

# 2012-2013 Academic Catalog



For the most current information and course schedules, visit us at [www.mccnh.edu](http://www.mccnh.edu)

**ADDRESS:**

1066 Front Street,  
Manchester, NH 03102-8518  
(603) 206-8000 or 1-800-924-3445 (NH only)  
Fax Line: (603) 668-5354  
Registrar's Fax Line: (603) 206-8287

TDD (Telecommunications Device for the Deaf)  
(603) 668-1792

TDD / Voice: Relay  
New Hampshire  
1-800-735-2964

**CAMPUS DIRECTIONS:**

The campus is located at 1066 Front Street, Rt 3A, which is 200 yards from exit 7, Interstate 293 North (Route 3). Or take Exit 10 from Interstate 93 North or South. At the end of the exit ramp, take a left at the stop lights and continue for approximately two miles. The college driveway is on the right. Be prepared to take a sharp right turn. From Interstate 293 South, take Exit 6, Amoskeag Bridge. Take a right at the end of the exit ramp. Go back over the highway, bear left and follow the signs to get back onto Interstate 293 North. Then get off at the first exit, which is Exit 7.

**DISCLAIMER:**

The information contained in this catalog is to be used as a guide to Manchester Community College for the students, staff members, prospective students and other educational institutions. All information including but not limited to: costs, rules, regulations, program requirements, course content and staff, is subject to change at any time. The college reserves the right to modify aspects of college operations as well as to change tuition and other charges without notice.



# MANCHESTER COMMUNITY COLLEGE

# A Message From Our President

## Welcome to Manchester Community College!

For 67 years, MCC has been the choice for thousands of students seeking a better life for themselves and their families. As MCC's president, my goal — shared by everyone here at MCC — is to help you achieve your academic goal. Whether you plan to transfer to a four-year college, upgrade your skills, or begin a new career, our faculty and staff are committed to helping you succeed.

This year will be transformative at MCC, as we invest in new construction and renovations to enrich both the academic and student services aspects of your college experience. Everyone on campus is excited to watch the construction of our 26,700-square-foot Student Center (scheduled to be completed during the Spring semester) which will provide spaces for recreation, club activities, intramural sports, performances, workshops, and just hanging out. Automotive students will be learning in four new classrooms in the 8,000-square-foot addition to our Automotive Technology Center. We're also renovating and expanding our welding lab, and other classroom renovations are planned. These renovations all reflect investments in our infrastructure to offer you the best possible college experience.

At MCC, we believe everyone deserves an opportunity to earn a college degree. Our mission is to help you make the most of that opportunity. I hope to meet you on campus, and wish you the best of luck on your educational journey.



Cordially,

Dr. Susan Huard  
President



## TABLE OF CONTENTS

A Message from Our President .....	1	MCC ALERTS .....	16
College Vision, Mission, Values .....	2	Transfer Opportunities and Articulation Agreements .....	16-17
History .....	2	Workforce Development Center .....	19
Notice of Non-Discrimination .....	3	WorkReadyNH .....	19
Admissions Requirements .....	3-4	Project Running Start .....	19
Financial Aid .....	5-7	Accreditation Statement .....	20
Tuition & Payment .....	7-8	Academic Programs of Study .....	21-49
Tuition Refund Policy .....	8	Academic Placement Policies.....	50
Academic Policies .....	9-12	Course Descriptions .....	51-72
Academic Advising and Services .....	13-14	Governing Board .....	73
Academic Support Services .....	14	College Personnel .....	73
Student Life .....	15	Fast Facts .....	76
Student Services .....	16		

## Vision

Our vision is to be the leading community college that empowers students and inspires their success through exceptional and innovative education.

## Mission

Being responsive to the diverse communities we serve, our mission at MCC is to be an accessible, student-centered, comprehensive community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region.

## Values Statement

We firmly believe that certain fundamental values characterize who we are and guide us in the accomplishment of our mission and goals. As a college community we value:

- Student success
- Lifelong learning
- Civic knowledge, responsibility, and action
- Scholarship, innovation, and creativity
- Open, honest, and civil communication
- Effective use of public funds

## Code of Ethics

Our college decisions, policies, actions and procedures are based on the following ethical principles:

- Responsibility
- Fairness
- Honesty
- Mutual Respect
- Integrity

## Diversity Statement

Recognizing the inherent value and dignity of each person, MCC is committed to valuing, promoting, and supporting diversity within the college and the community it serves.

## Manchester Community College History

Since 1945, Manchester Community College has been the choice for thousands of students seeking a better life for themselves and their families. Originally named the State Trade School at Manchester, the school was founded to provide technical career training to returning World War II soldiers, sailors and airmen. Now, after several names and in its third location, it has evolved to Manchester Community College, the second largest of the seven colleges in the Community College System of New Hampshire.

Located on 57 acres near the banks of the Merrimack River, north of the city center, MCC offers classes and programs in three major connected buildings and a separate Automotive Training Center. During this academic year, the college will complete a new Student Center. As part of New Hampshire's largest city, MCC is actively engaged in community outreach, and plays an integral role in the increasing ethnic and cultural diversity of the area.

MCC enrolls about 3,300 students per semester from more than 50 countries, preparing them to transfer to four-year colleges to complete their bachelor degrees, or to go directly into the workforce with the skills they need to be successful in their chosen careers. Students choose from more than 50 degree and certificate programs as well as workshops and professional development programs on the campus; dozens of courses are also offered online.

## STATEMENTS OF LEGAL COMPLIANCE

### Non-Discrimination Policy

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

1. Title VI and VII of the Civil Rights Act of 1964
2. The Age Discrimination Act of 1967 (ADEA)
3. Title IX of the Education Amendment of 1972
4. Section 504 of the Rehabilitation Act of 1973
5. The Americans with Disabilities Act of 1990 (ADA)
6. Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
7. NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to the Vice President of Student Affairs, Manchester Community College, at (603) 206-8000; to Sara A. Sawyer, Director of Human Resources for the Community College System of New Hampshire, 26 College Drive, Concord, NH 03301, (603) 271-6300. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, J.W. McCormack Post Office and Courthouse, Room 701, 01-0061, Boston, MA, 02109-4557, (617) 223-9662, FAX: (617) 223-9669, TDD: (617) 223-9695, or Email: OCR\_Boston@ed.gov; the NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301, (603) 271-2767, FAX: (603) 271-6339; and/or the Equal Employment Opportunity Commission, JFK Federal Building, 475 Government Center, Boston, MA, 02203, (617) 565-3200 or 1-800-669-4000, FAX: (617) 565-3196, TTY: (617) 565-3204 or 1-800-669-6820.

## Academic Privacy

### Family Education Rights and Privacy Act

In compliance with the Family Rights and Privacy Act of 1974, it is the policy of the college to protect the educational/academic records of its learners, former learners and alumni. All personally identifiable information in a learner's education record is considered confidential. Other than the information listed below, referred to as "directory information," no one will have access to such records without written consent of the learner.

## Directory Information

Directory Information is information which may be released by the college unless a student notifies the Registrar that such information in part or in whole is not to be released. MCC considers the following to be Directory Information: Student's name, address, telephone number, email, date of birth, major field of study, dates of attendance, enrollment status, degrees, awards, honors, and most recent educational institution attended. If you do not wish disclosure of any or all of the categories of identifiable directory information, you must notify the Registrar in writing.



# Admission Requirements

MCC is committed to an open enrollment process, welcoming students who may be seeking a degree, a certificate, or coursework for skills or personal enrichment. While some programs have specific requirements for admission, many courses and programs are open to anyone who completes the application process and can demonstrate the ability to benefit from the program.

## The following rules will guide admission to the college:

- First priority for admission shall be given to residents of New Hampshire (defined as someone who has lived in NH for at least 12 months).
- Second priority shall be given to students qualifying under the New England Regional Student Program.
- Third priority shall be given to students not qualifying under the New England Regional Student Program or those not domiciled in the state. However, in highly competitive programs with limited enrollment, the Office of Admissions, while working as much as possible within the above parameters, may exercise discretion in admitting those applicants who best fit the needs and expectations of the department, the college, and the local community.

## I. Application Procedures

All applicants must submit a completed Application for Admission for the program they intend to pursue (*NOTE: Nursing applicants must submit a separate application for Nursing, even if they have been previously admitted to Liberal Arts or another program*) and pay a \$20 non-refundable application fee. It is the applicant's responsibility to ensure that all required documents, including official transcripts, are received by the Office of Admissions on or before the established deadline (*when applicable*). Incomplete files will not be reviewed for admission.

**Documents should be mailed to:**  
**Manchester Community College**  
**Office of Admissions**  
**1066 Front Street**  
**Manchester, NH 03102-8518**

All requirements for admission **must be received** by the Office of Admissions one week prior to the start of the semester for which the student intends to enroll. Incomplete applications may be transferred to the following semester. Students with incomplete applications may register for classes as non-matriculating students. Non-matriculating students are not eligible for federal financial aid. This procedure applies to any student seeking admission for a particular semester, including those who are registered for at least one class beginning on the designated start of the semester. Students registered only for alternative semester (*i.e. second 8-week term*) classes will have 8 calendar days from the start of the term to complete their admission for that term. Students registered only for alternative semester (*i.e. second 8-week term*) classes will be expected to complete their admission process one week prior to the start of the term.

## First-Time Matriculating Students (*first-time students seeking admission into a certificate or degree program*)

Follow the application procedures outlined above and:

- Submit official transcripts from all secondary institutions previously attended, including proof of completion of high school or its equivalent. Students interested in pursuing a program of study but unable to provide official documentation of high school completion should contact an admissions counselor to discuss alternatives.
  - a. Applicants who have earned a high school equivalency certificate or GED must submit official documentation including scores.
  - b. High school seniors must submit final transcripts indicating successful completion of all requirements for high school graduation.
- Meet or exceed all specific program requirements for the selected program of study as outlined in the program description in the curricula section of the catalog.

## Home-Schooled Students

CCSNH encourages applications from students who are home-schooled. While the nature of home schooling is inherently unique to each student, the colleges require appropriate documentation to determine admission. Applicants are expected to meet the same general and specific admission requirements (*or their equivalent*) as other applicants and to document the academic work they have accomplished. Home-schooled students should follow the application procedures outlined above and submit one of the following:

- A letter or other documentation from the student's local school district stating that the student has completed a home-school program at the high school level;
- A list of courses taken and grades earned and/or portfolio of work accomplished;
- GED or other testing, if applicable.

## Transfer Students

Follow the application procedures outlined above and:

- Submit official transcripts from the institutions of higher learning previously attended.
- Submit official final high school transcript indicating successful completion of all requirements for high school graduation or its equivalent.
  - a. Students with a conferred associate's degree or higher may submit either their college or high school transcripts.
- Meet or exceed all specific program requirements for the selected program of study as outlined in the program description in the curricula section of the catalog.

For more information on transferring college credits to MCC, see page 16.

## International Students

International students seeking F-1 student status must meet or exceed all of the requirements for admission outlined above. Students interested in pursuing a competitive program with limited enrollment should discuss program availability with an admissions counselor prior to applying. In addition to the requirements above, international applicants must also:

- Submit an official English translation of all secondary school and college or university transcripts. The translation must include all courses taken, grading system and grades earned.
- Submit official scores for the Test of English as a Foreign Language (TOEFL) if English is not the student's first language. A minimum score of 61 (*internet-based*), 173 (*computer-based*) or 500 (*paper-based*) is required for admission.
- Submit a copy of the biographical page of a valid passport
- Submit the MCC Certification of Finances Form and supporting documentation demonstrating the availability of sufficient funds to cover out-of-state tuition and fees, books, health insurance and living expenses for at least one year of study. All documents must be in English.
  - a. Applicants with dependents (*spouses and/or children*) must show proof of additional funds to cover living expenses for all dependents for at least one year.
  - b. Applicants must also provide copies of the biographical pages of valid passports for all dependents.
- Submit a signed affidavit or letter of support from the person who will be financially responsible for the student if the student will not be supporting his/her own studies. The letter must be in English and include the student's and sponsor's names and the amount of money designated for the student's educational and living expenses.
- Submit the student's address in the home country.
- Students applying for F-1 student status who are already in the U.S. must submit appropriate immigration documents indicating their current status, such as a visa.
- International students transferring from another SEVIS-approved institution must also submit a copy of all previous I-20's issued by other institutions, a copy of their I-94 card and a completed Eligibility Confirmation Form for School Transfer for an F-1 student (available from the Office of Admissions).

International students must be accepted into a program of study and all required documentation must be received prior to issuance of an I-20 form. International students are not eligible for financial aid and are required to pay out-of-state tuition and fees. In order to maintain F-1 student status, international students are required to register for a minimum of 12 credit hours each semester, excluding the summer. Upon arrival in the US, students are required to meet with the International Student Counselor in the Office of Admissions.

For information on the TOEFL exam contact:

**TOEFL Services**  
**Educational Testing Service**  
**P.O. Box 6151, Princeton, NJ 08541-6151, USA**  
**1-609-771-7100 or 1-877-863-3546** [www.toefl.org](http://www.toefl.org)

## Readmitted Students

Matriculated status is maintained by successfully completing one course per academic year. Students unable to maintain this requirement who wish to re-enroll must seek readmission. Students are advised that they will have to abide by any new admission requirements for specific programs. Students should also note that there is no guarantee of readmission, as courses or programs with limited enrollments may not be available.

Students seeking readmission must:

- Submit a completed Application for Admission and pay a \$20 non-refundable application fee.
- Submit additional documentation as required by the Office of Admissions.
- Meet or exceed all specific program requirements for their program of study as outlined in the program description in the catalog.

## Non-Matriculating Students

Non-matriculating students are individuals interested in taking a limited number of courses without pursuing a degree or certificate program.

Non-matriculating students are not eligible for financial aid. Those interested in registering as a non-matriculating student must:

- Meet any prerequisites for the selected coursework.
- Pay and register for classes.

## II. Placement Testing

Prior to registering for English and/or Mathematics courses, students must first take placement tests in reading, mathematics, writing, and computer skills. This assessment will be used to place the student in the appropriate college or foundation course. Placement tests are also required to register for/ be admitted to certain courses and programs. See the Academic Placement Policy discussion in this catalog for details. Students will not be denied admission based on placement test scores. However, students may be required to successfully complete a developmental skills course prior to beginning coursework in the program of study to which they have been admitted.

## III. Tuition Deposits

Students admitted into the Nursing program are required to submit a non-refundable advanced tuition deposit of \$100 prior to registration. (This requirement applies only to Nursing.) The deposit confirms that the student has accepted the college's offer of enrollment, and allows students to register for classes and is applied towards tuition charges. Registrations are processed in the order in which they are received until seats are filled. Your deposit is not a guarantee of enrollment in specific courses.

## IV. Orientation

All incoming matriculated students will be charged an orientation fee of \$30 to cover costs directly related to the orientation program. Attendance at one of the college's orientation programs is strongly advised for all new students.

## V. Class Schedules

Class schedules noting specific times and days are developed on a semester-by-semester basis and are published in the Semester Course Scheduler, available online. Classes are scheduled during the day, evening, weekends, and online. Students completing program requirements may be asked to take classes at any of those times.

## What is Financial Aid?

Financial aid is money for direct and indirect college expenses. This money comes in three forms:

- Grants which DO NOT have to be repaid
- Loans which DO have to be repaid
- Part-time jobs from which the student earns an hourly wage also known as Federal Work Study. Students who are awarded financial aid may receive any or all of these forms of aid.

## Financial Aid Funds Defined

The college's financial aid program assists students who are unable to meet their expenses entirely from their own family resources. Students must be enrolled in an eligible degree or certificate program in order to be considered for financial assistance, and must meet both qualitative and quantitative standards for satisfactory progress. These standards are described in the Financial Aid Handbook. Completion of the Free Application for Federal Student Aid form (F.A.F.S.A.) is required for consideration for Pell Grants, Perkins Loans, Work Study, Supplemental Educational Opportunity Grants and Stafford Loans. The application is available in the college's Financial Aid Office, at local high schools, and online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

## How To Apply For Federal Student Aid

To apply for a PIN number go to [www.pin.ed.gov](http://www.pin.ed.gov) (*needed to sign FAFSA on the web*)

- FAFSA on the web (*This takes up to 2 weeks to process after submitted to the Department of Education*)
- To ensure that you have enough time to complete the Financial Aid process before payment/payment arrangement is due (*two weeks prior to class start*), please start the Financial Aid process 8 weeks before classes commence. If your financial aid process is not complete by the payment/payment arrangement deadline, you will be responsible for all charges and will be reimbursed once your financial aid has been awarded/dispensed to your student account.

## Federal School Code

The Title IV code for Manchester Community College is **002582**

## I. SOURCES OF FINANCIAL AID

### Pell Grant

The Pell Grant is a federally-funded program which assists students with the cost of attending college. A Pell Grant does not have to be paid back. To receive a Pell Grant, the student must be an undergraduate who does not already have a bachelor's degree. Awards are granted on a sliding scale ranging from \$301 to \$5,550 depending on the family financial position.

### Supplemental Educational Opportunity Grant (SEOG)

SEOG awards are made available to students who demonstrate exceptional financial need. An SEOG award does not have to be paid back. To receive an SEOG, a student must be an undergraduate who does not already have a bachelor's degree. Awards at this college range from \$100 to \$300 per year.

### Perkins Loan

Perkins Loans are made available to students who demonstrate financial need and are enrolled in at least nine credits per semester. Perkins Loans are low-interest (5%) loans made through the Financial Aid Office at the College. Students may borrow up to \$3,000 per year, depending on the availability of federal funds. Repayment begins and interest accrues nine months after the date of graduation.

### Federal Work-Study (FWS)

The Federal Work Study Program (FWSP) gives the student an opportunity to earn money for educational purposes on a part-time basis as well as a way to develop skills that are important in a workplace environment. Typically, students work in a variety of college offices within a support role under the supervision of a faculty or staff member. Some off-campus positions are also available. Whenever possible, students are placed in roles that complement their program of study. Students are paid at least the current minimum wage. Students who qualify for FWS are required to perform the assigned work in a responsible and professional manner. A confidentiality agreement must be signed for all work-study positions. In most cases, work-study hours are limited to a 12-15 hour work week. Eligible students must demonstrate need and be enrolled in at least six credits per semester.

## Federal William D. Ford Direct & Stafford Loans

Stafford Loans are low-interest loans made to the student by the U.S. Department of Education. Freshmen may borrow up to \$5,500 per academic year; seniors may borrow up to \$6,500 per academic year. Repayment begins six months after the date of graduation. Eligible students must demonstrate need and be enrolled in at least six credits per semester.

## Alternative (Private) Loans

Some lenders may offer private, non-federal educational loans for students. These loans are credit based and have various criteria in order for a student to be considered eligible. Please inquire about these loans at the Financial Aid Office.

## Federal William D. Ford Parent Plus Loans

Federal Loans for Undergraduate Students are meant to provide additional funds for educational expenses. These loans are made to parents of undergraduate, dependent students. Parents of dependent undergraduates may borrow up to a student's cost of attendance less estimated financial assistance. The interest rate for these loans is variable and set annually not to exceed 9%. Interested parents will be required to apply for this loan. This loan is credit based.

## II. STUDENT ELIGIBILITY

To receive aid from the student aid programs, you must:

- Have financial need, with the exception of some loan programs.
- Have a high school diploma, or a General Education Development (GED) Certificate.
- Be accepted and enrolled as a matriculated student.
- Be working toward a degree or a certificate in a financial-aid-eligible program. Check with the Financial Aid Department to determine if your program is eligible.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid social security number.
- Return all required documentation to the Financial Aid Office.
- See Financial Aid Funds Defined to ensure you meet all criteria for loan programs.
- Maintain satisfactory academic progress. (See policy below)

The Higher Education Act (HEA) and the Department of Post-Secondary Community Technical Education require that students maintain satisfactory progress in the course of study they are pursuing in order to receive financial aid under Title IV of the HEA. Satisfactory progress is based on quality and quantity of performance. For specific information regarding this policy, please refer to the Financial Aid Handbook.

## III. FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

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

### Qualitative Standard

<b>Cumulative GPA Component</b>	Must have earned the minimum published CGPA at the published intervals.
---------------------------------	---

### Quantitative Standard

<b>Completion Rate Component</b>	Must complete at least 2/3 (66.666%) of the credits attempted
<b>Maximum Timeframe Component</b>	May receive financial aid for up to 150% of the number of credits required for successful program completion.

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

	<b>Cumulative GPA Component</b>	<b>Completion Rate Component</b>	<b>Maximum Timeframe Component</b>
<b>Regular courses in the program of study</b>	yes	yes	yes
<b>Repeat Courses</b>	yes	yes	yes
<b>Transfer Credits</b>	no	no	yes
<b>Consortium Credits</b>	no	yes	yes
<b>Foundation/ Remedial/ESL</b>	yes	yes	yes
<b>Incompletes</b>	yes	yes	yes
<b>Audit Courses</b>	no	no	no
<b>Credit by Examination</b>	no	no	yes

### Qualitative Standard

#### Cumulative GPA (CGPA) Component

A student must maintain a minimum cumulative grade point average as noted below to be considered as making satisfactory academic progress. [www.ccsnh.edu/gpa-calculator.html](http://www.ccsnh.edu/gpa-calculator.html)

Total Credits Earned toward Program	Minimum Cumulative Grade Point Average Required for the Program	
	<b>Certificate Diploma</b>	<b>Associate</b>
0-13	1.50	1.50
14-27	2.0	1.70
28-40		1.80
41+		2.0

### Quantitative Standard

#### Completion Rate Component

A student must successfully complete at least two-thirds (66.666%) of the total credits he/she attempts throughout his/her academic career at the college. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. For example, a student who has enrolled in 36 credits throughout their academic career at the college must pass at least a minimum of 24 credits in order to be making satisfactory academic progress.

## IV. MAXIMUM TIMEFRAME COMPONENT

A student may receive Federal Aid for any attempted credits towards his or her program of study as long as those credits do not exceed 150% of the published length of the student's program of study. If a student changes curriculum programs or graduates and requests a second

degree, a degree audit will be completed and evaluated to determine what portion of the requirements for that curriculum has been satisfied. Students who seek a dual degree may appeal for an extension of the maximum time frame provision of this policy. Appeals will be evaluated on an individual, case-by-case basis. For example, a student enrolled in an eligible 24-credit certificate program can receive financial aid for up to 36 credits attempted. Likewise, a student enrolled in a program of study that requires 64 credits to earn the degree can receive student federal aid for a maximum of 96 credits attempted.

## V. ACADEMIC PERIODS INCLUDED IN THE REVIEW

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

## VI. SATISFACTORY ACADEMIC PROGRESS REVIEW PROCESS (SAP)

Question	Answer
<b>When is my academic progress reviewed?</b>	At the end of each semester
<b>Are there any probationary periods?</b>	Referred to as Warning periods
<b>Is there an appeal process?</b>	Yes
<b>Can you regain financial aid eligibility once you lose it?</b>	Yes

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

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

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

### Students placed on SAP probation:

At the end of the warning period, SAP standards will be reviewed. If the student is still unable to meet the standards for SAP, he/she will no longer be eligible to receive FSA at MCC until he/she is able to meet the standards of SAP.

### Repeat Courses

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

### Transfer Credits

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

### Consortium Credits

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



## Foundation / Remedial / ESL Courses

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

## Incompletes

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

## Audit Courses

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

## Credit By Examination

Financial Aid does not cover courses in which a student earns credit through Credit by Examination. Credits by examinations count toward the Maximum Timeframe Component, but are excluded from the student's CGPA component and completion rate components.

## Financial Aid Appeal Process

A student who becomes ineligible for federal student aid as a result of not meeting satisfactory academic standards may appeal for a review of that determination. A student who believes he/she has extenuating circumstances that affected his or her ability to progress satisfactorily should appeal in writing within 15 days of the date of the letter indicating a loss of financial aid eligibility. The appeal should be addressed to Financial Aid Appeals and be submitted to the Financial Aid Office. A successful appeal may preserve the student's eligibility for federal student aid in the following semester.

## Change Of Program

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

For further information about the Financial Aid Satisfactory Academic Progress policy, please contact the Financial Aid Office.

## TUITION & PAYMENT

### I. Tuition & Fees

**In-State Students - (New Hampshire Residents) \$210/credit\***

*Resident is defined as someone who has lived in NH for at least one year.*

**New England Regional Students - (CT, MA, ME, RI, VT) \$315/credit\***

**NERSP Policy:** All matriculated New England students (*Maine, Vermont, Massachusetts, Connecticut and Rhode Island*) will be charged NERSP tuition rates for MCC day classes. All other out-of-state students will pay out-of-state rates for day courses. New Hampshire residents will always pay the in-state rate. All students will be charged the same rate for evening, weekend, and online courses.

**Out-Of-State Students / International Students - \$478/credit\***

\*The tuition rate is subject to the approval of the Board of Trustees and is subject to change without notice.

### Fees (Required)

Application Fee	\$20.00
Academic Instruction Fee	\$60.00 per lab hour
Comprehensive Fee	\$14.00 per credit
Graduation Fee	\$75.00
Orientation Fee	\$30.00
Placement Test ( <i>Accuplacer</i> )	\$30.00
<b>Other Fees</b>	
Challenge Exam Fee	\$25.00 per credit
CLEP Exam	\$15.00
ID Replacement	\$10.00
Liability Insurance	\$20.00
Library Fine	\$0.25 per day/item
Nursing Clinical Surcharge	\$350.00 per semester
Nursing ATI Entrance Exam	\$60.00
Nursing Standardized Testing Fee	\$117.50 per semester
Nursing Tuition Deposit	\$100
NSNA Membership	\$25.00 per year
Parking Fine	\$5.00 - \$25.00
Payment Plan Service Fee	\$25.00
Proctor Exam ( <i>Non MCC students per exam</i> )	\$50.00
Returned Check Fee	\$25.00 or 5% check's face value plus any bank fees
Transcript Fee	\$3.00
Transcript Faxed Fee	\$8.00

### Books and Supplies (*Estimated*)

Texts and Writing Materials	\$800.00 per semester
Automotive Tools and Materials	\$3,000.00
HVAC Tools	\$1,800.00
Nursing Uniforms and Supplies	\$300.00

## II. Payment

### Payment of Tuition Deposit

Nursing applicants accepted as students must pay a non-refundable tuition deposit of \$100 upon notification of acceptance. (This deposit applies only to accepted Nursing students.) The deposit will be applied to the first semester's tuition.

### Payment of Tuition and Fees

Billing for tuition and fees is coordinated through the college Bursar's Office. Emails will be sent to students notifying them to check their statements through SIS. The statements in SIS can be printed or downloaded in PDF format. Students can choose to pay their bills directly online, by phone or in person. Payment or arrangement for payment must be made two weeks prior to the start of the semester. For classes that begin outside of the regular semester such as Winterim and second 8-weeks, payment must be made three business days prior to the start of the section. For late registration, payment in full must be made upon registration. Cash, Check, Visa, MasterCard, and Discover are accepted as payment.

Students awaiting scholarships or financial aid awards to cover tuition must have the appropriate paperwork completed by the semester due date. To be eligible for deferment, a financial aid award must be awarded and accepted by the semester due date.

Interest-free, monthly payment plans are available online each semester through Nelnet Business Solutions. Please access the e-Cashier link on our website or contact the Bursar for details.

If payment or arrangement for payment is not made by the semester due date, students may be administratively withdrawn.



**NOTE:** A student may be academically withdrawn later in a semester and will remain responsible for all tuition and fees.

All tuition and fees must be paid prior to the issuance of transcripts, grade reports, professional certificates, certificates, and degrees. Students may not register for next semester unless tuition and fees are paid in full.

## Academic Instruction Fee

A fee will be charged for all Laboratory/Clinic/Practicum/ or other similar experiences. This fee is calculated by subtracting the number of lecture hours from the number of credit hours and multiplying the remainder by \$60 for each course. This fee will be added to the normal tuition charge for that course.

### EXAMPLE:

**BIOL110 A&P I** (This fee will be charged to all students with no exceptions.)

Theory	Lab	Credit
3	3	4

(4 credits - 3 lecture hours = 1 x 60 = \$60)

## Comprehensive Student Services Fee (CSS)

\$14 per credit - This per credit fee is charged for every credit regardless of the number of credits taken. Online courses will be assessed a CSS fee.

## Collection Clause

The following clause is included on college forms, with areas for student signature, signifying their understanding of their financial obligations.

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

## Credit By Examination

A fee of \$25 per credit, plus all direct costs associated with providing a laboratory portion of an exam, will be charged to a student for Credit by Examination.

## Library Fines

Students will be assessed a fine of \$0.25 per item/per day for all overdue library materials.

## Nursing Clinical Surcharge

All nursing students taking clinical courses will be charged a nursing clinical surcharge of \$350 per semester. This surcharge is designed to assist in covering the increased expenses associated with clinical classes. This fee is in addition to the lab fee.

**Explanation:** The New Hampshire Board of Nursing adopted a change in the chapter 600:11 of administrative rules. This chapter dictates the number of students that may be supervised by one faculty member in a clinical setting. The new rule changed the student/faculty ratio from 10:1 to 8:1, which has impacted clinical supervision costs. The Board of Nursing governs the instruction offered to nursing students, and the Community Colleges must comply with their rules which took effect June 26, 1998.

## Orientation Fee

Incoming matriculated students will be charged a non-refundable orientation fee of \$30.

## Protested Checks

A fee of \$25 or 5% of the face value of the check, whichever is greater, plus any bank fees, will be charged for any check protested or returned for non-sufficient funds.

## Senior Citizen Tuition

Senior citizens (65 or older) pay only half tuition on a space-available basis for credit courses. They are also responsible for the comprehensive student service and the academic instruction fees. Eligibility requires New Hampshire residency. Senior citizens will pay full tuition for non-credit

courses and workshops.

## Summer Semester (where applicable)

Students will be charged the applicable tuition rate on a per credit basis for any program-required coursework over a summer semester.

## Veterans

The Registrar verifies veteran registration two weeks after classes begin.

Veterans are responsible for payment of tuition and fees pending the receipt of benefits.

## III. Tuition Refund Policy

### Credit Courses

**All refunds require that the student complete an official withdrawal form.**

Effective Fall Semester, 2011, students who officially withdraw from the college or an individual course by the end of the fourteenth (14th) calendar day of the semester will receive a 100% refund of tuition, less non-refundable fees. Students in classes that meet in a format *shorter* than the traditional semester (15-16 weeks) will have seven (7) calendar days from the designated start of the class to withdraw for a full refund. If the seventh (7th) or fourteenth (14th) calendar day falls on a weekend or holiday, the drop refund date will be the first business day following the weekend or holiday. Exception: students in courses that meet for two weeks or fewer must drop by the end of the first day of the class in order to get a 100% refund.

Non-refundable fees are defined as advance tuition, application fee, and orientation fee. All other fees are to be considered refundable. This includes, but is not limited to, comprehensive student services fees. The College President or designee may grant a tuition refund or tuition credit under extenuating circumstances on a case-by-case basis, such as military activation, administrative error, or documented long term illness.

## Non-Credit Courses

Students registered for non-credit workshops and courses must withdraw in writing at least three days prior to the first workshop session in order to receive a full refund of tuition and fees.

## Return of Title IV Funds: Mandated by Law

Students who withdraw from school before the 60% point in a semester will have to repay a portion or all of their Federal Pell Grant, Federal SEOG, and Federal Perkins Loan funds to the U.S. Department of Education. In terms of Federal Family Education Loans (*Stafford student loans*), the unearned portion of the loan money will be returned to the student's lender. The exact amount required to be returned will vary, depending on the amount of grant and loan money the student received and at what point in time the student withdraws from the college.

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

**NOTE:** Federal Stafford Loans (*FFELP*). If a student is in the first year of an undergraduate program, is a first-time borrower under the FFEL Program (*Stafford Loan*), and withdraws from the college prior to 30 days into the term, the student becomes **INELIGIBLE** for the Stafford Loan. Students who choose to withdraw from the College must complete a College Withdrawal Form. This form must be signed by the student at various campus offices and then be returned to the Registrar's Office.

## STUDENT FINANCIAL APPEALS POLICY INFORMATION

### Financial Appeal Policy

College policy states that only military activation, administrative error or documented long-term illness are reasons to consider financial adjustments.

### Student Financial Appeals Team

The Student Financial Appeals Team is responsible for enforcing college policy regarding financial exceptions and is in place to consider requests for student financial adjustments.

### Timeline for Financial Appeal Requests

Requests for appeals must be received no later than the end of the semester immediately following the semester of difficulty. For example,

- If the difficulty was in the fall semester, the appeal must be received no later than the end of the spring semester,
- If the difficulty was in the spring semester, the appeal must be received no later than the end of the summer semester,
- If the difficulty was in the summer semester, the appeal must be received no later than the end of the fall semester.

### Financial Appeal Process

Appeals regarding tuition refunds should be directed in writing to the Student Financial Appeals Team c/o the Office of Academic Affairs or via email to: [Manchesterappeals@ccsnh.edu](mailto:Manchesterappeals@ccsnh.edu) and provide the following information.

- A letter explaining the situation with enough detail to support the request.
- Supporting documentation, such as a physician's note, hospital confirmation, military assignment, etc., must be provided in order to be considered for an exception.

Students wishing to be considered for an exception must drop the course(s) for which consideration is requested, using the Add/Drop form available in the Registrar's Office or by dropping via the Student Information System. The Student Financial Appeals Team meets monthly to review requests. Written notification will be mailed to students within two weeks.

## ACADEMIC POLICIES

### I. Student Academic Classifications

Each student is expected to demonstrate orderly progress in completing his/her educational objective at MCC. To help clarify each student's status at MCC, students are assigned to one of the following categories.

- **Full-time student** – a person who is enrolled in 12 or more semester credit hours.
- **Part-time student** – a person who is enrolled in fewer than 12 semester credit hours.
- **Matriculated student** – a person who has applied for admission and been accepted into a degree, certificate, or professional certificate program.

A matriculated student may attend either full or part time but must take at least one course per academic year to maintain his/her matriculated status. A student who has taken individual courses and then decided to work for a degree must commit to a specific program and formally matriculate after proper advising prior to the satisfactory completion of 12 semester hours in appropriate courses. A student who has completed more than 12 semester hours may find that not all of them can be applied toward the degree he/she seeks; hence, the importance of matriculating.

