requirements are met by the above course work and transfer credits and/or experiential learning credits. With this in mind, the graduation requirements are listed below:

<i>Area</i>	<i>Credits</i>
General Education	36
General Electives	36
Project in Community Development and Change	12
Human Services Electives	24
Concentration	24
	132

General Education: All students, as part of their matriculation into this baccalaureate program, will be exposed to experiences and education beyond those they bring to the college. These will help further refine the 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 affect the delivery of human services.
- *The ability to communicate effectively.*
- *The ability to articulate a philosophy of human services and community development for social change*, which reflects a broad comprehension of human development in historical, philosophical, political, and psycho-social terms.

General Electives: Students in the School of Human Services bachelor's program have the opportunity to round out their academic education by choosing elective courses, in consultation with faculty, from within and outside the School of Human Services at New Hampshire College. 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 not used for the fulfillment of any other degree requirements.

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 service elective credits in order to graduate.

Project in Community Development and Change: The Project in Community Development and Change revolves on three critical assumptions: first, that students should have the opportunity to work on real problems related to human services; second, that students should have the opportunity to experience, in the most concrete manner possible, the struggles of group process and collaborative work; and third, that students should demonstrate their ability to carry out and evaluate programs of their own design.

Directed Independent Study: The Directed Independent Study course gives a student who has been in the program for more than one year the chance to do independent reading for research under the supervision of a faculty member. The student, in consultation with the faculty member, will write up a contract specifying objectives and outcomes. This is a four-credit course per semester.

Concentrations: The program offers concentrations in administration, advocacy, community organizing, and counseling. Twenty four (24) credits are required for the concentration. Courses for these programs of study are:

Administration

<i>Course Title</i>	<i>Credits</i>
301 Administration I	4
302 Administration II	4
304 Basic Management Skills	4
305 Financial Management	4
306 Public Relations	4
307 Decision Making	4
308 Creating Alternative Settings	4

Advocacy

<i>Course Title</i>	<i>Credits</i>
319 Advocacy for Institutional Change	4
320 Law and American Jurisprudence I	4
322 An Analysis of Society: Women's Issues	4

323	Process of Practical Politics	4
324	Human Factors in Community Health	4
325	Politics of Education	4
326	Urban Politics and Decision Making	4

Community Organizing

<i>Course Title</i>	<i>Credits</i>	
328	Community Organizing I	4
329	Community Organizing II	4
330	Political Economy I	4
331	Social Psychology of Networking	4
332	Public Policy	4
333	Community Economic Development: Issues & Strategies	4
334	Cultural Change in the African Diaspora	4
335	Racial Perspectives	4
336	Puerto Rico: Analysis and Perspective	4
350	Race: Religion and Culture	4
366	Culture and Political Thoughts of Third World Peoples	4

Counseling

<i>Course Title</i>	<i>Credits</i>	
309	Group Techniques and Analysis	4
310	Counseling: Techniques and Perspectives	4
311	Parent-Child effective Relationships	4
312	Family Therapy	4
313	Counseling within Institutional Settings	4
314	Counseling from a Racial Perspective	4
315	Human Development and Life Styles	4
316	Psychology of Women: Theories and Principles	4
317	Substance Abuse Counseling	4
318	Advanced Group Counseling	4
318	Family Counseling and Understanding Diverse Cultures	4
327	Special Topics in Counseling	4
352	Early Childhood Development	4
338	Theories of Counseling	4

These lists may be modified by the School of Human Services at any time.

Institute for Labor Studies

The Program in Labor Studies is part of the school's existing bachelor's degree program in human services. This program involves the following:

1. **Duration:** Completion of the program within two years (and the earning of an accredited Bachelor of Science degree in Human Services with a concentration in labor studies);
2. **Admission and Experiential Learning Credits:** Qualified students will be admitted with two years of college credit 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. Also, students must do this via the portfolio process; and,
3. **Curriculum:** All full-time students would be expected to take a curriculum (year-round in nature with three, four-credit courses each semester) consisting of:

Core Curriculum: A set of courses using the social sciences (e.g., research, 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 current working titles of these courses are:

1. The Labor Movement and Contemporary Society (390)
2. Organizing Collective Bargaining and Labor Law (391)
3. Contract Administration and Arbitration (392)
4. Public Sector Unionization (393)
5. Trade Union Administration (394)
6. The Economics and Sociology of Work (395)

Project in Community Development and Change: Union-based students will be expected to undertake projects meeting the needs of workers and organized labor. The school, together with organized labor representatives, will work to provide project groups with appropriate labor-connected technical assistance to support these projects.

Course Descriptions

Baccalaureate Degree

The 300-level courses constitute the upper level courses among which students can choose credits for their advanced standing. All of the courses listed below are four credit courses.

301 Administration I: Organizing, Motivation, Leadership, and Personnel

(4 credits)

This course examines the social and political context of administration, especially the dynamics, strategies, and tactics of leadership, personnel work, and motivation.

302 Administration II: Power, Organizational Politics and Change

(4 credits)
This course examines how power and politics influence organizational life, organizational change, and the implementation of innovation.

303 Administration: Finances

(4 credits)
An intermediate course focusing on grantsmanship, fundraising, fiscal management, and actual agency relations. Students will learn how to write a proposal for funding, identify funding sources, and develop fundraising strategies for private foundations, corporations, and governmental agencies.

304 Basic Management Skills

(4 credits)
This course on management skills emphasizes the improvement of student skills in managing human service programs through a study of management functions, theories, and systems as well as situational leadership, decision-making, and planning.

305 Financial Management of Human Services Agencies

(4 credits)
This course in the dynamics and elements of financial management deals with the development and assessment of financial plans, budget management financial accountability, and fundraising.

306 Public Relations for Community Organizations

(4 credits)
This course introduces the concepts and skills of PR to human service workers through readings; discussions with speakers from all branches of the media; the writing and submitting of press releases; design, layout, and printing of flyers, posters, and newsletters; and production techniques for radio and television.

307 Decision Making (4 credits)

This course extends the framework developed in Administration I. Specific issues covered are: 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. Course content includes 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 (4 credits)

This course is for those committed to creating viable alternatives to traditional institutions. Students will study the system's personal costs; the relation of leadership and interpersonal dynamics to the issue of community; the relationship of alternatives to more traditional settings; the problem of scale; and informative evaluation.

309 Group Techniques and Analysis (4 credits)

This course does not deal with group counseling. Instead, it teaches students how "human relations groups" can be used as education/personal growth/social change tools, and is intended to give students an opportunity to learn fundamental group skills and the dynamics of task oriented groups.

310 Counseling: Techniques and Perspectives (4 credits)

This course has students examine the principles and practices of counseling through experiential work during class sessions, and combines this knowledge with a heightened awareness of realistic social perspectives so that students can teach clients creative problem solving.

311 Parent-Child Effective Relationships (4 credits)

This course enables students to apply their understanding of effective parent-child relationships in a relevant and realistic manner to their own children and to their work with clients.

312 Family Therapy (4 credits)

Students will learn how interpersonal systems function and integrate theory and "real-life" activities to analyze situations and plan realistic strategies for change.

313 Counseling within Institutional Settings (4 credits)

This course examines "total" institutional settings, their impact on the residents and staff, and the logic and dynamics of "deinstitutionalization."

314 Counseling from a Racial Perspective (4 credits)

This course aims to improve the delivery skills of counselors, teachers, and other human service providers who work with non-white and white clients by examining the non-white and white identity development theories of Bailey Jackson and Rita Hetterman and evaluating how racism affects the practice and theory of counseling.

315 Human Development and Life-Styles (4 credits)

This course examines the effects of human physical and psychological development on life-styles by looking at the issues of scientific investigation, motivation, personality, intelligence psychometrics, behavioral deviation, perception, learning, and human development from pre-natal to death.

316 Psychology of Women: Theories and Practices (4 credits)

This course, by centering on developmental issues, assessment techniques, life stress models, treatment approaches, and community resources, analyzes the theories, practices, skills, and techniques of effective work with women.

317 Substance Abuse Counseling (4 credits)

This course provides students with additional understanding of empathy, values, attitudes, and problem solving so that students can be more effective with their clients.

318 Family Counseling and Understanding Diverse Cultures (4 credits)

This upper division course covers basic principles of family counseling for families of different faiths and cultures so that students can better understand "alien" families and offer more effective counseling.

319 Advocacy for Institutional Change: Case and Class Advocacy (4 credits)

This class has four objectives: 1) to teach students how to apply their knowledge of the advocacy process to different situations; 2) to enable students to learn the relationship between social change theories and advocacy; 3) to give students

the essential tools of advocacy; and 4) to help students decide about their ability and willingness to bear the rules involved in advocacy.

320 Survey of American Jurisprudence I (4 credits)

This course will survey the U.S. jurisprudence system with a particular focus on criminal law and procedure and individual rights and liberties. Specific issues 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 judicial court systems, and individual rights and liberties.

321 Survey of American Jurisprudence II (4 credits)

This course will look at such issues of civil contract and tort law as consumer protection, family and parent-child relations, housing law, landlord/tenant relations, individual rights, and civil liberties.

322 An Analysis of Society: Women's Issues (4 credits)

This course is designed to show how women's issues are affected by the political, social, and economic realities of different ethnic, class, and cultural variables within our society. The class will identify and understand both the common denominators of women's issues and the very real differences among oppressed women.

323 The Process of Practical Politics (4 credits)

This course provides students with an introduction to and an overview of state legislative political systems. The course covers the structure of the legislative and executive branches, their internal organization, the election process, and the legislative process.

324 The Human Factor in Community Health (4 credits)

This course is designed to examine how the human factor in community health services affects cultural diversity in health and illness, the role and rights of consumers, and the broad spectrum of human behavior as it relates to meeting human needs.

325 Politics of Education (4 credits)

From a framework that is theoretical, practical, historical, and cross-cultural, students will both examine the impact of politics on the education process and

institutions and understand how power, politics, and economics affect educational institutions.

326 Urban Politics and Decision Making (4 credits)

This course analyzes how communities along with those agencies involved in change struggle to change the relationships between the "have nots" and the "have a lots."

327 Special Topics in Counseling (4 credits)

This is an advanced course focusing on four areas of counseling: adult development, career, behavioral, and holistic health. By the end of the course, students perform advanced counseling skills.

328 Community Organizing I (4 credits)

This course distinguishes the characteristics of an organizer and the form of his/her social movement, and analyzes the development, structure, transformation, and termination of an organizer.

329 Community Organizing II: Mobilizing vs. Organizing (4 credits)

This course examines organizers and their organizing tactics and strategy, and how different styles of leadership are needed for different organizing situations.

330 Political Economy I (4 credits)

This course in the political economy of the United States draws connections between the factors driving the human services and the factors driving the economy. The class will develop viable strategies for action.

331 Social Psychology of Networking (4 credits)

This course examines the socio-psychological dynamics of building a mutually supportive community by using the students' own experiences, along with social and psychological theories, to illuminate the processes of developing caring communities.

332 Public Policy (4 credits)

This course introduces students to the dynamics of public policy. The course looks at the structure and function of state and city governance, the legislative process and methods of influencing 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 (4 credits)

This course develops a basic understanding of how the economy operates at

national and community levels, and examines financial, housing, and land issues.

334 Cultural Change in the African Diaspora (4 credits)

A survey of the social and cultural transformation of African peoples from the beginning of humankind until the present. This course examines cultural contradictions and cultural changes, with particular reference to the consequences of assimilation into the "melting pot" of the United States.

335 Racial Perspectives (4 credits)

This course initially explores what race means and how it intersects with sex and class, but also how race works in both the larger political context and the immediate context of particular individuals in a particular community.

336 Puerto Rico: Analysis and Perspectives (4 credits)

This course deals with both the political, economic, and social history of Puerto Rico and of Puerto Ricans in the United States, and current socio-economic and political realities.

337 Human Sexuality (4 credits)

This course intends to help students develop a broader understanding of human sexual functioning by examining a wide range of behaviors from a physiological, psychosocial, and behavioral frame of reference.

338 Introduction to Microcomputers and Data Base Management (4 credits)

This course introduces microcomputer systems and their application to human services at the community level through word processing. Because students manipulate text rather than numbers, they will learn how to use computers more effectively and with less fear.

339 Preventive Holistic Health (4 credits)

This course focuses on how people deal with their own health care as it relates to primary, secondary, and tertiary prevention.

340 Theories of Counseling (4 credits)

This course examines the different theories of psychotherapy, and how these theories affect ourselves and our clients.

341 Coping with Disease and Death (4 credits)

This course comes in two parts. First, students will analyze how the sociological and psychological implications of disease relate to coping mechanisms and the

manipulation of others. Second, students will deal with how disease connects with the spectre of dying and the finality of death. This portion of the course focuses on the patient's and the patient's family's needs, and how these needs effect the institutions involved.

342 Public Health—Health Education (4 credits)

This course covers many topics: the nature of our health belief systems; the concept of multiple risks; various risk reduction strategies; the historical origins of public health; the possibility of formal and informal health education solving health problems; individual, social, and organizational approaches to health education. These issues raise many questions: 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 (4 credits)

This course introduces the student to the nature of cooperative organizations and their applicability to issues of community empowerment.

344 The Law, the Agencies, and Developmental Disabilities (4 credits)

This course looks at how the court decisions and recent laws outlining the rights of the developmentally disabled individuals for care and treatment present a new set of challenges for the human service professions. These challenges include:

1. Who are the developmentally disabled?
2. To what extent are care and services to be provided?
3. Who is financially responsible for the cost of their care and services?
4. In what types of settings should care and services be provided?
5. What are the distinctions between care, service training, and education?
6. How can interfacing cooperation and collaboration enhance the delivery of care and services?
7. What role should the various medical disciplines play in the treatment of the D.D. person?
8. What is the impact of a D.D. person on the family?

This course examines all these issues from the perspectives of professional ethics, human rights, and changing social politics.

345 The Politics of Prisons (4 credits)

This course examines how the American prisons in the 19th and 20th century reflected external social forces and tests the possibility of a society without prisons.

346 Basic Writing Skills (4 credits)

The course attempts to make writing a useful and easy tool of communication instead of an often frighteningly difficult task. Work includes reading five novels, writing a journal, and presenting papers.