A student who fails to maintain matriculated status may be required to reapply for admission and meet any new academic requirements in force at that date. Only matriculated students may:

- a. apply for financial aid or scholarships;
  - b. challenge out / test out of courses;
  - c. be assigned an academic advisor; be awarded a degree, certificate, or professional certificate
- **Non-matriculated student** – a student who is taking credit or non-credit courses but is not enrolled in a degree, certificate, or professional

certificate program. Students are encouraged to matriculate in order to secure the privileges and protections offered to matriculated students.

### II. Degree Requirements

#### Associate in Arts Degree (A.A.)

Programs leading to this degree provide students with continuous education, career mobility, and full participation in community life. The Associate in Arts degree offers the equivalent of the first two years in a four-year Baccalaureate program.

The program is consistent with the objectives to provide an educational background that is broad enough for the student to continue his/her education and training according to their and society's changing needs, and to provide an educational experience that ensures flexibility of occupational choice. It also serves students who plan on directly entering the workforce or enhancing their career mobility. The degree provides a planned sequence of arts and sciences courses that give students the core competency skills required by today's businesses, as well as the ability to learn how to learn, thereby enhancing workers with flexibility and retraining for new and unanticipated application of knowledge and skills.

Manchester Community College offers two types of Associate in Arts degrees: one which focuses on a general liberal arts education, and the other which is developed for specialized transfer designed by the offering college. The Associate in Arts Degree program requires a minimum of 64 credits. Remedial and developmental work does not count towards degree completion.

#### Associate in Arts Degree

##### General Liberal Arts Education (A.A.)

*(See Program of Study section within Liberal Arts for specific MCC degree requirements.)*

##### Associate in Arts Degree - Specialized Transfer (A.A.)

MCC offers specialized Liberal Arts transfer degrees in Business and Education. *(See the Program of Study section for specific degree requirements.)*

#### Associate in Science Degree (A.S.)

The minimum number of credits for the Associate in Science Degree is 64. Remedial and developmental work does not count towards degree completion.

- **Major:** Every A.S. Degree program shall have a major consisting of a minimum of 32 credits in program specific courses.
- **Concentration:** The A.S. Degree may have concentrations, which are curricula generally consisting of a minimum of 20 credits of related/ sequential course work. Students may choose among two or more of such course groupings for a specialized focus.
- **General Education:** A minimum of 24 credits in general education.

#### Associate in Applied Science Degree (A.A.S.)

The minimum number of credits for the Associate in Applied Science is 64. Remedial and developmental work does not count towards degree completion. The degree emphasizes specific outcomes designed to meet competencies required for direct entry into employment and to provide a basis for transfer, at a minimum, of the general education component of the curriculum.

Although Associate in Applied Science (A.A.S.) degree programs are designed for direct entry into the workforce, they cannot be considered terminal. In addition to the necessity for lifelong learning due to rapidly changing technologies, students can expect to make several career changes during their lifetime. A.A.S. programs do not have a directly related occupational-specific curriculum upper-division component. It should be noted, however, that some bachelor's degree institutions have developed upper-division programs to recognize this degree for transfer purposes. The A.A.S. Degree programs shall provide:

- A minimum of 32 credits of specialized study in courses clearly identifiable with technical skills, proficiency, and knowledge required for career competency
- A minimum of 21 credits in General Education.

### Additional Associate Degrees

Students may earn additional Associate degrees either by concurrent completion of the requirements of the several degrees or by subsequent study after the first degree is received. The requirements for earning additional degrees are:

- Complete all requirements of each program of study, including general education requirements not in common with the additional program(s),
- Earn a minimum of 15 additional credits at MCC beyond those required for the first and subsequent degrees.

### Professional Certificate Requirements

A Professional Certificate requires completion of a minimum of 32 semester hours of credit to develop skills in an occupational field and a minimum of 12 General Education credits. Each is designed to facilitate transfer into an Associate Degree if the student decides to continue.

### Directed Study

Under certain circumstances, a matriculated student may take a course in a semester when the course is not offered. A directed study allows a matriculated student to pursue the learning objectives/outcomes for a course independently under the guidance of a qualified faculty member. A matriculated student must have a minimum CGPA of 2.0 to be eligible. The student must provide compelling reasons why the course could not be taken in a subsequent semester or was not taken in the semester when it was originally offered. Barring exceptional circumstances, a directed study will not be granted for a course currently offered.

### Independent Study

Opportunities for credit-bearing Independent Study (IS) are available to matriculated students to explore areas of a discipline not covered in the normal curriculum but related to the student's program. IS is not available to non-matriculated students. Students must have a minimum CGPA of 2.0 to be eligible. The intent of the IS is to expand a student's learning experience beyond the normal program curriculum. Typically undertaken for 1-2 credits, an IS may not be done in lieu of any course in MCC's catalog.

### Residency Requirement

The minimum academic residency credit requirement for an associate degree is 16 credit hours. A minimum of eight credit hours of the courses taken to meet the requirement shall be advanced courses in the student's major study. Advanced courses carry a course number of 200 or higher. Students may not test out of courses in order to fulfill their residency requirement. To establish residency at Manchester Community College, the following is required:

- For an Associate Degree, a minimum of 16 semester credits must be completed either as a full-time student, a continuing education student, or a combination of each from credit courses offered directly by and under the full control of MCC. At least eight credits must be taken in advanced level courses in the student's major. Advanced courses carry a course number of 200 or higher. Students may not test out of courses in order to fulfill their residency requirement.
- For a Professional Certificate, a student must complete at least nine credits or 25% of the credits, whichever is larger, required for the Professional Certificate, at MCC.
- For a Certificate, a student must complete at least six credits or 25% of the credits, whichever is larger, required for the Certificate at MCC.

### Changing Course Requirements

MCC is constantly reviewing and upgrading the content of programs to ensure that each graduate receives adequate knowledge and training to perform competently in a chosen technical field. To accomplish this, the college reserves the right to modify course requirements based on its educational and professional objectives and the needs of its students.

## OTHER ACADEMIC POLICIES

### CCSNH Computer Use Policy

This document contains guidelines regarding the use of computing and networking facilities located at or operated by MCC. The complete policy is available on the college website.

### Attendance Policy

It is the responsibility of MCC students to attend all classes, laboratory sessions, and clinical/co-op affiliations. Students must recognize that absence will interfere with academic success in their program of study. The instructor will be responsible for informing students of his/her attendance policy at the beginning of each course.

MCC requires an instructor have a published attendance policy. When applicable, the instructor is required to formally withdraw any student who has violated the instructor's attendance policy at any time during a term.

### Commencement Requirements

Commencement occurs once a year in May. Students must complete all degree requirements with a CGPA of 2.0 before being awarded a degree. Complete information about graduation is on the MCC website.

### III. Academic Placement Policy

Any student admitted into a degree, professional certificate or certificate program at MCC must take placement tests in reading, writing, mathematics and computer skills so that appropriate course placements can be made.

A mandatory assessment tool, the Accuplacer, will be used to identify the appropriate level coursework for mathematics, English and computer skills for courses impacted by one of these competencies. The Accuplacer\* is administered by the Center for Academic Placement and Support and can be done on a drop-in basis during Center for Academic Placement and Support open hours. Students will not be denied admission based on placement test scores. However, students may be required to successfully complete a developmental skills course prior to beginning coursework in the program of study to which they have been admitted.

Placement testing may be waived, in full or in part, for those individuals who have met one or more of the following conditions:

- Earned a minimum score of 500 on the SAT quantitative. This condition applies only to the MATH portion of the Accuplacer; it may not be used to waive English placement requirements. A copy of the SAT scores must be provided when this waiver is requested.
- Completed a computer-based placement test (CBT) within the past three years at MCC or another accredited postsecondary institution. After three years, students must retake the Accuplacer to determine appropriate course placement.
- Transferred a mathematics or English course from another accredited institution into an MCC program.

Any student who has a disability that might interfere with his/her ability to take the assessment independently may request special testing accommodations from the Coordinator for Disability Services. Students who are non-native speakers of the English language may access a variation of the placement test (LOEP) that will determine course placement based on assessed levels of English proficiency.

*\*Accuplacer is a product of College Board, a division of the Educational Testing Service (ETS). Policy adopted: Dec. 3, 2003.*

### Student Success Placement Policy

#### INT101 – College Success Seminar

The College Success Seminar course **must be taken in the first semester of attendance.**

#### INT102 – Learning Community Seminar

Students who place into two or more English or mathematics classes with a course number less than a 100 level must register for those courses and **INT102 during their first semester of attendance.**

### English Department Placement Policy

Before students may register for college-level English courses, they must demonstrate mastery of English at the high school level.



## English Department Placement

Placement Criteria	Course Placement
Accuplacer reading score of 34-54.	<b>ENGL 094</b>
Accuplacer reading score of 55-79 <b>OR</b> completion of ENGL 094 with grade of C+ or better.	<b>ENGL 097</b>
Writeplacer score of 2 or 3.	<b>ENGL 098</b>
1. *Writeplacer score of 4 or 5 or above <b>COMBINED WITH</b> Accuplacer reading score less than 80 ( <i>see information below if condition 2 applies</i> )	<b>ENGL 099</b>
Writeplacer score of 5-6 combined with college-level reading skills determined by one of the following criteria: • Accuplacer score of 80 or above • Completion of ENGL 097 with a grade of C+ or better	<b>ENGL 110</b>
Placement into two or more English and/or mathematics courses below the 100-level	INT 102 <b>and</b> English and/or mathematics courses below the 100 level. <b>MUST be taken in the first semester of attendance</b>

Students who receive an Accuplacer placement of ENGL 099 because of their score on the Reading Comprehension exam (*RC score <80 COMBINED WITH Writeplacer score of 5 or above*) should complete ENGL 094 and/or ENGL 097 before enrolling in a writing class. If a student completes all required reading coursework with a grade of C or better, he/she may waive ENGL 099 and enroll in ENGL 110.

ENGL 098 is the first in a sequence of developmental writing courses designed to build the requisite skills for success in ENGL 110. A grade of C or better is required to progress from ENGL 098 to ENGL 099 or ENGL 099 to ENGL 110. Students wishing to move directly from ENGL 098 to ENGL 110 must retake Accuplacer and receive a placement of ENGL 110.

## Mathematics Department Placement Policy

Before students may register for college-level mathematics courses, they must demonstrate mastery of mathematics at the high school level. Placements are determined as follows:

Accuplacer Placement Criteria	Course Placement
AR $\geq$ 31 and EA $\leq$ 61	MATH 070
AR $\geq$ 56 and EA $\leq$ 61	MATH 080
EA $\geq$ 62 and < 78	MATH 103
EA $\geq$ 62 and < 78	MATH 111
EA $\geq$ 62 and < 78	MATH 131

**Accuplacer codes:** **AR** - Arithmetic; **EA** - Elementary Algebra  
Accuplacer may place students in higher levels of mathematics. Please see CAPS for that information. Courses with numbers between "0-99" are considered developmental and cannot be used toward graduation requirements. Courses with numbers between "100-199" are considered beginning level courses.

## Computer Skills Placement (CSP) Policy

Before students may register for college-level computer course CIS 110 or CIS 111, they must take the Computer Skills Placement assessment. Placements are determined as follows:

- A score of less than 65% placement is CIS 097 Computer Fundamentals designed to build the requisite skills for success in CIS 110. A grade of C or better is required to progress from CIS 097 to CIS 110.

< 65%	Computer Fundamentals	CIS 097
> 65%	Microsoft® Computer Applications	CIS 110
> 65%	Computer Technologies I	CIS 111

## ACADEMIC OPPORTUNITIES

MCC provides special academic initiatives designed to enrich students' educational experiences.

### Honors Program

MCC's Honors Program is designed to challenge the level of student performance in the classroom. Courses in the Honors Program incorporate greater complexity and sophistication in thinking and are assessed with a higher level of intellectual outcomes. Developmental courses, courses that do not count toward graduation, or are generally not transferable, will not be considered for the Honors Program. Honors courses or components will be indicated by an Honors designation on a transcript. They do not carry extra credit.

Decisions on whether to offer honors coursework in a department or discipline are made by the department. Honors Program courses are not intended to have a different set of objectives from similar courses in the discipline. Each department will develop criteria for differences between the honors' and regular curriculums and assessments. New England College is an "Honors" partner with MCC and will offer advanced placement to students who successfully complete Honors coursework. Contact the Transfer Advisor for more details.

### Honors English Courses

Honors-level sections of ENGL 110 and a 200-level ENGL elective will be offered each semester. To be admitted into an honors section, students must meet the following criteria:

- ENGL 110 / Honors:**
  - Writeplacer score of 7-8; Reading Comprehension score 80 or above
  - Writeplacer score of 7-8; ENGL 097 with a grade of B or higher
  - Writeplacer score of 6: by permission of department chair for English
- 200-level English Elective / Honors:**
  - ENGL 110 with a grade of B or higher PLUS recommendation of
  - ENGL 110 instructor or permission of the department chair for English

### Learning Communities

A learning community is a combination of courses in different disciplines organized around a common theme or a specific group. Learning Communities have been shown to increase student retention and academic achievement, increase student involvement and motivation, improve students' time toward degree completion, and enhance educational development.

- The connection between subject matter in the separate courses is emphasized so that information and skills learned in one class can be applied to the other courses.
- The same students enroll in all of the courses in a learning community. As a result, the same students and teachers are together in two or more classes each week. They get to know each other more than students in regular classes and sometimes work together on various projects and help each other learn.
- At the end of the semester, each student gets a grade for each of the courses that are part of the learning community.

## IV. Adding/Dropping Courses

Before adding or dropping a class or classes, students should consult their Academic Advisor and/or the instructors responsible for those classes.

### Adding a Course

Effective fall, 2011, students are allowed to add classes (prorated for alternative semester lengths) if space is available. up to and including the seventh (7th) calendar day of the semester. Each campus will develop a process for accommodating course adds during this period.

A course may be added after the seventh (7th) calendar day of the semester (prorated for alternative semester lengths) only with the permission of the instructor.

### Adding a 100% Online Course

A student may add a 100% online course up to the day before the official start of the term. Once the semester has started, a student may add a 100% online course only with the permission of the instructor.



## Dropping a Course

The student should initiate the official drop procedure after consultation with his/her faculty advisor. Simply ceasing to attend classes or notifying the instructor does not constitute officially dropping a course.

Though there may be financial or academic penalties involved, courses may be dropped at any time, but only through formal written notification to the Registrar's Office and completion of the following procedure:

Before officially dropping a course, the student should first discuss the matter with the instructor and faculty advisor. If, after discussing the matter with both individuals, the student decides to drop, an **ADD/DROP** form must be completed by the student and submitted to the Registrar's Office. The form can be obtained from the Registrar's Office or from the college website.

Any student who officially drops from a course...

- any time prior to the end of the 7th calendar day of the semester, will receive no grade in the course, and no notation will appear on his/her academic record.
- up to the end of the 10th week of a semester will receive a "W" grade on his/her transcript.
- up to 10 days prior to the beginning of the final exam period, will receive Withdraw/Pass (W/P) or Withdraw/Fail (W/F) on the transcript. The W/P is not calculated in the GPA. The W/F is calculated in the GPA as an "F."

When there are fewer than 10 class days remaining to the beginning of the final exam period, students will receive an appropriate grade other than W/P or W/F, and that grade will be computed on the transcript in the student's grade point average.

**NOTE:** The above timeline is specific to classes that meet 16 weeks. Any class that meets fewer than 16 weeks will follow a prorated timeline.

**If you decide to drop a class... DO NOT JUST STOP ATTENDING. FILL OUT AN ADD/DROP FORM IN THE REGISTRAR'S OFFICE.**

## GRADING

### I. Grade Explanation

Students are assigned grades based upon evaluations of their work. Grades are given at the end of each semester and are based on criteria listed on an individual instructor's syllabus, but generally include quizzes, tests, projects, papers, and participation.

Letter Grade	Numerical Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A	93.33 - 100	4.0	AF Administrative Failure	0.0
A-	90 - 93.32	3.7	AU Audit	0.0
B+	86.67 - 89.99	3.3	CS Continuing Study	0.0
B	83.33 - 86.66	3.0	I Incomplete	0.0
B-	80 - 83.32	2.7	NP No Pass	0.0
C+	76.67 - 79.99	2.3	P Pass	0.0
C	73.33 - 76.66	2.0	W Withdraw	0.0
C-	70 - 73.32	1.7	WF Withdraw Failing	0.0
D+	66.67 - 69.99	1.3	WP Withdraw Passing	0.0
D	63.33 - 66.66	1.0		
D-	60 - 63.32	0.7		
F	below 60	0.0		

**Explanation of Grades:** (AF, AU, CS, I, NP, P, W, WF, WP)

### AF- Administrative Failure

Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance; e.g., failure to meet attendance requirements as published in the instructor's syllabus, violation of the Student Code of Conduct, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation

by a faculty member/agency supervisor in accordance with department criteria and procedure. AF is calculated in the GPA as an "F."

### AU- Audit

A course taken as an audit does not earn credit and cannot be used to meet graduation requirements. Admission is by permission of the instructor and the Registrar's Office. Not all courses can be taken for audit. **See Auditing Courses.**

### CS- Continuing Study

This grade allows a student to re-register for a developmental course if competencies have not been met by the end of the course. It is intended for students who have demonstrated progress and a commitment to succeeding in the course, but who need more time to achieve competencies. The CS grade does not affect the student's GPA.

### I- Incomplete

Indicates that a student has not completed a major course assignment due to extraordinary circumstances. It is not used to give an extension of time for a student delinquent in meeting course responsibilities. The "I" grade is not calculated into the GPA. However, all work must be completed by the end of the third week of the subsequent semester or the grade defaults to an F. **See Incomplete Grades.**

**NP- No Pass** Unsatisfactory work; not calculated into the GPA.

**P- Pass** Not calculated into the GPA.

### W-Withdrawal

Student initiated withdrawal from a course at any time prior to completion of the drop deadline (60% of the course). Does not affect GPA.

**WP-** Student initiated withdrawal from a course after the drop deadline (60% of the course) when the student has a passing grade at time of drop, as determined by the instructor. Does not affect GPA.

**WF-** Student initiated withdrawal from a course after the drop deadline (60% of the course) when the student has a failing grade at time of drop, as determined by the instructor. The WF grade is calculated in the GPA as an "F."

### Auditing Courses

Under the Audit policy, students may enroll in courses which provide an opportunity to learn more about the challenges of college work, explore a discipline of interest, refresh prior learning, or supplement existing knowledge. Typically, a student attends lectures, seminars and/or lab, but does not complete graded assignments. When enrolled as an audit, the student will not be given a final grade nor will credit towards graduation be given for the course (*the academic transcript will reflect AU for the course*). Students must pay full tuition for the course. Financial Aid does not cover costs for an audited course.

Not all courses can be taken for audit, and entry into a course as an auditing student is by permission of the instructor. A student must complete a registration as an audit during the first week of classes. Once admitted as an audit, the student may not change to credit status; likewise, a student registered for credit may not change to audit status.

### Change of Program

Students wishing to change their major should submit a Change of Major Form. Credit will be transferred only for those courses that apply to the new program. Some programs with limited enrollment may not be available.

### II. Incomplete Grades

An Incomplete Grade (I) indicates that a student has not completed a major course assignment (*usually a final exam or culminating final assessment*) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is applied only in those instances where the student has a reasonable chance of passing. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

# Grading/Academic Advising

When an Incomplete grade is issued by a faculty member, an Incomplete Contract must be completed and be signed by the faculty member, the student, and the Office of Academic Affairs.

The work must be completed by the student through formal arrangement with the instructor no later than:

- the end of the third week in the spring semester for a grade issued in the fall semester;
- the end of the third week in the fall semester for a grade issued in the summer term;
- three weeks from the earliest start date of the summer term for a grade issued in the spring semester.

Should the student fail to complete the work within the designated period, the grade will automatically become an F. Exceptions to the above deadlines may be made by the Vice President of Academic Affairs or his/her designee. "I" grades will not be included in the computation of the Grade Point Average. An "I" grade may affect a student's financial aid. Students should contact the Financial Aid Office for further information.

## III. Grade Appeal Procedure

Any appeal of a grade must be initiated by the student with the instructor before an ensuing semester has elapsed. In most instances a grade may be changed only by the instructor. Only in a case of obvious computational error or blatant abuse of the grading prerogative can the Vice President of Academic Affairs, the only other individual on campus empowered to change a grade, alter a student's grade.

Students who believe they have a valid basis for a grade appeal will use the following process to resolve the issue:

### 1. Meet with the instructor.

The student shall contact the instructor and schedule a meeting to discuss the grade appeal and attempt to resolve the conflict. The instructor and student shall meet within the next five work days.

### 2. Meet with the Department Chairperson.

If the issue was not resolved in Step 1 above, the student has three work days from the date of the instructor's decision to file a written appeal with the instructor's Department Chair. Within three work days, the Department Chair will mediate the dispute either through discussion with the instructor or with the student in the company of the instructor.

### 3. Meet with the Vice President of Academic Affairs (VPAA).

If the issue is not resolved in Step 2 above, the student has three work days to file a written appeal with the VPAA. The VPAA will meet with all parties concerned within the next three work days to attempt to resolve the dispute. The VPAA will have three work days from the last meeting to render a decision on the grade appeal. The decision of the VPAA is final.

**NOTE:** During the summer, when faculty are not on campus, students may begin the grade appeal process with the Office of Academic Affairs. Every attempt will be made to have the faculty member contact and meet with the student within the specified time. On occasion, however, these times may need to be adjusted.

## Academic Warning

The instructor may give a student an academic warning at any time if the student is failing or in danger of failing a course.

## Grade Changes

Grade changes will only be allowed until the end of the semester following the assignment of the original grade.

## Course Repeat

For purposes of calculating the cumulative GPA (CGPA) when a student repeats a course at MCC, the grade achieved in the most recent course will be the grade used in the CGPA calculation. All previous grades will remain on the transcript but not used in the calculation. Only those repeated courses completed at the student's college of matriculation will be used in the calculation of the CGPA; repeated courses completed at an institution outside of the student's college of matriculation and

transferred into the student's college of matriculation will not be used in the calculation of the CGPA.

A student is only allowed to repeat a course twice. Exceptions to this policy will require the approval of a student's faculty advisor, the course instructor, and the Office of Academic Affairs.

## IV. Credit Hour Guidelines

- A credit hour shall be the equivalent of one (1) hour of work per week for a 16-week semester.
- A semester credit hour shall be comprised of the following:
  - Class
  - Laboratory
  - Clinicals
  - Internships or
  - Co-ops.

A credit hour shall be allocated by the following:

	Contact hours per week	Contact hours per semester (based on min. 15 wk. semester)
Class	1	15
Laboratory	2 or 3	30-45
Clinical	3 to 5	45-75
Practicum, Fieldwork	3	45
Internship	3 to 6	45-90
Co-op	Variable by Dept.	Variable by Dept.

One instructional hour shall be equal to fifty (50) minutes

## V. Grade Point Averages

Scholastic standing at the end of each semester is determined via the grade point average (GPA), computed by dividing total semester points (grade equivalent multiplied by credit hours) by total credits attempted.

The cumulative grade point average (CGPA) is determined at the end of the second and subsequent semesters by dividing cumulative points by the total credit hours attempted, taking into account all previous work completed. Refer to the online Student Handbook for additional information pertaining to calculating or determining GPAs and CGPAs.

## ACADEMIC ADVISING AND STUDENT SUCCESS

### I. Academic Advising

Advising is an important aspect of the student's educational experience. Students are more likely to succeed if they fully understand the realities, rigors, and expectations of college, understand and access the resources available to help them succeed, and are directly connected to a faculty academic advisor who supports their efforts.

### Faculty Advisor

A student's faculty advisor is one of the most significant partnerships s/he will experience at MCC. The role of the faculty advisor is to help students form accurate perceptions and have realistic expectations to enhance their college experience. In addition, advisors provide information to help students make informed choices about their academic experience.

The faculty advisor is the student's partner for implementing the Student Success Plan, which is developed in the College Success/Learning Community Seminar class. Students are expected to seek out their faculty advisor at least twice a semester to review their Success Plan and support successful progression of their educational goals.

The student is ultimately responsible for his/her own success, should maintain contact with the faculty advisor, and should take advantage of and actively seek information from all areas of the college.

### Liberal Arts Advising Center

Faculty serve as the primary academic advisors for all matriculated students. However, the Liberal Arts Advising Center can serve as a

secondary academic advising source for matriculated students when faculty advisors are not available in a reasonable amount of time. Further, the Liberal Arts Advising Center is the location for Liberal Arts student advising and for all non-matriculated student advising.

The Liberal Arts Advising Center will assist faculty advisors as they work with students to develop retention strategies linking to the “*Student Success Plan*.” Students who receive academic warnings, who are on academic probation or suspension, will receive follow-up support from faculty advisors and/or Center staff to address these issues. The student is ultimately responsible for his/her own success, and should initiate contact with their **faculty** advisor at least twice a semester.

## Transfer Information & Career Development

The Liberal Arts Advising Center houses the MCC’s Career & Transfer Counselor who supports students with their transfer to four-year institutions as well as seeking employment. In addition, a computerized guidance system, **CHOICES**, is available, which allows students to explore different career paths and make informed decisions based on numerous factors, including interest, ability, and financial need.

## II. Student Success

The college is committed to providing an opportunity for students to: understand themselves as people and as learners, understand the expectations and rigors of college, and understand the resources available to help them succeed. The College Success Seminar and Learning Community Seminar courses are designed to do this and provide specific skills to maximize academic performance.

### College Success Seminar

College Success Seminar (*INT101*) is designed for students who are entering college level coursework and **must be taken in the first semester of attendance**.

### Learning Community Seminar

Learning Community Seminar (*INT102*) is designed for students who are required to take two or more English or mathematics classes with a course number less than a 100 level. These students **must register for those courses and INT102 during their first semester of attendance**.

### College Success Seminar - Waiver Process

At times, students come to the college possessing the skills discussed in this course. Students must demonstrate their level of skill if seeking credit or a waiver for the course. This is accomplished in one of the three ways:

1. The student has previously completed an associate or a bachelor degree from an accredited college or university.
2. The student has previously attended an accredited college or university and has completed a minimum of 15 credits with at least a 3.0.
3. The student successfully passes the challenge exam for College Success Seminar. Students will be required to demonstrate familiarity with MCC academic support resources. Exceptions will be handled on a case-by-case basis.

## III. Academic Support Services

### Center for Academic Placement and Support (CAPS)

Academic planning and support services are available to both student and community members through the Center for Academic Placement and Support. Services include: peer and professional tutoring, computerized instruction, workshops, disability support services and assessment. Support is also available in the Center’s open lab to help with homework assignments and special projects. There is no charge to students enrolled in credit-bearing courses. Community members may access CAPS on a fee-per-service basis. Students are encouraged to visit CAPS during their first week of classes to familiarize themselves with services and staff.

### Project STRIDE

Project STRIDE is an education grant for single parents, displaced homemakers, and single pregnant women. The program provides career assessment, personal, group and academic support. Funds may be available to help with books, tuition, fees, and supplies. Students apply annually for this grant.

## Disabilities Support Services

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and entitled to academic adjustments with appropriate documentation. Students are entitled to equal access to programs and services for which they are otherwise qualified. Disability Support Services are available to MCC students with documented disabilities through the campus coordinator of disability services. MCC has a responsibility to maintain confidentiality of the documentation and may not release any part of the documentation without the student’s informed consent or under compulsion of legal process. As each student’s needs are unique, the provisions of services are designed individually each semester. Change to academic adjustments are determined by the nature of the disability, requirements of the curriculum or program of study, expectations in the classroom, and the timeliness of the request.

## MCC’S Section 504 and Title II Grievance Policies and Procedures Appeal Process for a Student Denied Disability Services:

Students denied disability services may submit a written appeal of the decision to the MCC Director of CAPS and the Vice President of Academic Affairs within 10 working days of the receipt of the decision from the Disabilities Counselor. If the student does not agree with the decision of the Director and the VPAA, the student may submit the written appeal to the MCC President. The original documentation and recommendation of the Disabilities Counselor will be reviewed by the President (*or designee*) who will communicate his/her decision in writing within 15 working days of receipt of the written appeal. The student may appeal this decision to the Chancellor of the Community College System of NH. Inquiries may also be directed to the US Dept. of Education, Office of Civil Rights, J. W. McCormack Post Office & Courthouse, Room 701, 01-0061, Boston MA 02109-4557; 617-223-9662, TDD: 617-223-9695

## English as a Second Language (ESL) and International Services

ESL and international students are provided with academic support and advising services. For ESL students, this includes English language proficiency assessment and placement; individual help and computer assistance to improve skills in oral and written communication, reading, study skills, and test preparation; tutoring in academic subjects, and both formal and informal language proficiency evaluation. For international students, this includes advising on immigration status, employment eligibility, health insurance, travel, taxes, and legal referral. Students are encouraged to discuss any cultural, social and professional concerns with the ESL/International counselor. In addition, MCC also has many organizations and activities in which all students can participate to promote cross-cultural understanding.

## Tutoring Services - Math/Writing Lab

Both peer and professional tutors are available in many subject areas to help students complete their coursework successfully. Tutoring is free for MCC students in credit-bearing courses and may be accessed by the community on a fee-per service basis. Online tutoring is available during CAPS hours. All tutoring is offered in our Math/Writing Lab, and includes tutor-facilitated study groups; one-to-one tutoring; online help; and video and software programs. Schedules for tutoring are posted each semester in the Center for Academic Placement and Support and on the website. The tutor program trains and certifies its tutors via the College Reading & Learning Association (CrLA) national standards. For more information about receiving tutoring or becoming a tutor, contact the Center for Academic Placement and Support.

## Library

Information about the library, its resources and services can be found at the library website: [www.mccnh.edu/library](http://www.mccnh.edu/library).



## IV. Student Support Services

The Office of Student Support Services provides an open, supportive environment where students can explore the academic or personal challenges that prevent them from making the most of their college experience. Working in collaboration with a counselor, students identify barriers and develop functional strategies to help them access the resources they need to pursue their personal, educational, and professional development.

Student Support Services offers:

- Short-term counseling
- Support groups (as needed)
- Referrals to on-campus resources (faculty, tutoring, student life, service learning, food pantry)
- Referral to relevant community agencies (fuel assistance, legal aid, scholarships, transportation, dental and health services)
- Veterans Support Services

Please contact Terry Chisholm at 206-8177 for an appointment or drop by HSC1120 in the library.

## Veterans Services

Manchester Community College has a long standing tradition of providing quality education and training to veterans and active duty personnel and their families. The Veterans Service Team is committed to provide comprehensive, coordinated service and support to those individuals seeking to gain new skills, enhance existing skills and to transfer skills acquired in the military for use in civilian life. From first point of contact through transfer/graduation/career, the Veterans Team is here to provide the information and support necessary for vets to take full advantage of their educational experience at Manchester Community College.

Contact info for Veterans Service Team members is below.

For Admissions & Financial Aid	(603) 206-8104
For Veterans Certifying	(603) 206-8120
For Veterans and Disability Support Accuplacer and CLEP Testing	(603) 206-8140
For General Studies Program	(603) 206-8012
For Veteran's Support Services counseling and advocacy	(603) 206-8177
For Veteran's Transfer and Career Choices, ACP mentoring for Veterans	(603) 206-8171
For Veteran's Work Study/Civic Engagement	(603) 206-8176

Check out our website at [www.mccnh.edu/admissions/veterans](http://www.mccnh.edu/admissions/veterans)

## STUDENT LIFE

### Student Life Mission Statement

Student life implements programming, events and cultural experiences in order to provide students with:

- Leadership development
- Exposure to new experiences
- A voice in determining their future
- A sense of self
- Opportunities for play and recreation
- Experiences that build a connection to campus and a respect for diversity
- An understanding of the importance of civic engagement

Students are encouraged to take advantage of the many leadership opportunities, social activities, and community service involvement offered at MCC. The college believes the rewards of meaningful relationships, development of skills gained through participation as a student leader, and the many benefits to community service are an important part of the collegiate experience.

For complete information about the Student Life opportunities at MCC, visit [www.mccnh.edu/student-life](http://www.mccnh.edu/student-life)

## ACADEMIC STANDARDS

Students falling below the following standards will be designated as not meeting satisfactory academic progress. Failure to meet satisfactory progress will result in either Academic Probation or Academic Suspension.

**Academic Probation Definition:** A warning which indicates the student may not be on track to graduate because of poor academic performance. The student may remain in the program, but his/her academic progress will be monitored. Students will be required to reduce their course load to part time and meet regularly with their academic advisor. Additionally, students will develop a Personal Study plan to support future academic success. Students meeting the criteria below will be placed on Academic Probation.

0-13 Credits Accumulated:	below	1.50 CGPA
14-27 Credits Accumulated:	below	1.70 CGPA
28-40 Credits Accumulated:	below	1.80 CGPA
41+ Credits Accumulated:	below	2.00 CGPA

**Academic Suspension Definition:** Suspension may be from the program or the college and is usually for one semester. Suspension from the program means that a student may continue to take courses as a non-matriculated student and will not be eligible for Financial Aid. Suspension from the college prohibits a student from taking classes during the period of suspension. In addition, students will be required to register for College Success Seminar (if they have not already done so); develop a Personal Study Plan to support their future academic success; meet monthly with their academic advisor and seek academic support and tutoring. Students meeting the criteria below will be put on Academic Suspension.

NOTE: Credits accumulated are total credits earned by student.

0-13 Credits Accumulated:	below	.50 CGPA
14-27 Credits Accumulated:	below	1.10 CGPA
28-40 Credits Accumulated:	below	1.25 CGPA
41+ Credits Accumulated:	below	1.50 CGPA

A student who does not meet satisfactory progress for Academic Probation for three consecutive semesters will be placed on Academic Suspension. Financial aid may be in jeopardy if a student fails to achieve satisfactory academic progress as defined above.

### Academic Amnesty

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

- All grades taken during the student's previous time at the college will no longer be used to calculate the student's new CGPA. However, grades of C- and above taken during the student's previous time at the college will be used to meet course requirements (*where appropriate*), subject to approval of the Vice President of Academic Affairs.
- Even though previous grades will not be used to calculate the new CGPA, all previous grades will remain on the student's transcript.

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

- The student has not taken any courses at MCC for a period of at least three years from the last semester of attendance.
- The student applies for academic amnesty before the start of his/her second semester of readmission.
- The student has never before received academic amnesty.
- The student achieved a CGPA below 1.7 during his/her previous attendance.