347 Writer's Workshop (4 credits)

This creative writing course aims to improve expository writing skills by developing 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 (4 credits)

This course begins by investigating action research with particular reference to the Hartford Puerto Rican/Hispanic community. The course then focuses on the principles of sound research in naturalistic field settings. Students will examine usefulness of qualitative research data, how research affects service delivery, and the social, economic, and cultural variations within communities.

349 Juvenile Justice (4 credits)

This course familiarizes participants with the operation of the juvenile justice system in the United States, including the social, political, and economic context, its theoretical and ideological underpinnings, and the current thinking about improvements needed to be made.

350 Race, Religion, and Culture (4 credits)

This course examines the interplay between race, religion, and culture as societies and organizations attempt to move towards positive social change, using the work of such thinkers as De Tocqueville, Marx, Howard, Thurman, and Martin Luther King, Jr.

351 Grants, Writing, and Fund Raising (4 credits)

This course helps students develop skills in grant writing, understand the elements of proposal development, and, through practice in class, write a proposal worth submitting for funding. Students review how grants management processes and

techniques apply to public and private funding sources.

352 Early Childhood Development (4 credits)

This course's purpose is 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 appreciate the child development process itself. The course emphasizes that all change can be misinterpreted and that this can cause many difficulties for children in their personal and social adjustment.

353 International Analysis (4 credits)

This course uses human development to understand the means and limitations of how sovereign states formulate and execute policy. Such a perspective will give the student a different understanding of such contemporary events as refugees and hunger, population growth, and the impact of the United Nations and other cultural exchange programs across the world are critically examined.

354 Organizational Development (4 credits)

This course examines how human service organizations can deliver quality service without the negative aspects of bureaucratization. With social systems theory as the general framework, the course focuses on such issues as needs assessment, effective long-range and short-range planning, and staff and program evaluation.

355 Accounting I (4 credits)

This elementary accounting course introduces students to current principles of basic financial statements, composition of asset, liability, equity and income determining accounts, and the fundamental mechanics of accounting for proprietorship, partnership, and corporations.

356 Health and Society (4 credits)

This course tries to define what is real health care for people. It defines the health "forest" of which the professional personal treatment "tree" is a part. The course is 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 defined by the state versus public health defined by and for the citizenry.

357 Health Care and the Aging I: Physical and Mental Aspects (4 credits)

This course reviews the physiological etiology of aging, the interrelationship between physiological change and mental health, self-assessment, needs assessment, status issues, and work in family and total institutional settings.

358 Health Care and the Aging II (4 credits)

This course reviews the techniques of working with the geriatric patient: the therapeutic community, sensory training, reality orientation, remotivation, and group activities as therapy.

359 Language, Sickness, and Healing (4 credits)

This course examines how the lack of clear and open communication between health care seekers and providers often means a lack of adequate health care for the individual.

360 Public Health I (4 credits)

This introductory course surveys all 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 is devoted to analyzing the roles of local, state, and federal government in regulating, financing, and monitoring health care delivery.

361 Public Health II (4 credits)

This course examines legal issues in the delivery of health care and the role of economics and politics in public health. Students review actual contemporary case studies in order to tie theory to practice. The intent is to make students develop their own theory.

362 Gerontology III (4 credits)

This course focuses on aging in an industrial society, especially on the class, racial, cultural, and sexual difference of growing old, as well as the right to work, social security, housing, and health care.

363 Health and the Social Order (4 credits)

This course presents a picture of the relationship between health, disease, and the social order and illustrates how social and cultural factors mediate biological determinants and outcome.

364 Substance Use and Abuse: From Prevention to Treatment (4 credits)

This course assists participants to understand substance use and abuse. Its goals

are: to build a pharmacological knowledge of substances; to explore how society causes an increased use of substances; and to analyze systems designed to offer prevention through treatment. Special emphasis is placed on the disease concept of alcoholism and counseling techniques currently used in substance abuse treatment.

365 Law and Social Control (4 credits)

This course analyzes the legal system and its impact on social justice and social change. The analysis focuses on the role of legal institutions, i.e., courts, professional prison, legislature in protecting the rights of people. The critical questions are whether the legal process can initiate and sustain social change.

366 Culture and Political Thoughts of Third World People (4 credits)

This course surveys the social, cultural, and political aspects of several third world leaderships and cultural transformations. An understanding of culture is a major focus of study. The course provides: an understanding of cross-cultural factors which influence people of color living in Africa, Latin America, and North America; an understanding of the value and belief systems 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 one's own philosophy and culture.

367 Psycho-Politics of Male-Female Relationships (4 credits)

This course provides an opportunity for workers in the field of human services to tie in with the most recent efforts to free women of discrimination based upon gender. The objectives of the course are: define psycho-politics as it related to male-female relationships; describe two major characteristics of present male-female power relationships; examine one's own perspectives on male-female relationships through a variety of psychological and political constructs; outline two major differences and two major similarities of male-female relationships in black culture and white culture.

368 Social Philosophy (4 credits)

In this course students compare and contrast those philosophers who have had a great impact on our social consciousness. The expectations 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 develop a social consciousness that adequately define his or her social responsibilities. Prerequisites: Political Economy, Community Organizing, and/or Social Change Core.

390 The Labor Movement and Contemporary Society (4 credits)

This course examines the philosophy, structure, and functions of trade unions in the U.S., 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 (4 credits)

Issues covered in this course are organizing strategy, collective bargaining theory, scope of bargaining (wages, hours, and the terms and conditions of employment), the balance of power in collective bargaining relationships, and the understanding of bargaining power and U.S. Labor law under the Wagner and Taft-Hartley Acts.

392 Contract Administration and Arbitration (4 credits)

This course presents the principles of contract interpretation and grievance handling, what matters can be arbitrated, the selection of arbitrators, and the law of arbitration.

393 Public Sector Unionization (4 credits)

This course discusses 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 (4 credits)

Issues covered in this course are: managing a local union, handling finances, correspondence and record keeping, requirement 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 local situations.

395 The Economics and Sociology of Work (4 credits)

This course discusses organization of work in the U.S., 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.

Core Curriculum: With the exception of the course 406—Independent Study, the 400 courses are mandatory and all students enrolled in the bachelor's program must register for and successfully complete them.

401 Core I—Education, Oppression and Social Intervention (4 credits)

The first semester core course focuses on the nature and logic of education, oppression, and social intervention. Additionally, students will explore the following:

1. The tension between individual effort and competition on the one hand, and group work and group support on the other;
2. Competing Oppression—the role and function of race, sex, class, culture, and geography as controlling and dividing mechanisms;
3. The analysis of the structure and function of human services and their workers' and agencies' ability to provide adequate intervention on behalf of clients; and,
4. The role of New Hampshire College and higher education institutions in meeting the challenges of education needs at all levels of society.

This course is a prerequisite for taking courses 402 and 403.

402 Core II—Mobilizing Resources (4 credits)

In this core course students will go beyond the analysis of Human Services in Core I. They will begin an investigation of the resources, both human and technical, the structure of human services' agencies, and formal and informal networks that exist at all levels of society for empowering workers, clients, and communities. Students will develop strategies for empowerment, mobilizing resources, and the improvement of services.

Specifically, students will address four broad areas including: family and social networks; health care and human services; professionalism and bureaucracy; and cooperative economic development.

403 Core III—Individual and Social Change (4 credits)

This course will focus on change—change in individuals, change in organizations, and change in entire societies. By focusing on these issues we will better understand

ourselves, the people we live and work with, the forces which affect and have affected our lives, and our ability to improve conditions in work settings and communities. Among the issues we will examine are:

What is the relationship between the human services and community development on the one hand, and social change movements on the other?

What are the different processes, tactics, and strategies of social change movements?

What can we learn from the successes and failures of people struggling for social justice in the U.S. and other countries?

What should be the goals of social change movements?

404 Project in Community Development and Change (12 credits)

The Project in Community Development and Change is predicated on two critical assumptions: first, that students should have the opportunity to work on real problems related to human services in their communities or areas of professional concern; and second, that students should experience, in the most concrete and direct manner possible, the issues surrounding collective effort and collaborative work.

The project is a group effort of two to five members, with its goals defined by the students, and should be completed within one year of the student's entrance into the program of the group's formation. The project, when finished and deemed acceptable by the Project Advisor (Faculty) and Faculty Review Committee, completes this phase of the student's academic work.

405 Issues in Research (4 credits)

Students take this course during their first semester in the baccalaureate program. The course meets the following learning objectives:

Enable students to look critically at how statistics are used;

Teach students how to prepare a research report;

Enable students to look critically at how research is gathered; and

Teach students how to look for and interpret information from primary and secondary sources.

406 Independent Study (4 credits)

This course is intended for students who have completed their group requirements and want to conduct independent reading and/or research under the supervision of a

faculty member. The specific learning objective will be determined by contractual agreement with the faculty member.

The Associate in Science Degree in Human Services

Overview

The Associate in Science degree in Human Services is a 16-month 64 credit-hour course of study. The program combines theory and practice to provide students with an understanding of relationships between institutions, the economy, and social groups. It also helps develop job-related skills for positions in human services or personnel work in industry.

Students in the associate degree program are adults familiar with the social welfare system and other human service organizations either as workers or clients. Our goal is to teach these people how to raise questions so that they can critically analyze human service institutions and their problems. Since returning to school as adults with family commitments and/or full-time work responsibilities is a demanding task, students can expect to succeed in the program only by working cooperatively with one another.

The associate degree program provides adults with the opportunity to learn basic human service skills. Once a student completes MOVE, advanced standing is possible for those students interested in enrolling in the bachelor's degree program.

Structure of the Program

The program takes seriously the fact that our students are adults with experience, skills, and knowledge that are educationally valid. Since people come into the program with many different life experiences, the classes are run to allow a sharing and critiquing of knowledge. Everyone is encouraged to participate and people come out of class feeling good about themselves and each other—realizing how they can work with others to improve the quality of life in our communities.

The Core Curriculum

The four-semester core sequence is in many ways the heart of the associate degree program.

1. It is the place where we examine ourselves and our society and where we relate this information to our contradictory experiences in human services,

community development and social change;

2. It is the where we test and relate general issues and the concerns of our skill classes and internship to our community, and our life experience. The core provides the opportunity to go beyond the oppressive and dead-ending tunnel vision which work and life in our society creates;
3. It is the place where we develop and hopefully maintain support systems which will be of use both during our time in the program and after we graduate;
4. It is the place where all students, whether they live in Massachusetts or northern New Hampshire, whether their focus is Child Care, Management, Women's Issues, or Health Care, deal with the same material and the same issues. Working together requires a common intellectual base. The core is aimed at providing such a base.
5. It is the place where we analyze, synthesize, and integrate our ability to think critically, and communicate effectively, and where we develop the ability to articulate a philosophy of human services and social change.

The Skill Curriculum

The primary focus of skill courses is on the development of job-related skills for positions in human services or personnel work in industry.

Skill courses are generic in nature, allowing students to develop and define skills which may be focused into a specific concentration.

The Internship

During the third and fourth terms students intern approximately fifteen hours 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 specific to their chosen concentration.

As part of the internship, students are required to participate in monthly, three-hour seminars to discuss the relationship of classwork and their internship.

The Elective Curriculum

In their fourth term students may select two courses from the electives offered at

the bachelor's level of the undergraduate program. This elective curriculum offers a variety of courses, all of which are designed to enable the student to undertake an in-depth study of a particular area she/he determines to be consistent with her/his personal and career objectives.

Concentrations

The associate degree program offers optional concentrations in the areas of:

Child Care
Management
Health Care
Advocacy

Concentrations are achieved through:

- Successfully completing the required courses which are common to human service work;
- Performing an internship in an agency specific to the preferred concentration; and
- By taking electives at the bachelors degree level which focus on the area of concentration.

Although the program offers concentrations, students are given the opportunity to select courses in the areas of interest to them.

Courses

Term I

201 Core I—Education, Work, and Social Welfare (4 credits)

This course examines experiences in the educational, work, and social service systems of our society. The goal is to understand how the social context affects the way these systems operate.

222 Child Development in the Social Environment (4 credits)

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 life cycle from birth to adolescence. Theories of Sigmund Freud, Erik Erikson, and Jean Piaget will be studied.

209 Communications Skills I (4 credits)

This course develops students' abilities to write essays, term papers, and other formal compositions. Writing in an organized and concise manner and good spelling and grammar are what the course is about. Conceptual analysis and synthesis skills are emphasized throughout the course.

Term II

203 Core II—Health, Professionalism and Social Justice (4 credits)

This course examines professionalism and bureaucracy, with particular reference to their conflicting meanings, messages, implications, and interactions. Concurrently, the class will examine how 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,” “para-professional,” and “professional.”

231 Computer Literacy (4 credits)

This course introduces students to the principles of computing and data management. These principles are applied through hands-on exercises that use the computer system in a multi-user, multi-task environment (i.e., different students being able to accomplish different tasks while sharing the same computer's resources).

225 Communications Skills II: Introduction to Research Methods (4 credits)

The emphasis in the second semester of Communications is on producing a research paper. Preparation, research methods, organization, composition, and final presentation of a research paper are the topics of the course.

Term III

228 Core III—Critical Thinking: An Alternative Analysis of Human Services (4 credits)

This course is about relationships. It raises the human questions not often asked in a scientific, technological society. Politics and power in the present structure and possibilities for alternative structures are explored and discussed within the context of human rights, human values, and human needs.

211 Interviewing Techniques (4 credits)

This course will teach the student, through role-playing, to acquire interviewing skills, develop sensitivity to the frustrations experienced by persons seeking help through the counseling process, acquire self-knowledge and awareness, and understand the necessity of confidentiality in the counseling relationship.

232 Law and Legal Advocacy (4 credits)

This course is designed to familiarize participants with the history and structure of the United States' legal system on the federal, state, and local levels. Special

attention will be given to the legal system's influence on issues of social justice and social change by examining the ways in which laws control the rights, choices, and liberties of individuals. We will attempt to demystify the legal process so that students (as providers of human services) will have a clearer understanding of its effects on people politically, socially, and economically, and be in a better position to achieve needed changes through legal processes.