### Process for Readmission to the College

Students who have withdrawn, or who have been suspended by the college, may apply for readmission. Students may continue to take courses at the college on a non-matriculated basis if space is available. Contact the Office of Admissions for more information.



## STUDENT SERVICES

### Bookstore

The college contracts with a private vendor to run our campus bookstore. The bookstore is stocked with textbooks, supplies, novelty items, and college clothing articles. Students who have questions about pricing, books, or any issues should direct their inquiries directly to the MCC bookstore at (603) 622-9941.

### Bus Service

MCC students ride Manchester Transit Authority buses free with their valid college ID Card. Bus service is available Monday-Friday. Schedules are available in the Student Services Office.

### Cafeteria

A private vendor runs the cafeteria, which is located on the main floor. Students can buy hot or cold foods and drinks. Cafeteria hours are posted each semester. Vending machines are available when the grill is closed.

### Housing and Living Expenses

MCC **does not** maintain residence halls or assume responsibility for housing. Students are advised to check on campus to see if information about local options is available or has been posted. Arrangements and contracts for housing are solely between the student and the landlord.

### Insurance

A special accident and illness insurance policy is available to all students enrolled with the CCSNH System. Enrollment information is provided through a mailing during the summer months or at new student orientation. The basic policy covers illness and accidents occurring in and out of school. Other details are available within the policy information. The college is not liable for personal injuries incurred by students who are in attendance. Students are encouraged to either provide their own coverage or purchase the insurance provided by the System.

Students enrolled in programs in the Department of Human Services must have some form of accident and illness insurance. Information about this coverage is available in the Business Office. All Nursing and Allied Health Students who have a clinical must have accident and illness insurance, as well as professional liability coverage. Information regarding this professional liability coverage is available in the Nursing Department.

### Student Handbook

The college's student handbook is available to all students on the college website. The student handbook documents academic and student policies and procedures. Students are responsible for familiarizing themselves with the information in the student handbook.

### Child Care

MCC runs a Child Development Center (CDC) for preschoolers through kindergarten age as a Lab School for MCC's Early Childhood Education (ECE) students. The CDC is staffed by fully-degreed ECE teachers and supervised student interns, and offers part-time, full-time and drop-in options, developmentally-appropriate and individualized programming and low ratios.

The Center is open from 7:30am to 5:30pm, Monday through Friday. A mixed age part-time morning program runs from 9am until noon; the part-time afternoon program runs from 2pm until 5. The Center is licensed by the State of NH Childcare Licensing Bureau and complies with all regulations and requirements. For more information, call 206-8098 or visit [www.mccnh.edu/cdc](http://www.mccnh.edu/cdc)

### Summer Camp

MCC's Child Development Center offers a variety of summer camps for children entering first through fifth grades. Each program runs from 8:30am to 5:30pm, Monday through Friday. For more information, call 206-8098 or visit [www.mccnh.edu/cdc/summer-camps](http://www.mccnh.edu/cdc/summer-camps)

### MCC Alerts

MCC ALERTS is Manchester Community College's emergency notification system that will help ensure rapid and reliable mass communication to students, faculty, and staff. The MCC ALERTS system is designed to communicate with cell phones (*text and voice messages*), landlines, and e-mail systems, should a crisis, emergency situation or weather closure/delay occur on the MCC campus. For more information on MCC ALERTS visit the college website.

## TRANSFER

### Transfer Advising

The Liberal Arts Advising Center offers a Career/Transfer Counselor to work with students who are considering continuing their education at four-year institutions. Academic Department Chairs are also available for advice and assistance regarding affiliations for their specific programs.

### I. Transfer to Other Institutions from MCC

Transfer policies vary from institution to institution. When transfer to another institution is sought, the number of transfer credits granted for courses completed at MCC is determined entirely by the institution to which the student transfers.

### Transcripts

Copies of official transcripts are provided for \$3 per copy. An additional \$5 per transcript is charged if the transcript is to be faxed. A student's transcript is private information. No third party may receive a copy of a student's transcript without the student's written consent. Student accounts must be paid in full in order to receive a transcript. Students may print unofficial transcripts from the Student Information System.

### NH Transfer Connections Program University System of New Hampshire (USNH)

The NH Transfer Connections Program enables students to attend MCC or one of the state's other community colleges and, if they meet certain standards, be automatically accepted into Granite State College, Keene State College, Plymouth State University, UNH-Manchester, or the University of New Hampshire.

Through the NH Transfer Connections Program, students originally not accepted at Keene State College, Plymouth State University or UNH are able to attend one of the state's community colleges as a Liberal Arts major and, if they meet certain standards, be automatically accepted into their original school of choice without having to reapply or pay a fee. Students must maintain a 2.8 CGPA (GSC's & KSC's *minimum is 2.5*) and earn at least a C in every class. It is recommended that program participants take a minimum of 12 credits for two consecutive semesters. Students who wish to begin their academic careers at one of the Community Colleges and then transfer to UNH, UNH-M, Granite State College or Plymouth State University can also opt-in to this program. Please see the MCC Office of Admissions or Meg Hamm, Career/Transfer Advisor at (603) 206-8171 for more information.

### Transfer Opportunities & Articulation Agreements

As a comprehensive community college, MCC has developed partnerships with public and private four-year institutions within and outside New Hampshire. These partnerships include individual course acceptance, formal articulation agreements, and dual admission opportunities. MCC is accredited by the New England Association of Schools & Colleges, Inc.'s Commission on Institutions of Higher Education.

### Transfer Opportunities

#### Formal Articulation Agreements

Formal articulation agreements outline courses and their equivalents at the receiving institution. Many articulation agreements allow graduates of MCC associate degree programs to enter the four-year institution with junior status. Students must earn a grade of 'C' or better and meet all other admissions criteria.

## Individual Course Acceptance

Most colleges – from American University to Worcester Polytechnic Institute and hundreds of colleges in between – accept MCC credits. Students must earn a grade of 'C' or better and meet all other admissions criteria. While some courses are transferred in as program requirements, others are transferred as general education courses or open electives.

## Dual Admission

In addition to articulation agreements, many four-year institutions also offer dual admission with MCC. Following is a list of formal articulation agreements by MCC academic program. For more information regarding these agreements, contact the Career/Transfer Counselor in the Liberal Arts Advising Center.

## Formal Articulation Agreements

### ALLIED HEALTH PROGRAMS

Granite State College

### AUTOMOTIVE TECHNOLOGY

Ben Franklin Institute of Technology      Granite State College  
Southern NH University

### BUILDING CONSTRUCTION

Granite State College      Southern NH University  
UMASS Amherst

### BUSINESS STUDIES

Franklin Pierce University      Franklin University (online)  
Granite State College      New England College  
Plymouth State University      Rivier University  
Southern NH University      UNH Durham  
UNH Manchester      Keene State College

### COMPUTER SCIENCE

Franklin University (online)      New England College  
Keene State College      Plymouth State University

### EARLY CHILDHOOD EDUCATION

Granite State College      Plymouth State University  
Southern NH University      Keene State College

### EDUCATION

Granite State College      Keene State College  
New England College      Plymouth State University  
Southern NH University

### ELECTRICAL TECHNOLOGY

Granite State College      Southern NH University

### EXERCISE SCIENCE

New England College

### FINE ARTS

New England College

### GRAPHIC DESIGN

Granite State College      New England College  
Keene State College

### HVAC

Ferris State University      Granite State College  
Southern NH University

## LIBERAL ARTS

American College of History & Legal Studies  
Franklin University  
Rivier University  
Keene State College (*see NH Transfer Connections Program*)  
UNH (*see NH Transfer Connections Program*)

New England College (*Honors Program partner*)  
Granite State College  
Southern NH University  
Plymouth State University (*see NH Transfer Connections Program*)

## NURSING

Emmanuel College      Endicott College  
Franklin Pierce University      New England College  
Rivier University      St. Anselm College  
St. Joseph's College of Maine      UNH Durham  
Salter School of Nursing and Allied Health (LPN to RN)

## TECHNICAL PROGRAMS

Granite State College      Southern NH University

## WELDING

Ferris State University      Southern NH University

## II. Transferring to Manchester Community College Advanced Standing

A matriculated student who can present evidence supporting education in one or more courses applicable to the student's program of study may request that those credits/experience be evaluated and applied to graduation requirements. Four methods of gaining advanced standing are:

### Transfer of Credit from Another Institution

The student must furnish the college with official transcripts and course descriptions of academic courses from each college they have attended. Grades of C or better in courses judged by the college to be equivalent in nature and content to MCC program offerings will be accepted.

Students seeking a degree/professional certificate at MCC must fulfill residency requirements. A student must have a minimum of 64 credits to complete a degree and must complete all required courses for their academic program. Transfer of a course to MCC does not guarantee transfer of that same course to subsequent institutions. See individual academic program descriptions for specific program transfer policies.

### High School Advanced Placement Coursework

Students requesting credit for Advanced Placement Exams taken in high school, offered by the College Entrance Examination Board, must submit official documentation including score reports from CEEB in order to have examinations evaluated for transfer credit. MCC will accept Advanced Placement scores of "3" or higher.

### College Level Examination Program (CLEP)

MCC is an approved testing site for CLEP, providing examinations in the areas of Composition and Literature, Foreign Languages, Social Sciences, History, Science and Mathematics. A complete list of CLEP exams accepted for credit by MCC, along with corresponding course names and credits, is available in CAPS.

Students must request their scores be sent to MCC for review. This request is made to the College Board and can be done during or after the exam. Acceptance of CLEP exams for transfer credits will be based on the following criteria:

- The student has earned a passing score as defined by The College Board and the college.
- The student has been accepted into a program.
- There is a course within the student's program of study that is equivalent to the CLEP exam.

CLEP scores are not calculated into a student's GPA in any way

interpreted as a grade and may not be applied towards MCC's 25% residency requirement. Students may not transfer CLEP credits for a course they have successfully completed or for a course that is more advanced than the subject of the exam. Any student who fails an MCC course and wishes to take a CLEP exam in lieu of retaking the course must realize that the original grade received will remain on his/her transcript and will be counted in the CGPA. The CLEP exam score does not replace a grade for an MCC course. CLEP exams are administered on the computer (CLEP CBT) in CAPS.

## Credit by Examination (Internal)

Credit by examination may be earned only by a matriculated student who, by study, training or experience outside MCC, has acquired skills or knowledge equivalent to that acquired by a student enrolled at MCC and has a CGPA of 2.0 or higher. A student is eligible for a maximum of 16 credits through credit by examination.

If the student passes the exam, appropriate credits shall be applied to the student's academic record. Credit will not be given for grades below C. A student receiving a grade below C is ineligible for another special examination in that course.

Students who have previously taken a course and failed it are not eligible for an examination for credit in that course. For more information, contact the Office of Academic Affairs.

## Credit for Prior Learning - Experiential Learning

Credit for prior learning offers students the opportunity to demonstrate the knowledge they have gained through life experiences and apply this knowledge towards credit in a program. A student must be matriculated at MCC to apply for experiential credit. Not all programs provide the experiential credit option; students should consult with their academic advisor.

A request for Credit for Prior Learning should initiate with the faculty advisor or instructor who normally teaches the course. After initial discussion, the student should submit a **Credit by Experiential Learning form**, a portfolio containing a cover letter and resume, extensive work experience explanations, letters from employers, certificates of accomplishment, samples of work, as well as any other information deemed appropriate. The responsibility of proof will be on the student requesting evaluation. The portfolio is then reviewed by an appropriate instructor, the department chair, and the Associate Vice President of Academic Affairs. If credit is granted, the student will be charged a fee for credit for prior learning based on the formula below.

## Fee for Credit for Prior Learning - Experiential Learning

Students will be assessed a fee based on 50% of the current tuition rate on the total credits awarded (e.g., for 12 credits awarded:  $0.50 \times \text{current tuition rate} \times 12 \text{ credits}$ ).

## COMMUNITY AFFILIATIONS: CLINICAL, INTERNSHIP AND PRACTICUM SITES

Many of our programs have courses that offer practical experience. We have agreements with a multitude of businesses in the Manchester area and surrounding towns. Following is a partial list of past and present affiliations by program.

### AUTOMOTIVE

Amoskeag European Auto Specialist	AutoServ Plymouth
Bill Dube Ford Toyota	Bob Mariano Dodge Jeep
Bonneville & Son	Clark Chrysler
Contemporary Chrysler Jeep Dodge	Foss Motors
Grappone Ford	Hurlburt Toyota
IRA Toyota	Irwin Ford
Manchester VW	McFarland Ford
Merchant's Auto	Merrimack Street Volvo
Mom's Garage	Nashua Toyota

### AUTOMOTIVE (Continued)

Port City Dogde	Port City Nissan
Rockingham Toyota	Subaru of Manchester
VIP	Wall's Ford
White River Toyota	

### EARLY CHILDHOOD EDUCATION

Atkinson Elementary School	Children's Center at St. Paul's
Early Head Start/Manchester	Glen Lake Elementary School
Head Start Manchester	Kindercare/ Merrimack
Nutfield Cooperative Preschool	Sunrise Childcare
Children's World Learning Center/ Manchester	

### EXERCISE SCIENCE

Birch Hill Terrace	Center for Physical Therapy/Exercise
Concord Hospital	Elliot Hospital
Hampshire Hills	Hillcrest
Merrimack Spine Center	Next Level Performance
Performance Rehab, Inc	RSVP/Senior Counts
Synergy	Training Effects
The Complete Athlete - Sports Performance Clinics	Work Out Club & Wellness Center
YMCA/Manchester	

### GRAPHIC DESIGN

Alphagraphics	BiGraphics
Combine Services of Delta Dental	Eisen, Vital & Ryze
Float Left Labs	Mt. Kearsarge Indian Museum
NH Magazine	Original Gourmet Food Company
RAM Printing	Special Olympics of NH
SyAM Software	

### MEDICAL ASSISTANT

Bedford Commons OB-GYN, PA	Catholic Medical Center
Concord Hospital Family Health Group	Concord Hospital Medical Group
Dartmouth-Hitchcock Clinic	The Doctor's Office
Derry Medical Center	Elliot Hospital
Family Physicians of Pembroke	Family Physicians of Penacook
Foundations Partners/SNHMC	Manchester Community Health Ctr
Manchester Obstetrical Assoc.	Pediatric Health Associates
Parkland Physician Services	Seacoast Family Practice
Pleasant Street Internal Medicine	Senior Health Primary Care
Southern NH Internal Med. Assoc.	Wright & Assoc. Family Healthcare

### HEALTH INFORMATION MANAGEMENT

Catholic Medical Center	CORE Physicians
Dartmouth-Hitchcock Cancer Center	Elliot Hospital
Exeter Hospital	Mary Hitchcock Memorial Hospital/ Dartmouth-Hitchcock Clinic
Riverside Rest Home	St. Joseph's Hospital
Wentworth Douglas Hospital	

### NURSING

Catholic Medical Center	Dartmouth-Hitchcock Manchester
Dana Farber Cancer Institute	Elliot Hospital
Easter Seals	Greenbriar Terrace Healthcare
Exeter Health Resources	Manchester Health Department
Infusion Solution	Northeast Rehab Health Network
Manchester School Department	Rockingham VNA & Hospice



# Community Affiliations/Non-Credit

## NURSING (Continued)

New Horizons Shelter	Southern NH Medical Center
Parkland Medical Center	Veterans Administration Hospital
St. Joseph Hospital	VNA Home Health & Hospice

## PHLEBOTOMY

Concord Hospital	Dartmouth Hitchcock-Lebanon & Manchester
Elliot Hospital	Frisbee Memorial Hospital
LRG Healthcare	Portsmouth Regional Hospital
Quest Labs/Londonderry	St. Joseph Hospital
Wentworth Douglas Hospital	Wolfeboro Hospital

## Service Learning

Service learning combines community service with academic instruction. Students enrolled in courses with a service-learning component are guided through a critical analysis of what they observe in the field and what is presented in class. This approach enhances the breadth and depth of student learning in at least three domains: academics/higher order cognitive skills, life skills, and sense of civic responsibility and ability to be effective members of their communities. Course learning outcomes are the basis for integrating projects that serve the college or the community at large. To preserve the academic integrity of the service-learning opportunity, students are not graded on simply "putting in the hours." Rather, they are graded on specific assignments and/or projects that demonstrate learning from the service-learning experience. Some courses provide built-in experiential projects; others require the student to identify his/her own project.

## RUNNING START PROGRAM

The New Hampshire Running Start (RS) Program is a unique higher education initiative for high school students that enables them to enroll in selected college courses offered by the Community College system of New Hampshire at a significant reduction in tuition. College courses are offered during the day at high schools throughout New Hampshire.

The cost to enroll in a CCSNH course through Running Start is \$150 per course, plus books and supplies (*if not provided by the student's high school*). This represents a substantial savings in college tuition costs.

## NON-CREDIT LEARNING

### Workforce Development Professional Development

The Workforce Development Center at MCC responds quickly to the changing needs of business and industry and provides lifelong learning and professional development opportunities for people who need to sharpen their existing skills or learn new ones, maintain professional licenses or certifications, and for people who are looking for advancement or a new career challenge. Some of the many innovative and exciting workshops, seminars, courses, and certificates address the educational requirements of computer and information technology professionals, business professionals, managers and supervisors, teachers, medical professionals, electricians, and office staff.

To encourage companies to upgrade the skills of their employees, the state has created the NH Job Fund, which covers up to 50% of the cost of employee training. For more information about the training grant or the WDC at MCC, call Kathy DesRoches at (603) 206-8161 or [kdesroches@ccsnh.edu](mailto:kdesroches@ccsnh.edu). Or visit [www.mccnh.edu/wdc](http://www.mccnh.edu/wdc)

## Corporate and Customized Training

The Workforce Development Center collaborates with organizations to assess their training needs and provides high-quality customized credit, non-credit, and certificate courses and programs, which can be delivered at MCC or on site. Programs include, but are not limited to:

- BPI Certification
- Basic Mechanics Machinery
- Business Skills
- CETP Training
- Communication Skills
- Computer and Information Technology
- Customer Service
- ESL (*English as a Second Language*)
- EKG Technician
- Flagger Training
- Home Inspection
- Leadership
- Manufacturing Courses
- OSHA -10
- Pharmacy Technician
- Project Management
- Safety

For more information about corporate and customized training, call (603) 206-8161.

## WorkReadyNH

The WorkReadyNH Program at Manchester Community College helps job seekers improve their skills and add a nationally recognized credential to their resumé. WorkReadyNH provides classroom instruction in "soft skills" practices identified by employers as key to workplace success.

Each session is four weeks long and runs three days a week. A class day consists of five hours of Soft Skills training, a half an hour for lunch, and an hour of Skill Building. For a WorkReadyNH schedule, visit [www.mccnh.edu/workreadynh](http://www.mccnh.edu/workreadynh)





# 2012-2013 Programs of Study



## Accreditation Statement

Manchester Community College is accredited by the New England Association of Schools and Colleges Commission, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Manchester Community College has been granted accreditation from the New England Association of Schools and Colleges Commission, Inc.'s Commission on Institutions of Higher Education. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

## Specialized Accreditations

**Business Programs** (Accounting, Management, Marketing) - Accreditation Council for Business Schools & Programs (ACBSP)

**Early Childhood Education** - National Association for the Education of Young Children, full accreditation

**Medical Assisting** - Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MERB): Commission on Accreditation of Allied Health Education Program, 1361 Park Street, Clearwater, FL 33756, (727) 210-2350

**Nursing** - National League for Nursing Accrediting Commission (NLNAC), full accreditation; New Hampshire Board of Nursing (NHBON), full accreditation



**MANCHESTER COMMUNITY COLLEGE**

## ACCOUNTING ASSOCIATE IN SCIENCE

### Program Mission

The student will be able to transfer to a four-year college or university with a solid accounting and overall business studies foundation to continue their accounting education in a seamless manner, or become employed in an entry-level accounting position.

### Program Goal/Objectives

Graduates with an A.S. degree in Accounting will:

- Have a practical working knowledge of financial and managerial accounting.
- Know how to operate at least one accounting software program.
- Know how to prepare a complex individual tax return.
- Be able to prepare accurate and well-organized financial statements.
- Be able to make the adjustments needed to create financial statements in accordance with generally accepted accounting principles.
- Demonstrate proficiency in analytical thinking, oral and written communication, and applied mathematical skills.
- Articulate the necessity for continued education through a bachelor degree and national licensing such as the CPA or CMA.

### Program Description

Accounting is a field that offers challenging and meaningful work, a career opportunity, good working conditions, and a rewarding salary. According to the 2012 Occupational Outlook Handbook published by the U.S. Department of Labor, employment of accountants and auditors is expected to grow 16 percent from 2010 to 2020. According to the 2012 Job Outlook published by the National Association of Colleges and Employers, finance and accounting are again the top degrees in demand.

The Accounting curriculum is continually modified and updated to keep pace with ever-changing rules, laws, and technology. The program focuses on providing the student with the accounting skills needed for the job, as well as on the analytical skills needed to evaluate situations and look at the “big picture.” The degree provides a foundation in economics, law, management, finance, and computer technology.

### Admissions Requirements

Although the Accounting Program does not have any specific admissions requirements, individuals with criminal charges may not be able to become a Certified Public Accountant (CPA). Please check with the NH Board of Accountancy before pursuing a degree in accounting if you have been convicted of a criminal charge and want to become a CPA.

### Transfer Policy

Students may transfer credits earned at other accredited institutions with a grade of C or better in courses with equivalent content. Appropriate transfer credits may be accepted within a ten-year period.

### Accreditation

The Department of Business Studies is nationally accredited by the Accreditation Council for Business Schools & Programs (ACBSP). Our national accreditation allows our graduates to transfer to four-year colleges and universities in all regions of the country.

### Employment Opportunities

MCC has a working partnership with Robert Half International (*placement agency for accounting professionals*), where they can assist accounting students to find temporary and permanent placement in accounting-related jobs. Graduates of the program are ready for entry-level positions in public accounting, private industry, government, non-profit organizations, and international arenas. Accounting careers include jobs in such areas as cost accounting, taxes, auditing, internal auditing, management accounting, consulting, personal advisor, general ledger, and forensic accounting.

### Transfer Opportunities

The Accounting Associate degree transfers in its entirety to many four-year colleges and universities. Southern New Hampshire University accepts 90 credits from MCC and awards scholarships to MCC accounting graduates based on academic performance. Locally, Plymouth State University, UNH-Manchester, and Franklin Pierce University accept accounting graduates. Credits also transfer nationally to ACBSP accredited colleges.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ACCT113	Accounting & Financial Reporting I	3	0	3
BUS114	Management	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
MATH131	Elementary Algebra	3	0	3
<b>Total</b>		<b>16</b>	<b>2</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
ACCT123	Accounting & Financial Reporting II	3	0	3
ECON134	Macroeconomics	3	0	3
MATH202	Probability and Statistics	4	0	4
	English Elective	3	0	3
	Science Elective	3	0	3
<b>Total</b>		<b>16</b>	<b>0</b>	<b>16</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
ACCT213	Cost Accounting I	3	0	3
ACCT216	Software Systems Applications	2	2	3
ACCT220	Intermediate Accounting I	3	0	3
ACCT243	Federal Income Taxes - Individual	3	0	3
BUS212	Business Law I	3	0	3
ECON135	Microeconomics	3	0	3
<b>Total</b>		<b>17</b>	<b>2</b>	<b>18</b>

Second Year	Spring Semester	TH	LAB	CR
ACCT215	Cost Accounting II	3	0	3
ACCT221	Intermediate Accounting II	3	0	3
ACCT222	Intermediate Accounting III	3	0	3
BUS210	Organizational Communications	3	0	3
BUS221	Business Finance	3	0	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
<b>Total</b>		<b>18</b>	<b>0</b>	<b>18</b>

**Total Credits - 69**

## ACCOUNTING CERTIFICATE

		TH	LAB	CR
ACCT113	Accounting & Financial Reporting I	3	0	3
ACCT123	Accounting & Financial Reporting II	3	0	3
ACCT213	Cost Accounting I	3	0	3
ACCT215	Cost Accounting II	3	0	3
ACCT216	Software Systems Applications	2	2	3
ACCT220	Intermediate Accounting I	3	0	3
ACCT221	Intermediate Accounting II	3	0	3
ACCT222	Intermediate Accounting III	3	0	3
ACCT243	Federal Income Taxes - Individual	3	0	3
BUS221	Business Finance	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3

**Total Credits - 33**

## Accounting Operations-Specializations Description

MCC offers a series of classes focusing on specialized accounting skills that prepare you for entry level jobs and for national certification in one of the specialized areas of Accounting Operations. The independent national certification and classroom education add credibility to your skill set and increase your chances of being hired. Students completing an individual class (*Accounts Payable-Entry Level, Accounts Payable Professional-Advanced or Payroll*) will receive a document of completion that can be presented to prospective employers.

The following individual classes prepare a student for national certification examinations:

### ACSP101 Payroll Fundamentals-Entry Level 3-0-3

Covers the skills needed to work in entry-level payroll and sit for the Fundamental Payroll Certification Examination offered by the American Payroll Association.

### ACSP103 Accounts Payable-Entry level 2-5-2

Covers the skills needed in entry-level accounts payable positions and to sit for the Accounts Payable-Entry Level Exam offered by The Accounts Payable Network.

### ACSP104 Accounts Payable Professional-Advanced 2-0-2

(requires 3 years of prior work experience) Covers the skills needed as an upper level or manager of Accounts Payable and to sit for the Accredited Payable Specialist Certification Exam offered by The Accounts Payable Network.

## BOOKKEEPING CERTIFICATE

The Bookkeeping Certificate covers the skills needed to work as a bookkeeper and to sit for the National Certified Bookkeepers exam offered by the American Institute of Professional Bookkeepers.

### Program Goal/Objectives

Upon successful completion of this certificate, students will:

- Be able to function in relevant positions in business settings.
- Be familiar with the relevant applications in QuickBooks.
- Be prepared to sit for national certifications in accounts payable, payroll and bookkeeping and be prepared for entry-level work as a bookkeeper.

		TH	LAB	CR
ACCT100	Bookkeeping for Small Business	3	0	3
OR				
ACCT216	Software Systems Applications	2	2	3
ACCT113	Accounting & Financial Reporting I	3	0	3
ACCT123	Accounting & Financial Reporting II	3	0	3
ACSP101	Payroll Fundamental - Entry Level	3	0	3
ACSP103	Accounts Payable - Entry Level	2	.5	2
ACSP110	Bookkeeping Internal Controls & Adv. Topics	2	0	2
ACSP111	Advanced Bookkeeping Applications	3	0	3

**Total Credits - 19**

## ADVANCED MANUFACTURING

### Program Mission

MCC's new Advanced Manufacturing Technology Program will help you learn marketable skills in a variety of Automated Manufacturing processes to enter the dynamic world of high-tech manufacturing. Over the next year, the AMT program will grow to include several certificates, and ultimately, a degree. The two certificates available for the 2012-2013 year are the Mechatronics Certificate and the Computer Aided Design Certificate.

### Program Goal/Objectives

- Define the automated manufacturing processes
- Illustrate the flow of materials and resources within the manufacturing cycle
- Demonstrate the ability to manipulate the system to create finished product
- Program the material handling equipment to identify product to the system.
- Provide analysis to improve the process
- Be able to make modifications to the system
- Develop the system to optimize production.

### Program Description

The term "Advanced Manufacturing Technology" is used to describe flexible manufacturing systems that use innovative technology to improve the design and manufacture of products and processes. The Advanced Manufacturing Technology Program will teach you how these systems – using robotic and transport-based automation including modular work cells: assembly stations, storage locations, machining centers, welding centers and painting stations – play out in the product, from design to manufacture to delivery to the customer. Each student will acquire an overview of how a complete system is tied together to produce high quality product at a low cost.

## MECHATRONICS CERTIFICATE

The Mechatronics Certificate will provide detailed knowledge of machining, electrical and electronic theory as it applies to the latest technologies and skills required by manufacturers. Students will learn installation, troubleshooting and maintenance for all types of electromechanical and manufacturing machinery.

### Admission Requirements

- High school diploma or equivalent. Along with the completed application, students need to submit official transcripts from high school or any previously attended colleges.
- The Mechatronics Certificate requires college entrance exam scores, or the student may take a proficiency test administered by the college for math and English.

		TH	LAB	CR
EETEC110	Electrical Fundamentals	3	3	4
WELD113	Technical Blueprint Reading	0	3	1
AMT110	Manufacturing Processes	2	3	3
AMT120	Motor Controls and PLCs	3	3	4
AMT210	Manufacturing Systems I	3	6	5
AMT240	Manufacturing Systems II	3	6	5

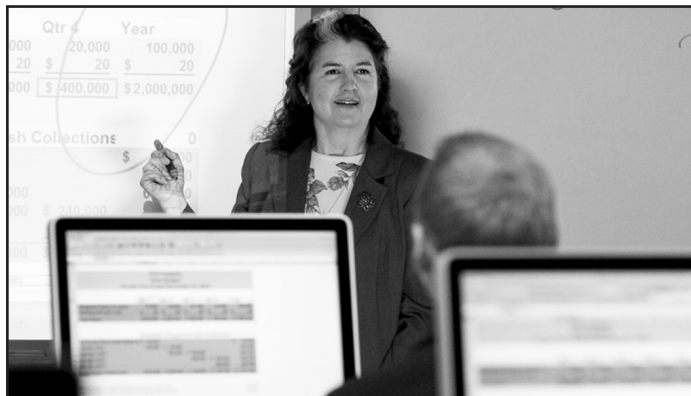
**Total Credits - 22**

## COMPUTER AIDED DESIGN (CAD) CERTIFICATE

The Computer Aided Design (CAD) Certificate provides short-term training for job skill development and advancement leading to employment. The courses prepare students to work in engineering environments to create drawings for manufacture and to help solve engineering problems through graphic communication. The skills will prepare students to be continuous learners and be adaptable to other CAD system software. This certificate will address all of the skills needed to support disciplines locally and globally with the focus on architectural and mechanical drafting.

		TH	LAB	CR
CAD110	CAD I - Fundamentals	2	2	3
CAD120	CAD II - Intermediate	2	2	3
CAD210	CAD III - Advanced	2	2	3

**Total Credits - 9**





## AUTOMOTIVE TECHNOLOGY ASSOCIATE IN APPLIED SCIENCE

### Program Mission

The Automotive Technology Program provides a strong foundation for a successful and financially rewarding career in a very complex field.

### Program Goal/Objectives

MCC's partnerships with Chrysler, Toyota, local dealerships, and independent businesses provide exceptional training which leads to an Associate's Degree and an invaluable opportunity for full-time employment.

### Program Description

Today's automotive technicians need a high level of skill and knowledge to diagnose and service increasingly complex systems. The evolution from yesterday's mechanic to a skilled technician requires that today's technicians are competent with highly sophisticated systems as well as with the traditional mechanical areas. Automotive Technology is a state-of-the-art, two-year program combining classroom and practical training with paid, on-the-job co-op experience leading to an Associate's Degree. Curriculums designed to meet an individual student's area of interest include a comprehensive path covering Asian, European, and domestic makes. Additionally, Chrysler (CAP), and Toyota (T-Ten) specialized curriculums focus on manufacturer-specific products and provide manufacturer technician training certification.

The Ford MLR (*Maintenance and Light Repair*) program is an alliance between MCC and Ford Motor Company. The MLR curriculum includes training and factory certification in Electrical Systems and Power Accessories, Heating and Air Conditioning, Alignment, Suspension and Steering, and Automotive Brakes. Students will be required to pay an additional \$150 fee to use the MLR program resources and training.

Students are required to complete approximately thirty weeks of work experience at an approved co-op site. Part of the program is spent in the classroom and labs at the college, and part is spent working full time at the co-op site. Students become familiar with the latest technology while working as a paid technician trainee.

### Admission Requirements

In addition to the college-wide admissions requirements, the following requirements apply to both the degree and the certificate programs:

- Must possess a valid driver's license and have a driving record that meets industry insurability standards.
- Must have college assessment results that indicate placement into College Composition (*ENGL 110*) and college mathematics (*100 level or higher*) is applicable.
- Are required to have a personal interview with one of the automotive department advisors.

### Transfer Credit Policy

Automotive coursework proposed for transfer must be completed no more than 10 years prior to acceptance into the program.

### Accreditation/Certifications

The Chrysler CAP and Toyota T-Ten programs are NATEF Certified.

### Employment Opportunities

Job placement for successful graduates begins with the co-op part of our program. Students often find full-time employment with their co-op sponsors. All students have the personnel skills and experience to find successful employment in a new situation.

### Technical Standards

Students should also be aware of the following technical standards when applying to the degree or certificate programs:

- It is strongly recommended that students have driving experience with a manual transmission.
- Students should have strength to lift automotive parts, equipment, and perform manual tasks.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
AUTO111	Introduction to Automotive Service	1	6	3
AUTO112	Steering, Suspension & Alignment	2	4	3
AUTO113	Electrical Systems	3	3	4
INT101	College Success Seminar	1	0	1
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
Total		10	13	14

First Year	Spring Semester	TH	LAB	CR
AUTO121	Brake Systems	2	3	3
AUTO122	Engine Theory, Diagnosis, & Repair	2	3	3
AUTO123	Electronics I	2	3	3
AUTO124	Automotive Co-op I	0	15	1
CIS110	Microsoft® Computer Applications I	2	2	3
	Mathematics Elective ( <i>100 level or higher</i> )	3	0	3
Total		11	26	16

First Year	Summer Session	TH	LAB	CR
AUTO131	Climate Control Systems	2	3	3
AUTO132	Electronics II	2	3	3
AUTO133	Customer Service	1	0	1
AUTO134	Automotive Co-op II	0	15	1
	Science Elective	3	0	3
Total		8	21	11

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
AUTO211	Manual Transmissions & Transaxles	2	4	3
AUTO214	Powertrain & Emission Controls	2	3	3
AUTO215	Advanced Vehicle Systems	3	0	3
ENGL110	College Composition	4	0	4
Total		11	7	13

Second Year	Spring Semester	TH	LAB	CR
AUTO220	Automotive Co-op III	0	15	1
AUTO221	Automatic Trans. Hyd. & Mech. System	2	3	3
AUTO223	Driveability & Performance	2	3	3
AUTO224	Automatic Transmission Electronics	2	3	3
	English Elective	3	0	3
	Social Science Elective	3	0	3
Total		12	24	16

**Total Credits - 70**

## AUTOMOTIVE TECHNOLOGY CERTIFICATE

In the Certificate program, students learn the skills necessary for an entry-level technician's position. The program combines classroom and practical training with on-the-job work experience. Students become familiar with the latest technology, earn a certificate, and work as an apprentice technician. Students gain skills that directly apply to the field of study, prepare for ASE exams, and work towards full-time employment. All certificate students must complete an internship course with a minimum of 244 hours of work experience at an approved site.