Term IV

Core IV—Twentieth Century American Literature (4 credits)

Students in this course will read literature dealing primarily with how writers have seen the social issues of their day. The syllabus will include such novels as *In Dubious Battle* by John Steinbeck, *Main Street* by Sinclair Lewis, and *The Man in the Grey Flannel Suit* by John Sloan; poetry by Ezra Pound, T.S. Eliot, Ishmael Reed, and Adrienne Rich; essays by E.B. White and Jessica Mitford; and plays by Clifford Odets, David Rabe, and Edward Albee.

234 Internship (15 credits)

During the third and fourth terms students intern in a human service agency. Under close supervision they receive experience in providing direct service to consumers and learn how agencies function.

Elective (4 credits)

300 level course.

Elective (4 credits)

300 level course.

Basic Program Information—Associates Degree Program

Admission Requirements

The associate program is open to adults experienced on any level in human service agencies, institutions, and programs. A high school diploma or its equivalent is required. The application process includes a personal interview and a written personal statement, as well as completion of the application.

Tuition

Tuition for the associate program is \$945 per term: \$2,835 per academic year and \$3,780 for the 16-month program. 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 for low-interest loans. The School of Human Services provides students with special scholarships of up to \$500 per year, based on PELL Grant eligibility.

Schedule

Students may enter the program in July, November, or March. Each semester students enroll in three classes, each of which meets one Saturday a month from 10:00 A.M. to 5:00 P.M.

The following associate degree courses will not be offered during the 1984-85 academic year:

202 Human Services and Health (4 credits)

This course explores how various human conditions (e.g., poor housing, economic depression, child abuse, spouse abuse, welfare status) affect the health of the individual. Students examine the mutual dependency of the health care delivery system and the general human services system.

204 Structural Analysis of American Society (4 credits)

This course examines theories of bureaucratic 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 (4 credits)

This course provides an introduction to community organizing concepts and strategies utilized to organize around such issues as food, anti-poverty programs, and other human services needs. Students identify and analyze at least one community organizing effort which has affected delivery of human services in their respective communities.

206 Community Development (4 credits)

Course content will focus on how money and the economy affect community development at the national, regional, state, and local levels.

207 Volunteerism and Human Services (4 credits)

This course explores the impact of volunteerism on the delivery of human services. Out of a study of its historical

context, students will examine the current applications of volunteerism as an economic, manpower, and critical support mechanism for delivery of human services. Each student analyzes at least one human service agency and the ways in which volunteers contribute to the effective functioning of the agency.

208 Oral Skills (4 credits)

This course provides students with basic skills in pronunciation, speech, public speaking, and effective communication. A crucial goal of this course is: "getting your ideas across in an organized and concise manner."

210 Human Behavior in the Social Environment (4 credits)

This course presents basic fundamental knowledge about human behavior and the stages and stresses of development in the human life cycle from birth to old age, using, but not limited to, theories of Sigmund Freud, Erik Erikson, and Jean Piaget.

212 Introduction to Basic Counseling Techniques (4 credits)

With a particular emphasis on empathy techniques, the course explores issues of assessment; listening-responding; transference-counter-transference; the conceptualization and organization of intervention; and effective, cognitive and behavioral strategies.

214 Human Services Organizations (4 credits)

This course introduces students to the local and national service organizations in their respective communities, where they can study how these organizations deal with people and with one another. Also included are the examination of the legal and tax status, and responsibilities of non-profit organizations.

215 Dynamics of Case Management (4 credits)

This course offers to the beginning human service worker practical information about brokering, consumer advocacy, and mobilization of services, with special attention on the effective delivery of consumer services.

216 Social Service Network (4 credits)

This course looks at how people are referred to various agencies, how information about them is used, the obligations that the agencies have to follow-up on referrals, and whether or not the agencies work cooperatively to solve human service

problems. By the end of the course students have a good theoretical understanding of networking.

217 Intake and Referral (4 credits)

This course provides students with practical skills for client intake, assessment, interviewing, case recording, case preparation, and referral. The course 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 (4 credits)

This course provides students with the history and application of such fundamental management processes as funding, supervision, and staffing in the administration of human services.

219 Elementary Supervision Skills (4 credits)

This course examines through case studies of sexual harassment, racism, nepotism, and other forms of arbitrary decisions, the principles of employer supervision, including professionalism and interpersonal relations, evaluation and motivation of employees, personnel policies and practice, occupational psychology, and the decision-making process.

220 Community Organizing Skills (4 credits)

This course provides students with the ability to translate theory into such practical strategies as: why organize; who is an organizer; when to organize; when to begin; how to execute one's plans effectively; how to build coalitions and support groups; and how to develop the art of negotiating.

221 Community Development Skills (4 credits)

This course explores how economic policies and decisions affect legitimate community development projects. Students are responsible for applying community development theories and practices in the area of cooperatives, land trusts, and other programs.

223 Communications (4 credits)

The focus of this course is on the strong command of both written and verbal skills.

224 Health and Professionalism (4 credits)

Students examine health care in our society and explore issues surrounding the labeling, controlling, and treatment of those who are seen as deviant, as well as

issues of institutionalization and deinstitutionalization.

226 Human Development: An On-Going Process (4 credits)

This course deals with the on-going process of development within a social context. The students examine the stages of early adulthood, middle years, and old age. Each of these states is accompanied by expectations and stress in our society.

227 Confronted by Violence (4 credits)

This course consists of a series of workshops on issues prevalent in our society, including domestic violence, child abuse, substance abuse, and rape. These subjects are explored within the context of United States history, social welfare and the law.

229 Relationships in Human Service Practice (4 credits)

This course will help the students understand the social and economic origins of problems that people experience, with emphasis on the roots of racism and sexism in social relationships.

230 Introduction to Abnormal Psychology (4 credits)

This course is designed to acquaint the student with growth disturbances of human behavior, disturbances which are an exaggerated or unbalanced expression of an individual's normal personality.



The Division of Student Affairs

Student Affairs Philosophy

The Division 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 staff 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 Division 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. Student Affairs at NHC includes athletic facilities management, health services, residence life, domestic and foreign internships, career planning and placement, intercollegiate athletics, recreational and intramural sports, public safety, center for international exchange, 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 Division 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, 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, snow-shoeing, 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 and a Nautilus 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 twelve 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 prospective 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 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, accounting and fashion merchandising. 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.

Center for International Exchange

The Center for International Exchange has been established to serve the social and cultural needs of a culturally diverse population and to take advantage of the presence of these groups to enlarge the scope of experiences for all students.

As a department of student affairs, the center addresses several areas peculiar to international students; i.e., immigration requirements, social and academic adjustments, as well as consular and foreign exchange matters.

The Center for International Exchange provides such special services as orientation program, visa administration and information, study/travel/work abroad library, international publications, newsletter, host programs, international presentations to schools, international student I.D. cards, vacation and travel information.

The center works with faculty and staff of all three schools, with external agencies, and with the Organization of International Students, to develop international and intercultural opportunities.

The center is located on the south campus in the Belknap House.

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.

Meetings are held at orientation and followed up by small groups 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- 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 apart-

ments 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 a 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 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) freshman, (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 regarding the meal plan should be directed to the Director of Food Services. Questions relating to the residence program should be directed to the Director of Residence Life.

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 a.m.-5 p.m., 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. 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 bona fide 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, socials, retreats, and religious services 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 Activities

Student programs from Bach to Rock
Fraternities and sororities
Special interest clubs
Religious organizations
Humanities series
Film series
Arts and crafts
Entertainment series
Trip series
Pub series

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 appointments to various decision making committees at the college such as Student Life Council and the Judicial Appeals board, students are given a voice in the running of New Hampshire College.

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 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. Pi Omega Pi, the National Business Education Honorary Fraternity also has a chapter on the New Hampshire College campus.

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.

Catholic Student Association

The goals of CSA are to build and foster a community of people dedicated to Christian living and fellowship based on the "Good News" and life of Jesus Christ. As a student organization, CSA offers individuals an opportunity to come together to share and experience God's presence in a meaningful and dynamic way whereby students can give witness to Christian values, love, worship, and service in a prayerful, caring, concerned way.

Membership in CSA is open to any New Hampshire College student who supports and promotes the purpose and goals of CSA.

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.

Arts and Crafts

The college houses a multi-purpose arts and crafts facility, the Hobby Shop, which allows for the full expression of one's related artistic endeavors.

WNHC Radio Station

WNHC, the college radio station, is owned and funded by the Student Government Association. It is completely student-operated. Its purposes are to help bridge the communication gap on campus and to provide students with a variety of music as well as reports on the news.

Hillel Club

The Hillel Club was founded to unite the Jewish students on campus, to establish relations with the surrounding community, and to provide for discussion on current problems facing the Jewish people.

Organization of International Students (O.I.S.)

This organization brings together the special needs of international exchange students within our campus community. They host numerous activities, among which are international discussion groups, parties, and food-cultural festivals.

Outing Club

The Outing Club is one of our fastest growing organizations. They promote many trips and functions such as canoeing, mountain clubing, camping, skiing, and an entire array of nature-oriented activities.

Programming Board

The Programming Board is a student organization that provides the New Hampshire College community with quality educational, cultural and just plain fun activities and programs. Over the past year, the Programming Board sponsored such diverse events as the Spring Weekend Carnival, a Rock Video Dance party and brought Saturday Night Live's Father Guido Sarducci to campus. Each September the board selects new members through an informal interview process of all the interested students.



Admissions School of Business

Candidates for admission to New Hampshire College (undergraduate day division) 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 overall credentials with regard to their potential for success in the curriculum at New Hampshire College

Among the factors considered in the admission decision will be the candidates' academic success in high school, rank in class, SAT scores, high school recommendations and impressions formed during personal interviews when conducted.

Rolling Admission

The rolling admissions process will begin after the Early Decision Admissions response date and candidates can expect notification of an admissions decision within one month of receipt of academic credentials.

Early Decision Admissions Program

The Early Decision Admissions Program at New Hampshire College is restricted to students of exceptional ability who are seriously considering New Hampshire College as their *first choice institution*.

Candidates for admission under the Early Decision Admissions Program should have a 3.00 high school grade point average, on a 4.00 scale, at the end of their junior year and should complete the admission application process by *December 1st*. Students should submit a formal application, high school transcript, standardized test results (Jr. SAT's will be accepted), and recommendations.

Successful candidates will be notified by *December 15th* and will have first choice of available housing upon payment of required deposits.

Students who qualify academically for the Early Decision Admissions Program *but* have financial need should apply for admission under the college's Early Financial Aid Option and *not* the Early Decision Admissions Program.

Early Financial Aid Option

Academically sound students with demonstrated financial need may obtain special consideration by applying for

admission under the college's Early Financial Aid Option. Successful applicants under this program will receive early and preferential treatment; but must be willing to make an early commitment to the college by payment of a deposit.

The Early Financial Aid Option is for students with financial need who have a three year high school grade point average of at least 2.75 on a 4.0 scale, and who have selected New Hampshire College as their *first choice institution*. Students requesting consideration under this special program must complete *both* the financial aid and the admission process by *December 15th*. This program is only available to students entering in September.

Candidates must submit a formal application for admission along with the following credentials by *December 15th*:

- High school transcript
- Standardized test results (Jr. SAT's will be accepted)
- Recommendations

Candidates must also submit the following to the New Hampshire College Financial Aid Office:

- New Hampshire College Financial Aid Form
- Early version of the Financial Aid Form (FAF)

Both forms can be obtained through our financial aid or admission office. The deadline for receipt of *both* forms is *December 15th*. Applicants must also complete a regular version of the FAF after January 1st.

Qualified applicants will be notified of a decision on financial aid or scholarship by January 15th. Those applicants offered assistance must accept their award by February 1st and submit a \$200 *non-refundable* deposit.

Applicants who are not offered admission or financial aid through the Early Financial Aid Option will be re-evaluated during the regular application cycle and processed on a rolling basis.

Freshman Entrance Program

A select group of students who lack some of the basic preparation necessary for college level work are offered the Freshman Entrance Program.

This program is an intense six-week summer program designed to help

students develop and strengthen the basic skills necessary for a four year business college. Successful completion of the program will lead to acceptance into the freshman class.

Accelerated Admission

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 regular admission. 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.

Personal Interviews

Although personal interviews are not required, they are strongly recommended. You may make an appointment for an interview by calling 603/668-2211, ext. 135.

Transfer Admissions

Transfer students are accepted at New Hampshire College for both the semesters starting in September and January in the day school.

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-vocational preparation.

Transfer applicants with an associate's degree from an accredited institution will be granted upper division status in most cases.

Transfer Application Procedures: 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 on your behalf. If you prefer, you may ask your high school to forward the transcript and records directly to us. 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.

Supplemental Transfer Form: The Supplemental Transfer 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 (PEP), 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.

SAT Scores

New Hampshire College requires the Scholastic Aptitude Test scores of all applicants to the undergraduate day division of the School of Business. SAT scores may be reported to us on your high school transcript or you may ask the College Board to send them directly to: Code #3649, New Hampshire College, 2500 North River Road, Manchester, NH 03104.

Application Procedures for International Students

To apply for admission to New Hampshire College, international candidates must submit the following:

- A completed New Hampshire College *International Student Application* for admission.
- An official, notarized transcript of secondary school (and any post-secondary) academic grades (translated into English).
- Certified certificates and diplomas.
- 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 TOEFL #3649.
- 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. The application for admission contains the required affidavit.

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 to New Hampshire College.

For additional information, contact the Director of International Admissions, New Hampshire College, 2500 North River Road, Manchester, NH 01304, or Telex 7102200616, answer back: NH COLLEGE MAN.



Admissions

Graduate School of Business

Unconditional Admission

Unconditional admission to any of the MBA programs or the MS program in Accounting requires that the applicant 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. In addition, the applicant must have completed specific background preparation in the areas of accounting, economics, mathematics, statistics, business organization, data processing, marketing, and business law.

If any of the above requirements have not been met, the applicant may still be eligible for **limited** admission, in which case the student will be required to satisfy the deficiency in addition to meeting the requirements of his/her chosen graduate program.

Unconditional admission to the MS program in Business Education requires that the applicant have earned a bachelor's degree in a business discipline or in business education, or have at least one year of business teaching experience; and that the applicant present scores of either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). No minimum score is specified.

Advanced Certificate Only Admission

Applicants for the advanced certificate only programs are required to have earned a bachelor's degree from an accredited institution of higher learning, and must satisfy the specific background preparation requirements and/or other prerequisites for the courses in the certificate program.

Unclassified Admission

Persons wishing to be admitted in unclassified status (i.e., to enroll in one or two courses as a special student) must also satisfy any specified background preparation requirements and/or prerequisites, in addition to possessing a bachelor's degree or higher from an accredited institution.

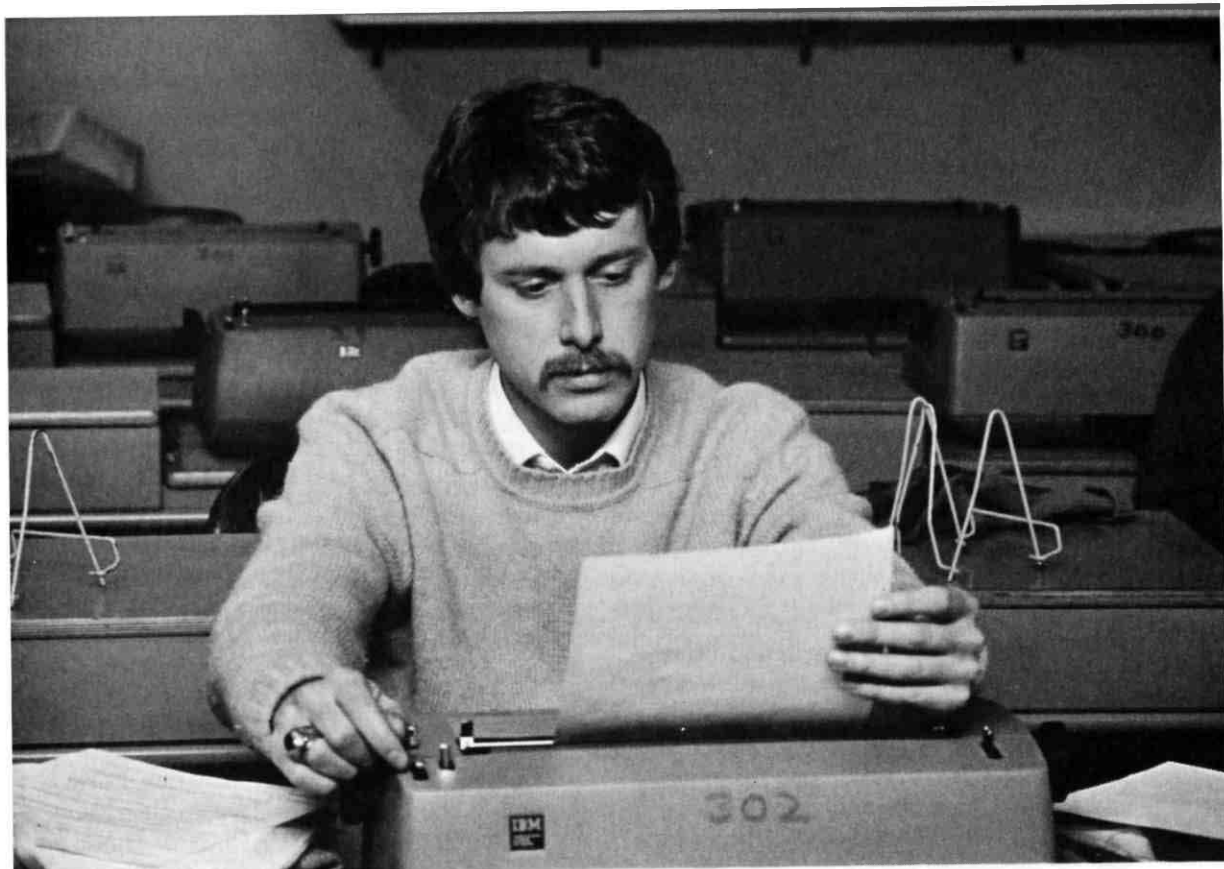
GMAT

Students admitted to the MBA program and to the MS program in Accounting are required to submit scores on the Graduate Management Admission Test (GMAT) at the time of their admission or within six months of their admission to the graduate school. No minimum score is specified.

Financial Aid

Students enrolled or accepted for enrollment in either day or evening graduate programs may be considered for several forms of institution and federal financial aid.

Additional details are available in the applicable section of this catalog, or from the college's Director of Financial Aid at the south campus.



Scholarships and Student Assistance

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, state and institutional funds as well as private dollars.

New Hampshire College participates in, or is an eligible institution under the following programs:

- Pell Grant Program (PELL)
- Supplemental Educational Opportunity Grant Program (SEOG)

- State Student Incentive Grant Program (SSIG) (including funds from the states of New Hampshire, Maine, Vermont, Massachusetts, Connecticut, Rhode Island, and Pennsylvania.)
- National Direct Student Loan (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, or regulations. 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 dependent 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/or 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.

For dependent applicants, 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.

For independent applicants, the Uniform Methodology estimates the student or family contribution toward education on the basis of the amount of student (and spouse's) income and assets. Taxes and other liabilities of the student (and his/her family) are taken into consideration in the formula.

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. Awards are for the academic year which includes terms starting on or after the next July 1st.

Early Financial Aid Option

Early Financial Aid Option applicants 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 15*. 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 15. Those applicants offered assistance must accept their award by February 1. Applicants who are not offered admissions or financial aid through the Early Financial Aid Option program will be re-evaluated during the regular financial aid cycle and processed on a rolling basis.

Regular Financial Aid Process

In the regular financial aid process, priority will be given to completed applications received by:

March 15, 1985 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 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 1985-86 academic year. Graduate students are to submit a Graduate and Professional Student's Financial Aid Services (GAPSFAS) form instead of the FAF.

All applications 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.

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 the 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 data, however, is subject to verification through the Internal Revenue Service. The college reserves the right and recognizes the responsibility to cancel awards and rebill the student and/or parents in cases where awards were authorized on the basis on 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.)
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
- Undergraduate School of Business (Culinary Institute)—One term
- 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 the 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 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. For further information regarding federally funded financial assistance, we recommend that you read "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 the New Hampshire College Financial Aid Office.

NOTE: New Hampshire College operates its own scholarship and work program and acts as administrator for the National Direct Student Loan Program (NDSL), Supplemental Educational Opportunity Grant Program (SEOG), and the federal College Work-Study Program (CWS). You will be given consideration for these programs when you submit your NHC Financial Aid Application Form and an appropriate need analysis document (FAF, GAPSFA, or AFSA).

New Hampshire College Programs

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 on 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 Service'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 form.

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 1983-84 college year, New Hampshire College awarded nearly \$800,000 in scholarships to over 700 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 of these 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.

Campus-Based Federal Programs

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 schedule usually require payment 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 (3) 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 designated by the U.S. Secretary of Education as eligible for such consideration.

Last year New Hampshire College loaned over \$500,000 in National Direct Student Loans to more than 500 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 range from the minimum wage and up, and are related to the type of work you do and the proficiency required of you.

During the 1983-84 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.

Other Federal Programs

Pell Grant (formerly Basic Education Opportunity Grant): Pell Grants for the 1984-85 academic year are expected to range between \$250 and \$1900 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 #45. 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 which is forwarded to you via a Student Aid Report (SAR).

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 on 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 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 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 six months after you graduate or leave school, and you may be allowed to take up to ten 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 4.00 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. Upper classmen 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 1983-84 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.

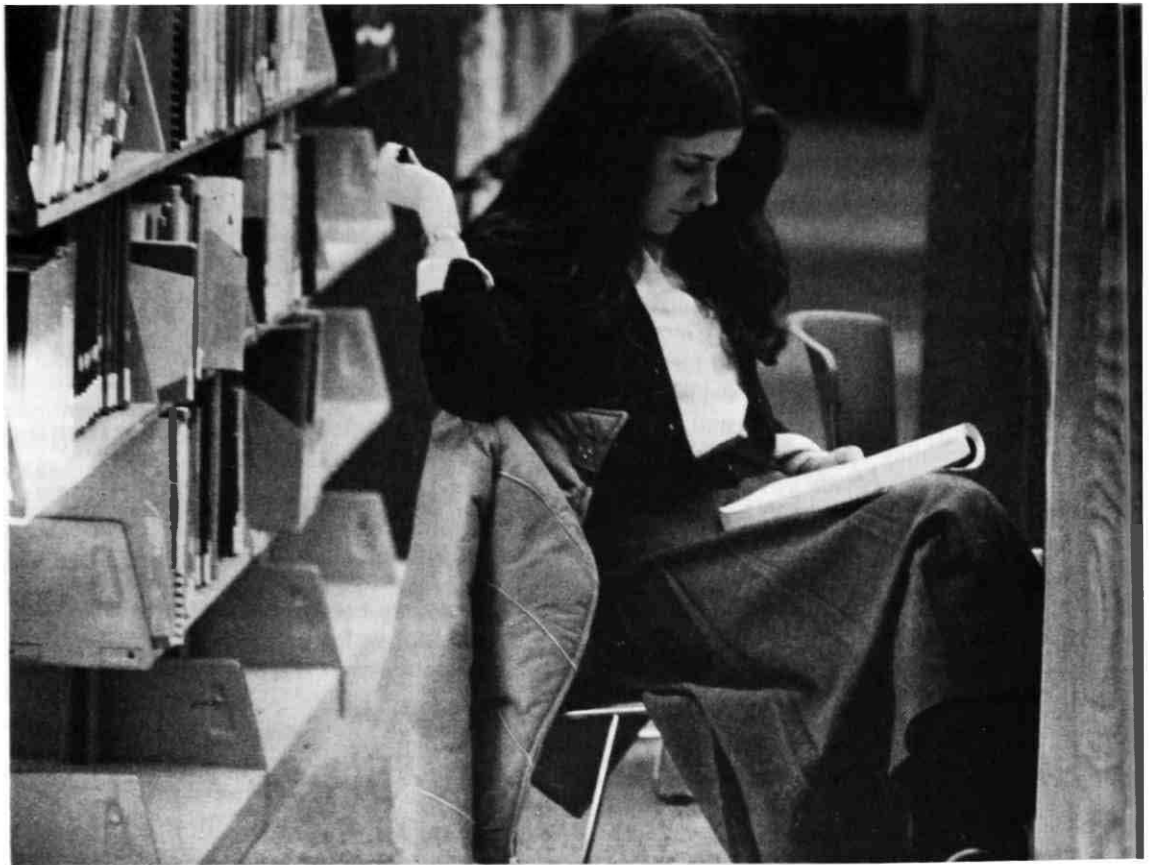
State Grants/Scholarship Programs:

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 should 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 1984-1985

(All New Hampshire College tuition and fees are subject to change by action of the board of trustees.)

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 catalog.

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 (Undergraduate Programs)

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.

September Undergraduate Admissions: 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.

January Undergraduate Admissions: Deposits are *fully* refundable until *December 1*. After *December 1*, \$100 will be forfeited and any payments in excess of \$100 will be refundable.

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 \$100
- 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

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.

Refund/Withdrawal Policy (Graduate Programs)

An accepted full-time 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

**1984-1985 Costs
School of Business (Day)**

	Per Semester	Annually
Tuition (includes activity and athletic fee)	\$3,133	\$6,266
Room and Board (double dormitory)	1,728	3,456
Room and Board (single dormitory)	1,897	3,794
Apartment		
—Room Only	928	1,856
—Room and Board	1,728	3,456
Townhouse		
—Room Only	1,097	2,194
—Room and Board	1,897	3,794
Pine Valley		
—Room Only	928	1,856
—Room and Board	1,728	3,456
Houses		
—Room Only	928	1,856
—Room and Board	1,728	3,456
Board Only	800	1,600
More than 19 credits per semester	\$210 per credit	
Less than 12 credits or 4 courses per semester	\$285 per credit	
Health Insurance (payable with first semester charges)	\$ 65 per year	
Hotel/Restaurant laboratory fees (charges when applicable)	\$ 50	
Late registration fee	\$ 50	
Auto registration fee	\$ 5 per year	
Transcript fee	\$ 2 each	
Graduation fee	\$ 40	

Textbooks and Supplies: Each student is responsible for the purchase of textbooks and supplies which are available in the Campus Store. Estimated costs average \$250 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.

**1984-1985 Costs
Culinary Institute**

Tuition and Fees	\$2575 per term 5150 per year
Room and Board	\$1429 per term 2858 per year

**1984-1985 Costs
Graduate School of Business**

Full-Time Day Program

Students enrolled in the day programs may expect their programs to cost:

Tuition	\$7980
Fees	approx. \$ 100
Housing on campus	\$1851-\$2520 per year
On-Campus Meal Plan	\$1800-\$2400 per year
Books and Supplies	\$ 600-\$ 700 per year

The full-time tuition and fees entitle the student complete:

- Background courses plus the 12-course M.B.A. 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 degree 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/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 program may expect to pay:

Tuition	\$440 per course
Fees	\$40 total
Books and supplies are sold separately.	