		TH	LAB	CR
AUTO101	Introduction to Service & Maintenance	1	6	3
AUTO102	Suspension & Steering Systems	2	3	3
AUTO103	Basic Electrical	3	3	4
AUTO104	Automotive Brakes	2	3	3
AUTO105	Automotive Engines	2	2	3
AUTO106	Electronic Systems	2	3	3
AUTO107	Automotive Climate Control	2	3	3
AUTO108	Automotive Co-op	0	15	1

**Total Credits - 23**



## BUILDING CONSTRUCTION TECHNOLOGY ASSOCIATE IN APPLIED SCIENCE

### Program Mission

The mission of the Building Construction Technology program is to provide students with the knowledge, skills and technical expertise in all phases of light residential construction.

### Program Goals/Objectives

- Demonstrate a working knowledge of construction via a project-based laboratory experience.
- Demonstrate skills in framing and installation of exterior and interior finish.
- Produce millwork projects.
- Articulate safety guidelines and terminology.

### Program Description

The Building Construction curriculum provides technical training in all phases of light residential construction. Construction drafting blueprint reading, estimating, codes and regulations, energy efficiency, site work and foundations, principles of framing and finish carpentry, and the proper choice and sizing of materials are part of the learning process. To qualify as a wage earner in the modern day construction field, a person must possess technical knowledge of construction design and the skills to apply that knowledge. Laboratory experiences in millwork projects and specialized methods of construction are also provided.

### Admission Requirements

- In addition to college wide admissions requirements, students must:
- Successfully complete high school algebra I and geometry with a C or better.

### Certification

Students are eligible to obtain 10-hour OSHA Training in Construction Safety & Health.

### Employment /Transfer Opportunities

Graduates can find employment as carpenters, estimators, building material representatives, can be self-employed or find related positions in the field. Graduates have successfully transferred into four-year degree programs in Small Business Management (*SNHU*), (*UMASS Amherst*) and Construction Management (*Wentworth Institute of Technology*).

### Technical Standards

- Adequate hearing for detection of changes in tone or sound of power equipment (*Adaptive equipment acceptable.*)
- Physical strength for maneuvering and/or lifting heavy objects.
- Good manual dexterity.
- Adequate vision for reading blueprints and other printed instruction, working with tools and equipment, and for maneuvering on job sites, scaffolding and areas in various stages of completion. (*Adaptive equipment acceptable.*)
- Ability to visualize and portray ideas graphically.
- Ability to exercise initiative and judgment while dealing with changing situations.

## BUILDING CONSTRUCTION CERTIFICATE

		TH	LAB	CR
BLDG112	Methods of Construction I Theory	4	0	4
BLDG113	Methods of Construction I Lab	0	6	2
BLDG122	Methods of Construction II Theory	4	0	4
BLDG123	Methods of Construction II Lab	0	6	2
BLDG225	Blueprint Reading/ Estimating	3	3	4
MATH111	Numerical Geometry	3	0	3
<b>Total Credits - 19</b>				

## Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
BLDG111	Construction Drafting I	1	3	2
BLDG112	Methods of Construction I Theory	4	0	4
BLDG113	Methods of Construction I Lab	0	6	2
ENGL110	College Composition	4	0	4
MATH111	Numerical Geometry	3	0	3
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>13</b>	<b>9</b>	<b>16</b>

First Year	Spring Semester	TH	LAB	CR
BLDG121	Construction Drafting II	1	3	2
BLDG122	Methods of Construction II Theory	4	0	4
BLDG123	Methods of Construction II Lab	0	6	2
CIS110	Microsoft® Computer Applications I	2	2	3
MATH135	Numerical Algebra and Trigonometry	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>13</b>	<b>11</b>	<b>17</b>

## Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
BLDG212	Methods of Construction III Theory	3	0	3
BLDG213	Methods of Construction III Lab	0	6	2
BLDG214	Sustainable Building Practices	3	0	3
BLDG230	Construction CAD I	2	2	3
BLDG240	Introduction to Precision Estimating	1	2	2
PHYS100	Introductory Physics	2	3	3
	English Elective	3	0	3
<b>Total</b>		<b>14</b>	<b>13</b>	<b>19</b>

Second Year	Spring Semester	TH	LAB	CR
BLDG222	Site Work and Foundations	3	0	3
BLDG223	Methods of Construction V Theory	3	0	3
BLDG224	Methods of Construction V Lab	0	6	2
BLDG225	Blueprint Reading/Estimating	3	3	4
BLDG235	Construction CAD II	2	2	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
<b>Total</b>		<b>14</b>	<b>11</b>	<b>18</b>

**Total Credits - 70**

## CONSTRUCTION DRAFTING CERTIFICATE

		TH	LAB	CR
BLDG111	Construction Drafting I	1	3	2
BLDG121	Construction Drafting II	1	3	2
BLDG230	Construction CAD I	2	2	3
BLDG235	Construction CAD II	2	3	3
<b>Total Credits - 10</b>				



## BUSINESS COMMUNICATIONS DEGREE ASSOCIATE IN SCIENCE

### Program Mission

The mission of the Business Communications degree is to prepare students for transfer to a four-year college or university or become employed in an entry-level business communications position. Students will possess a solid business communications and business studies foundation.

### Program Goal/Objectives

Students who graduate from this program will be able to:

- Demonstrate knowledge of various advertising mediums such as print, radio, television, e-commerce, etc.
- Develop integrated marketing communication skills in the areas of product, place, price and promotion
- Demonstrate excellent written communication skills to be applied to business settings
- Demonstrate team work principles and techniques
- Demonstrate excellent oral and presentation communication skills
- Articulate global business communications perspectives

### Program Description

Every organization requires some form of effective business communications, which is a vital skill for today's graduates. Whether communicating with co-workers and colleagues or prospects and clients, business graduates must use various communication skills and techniques in their professions on a daily basis.

Students are introduced to basic business communication concepts, theories, and techniques. They will also engage in organizational behavior exercises and team building activities as well as have the opportunity to apply their business communication knowledge using hands-on, real-world projects. This may include Service-Learning projects, integrated marketing communication plans, marketing research projects, advertising campaigns, as well as case studies and business communication simulations. Students will obtain a well-rounded education in business theory and application.

### Admissions Requirements

Applicants for admission to the Business Communications degree program must comply with the college admission requirements; no specific program requirements apply.

### Employment Opportunities

According to the National Association of Colleges and Employers (NACE), job prospects for business graduates are strong. Students with a business background can find entry-level jobs in the service, government, and non-profit sectors.

### Transfer Policy

Students may transfer credits earned at other accredited institutions provided a grade of C or better has been earned in courses with equivalent content. Appropriate transfer credits may be accepted within a 10-year time frame.

### Accreditation

The Department of Business Studies is nationally accredited by the Accreditation Council for Business Schools & Programs (ACBSP). Our national accreditation allows our graduates to transfer to four-year colleges and universities in all regions of the country.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
BUS120	Introduction to Communications Media	3	0	3
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
ENGL110	College Composition	4	0	4
CIS110	Microsoft® Computer Applications I	2	2	3
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>13</b>	<b>2</b>	<b>14</b>

First Year	Spring Semester	TH	LAB	CR
BUS114	Management	3	0	3
PSYC110	Introduction to Psychology	3	0	3
ACCT113	Accounting and Financial Reporting I	3	0	3
ENGL203	Introduction to Journalism OR	3	0	3
ENGL214	Creative Nonfiction	3	0	3
	Science Elective	3	0	3
MATH132	Business Mathematics	3	0	3
<b>Total</b>		<b>18</b>	<b>0</b>	<b>18</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
ACCT105	Managerial Accounting	3	0	3
MKTG210	Advertising	3	0	3
BUS216	Organizational Behavior	3	0	3
GDES110	Page Layout and Design	2	3	3
PHIL240	Ethics	3	0	3
ENGL113	Oral Communications	3	0	3
<b>Total</b>		<b>17</b>	<b>3</b>	<b>18</b>

Second Year	Spring Semester	TH	LAB	CR
MKTG135	Global Consumer Behavior	3	0	3
MKTG205	International Marketing	3	0	3
BUS200	Team Building	3	0	3
BUS210	Organizational Communications	3	0	3
MKTG282	Marketing Research	3	0	3
	Liberal Arts Elective	3	0	3
<b>Total</b>		<b>18</b>	<b>0</b>	<b>18</b>

**Total Credits - 68**

## BUSINESS COMMUNICATIONS CERTIFICATE

		TH	LAB	CR
BUS120	Introduction to Communications Media	3	0	3
BUS200	Team Building	3	0	3
BUS210	Organizational Communications	3	0	3
BUS216	Organizational Behavior	3	0	3
ENGL110	College Composition	4	0	4
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
MKTG135	Global Consumer Behavior	3	0	3
MKTG210	Advertising	3	0	3
MKTG282	Marketing Research	3	0	3

**Total Credits - 28**



## COMPUTER SCIENCE ASSOCIATE IN SCIENCE

### Program Mission

The Computer Science program provides foundation-level preparation and logic common to all computer science areas, rather than on specific application programs. In the second year of the program, students are able to focus on one of several functional areas, including applications, database, networking/web development, programming, or web graphics.

### Program Goals/Objectives

- Demonstrate proficiencies in the foundation of programming languages, object-oriented databases and networking.
- Demonstrate expertise in one area of computer science: programming, data structures, databases or networking.
- Demonstrate proficiency in state-of-the-art technology within the student's area of concentration.
- Demonstrate problem solving and critical thinking skills.
- Demonstrate knowledge in social, legal and ethical implications for computer science.
- For non-CS majors, provide fundamental understanding of Microsoft® Office Suite™ applications.

### Program Description

The Computer Science Associate's Degree Program offers students technical and professional preparation for careers in computer science as well as transfer to a four-year degree program. All degree candidates study core computer science competencies including various programming, Internet, networking and operating system courses.

### Admissions Requirements

The Computer Science program has no additional requirements.

### Technical Standards

Most physical requirements necessary for this program can be accommodated with appropriate documentation.

### Transfer Policy

- Any computer course being considered for transfer cannot be more than 10 years old from the date of matriculation into the CS program.
- Any Microsoft® course being considered for transfer cannot be more than five years old from the date of matriculation into the CS program.

### Employment Opportunities

Computer Science remains one of the fastest growing fields, with a projected shortage of qualified job candidates for the foreseeable future for programmers, networkers, database professionals and web designers. These areas have been noted by the U.S. Dept. of Labor's Bureau of Labor Statistics as 'high growth' areas.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
CIS111	Foundations of Computer Technologies	2	2	3
CIS	Programming Language-choose one CIS118 or CIS148 or CIS158	2	2	3
ENGL110	College Composition	4	0	4
MATH141	Advanced Algebra & Trig.	4	0	4
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>13</b>	<b>2</b>	<b>15</b>

First Year	Spring Semester	TH	LAB	CR
CIS113	Database Design & Management Using SQL	3	3	4
CIS210	Data Structures & Elementary Algorithms	3	3	4
MATH170	Discrete Mathematics	4	0	4
ENGL206	Professional Communication	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>16</b>	<b>6</b>	<b>18</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
CIS	Concentration Elective - choose one CIS116, CIS124, CIS220, CIS233	2	2	3
CIS	Technical Elective ( <i>Any Level</i> )	2	2	3
CIS	Technical Elective ( <i>Any Level</i> )	2	2	3
MATH171	Pre-Calculus	4	0	4
HUMA150	Critical Thinking	3	0	3
<b>Total</b>		<b>13</b>	<b>6</b>	<b>16</b>

Second Year	Spring Semester	TH	LAB	CR
CIS274	XML Programming I	2	2	3
CIS291	Capstone Senior Seminar	2	2	3
CIS	Technical Elective ( <i>200 level</i> )	2	2	3
CIS	Technical Elective ( <i>any level</i> )	2	2	3
	Lab Science Elective	3	3	4
	Liberal Arts Elective	3	0	3
<b>Total</b>		<b>12</b>	<b>9</b>	<b>19</b>

**Total Credits - 68**

### MICROSOFT® APPLICATIONS CERTIFICATE

This certificate is designed to respond to the needs for effective and efficient retraining of individuals who have been displaced or seek retraining for an office environment. This certificate has two goals: To provide training necessary for the modern workplace and to provide the knowledge necessary for the student to take the MS Office® Certification exam.

		TH	LAB	CR
ADMN111	Keyboarding I	3	0	3
OR				
CIS109	Operating Systems & Desktop Prob. Resol.	2	2	3
CIS110	Microsoft® Computer Applications I	2	2	3
CIS120	Microsoft® Computer Applications II	2	2	3
CIS221	Advanced Word®	2	2	3
CIS231	Advanced Worksheets	3	3	4

**Total Credits - 16**

### PROGRAMMING CERTIFICATE

Designed to prepare students for careers in computer programming, this certificate provides the skills necessary for entry-level positions in the field. Students will also be prepared to transfer these courses into the Computer Science degree program.

		TH	LAB	CR
CIS111	Foundations of Computer Technologies	2	2	3
CIS118	Visual Basic .Net Programming	2	2	3
CIS148	JAVA Programming	2	2	3
CIS158	C # Programming	2	2	3
CIS210	Data Structures & Elementary Algorithms	3	3	4
CIS220	Object Oriented Programming	2	2	3

**Total Credits - 19**

### WEB PROGRAMMING CERTIFICATE

Designed for students interested in developing key skills for careers in Internet application development, this certificate focuses on the technical skills necessary to prepare students for jobs as entry-level Web Programmers. As the Web continues to impact business and education, developers must be prepared for the new challenges in the ever-evolving world of Internet technology.

		TH	LAB	CR
CIS111	Foundations of Computer Technologies	2	2	3
CIS113	Database Design & Management Using SQL	3	3	4
CIS124	Web Programming I	2	2	3
CIS148	Java Programming	2	2	3
CIS224	Web Programming II	2	2	3
CIS234	PHP & MySQL® Web Development	2	2	3

**Total Credits - 19**



## EARLY CHILDHOOD EDUCATION ASSOCIATE IN APPLIED SCIENCE

**MCC's Early Childhood Education degree program is currently the only ECE associate degree program in NH accredited by the National Association for the Education of Young Children with full accreditation and no conditions.**

### Program Mission

The mission of the Early Childhood Education program is to provide students with the knowledge, skills, and dispositions that will enable them to become exemplary early childhood educators. To do so, we maintain high academic and professional expectations which adhere to the standards of quality set forth by the National Association for the Education of Young Children (NAEYC). Students will learn to be competent, reflective practitioners able to:

- Demonstrate an understanding of the early childhood profession and a commitment to its Code of Ethical Conduct.
- Demonstrate understanding of the diverse developmental, cultural, and individual needs of all children.
- Create high quality, inclusionary, positive, and nurturing learning environments and curriculum for young children.
- Demonstrate skillful observation, documentation, and assessment of children's progress.
- Build and maintain positive, productive, and reciprocal relationships with children, families, and colleagues.
- Serve as an advocate on behalf of young children and their families to improve the quality of early childhood programs and services.

### Program Goal/Objectives

By the completion of the program, students will be able to:

- Explain and demonstrate knowledge of the multiple interacting influences on children's development and learning, and demonstrate the ability to support the physical, social, emotional, and cognitive development of young children from birth to age twelve, including those with unique developmental or learning needs.
- Establish and maintain safe, healthy, supportive, inclusionary, and culturally pluralistic learning environments for young children.
- Demonstrate an understanding of the goals, benefits, and purposes of assessment and the ability to utilize a variety of assessment and evaluation strategies and tools effectively to observe and document children's development and behavior in a positive and constructive manner, noting each child's strengths and interests as well as needs.
- Design, implement and evaluate a meaningful, challenging, and developmentally-appropriate curriculum that demonstrates a wide array of teaching practices reflecting the spectrum of content areas as well as taking into consideration the individual needs, learning styles, and interests of young children.

### Program Description

The ECE program is designed to prepare individuals to be competent professionals. Graduates meet the New Hampshire Child Care Licensing (NHCCL) requirements for a lead teacher and center director (*with some job-related experience*). The campus offers flexibility in scheduling and course and career options.

The Associate of Applied Science (AAS) degree program provides a combination of theory and practical experience to prepare graduates for immediate entry into the ECE field or for transfer to a bachelor degree program for those who wish to teach in the public schools. Graduates have approximately 300 hours of supervised experience with children of two different age levels (*infant/toddler, preschool, primary grade*), adhering to the NAEYC standards.

In addition, the program offers four certificates that provide training for different aspects of early childhood education: Lead Teacher Certificate, Infant/Toddler Certificate, Special Education Certificate, and Early Childhood Professional Certificate.

### Admission Requirements

In addition to college-wide admission requirements, ECE applicants:

- Are required to attend an informational session before acceptance into the program
- Must provide a copy of health form required by NHCCL for childcare personnel indicating the individual is "recommended to work with young children" in order to participate in practicum experiences and to obtain a job in childcare or public school.

NOTE: Students in the ECE programs must be free from criminal felony convictions. Applicants who are unsure of their status in this area should discuss the matter with their academic advisor, as it may impact their ability to participate in practicum, observation assignments, and to be employed in the field of childcare or early childhood education. All students enrolled in any practicum class must complete a criminal records check through the practicum site that includes fingerprinting. There is a \$40-\$50 charge for this. Students are to present a copy of their receipt of fingerprinting from the NH DMV to their practicum course instructor before they may begin practicum. According to NH law, fingerprinting is required for both practicum and employment and must be renewed every 3 years. Students should keep their original receipt in order to participate in future practicums or work in the field.

### Technical Standards

Technical Standards provide insight for students into the skills and abilities required to function successfully in the ECE program and eventually the profession. Applicants who do not feel they can meet these standards should contact the ECE program coordinator before applying. Students enrolling in the ECE program must have sufficient strength, stamina and motor coordination to:

- Stand for sustained periods of time and walk, run, bend, sit on the floor and on child-size furniture to meet the child's needs and accomplish tasks.
- Lift, move and transfer children, especially infants and toddlers.

In addition, students should have:

- Sufficient visual and hearing acuity to ensure a safe environment and the ability to respond quickly in an emergency.
- Sufficient verbal ability to express and exchange information and ideas and to interpret instructions to children, co-workers and parents.
- The ability to work with frequent interruptions, to respond appropriately in unexpected situations, and to cope with extreme variations in workload and stress levels.

### Early Childhood Education Transfer Credit Policy

In addition to MCC transfer credit policies, transfer of courses in early childhood education more than 10 years old will be evaluated by the Department Chair on an individual basis.



## DEGREE PROGRAM

General Requirements		TH	LAB	CR
ENGL110	College Composition	4	0	4
MATH131	Elementary Algebra	3	0	3
OR				
MATH103	Topics in Applied College Mathematics	3	0	3
INT101	College Success Seminar	1	0	1
PSYC110	Introduction to Psychology	3	0	3
PHIL240	Ethics	3	0	3
EDU205	Technology in Education	2	2	3
	English Elective	3	0	3
	Science Elective	3	0	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
ECE Core Requirements		TH	LAB	CR
ECE100	Early Childhood Growth and Development	3	0	3
ECE104	Foundations of Early Childhood Education	3	0	3
ECE105	Creative Activities & Cur. for Early Childhood	3	0	3
ECE110	Children's Literature and Language Arts	3	0	3
ECE111	Infant/Toddler Practicum: Nurturing Environ.	2	2	3
OR				
ECE112	Preschool Practicum: Learning Environments	2	3	3
ECE116	Child Health, Safety, and Nutrition	3	0	3
ECE200	Math and Science for Young Children	3	0	3
ECE201	Children's Individual and Special Needs	3	0	3
ECE202	Student Teaching Practicum	1	9	4
ECE210	Child, Family and Community Relations	3	0	3
ECE212	Professional Development Practicum	1	9	4
ECE214	Developmentally-Appropriate Guidance and Discipline for Young Children.	3	0	3
ECE250	Childcare Administration and Management	3	0	3
ECE Elective Courses		TH	LAB	CR
(Minimum 3 credits - Choose one course)				
ECE204	Developmentally-Appropriate Curriculum for Infants and Toddlers	3	0	3
ECE205	Developmentally-Appropriate Programs for School Age Children	3	0	3

**Total Credits - 70**

**\*NOTE:** Students planning to transfer to a 4-year degree program should take MATH131 and a 4 credit science course.

## EARLY CHILDHOOD LEAD TEACHER CERTIFICATE

This certificate will enable students to qualify as lead teachers in an early childhood program according to NH state child care program licensing rules. All courses in this program transfer directly into the associate degree program for students who wish to continue their education.

		TH	LAB	CR
ECE100	Early Childhood Growth and Development	3	0	3
ECE104	Foundations of Early Childhood Education	3	0	3
ECE112	Preschool Practicum: Learning Environments	2	2	3
ECE116	Child Health, Safety and Nutrition	3	0	3
ECE201	Children's Individual and Special Needs	3	0	3
ECE Elective	Choose one: ECE110, ECE200, or ECE214	3	0	3

**Total Credits - 18**

## EARLY CHILDHOOD PROFESSIONAL CERTIFICATE

(Core courses must be taken first.)

Designed for students who already hold an associate or bachelor's degree, or 60 college credits from an accredited college in another field who wish to become center director qualified in NH (with work experience).

Core Courses		TH	LAB	CR
ECE100	Early Childhood Growth and Development	3	0	3
ECE104	Foundations of Early Childhood Education	3	0	3
ECE112	Preschool Practicum: Learning Environments	2	3	3
ECE116	Child Health, Safety, and Nutrition	3	0	3
ECE201	Children's Individual and Special Needs	3	0	3
ECE250*	Childcare Administration and Management	3	0	3
Curriculum Elective		Choose one		
ECE110	Children's Literature and Language Arts	3	0	3
ECE200	Math and Science for Young Children	3	0	3
Relationship Elective		Choose one		
ECE210	Child, Family and Community Relations	3	0	3
ECE214	Developmentally Appropriate Guidance & Discipline for Young Children	3	0	3

**Total Credits - 24**

\*Required for Center Director Credential in New Hampshire.

## INFANT/TODDLER LEAD TEACHER CERTIFICATE

Quality infant/toddler care is a critical need in New Hampshire, and more caregivers are needed who are specifically trained in developmentally-appropriate practices for this age group. This certificate meets the licensing requirements of the State of NH for lead teachers (18 credits). All courses in this certificate program will transfer to the associate degree program.

		TH	LAB	CR
ECE100	Early Childhood Growth and Development	3	0	3
ECE104	Foundations of Early Childhood Education	3	0	3
ECE111	Infant/Toddler Practicum: Nurturing Environ.	2	3	3
ECE116	Child Health, Safety, and Nutrition	3	0	3
ECE201	Children's Individual and Special Needs	3	0	3
ECE204	Dev. Appropriate Curriculum-Infant/Toddlers	3	0	3

**Total Credits - 18**

## ECE SPECIAL EDUCATION CERTIFICATE

Teachers and paraprofessionals are increasingly working in inclusive settings and are responsible for meeting students' Individualized Educational Plans (IEP). They are members of the IEP or IFSP teams and need adequate training to effectively work with children with unique learning characteristics. This certificate trains individuals interested in working as paraprofessionals in Early Intervention or Early Childhood Special Education and Inclusionary classrooms.

### Birth-Grade 3 Option

		TH	LAB	CR
ECE100	Early Childhood Growth and Development	3	0	3
ECE104	Foundations of Early Childhood Education	3	0	3
PSYC110	Introduction to Psychology	3	0	3
ECE112	Preschool Practicum: Learning Environments	2	2	3
ECE201	Children's Individual and Special Needs	3	0	3
EDU215	Behavioral Challenges in the Classroom	3	0	3
EDU220	Families & Professionals in Special Education	3	0	3
EDU225	Curriculum Planning and Implementation for Children with Unique Learning Characteristics	3	0	3

**Total Credits - 24**

## LIBERAL ARTS - EDUCATION ASSOCIATE IN ARTS

### Program Mission

The mission of the Liberal Arts/Education Program is to provide students with the foundation to become effective educators. Students will gain a firm understanding of schools and their functions, the teaching process, effective techniques, and the art of reflection in order to meet the needs of all children. Students will be able to experience elementary, middle, and high school levels. The program is aligned with national standards and four-year colleges with education degrees.

### Program Goal/Objectives

Graduating students will:

- Develop an appreciation for the act of reflective practice and recognize the impact of ongoing reflection in order to become an effective educator.
- Be exposed to elementary, middle, and secondary school systems while developing an understanding of the importance of meeting the individual needs of all children.
- Acquire an understanding of various educational theories and their application to the real-world classroom.
- Be exposed to a variety of teaching techniques used in today's classrooms to meet the individual needs of all children.

### Program Description

Certification to teach in the public schools requires a four-year degree. This degree program is designed to prepare students to transfer to four-year institutions with teacher education or liberal arts degrees, and also meets the needs of paraprofessionals seeking to fulfill national and state requirements. Program provides introductory experiences at the elementary, middle, and/or high school level. Students should be aware that most four-year colleges require the successful completion of Praxis I examination as well as a minimum grade point average, usually 2.5 or better, as a condition of admission. The student works closely with an academic advisor to choose the electives and sequence of courses that best meet the specific requirements of their chosen teaching fields and transfer institution.

Students are advised that anyone working in a public school must be free of criminal convictions as required by the NH Department of Education. Some schools may require a background check prior to observing or volunteering. The student may incur fees in meeting this requirement.

### Admission Requirements

Students interested in applying for the Liberal Arts/Education program are required to attend an informational session before acceptance into the program. Transfer students from other degree programs or colleges must have a 2.5 GPA for admission to this program.

### Transfer Policy

In addition to MCC transfer credit policies, appropriate education courses will be accepted if taken within a five-year period. Exceptions to this policy, based on professional experience, may be granted at the discretion of the Department Chair. Proper documentation will be required to initiate this process.

### Technical Standards

Students must maintain a 2.5 GPA to remain in the program.

- Individuals expecting to pursue their teacher certification and/or seek employment in the educational system are required to undergo criminal backgrounds checks and fingerprinting.
- Students who expect to transfer to a four-year degree program must take the Praxis I exam for admission to the college and pass the test for approval for student teaching.
- Students seeking employment as a "highly qualified" paraprofessional or teacher assistant must pass the Praxis I exam. MCC has an online tutoring program to prepare students for the Praxis I.
- Students seeking a career in education should be physically and mentally fit to withstand a physically active work environment and the stress of ever-changing circumstances, and have the ability to respond quickly and appropriately when events require.

Students are also expected to have the maturity to accept direction and guidance, exercise sound judgment, maintain confidentiality, and maintain sensitive interpersonal relationships with teachers, fellow students, children and their families.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
EDU101	Introduction to Exceptionalities	3	0	3
EDU104	Foundations of Education	3	0	3
ENGL110	College Composition	4	0	4
EDU205	Technology in Education	2	2	3
INT101	College Success Seminar	1	0	1
PSYC110	Introduction to Psychology	3	0	3
<b>Total</b>		<b>16</b>	<b>2</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
EDU201	Teaching and Learning	3	0	3
PSYC210	Human Growth & Development	3	0	3
Elective	Social Science (AN101, PSYC230, SOC 109,110, 250)	3	0	3
Elective	English Literature (ENGL200, ENGL 202, ENGL 204, 205, 218, 220, 225)	3	0	3
Elective	Foreign Language/Humanities/Fine Arts (ARTS117, 130, 217, HIST 120, 130, 203 HUMA105, 106, 200, 205, 210, 220, ENGL113, ASL, FREN, GERM, SPAN)	3	0	3
<b>Total</b>		<b>15</b>	<b>0</b>	<b>15</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
MATH131	Elementary Algebra	3	0	3
Elective	Education Transfer Focus (EDU206, 215, 220, 225)	3	0	3
Elective	Lab Science (BIOL101, 102, ESCI110, 125, PHYS110 PHYS120)	3	3	4
Elective	Foreign Language/Humanities/Fine Arts (ARTS117, 130, 217, HIST120, 130, HUMA105, 106, 200, 205, 210, 220, ENGL113, ASL, FREN, GERM, SPAN)	3	0	3
Elective	Social Science (AN101, PSYC230, SOC 109,110, 250)	3	0	3
	Open Elective	3	0	3
<b>Total</b>		<b>18</b>	<b>3</b>	<b>19</b>

Second Year	Spring Semester	TH	LAB	CR
Elective	History/Government (HIST202, 203, 204, POL110)	3	0	3
Elective	Mathematics (MATH200, 202)	4	0	4
Elective	Lab Science (BIOL101, 102, ESCI110, 125, PHYS110, PHYS120)	3	3	4
Elective	Philosophy (PHIL100, 215, 240)	3	0	3
	Open Elective	3	0	3
<b>Total</b>		<b>16</b>	<b>3</b>	<b>17</b>

**Total Credits - 68**

## SCHOOL AGE SPECIAL EDUCATION CERTIFICATE

May be earned independently or as part of the education degree, and includes three courses that fulfill the requirements of the Education Focus Transfer electives. Students completing the certificate may be eligible for employment as paraprofessionals for children with special needs.

	Required Core Courses	TH	LAB	CR
EDU101	Introduction to Exceptionalities	3	0	3
EDU104	Foundations of Education	3	0	3
EDU201	Teaching & Learning	3	0	3
EDU215	Behavioral Challenges in the Classroom	3	0	3
EDU220	Families & Professionals in Special Education	3	0	3
EDU225	Curriculum Planning & Implementation for Children with Unique Learning Characteristics	3	0	3
PSYC110	Introduction to Psychology	3	0	3
PSYC210	Human Growth and Development	3	0	3

**Total Credits - 24**



## ELECTRICAL TECHNOLOGY ASSOCIATE IN SCIENCE

### Program Mission

The mission of the Electrical Technology program is to provide students with the foundation to become effective electrical technicians.

### Program Goals/Objectives

Students who successfully complete the Electrical Technology program will:

- Be prepared with the required theory training for an electrician apprenticeship.
- Be well versed in fundamental electrical theory.
- Demonstrate safe and appropriate use of electrical equipment.
- Possess in-depth knowledge of the National Electrical Code.
- Be prepared for entry-level positions.

### Program Description

The electrical field continues to grow in its scope and employment opportunities due to technological advances as well as economic changes and expansion. Electrical work is becoming more complex with electronics, microprocessor based controls, and data communications integrated into residential, commercial, and industrial electrical systems. This increasing complexity is creating an ever-growing need for well trained and qualified licensed electricians and electrical technicians.

Classroom instruction highlights contemporary and evolving electrical technologies applications. Students enrolled in the program will be provided with the opportunity to be issued a NH electrical apprentice identification card. The identification card will allow the student to earn practical working experience hours, as well as related classroom hours in accordance with NH electrical apprenticeship requirements.

The Associate Degree classes are held during the day and in the evening to accommodate a variety of scheduling needs. Students who attend full time during the day are able to complete the program in two calendar years, once any necessary developmental coursework is completed. Evening students will take a minimum of four years to complete the program.

### Admission Requirements

In addition to college-wide admissions requirements:

- Read at the college level based on Accuplacer testing.
- Place into MATH131 Elementary Algebra.
- Interview with Program Coordinator.

### Employment Opportunities

Students who successfully complete this program can seek employment as electrical maintenance technicians, industrial electrical technicians or electrical field service technicians.

### Technical Standards

It is highly recommended that applicants have:

- The physical strength necessary to maneuver and lift moderately heavy objects.
- Good manual dexterity.
- Adequate vision for reading printed instructions and electrical diagrams and should not have color blindness. (*Adaptive equipment is acceptable.*)
- Adequate hearing to distinguish various sounds and changes in pitch. (*Adaptive equipment is acceptable.*)
- Ability to visualize and portray ideas graphically.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ETEC110	Electrical Fundamentals I (8 weeks)	3	3	4
ETEC120	Electrical Fundamentals II (8 weeks)	3	3	4
MATH131	Elementary Algebra	3	0	3
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>10</b>	<b>6</b>	<b>12</b>

First Year	Spring Semester	TH	LAB	CR
ETEC150	Power, Transformers and Rotary Machinery	3	3	4
ETEC160	Residential, Commercial & Industrial Wiring	3	3	4
ENGL110	College Composition	4	0	4
MATH141	Advanced Algebra & Trigonometry	4	0	4
<b>Total</b>		<b>14</b>	<b>6</b>	<b>16</b>

	Summer Semester	TH	LAB	CR
PHYS135	College Physics I	3	3	4
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
	English Elective	3	0	3
	Business Elective	3	0	3
<b>Total</b>		<b>12</b>	<b>3</b>	<b>13</b>

Second Year	Fall Semester	TH	LAB	CR
ETEC210	Electrical and Electronic Motor Controls	3	3	4
ETEC220	Commercial & Low Voltage Building Systems	3	3	4
CIS158	C# Programming	2	2	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>11</b>	<b>8</b>	<b>14</b>

Second Year	Spring Semester	TH	LAB	CR
ETEC250	Advanced Control Systems I	3	3	4
ETEC260	Advanced Control Systems II	3	3	4
	Mathematics or Science Elective (must be 4 credits)	4	0	4
<b>Total</b>		<b>10</b>	<b>6</b>	<b>12</b>

**Total Credits - 67**

### ELECTRICAL TECHNOLOGY CERTIFICATE

		TH	LAB	CR
ETEC110	Electrical Fundamentals I	3	3	4
ETEC120	Electrical Fundamentals II	3	3	4
ETEC150	Power Transformers/Rotating Mach.	3	3	4
ETEC160	Residential, Commercial/Industrial/Wiring	3	3	4
ETEC210	Electrical and Electronic Motor Control	3	3	4
ETEC220	Commercial/Low Voltage Building Systems	3	3	4
ETEC250	Advanced Control Systems I	3	3	4
ETEC260	Advanced Control Systems II	3	3	4
MATH131	Elementary Algebra	3	0	3
MATH141	Advanced Algebra and Trigonometry	4	0	4

**Total Credits - 39**



## ENGLISH AS A SECOND LANGUAGE

### Program Mission

The mission of the ESL program is to help non-native English speakers improve their English language skills and proficiency for personal, professional, and academic advancement.