**1984-1985 Costs
School of Human Services**

Master's degree	\$1100 per term 4400 full four terms
-----------------	--

Joint master's-bachelor program	\$1100 per term
International program	\$4000 per year
Baccalaureate degree in Human Services	\$ 945 per term 2835 per year
Associates degree in Human Services	\$ 945 per term 2835 per year

Trustees of the College

Raymond Truncellito, C.L.U.
Chairman of the
Board of Trustees
Mutual Benefit Life Insurance
Company
Manchester, NH

Lillian Crockett
Treasurer
New Hampshire College
Manchester, NH

Kimon S. Zachos
Secretary of the
Board of Trustees
Attorney at Law
Sheehan, Phinney, Bass
& Green
Manchester, NH

Bradford E. Cook
Assistant Secretary of the
Board of Trustees
Attorney at Law
Sheehan, Phinney, Bass
& Green

Frances Abbott
Retired Educator
Manchester, NH

Joan Corcoran
Retired Businessperson
Waterville Valley, NH

Richard Courtemanche*
Marketing Manager
International Business
Machines Corporation
Bedford, NH

Ralph W. Farmer
President (Ret.)
Merchants Savings Bank
Manchester, NH

Timothy J. Fletcher*
Timothy J. Fletcher
& Company
Manchester, NH

William S. Green
Attorney at Law
Sheehan, Phinney, Bass
& Green
Manchester, NH

Robert K. Morine, C.P.A.*
Comptroller
Harvey Construction Co.
Manchester, NH

David D. Myler*
Principal
Productive Systems, Inc.
Bedford, NH

Charles G. Palm, C.P.A.*
Exeter Cooperative Bank
Exeter, NH

Samuel J. Phillips
President &
Chairman of the Board
Acton Corporation
Acton, MA

Maurice A. Raymond, C.P.A.*
Principal
Raymond & Paradis
Pinardville, NH

Rev. Placidus H. Riley, O.S.B.
Theologian Educator
St. Anselm College
Manchester, NH

Kenneth J. Rowley
Retired Businessperson
Wolfeboro, NH

Edward M. Shapiro
President
New Hampshire College
Manchester, NH

Albert B. Wight
President &
Chief Operating Officer
Sanders Associates
Nashua, NH

**New Hampshire College
Alumnus*

Trustee Emeritus

Gertrude C. Shapiro
President Emeritus
New Hampshire College
Manchester, NH

Administration of the College

Edward M. Shapiro
President
B.S., University of New
Hampshire; Ed.D., (Hon.),
Notre Dame College

Francisco E. Aguilera
Vice President for
Marketing and Development
B.A., M.A., Ph.D., University
of Pennsylvania

Lillian G. Crockett
Treasurer

Benjamin J. Donatelli
Vice President for
Finance and Administration
A.B., St. Anselm College;
M.B.A., New Hampshire
College

I. Ira Goldenberg
Vice President for
Academic Affairs
B.A., The City College of New
York; M.A., Ph.D., University
of Connecticut

John M. Hamernick
Comptroller
A.B., Mount St. Mary's
College; M.B.A., New
Hampshire College

George J. Larkin, Jr.
Vice President for
Student Affairs
B.A., M.Ed., Ph.D., Boston
College

James M. Reynolds
Vice President for Admissions
and Financial Aid
A.B., St. Anselm College

Gertrude C. Shapiro
President Emeritus
D.P.S., (Hon.), University of
New Hampshire

School of Business

Charles C. Ehl
Dean, School of Business/
Continuing and Community
Education
B.S., Tufts University; M.Ed.,
Boston University; Ph.D.,
Boston College

C. Richard Erskine
Associate Dean
B.A., M.A.T., University of
New Hampshire

Faculty

Eleanor H. Barnes
Chairman, Department of
Computer Information
Systems
Associate Professor of
Computer Information
Systems
B.S.I.E., Northeastern
University; M.B.A., University
of New Hampshire

Frank J. Barnes
Assistant Professor of
Computer Information
Systems
B.S.E.E., Arizona State
University; M.B.A., University
of New Hampshire

William E. Beane
Assistant Professor of
Management/Humanities
B.Ed., Keene State College;
M.A., Middlebury College

Robert Begiebing
Professor of English
B.A., Norwich University;
M.A., Boston College; Ph.D.,
University of New Hampshire

David R. Bradt
Associate Professor of English
B.A., State University of New
York at Binghamton; M.S.,
Iona College; Ph.D.,
Washington State University

Mary P. Brown
Professor of English
B.A., Smith College; M.Ed.,
Harvard University

Robert L. Corallino
Assistant Professor of
Accounting
B.S., M.B.A., West Virginia
University; C.P.A.

George W. Coutris
Associate Professor of History
B.A., M.A., University of New
Hampshire

Robert Craven
Professor of English
B.A., M.A., City College of
New York; Ph.D., University
of Rhode Island

Mary J. Dionne
Associate Professor of
Secretarial Sciences
B.S., Boston University

Julia M. DiStefano
Associate Professor of English
B.A., Queens College; M.A.,
Hunter College; M.A., Ph.D.,
State University of New York
at Stony Brook

Paul R. Dittmer
Associate Professor of Hotel/
Restaurant Management
B.A., Michigan State
University; B.A., Colorado
College; M.B.A., University of
Massachusetts

John K. Evans
Assistant Professor of
Business Management
B.A., St. Anselm College;
M.A., University of New
Hampshire

Robert H. Fleeson
Associate Professor of English
B.A., Yale University; M.A.,
University of New Hampshire

John P. Fleming
Assistant Professor of English
A.B., Merrimack College;
M.A., Southern Illinois
University; M.S., Boston
University, School of Public
Communication; Ph.D.,
Bowling Green State
University

Philip H. Funk, Jr.
Instructor in Computer
Information Systems
B.S., Drexel Institute of
Technology; M.S.,
Massachusetts Institute of
Technology

Lynda R. Gamans
Chairman, Department of
Marketing
Assistant Professor of
Fashion Merchandising
B.A., University of New
Hampshire; M.Ed., Notre
Dame College

Roger M. Goodson
Assistant Professor of
Organizational Behavior
B.S., University of Southern
Maine; M.A., University of
Connecticut; Ed.D., Harvard
University

James L. Grace, Jr.
Professor of Business Law
B.S., St. Joseph's College;
Ed.M., Temple University;
J.D., Franklin Pierce Law
Center; Ed.D., University of
Pennsylvania

Yvonne C. Hall
Assistant Professor of
Economics/Finance
B.S.B.A., Florida
Technological University;
M.S., Ph.D., Colorado State
University

John J. Harrington
Associate Professor of
Business Management
B.S.B.A., Boston College;
M.S., Southern Illinois
University; Ed.D., George
Washington University

John F. Hinckley
Associate Professor of
Computer Information
Systems
B.S., M.Ed., Worcester State
College

Carolyn Hollman
Chairman, Humanities
Department
Assistant Professor of English
A.B., University of Michigan;
M.A., University of New
Hampshire; Ed.D., Vanderbilt
University

Ernest H. S. Holm
Associate Professor of
Government
A.B., Dartmouth College;
M.A., Boston University;
M.A.T., University of New
Hampshire; Ph.D., Tufts
University

Alec Ingraham
Chairman, Department of
Mathematics
Assistant Professor of
Mathematics
B.A., M.A., University of
Massachusetts-Boston

R. Larry Johnson
Chairman, Department of
Economics/Finance
Associate Professor of
Management
B.S.M.E., Northeastern
University; M.S., D.B.A.,
George Washington University

Burton S. Kaliski
Chairman, Department of
Business Education/Office
Administration
Professor of Business Education
B.B.A., City College of New
York, Baruch School; M.S.,
State University of New York
at Albany; Ed.D., New York
University

James H. Karr
Associate Professor of
Accounting
B.B.A., Iona College; M.B.A.,
University of New Hampshire;
C.P.A.

Wallace Kartsen
Associate Professor of
Accounting
B.S., M.B.A., New York
University; C.P.A.

Kent A. Klitgaard
Instructor in Economics
B.A., San Diego State
University; M.S., University of
New Hampshire

Ausra M. Kubilius
Associate Professor of English
B.S., Boston University; M.A.,
California State University;
Ed.D., Boston University

Louis B. Lanzillotti
Associate Professor of
Accounting
B.S., M.B.A., Northeastern
University; C.P.A.

Joseph M. Missaghi
Instructor in Computer
Information Systems
B.S., State University of New
York; M.S., Northeastern
University

Anthony T. Moses, Jr.
Assistant Professor of
Accounting
B.B.A., M.B.A., University of
Massachusetts; C.P.A.

William J. F. Murphy
 Associate Professor of
 Accounting
 B.S., Merrimack College;
 M.A., University of Rhode
 Island; C.P.A.

C. Erik Nieuwejaar
 Assistant Professor of
 Management
 B.A., Concordia College; M.S.,
 University of Minnesota; M.S.,
 Northeastern University

William Peacock
 Assistant Professor of
 Mathematics
 B.A., Loyola University;
 M.A.T., Emory University

Norton R. Phelps, Jr.
 Associate Professor of
 Mathematics
 B.S., Springfield College;
 M.S., University of Utah

Jeanette A. Ritzenthaler
 Associate Professor of English
 B.A., Mary Manse College;
 M.A., New York University;
 Ed.D., Rutgers University

Irving E. Rothman
 Chairman, Department of
 Management
 Professor of Business
 Management
 B.S., Boston College

David St. Cyr
 Instructor in Accounting
 B.S., Husson College; M.S.,
 New Hampshire College

Don Sieker
 Associate Professor of English
 A.B., M.A., San Francisco
 State University; Ph.D.,
 University of California

Jean F. Silver
 Associate Professor of
 Secretarial Science
 B.S., M.Ed., University of
 New Hampshire

Karen C. Stone
 Instructor in Marketing
 B.A., Wake Forest University;
 M.A., University of Kentucky

George Teloian
 Chairman, Department of
 Accounting
 Professor of Accounting
 B.S., Boston University;
 M.B.A., Northeastern, C.P.A.

Vernon T. Tetley
 Assistant Professor of
 Mathematics
 B.Ed., Plymouth State
 College; M.S.T., University of
 New Hampshire

Christopher J. Toy
 Associate Professor of
 Mathematics
 B.A., M.A., San Francisco
 State University

William Trueheart
 Instructor in Computer
 Information Systems
 B.S., Northeastern University;
 M.S., Georgia Southern
 College

Beverly J. Van Cor
 Associate Professor of
 Mathematics
 M.Ed., Plymouth State
 College; M.S.T., University of
 New Hampshire

John Van Santvoord
 Instructor in Accounting
 B.S., New Hampshire College;
 M.B.A., University of New
 Hampshire

H. Fred Walter
 Assistant Professor of Hotel/
 Restaurant Management
 B.S., Empire State College;
 M.S., State University of New
 York at Albany

James D. Walter
 Assistant Professor of
 Sociology
 B.A., Kent State University;
 M.A., Indiana State
 University; Ph.D., Ohio State
 University

Charles V. A. White
 Assistant Professor of
 Economics
 B.A., M.S., University of
 Connecticut; Ph.D., Ohio State
 University

Charles L. Wilbert
 Associate Professor of English
 B.A., University of
 Pennsylvania; M.A., Ohio
 University

Walter L. Zimmerman
 Associate Professor of
 Psychology
 B.S., M.Ed., Springfield
 College

**Continuing and Community
 Education**

Ernest M. Greenberg
 Associate Dean for
 Continuing Education
 B.A., University of New
 Hampshire; M.H.S., New
 Hampshire College

Doris M. Buckley
 Administrative Assistant to
 Associate Dean for
 Continuing Education

Eda Del Pilar Acevedo Vila
 Assistant to the Director
 (San Juan Center)
 B.A. in Humanities, Sacred
 Heart College, Santurce,
 Puerto Rico

Roberta Banfield
 Assistant Director,
 Manchester
 B.M., Notre Dame College;
 M.Ed., Rivier College

John Karakostas
 Director of Continuing
 Education (Nashua Center)
 B.A., St. Anselm College;
 M.Ed., Rivier College

Jane Kilcoyne
 Director of Continuing
 Education
 (Portsmouth Center)
 B.A., St. John's University;
 M.S., University of Southern
 Maine

Robert C. Losik
 Staff Advisor for
 Academic Support Services
 B.S., University of Wisconsin;
 M.A., University of North
 Carolina; Ed.D., Vanderbilt
 University

Robert C. McChesney
 Coordinator of Roosevelt
 Roads Center
 B.S., M.B.A., New Hampshire
 College

Wescott Mellow
 Pease AFB Coordinator/
 Industry Liaison
 B.S., Boston University;
 M.B.A., University of New
 Hampshire; M.A., University
 of New Hampshire

Elaine Tahmizian Meuse
 Director of Continuing
 Education (Salem Center)
 B.A., University of New
 Hampshire; M.A., George
 Washington University

Vincent A. Mulligan
 Director of Continuing
 Education (Laconia Center)
 B.A., M.A., Seton Hall
 University

George T. Perraudin
 Director of Continuing
 Education
 (Manchester Center)
 B.S., Siena College; M.A.,
 University of Arizona

Charles S. Pettigrew
Director of Continuing
Education
(Brunswick Center)
B.S., New Hampshire College;
M.S.A.D., University of
Southern Maine

Providencia Vales Mendez
Director of Continuing
Education (San Juan and
Roosevelt Roads Centers)
B.A., Inter-American
University; M.A., University
of Puerto Rico

Graduate School of Business

Administration

Jacqueline F. Mara
Dean
B.S., Mount Saint Mary
College; Ed.M., Ed.D., Boston
University

Thomas P. McGrevey
Assistant Dean
B.S., United States Military
Academy; M.B.A., New
Hampshire College

Thomas N. Besaw
Director—North Campus
B.S., University of
Bridgeport; M.Ed., University
of New Hampshire; M.B.A.,
New Hampshire College

Anne Burke Lannin
Academic Coordinator
A.B., Merrimack College;
M.A., University of Nebraska

Laurence J. Pelletier, Jr.
Assistant Registrar
B.S., M.B.A., New Hampshire
College

Gerald S. Reilly
Director—Nashua/Salem
B.S., M.Ed., Boston College

John B. Tanzer
Director—Portsmouth
B.S., United States Military
Academy; M.B.A., Long Island
University

Dwight S. Wilder
Staff Assistant
B.A., The Johns Hopkins
University; M.B.A., New
Hampshire College

Visiting Professor

John A. Beckett
B.S., University of Oregon;
M.B.A., Harvard University;
L.L.D., (Hon.), New
Hampshire College; C.P.A.

Faculty

Terry F. Allen
Assistant Professor
A.B., Wesleyan University,
M.B.A., Harvard University,
D.B.A., University of Virginia

Richard O. Hanson
Assistant Professor
A.S., Burdett College, B.S.,
Bellarmine College, M.B.A.,
New Hampshire College,
C.P.A.

Hassa Jadvani
Professor
B.B.A., University of Miami,
M.B.A., Columbia University,
D.B.A., Harvard University

Gerald E. Karush
Assistant Professor
B.A., University of
Pennsylvania, M.A., Brown
University, Ph.D., University
of Pennsylvania

Patricia E. Khani
Assistant Professor
B.S., Suffolk University, M.S.,
Northeastern University,
C.P.A.

Marc A. Rubin
Instructor
B.A., Boston University,
M.B.A., Northeastern
University

Paul Schneiderman
Associate Professor
B.B.A., M.B.A., University of
Massachusetts, M.A., Ph.D.,
Clark University

Robert H. Seidman
Associate Professor
B.S., Rutgers University
M.S., Ph.D., Syracuse
University

Other Faculty Teaching Graduate Courses 1983-84

Bernardino Alessandrini
Officer, Merchants Savings
Bank
B.S., Plymouth State College,
M.B.A., New Hampshire
College

Eleanor H. Barnes*
Associate Professor of
Computer Information
Systems
B.S.I.E., Northeastern
University, M.B.A., University
of New Hampshire

John E. Berger
Director of Quality Assurance,
Bath Iron Works Corporation
B.S., University of Wisconsin/
Madison, M.A., Pepperdine
University, M.B.A., New
Hampshire College

Stephen D. Berger**
Director, Master's Degree
Program, School of Human
Services
B.S., City College of New
York, M.A., Ph.D., Harvard
University

Leon J. Bien
Vice President, Canal Bank
and Trust Company
A.B., Boston College, M.A.,
Michigan State University

Stephen Boucher
President, Airmar Technology
Corporation
B.S., M.M.E., Cornell
University, M.B.A. Harvard
University

John Bourassa
Internal Revenue Service
B.S., M.B.A., University of
Maine

Robin B.S. Brooks
Lecturer
B.A., Columbia University,
M.A., Yale University, Ph.D.,
University of California

Roger W. Brown, Sr.
Vice President, Industrial
Relations, Sanders
Associates, Inc.
B.S., University of Illinois,
M.B.A., New Hampshire
College

John Burpee
Director of Training, L.L.
Bean & Company
B.A., M.A., University of New
Hampshire

Richard Castrucci
Senior Associate, Program
Control Corporation
B.A., Nasson College, M.A.,
George Washington University

Robert L. Corallino*
Assistant Professor of
Accounting
B.S., M.B.A., West Virginia
University, C.P.A.

James Dempsey
Manager of Personnel
Administration, Raytheon
Service Company
B.S., Northeastern University,
M.B.A., Suffolk University

- Gerrit B. DeVos
Lecturer
B.Sc., Hogere Textiel School,
M.Sc., Southern Methodist
University, M.B.A., American
University, A.L.M., Harvard
University, Ph.D., City
University of London
- Benjamin N. Donatelli***
Vice President for Finance
and Administration
A.B., St. Anselm College,
M.B.A., New Hampshire
College
- Euclid Dupuis
Accounting Practitioner
B.S., New Hampshire College,
M.S., Bentley College, C.P.A.
- Ronald Francoeur
Investment Consultant
B.S., Lowell Technological
Institute, B.S., Texas
Technological Institute,
M.B.A., Rensselaer
Polytechnic Institute
- Roger M. Goodson*
Assistant Professor of
Organizational Behavior
B.S., University of Southern
Maine, M.A., University of
Connecticut, Ed.D., Harvard
University
- James L. Grace, Jr.*
Professor of Business Law
B.S., St. Joseph's College,
Ed.M., Temple University,
Ed.D., University of
Pennsylvania, J.D., Franklin
Pierce Law Center
- J. Neville Haggerty
Development Manager,
Wang Laboratories, Inc.
B.A., Harvard University,
M.B.A., Clark University
- Yvonne C. Hall*
Chairman, Department of
Economics/Finance
B.S.B.A., Florida
Technological University,
M.S., Ph.D., Colorado State
University
- John M. Hamernick***
Comptroller
B.S., Mount St. Mary's
College, M.B.A., New
Hampshire College
- Mark E. Hammond
Software Training Consultant,
Software International
B.S., Norwich University,
M.B.A., New Hampshire
College
- John J. Harrington*
Associate Professor of
Business Management
B.S.B.A., Boston College,
M.S., Southern Illinois
University, Ed.D., George
Washington University
- John F. Hinckley*
Associate Professor of
Computer Information
Systems
B.S., M.Ed., Worcester State
College
- Ernest H. S. Holm*
Associate Professor of
Government
A.B., Dartmouth College,
M.A., Boston University,
M.A.T., University of New
Hampshire, Ph.D., Tufts
University
- Christine Jackson
Lecturer
B.A., M.A., University of New
Hampshire, Ph.D., State
University of New York at
Albany
- Thomas Juenemann
Vice President,
Maine Savings Bank
B.S., United States Naval
Academy, M.B.A., University
of Maine
- Burton S. Kaliski*
Professor of Business
Education
B.B.A., City College of New
York, Baruch School, M.S.,
State University of New York
at Albany, Ed.D., New York
University
- Wallace Kartsen*
Associate Professor of
Accounting
B.S., M.B.A., New York
University, C.P.A.
- Norman E. Koehler
District Representative,
Lockheed Aircraft
Corporation
B.A., Grove City College,
M.S., University of Southern
California, Ph.D., University
of Pittsburgh
- Louis B. Lanzillotti*
Assistant Professor of
Accounting
B.S., M.B.A., Northeastern
University, C.P.A.
- Charles Leach
Lecturer
B.S., Principia College, M.R.P.,
University of Pennsylvania,
Ph.D., Case Western Reserve
University
- Miller C. Lovett
Lecturer
B.S., S.T.B., Ph.D., Boston
University
- Thomas P McGrevey, Jr.***
Director of Computer
Services, Continuing
Education
B.S., University of New
Hampshire, M.B.A., New
Hampshire College
- Errol McGuire
Assistant Manager,
Merchandise Control,
L.L. Bean & Company
B.A., M.A., Abilene Christian
College, M.Div., Harvard
University, Ph.D., University
of Chicago
- Robert D. Morrow
Manager of Productivity,
Federal Systems Group,
Sanders Associates, Inc.
B.A., University of
Pennsylvania, M.B.A., Babson
College, Ph.D., Georgia State
University
- William J. F. Murphy*
Associate Professor of
Accounting
B.S., Merrimack College,
M.A., University of Rhode
Island, C.P.A.
- Grace Napolitan
Plant Manager,
TRW/Fasteners Division
B.A., Siena Heights College,
J.D., South Texas College of
Law
- C. Erik Nieuwejaar*
Assistant Professor of
Management
B.A., Concordia College, M.S.,
University of Minnesota, M.S.,
Northeastern University
- Clement G. O'Brien
Field Service Manager, VAX
Stations Group, Digital
Equipment Corporation
A.E., Wentworth Institute,
B.S., M.B.A., Northeastern
University
- Robert W. O'Brien
International Field Operations
Manager, Digital Equipment
Corporation
B.A., University of
Massachusetts, M.B.A.,
Western New England College
- John Parker
Treasurer,
Maine Surgical Supply, Inc.
A.B., Dartmouth College,
M.B.A., Columbia University

Jonathan Posner
Senior Benefits Administrator,
Honeywell Electro-Optics
Division
B.A., Boston University, J.D.,
Suffolk University

Thomas Reichheld
Counselor, Charlotte House
Center
B.A., M.A., Tufts University

Burton C. Reynolds
Senior Management
Development Specialist,
Honeywell Electro-Optics
Division
B.S., University of Vermont,
M.B.A., Golden Gate
University

Jeanette A. Ritzenthaler*
Associate Professor of English
B.A., Mary Manse College,
M.A., New York University,
Ed.D., Rutgers University

Gordon D. Smith
Vice President for
Manufacturing, Eastern
Air Systems Devices, Inc.
B.A., University of
Connecticut, M.A., Ph.D.,
Pennsylvania State University

Richard F. Snow
Lecturer
A.B., Bowdoin College, M.S.,
Florida State University

Howard P. Snyder
Senior Product Manager,
Digital Equipment
Corporation
B.E.E., M.B.A., City College
of New York

Alexander Stromski
Investment Counselor,
Livada Securities
B.S., M.B.A., New Hampshire
College

Robert R. Tawney
Director, Personnel Services,
New Hampshire Municipal
Association
B.S., University of Kansas,
M.B.A., Boston University

John VanSantvoord*
Instructor in Accounting
B.S., New Hampshire College,
M.B.A., University of New
Hampshire

James D. Walter*
Assistant Professor of
Sociology
B.A., Kent State University,
M.A., Indiana State
University, Ph.D., Ohio State
University

William Weatherbie
Director of Quality Assurance,
Supervisor of Shipbuilding,
United States Navy
B.S., University of Maine,
M.B.A., University of New
Hampshire

Charles V. A. White*
Assistant Professor of
Economics
B.A., M.S., University of
Connecticut, Ph.D., Ohio State
University

Walter L. Zimmermann*
Associate Professor of
Psychology
B.S., M.Ed., Springfield
College

* Full-time faculty member,
New Hampshire College
Undergraduate School of
Business

** Full-time faculty member,
New Hampshire College
School of Human Services

*** Full-time administrator,
New Hampshire College

The Culinary Institute of New Hampshire College

Edward P. Doherty
Director of Culinary Institute
B.S., M.B.A., University of
Massachusetts

Scott Albee
Instructor
B.S., University of New
Hampshire

Eleanor Freiburger
English Instructor
B.A., Emmanuel College,
M.A., University of San
Francisco

Harold O. Huckaby
Chef Instructor

Susan A. McLacken
Chef Instructor
A.D.S., The Culinary Institute
of America; B.S., Johnson and
Wales

Peter Romein*
Instructor
B.S., New Hampshire College;
M.Ed., Rivier College

H. Fred Walter*
Chef Instructor
B.S., Empire State College;
M.S., State University of New
York in Albany

* Adjunct Faculty Member

School of Human Services

Administration

Gladys Almodovar
Assistant Director
Bachelor's Degree Program
B.S.H.S., New Hampshire
College

Pat Andersen
Program Assistant
B.S.H.S., M.S.H.S., New
Hampshire College

Stephen D. Berger
Director, Graduate Program
(EMMA)
B.S., The City College of New
York; M.A., Ph.D., Harvard
University

Gracia Berry
Program Assistant
B.S.H.S., M.S.H.S., New
Hampshire College

Helen Black
Secretary

Ricardo Catala
Program Assistant
B.A., Inter-American
University; B.S.H.S., New
Hampshire College

Janet Clark
Outreach/Recruitment
B.S.H.S., New Hampshire
College

Kathy Dunnigan
Program Assistant

Sandra Gould
Program Assistant
B.S.H.S., New Hampshire
College

Ellen Hewett-Morris
Director, Bachelor's Degree
Program
B.A., McGill University;
M.S.H.S., New Hampshire
College

Nancy Kaufman
Program Assistant
B.S., New England College

Dorothy G. Krasner
Program Assistant
B.S., University of New
Hampshire; M.S.H.S., New
Hampshire College

Sharon Krause
Program Assistant
B.S.H.S., New Hampshire
College

- Ada Lopez**
Coordinator, Administrative Services
B.S.H.S., New Hampshire College
- Verne McArthur**
Coordinator, International Student Program
B.A., Oberlin College; Ph.D., Yale University
- David M. Osher**
Dean
B.A., M.A., Columbia University
- Lois Palmer**
Coordinator, Operations
A.S.H.S., B.S.H.S., New Hampshire College
- Nancy Pena**
Program Assistant
- Elizabeth Russell**
Coordinator, Outreach & Recruitment
B.S.H.S., New Hampshire College
- Elinor Silveira**
Program Assistant
A.S.H.S., B.S.H.S., New Hampshire College
- Elaine St. Pierre**
Records Coordinator II
- Marlene Urban**
Records Coordinator I
- Linda VanEssendelft**
Director, Associate Degree Program
B.A., Adelphi University; M.S.W., New York University
- Faculty**
- Michael Aaronson***
B.S., University of Rhode Island; M.P.P., Harvard University
- Kwame Botwe-Asamoah**
B.A., University of Ghana, West Africa; M.A., Southern Connecticut State College; M.F.A., Ohio University
- Randall Benthien***
B.A., Harvard University; M.Ed., Ohio University
- Steve Bing***
B.A., Wesleyan College; L.L.B., Harvard University
- Barney Brawer***
B.A., Yale University; Ed.M., Harvard University
- Larry Brown***
B.A., Anderson College; M.A., University of California at Los Angeles; Ph.D., Brandeis University
- Raymond Burton***
B.Ed., Plymouth State College
- Clifton Bush**
B.A., University of New Haven; M.S.H.S., New Hampshire College
- Margaret Cerami**
B.S.H.S., New Hampshire College
- Christina Clamp**
B.S., Friends World College; M.A., Boston College
- Patrick Coggins**
B.S., Springfield College; L.L.B., Blackston School of Law; M.S., Southern Connecticut State College; J.D., University of Connecticut School of Law
- Roger Cohen***
M.A., A.B., Ph.D., Syracuse University
- Willie Coleman***
B.A., Yale College; M.S., M.Pil., Ph.D., Yale University
- Richard Colfer**
B.A., M.A., Glassboro State College; M.H.S., New Hampshire College
- Dorothy Cormier***
B.A., Mt. St. Mary College; M.A., St. Bonaventure University
- Steve Dawson***
B.A., M.A., University of Notre Dame; M.C.P., Massachusetts Institute of Technology
- Denise Devlin***
B.A., University of Massachusetts-Amherst
- Ronald Esposito***
B.A., Georgetown University; M.A., Ph.D., Fordham University
- Belle Fine***
B.S., Mercy College; M.S., University of Bridgeport
- Donna Finn***
B.S.H.S., New Hampshire College
- Suzanne Foye***
B.A., Notre Dame College; M.S.H.S., New Hampshire College
- Joe Gannon**
B.A., University of California, Berkeley
- Roger Goodson***
B.S., University of Southern Maine; M.A., University of Connecticut; Ed.D., Harvard University
- Genelle Grant**
B.A., Simmons College; M.Ed., Plymouth State College; Ed.D., Boston University
- Cindy Hagen***
B.A., New England College; M.A.T., University of New Hampshire
- David Hartson***
B.S., M.S., University of North Dakota; Ph.D., University of Missouri-Columbia
- Elaina Hatsis***
B.A., M.Ed., University of New Hampshire
- Phyllis Hersch***
B.A., Barnard College; M.S.S.S., Boston University; Ph.D., Brandeis University
- Susan Horn-Moo***
B.A., Wellesley College; L.L.B., Harvard Law School
- Judith Johnson***
B.S., M.S.H.S., New Hampshire College
- Rosetta Ashley Johnson***
A.A., Braward Community College; B.S., M.S., Ph.D., Florida State University
- James Jone***
B.S., Hampton Institute; M.A.R., Yale University
- Rahim al-Kaleem**
B.S.H.S., M.S.H.S., New Hampshire College
- Juan LaBoy***
B.A., University of Puerto Rico; M.A., State University of New York at Buffalo
- Frederick Leaf***
B.B.A., Niagara University; J.D., Boston College Law School
- Jackie Lessard**
B.S.H.S., M.S.H.S., New Hampshire College
- Marjorie Levinson***
B.A., University of Massachusetts; M.A., Columbia University, New York
- Donald Mason***
B.A., University of South Florida; J.D., University of Miami