### Program Goal/Objectives

- English language fluency and integration of all language skills
- Use of authentic materials
- Understanding and valuing different cultures
- Peer and self-assessment
- Computer literacy

### Program Description

The English as a Second Language (ESL) Program at MCC serves students from more than 50 different countries. The range of sequenced non-credit courses provides instruction and support at multiple levels from beginning to advanced. This sequencing format provides students the opportunity to build on the foundation of their language skills and further develop these skills within a comprehensive, cohesive program of English-language instruction.

### Assessment

Students must complete an English language assessment/placement test before they can enroll in any ESL course. Assessments are administered through the Center for Academic Placement and Support. No appointment is necessary.

### International Students

International students studying in the United States under a student visa must provide a TOEFL score for admission. See International Student Applicants – Admission Requirements.

### Non-credit Courses

Students receive a certificate of completion after each course.

ESL050 ESL – Listening, Speaking, and Pronunciation

ESL065 Test of English as a Foreign Language (TOEFL) Preparation

ESL070 ESL – Beginning I

ESL080 ESL – Beginning II

ESL090 ESL – Intermediate I

ESL091 ESL – Intermediate II

### Specialized ESL Courses

Specialized ESL courses are offered for specific areas such as medical/allied health and business, and can be offered on campus or at companies. Contact the Director of Workforce Development at (603) 206-8161 for more information.

For the most current listing of non-credit ESL courses, please visit <http://www.mccnh.edu/wdc/schedule>



## EXERCISE SCIENCE ASSOCIATE IN SCIENCE

### Program Mission

The mission of the Exercise Science program is to prepare students to become leaders within the health/fitness industry by providing them with fundamental knowledge, skills and ability in the areas of health/fitness assessment, exercise analysis, programming and leadership so that they may safely and effectively develop and implement exercise programs for various populations throughout the community and private industry settings.

### Program Goal/Objectives

Students who graduate from the Exercise Science program will:

- Possess the knowledge, skills and abilities needed to safely and effectively assess, analyze, prescribe and lead exercise for various populations and successfully complete industry leading (ACSM, ACE, NSCA) certification exams.
- Possess an appreciation for and knowledge of the human body systems as well as understanding of the acute and chronic effects within the body resulting from physical activity and exercise.
- Demonstrate strengths in interpersonal skills, professional integrity and responsibility, independent thinking and problem solving.
- Demonstrate an awareness of and involvement in local business, community and industry organizations.

### Program Description

Exercise Science is a cross-disciplinary subject area involving the scientific study of human performance and the acute and chronic changes within the body resulting from physical activity and exercise. Students will apply this scientific foundation to practical application of health/fitness assessment, programming, and leadership through a variety of hands-on labs and service-learning opportunities.

### Employment Opportunities

Students are prepared for an entry-level position in a field that has a broad choice of career options. Graduates seek employment in health/fitness facilities, corporate fitness centers, sports medicine clinics, community/older adult health programs and as personal fitness trainers/consultants. Completion of the degree prepares students for transfer into exercise physiology, physical therapy, kinesiology and athletic training programs.

### Transfer Policy

There is no time limit on courses eligible for transfer into the Exercise Science program.

### Program Policies

- Due to physical activity requirements of the program, students must complete a PAR-Q form prior to participation in EXER130, EXER135, and EXER113 (Based on PAR-Q results, students may be asked to obtain a medical clearance for exercise from their physician.)
- Students with any limitations to exercise should contact the program coordinator to discuss the physical activity requirements of the program or specific courses they wish to register for.
- Students will be required to show proof of physical exam, immunizations, and require a background check prior to participation at certain internship and community service sites.
- Students are responsible for any travel to and from internship sites, community service sites or site visits for EXER111.
- Students must acquire and maintain American Heart Association Heart Saver CPR/ AED or American Red Cross equivalent and obtain professional liability insurance (*available at the college*) prior to participation in EXER212 and EXER221.

### Technical Standards

- Students seeking careers within health and fitness should be physically and mentally fit to withstand a physically active work environment and have the ability to respond quickly and appropriately as required.
- Students are expected to have the maturity to exercise sound judgement, maintain confidentiality, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with teachers, fellow students and clients.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
EXER105	Essentials of Exercise Science	3	0	3
EXER111	Introduction to Exercise Science Profession	3	0	3
EXER112	Health Risk Appraisal	2	0	2
BIOL150	Nutrition	3	0	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>16</b>	<b>0</b>	<b>16</b>

First Year	Spring Semester	TH	LAB	CR
EXER130	Physiological Assessment & Programming	2	4	3
EXER135	Functional Assessment & Programming	2	4	3
BIOL110	Human Anatomy and Physiology I	3	3	4
MATH131	Elementary Algebra	3	0	3
CIS110	Microsoft® Computer Applications I	3	0	3
<b>Total</b>		<b>13</b>	<b>11</b>	<b>16</b>

First Year	Summer Semester	TH	LAB	CR
EXER113	Physiology of Exercise I	3	2	4
EXER213	Resistance Training	2	3	3
<b>Total</b>		<b>5</b>	<b>5</b>	<b>7</b>

Second Year	Fall Semester	TH	LAB	CR
EXER220	Sports Conditioning	1	2	2
EXER230	Kinesiology	3	2	4
BIOL120	Human Anatomy & Physiology II	3	3	4
	Social Science Elective	3	0	3
	English Elective	3	0	3
<b>Total</b>		<b>14</b>	<b>7</b>	<b>16</b>

Second Year	Spring Semester	TH	LAB	CR
EXER212	Physical Activity and Aging	3	0	3
EXER215	Group Exercise Leadership	1	3	2
EXER221	Exercise Science Internship	0	9	3
EXER240	Injury Prevention & Post Rehab Exercise	3	2	4
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
<b>Total</b>		<b>10</b>	<b>14</b>	<b>15</b>

**Total Credits - 70**

### PERSONAL TRAINING CERTIFICATE

		TH	LAB	CR
EXER100	ACE Personal Trainer Review Course	1	0	1
EXER105	Essentials of Exercise Science	3	0	3
EXER111	Intro. to the Exercise Science Program	3	0	3
EXER112	Health Risk Appraisal	2	0	2
EXER113	Physiology of Exercise	3	2	4
EXER130	Physiological Assessment & Programming	2	4	3
EXER135	Functional Assessment & Programming	2	4	3
EXER213	Resistance Training	2	3	3
BIOL150	Nutrition	3	0	3

**Total Credits - 25**



## FINE ARTS ASSOCIATE IN ARTS

### Program Mission

The Fine Arts Degree program offers students a strong foundation in the fine arts, and includes the general education requirements to transfer to a four-year college. The program provides an educational background that is broad enough for the student to continue their education and training according to society's changing needs, and provides an educational experience ensuring flexibility of occupational choice.

### Program Goal/Objectives

Graduates from this program will:

- Have the working knowledge and the appropriate vocabulary of art terms and techniques including the principles and elements of art.
- Be able to draw, paint, weld and photograph following specific instructions.
- Participate in events including a fine arts exhibition, art museum field trip and portfolio reviews.
- Develop a portfolio for transfer to a four-year college

### Program Description

The Fine Arts degree will help develop the student's artistic interest and strengths, with the flexibility to transfer to other college programs. The Fine Arts program explores a wide range of experiences through a studio-oriented program of study, and encourages students to develop creativity through discovery along with ability to observe and analyze visual images. Exposure to career opportunities and educational options is an integral part of the program.

The curriculum provides students with a thorough exploration of a variety of visual art fundamentals. Throughout their curriculum students will expand their ability to use verbal, written and visual language effectively, use critical thinking, think logically, and solve problems practically. Students will learn to examine issues in a historical context and develop the ability to make ethical choices. Coursework within the Fine Arts concentration will reinforce these liberal arts goals and students will become aware of how the arts fit and shape the larger society, making the student more connected with the world and a more well-rounded individual.

The curriculum requirements for the Associate of Arts in Fine Arts Degree offer the equivalent of the first two years of a four-year Bachelor of Arts degree. The Associate in Arts Fine Arts Degree Program meets the needs of our transfer students by preparing them to pursue a four-year bachelor degree in Studio Arts, Arts, Fine Arts, Photography, Art History and Art Education.

### Admission Requirements

In addition to college-wide admission requirements, applicants must have:

- A C or better in high school level algebra, English, reading and writing.

### Technical Standards

Applicants must have:

- Eye-hand and fine hand motor coordination, good vision and manual dexterity to perform drawing, painting, photography and welding techniques and operations. (*Adaptive equipment is acceptable.*)
- Capacity to stand or sit for extended periods of time. (*Adaptive equipment is acceptable.*)
- Effective communication skills that include the ability to orally communicate English at the college level.
- Ability to follow written instructions with minimal supervision, meet deadlines, and work in a project-based environment.
- Ability to accept critique of artwork and make changes based on constructive criticism.

### Transfer Policy

Appropriate transfer credits for courses within the major may be accepted within a 10-year time frame. The Department Chair, on an individual basis, will evaluate transfer of courses more than 10 years old.

### Employment Opportunities

Though most graduates of the Fine Arts program would transfer into a four-year college Fine Arts program, they will possess the skills and knowledge to obtain entry-level positions in art management.

### Transfer Opportunities

Students who graduate from MCC's Fine Arts program will have the opportunity to transfer to several four-year colleges including: University of New Hampshire, New Hampshire Institute of Art, Keene State College, Plymouth State University, Colby-Sawyer College, New England College, Massachusetts College of Art, Maine College of Art, Franklin Pierce University, Endicott College, Art Institute of Boston, The New England Institute of Art and University of Massachusetts at Lowell.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ARTS123	Drawing I	2	3	3
ARTS210	Painting I	2	3	3
ARTS130	Introduction of Art	3	0	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
	Mathematics Elective	3	0	3
<b>Total</b>		<b>15</b>	<b>6</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
ARTS117	Art History I	3	0	3
ARTS223	Drawing II	2	3	3
	Art & Design Elective (ARTS106, ARTS110, ARTS220, GDES115, GDES122, GDES155, GDES211, GDES221)	3	0	3
ENGL214	Creative Nonfiction	2	3	3
	Lab Science Elective	3	3	4
<b>Total</b>		<b>13</b>	<b>9</b>	<b>16</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
ARTS120	Digital Photography	2	3	3
ARTS125	Watercolors I	2	3	3
ARTS217	Art History II	3	0	3
	Mathematics Elective	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>13</b>	<b>6</b>	<b>15</b>

Second Year	Spring Semester	TH	LAB	CR
ARTS212	Painting II	2	3	3
	Art & Design Elective (ARTS106, ARTS110, ARTS220, GDES115, GDES122, GDES155, GDES211, GDES221)	2	3	3
ARTS226	Portfolio Prep for Fine Arts	2	3	3
	Lab Science Elective	3	3	4
	Social Science Elective	3	0	3
<b>Total</b>		<b>12</b>	<b>12</b>	<b>16</b>

**Total Credits - 64**



## GENERAL STUDIES ASSOCIATE IN SCIENCE

### Program Mission

The mission of the General Studies program is to offer a flexible curriculum tailored to the student's professional needs.

### Program Goals/Objectives

This program will allow students:

- to complete a specialized degree program;
- to complement their work experiences with academic coursework; and
- the opportunity to receive credit for significant prior life experience in a technical or occupational specialty.

### Program Description

The General Studies program is available in a technical or occupational specialty in an area other than a current degree program at the college. Students may receive up to 20 credits for prior work experience toward the completion of their degree.

In addition to a core set of liberal arts courses, students select a major, which will be comprised of a series of technical specialty courses and/or life experience credit. Further, students will select a set of related technical support courses, designed to complement their specialty courses.

Students accepted in this program must register for GA101, Assessment of Prior Learning, as one of their first courses at MCC. This one-credit course is designed to help clarify a student's career goals and how those goals will be achieved through the General Studies degree program. Additionally, students will prepare a detailed resume, a proposed checklist of courses, and appropriate proposals for consideration of credit for prior learning experiences. Final approval of the student's proposed program will be granted, and an academic advisor assigned, by the Office of Academic Affairs at the completion of the course. More detailed information about the General Studies Degree and a General Studies Information Packet can be obtained from the Office of Admissions.

### Admissions Requirements

In addition to college-wide admissions requirements, students must participate in a personal interview with the Associate Vice President of Academic Affairs.

### Employment Opportunities

Due to the nature of this degree, the vast majority of students are already employed when they are accepted into the program. In many fields, a degree is required for advancement in that field and the General Studies degree affords students that opportunity.

### Program of Study

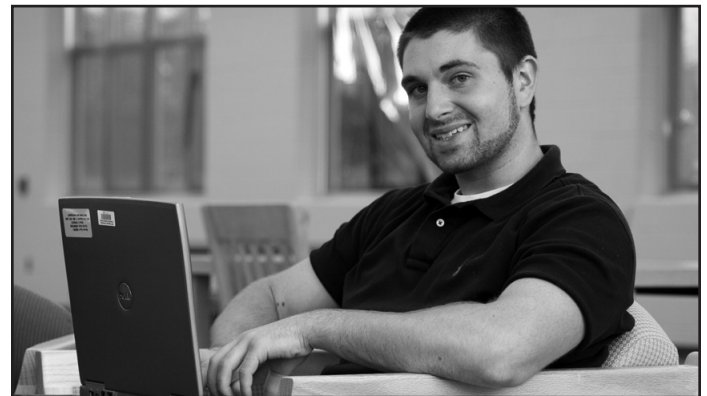
A minimum of 66 credits is required for graduation, distributed in the following manner:

Technical Specialty Courses	20 credits
Related Technical Support Courses	16 credits
Liberal Arts Courses	30 credits
<b>Total Credits - 66</b>	

## LIBERAL ARTS COURSE REQUIREMENTS - 30 CREDITS

ENGL110	College Composition	4 credits
GA101	Assessment of Prior Learning	1 credit
INT101	College Success Seminar	1 credit
	English Elective	3 credits
	For. Lang./Humanities/Fine Arts Elective (AMER, ASL, ARTS, ENGL Literature, ENGL113, 210, 213, FREN, GERM, HIST120, 130, HUMA, PHIL, SPAN)	3 credits
	Mathematics Elective	3 credits
	Science Elective (BIOL, CHEM, ESCI, PHYS)	3 credits
	Social Science Elective (AN, ECON, GEOG, HIST, POL, PSYC, SOC)	3 credits
	Liberal Arts Electives	6 credits
	Open Elective	3 credits

Students shall earn a minimum of 16 credit hours at MCC, and eight of these credits must be 200-level courses in the student's technical specialty as approved by the Office of Academic Affairs.



## GRAPHIC DESIGN ASSOCIATE IN APPLIED SCIENCE

### Program Mission

The mission of the Graphic Design program is to prepare students for a career in print and web design in the graphic arts industry.

### Program Goal/Objectives

Graduates from this program will:

- Have working knowledge of the principals of design, color theory, and typography in order to create comprehensive layouts.
- Be able to draw, illustrate and design following specific instructions.
- Have the ability to accurately measure using a variety of measurement systems.
- Possess working knowledge of essential graphic design software.
- Correctly prepare designs for print.
- Have completed a graphic design internship.
- Have participated in related industry events including a juried exhibition and portfolio review.
- Develop a professional portfolio and self-promotion package for entering the design field or for transfer to a four-year college.

### Program Description

The graphic design industry is constantly changing, with technological advances that require designers to take on more pre-press responsibilities. Students will use their creative talents to design and execute comprehensive pieces that promote public consumption of materials, products or services, and to influence the opinions of individuals or organizations through printed communications.

The program is designed to give students an understanding of color, design, typography, layout, and advertising principles. They will develop manual as well as digital drawing, illustration, and layout techniques to create solutions to marketing communication problems. The latest industry standard computer applications will be taught to give students hands-on skills in creating digital layouts, along with scanning and manipulating manually created images. Students will develop an understanding of the use of various media in printed communications and identify marketing trends and target markets.

During the internship course, students will practice the skills learned in the classroom/lab, acquire professional job attitudes, and explore career opportunities in graphic design. In some cases, the internship may lead to job placement for graduating students.

Completion of projects for the program will require additional time outside of scheduled classes and labs. Students will need to attend open lab sessions and work on projects independently. Students are strongly encouraged to purchase hardware and software for home use.

### Transfer Credit Policy

Appropriate transfer credits for courses within the major may be accepted within a five-year time frame. Transfer of courses more than five years old will be evaluated by the Department Chair on an individual basis.

### Employment Opportunities

Graduates of the Graphic Design program possess the skills and knowledge to obtain entry-level positions in advertising agencies, printing companies, publishing firms, and companies that maintain in-house design departments.

### Transfer Opportunities

Graduates of MCC's Graphic Design program have transferred to the University of New Hampshire, New Hampshire Institute of Art, Keene State College, Plymouth State University, The New England Institute of Art, UMass at Lowell, and Southern New Hampshire University.

### Technical Standards

Applicants must have:

- Eye-hand coordination to perform intensive project construction.
- Capacity to stand or sit for extended periods of time (*Adaptive equipment is acceptable.*)
- Ability to accept critique of artwork and make changes based on constructive criticism.
- Ability to work in teams to find solutions for design problems.
- Ability to meet deadlines and work in a stressful environment.
- Good vision and manual dexterity to perform drawing operations (*Adaptive equipment is acceptable.*)

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
GDES110	Page Layout and Design	2	3	3
GDES114	Graphic Design I	2	3	3
GDES115	Digital Imaging	2	3	3
ARTS123	Drawing I	2	2	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>13</b>	<b>12</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
GDES122	Color Theory for Graphic Design	2	3	3
GDES124	Typography	2	3	3
GDES150	Digital Publishing Methods	2	3	3
GDES155	Computer Illustration	2	3	3
ENGL113	Oral Communications	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>14</b>	<b>12</b>	<b>18</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
GDES210	History of Graphic Design	3	0	3
GDES211	Illustration I	2	3	3
GDES213	Graphic Design II	2	3	3
GDES227	Graphic Design Internship Seminar	1	0	1
MATH131	Elementary Algebra	3	0	3
MKTG210	Advertising	3	0	3
<b>Total</b>		<b>14</b>	<b>6</b>	<b>16</b>

Second Year	Spring Semester	TH	LAB	CR
GDES225	Graphic Design III	2	3	3
GDES226	Portfolio Preparation	2	3	3
GDES228	Graphic Design Internship	0	8	2
MATH132	Business Mathematics	3	0	3
	Science Elective	3	0	3
	Humanities Elective-Choose one: (HUMA200, ARTS106, ARTS110, 117, 120, 130, 210, 217, 223)	3	0	3
<b>Total</b>		<b>13</b>	<b>14</b>	<b>17</b>

**Total Credits - 68**





Students with prior experience or education in design may qualify for the Graphic Design Certificate. Co/prerequisite requirements for courses listed in the certificate will be handled on a case-by-case basis.

This certificate allows students to update their computer skills and hone their design skills to grow personally and professionally. Successful graduates of the Graphic Design Certificate will be able to add to their professional portfolio and are expected to complete an internship. They will be prepared for continued growth in their career field and for jobs in advertising agencies, printing companies, publishing firms, and companies that maintain in-house commercial design departments.

		TH	LAB	CR
GDES110	Page Layout and Design	2	3	3
GDES114	Graphic Design I	2	3	3
GDES115	Digital Imaging	2	3	3
GDES122	Color Theory for Graphic Design	2	3	3
GDES124	Typography	2	3	3
GDES150	Digital Publishing Methods	2	3	3
GDES155	Computer Illustration	2	3	3
GDES213	Graphic Design II	2	3	3
GDES225	Graphic Design III	2	3	3
GDES227	Graphic Design Internship Seminar	1	0	1
GDES228	Graphic Design Internship	0	8	2

**Total Credits - 30**

## GRAPHIC DESIGN FOR WEB CERTIFICATE

Students with prior experience or education in graphic design may qualify for the Graphic Design for Web Certificate. Co/prerequisite requirements for courses listed in the certificate will be handled on a case-by-case basis. If students do not have current experience or degrees, GDES110 will be required before GDES124 can be taken.

The Graphic Design for Web Certificate draws on theory and principle classes offered in the Graphic Design Associate Degree program and includes courses in using the applications and correct file formats specific to designing web sites.

The certificate is an innovative approach to providing students with the opportunity to be educated in two areas of design and for meeting the emerging need in the graphic design industry for employees trained to create for print and web mediums.

		TH	LAB	CR
GDES114	Graphic Design I	2	3	3
GDES122	Color Theory for Graphic Design	2	3	3
GDES124	Typography	2	3	3
GDES230	Time Based Design	2	3	3
GDES235	Web Design	2	3	3
CIS124	Web Programming I	2	3	3
CIS224	Web Programming II	2	3	3

**Total Credits - 21**

Students with prior experience or an education in graphic art or illustration may qualify for the Graphic Illustration Certificate. Co/prerequisite requirements for courses listed in the certificate will be handled on a case-by-case basis. This certificate allows students to add to their skills in mechanical and computer-generated illustration and provides them with entry-level electronic layout skills so they can grow personally and professionally. Successful graduates of the Graphic Illustration Certificate will be able to add to their professional portfolio and will be prepared for continued growth in graphic illustration with job possibilities in permanent or freelance illustration for advertising agencies, publishing firms and companies that maintain in-house graphic design departments.

		TH	LAB	CR
GDES110	Page Layout and Design	2	3	3
GDES114	Graphic Design I	2	3	3
GDES122	Color Theory for Graphic Design	2	3	3
GDES155	Computer Illustration	2	3	3
GDES211	Illustration I	2	3	3
GDES213	Graphic Design II	2	3	3
GDES221	Illustration II	2	3	3
GDES226	Portfolio Preparation	2	3	3
ARTS123	Drawing I	2	3	3
ARTS210	Painting I	2	3	3
ARTS223	Drawing II	2	3	3

**Total Credits - 33**



## HEALTH INFORMATION MANAGEMENT ASSOCIATE IN SCIENCE DEGREE

### Program Mission

The HIM program will prepare confident, ethical, and competent entry-level health information technicians to become valued members of an ever-changing health care delivery system. Graduates will have the skills, knowledge, and desire for lifelong learning required to meet the needs of our community and to succeed in HIM fields.

### Program Goals/Objectives

The successful graduate of this program will be able to:

- Code diagnostic and procedural data for optimal reimbursement and assist with maintaining revenue cycle and compliance with third party payer guidelines;
- Manage, process and analyze health data (*electronic, paper or scanned*) to ensure an accurate and complete medical record and cost-effective processing;
- Formulate and implement health information policies and systems that meet with all national and state laws and regulatory guidelines;
- Apply principles of management and provide leadership to staff;
- Participate in Performance Improvement and other quality initiatives.

### Program Description

This program provides an overview of health care organizations and delivery systems, foundations in Health Information Management, and career-enhancing courses such as Medical Terminology, Medical Coding, Insurance and Reimbursement, and Legal Issues in Healthcare.

### Admission Requirements

- Complete the Accuplacer Course Placement Assessment.
- Contact the Office of Admissions to schedule an appointment.
- Complete all developmental course work before enrolling in the program.
- Participate in a personal interview with the HIM Program Director.

### Transfer Credit Policy

Students may transfer credits earned at other accredited institutions provided a minimum grade of C has been earned in courses in medical terminology and allied health (AH), coding (MCOD) and science (BIOL). Appropriate transfer credits may be accepted in a three-year time frame.

### Accreditation

The program is currently applying for Candidacy Status and accreditation by CAHIIM. Once accredited, HIM graduates will be eligible to take the national qualifying exam for certification as a Registered Health Information Technician through AHIMA.

### Employment Opportunities

The field of Health Information is projected to grow at a rapid pace and, according to the U.S. Dept. of Labor's Bureau of Labor Statistics, employment of health information technicians is expected to increase by 20% through 2018. Graduates will have employment options that include: Coding Specialist, HIM Department Director or Supervisor; Clinical Data Analyst; Privacy, Information Security or Compliance Officer, Quality Improvement Specialist, and others. Choices for employment range from hospitals to physician practices, ambulatory care centers, rehabilitation facilities, insurance and pharmaceutical companies, consulting firms, software and IT vendors and government agencies.

### Technical Standards

- Have the ability to walk, sit, and stand for long periods of time (*2 hours*) in succession.
- 20-20 vision (*with or without accommodation*).
- Successfully pass a criminal background check (*cost incurred by student*).
- Possess and maintain professional liability insurance (*available through college*) and personal health insurance while on Practicum.
- HIM students are required to confer with HIM program faculty prior to course selection and registration every semester.

### Progression

- Grade of C or better required for all AH, MCOD, BIOL, and HIM courses.
- Courses may be retaken only once.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
HIM100	Introduction to HIM	3	0	3
AH110	Medical Terminology	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
ENGL110	College Composition	4	0	4
BIOL106	Human Body	3	0	3
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>16</b>	<b>2</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
HIM105	Health Care Stats & Performance Improve	3	0	3
BIOL112	Human Diseases	3	0	3
MATH131	Elementary Algebra	3	0	3
MCOD100	ICD-CM-Coding	3	0	3
AH123	Introduction to Pharmacology	3	0	3
<b>Total</b>		<b>15</b>	<b>0</b>	<b>15</b>

First Year	Summer Semester	TH	LAB	CR
HIM115	Legal Aspects of Health Information	3	0	3
MCOD110	CPT Coding	3	0	3
ENGL113	Oral Communications	3	0	3
	Liberal Arts Elective	3	0	3
<b>Total</b>		<b>12</b>	<b>0</b>	<b>12</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
MCOD215	Advanced Coding	3	0	3
HIM120	Computers in Healthcare	2	2	3
HIM200	HIM Practicum I	1	8	3
HIM205	Resource & Data Management	3	0	3
<b>Total</b>		<b>9</b>	<b>10</b>	<b>12</b>

Second Year	Spring Semester	TH	LAB	CR
HIM216	Reimbursement Methods	3	0	3
HIM225	HIM Practicum II	3	0	3
HUMA150	Critical Thinking	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>12</b>	<b>0</b>	<b>12</b>

**Total Credits - 68**

## MEDICAL CODING CERTIFICATE

Unprecedented changes in health care have created an overwhelming and unmet demand for qualified medical coders. The U.S. Dept. of Labor's Bureau of Labor Statistics reports a 51% increase in the need for medical coders during the next five years. In addition to medical reimbursement, coding is used for planning and research, to track diseases, and by hospital administrators to determine if facilities are used effectively.

Medical coding requires the coder to abstract information from the patient record and combine it with their knowledge of reimbursement and coding guidelines to optimize physician payment. This coding curriculum will train participants to code for medical offices, clinics, mental health facilities, and hospitals. Successful completion of this certificate will prepare you to sit for the national Certified Coding Specialist exam.

**Students must achieve a minimum grade of C (73.33) in all courses in order to receive Medical Coding Certificate.**

		TH	LAB	CR
MCOD100	ICD-CM-Coding	3	0	3
MCOD110	CPT Coding	3	0	3
MCOD215	Advanced Coding	3	0	3
AH110	Medical Terminology	3	0	3
BIOL106	Human Body	3	0	3
BIOL112	Human Diseases	3	0	3
HIM216	Reimbursement Methods	3	0	3

**Total Credits - 21**

## HEATING, VENTILATION & AIR CONDITIONING ASSOCIATE IN APPLIED SCIENCE

### Program Mission

This multi-disciplinary program includes heating, ventilation, refrigeration, air conditioning, and electricity, and prepares students to become industry leaders by providing a foundation of knowledge, skills and the ability to critically think. Upon satisfactory completion, the graduate is prepared to enter the field to design, install, service, maintain and troubleshoot residential and commercial HVAC systems.

### Program Goals/Objectives

Students who successfully complete the HVAC program will be able to:

- Read and interpret electrical diagrams, wire control systems from electrical diagrams, set controls, design controls systems and diagnose and repair faults in electrical control systems.
- Properly size HVAC systems, design HVAC systems, correctly install HVAC system components, install HVAC systems following the relevant codes and industry practice, and think critically.
- Articulate the purpose and operation of HVAC system components, the operation of HVAC systems, diagnose, repair faults and perform maintenance on HVAC systems.
- Demonstrate positive work traits and good customer skills, and continue to upgrade their knowledge and skills.

### Program Description

The HVAC program provides students with the education and training to enter careers as climate control technicians. It is offered with a two-year or three-year track because of the large number of credits required.

### Admissions Requirements

In addition to college-wide admissions requirements,

- It is recommended that students complete courses in Algebra I, Algebra II and science. Advanced levels of math and a physics course are preferred.
- Student must participate in an individual faculty interview.

### Technical Standards

- The physical strength to maneuver and/or lift heavy objects.
- Good manual dexterity. Be able to climb a ladder.
- Adequate vision for reading instructions and blueprints and should not have color blindness (*Adaptive equipment acceptable.*)
- Ability to visualize and portray ideas graphically.
- Students will need to become certified under Section 608 of the Clean Air Act. (*Exam required at end of first year of program*)
- Meet license requirements to earn a NH gas license.
- Students should be aware that many employers will require criminal background checks and a clean driving record.

### Transfer Policy

Students may transfer credits earned at other accredited institutions when a grade of C or better has been earned in HVAC courses. Appropriate transfer credits may be accepted within a 10-year time frame.

### Accreditation/Certification Information

Students will be required to become members of two professional HVAC associations: RSES and ASHRAE.

### Employment Opportunities

HVAC contractors, gas utilities, oil companies, manufacturers, and wholesale and retail sales and design. Specialty areas include DDC controls, cryogenics, clean room and operating room systems.

### Transfer Opportunities

The program has articulation agreements that allow graduates to enter as a junior: Southern New Hampshire University, Granite State College, Ferris State University, and Penn State College.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
HVAC111	Fundamentals of Refrigeration I Theory	3	0	3
HVAC112	Fundamentals of Refrigeration I Lab	0	3	1
HVAC113	Related Electricity I	3	3	4
HVAC114	Fundamentals of Heating Theory I	3	0	3
HVAC115	Fundamentals of Heating Lab I	0	3	1
ENGL110	College Composition	4	0	4
MATH111	Numerical Geometry	3	0	3
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>17</b>	<b>9</b>	<b>20</b>

First Year	Spring Semester	TH	LAB	CR
HVAC121	Fundamentals of Refrigeration II Theory	3	0	3
HVAC122	Fundamentals of Refrigeration II Lab	0	3	1
HVAC123	Related Electricity II	3	3	4
HVAC124	Fundamentals of Heating II Theory	3	0	3
HVAC125	Fundamentals of Heating II Lab	0	3	1
MATH135	Numerical Algebra and Trigonometry	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>15</b>	<b>9</b>	<b>18</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
HVAC211	Commercial Refrigeration Theory	3	0	3
HVAC212	Commercial Refrigeration Lab	0	6	2
HVAC213	Hydronic Systems Theory	3	0	3
HVAC214	Hydronic Systems Lab	0	6	2
PHYS100	Introductory Physics	2	3	3
CIS110	Microsoft® Computer Applications I	2	2	3
<b>Total</b>		<b>10</b>	<b>17</b>	<b>16</b>

Second Year	Spring Semester	TH	LAB	CR
HVAC221	Residential and Commercial Air Conditioning and Heat Pumps Theory	3	0	3
HVAC222	Res./Com. AC & Heat Pumps Lab	0	6	2
HVAC223	Warm Air and Steam Systems Theory	3	0	3
HVAC224	Warm Air and Steam Systems Lab	0	6	2
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
	English Elective	3	0	3
<b>Total</b>		<b>12</b>	<b>12</b>	<b>16</b>

**Total Credits - 70**

### AIR CONDITIONING/REFRIGERATION CERTIFICATE

		TH	LAB	CR
HVAC111	Fundamentals of Refrigeration I Theory	3	0	3
HVAC112	Fundamentals of Refrigeration I Lab	0	3	1
HVAC113	Related Electricity I	3	3	4
HVAC121	Fundamentals of Refrigeration II Theory	3	0	3
HVAC122	Fundamentals of Refrigeration II Lab	0	3	1
HVAC123	Related Electricity II	3	3	4
HVAC211	Commercial Refrigeration Theory	3	0	3
HVAC212	Commercial Refrigeration Lab	0	6	2
HVAC221	Residential and Commercial Air Conditioning and Heat Pumps Theory	3	0	3
HVAC222	Res./Com. AC & Heat Pumps Lab	0	6	2

**Total Credits - 26**

### HEATING SERVICES CERTIFICATE

		TH	LAB	CR
HVAC113	Related Electricity I	3	3	4
HVAC114	Fundamentals of Heating I Theory	3	0	3
HVAC115	Fundamentals of Heating I Lab	0	3	1
HVAC123	Related Electricity II	3	3	4
HVAC124	Fundamentals of Heating II Theory	3	0	3
HVAC125	Fundamentals of Heating II Lab	0	3	1
HVAC213	Hydronic Systems Theory	3	0	3
HVAC214	Hydronic Systems Lab	0	6	2
HVAC223	Warm Air and Steam Systems Theory	3	0	3
HVAC224	Warm Air and Steam Systems Theory	0	6	2

**Total Credits - 26**



## INTERIOR DESIGN ASSOCIATE IN APPLIED SCIENCE

### Program Mission

The mission of the Interior Design program is to prepare the student with marketable skills for entry into a career devoted to the quality of designing the interior built environment.

### Program Goals/Objectives

The interior design graduate will:

- Demonstrate knowledge of the process involved in the implementation of the interior built environment from concept development, presentation, construction documentation and final project completion.
- Possess the technical knowledge and skills for professional entry-level employment opportunities within the field of interior design and the related construction industry.
- Apply critical thinking and problem solving necessary for thoughtful, creative and innovative solutions for the interior built environment.
- Demonstrate competency in oral and written skills.
- Possess knowledge of basic codes, life safety and ADA compliance for public safety and those with special needs.
- Produce basic interior construction drawings using AutoCad® or other electronic mediums.
- Demonstrate design intent through the use of visual methods such as sketches, perspective, rendering techniques and material choices on display boards.
- Possess knowledge of business practices, professional standards and related work ethics as in the field of interior design.
- Successfully complete an internship related to the business of interior design.
- Assemble a well-rounded portfolio and resumé which exhibits meaningful skills to potential employers.

### Program Description

The Interior Design program at MCC is centered on activity-based learning to develop technical, analytical and reasoning skills while simultaneously guiding the student's own creative abilities. Exciting studio sessions will move the student through the process of real world project assignments while related courses will support the methods for communicating and implementing design solutions. Relevant industry-related learning, academic excellence and personalized attention by a dedicated faculty will provide the student with the skills needed to succeed in a career in interior design. The portfolio preparation course and an internship in the interior design field complete the course of study in preparing the student for career employment or for transfer to a bachelor's degree program.

Curriculum content includes study in commercial and residential interior design, drawing techniques, AutoCad®, lighting, construction documentation, business practice and a field related design internship.

### Admissions Requirements

In addition to college-wide admission requirements, applicants must have: minimum grade of C in high school level algebra, English, reading and writing.

### Transfer Policy

Appropriate transfer credits for courses within the major may be accepted within a five-year time frame. Transfer of courses more than five years old will be evaluated by the Interior Design Program Coordinator on an individual basis.

### Job Opportunities

Employment opportunities for the graduate reach across many industry sectors. Entry-level positions with interior design firms, architects or building construction contractors can be pursued within the New England area. Potential specialized career paths include contract/commercial design with jobs in offices, hospitality, retail and healthcare facilities, or residential design with opportunities as an individual practitioner, kitchen and bath, manufacturer's representative and retail showroom consultant.

### Technical Standards

Applicants must have:

- Effective communication skills that include the ability to orally communicate English at the college level.
- Basic computer skills.
- Ability to work in teams to find solutions for design problems.
- Ability to follow written instructions with minimal supervision.
- Ability to accept critique of designs and make changes based on constructive criticism.
- Ability to meet deadlines and work in a stressful environment.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ID101	Interior Design Technology Studio I	2	3	3
ID102	Technical Drawing for Interiors I	2	3	3
ID103	Visual Presentation for Interior Design	1	3	2
ENGL110	College Composition	4	0	4
	Humanities Elective (HUMA)	3	0	3
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>13</b>	<b>9</b>	<b>16</b>

First Year	Spring Semester	TH	LAB	CR
ID121	Interior Design Technology Studio II	2	3	3
ID122	Technical Drawing for Interiors II	2	3	3
ID123	The Built Environment: Codes and Standards	2	3	3
ID124	Arch and ID Movements: 1900 - Present	3	0	3
ID200	Materials and Components	3	0	3
<b>Total</b>		<b>10</b>	<b>9</b>	<b>15</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
ID201	Interior Design Technology Studio III	2	3	3
ID205	Interior Contract Documentation	2	3	3
ID212	Lighting Design	3	0	3
MATH131	Elementary Algebra	3	0	3
ENGL113	Oral Communications	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>17</b>	<b>3</b>	<b>18</b>

Second Year	Spring Semester	TH	LAB	CR
ID221	Interior Design Technology Studio IV	2	3	3
ID224	Professional Practice in Interior Design	3	0	3
ID225	Interior Design Internship	1	8	3
ID226	Portfolio Preparation for Interior Design	1	3	2
MATH132	Business Mathematics	3	0	3
	Science Elective	3	0	3
<b>Total</b>		<b>13</b>	<b>14</b>	<b>17</b>

**Total Credits - 66**

## INTERIOR DESIGN CERTIFICATE

The Interior Design Certificate program prepares students to identify, research and creatively solve problems relating to the functions and aesthetics of living and working environments. Students are expected to complete an internship. The internship experience and certificate training will prepare the individual for work as an entry-level interior design assistant.

		TH	LAB	CR
ID101	Interior Design Technology Studio I	2	3	3
ID102	Technical Drawing for Interiors I	2	3	3
ID103	Visual Presentation for Interior Design	1	3	2
ID121	Interior Design Technology Studio II	2	3	3
ID123	The Built Environment: Codes and Standards	2	3	3
ID200	Materials & Components	3	0	3
ID212	Lighting Design	3	0	3
ID225	Interior Design Internship	1	8	3

**Total Credits - 23**

## LIBERAL ARTS ASSOCIATE IN ARTS

### Program Mission

The primary objective of the Liberal Arts Degree program is transfer. The Associate of Arts degree program provides a solid foundation in arts and sciences, allowing students to transfer with confidence to baccalaureate programs at four-year colleges and universities.

### Program Goal/Objectives

The Liberal Arts Program is designed to give students a solid foundation in the following areas:

- **Human Relationship Skills:** The application of values, collaboration skills, standards, and ethical judgment required for personal and professional interaction.
- **Communication Skills:** The ability to express ideas and share knowledge in a clear, focused, and organized manner.
- **Critical Thinking:** The ability to analyze, synthesize, and evaluate information in a logical and coherent manner.
- **Global Perspectives:** The ability to examine a concept in contexts and from perspectives other than one's own.
- **Quantitative Reasoning:** The application of computational methods and numerical data interpretation to solve problems.
- **Scientific Processes:** The application of scientific methods to gain knowledge and examine the laws, theories, and processes of physical and biological phenomena.
- **Technical Skills:** The theoretical and applied knowledge for career entry and continued professional development.
- **Study Skills:** The application of strategies, resources, and attitudes to find solutions and gain knowledge.

### Program Description

The Liberal Arts degree is representative of the first two years of a bachelor degree program. Students will find the program flexible enough to tailor their program of study to their individual needs and interests. A variety of choices exists for students to explore content areas in arts and sciences:

- English: writing courses, literature and oral communications
- Social Science: anthropology, economics, history, geography, political science, psychology and sociology
- Foreign Language: American Sign Language, French, German and Spanish
- Humanities: classics, arts, music, philosophy
- Fine Arts: drawing, painting, and photography
- Mathematics: traditional theoretical and applied courses
- Science: biological sciences, chemistry, earth science and physics

Students wishing to focus their liberal arts studies in a specific discipline are able to concentrate their elective credits in that discipline. Each student's program is developed in consultation with a Liberal Arts program advisor.

### Admissions Requirements

Applicants for admission to the Liberal Arts program must meet college admission requirements; no specific program requirements apply.

### Transfer Policy

Courses will be considered for transfer to the Liberal Arts program under the following conditions:

- The college's minimum grade requirement is met.
- Science, English Composition, Mathematics, and foreign language coursework must be completed no more than 10 years prior to acceptance into the Liberal Arts program.
- The English Composition course proposed for transfer must be college-level, including a research paper. The 10-year stipulation may be waived under the following conditions
- Placement into ENGL110 on the Accuplacer Placement Test
- OR
- Permission of English department faculty

Transfer of a course to this institution does not guarantee transfer of that same course to subsequent institutions.

### Transfer Opportunities

Students in the Liberal Arts program successfully transfer to colleges and universities around the country. Examples include American University, Boston College, Boston University, Clark University, Emerson College, Granite State College, Keene State College, Plymouth State University, Rivier University, Southern NH University, University of New Hampshire, University of Massachusetts.

### New Hampshire Transfer Connections

The NH Transfer Connections Program enables students to attend MCC or one of the state's other community colleges and, if they meet certain standards, be automatically accepted into Keene State College, Granite State College, Plymouth State University, UNH-Manchester, or the University of New Hampshire.

Through the NH Transfer Connections Program, students originally not accepted at Keene State College, Plymouth State University or UNH are able to attend one of the state's community colleges as a Liberal Arts major and, if they meet certain standards, be automatically accepted into their original school of choice without having to reapply or pay a fee. Students must maintain a 2.8 CGPA (GSC's & KSC's *minimum is 2.5*) and earn at least a C in every class. It is recommended that program participants take a minimum of 12 credits for two consecutive semesters.

Students who wish to begin their academic careers at one of the Community Colleges and then transfer to UNH, UNH-M, Granite State College or Plymouth State University can also opt-in to this program.

Please see the MCC Office of Admissions or Meg Hamm, Career/Transfer Advisor at (603) 206-8171 for more information.

### Liberal Arts Degree Program of Study

The Liberal Arts Degree is comprised of Core Requirements and Liberal Arts and Sciences Electives as noted below:

#### Core Requirements:

INT101	College Success Seminar	1/2 credits
ENGL110	College Composition	4 credits
ENGL113	Oral Communication	3 credits
	ENGL213 or 214	3 credits
BIOL	Life Science Lab Elective ( <i>BIOL</i> )	4 credits
	Science Lab Elective ( <i>BIOL, CHEM, ESCI, PHYS</i> )	4 credits
HUMA150	Critical Thinking	3 credits
	PSYC110 or SOC109 or SOC110	3 credits
	POL110 or HIST202 or HIST204	3 credits
	Social Science Elective	3 credits
	( <i>AN, ECON, GEOG, HIST, POL, PSYC, SOC</i> )	
	Mathematics Elective	4 credits
	Mathematics Elective	3/4 credits
	Foreign Language Elective ( <i>ASL, GERM, FREN, SPAN</i> )	3 credits
	Fine Arts Elective	3 credits

#### Liberal Arts & Sciences Electives

Art, English, Geography, History, Humanities, Languages, Mathematics, Philosophy, Psychology, Sciences, Social Sciences, and can include two Open Electives as appropriate to transfer institution's prerequisites at the 100 or 200 level— must include at least three courses at the 200 level.

Any Level Liberal Arts & Science Electives	12 credits
200 Level Liberal Arts & Science Electives	9 credits
<b>Total Credits 65/67</b>	

## LIBERAL ARTS ASSOCIATE IN ARTS

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
INT101	College Success Seminar	1	0	1
ENGL110	College Composition	4	0	4
HUMA150	Critical Thinking	3	0	3
	Fine Arts Elective	3	0	3
	Mathematics Elective	3/4	0	3/4
	Liberal Arts & Science Elective ( <i>any level</i> )	3	0	3
	<b>Total</b>	<b>17/18</b>	<b>0</b>	<b>17/18</b>

First Year	Spring Semester	TH	LAB	CR
ENGL113	Oral Communication	3	0	3
	ENGL 213 or ENGL214	3	0	3
	PSYC110 or SOC109 or SOC110	3	0	3
	Life Science Elective ( <i>BIOL</i> )	3	3	4
	Liberal Arts & Science Elective ( <i>any level</i> )	3	0	3
	<b>Total</b>	<b>15</b>	<b>3</b>	<b>16</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
	POL110 or HIST202 or HIST204	3	0	3
	Foreign Language Elective	3	0/2	3/4
	Mathematics Elective	4	0	4
	Social Science Elective	3	0	3
	Liberal Arts & Science Elective ( <i>any level</i> )	3	0	3
	<b>Total</b>	<b>16</b>	<b>0/2</b>	<b>16/17</b>

Second Year	Spring Semester	TH	LAB	CR
	Lab Science Elective ( <i>BIOL, CHEM, ESCI, PHYS</i> )	3	3	4
	Liberal Arts & Science Elective ( <i>any level</i> )	3	0	3
	Liberal Arts & Science Elective ( <i>200 level</i> )	3	0	3
	Liberal Arts & Science Elective ( <i>200 level</i> )	3	0	3
	Liberal Arts & Science Elective ( <i>200 level</i> )	3	0	3
	<b>Total</b>	<b>15</b>	<b>3</b>	<b>16</b>
	<b>Total Credits - 65/68</b>			

## LIBERAL ARTS/BUSINESS ASSOCIATE IN ARTS

### Program Mission

The student will be able to transfer to a four-year college or university with an overall business studies foundation or become employed in an entry-level position in business.

### Program Goals/Objectives

Graduates of the AA Degree in Liberal Arts/Business Studies will:

- Possess the framework necessary for successful careers in: banking, communications, health care, high-tech industries, management, manufacturing, marketing, service industries, and non-profit organizations.
- Articulate the fundamentals of accounting, economics, management and marketing.
- Demonstrate a command of English composition.
- Demonstrate a command of business communications.
- Demonstrate a command of teamwork.

### Program Description

The Department of Liberal Arts and the Department of Business Studies have collaborated to provide students with an Associate Degree in Liberal Arts/ Business. The AA in Liberal Arts/Business Studies degree is designed to facilitate transfer to a four-year institution for continued study in either liberal arts or business administration.

### Transfer Policy

Students may transfer credits earned at other accredited institutions provided a grade of C or better has been earned in courses with equivalent content. Appropriate transfer credits may be accepted within a 10-year time frame.

### Accreditation

The Department of Business Studies is nationally accredited by the Accreditation Council for Business Schools & Programs (*ACBSP*). Our national accreditation allows our graduates to transfer to four-year colleges and universities in all regions of the country.

### Employment Opportunities

According to the National Association of Colleges and Employers (*NACE*), job prospects for business graduates are strong. Students with a business background can find entry-level jobs in the service, government, and non-profit sectors.

### Transfer Opportunities

The Associate in Arts in Liberal Arts/Business degree transfers in its entirety to many four-year colleges and universities. Southern New Hampshire University accepts 90 credits from MCC and awards scholarships to our graduates based on academic performance. Additionally, credits transfer nationally to ACBSP-accredited colleges and universities.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
BUS114	Management	3	0	3
BUS110	Introduction to Business	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
	<b>Total</b>	<b>16</b>	<b>2</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
ACCT123	Accounting and Financial Reporting II	3	0	3
ENGL214	Creative Nonfiction	3	0	3
ECON134	Macroeconomics	3	0	3
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
MATH131	Elementary Algebra	3	0	3
	Business Elective*	3	0	3
	<b>Total</b>	<b>18</b>	<b>0</b>	<b>18</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
ECON135	Microeconomics	3	0	3
MATH202	Probability and Statistics	4	0	4
PHIL240	Ethics	3	0	3
	Lab Science Elective	4	0	4
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
	<b>Total</b>	<b>17</b>	<b>0</b>	<b>17</b>

Second Year	Spring Semester	TH	LAB	CR
	Lab Science Elective	4	0	4
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
	Business Elective*	3	0	3
	Business Elective*	3	0	3
	Social Science Elective	3	0	3
	<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>

**Total Credits - 68**

\***Business Elective:** Choose one of the following:

(*ACCT213, ACCT215, BUS210, BUS212, BUS213, BUS221, BUS224, MKTG205, MKTG210*)



## MANAGEMENT ASSOCIATE IN SCIENCE

### Program Mission

The student will be able to transfer to a four-year college or university with a solid management and overall business studies foundation or become employed in an entry-level management position.

### Program Goal/Objectives

Graduates with a degree in Management will:

- Articulate the fundamentals of management theory and practices.
- Demonstrate written and oral proficiency in business communications.
- Demonstrate knowledge of the foundations and importance of business ethics.
- Demonstrate competency in fundamental areas of business: accounting, marketing, human resources, finance, computers, economics, and business law.
- Articulate the necessity for a commitment to life-long learning to ensure employability.

### Program Description

The degree in Management emphasizes broad management competencies in finance, marketing, human resources, economics, law, and computers. All of these competencies are needed in industry, non-profit, and service organizations. The study of management focuses on how organizations develop and use strategies to compete in domestic and global arenas within the increasingly complex and changing social, political, economic, and technological environment.

Students are encouraged to relate theoretical learning to practice and establish bridges between the classroom and the work environment. The degree provides the framework for successful management careers in high-tech industries, manufacturing, banking and finance, health care, communications, service industries, and non-profit organizations. According to the National Association of Colleges and Employers in the Job Outlook, management is in the top five degrees in demand.

### Admissions Requirements

Applicants for admission to the Management degree program must comply with the college admission requirements; no specific program requirements apply.

### Accreditation

The Department of Business Studies is nationally accredited by the Accreditation Council for Business Schools & Programs (ACBSP). Our national accreditation allows our graduates to transfer to four-year colleges and universities in all regions of the country.

### Employment Opportunities

According to the National Association of Colleges and Employers (NACE), job prospects for management graduates remain strong. Management ranks in the top five targeted degrees in the service, government, and non-profit sectors.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
BUS114	Management	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
MATH131	Elementary Algebra	3	0	3
	<b>Total</b>	<b>16</b>	<b>2</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
ACCT123	Accounting and Financial Reporting II	3	0	3
BUS212	Business Law I	3	0	3
ECON134	Macroeconomics	3	0	3
MATH202	Probability and Statistics	4	0	4
	Science Elective	3	0	3
	<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
BUS124	Small Business Management	3	0	3
BUS224	Human Resource Management	3	0	3
ECON135	Microeconomics	3	0	3
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
PHIL240	Ethics	3	0	3
	<b>Total</b>	<b>15</b>	<b>0</b>	<b>15</b>

Second Year	Spring Semester	TH	LAB	CR
BUS210	Organizational Communications	3	0	3
BUS221	Business Finance	3	0	3
MKTG282	Marketing Research	3	0	3
	Business Elective (ACCT, BUS, FINC, MGMT, MKTG)	3	0	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
	English Elective	3	0	3
	<b>Total</b>	<b>18</b>	<b>0</b>	<b>18</b>

**Total Credits - 66**

### MANAGEMENT CERTIFICATE

		TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
ACCT123	Accounting and Financial Reporting II	3	0	3
BUS114	Management	3	0	3
BUS212	Business Law I	3	0	3
BUS224	Human Resource Management	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
	Business Elective (ACCT, BUS, FINC, MGMT, MKTG)	3	0	3
	Business Elective (ACCT, BUS, FINC, MGMT, MKTG)	3	0	3
	<b>Total Credits - 24</b>			

### SMALL BUSINESS MANAGEMENT CERTIFICATE

This certificate teaches the student to set up and manage a business. It will cover all aspects of running a business from creating a successful business plan, setting up and maintaining the books, hiring and managing employees, to promoting the business. This certificate is designed for the technical trade person or small business owner who has the technical skills and now wants to learn how to run the business.

		TH	LAB	CR
ACCT100	Bookkeeping for Small Business	2	2	3
BUS114	Management	3	0	3
BUS124	Small Business Management	3	0	3
BUS212	Business Law I	3	0	3
BUS224	Human Resource Management	3	0	3
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
	<b>Total Credits - 18</b>			

### HUMAN RESOURCE MANAGEMENT CERTIFICATE

This certificate prepares students interested in human resource management for entry-level careers in the field. Students will be prepared to continue their education at the bachelor degree level if desired. The certificate is also valuable to individuals currently in the field of HRM who wish to earn a certificate to demonstrate proficiency in the specific subject areas of HRM.

		TH	LAB	CR
BUS114	Management	3	0	3
BUS216	Organizational Behavior	3	0	3
BUS224	Human Resource Management	3	0	3
BUS225	Effective Human Relations	3	0	3
BUS226	Employment and Labor Law	3	0	3
BUS227	Training and Development	3	0	3
BUS228	Seminar in Strategic HR Management	3	0	3
PSYC110	Introduction to Psychology	3	0	3
	<b>Total Credits - 24</b>			

## MARKETING ASSOCIATE IN SCIENCE

### Program Mission

The students will be able to transfer to a four-year college or university with a solid marketing and overall business studies foundation or become employed in an entry-level marketing position.

### Program Goal/Objectives

Graduates with a degree in Marketing will:

- Identify the marketing mix variables: product, price, place, and promotion.
- Create and develop an integrated marketing communication plan, including marketing objectives, strategies, and tactics.
- Analyze consumer decision making as it relates to consumer buying behavior and marketing decisions.
- Analyze the decision-making process in marketing products internationally and understand the role marketing plays in a global economy.
- Identify the components of a successful advertising campaign and implement the campaign; create and develop an advertising brief.
- Demonstrate knowledge of various advertising media such as print, radio, television, outdoor advertising, direct response, etc.
- Apply the strategic selling model to personal selling activities.
- Engage in a personal selling situation with emphasis on the customer relationship and deliver a personal sales presentation using a sales portfolio and other sales tools.

### Program Description

In an era of global, digitized, interactive business environments, marketing offers one of the best career opportunities for today's business students. Marketing is a broad field, which includes activities related to selecting, designing, packaging, pricing, advertising, selling, distributing, and servicing a product in the domestic and/or international marketplace. It is the driving force in most businesses.

Companies realize that understanding the marketplace and consumer wants and needs requires competent marketing personnel, from marketing researchers to creative advertisers. The degree to which a company responds to customer demands greatly impacts an organization's success. Marketing classes integrate theory and practical applications while applying related business knowledge of computers, accounting, and management principles.

Marketing personnel are employed in retail, industrial and commercial firms, schools and hospitals, both locally and internationally. Marketing offers something for every business student -- a desk job as a market research analyst, or travel and excitement with the public as a salesperson, retailer, or public relations person. According to the National Association of Colleges and Employers in the Job Outlook, marketing is in the top ten degrees in demand.

### Admissions Requirements

Applicants for admission to the Marketing degree program must comply with the college admission requirements; no specific program requirements apply.

### Accreditation

The Department of Business Studies is nationally accredited by the Accreditation Council for Business Schools & Programs (ACBSP). This national accreditation allows marketing graduates to transfer to accredited four-year colleges throughout the country.

### Transfer Opportunities

The Marketing degree transfers in its entirety to many four-year colleges and universities. Southern New Hampshire University accepts 90 credits from MCC and awards scholarships to MCC marketing graduates based on academic performance. Plymouth State University, UNH-Manchester, and Franklin Pierce University are other local colleges that accept marketing graduates. Additionally, credits transfer to ACBSP-accredited colleges.

### Employment Opportunities

Graduates of the marketing program are ready for positions such as marketing coordinator, marketing assistant, account executive, retail associate, sales assistant, event planner, as well as many other dynamic and rewarding marketing-related careers.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
ACCT113	Accounting and Financial Reporting I	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
MATH131	Elementary Algebra	3	0	3
<b>Total</b>		<b>16</b>	<b>2</b>	<b>17</b>

First Year	Spring Semester	TH	LAB	CR
ACCT123	Accounting and Financial Reporting II	3	0	3
BUS212	Business Law I	3	0	3
ECON134	Macroeconomics	3	0	3
MATH202	Probability and Statistics	4	0	4
	Science Elective	3	0	3
<b>Total</b>		<b>16</b>	<b>0</b>	<b>16</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
MKTG210	Advertising	3	0	3
BUS155	Retail Management	3	0	3
GDES110	Page Layout and Design	2	3	3
ECON135	Microeconomics	3	0	3
ENGL113	Oral Communications	3	0	3
<b>Total</b>		<b>14</b>	<b>3</b>	<b>15</b>

Second Year	Spring Semester	TH	LAB	CR
MKTG135	Global Consumer Behavior	3	0	3
MKTG205	International Marketing	3	0	3
MKTG224	Sales and Sales Management	3	0	3
MKTG282	Marketing Research	3	0	3
BUS210	Organizational Communications	3	0	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
<b>Total</b>		<b>18</b>	<b>0</b>	<b>18</b>

**Total Credits - 66**

### MARKETING CERTIFICATE

		TH	LAB	CR
MKTG125	Principles of Marketing: A Global Perspective	3	0	3
MKTG135	Global Consumer Behavior	3	0	3
MKTG205	International Marketing	3	0	3
MKTG210	Advertising	3	0	3
MKTG224	Sales and Sales Management	3	0	3
MKTG282	Marketing Research	3	0	3
ACCT113	Accounting and Financial Reporting I	3	0	3
CIS110	Microsoft® Computer Applications I	2	2	3
	Business Elective	3	0	3
	(ACCT, BUS, FINC, MGMT, MKTG)			

**Total Credits - 27**

## MEDICAL ASSISTANT ASSOCIATE IN SCIENCE

### Program Mission

The program's mission is to prepare competent entry-level medical assistants in the cognitive (*knowledge*), psychomotor (*skills*), and affective (*behavior*) learning domains, incorporating values, ethics, and professionalism. The program promotes an interdisciplinary approach to the study of medical office administration, clinical procedures, and the ethics and values associated with such a career. The program's foundation provides a basis for analytical skills leading to national certification, life-long learning, and a successful career.

### Program Goal/Objectives

The successful graduate will:

- Be eligible to sit for the national certification exam for medical assistants (CMA-AAMA).
- Demonstrate proficiency in administrative medical office procedures, such as processing insurance claims, scheduling appointments, and completing referrals.
- Demonstrate proficiency in clinical procedures such as patient intake, taking vital signs, giving injections, administering EKGs, drawing blood, and assisting with patient exams, clinical procedures and office surgeries.
- Demonstrate proficiency in electronic medical records management.

### Program Description

Medical assistants are multi-skilled health professionals educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession. Our nationally accredited Medical Assistant (MA) programs emphasize the skills and knowledge needed for employment in doctors' offices, clinics, insurance companies, and other medical facilities.

Students may choose the professional certificate, which focuses mainly on the medical courses, or the associate degree, which includes advanced training in clinical procedures and the choice of electives that will enhance your education and training.

### Admissions Requirements

- In addition to college-wide admission requirements, applicants must interview with a member of the full-time faculty to determine appropriateness for admission to the program.
- Sufficient speech and language ability to express, comprehend, and exchange information and ideas in English verbally, non-verbally, and in writing, and to interact clearly and logically with patients, family members, physicians, peers and other ancillary medical personnel. Potential MA students will be assessed by the program director at the time of their interview. Those not meeting program standards may be referred to classes to improve their diction, vocabulary, and/or writing skills.
- Submit a report of a current physical exam including all required health screening and immunizations (*as indicated on physical exam form*).

### Program Policies

Students must abide by the following policies in order to be accepted and stay in the Medical Assistant Program.

- Students must place into College Composition based on Accuplacer scores before registering for any AH or MEDA courses.
- A grade of C is required in all AH, MEDA, and BIOL106/107 courses to continue in the program. Students may retake a course once if the minimum grade is not earned.
- All MEDA, AH, and BIOL106/107 courses must be taken within three years of Practicum.
- Students will be required to repeat a course if they do not demonstrate sufficient maturity to conduct themselves in a professional manner in the performance of clinical procedures.
- Students must demonstrate the emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in the classroom and clinical settings, and to integrate direction, instruction, and constructive criticism into behavior.
- Criminal background checks are required of all students within 30 days

of starting the Medical Terminology course. Drug screening may be required upon Practicum placement; this is dependent on the clinical setting. No student will be exempt from either process. Any student found to be chemically impaired at any time will be dismissed from the program. The American Association of Medical Assistants (AAMA) and/or medical facilities may restrict candidates from certification, practicum, or employment if involved in civil or criminal legal proceedings.

- Students must possess and maintain both personal health insurance and professional liability insurance (*both available through the college*) while enrolled in MEDA125, MEDA218, AH115, and MEDA223.
- Students must acquire and maintain CPR for the Health Care Provider while enrolled in MEDA125, MEDA218, and MEDA223. Students must provide proof of CPR/AED and First Aid certification prior to starting MEDA125 Clinical Lab Procedures I
- Students who place into MATH070 or MATH080 based on the Accuplacer Test must successfully complete MATH080 and successfully pass a basic mathematics test prior to registration for MEDA123 or MEDA125.
- Students who do not possess verifiable touch keyboarding skills of 30-35 cwpm must take ADMN111 prior to ADMN122 Executive Keyboarding.
- Students enrolled in MEDA125 Clinical Lab Procedures I, must purchase required scrubs, shoes, stethoscope, blood pressure cuff, and watch. (*Consult faculty for more information.*)
- Associate degree students must enroll in MEDA218 immediately following MEDA125 or the student may be required to repeat MEDA125. MEDA223 must immediately follow MEDA218.

### Transfer Policy

Students transferring from another college or from another program within MCC must have a 2.0 CGPA to be accepted into the Medical Assistant program. This includes developmental courses.

Transfer courses must have been taken within the past three years for AH110, BIOL 106/107, MEDA122, MEDA123, MEDA124, and MEDA126. Exceptions may be made for those with continuous work in the medical field. Transfer credit will not be given for MEDA125, MEDA218, or MEDA223.

### Technical Standards

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

- Applicants must be in good physical and mental health. Standards have been established to provide guidance to students as to skills and abilities required to function successfully in the profession.
- Applicants who think they may not be able to meet one or more of the technical standards should contact the department chairperson or faculty to discuss individual cases.
- Good manual dexterity and sufficient tactile ability to assess pressure temperature, position, vibration, and movement.
- Sufficient hearing to assess patient needs and to understand instructions, identify emergency signals, and engage in telephone conversations.
- Sufficient visual acuity to observe patients, manipulate equipment, and interpret data; visual acuity sufficient to ensure a safe environment, identify color changes, read fine print/writing and calculate fine calibrations.
- Sufficient strength to perform CPR and the ability to stand for extended periods of time.

### Accreditations

MCC's MA programs are accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB): Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, (727) 210-2350



## Employment Opportunities

According to the U.S. Department of Labor Bureau of Labor Statistics, "employment of medical assistants is expected to grow 34 percent over the 2008 – 2018 decade, much faster than average for all occupations particularly for those with formal training or experience, and certification." MCC's programs are competency based; graduates are comprehensively prepared to enter any medical office with confidence.

## Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
ADMN122	Executive Keyboarding	2	2	3
AH110	Medical Terminology	3	0	3
BIOL106	Human Body	3	0	3
BIOL107	Human Body Lab	0	2	1
INT101	College Success Seminar	1	0	1
PSYC110	Introduction to Psychology	3	0	3
<b>Total</b>		<b>12</b>	<b>4</b>	<b>14</b>

First Year	Spring Semester	TH	LAB	CR
MEDA122	Medical Office Procedures	3	0	3
MEDA124	Insurance for the Medical Office	4	0	4
MEDA125	Clinical Lab Procedures I	2	6	4
MEDA126	Medical Law & Ethics	3	0	3
AH123	Introduction to Pharmacology	3	0	3
<b>Total</b>		<b>15</b>	<b>6</b>	<b>17</b>

## Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
MEDA218	Clinical Lab Procedures II	2	3	3
AH200	Transcultural Health Care	3	0	3
ENGL110	College Composition	4	0	4
MATH131	Elementary Algebra	3	0	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
<b>Total</b>		<b>15</b>	<b>3</b>	<b>16</b>

Second Year	Spring Semester	TH	LAB	CR
MEDA223	Medical Assistant Practicum	0	15	5
MEDA225	Practicum Seminar	1	0	1
AH115	Phlebotomy	3	0	3
	English Elective	3	0	3
	Liberal Arts	3	0	3
	Liberal Arts	3	0	3
<b>Total</b>		<b>13</b>	<b>15</b>	<b>18</b>
<b>Total Credits - 65</b>				

## MEDICAL ASSISTANT PROFESSIONAL CERTIFICATE

See Associate Degree Admission and Program Policies.

		TH	LAB	CR
MEDA122	Medical Office Procedures	3	0	3
MEDA124	Insurance for the Medical Office	4	0	4
MEDA125	Clinical Lab Procedures I	2	6	4
MEDA126	Medical Law and Ethics	3	0	3
MEDA223	Medical Assistant Practicum	0	15	5
MEDA225	Practicum Seminar	1	0	1
ADMN122	Executive Keyboarding	2	2	3
AH110	Medical Terminology	3	0	3
AH115	Phlebotomy	3	0	3
AH123	Introduction to Pharmacology	3	0	3
BIOL106	Human Body	3	0	3
BIOL107	Human Body Lab	0	2	1
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
PSYC110	Introduction to Psychology	3	0	3
<b>Total Credits - 44</b>				

## ADMINISTRATIVE MEDICAL ASSISTANT CERTIFICATE

Administrative medical assistants perform a variety of tasks necessary to make an office operate smoothly. They are responsible for scheduling patient appointments, completing referrals for inpatient/outpatient procedures, keeping patient charts updated, accepting and documenting payments, processing insurance claims, typing correspondence, and interacting with healthcare facilities on a routine basis.

This certificate program provides the essentials needed to work in a medical office. Students will build a strong foundation of medical terminology, human anatomy, and prescription drugs before continuing on to courses requiring their application. Computer courses/applications will prepare graduates to feel comfortable with all types of clerical duties associated with a doctor's office, hospital, or insurance company.

		TH	LAB	CR
MEDA122	Medical Office Procedures	3	0	3
MEDA124	Insurance for the Medical Office	4	0	4
MEDA126	Medical Law and Ethics	3	0	3
ADMN111	Keyboarding I	3	0	3
ADMN122	Executive Keyboarding	2	2	3
AH110	Medical Terminology	3	0	3
AH123	Introduction to Pharmacology	3	0	3
BIOL106	Human Body	3	0	3
ENGL110	College Composition	4	0	4
CIS110	Microsoft® Computer Applications	2	2	3

**Total Credits - 32**

## PHLEBOTOMY CERTIFICATE

Phlebotomists (PBT) are essential members of the healthcare delivery team who are primarily responsible for collecting blood specimens from patients for laboratory testing. Qualified phlebotomists may be employed in hospital laboratories, private laboratories, doctors' offices, clinics, emergency rooms or blood donor centers.

Students may register for AH115 while completing the requirements for the Phlebotomy Internship if they meet the speech, health, character, and technical standards noted below.

Classroom learning is combined with a 120-hour internship that is performed in a clinical laboratory or other healthcare facility to provide the skills required of a certified PBT. **Internships are limited and offered as sites become available.**

Fine motor skills are required to successfully perform in most clinical facilities: drawing patient's blood in the inpatient and outpatient settings, processing specimens including operating mechanical and computerized equipment, and performing clinical duties. Good communication skills are critical in dealing with patients, clients, physicians, nurses, and other healthcare workers.

Students must have complete documentation of physical exam, immunization records, TB testing, health insurance coverage and liability insurance in effect **prior** to registering for AH135. Students who participate in the internship must be available on a full-time basis for three 40-hour weeks. There are no evening or weekend internships. **Only the Phlebotomy Coordinator may register students for AH135, Phlebotomy Internship.**

Students who successfully complete this program are qualified for immediate employment at independent labs, hospitals, clinics, and are eligible to sit for a national certification examination offered by several professional organizations.

National certification boards, internship sites, and employers may restrict candidates who have been involved in civil and legal proceedings.

## Admission Requirements

Applicants must satisfy the general requirements for admission to the college in addition to program requirements.