Joycelee McAteer*
B.S.H.S., M.S.H.S., New
Hampshire College

Anita Mendes-Lopes*
L.P.N., Pondville State
Hospital; B.A., Goddard
College

Eleanor Mullaley*
B.A., Mt. St. Mary College;
M.A., University of New
Hampshire

Margo Okazawa-Rey*
B.A., Capitol University;
M.S.W., Boston University

Freeric Osborne*
B.S., Delaware State College;
M.A., University of New
Haven

Judith Osborne
B.S.H.S., New Hampshire
College

Cap Frank*
B.S., M.A., University of
Rhode Island; Ph.D., Cornell
University

Susan Redlich*
B.A., University of Michigan;
M.R.P., Cornell University;
M.A., Harvard University

Richard Schramm*
B.A., Dartmouth College;
Ph.D., Carnegie Mellon
University

Ann Shapiro*
B.S., Simmons College; M.S.,
Columbia University; Ph.D.,
New York University

Richard Shine*
B.S.H.S., M.S.H.S., New
Hampshire College

Sondra Stein*
B.A., University of Michigan;
M.A., Ph.D., Washington
University; M.A., University
Lancaster, Lancaster, England

Nolan Thompson
B.A., Clark University;
M.S.W., Washington
University

Realand Uddyback*
B.S., Virginia University;
M.S., University of Bridgeport

Marta Vallin*
B.A., University of Panama;
M.S., University of
Bridgeport; Ed.D., Nova
University

Linda J. Walton
B.S.H.S., M.S.H.S., New
Hampshire College

Daniel Willis*
B.A., Ed.D., University of
Massachusetts; M.Ed., Boston
University

Helen Wilson*
A.S., Quinnipiac College; B.A.,
Southern Connecticut State
College; M.B.A., Boston
University

Bo Yerxa*
B.S., University of Maine at
Orono; M.R.P., University of
Massachusetts-Amherst

*Denotes adjunct faculty

American Language and Culture Center

Steven Harvey
Director
B.A., University of Maine;
M.A., Ph.D., Boston
University

Lyra Bentsman
ESL Trainer
B.A., M.A., Volgograd
University

Gary Carkin
ESL Trainer
B.A., University of New
Hampshire; M.A., University
of New Mexico; Ph.D.,
Michigan State University

Katherine A. Day
ESL Trainer
B.A., Mount St. Mary College;
M.A., Middlebury College

Diane Dugan
Curriculum Coordinator
B.A., Nazareth College

Denis A. Hall
ESL Trainer
B.A., M.A., University of New
Hampshire

The Learning Center

Francis G. Doucette
Director of Learning Center
B.A., Holy Apostle Seminary;
M.Ed., Northeastern
University; Ed.d., Vanderbilt
University

Jeanne H. Kenison
Mathematics Coordinator/
Learning Center
B.A., Mount St. Mary College;
M.A.T., M.B.A., Rollins
College

David St. Cyr
Coordinator of the
Learning Center
B.S., Husson College; M.S.
New Hampshire College

Adrienne Stevens
Counselor/Learning Center
B.Ed., Plymouth State
College; M.Ed., Rivier College

Christine Zimmerman
English Coordinator/
Learning Center
B.S., Springfield College

Library

Richard Pantano
Library Director
B.A., St. Anselm College;
M.L.S., University of Rhode
Island

Camille Ahern
Reference Librarian
B.A., Rivier College; M.S.L.S.,
Simmons College

Patricia A. Beaton
Reference Librarian
B.A., Salem State College
M.S.L.S., Simmons College

Karin L. Caruso
Director of Audio-Visual Center
B.A., Syracuse University;
M.S., State University of New
York at Albany; M.B.A., New
Hampshire College

John Measel
Assistant Audio-Visual Director
B.S., Ithaca College

Carol West
Circulation Librarian
A.A., Library Science; B.S.,
Human Services

Deborah E. Wilcox
Technical Services Librarian
B.A., University of New
Hampshire; M.L.S., University
of Rhode Island

Office of Student Affairs

George J. Larkin, Jr.
Vice President for
Student Affairs
B.S., M.Ed., Ph.D., Boston
College

Edith V. Antunes
Director of Career Planning
and Placement
B.S., Simmons College; M.A.,
Siena College

Martin J. Bradley
Director of Student Activities
B.S., Lyndon State College

Margaret Cahow
Head Nurse/Director of
Health Center
A.R.N.P., University of
Massachusetts; B.S.H.S.,
M.S.H.S., New Hampshire
College

George E. Commenator
Co-coordinator of the Center
for International and
Intercultural Studies
A.B., Rockhurst College;
Ph.D., Boston College

Robert Grabill
Head Soccer Coach,
Head Hockey Coach
B.A., Oberlin College

Lorraine C. Kummins
Co-coordinator of the Center
for International and
Intercultural Studies
B.S.H.S., M.S.H.S., New
Hampshire College

Pauline Larkin
Nurse
R.N., Catherine Laboure
School of Nursing; B.S.H.S.,
New Hampshire College

Charles J. Mitchell
Director of Counseling
Services
B.Ed., Keene State College;
M.A., University of
Connecticut

Joseph R. Polak
Assistant Director of Athletics/
Director of Intramural and
Recreational Programs
Assistant Basketball Coach
B.A., Fordham University

Raymond Prouty
Athletic Business Manager
B.S., New Hampshire College

Dorothy S. Rogers
Director of Cooperative
Education/Internships/
Placement
B.S., Simmons College

Peter Romein
Director of VCIP, Coordinator
Student Affairs, North
Campus
B.S., New Hampshire College;
M.Ed., Rivier College

Nancy Anne Rowe
Coordinator of Women's
Athletics
Women's Basketball Coach
B.S., Plymouth State College

Pauline Y. St. Hilaire
Assistant Director of
Residence Life
B.S., M.S., New Hampshire
College

Robert P. Schiavoni
Director of Residence Life
B.S., New Hampshire College;
M.Ed., Springfield College

Dorothy C. Sheehan
Assistant Director Cooperative
Education/Internships/
Placement
B.A., University of New
Hampshire

Rabbi Arthur Starr
Rabbi
B.A., University of Cincinnati;
B.H.L., M.A.H.L., Rabbi,
Hebrew Union College

Thomas R. Sullivan
Director of Athletics
Head Basketball Coach
B.S., Fordham University

Fr. Gerard W. Timmerman,
S.M.
Catholic Chaplain
B.A., Boston College; M.A.,
University of Detroit; M.D.,
Weston College of Theology;
M.P.S., Loyola University of
Chicago

Rev. Marie Tolander
Protestant Chaplain
B.S., Bridgewater State
College; M.E., Boston
University; M.Div., Andover
Newton Theological School

John Vallett
Director of Public Safety
B.S.H.S., New Hampshire
College

Nancy White
Nurse/Secretary
L.P.N., Moore General
Hospital School of Practical
Nursing; B.S.H.S., New
Hampshire College

Office of Finance and Administration

Benjamin N. Donatelli
Vice President for Finance
and Administration
A.B., St. Anselm College;
M.B.A., New Hampshire
College

Patrick Aurora
Director of Food Service
B.S., New Hampshire College

John Bermudez
Unit Supervisor (Food
Service)

Michael Boroskas
North Campus Unit Manager
(Food Service)
A.S., Bryant and Stratton
College

William Brodeur
Technical Specialist
(Computer Center)
B.S., New Hampshire College

Lillian G. Crockett
Treasurer

Peter Daigle
Technical Specialist
(Computer Center)

Peter J. Dietz
Director of Administrative
Services
B.A., Hofstra University;
M.A., Southern Illinois
University

Daryl Dreffs
Associate Director of
Administrative Systems
(Computer Center)
B.S., Michigan State
University; M.B.A., Eastern
Michigan University

Barry Emmert
Assistant Director for
Systems & Operations
(Computer Center)

Richard W. France
Registrar
A.B., M.S., Indiana University

Laurence Franco
Director of Copy Center
and Post Office
B.S., New Hampshire College

Louis Greenstein
Director of Auxiliary Services
B.S., University of
Massachusetts-Amherst

Frank L. Hall
Assistant Registrar
B.S., M.S., Colorado State
University

John Hamernick
Comptroller
A.B., Mount St. Mary College;
M.B.A., New Hampshire College

William Hancock
Programmer/Analyst
(Computer Center)
A.S., Institute of Computer
Science

John Hollinger
Programmer
(Computer Center)
B.S., New Hampshire College

Chris Morris
Director of Facilities
B.S., Nasson College

Laurence J. Pelletier, Jr.
Assistant Registrar
Graduate School of Business
B.S., M.B.A., New Hampshire
College

Peter Perich
Coordinator of Administrative
Services

Pamela D. Perkins
Personnel Officer
A.S., B.S., New Hampshire
College

Harry Reif
Director of Computer Center
d.B.S., M.B.A., Michigan State
University

Ron Richards
Director of Maintenance

Stanley Warren
Associate Director for
Academic Computing
(Computer Center)
B.A., Hofstra University;
M.A., City University of New
York

Office of Admissions and Financial Aid

James M. Reynolds
Vice President for Admissions
and Financial Aid
A.B., St. Anselm College

Davis H. Burbank
Assistant Director of
Admissions
B.S., Syracuse University;
M.Ed., Keene State College

Michael DeBlasi
Director of Admissions
B.S., New Hampshire College;
M.A., Rider College

Lori DeConinck
Associate Director of
Financial Aid
A.S., Notre Dame College;
B.S., New Hampshire College

Maureen J. Desmond
Assistant Director of
Admissions
Assistant Director of Admissions
B.S., Fitchburg State

Clinton A. Hanson, Jr.
Director of Financial Aid
A.B., Assumption College;
M.Ed., Worcester State
College

Steven Harvey
Director of International
Admissions
B.A., University of Maine;
M.A., Ph.D., Boston
University

Dianne Louis
Office Manager
B.Ed., Keene State College

Kathleen J. Parker
Assistant Director of
Admissions
B.S., Ohio State University

Joseph Rolka
Associate Director of
Admissions/Coordinator of
Alumni Admissions
B.S., New Hampshire College

Paul M. Rounds
Assistant Director of
Admissions
B.S., New Hampshire College

Office of Marketing and Development

Francisco E. Aguilera
Vice President for
Marketing and Development
B.A., M.A., Ph.D., University
of Pennsylvania

David J. Long
Director of Public Relations
B.S., Plymouth State College

N. Parker Prescott
Graphic Designer
B.S., University of New
Haven

Kenneth Preve
Director of Alumni Relations
B.S., New Hampshire College

Martin Haley
Director of Development

Lelija Bird
Director of Corporate and
Government Relations
B.F.A., M.B.A., University of
Bridgeport

New Hampshire College Alumni Association

The New Hampshire College Alumni Association is a service organization designed to meet the needs of both former and current students of New Hampshire College.

Members of the association serve the college in many ways, one of which is through the Alumni Admissions program. Selected alumni work closely with the college's admissions staff in assisting prospective students and their parents in answering questions relative to New Hampshire College. The value of the education that the alumnus received is often discussed, which makes these dedicated alumni a much-respected extension of the college and the admissions office.

Alumni also serve the college at the highest level of institutional leadership. Several members of our alumni family have been selected to serve on the association's board of directors and have the distinction of being named to the college's board of trustees.

These are just two examples that reflect the high level of involvement and dedication shown by the alumni of New Hampshire College and its Alumni Association.



About Your Application

When do you wish to begin your studies at New Hampshire College?

Semester beginning: (month) _____ (year) _____

Have you previously applied to New Hampshire College? Yes No

Do you plan to Reside in College Housing Commute from your home

Upon entry will you be A full-time freshman Transfer Re-admission

Will you pursue your studies on a Full-time basis Part-time basis

Do you intend to apply for Financial Aid? Yes No

How did you learn about New Hampshire College? _____

Degree Selection

Selection of a desired major will assist us in evaluating your credentials for admission.
PLEASE CHECK ONLY ONE.

Bachelor of Science Degree (Four Year Programs)

- Accounting
- Applied Business Studies (transfer students only)
- Business Communication
- Business/Distributive Teacher Education
- Business Studies
- Computer Information Systems (CIS)
- Economics/Finance
- Hotel/Restaurant Management
- Management
- Management Advisory Systems (MAS)
- Management Information Systems (MIS)
- Marketing
- Office Administration
- Retailing
- Techni-Business (Technical transfers only)

Associate in Science Degree (Two Year Programs)

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

One Year Certificate Program

- Office Technology*

*Please see viewbook for starting dates

Transfer Applicants

1. Transfer applicants are responsible for having official college transcripts forwarded to New Hampshire College
2. All incoming transfer students are required to submit to the New Hampshire College Financial Aid Office a Financial Aid Transcript from every college or university attended.

College or other post-secondary institution attended, if any.