- All students must take the Accuplacer Test and meet reading level standards prior to registering for AH115, or have passed college-level courses with a C or better (*documentation required*.)
- Students must demonstrate reading and listening comprehension competencies in the English language as well as the ability to speak English clearly and correctly. Applicants whose first language is not English must submit official scores for the Test of English as a Foreign Language (TOEFL). A minimum score of 62 (*internet-based*), 173 (*computer-based*) or 500 (*paper-based*) is required before taking AH115.
- Students must have sufficient speech and language ability to express, comprehend and exchange information and ideas in English verbally and non-verbally, and to interact clearly and logically with patients, family members, physicians, peers, and other medical personnel. Those not meeting program standards may be referred to classes to improve their diction and vocabulary skills.
- Submit a report of current physical status, including immunization against measles, mumps, rubella, (MMR), varicella, and hepatitis B (*at least 2 of the required 3-shot series must be completed*); up-to-date tetanus booster; negative TB test within one year or negative chest x-ray with physician's clearance, varicella vaccine.
- Based on the physical exam required for entry into the program, students must
  - a. Have sufficient hearing to assess patient needs and to understand instructions and identify emergency signals.
  - b. Have sufficient visual acuity to observe patients, and interpret data; visual acuity sufficient to ensure a safe environment, identify color changes, read fine print/writing, and calculate fine calibrations.
  - c. Be able to stand for long periods of time.
- Possess & maintain personal health insurance for both AH115 & AH135 (available through the college).
- Possess & maintain professional liability insurance (available through the college) for both AH115 & AH135.
- Criminal background checks are required of all students prior to Internship placement. Drug screening may be required upon Internship placement; this is dependent on the clinical setting. No students will be exempt from either process. National certification boards, internship sites, and employers may restrict candidates who have been involved in civil or criminal legal proceedings.
- As skills and knowledge must be current for an internship, if more than one year elapses before a student seeks an internship, AH115 must be repeated.

## Health and Character Standards

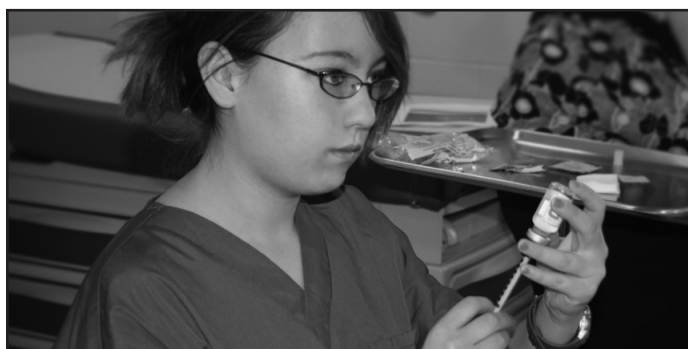
MCC must ensure that patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in internships must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities.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

MCC believes patient and student safety is of utmost importance. Therefore, if the instructor believes that actions demonstrated by a student in class or on internship jeopardize either the student's own safety or patient safety, that student will be dismissed from the class/program.

Applicants must be in good physical and mental health to qualify for positions in the healthcare field. Standards have been established to provide guidance to students as to skills and abilities required to function successfully in the program and ultimately in the phlebotomy profession. Applicants who think they may not be able to meet one or more of these health, character or technical standards should contact the department head or faculty to discuss individual cases.

Applicants should have sufficient emotional intelligence to exhibit empathy and compassion to maintain productive relationships in the classroom and clinical settings.

		TH	LAB	CR
AH115	Phlebotomy	3	0	3
AH135	Phlebotomy Internship	0	9	3
		<b>Total Credits - 6</b>		



## NURSING ASSOCIATE IN SCIENCE

### Program Mission

The mission of the nursing program is to provide high-quality education and clinical evidence-based practice which enables students to achieve career and life goals through the application of knowledge, judgment and skills necessary to practice as a registered nurse.

### Program Goal/Objectives

Graduates from MCC's nursing program will:

- Utilize knowledge, judgment and skills to practice nursing safely and competently.
- Utilize intellectual, interpersonal and psychomotor competence when providing patient care.
- Utilize the nursing process to assist patients to attain, maintain and retain health.
- Collaborate as a member of the healthcare team.
- Practice nursing within a legal and ethical framework.

### Program Description

The Nursing Program prepares students to provide direct care to patients in acute care, long term care and other structured settings. The program consists of science, general education and nursing courses. Nursing courses include classroom, simulation lab and clinical experiences. Learning experiences and clinical practical may vary in time and in location, and may include days, evenings, and/or weekends.

The program may be completed on a full-time or part-time basis. Classroom and clinical components of the nursing courses must be completed concurrently. All nursing courses must be completed within four years from the date of entry into the first nursing course.

Students admitted into the Nursing program must take nursing courses in sequence, and must achieve a minimum grade of C (73.33) in all major theory and science courses (*Nursing, Anatomy & Physiology I & II, and Microbiology*) and a grade of "Pass" in clinical courses in order to continue in the program.

### Admissions Requirements

Nursing program applications must be completed by February 1st to be considered for acceptance in the fall class.

A completed application is the responsibility of the nursing candidate. Incomplete applications will not be considered. Candidates must complete the college admission requirements and provide documentation of the following criteria for admission consideration:

- Proof of satisfactory completion of high school algebra, biology and chemistry with grades no lower than a C. If transcript indicates a numerical grade point average with no grade equivalent, a minimum of 73.33 is required. Chemistry with a lab will be required for fall 2014 admission.

Complete the test of Essential Academic Skills (TEAS V) of Assessment Technologies Institute (ATI) with an Adjusted Individual Score of or greater: Reading 71.20%, MATH69 80%, Science 54.30%, English 64.30%.

Applicants are permitted to take this exam once in any six month period. Test scores are valid for a period of two years.

- Two professional references, work or education related. (*Forms provided by college*).
- The TEAS V Test evaluates the academic ability of prospective RN students. See [www.atitest.com](http://www.atitest.com) for information about preparing for the test. For additional information or to register for the TEAS V see [www.mccnh.edu/academics/programs/nursing](http://www.mccnh.edu/academics/programs/nursing).

Applicants who have been former nursing students please note that the Director of the Department of Nursing will contact the former nursing program to verify that the student left in good standing.

### Selection Criteria

Admission to the nursing program is very competitive. Selection is determined by a cumulative point system that is based on applicable college courses and grades, the TEAS V scores and references.

Qualified students who are not accepted in the selection process may be assigned to a prioritized waiting list based on the above criteria. They may be subsequently admitted if an opening becomes available prior to the beginning of the fall semester. The waiting list will be discarded once classes begin. Students still desiring admission must reapply for the following year.

### Upon Acceptance

It is understood that acceptance is conditional upon submission of satisfactory evidence in the form of the following documents no later than four weeks prior to the beginning of the semester.

- Submit a report of a current physical examination, including all required health screening and immunizations/titers (*as indicated on the physical examination form*).
- Possess and maintain personal health insurance (*available through the college*). When enrolled in the nursing program, students must notify the Director of any changes with healthcare coverage.
- Possess and maintain professional liability insurance (*available through the college*).
- Acquire and maintain certification in BLS for Health Care Providers.
- Have a satisfactory criminal background check (*cost to be incurred by student*). MCC's background check is due within 21 days after attending the mandatory nursing program orientation. Students will repeat the NH State Police criminal background check prior to their senior year. Students may also be required to provide an additional criminal background check throughout the course of the program based on clinical facility requirements.

### Pathway for NH Future Nurses Program

This new partnership between MCC and Franklin Pierce University (FPU) allows students to earn a Bachelor Degree in Nursing from FPU in one year after completion of their Associate Degree in Nursing from MCC. Students accepted into the Pathway Program will take courses that meet the requirements of both colleges during their first three years at MCC, receive their ADN and be eligible to take the RN state board exam (NCLEX-RN). During their fourth year they will complete their Bachelor Degree in Nursing at FPU. To learn more, students must attend a Pathway for NH's Future Nurses Information Session. Dates and times can be found at [www.mccnh.edu](http://www.mccnh.edu) or by calling Jacquie Poirier at (603) 206-8102.

### Advanced Placement for LPNs Into Hybrid NURS112

It is recommended that prospective students attend an LPN-RN Nursing info session. You must be a currently NH licensed LPN and successfully complete the National League for Nursing Acceleration Challenge Exam Book One: Foundations of Nursing, with a "Decision Score" of 70% or better. Applications must be completed by March 1st.

### Transfer Into NURS112

In order to be considered for transfer from another nursing program, students must: have permissions of the Director of Nursing, have successfully completed (*a minimum course grade C*) a Nursing Fundamentals course within the past 2 years and successfully complete the following: Excelsior College examination; #403: Fundamentals of Nursing with a grade of C or better.

Advanced placement and transfer students accepted into NURS112 must attend Nursing Process Seminar prior to the start of NURS112.

### Transfer Credit Policy

In addition to specific nursing course transfer policies noted above and other MCC transfer credit policies, Anatomy & Physiology I and II and Microbiology must be taken within an eight year period from the time of acceptance into the Nursing program.



## Readmission Policy

Students matriculated in the Nursing program who withdraw or do not achieve the required minimum grade in the Nursing or science courses and are not able to continue in the Nursing program may be eligible for readmission consideration. A student may be readmitted to the Nursing program one time only. Readmissions are contingent upon space availability. The student applying for readmission will be required to meet the curriculum requirements in effect at the time of readmission. In order to be reconsidered for admission, the student must:

- Submit a written, dated letter requesting readmission to the Director of the Department of Nursing. In this letter, briefly outline the reason(s) you were previously unable to continue in the program, identify which Nursing course you are requesting readmission, and your plan for successful completion of the program.

Students who have requested readmission will be ranked according to their Nursing cumulative course grade average. As space availability is determined, students will be readmitted based on their ranking order. Students will then be notified of the status of their request in writing by the Director of the Department of Nursing. Students who are readmitted to the Nursing program will follow the program of study in place at the time they are readmitted.

Students who have failed a Nursing course because of unsafe practice involving actions or non-actions are not eligible for readmission to the Nursing program (see *Nursing Course Syllabi: Evaluation Methods*).

## Accreditation

The Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the New Hampshire Board of Nursing (NHBN). Upon satisfactory completion of the program, the graduate is eligible to apply to the NHBN for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). MCC's NCLEX pass rates can be viewed at [www.nh.gov/nursing](http://www.nh.gov/nursing). The NHBN's licensing regulations may restrict candidates who have been involved in civil or criminal legal proceedings. Questions about licensing restrictions should be addressed to the NH Board of Nursing, 21 South Fruit Street, Suite 16, Concord, NH 03301, (603) 271-2323. Questions about the status of accreditation for the Nursing program should be addressed to the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlantic, GA 30326, (404) 975-5000, [www.nlnac.org](http://www.nlnac.org).

## Employment /Transfer Opportunities

Prior to meeting all program course requirements, matriculated nursing students may be eligible to apply to the NHBN for additional licensure after successful completion (*defined as achieving a minimum course grade of C*) of the following nursing courses:

- Nursing I - Licensed Nursing Assistant (LNA)
- Nursing III - Licensed Practical Nurse (LPN)

The nursing program maintains articulation agreements with Emmanuel College, Endicott College, New England College, Rivier University, St. Joseph's College of Maine, University of New Hampshire, and articulation and dual admission with Franklin Pierce University. Further information on application for dual admission can be obtained from FPU or from the Director of Nursing at MCC.

## Technical Standards

MCC must ensure that patient safety is not compromised by students during learning experiences. Therefore, the student is expected to demonstrate emotional stability and exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and appropriate interpersonal relationships with peers, staff, and patients and their families.

The following technical standards have been established to provide guidance to students as to skills and abilities required to function successfully in the program and ultimately in the profession of nursing. Applicants who think they may not be able to meet one or more of the technical standards should contact the Director of Nursing to discuss individual cases.

- Sufficient hearing to assess patient needs and to understand instructions, emergency signals and telephone conversations.
- Sufficient visual acuity to observe patients, manipulate equipment, and interpret data; visual acuity sufficient to ensure a safe environment, identify color changes, read fine print/writing and calibrations.
- Sufficient verbal ability to express and exchange information when interacting with patients, family members, physicians, peers and other ancillary medical personnel.
- Ability to work with frequent interruptions, respond appropriately in emergencies or unexpected situations, and to cope with variations in workload and stress levels.
- Sufficient strength and motor coordination to perform the following physical activities: manual dexterity to operate and handle equipment, moving and transfer of patients; and performing CPR.
- Travel Policy: Transportation to and from the clinical site is the responsibility of the student.

## Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
NURS111	Nursing I	6	12	10
BIOL110	Human Anatomy and Physiology I	3	3	4
INT101	College Success Seminar	1	0	1
PSYC110	Introduction to Psychology	3	0	3
<b>Total</b>		<b>13</b>	<b>15</b>	<b>18</b>

First Year	Spring Semester	TH	LAB	CR
NURS112	Nursing II	4	15	9
BIOL120	Human Anatomy and Physiology II	3	3	4
PSYC210	Human Growth and Development	3	0	3
<b>Total</b>		<b>10</b>	<b>18</b>	<b>16</b>

## Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
NURS211	Nursing III	4	15	9
BIOL210	Microbiology	3	3	4
ENGL110	College Composition	4	0	4
<b>Total</b>		<b>11</b>	<b>18</b>	<b>17</b>

Second Year	Spring Semester	TH	LAB	CR
NURS212	Nursing IV	3	18	9
MATH131	Elementary Algebra*	3	0	3
OR				
MATH202	Probability and Statistics	4	0	4
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
	English Elective	3	0	3
<b>Total</b>		<b>12/13</b>	<b>18</b>	<b>18/19</b>
<b>Total Credits - 69/70</b>				

\*Students who wish to continue their education toward the Bachelor or Master of Science in Nursing degrees are encouraged to complete MATH202 as the mathematics requirement.



## WELDING ASSOCIATE IN APPLIED SCIENCE

### Program Mission

Graduates of this program will be prepared students with marketable skills in a variety of welding processes for entry into the workforce.

### Program Goals/Objectives

Graduates of the Welding degree program will:

- Possess basic competency in the four major welding processes.
- Demonstrate basic concepts and practices of technical drawing and blueprint reading in accordance with industry standards
- Articulate safety guidelines and use of machine tools.
- Produce drawings using Computer Aided Drafting (CAD) software.
- Refine skills to meet code requirements for heavy plate & pipe welding.
- Demonstrate knowledge of materials structures; heat treatment processes; the composition of ferrous and non-ferrous alloys; and the effects of heat-treatments on metals.
- Articulate industrial quality control procedures.
- Demonstrate fabrication techniques and cost estimation, and principles of applied statics and strength of materials.

### Program Description

MCC offers an Associate of Applied Science Degree (A.A.S.) and a Professional Certificate in Welding Technology. Students in the A.A.S. Welding Technology program develop a variety of technical skills and knowledge of industry norms that are informed by theory and built on an academic foundation that includes mathematics and communication. The Professional Certificate in Welding Technology meets entry-level employment objectives for non-code welding and includes the courses required for the first year of the A.A.S. degree.

### Admissions Requirements

In addition to college-wide requirements, students must place into MATH111, Numerical Geometry and ENGL110, College Composition.

### Employment Opportunities

The need for trained welders has grown consistently and will continue to do so until 2016. Based on this trend, it is anticipated that the need will continue to grow beyond 2016. The NH Employment Security Economic and Labor Market Information Bureau reports the need for welders, cutters, solderers & brazers, machine setters, operators and tenders.

A predicted wave of retirements nationwide will create a shortage of approximately 20,000 qualified welders by 2014. Graduates are prepared for welder qualification testing which is used throughout the industry.

### Technical Standards

- Normal vision for reading instructions and for performing tasks (*adaptive equipment acceptable*).
- Manual dexterity with both hands; good hand and eye coordination.
- Ability to visualize and portray ideas graphically.

### Degree Program - First Year

First Year	Fall Semester	TH	LAB	CR
WELD111	Gas/Arc Welding Lab	0	12	4
WELD112	Gas/Arc Welding Theory	3	0	3
WELD113	Technical Blueprint Reading	0	3	1
CIS110	Microsoft® Computer Applications I	2	2	3
ENGL110	College Composition	4	0	4
INT101	College Success Seminar	1	0	1
<b>Total</b>		<b>10</b>	<b>17</b>	<b>16</b>

First Year	Spring Semester	TH	LAB	CR
WELD121	MIG/TIG Welding Lab	0	12	4
WELD122	MIG/MIG Welding Theory	3	0	3
WELD125	Manufacturing and Repair Technology	0	3	1
WELD186	Blueprint Reading for Welders	3	0	3
CAD113	CAD for Non-Majors	1	3	2
MATH111	Numerical Geometry	3	0	3
<b>Total</b>		<b>10</b>	<b>18</b>	<b>16</b>

### Degree Program - Second Year

Second Year	Fall Semester	TH	LAB	CR
WELD211	Structural Code Welding Lab	0	12	4
WELD212	Code Welding Theory	3	0	3
WELD213	Metallurgy	2	2	3
MATH135	Numerical Algebra and Trigonometry	3	0	3
	English Elective	3	0	3
	Social Science Elective	3	0	3
<b>Total</b>		<b>14</b>	<b>14</b>	<b>19</b>

Second Year	Spring Semester	TH	LAB	CR
WELD220	Fabrication Techniques and Estimating	2	2	3
WELD221	Pipe Code Welding Lab	0	12	4
WELD223	Materials and Testing	2	2	3
PHYS100	Introductory Physics	2	2	3
	Foreign Lang./Humanities/Fine Arts Elective	3	0	3
<b>Total</b>		<b>10</b>	<b>20</b>	<b>16</b>

**Total Credits - 67**

### WELDING TECHNOLOGY PROFESSIONAL CERTIFICATE (Days only)

		TH	LAB	CR
WELD111	Gas/Arc Welding Lab	0	12	4
WELD112	Gas/Arc Welding Theory	3	0	3
WELD113	Technical Blueprint Reading	0	3	1
WELD121	MIG/TIG Welding Lab	0	12	4
WELD122	MIG/TIG Welding Theory	3	0	3
WELD125	Manufacturing and Repair Technology	0	3	1
WELD186	Blueprint Reading for Welders	3	0	3
CAD113	CAD for Non-Majors	1	3	2
ENGL110	College Composition	4	0	4
MATH111	Numerical Geometry	3	0	3
INT101	College Success Seminar	1	0	1
CIS110	Microsoft® Computer Applications I	2	2	3

**Total Credits - 32**

### WELDING TECHNOLOGY CERTIFICATE (Evenings only)

Successful completion of this program gives you the necessary welding skills required for employment as a combination welder, including SMAW pipe. AWS 3/8" Plate Bend test skills are required to enter the Weld III Advanced Pipe/Plate course.

		TH	LAB	CR
WELD113	Technical Blueprint Reading	0	3	1
WELD180	Basic Arc and Gas Welding	1	3	2
WELD181	Intermediate Arc and Gas Welding	1	3	2
WELD182	Welder Qualifications and Testing	1	3	2
WELD183	Advanced (SMAW) Pipe/Plate Welding	1	3	2
WELD184	Gas Tungsten Arc Welding (TIG)	1	3	2
WELD185	Gas Metal Arc Welding (MIG)	1	3	2
WELD186	Blueprint Reading for Welders	3	0	3
MATH111	Numerical Geometry	3	0	3

**Total Credits - 19**



All credit and non-credit courses at Manchester Community College are assigned a course number. Course numbers begin with a letter code designating the course's academic area. The following course descriptions are arranged alphabetically, by academic code, beginning with "ACCT" (Accounting) and ending with "WELD" (Welding).

Courses with numbers between "0 - 99" are considered developmental and any credit awarded cannot be used toward graduation requirements. Courses with numbers between "100 - 199" are considered beginning level courses and courses with numbers between "200 -299" are considered upper level courses.

**Prerequisites for courses are identified after each description and may be waived only by the instructor. A Prerequisite Waiver Form must be completed prior to registration. These forms can be obtained in the Registrar's Office.** Generally, upper level courses have prerequisites.

The college reserves the right to review and modify this information throughout the year.

## ACADEMIC PLACEMENT POLICIES

### Student Success Placement Policy

#### INT101 – College Success Seminar

The College Success Seminar course must be taken in the students' first semester of attendance.

#### INT102 – Learning Community Seminar

Students who place into two or more English or mathematics classes with a course number less than a 100 level must register for those courses and INT102 during their first semester of attendance.

### English Department Placement Policy

Before students may register for college-level English courses, they must demonstrate mastery of English at the high school level. Placements are determined as follows:

Placement Criteria	Course Placement
Accuplacer reading score of 34 -54	ENGL094
Accuplacer reading score of 55-79 OR completion of ENGL 094 with grade of C+ or better.	ENGL097
Writeplacer score of 2 or 3	ENGL098
1. *Writeplacer score of 4 or 5 or above <b>COMBINED WITH</b> Accuplacer reading score less than 80 ( <i>see information below if condition 2 applies</i> )	ENGL099
Writeplacer score of 5-6 combined with college-level reading skills determined by one of the following criteria: • Accuplacer score of 80 or above • Completion of ENGL 097 with a grade of C+ or better	ENGL110
Placement into two or more English and/or Mathematics courses below the 100-level	INT102 <b>and</b> English and/or mathematics courses below the 100 level. <b>MUST be taken in the first semester of attendance)</b>

### Mathematics Department Placement Policy

Before students may register for college-level mathematics courses, they must demonstrate mastery of mathematics at the high school level. Placements are determined as follows:

Accuplacer Placement Criteria	Course Placement
AR ≤ 55 and EA ≤ 61	MATH070
AR ≥ 56 and EA ≤ 61	MATH080
EA ≥ 62 and ≤ 78	MATH103
EA ≥ 62 and ≤ 78	MATH111
EA ≥ 62 and ≤ 78	MATH131

**Accuplacer codes:** **AR**-Arithmetic; **EA**-Elementary Algebra

Accuplacer may place students in higher levels of math. Please see CAPS for that information.

Courses with numbers between "0-99" are considered developmental and cannot be used toward graduation requirements. Courses with numbers between "100-199" are considered beginning level courses.

Students placing below a score of 31 in the Arithmetic portion of the Math Accuplacer Test will be referred to CAPS to work on essential skills so that they may re-test into the proper preparatory class.

### Computer Science Placement Policy

< 65%	Computer Fundamentals	CIS097
> 65%	Microsoft® Computer Applications	CIS110
> 65%	Computer Technologies I	CIS111

**Elective Course Information:** In addition to the required courses in a student's program, students are given the choice to select from a variety of elective courses. Each program offers a different set of electives, so please refer to each individual program for specific options.

The following information will assist students with the variety of elective categories and the selection of elective courses. All academic subject codes and course numbers refer only to MCC courses.

**English Elective:** any course with the academic subject code of ENGL and a course number of at least 100. **Social Science Elective:** any of these designations: AN, ECON, GEOG, HIST, POL, PSYC, SOC. **Foreign Language/Humanities Elective/Fine Arts:** any of these designations: ARTS, ENGL Literature, or the following courses ASL, ENGL113, 210, 213, 214 HUMA, PHIL, FREN, GERM. SPAN, and HIST 120, 130. **Math Elective:** any course with the academic subject code of MATH and a course number of at least 100. **Science Elective:** any course with the academic subject code of BIOL, CHEM, ESCI, PHYS and a course number of at least 100. **Business Elective:** any course with the academic subject code of ACCT, BUS, FINC, MGMT, MKTG and a course number of at least 100.

**Liberal Arts Elective:** any course listed under the categories of English elective, Social Science elective, Foreign Language/Humanities/Fine Arts elective, Mathematics elective or Science elective with a course number of at least 100.

**Open Elective:** any course that the college offers with a course number of at least 100. ESL courses are not considered open electives and cannot be counted toward graduation requirements.



# Course Descriptions

## **ACCT100 Bookkeeping for Small Business**

**2-2-3**

This hands-on class teaches the bookkeeping required for a small business. Basic accounting is taught using QuickBooks™ software. A semester-long practice case gives students the opportunity to input routine transactions and prepare monthly financials for a small business. Topics covered are sales, receivables, uncollectible accounts, payables, inventory, payroll, general ledger, depreciation, cash management, monthly bank reconciliations, and financial-statement reporting. Students learn how to compute payroll, prepare payroll checks, and prepare federal and state payroll reports. Students also learn how to start up a business, file the necessary paperwork at the federal and state levels, and obtain a general knowledge of a Schedule C for individual tax reporting purposes. Different forms of businesses are reviewed, with emphasis on bookkeeping for a sole proprietorship. Proper insurance coverage is also reviewed to include business liability and workers' compensation insurance. NOTE: This class cannot be taken by accounting majors as part of their Accounting degree or Accounting certificate program.

## **ACCT105 Managerial Accounting**

**3-0-3**

Explores the financial impact of various business decisions and the financial benefits for business practices. Upon completion, the student will understand how accounting, capital budgeting tools, cost classification, and other productivity information can be used to assess the past performance and improve the future performance of a business by giving managers the essential information they need to make better decisions. Topics covered include financial-statement analysis, cash flow statements, master and operational budgets, cost-classification methods and allocation methods, break-even analysis, incremental analysis, standard costing, variance analysis, and capital budgeting tools.

## **ACCT113 Introduction to Accounting & Financial Reporting I**

**3-0-3**

Introduces accounting as the language of business and the need for accounting in the business world. Students develop an understanding of the concepts and usage of assets, liabilities, equity, revenue and expense accounts, and are introduced to accounting procedures necessary to prepare a financial statement utilizing current concepts and accounting principles. Topics covered include journalizing transactions, trial balance, adjustments, closing entries, accounts receivable and payable, inventory, bank reconciliations, special journals, cash receipts, disbursements, and banking procedures.

## **ACCT123 Intro to Accounting & Financial Reporting II**

**3-0-3**

A continuation of the concepts covered in Accounting and Financial Reporting I. Emphasis is on the analysis of balance sheet accounts including accounts receivable, notes receivable, property, plant and equipment, short-term and long-term liabilities, bonds, investments, stock transactions, retained earnings, cash flows, ratio computation and analysis, and partnerships. This course also compares and contrasts basic accounting methods of accounting for sole-proprietorships, partnerships and corporations. Prerequisite: ACCT113.

## **ACCT213 Cost Accounting I**

**3-0-3**

Covers how accounting data is used within decision making. The student will examine and analyze cost flow, cost of goods sold, job order and process costing, cost-volume-profit relationships, equivalent units of production, variable costing, activity based costing, and cost behavior patterns. Prerequisite: ACCT123.

## **ACCT215 Cost Accounting II**

**3-0-3**

Designed as a continuation of the concepts covered in Cost Accounting I where the student was introduced to how accounting data is used within an organization for planning, control, and decision-making. The student will build on this foundation with a more in-depth analysis and reporting of costs. The student will examine and analyze service department costs, joint cost allocation, management control systems, planning and budgeting, capital budgeting, transfer pricing, standard cost systems, variance analysis, investment center performance, relevant costs for decision making, ratio analysis, and absorption versus variable costing. Prerequisite: ACCT213.

## **ACCT216 Software System Applications**

**2-2-3**

An introduction to an integrated accounting software package, this course includes evaluation of common software characteristics and features, a review of internal controls for computerized accounting systems. The student will become proficient in processing transactions in a computerized accounting environment using a popular software package in general ledger, financial statement preparation, accounts receivable, accounts payable, payroll, inventory, time and billing, fixed assets and depreciation, cost control, budgeting and reporting. Prerequisite: ACCT123, CIS110 or higher.

## **ACCT220 Intermediate Accounting I**

**3-0-3**

This first of three classes in intermediate accounting is an extension of topics covered in Accounting & Financial Reporting I and II, with further emphasis on the study and application of generally accepted accounting principles. The student will encounter an in-depth study of accounting concepts and will accurately prepare complex balance sheets, income statements, and retained earnings statements including required financial disclosures. Discussions include accounting ethical practices, fair earnings management,

the Sarbanes Oxley Act, and international accounting standards. A review of the accounting cycle will cover monthly transaction entries and complex adjusting, correcting, reversing, and closing entries. Also includes an in-depth analysis of cash, receivables, inventory valuation, and time value of money. Integrated within this class is exposure to sample CPA exam questions and the use of EDGAR or similar databases for conducting accounting research. Prerequisite: ACCT123.

## **ACCT221 Intermediate Accounting II**

**3-0-3**

The second of three classes for Intermediate Accounting, this course continues the intensive study begun in Intermediate Accounting I. Students will study the recording and disclosure requirements for acquisition and disposition of long term assets, depreciation and impairment of assets, intangible assets, current liabilities, contingencies, contract accounting, long and short term debt, estimated liabilities, investments, shareholders' equity transactions, stock issuance and retirement, revenue recognition, dilutive securities, and earnings per share. Integrated within this class is exposure to sample CPA exam questions and the use of EDGAR or similar databases for conducting accounting research. Prerequisite: ACCT220.

## **ACCT222 Intermediate Accounting III**

**3-0-3**

The final of three classes for Intermediate Accounting continues the intensive study begun in Intermediate Accounting I. Topics include the complex reporting and disclosure requirements for the Statement of Cash Flows, income taxes for financial statement presentation, pension plans and post-retirement benefit accounting, leases, accounting changes and error analysis, full disclosure requirements in financial reporting, partnership accounting and SEC reporting requirements. Integrated within this class is exposure to sample CPA exam questions and the use of EDGAR or similar databases for conducting accounting research. Prerequisite: ACCT220.

## **ACCT243 Federal Income Taxes – Individuals**

**3-0-3**

A detailed presentation of Federal Income Tax Laws focusing on Internal Revenue Service procedures and court rulings related to individuals as well as sole proprietorships. Applicable tax forms are prepared in conjunction with rules and regulations. Prerequisite: ACCT123.

## **ACSP101 Payroll Fundamentals-Entry Level**

**3-0-3**

This course will be a hands-on approach to learning the payroll cycle through the completion of a semester-long practice case. Topics covered include the logical process of work within the payroll department; the fundamentals of laws and regulations that govern the payroll function; internal control procedures; various payroll fringe benefits. Upon successful completion of the course, the student will be ready for an entry-level position as a payroll professional, and will be prepared to test for the American Payroll Association's Fundamental Payroll Certification Examination.

## **ACSP103 Accounts Payable-Entry Level**

**2-5-2**

This hands-on class will teach the student the accounts payable department functions, from the receipt of a purchase order through the completed payment of the invoice using a Quick Books™ software package. Topics covered include the logical process of work within the accounts payable department, the interaction and flow of information throughout the organization, internal controls, processing of paperwork for the invoice packet, disbursement of funds, updating the vendor master file, preparation of 1099 reports, and vendor statement reconciliation. Upon successful completion of the course, the student will be ready for an entry level position in accounts payables. Upon completion of this class, the student will be prepared to test for the Accounts Payable Fundamental Certification, a National Certification Examination.

## **ACSP104 Accounts Payable Professional-Advanced**

**2-0-2**

This advanced level class in accounts payable operations and procedures is designed for the accounts payable professional with at least 3 years of full-time work experience in accounts payable who wants to further their education regarding advanced topics of accounts payable so as to enhance their performance in the work place and/or prepare to take the Accredited Payable Specialist Certificate Exam. Topics covered include: Internal control systems, Sarbanes Oxley Act, policy manual preparation, fraud detection and prevention, record retention and destruction practices, preparation for internal and audits, accounting terminology and account reconciliation, advanced processing functions for invoices and non-invoice billing, disbursement methods, paper versus electronic payments, international payments, petty cash, error corrections, updating the vendor master file, accounts payable software specifics and security issues, electronic invoicing, data security, imaging and workflow, sales and use taxes, value added taxes, travel and entertainment expense management, 1099 reporting, and importance of cross training and best training processes. Upon successful completion of this class and providing that the student has the applicable required work experience, the student will be prepared to take the Accredited Payable Specialist Certification Exam offered by The Accounts Payable Network and The Institute of Management & Administration.

## **ACSP110 Bookkeeping Internal Controls and Advanced Topics 2-0-2**

Covers more advanced topics in bookkeeping, including the reconciliation of depreciation for book versus taxes, depreciation methods for GAAP (*General Accepted Accounting Principles*), depreciation methods for Federal Income Tax, depreciation of vehicles for tax purposes, merchandise inventory using the perpetual and the periodic systems, inventory computation methods, and lower of cost or market. Topics covered for internal controls include employee theft and how to prevent it, prevention of check and credit card fraud, prevention of vendor cheating, and how to avoid various con schemes and scams. This class is designed to prepare the student for the workforce as a bookkeeper and to prepare for part 2 / test 2, and parts 3 & 4 of the National Certified Bookkeeper exam administered by the American Institute of Professional Bookkeepers. Prerequisite: ACCT113 with a grade of C or better.

## **ACSP111 Advanced Bookkeeping Applications 3-0-3**

The Capstone course in the bookkeeping certificate program. Topics extensively covered include daily transaction entries, monthly and year-end adjusting entries, locating errors, error-correction entries, bank reconciliations, preparation of worksheets and creation of computerized financial statements. The student will complete a practice case that applies the knowledge learned to a "real-life" case. This class is designed to prepare the student for work as a bookkeeper and for part 1 of the National Certified Bookkeeper examination administered by the American Institute of Professional Bookkeepers.

## **ADMN111 Keyboarding I 3-0-3**

Introduces touch-typing. Students learn basic word processing functions as they format personal letters, business letters, envelopes, memos, reports and tabulations. Formatting rules pertaining to margins, tabs, and spacing will be reinforced.

## **ADMN122 Executive Keyboarding 2-2-3**

Continues supervised speed and accuracy development. While learning keyboarding concepts, the student will produce correspondence with more advanced features. Also covers business letters with verifying formats, complex tabulations, business forms, manuscripts, and tables. Prerequisite: ADMN111 or permission of the instructor.

## **AH110 Medical Terminology 3-0-3**

Provides the ability to communicate in a professional, effective manner in a variety of healthcare settings. Through a realistic approach, students learn the rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. Introduces various types of medical records and reports, and provides the skills to read and interpret them. A variety of activities guide the student in the application of medical terminology as it relates to the clinical world. Prerequisite: Placement into College Composition based on the Accuplacer Test.

## **AH115 Phlebotomy 3-0-3**

Provides the theoretical and introductory technical skills of a phlebotomist. Discussions include anatomy and physiology of the circulatory system, medical terminology, structures of the healthcare system and laboratory safety, types of laboratory analyses, specimen collection including techniques, equipment, sources of error and medico-legal issues surrounding the practice of phlebotomy. Prerequisite: Reading Comprehension at the 12th grade level based on the Accuplacer Test.