Name _____
Code Number

Address _____
Street City State Zip

Dates Attended _____ Degree _____

Citizenship

Are you a citizen or permanent resident of the United States? Yes No

If no, what is the country of your citizenship? _____ Visa No. _____

Applications are processed under three different Admission Programs. The Viewbook and Catalog discuss these programs in detail. Please read about these options before you select one. **CHECK ONLY ONE:**

Early Decision Admissions

The Early Decision Admissions Program is restricted to students with a 3.0 or better high school grade point average. Students should be considering New Hampshire College as their **FIRST CHOICE** institution. The application process must be completed by *December 1st*. Successful candidates will be notified by December 15th and will have *first* choice of available housing. Students who qualify academically for this program *but* have financial need should apply under the **EARLY FINANCIAL AID OPTION** and *not* the **EARLY DECISION PROGRAM**.

Early Financial Aid Option

Candidates with a 2.75 or better grade point average who have demonstrated financial need may obtain special consideration under this program. Students must complete **BOTH** the financial aid and admission process by December 15th. This program is only available to Freshmen entering in September.

Candidates must submit:

- High School Transcript
- SAT's and Recommendations
- New Hampshire College Financial Aid Form
- Early Version of the Financial Aid Form (FAF)

Qualified applicants will be notified on financial aid or scholarship by January 15th.

Rolling Admission

The Rolling Admissions Process will begin after the Early Admissions response date and candidates can expect notification of an admissions decision within one month of receipt of academic credentials.

Deposit/Withdrawal

Following acceptance you will be billed for the required deposits. Deposit policy will vary depending on your status (resident or commuter) **AND** also on the particular admission program selected. Space in the entering class **AND** college housing are reserved only upon receipt of such deposits. Our refund policy is detailed in this catalog and on our deposit bill.

Certification

If accepted, I agree to abide by the rules and regulations of New Hampshire College and to pay all expenses incurred by me there.

In consideration of the undertaking by New Hampshire College to process this application for admission, the undersigned agree that any information furnished to New Hampshire College, at any time and regardless of whether or not the candidate is accepted as a student at New Hampshire College, including all information and materials of any kind received by New Hampshire College from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the undersigned except that an authorized official of New Hampshire College may, in his discretion, for official purposes, disclose all or any part thereof to such person as he may deem advisable.

Applicant's Signature _____

Parent or Guardian's Signature _____

The college gives all students, regardless of sex, race, color, creed or national origin, equal opportunity for admission and quality education.

Complete and Return to: The Director of Admissions, New Hampshire College, 2500 River Road, Manchester, NH 03104, 603/668-2211

About Your Application

When do you wish to begin your studies at New Hampshire College?

Semester beginning: September 19____ January 19____ June 19____
 AM schedule PM schedule

Have you previously applied to New Hampshire College? Yes No

Do you plan to Reside in College Housing Commute from your home

Upon entry will you be A full-time freshman Transfer Re-admission

Will you pursue your studies on a Full-time basis Part-time basis

Do you intend to apply for Financial Aid? Yes No

How did you learn about The Culinary Institute of New Hampshire College? _____

Family

Father's Full Name _____
First Middle Title

Father's Occupation _____
Title

Father's Employer _____

Mother's Full Name _____
First Middle Last

Mother's Occupation _____
Title

Mother's Employer _____

If either or both parents are deceased, please indicate which _____

Are your parents divorced or separated? Yes No With which do you live? Father
 Mother

Employment

Name of Employer	Address	Dates of Employment	Position	Hours/Week
------------------	---------	---------------------	----------	------------

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Information

Is there any information about yourself which you think might be helpful and which you wish us to have in evaluating your qualifications for admission (honors, clubs, sports, employment or other activities)?

Certification

If accepted, I agree to abide by the rules and regulations of New Hampshire College and to pay all expenses incurred by me there.

In consideration of the undertaking by New Hampshire College to process this application for admission, the undersigned agree that any information furnished to New Hampshire College, at any time and regardless of whether or not the candidate is accepted as a student at New Hampshire College, including all information and materials of any kind received by New Hampshire College from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the undersigned except that an authorized official of New Hampshire College may, in his discretion, for official purposes, disclose all or any part thereof to such person as he may deem advisable.

Applicant's Signature _____ Date

Parent or Guardian's Signature _____ Date

The college gives all students, regardless of sex, race, color, creed or national origin, equal opportunity for admission and quality education.

Complete and Return to: Culinary Institute Admissions Office, New Hampshire College, 2500 River Road, Manchester, NH 03104, 603/485-8415

Application Procedure

1. Complete and return this application as soon as possible.
2. Request the college(s) you attended to forward an OFFICIAL transcript of all your previous college work.
3. Take the Graduate Management Admission Test (GMAT) or plan to take the GMAT within your first two terms.

DAY OR EVENING: Please mail this application and have all necessary information sent to:

Mr. Thomas Besaw, Director
New Hampshire College
Graduate School of Business
2500 River Road
Manchester, NH 03104

EVENING ONLY: Mail information to the center you plan to attend most regularly:

Concord Center
Bishop Brady High School
25 Columbus Avenue
Concord, NH 03301
603-224-8430

Keene Center
Keene High School
Arch Street
Keene, NH 03431
603-357-5538

Laconia Center
McGrath Street
Laconia, NH 03246
603-524-3527

Nashua Center
4 Townsend West, Unit 12
Nashua, NH 03063
603-881-8393

Portsmouth Center
U.S. Route 1 By-Pass South
Greenleaf Avenue
Portsmouth, NH 03301
603-436-2831

Salem Center
PO Box 871
Salem, NH 03079
603-893-3598/893-9600

Applicant's Signature _____

Date _____

Application for Admission—School of Human Services

Master's Degree Program

Community Economic Development Program

- Master's Degree Program in Human Services
 Community Economic Development Program

Please print or type Soc. Sec. No. - -

Full Legal Name _____ Date _____
First Middle Last

Home Address _____
Box, Apt. or Street name and number

_____ City State Zip

Home Telephone _____ Birth Date _____
Area Code Number Month Day Year

Current Employer _____ Date started

Address _____ Phone _____
Street, city, state, zip

Current job description and title _____

Previous involvement in human services, community development or organizing:

Please fill out this section to show month and year started and ended and indicate full/part-time, paid/volunteer. Complete this section even if you are a FRED graduate.

Date	Agency/Institution
From _____ To _____	_____
Address _____	_____
Function _____	<small>Part-time, Full-time, Paid or Volunteer</small>
From _____ To _____	_____
Address _____	_____
Function _____	<small>Part-time, Full-time, Paid or Volunteer</small>
From _____ To _____	_____
Address _____	_____
Function _____	<small>Part-time, Full-time, Paid or Volunteer</small>
From _____ To _____	_____
Address _____	_____
Function _____	<small>Part-time, Full-time, Paid or Volunteer</small>

Previous College Education*

College _____ Address _____

Dates Attended: From _____ to _____. Degree earned or number of credits _____

College _____ Address _____

Dates Attended: From _____ to _____. Degree earned or number of credits _____

College _____ Address _____

Dates Attended: From _____ to _____. Degree earned or number of credits _____

*If you are a graduate of the FRED program of NHC, please fill out this section to show which campus you attended and what year you graduated.

MASTER'S DEGREE STUDENTS ONLY:

I am applying for the program on a full-time basis half-time basis.

I am applying for the program in the following area of concentration:

Counseling and Community Psychology..... Start Date: _____

Human Services Administration..... Start Date: _____

Community Organizing and Development..... Start Date: _____

Gerontology..... Start Date: _____

JOINT DEGREE STUDENTS IN COMMUNITY ECONOMIC DEVELOPMENT ONLY:

If you do not have a bachelor's degree and wish to apply for joint-student admission indicate your anticipated undergraduate entry date: March July November

Have you attended a Portfolio Workshop? Yes (Date _____) No

THE FOLLOWING MUST BE SUBMITTED ALONG WITH THIS APPLICATION FORM: (All programs)

1. A 2-5 page typewritten personal statement which describes a) human services or community development as you would like to see it; b) your own present and future work in community development and/or human services; c) the beliefs and expectations you bring to this program; and d) your strengths and weaknesses.
2. An example of your writing which you feel best *represents* you. (A paper, letter, memo, pamphlet, report, etc. Something already written—NOT something written especially for this application.) If you do not write on the job, a *short* paper written as an undergraduate may be submitted.
3. A \$10.00 non-refundable application fee. CHECKS SHOULD BE MADE OUT TO NEW HAMPSHIRE COLLEGE.

TO COMPLETE MASTER'S DEGREE APPLICATION:

4. Third party documentation of at least five years of your human services experience.
5. Official, sealed, transcript from your undergraduate college.

DEADLINES: Applications are due not later than two weeks before classes start. Students planning on using financial or scholarship aid should submit their applications *at least* six weeks before classes begin.

Items 1, 2, and 3 should be submitted with this application. Items 4 and 5 may be submitted after the start of classes.

IMPORTANT: If you are applying for financial aid, please submit the financial aid forms **WITH** this application form and items 1 through 3. Financial aid cannot be processed until your academic application has been accepted.

I hereby wish to apply for the School of Human Services Master's Program in _____

Signature _____

Date _____

TO COMPLETE COMMUNITY ECONOMIC DEVELOPMENT APPLICATION:

4. You must have a personal interview with an admissions representative. If you cannot come to the college we will make other arrangements for your interview.
5. Have official transcripts sent to: Community Economic Development, School of Human Services, New Hampshire College, 2500 North River Road, Manchester, NH 03104

Interviewer's Signature

Date

By my signature below, I certify that the information contained in this application is true and complete, to the best of my knowledge, and I ask the Admissions Committee to process my application for admission to New Hampshire College's School of Human Services program in Community Economic Development.

Applicant's Signature

Date

New Hampshire College accepts students without regard to race, color, creed, sex, national origin, handicap or sexual orientation.

Application for Admission—School of Human Services Bachelor of Science—Associate in Science

Bachelor of Science Associate in Science

ENTRANCE SEMESTER BEGINNING: July November March

Please print or type

Soc. Sec. No. --

Full Legal Name _____
First Middle Last

Home Address _____
Box, Apt. or Street name and number

_____ City State Zip

Home Telephone _____ Business Telephone _____
Area Code Number Area Code Number

Sex*: Male Female Race* _____ Native Language _____
*For statistical purposes only (Optional)

U.S. Citizenship Yes No If no, country of origin _____

Visa Number _____

Employment History

Current Employment

Date Agency/Institution
From _____ To _____

Address _____

Function _____
Part-time, Full-time, Paid or Volunteer

Previous Employment (Use attachments as necessary)

From _____ To _____

Address _____

Function _____
Part-time, Full-time, Paid or Volunteer

From _____ To _____

Address _____

Function _____
Part-time, Full-time, Paid or Volunteer

Prior College/University Education

College _____ Address _____

Dates Attended: From _____ to _____. Degree earned or number of credits _____

College _____ Address _____

Dates Attended: From _____ to _____. Degree earned or number of credits _____

Note: Your original high school diploma or certificate must be sent to us. We will make a copy and return the original to you.

Please request that *official* copies of your transcript(s) be sent to Admissions, School of Human Services, New Hampshire College, 2500 North River Road, Manchester, NH 03104 or 254 College Street, 2nd Floor, New Haven, CT 06510. Student copies of transcripts are unofficial and are not acceptable as academic documentation.

About Your Application

Have you previously applied to the School of Human Services? Yes No

Upon entry you will be (check one) First-time student Transfer student Readmission

How did you learn about the School of Human Services? _____

BACHELOR'S DEGREE APPLICANTS—Please note the following admission/advanced standing process:

1. Pre-admission. a) Application plus \$10 fee submitted b) Interview with faculty or staff person*
2. Provisional Acceptance a) Student receives provisional acceptance letter. b) Student attends portfolio workshop.
3. Portfolio Completion
4. Prior Learning Assessment
5. Additional Advanced Standing

*Applicants are required to submit a personal statement as part of the admission process. Instructions for this statement will be given to applicants during the interview.

ASSOCIATE'S DEGREE APPLICANTS—Please note the following application process.

1. Application plus \$5.00 fee submitted.
2. Interview with faculty or staff person.
3. Applicants are required to submit a personal statement as part of the admissions process. The personal statement should address a) how your life experiences have influenced your decision to pursue a career in human services, and b) why you seek an Associate in Science in Human Services degree.

OFFICE USE ONLY Interviewer _____ Date _____

Certification

By my signature below, I certify that the information contained in this application is true and complete, to the best of my knowledge, and I ask the Admission Office to process my application to New Hampshire College's School of Human Services.

Applicant's Signature

Date

Return application and fee (non-refundable) to: Admissions, School of Human Services, New Hampshire College, 2500 North River Road, Manchester, NH 03104, (603) 485-8415
(Connecticut Campus: 254 College Street, 2nd Floor, New Haven, CT 06510, (203) 785-1212)

Labor and/or Human Service Background, if any:

Date	Agency/Institution
From _____ To _____	_____
Address _____	
Function _____	
<small>Part-time, Full-time, Paid or Volunteer</small>	
From _____ To _____	_____
Address _____	
Function _____	
<small>Part-time, Full-time, Paid or Volunteer</small>	
From _____ To _____	_____
Address _____	
Function _____	
<small>Part-time, Full-time, Paid or Volunteer</small>	

Previous participation in in-service training, if any:

	Training Area (Type of training)	Training Agency	No. Weeks Attended	Year
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

CERTIFICATION: By my signature below, I certify that the information contained in this application is true and complete, to the best of my knowledge, and I ask the Admissions Office to process my application for admission to New Hampshire College's School of Human Services, Institute for Labor Studies.

Applicant's Signature Date

NO APPLICATION WILL BE CONSIDERED UNLESS ACCOMPANIED BY THE APPLICATION FEE.

Send application and \$10.00 fee (non-refundable) to: New Hampshire College, School of Human Services, 2500 North River Road, Manchester, NH 03104, (603) 485-8415
(Connecticut Campus: 254 College Street, New Haven, CT 06511, (203) 785-1212)



New Hampshire College
2500 River Road
Manchester, New Hampshire
03104

Address correction requested.
Return or forwarding
postage guaranteed.

Non-Profit Organization
U. S. Postage
PAID
Manchester, N.H.
Permit No. 6025