## **AH123 Introduction to Pharmacology 3-0-3**

Provides the Medical Assistant student with the fundamental knowledge necessary for a basic understanding of the principles and practice of pharmacology. Emphasis is on the safe preparation and administration of medications to patients of various age groups. Simulated problems and case scenarios are based upon clinical situations that the Medical Assistant may encounter in a general medical office or clinic setting. Student must have an understanding of basic mathematical processes in order to perform practice problems with accuracy. Prerequisite: AH110 and BIOL106, and MATH080 with a C or better and a score of 85% or better on PMEX (pharmacology math placement exam) and placement into ENGL110. Note: A grade of C is required to pass this course for Medical Assistant and HIM majors.

## **AH135 Phlebotomy Internship 0-9-3**

After successful completion of AH115 Phlebotomy, the student will spend 120 hours in a clinical environment becoming proficient with the responsibilities and skills of a phlebotomist. Students receive hands-on experience with venipuncture and capillary punctures. In addition, the ability to follow protocol for the collection of blood specimens is stressed, all while under the supervision of qualified personnel in an accredited clinical laboratory. Requires program matriculation and immunization documentation. Prerequisite: Grade of C or better in AH115 and signed permission of Phlebotomy Coordinator. NOTE: Only full-time, daytime internships available. No evening or weekends.

## **AH200 Transcultural Health Care 3-0-3**

Healthcare professionals support the concept of holistic care and recognize the need to understand the client's background in order to provide comprehensive care that respects personal values and individuality. Transcultural Health Care provides a framework for all health care providers to learn inherent concepts and characteristics of culture and provide the background necessary to interact knowledgeably and competently with ethnic populations. Prerequisites: AH110, BIOL106 or BIOL110. Corequisite: MEDA123.

## **AMT110 Manufacturing Processes 2-3-3**

Students will explore the manufacturing process not only as a sequence of material manipulation but also as a product of management. Current managerial philosophies and their effects on every phase of manufacturing will be examined. This information will be synthesized and applied to a manufacturing model, which will give students an opportunity to test their theories on managing a manufacturing facility with limited resources. Throughout the course, emphasis will be placed on effective workplace skills including teamwork, integrity, and dependability. Prerequisites: ENGL 110 and CIS 110.

## **AMT120 Motor Controls and PLCs for Manufacturing 3-3-4**

This course will provide basic coverage of the theory and operation of AC and DC motor and generator controls and control systems. Subject matter will include generator and alternator starting, stopping, and synchronization controls as well as motor starting, reversing, braking, and speed controls. Solid-state theory will be introduced. Theory and applications for electronic devices and control systems, motor drives, and programmable logic controllers (PLCs) will be covered in the classroom and lab. Laboratory work will reinforce and promote the application of theoretical concepts. Prerequisite: ETEC 110.

## **AMT210 Manufacturing Systems I 3-6-5**

Students will explore fluid power controls, manufacturing component capacities and functions for automated manufacturing. This will include the logic controls and setups for creating systems needed in the manufacturing production line. Discussion will include the development of individual mechanical component setups to arrive at the desired output of the mechanisms in the system. Learning activities will include the use of computer simulation and hands-on applications of an operational production component. Each mechanism will be studied as to the specifications, functions, and safe operation. Throughout the course, emphasis will be placed on effective workplace skills including teamwork, integrity, and dependability. Prerequisites: ETEC 110; AMT120.

## **AMT220 Material Science 2-3-3**

This course will introduce the student to the principles of Material Science as the subject relates to the selection and testing of ferrous and non ferrous metals, thermosetting and thermoplastic polymers and ceramics. Emphasis will also be placed upon physical and mechanical properties of metals as well as heat treatment. Prerequisite(s): MATH 141, ENGL 110.

## **AMT230 CAD/CAM for Manufacturing 2-3-3**

A course in 2D/3D model construction using AutoCAD software. Topics include creating wireframe working drawing/models (details & assemblies) in model space with paper space layouts for plotting using tiled & non-tiled viewports. Operational aspects of the software will be addressed for processing engineering drawings efficiently. Emphasis will be on the creation of drawings to be transferred into CAM software for manufacturing purposes. Prerequisite: WELD 113, CIS 110.

## **AMT240 Manufacturing Systems II 3-6-5**

Students will explore the mechanical aspects of machines and the associated fluid power components working together as needed for automated manufacturing. This will include drive mechanisms for feeds, speeds, and power utilization for each component in the manufacturing line such as conveyors, robots, machine tools, and workstations. This course will incorporate the variability in products to be manufactured in relationship to the equipment capacities. Learning will include the use computer simulation and hands-on for the production setups. Each mechanism will be applying the learned aspects as to the specifications, functions, and safe operation. Throughout the course, emphasis will be placed on effective workplace skills including teamwork, integrity, and dependability. Prerequisite: AMT210.

## **AN101 Introduction to Anthropology 3-0-3**

Introduces students primarily to cultural anthropology, its key concepts, terminology, theories, and research. Some aspects of physical anthropology and linguistics are also covered. Topics include culture, ethnocentrism, cultural aspects of language and communication, economic patterns, kinship, sex and marriage, socialization, social control, political organization, class and caste, ethnicity, gender, religion, beliefs, and cultural change. (*Fulfills Social Science requirement.*) Offered every semester.

# Course Descriptions

## **ARTS106 2D Character Design Using Photoshop® 2-3-3**

Through theory and practice, students learn to hand-draw original characters, then digitize and apply special effects using a variety of Photoshop® tools and techniques. Topics will include: sources of inspiration, basics of two-dimensional design and color, setting moods, and creating environments for visual story development.

## **ARTS110 Welding for the Artist 1-4-3**

An introduction to welding for the artist. Students develop structurally and aesthetically sound welding techniques in arc and gas welding to create two- and three-dimensional artwork. Emphasis is on safety, hands-on practice, equipment and process selection, joint design and filler metal characteristics. Students learn to safely flame cut mild steel as well as bend metal using torch heat. Braze welding is discussed and practiced. Includes demonstrations in other welding processes more suitable to welding aluminum and stainless steel. Also covers the art of blacksmithing, an introduction to the history of sculpture and examples of sculptors and their work. *(Fulfills Fine Arts requirement.)*

## **ARTS117 Art History I 3-0-3**

Surveys the history of art and design in Western and non-Western traditions from prehistoric to the Baroque period or 17th century. The course emphasizes the connections among historical, political, social, religious and artistic developments, showing how artists and designers are influenced by their culture and time. *(Fulfills Fine Arts requirement.)*

## **ARTS120 Digital Photography 2-3-3**

Provides basic skills and develops skills in pixel-based photographic design and printing. Using simple digital equipment, students will shoot an image, import to their computer, manipulate using photo editing software, and produce a print without traditional silver-based materials. Students use Adobe Photoshop® as the primary image-editing tool. Using camera software, students save photos as JPEG files (on blank CD-Rom Disks, Memory Flash Card or other means of saving and copying edited files) and bring to the classroom for manipulation in Photoshop®. Students acquire a working knowledge of the skills involved in digital printing and other available resources. The lab component includes both in-class and off-campus lab time. *(Fulfills Fine Arts requirement.)*

## **ARTS123 Drawing I 2-3-3**

Explores various drawing media and techniques. Assignments are designed to build drawing observation skills necessary for visual communications. *(Fulfills Fine Arts requirement.)*

## **ARTS125 Watercolors I 2-3-3**

Students will acquire basic watercolor painting skills, and explore painting techniques, different papers and watercolor mediums. Experimental techniques and affects along with tools and various watercolor mediums are demonstrated; students will use skills they have acquired in assigned class projects. Prerequisite: ARTS123. *(Fulfills Fine Arts requirement.)*

## **ARTS130 Introduction to Art 3-0-3**

Surveys and compares works of visual art and design from Western and non-Western traditions, with an emphasis on the relationship among themes, techniques, and periods. Using video/DVDs, students learn how certain artists produce their art from start to finish. Students will explore how various artists use the critical thinking process of questioning, exploration, trial and error, and discovery. *(Fulfills Fine Arts requirement.)*

## **ARTS210 Painting I 2-3-3**

Students will acquire painting skills. There will be experimentation with several painting mediums, including watercolor, gouache, acrylics, and oils. Tools and techniques will be demonstrated, examined and used. Some basic drawing abilities are helpful but not required. *(Fulfills Fine Arts requirement.)*

## **ARTS212 Painting II 2-3-3**

Students will enhance painting skills with the knowledge already established in Drawing I and Painting I. Where Painting I began with experimentation of several painting mediums, Painting II involves more advanced painting techniques. The major concentration will involve portrait and figure studies, still life and "plein-air" outdoor paint tints. Prerequisites: ARTS123, ARTS210. *(Fulfills Fine Arts requirement.)*

## **ARTS217 Art History II 3-0-3**

Surveys the history of art and design in Western and non-Western traditions from the 18th through the 20th century, emphasizing the connections among historical, political, social, religious and artistic developments, showing how artists and designers are influenced by the culture and time in which they live. *(Fulfills Fine Arts requirement.)*

## **ARTS220 Watercolors II 2-3-3**

Students will acquire more advanced watercolor painting skills including exploring more complex and unconventional painting techniques, mixed media with watercolors, high key and low key paintings, non-traditional tools, "natural dyes", portrait and figure studies. Prerequisites: ARTS123 and ARTS125. *(Fulfills Fine Arts requirement.)*

## **ARTS223 Drawing II 2-3-3**

Students will continue developing drawing skills based on the knowledge and training acquired in Drawing I. More complex still-life, portrait and life figure drawings will be created in class. Further investigation of drawing materials and an introduction to more mediums are also covered. Prerequisite: ARTS123 *(Fulfills Fine Arts requirement.)*

## **ARTS226 Portfolio Prep for Fine Arts 2-3-3**

Students collect projects from all of their Fine Arts and produce an academic portfolio which represents the best examples of their creative and technical skill sets. Additional artwork may need to be created and/or produced for admission requirements into certain four-year colleges. Students will learn to scan, photograph and print their portfolio pieces. They will also electronically reproduce a CD format portfolio. Students will produce a resume, business card, and letterhead. They will also research colleges and their application processes. Preparation for interviews and practice interviews will also be included. Prerequisites: All ARTS courses prior to fourth semester.

## **ASL110 American Sign Language I 3-0-3**

An introductory course that provides non-native signers with the opportunity to study American Sign Language. Emphasis is on the development of visual receptive and expressive skills necessary for effective communication with the deaf and hard-of-hearing individuals. Through a variety of classroom experiences, students will learn to recognize and produce both manual and non-manual behaviors that reflect an understanding of the language's grammatical, semantic, spatial and cultural frameworks. *(Fulfills Foreign Language requirement.)* Offered every semester.

## **ASL 120 American Sign Language II 3-0-3**

Builds on skills developed in ASL110. Participants will be introduced to more advanced vocabulary and grammatical features inherent in the language of ASL. Emphasis is on conversational fluency. Students will also explore the historical and cultural evolution of ASL through a variety of learning mediums. Prerequisite: ASL110 *(Fulfills Foreign Language requirement.)* Offered every Fall / Spring.

## **AUTO101 Introduction to Service & Maintenance 1-6-3**

Introduces automobile service and repair including shop safety, service department operations, safety inspection, and techniques for proper use of hand, power tools and equipment. Using the various skills learned, students perform basic service and repairs on today's automobiles. Prerequisite: Accuplacer assessment test which indicates placement into ENGL110 and any 100 or 200 level MATH course; developmental coursework may be taken concurrently.

## **AUTO102 Suspension & Steering Systems 2-3-3**

An in-depth study of steering and suspension systems, alignment geometry and procedures including the service of these systems. Introduces automatic ride control suspension, 4-wheel steering and active suspension. Wheel balance and balancing, wheel and tire diagnosis and repair are also covered. Prerequisite/Corequisite: AUTO101.

## **AUTO103 Basic Electrical 3-3-4**

A comprehensive study of the theory and diagnosis of electrical systems. Topics include: basic theory and systems, magnetism, induction, batteries, semiconductors, automotive wiring circuits, electrical circuit repair and diagnosis techniques, and the fundamentals of electronics. Corequisite: AUTO101.

## **AUTO104 Automotive Brakes 2-3-3**

An extensive study of the construction, operation, and diagnosis of modern brake systems. Topics include: the fundamentals of hydraulics, components and diagnosis; disc and drum brake operation and diagnosis; parking brake systems; power assist brakes; and disc and drum machining. Prerequisite: AUTO101 with a C- or better.

## **AUTO105 Automotive Engines 2-3-3**

A comprehensive study of the theory, diagnosis, and overhaul of gasoline-fueled internal combustion engines. This course provides a means of gaining knowledge and skills to diagnose and service today's complex engines and systems. Covers the principles of four-stroke cycle engine operation; identification of engine systems and components; cylinder head and valve train diagnosis and service; engine noise diagnosis; basics of diesel operation; and turbocharger/supercharger principles. Prerequisite: AUTO101 with a grade of C- or better.

## **AUTO106 Electronic Systems 2-3-3**

A continuation of AUTO103 that expands knowledge of electronic systems and electrical circuits. Provides an in-depth study of electronic control system input sensors, output devices and microprocessor control systems. Sensors and output device operation and oscilloscope analysis are also covered. Prerequisite: AUTO103 with a C- or better.



## **AUTO107 Automotive Climate Control 2-3-3**

A comprehensive course covering the theory and operation of air conditioning systems, air management and electronic climate control systems. Also included are the service, maintenance and diagnosis of climate control systems. Prerequisite: AUTO103 with a grade of C- or better.

## **AUTO108 Automotive Co-op 0-15-1**

The Automotive Co-op provides an opportunity for practical experience at an approved site. It is a required component of the certificate program. Students are required to work a minimum of 240 hours. A log of all work will be completed for review by the faculty member and their site supervisor. Periodic evaluations based on performance and other issues related to successful employment will be completed and reviewed by the Co-op coordinator and site supervisor, and will be the basis for the final grade. Prerequisite: AUTO101 with a min. grade of C- or better.

## **AUTO111 Introduction to Automotive Service 1-6-3**

Introduces service and repair including shop safety, service department operations, safety inspection, and techniques for proper use of hand, power tools and equipment. Using the various skills learned, students perform basic service and repairs on today's automobiles.

## **AUTO112 Steering, Suspension & Alignment 2-3-3**

An in-depth study of steering and suspension systems, alignment geometry and procedures including the service of these systems. An introduction to automatic ride control suspension, 4-wheel steering, and active suspension. Wheel balance and balancing, wheel and tire diagnosis and repair are also covered. Corequisite: AUTO111.

## **AUTO113 Electrical Systems 3-3-4**

A comprehensive study of the theory and diagnosis of electrical systems. Topics include: basic electricity theory and systems, magnetism, induction, batteries, semiconductors, automotive wiring circuits, electrical circuit repair and diagnosis techniques, and the fundamentals of electronics. Corequisite: AUTO111.

## **AUTO121 Brake Systems 2-3-3**

An extensive study of the construction, operation and diagnosis of modern brake systems. Topics include: the fundamentals of hydraulics, components and diagnosis; disc and drum brake operation and diagnosis, parking brake systems, power assist brakes, and disc and drum machining. Prerequisite: AUTO111 with a grade of C- or better.

## **AUTO122 Engine Theory, Diagnosis & Repair 2-3-3**

Through a comprehensive study of the theory, diagnosis and overhaul of gasoline fueled internal combustion engines, students gain the knowledge and skills to diagnose and service today's complex engines and systems. The principles of four-stroke cycle engine operation, identification of engine systems and components, cylinder head and valve train diagnosis and service, engine noise diagnosis, basics of diesel operation and turbo-charger/supercharger principles are covered. Prerequisite: AUTO111 with a C- or better.

## **AUTO123 Electronics I 2-3-3**

A continuation of AUTO 113 that expands the student's knowledge of electronic systems and electrical circuits. The course consists of an in-depth study of electronic control system input sensors, output devices, and microprocessor control systems. Sensors and output device operation and oscilloscope analysis are also covered. Prerequisite: AUTO113 with a grade of C- or better.

## **AUTO124 Automotive Co-op I 0-15-1**

The Automotive Co-op provides practical experience at an approved site. Students are required to work a minimum of 320 hours. A log of all work will be completed for review by the faculty member and their site supervisor. Periodic evaluations based on performance and other issues related to successful employment will be completed and reviewed by the faculty member and site supervisor, and will be the basis for the final grade. Prerequisites: AUTO121, AUTO122, AUTO123 all with a grade of C- or better.

## **AUTO131 Climate Control Systems 2-3-3**

A comprehensive course covering the theory and operation of air conditioning systems, air management, and electronic climate control systems. Also included in this course are the service, maintenance, and diagnosis of climate control systems. Prerequisite: AUTO113 with a grade of C- or better.

## **AUTO132 Electronics II 2-3-3**

A continuation of the freshman electrical, electronics, and mechanical courses. Covers vehicle systems that have integrated electronic controls. Students examine the theory of operation, diagnostic techniques and service procedures for these systems. Prerequisite: AUTO123 with a grade of C- or better.

## **AUTO133 Customer Service 1-0-1**

Evaluates the student's internship progress and experiences, and discusses issues related to becoming a successful technician or manager. Focus will be on issues of ethics, professionalism, quality, and customer satisfaction. Guest speakers, consumers and others may be invited to participate in open discussions of issues related to the automotive service industry. Prerequisite: AUTO111 with a grade of C- or better.

## **AUTO134 Automotive Co-op II 0-15-1**

The co-op provides practical experience at an approved site, and is a required component of the certificate program. Students must work a minimum of 240 hours, and log all work for review by the faculty member and their site supervisor. Periodic evaluations based on performance and other issues related to successful employment will be completed and reviewed by the faculty member and supervisor, and will be the basis for the final grade. Prerequisite: AUTO131, AUTO132, AUTO133 with a C- or better.

## **AUTO211 Manual Transmissions & Transaxles 2-3-3**

Covers theory and operation of manual transmissions and transaxles, including drive axles, drive shafts, clutches, as well as diagnostic procedures and techniques. Disassembly, overhaul procedures, repair and reassembly of transmission/transaxles, differentials and clutches will be performed. Prerequisite: AUTO111 with a grade of C- or better.

## **AUTO214 Powertrain & Emission Controls 2-3-3**

Provides an in-depth study of powertrain control systems and emission control systems with emphasis on operating strategies. This course focuses on the theory and operation of the systems and how they react to different operating conditions. This course lays the foundation for the driveability and performance diagnostic course that follows. Prerequisite: AUTO132 with a grade of C- or better.

## **AUTO215 Advanced Vehicle Systems 3-0-3**

Introduces the students to new technology. This course focuses on the latest vehicle systems and technology that may not yet be in production. This course is designed to explore the future of technology in the automobile and to help prepare students for what is ahead. Prerequisite: AUTO132 with a grade of C- or better.

## **AUTO220 Automotive Co-op III 0-15-1**

The Automotive Co-op provides practical experience at an approved site. It is a required component of the certificate program. Students are required to work a minimum of 320 hours. A log of all work will be completed for review by the faculty member and their site supervisor. Periodic evaluations based on performance and other issues related to successful employment will be completed and reviewed by the faculty member and site supervisor, and will be the basis for the final grade. Prerequisite: AUTO 211, AUTO214, AUTO215 with a grade of C- or better.

## **AUTO221 Automatic Transmission Hydraulic & Mechanical Systems 2-3-3**

Covers automatic transmission hydraulic and mechanical system operation, diagnosis and repair. Students participate in the complete disassembly, inspection and overhaul procedures of different types of automatic transmissions. Students will examine the principles of torque converter operation, hydraulics, power-flow, planetary gear sets and diagnosis. Prerequisite: AUTO211 with a grade of C- or better.

## **AUTO223 Driveability & Performance 2-3-3**

A comprehensive course in vehicle performance diagnosis with a focus on identifying driveability concerns and diagnostic methods used in solving performance problems. Using actual driveability problems, students will have the opportunity to learn diagnostic techniques. The goal is to learn to solve performance problems in a logical and complete manner and to identify the root cause. Prerequisite: AUTO214 with a C- or better.

## **AUTO224 Automatic Transmission Electronics 2-3-3**

Provides a thorough study into automatic transmission electronic control system operation, diagnosis, and repair. Students participate in the inspection and diagnosis of electronic controls of automatic transmissions. An in-depth analysis of electronic transmission control system strategies and diagnosis will also be part of the course. Prerequisites: AUTO132, AUTO211.

## **BIOL041 Foundations for Biology 3-0-3**

Covers the main points of biology at the high school level, and meant to replace or supplement a student's background in biology if that student either never passed high school biology, or took the course so long ago as to be unprepared for further study of the life sciences. Provides an overview of cell biology, the biology of organisms, and the biology of populations. Credits do not count toward graduation requirements.

# Course Descriptions

## **BIOL090 Chemistry Foundations for Anatomy & Physiology 1-0-1**

An introduction to chemistry and biochemistry to prepare students for Anatomy and Physiology specifically, and other health science courses they may subsequently take. Emphasizes general vocabulary and concepts in chemistry that are appropriate to the health sciences; specific topics may be covered in more depth as appropriate for preparation for Anatomy & Physiology I. Students should be ready for a rigorous, fast-paced course. This course does not fulfill the chemistry requirement for Nursing.

## **BIOL101 General Concepts in Biology 3-3-4**

A one semester college-level biology course that deals with important concepts surrounding biology. It will cover some basic chemistry, the cell structures and their functions, cell division, cellular respiration, photosynthesis, DNA and RNA, and some basic genetics. This study is based on the ongoing evolution of species. Prerequisite: High school biology (or equivalent) with a C and placement into ENGL110.

## **BIOL102 Introduction to Botany 3-3-4**

Covers the basic form of plants including roots, stems, leaves, flowers, and the different modes of reproduction and plant responses. Cellular structures and functions will also be explored as will the scope of the many types of plants and their adaptations to various environments. These topics will be linked to the study of evolution and how this process occurs in plants. Prerequisites: High School Biology with a C or better, or permission of the instructor and placement into ENGL110.

## **BIOL106 Human Body 3-0-3**

Introduces the structure and function of the human body, which includes the anatomy and physiology of each of the organ systems of the human body and practical discussions of disease and health. Prerequisite: placement into ENGL110.

## **BIOL107 Human Body Lab 0-3-1**

A series of laboratory experiences designed to enhance and reinforce the concepts studied in BIOL 106. (Medical Assistant students must take BIOL 106 concurrently.) Prerequisites: Placement into ENGL110 or permission of the instructor.

## **BIOL108 College Biology I 3-3-4**

An in-depth college-level course designed for students who intend to continue studying life science as their major area of study. Covers the chemistry of cells including cellular respiration, photosynthesis, DNA, RNA, protein synthesis and enzymes. Also includes the study of the cell, its components, mitosis and meiosis, Mendelian and molecular genetics. Prerequisites: High School Biology and Chemistry with a C or better and placement into ENGL110, or permission of the instructor.

## **BIOL109 College Biology II 3-3-4**

This intense college-level biology class is the continuation of BIOL108. Covers evolutionary biology, classification, organisms and populations, and ecology, and emphasizes science as a process, scientific inquiry, and critical thinking. Prerequisites: High School Biology and Chemistry with a C or better and placement into ENGL110, or permission of the instructor.

## **BIOL110 Human Anatomy and Physiology I 3-3-4**

A comprehensive course in the anatomy and physiology of the human body that presents current in-depth information in basic molecular and cell biology as well as human cells, tissues, and organ systems. This first of two courses includes molecular biology which covers DNA and RNA structure and the formation of proteins, as well as basic cellular respiration. It also covers the integumentary, skeletal, muscular, nervous, and sensory systems. Laboratory work augments lectures and includes the study of fresh and preserved specimens, microscopy, and human physiology. Prerequisites: Successful completion (*grade C or better*) of high school level biology and chemistry or BIOL041 and CHEM043 with a C or better, or permission of the instructor.

## **BIOL111 Anatomy & Physiology of Domestic Animals I 3-3-4**

Introduces the comparative anatomy of the mammalian body that will include domestic animals and man. Emphasizes normal anatomy and physiology with references made to deviation from the norm which might constitute a disease state. This is the first semester of a two-semester course and covers basic organization, cells, and tissues, along with the integument, skeletal, muscular, and nervous systems. Lab work augments lectures and includes the study of histology as well as preserved specimens and models. Prerequisite: Successful completion (*grade C or better*) of high school level biology and chemistry, or permission of the instructor and placement into ENGL110.

## **BIOL112 Human Diseases 3-0-3**

Provides an understanding of disease processes. Common disorders of major body systems are discussed relative to the mechanisms by which they develop and their effects on homeostasis. Prerequisite of BIOL106 with a C or better, or permission of the instructor.

## **BIOL120 Human Anatomy & Physiology II 3-3-4**

A continuation of BIOL110, this course includes current, in-depth information of the structure and function of the endocrine, digestive, respiratory, blood, cardiovascular, lymphatic, urinary, and reproductive systems. Lab work augments lectures and includes exercises in microscopy, the study of fresh and preserved specimens, and physiological measurements of the human body. Prerequisite: BIOL110 with C or better, or permission of instructor.

## **BIOL121 Anatomy & Physiology of Domestic Animals II 3-3-4**

A continuation of BIOL111, this course includes current in-depth information of the structure and function of the endocrine, digestive, respiratory, blood, cardiovascular, lymphatic, immune, urinary, and reproductive systems. Lab work augments lectures and includes the study of histology, preserved specimens, and models. Prerequisite of C or better in BIOL111, or permission of the instructor.

## **BIOL150 Nutrition 3-0-3**

A study of normal and medical nutritional therapy, including the digestion, absorption, transport, and metabolism of the macro and micro nutrients throughout the life cycle. Covers nutritional assessment and care plan processes for various medical nutritional therapies, including cardiac, diabetes, stress disorders, various feeding routes, and energy and weight management.

## **BIOL201 Principles of Genetics 3-3-4**

Introduces the principles of genetics, with an emphasis on human examples that illustrate basic genetic concepts. Genetics is studied at the level of DNA, genes, chromosome, cells, tissues and organs, individuals, and populations. Hands-on laboratory exercises reinforce the lectures and include investigations in mitosis and meiosis, Mendelian genetics, chromosome structure, control of gene expression, mutation, and genetic technologies. Prerequisite: High school biology with a C or better, or a 100 level college biology course with a C or better and placement into ENGL110, or permission of instructor.

## **BIOL210 Microbiology: Principles and Practices 3-3-4**

Introduces the principles and practices of medical microbiology. Topics include: the nature and behavior of microorganisms; principles of growth and reproduction of micro organisms; identification of microorganisms using staining, pure culture, biochemical and antigenic techniques; and the epidemiology, clinical features, laboratory diagnosis and control measures for microbial diseases caused by viruses, bacteria, fungi, protozoa and helminthes. Students are required to have protective eye wear (*available in the bookstore*) and lab coats for the first lab session. Prerequisite: BIOL110 with C or better.

## **BIOL220 Pathophysiology 3-0-3**

Focuses on the clinical pathogenesis of human diseases as a consequence of abnormalities and alterations of normal physiologic function. Lectures will cover topics in general pathology as well as in-depth information in system pathology, and will focus on the most common diseases, which are either frequently encountered or illustrate an important principle. Prerequisites: Successful completion (*grade C or better*) of BIOL110 and BIOL120 or BIOL111 and BIOL121 and placement into English 110, or permission of the instructor.

## **BLDG099 Building Construction Exploration 1-0-1**

This course allows students to participate in some aspects of the Building Construction program while they are taking preparatory math, English or reading courses. Students will be integrated into the construction environment, be assigned a construction advisor, and be mentored by other construction students. These credits do not count toward graduation requirements.

## **BLDG111 Construction Drafting I 1-3-2**

Develops basic drawing skills necessary to complete satisfactory drawings in the light residential construction field. Drawings deal with basic drafting concepts such as orthographic projection, isometrics, and obliques. Drawings of details and sections of a house from the sill to the ridge are also completed. All drawings and details will be related to the Building Construction Technology Program.

## **BLDG112 Methods of Construction I Theory 4-0-4**

Covers the various components and materials necessary to complete the frame of a light residential dwelling, including deck, walls, partitions, ceilings, rafters, and sheathing.

## **BLDG113 Methods of Construction I Lab 0-6-2**

The student learns to identify and apply the various components and materials necessary to complete the frame of a light residential dwelling, including deck, walls, partitions, ceilings, rafters, and sheathing.

## **BLDG121 Construction Drafting II** 1-3-2

This course gives the student an opportunity to specialize in drawings related to complete wall elevation sections, cornice details, rough stairs, and component parts of a complete set of working drawings. The student will also start plans for a complete set of working drawings for an energy-, space- and cost-efficient home common to quality New England construction. Completed preliminaries of a foundation plan, floor plan, door and window schedule, front and side elevation drawings, and various sketches will be required for a house design. All drawings and details will be related to the Building Construction Technology Program. Prerequisite: BLDG111.

## **BLDG122 Methods of Construction II Theory** 4-0-4

Covers the various components and materials necessary for the completion of the exterior of a wood frame dwelling, including trim roofing, sidewalling, doors, windows, stairs, and ventilating components. The proper installation of exterior finishing materials and design of stairs in accordance with industry standards are studied. Prerequisites: BLDG112 and BLDG113, or permission of the instructor.

## **BLDG123 Methods of Construction II Lab** 0-6-2

The student learns to identify and apply the various components and materials necessary for the completion of a light residential dwelling including trim roofing, sidewalling, doors, windows, stairs, and ventilating components. The proper installation of the materials in accordance with industry standards are studied and practiced. Prerequisites: BLDG112 and BLDG113, or permission of the instructor.

## **BLDG212 Methods of Construction III Theory** 3-0-3

Provides practical experience in identifying the various materials and components used to finish the interior walls and ceilings of a wood frame structure. The proper installation of door frames, hanging doors and installation of locksets, installation of door and window trim, and the application of baseboard and ceiling moldings are studied in accordance with acceptable industry standards. Prerequisites: BLDG122 and BLDG123, or permission of the instructor.

## **BLDG213 Methods of Construction III Lab** 0-6-2

Introduces the proper installation of materials to complete the interior of a wood frame dwelling. Included are ceiling and wall finishes, door frames, hanging doors, locksets, door and window trim, ceiling and baseboard molding, installed in accordance with industry standards. Prerequisites: BLDG122 and BLDG123, or permission of the instructor.

## **BLDG214 Sustainable Building Practices** 3-0-3

Introduces the principles, practices, and materials in energy-efficient building construction. Covers: heat transport, insulation, air movement and indoor air quality, vapor diffusion and air barriers, moisture and condensation, sound transmission and absorption, solar energy, lighting, space and domestic hot water heating. A heat audit is performed, and the state energy code is examined.

## **BLDG222 Site Work and Foundations** 3-0-3

Covers soil analysis, site and utility investigation, foundations common to New England, and building codes. Students develop hands-on skills with a leveling gun and transit. Discussion of brick, block and stone are part of this course. Introduces individual septic system design. Prerequisite: BLDG212 or permission of the instructor.

## **BLDG223 Methods of Construction V Theory** 3-0-3

Covers the identification and installation of flooring materials, stair parts, and cabinetry as well as the proper installation of stair treads, risers, skirt boards, newel posts, handrails and balusters. Introduces the design, layout, construction and installation of kitchen cabinets. Prerequisites: BLDG212 and BLDG213, or permission of the instructor.

## **BLDG224 Methods of Construction V Lab** 0-6-2

A continuation of Methods III Lab with interior finish: jamb extensions, baseboard, window and door casings, kitchen cabinet layout and installation, construction and installation of bathroom vanity, installation of countertops, finish stair mock-ups, and other laboratory projects. Prerequisites: BLDG212 and BLDG213, or permission of the instructor.

## **BLDG225 Blueprint Reading/Estimating** 3-3-4

Students learn to comprehend and use blueprints typically used in light residential construction. Two and three-dimensional drawings are analyzed, and common methods of estimating labor and materials practiced. An understanding of residential construction is suggested.

## **BLDG230 Construction CAD I** 2-2-3

Introduces the basic concepts and practices of producing drawings by Computer Aided Drafting using Windows® based personal computers and AUTOCAD software. Anticipated benefits of CAD capability include increased drawing productivity, improved drawing accuracy, simplification of drawing changes and modifications, and enhanced design capabilities. All drawings and details will be related to the Building Construction Technology Program. Prerequisites: BLDG111 and BLDG121.

## **BLDG235 Construction CAD II** 2-2-3

A continuation of the introduction to basic concepts and practices of producing drawings by computer-aided drafting using IBM™-compatible personal computers and AUTOCAD software. Anticipated benefits of CAD include increased drawing productivity, improved drawing accuracy, simplification of drawing changes and modifications, and enhanced design capabilities. The student will also work on plans for a set of working drawings to an energy-, space- and cost-efficient home common to quality New England construction. Completed preliminaries of a foundation plan, floor plan, door and window schedule, front and side elevation drawings, cross sections, and various sketches will be required for a house design. All drawings and details will be related to the Building Construction Technology Program. Prerequisite: BLDG230.

## **BLDG240 Introduction to Precision Estimating** 1-2-2

The student gains both theoretical and practical knowledge in using Precision Estimating for the Windows operating system to estimate large and small residential and commercial construction jobs, including carpentry, sitework, structural steel, and mechanical systems, as practiced in accordance with acceptable industry standards.

## **BUS110 Introduction to Business** 3-0-3

Introduces a basic understanding of the structures and operations of business and an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors. An appreciation of the global economy will also be explored.

## **BUS114 Management** 3-0-3

Introduces the principles and techniques underlying the successful organization and management of business activities. The course combines the traditional analysis of management principles with the behavioral approach using case studies. Areas of study include the management functions of planning, organization, leadership, staffing control, and the decision-making process.

## **BUS120 Introduction to Communications Media** 3-0-3

Provides an introduction to communications media by studying the nature and history of mass communications, as well as examining the various media available to marketers within the communication process. Some of the specific media topics discussed include newspapers, magazines, radio, television, and the Internet. An emphasis is placed on professions within the communications media industry, regulation of the mass media, and the impact of the media on society and the global marketplace.

## **BUS124 Small Business Management** 3-0-3

Provides comprehensive knowledge in the development and management of small businesses. Sales, production, personnel management and finance are examined from the point of view of the small business entrepreneur or manager. Using case studies, students are introduced to effective techniques for starting businesses, getting loans, hiring and supervising employees, marketing products and services, and dealing with legal issues and regulations. Using concepts and techniques learned from the course, students will also prepare a business plan for a real or fictitious organization of their choice.

## **BUS155 Retail Management** 3-0-3

Examines contemporary management issues in the retail environment, with a focus on theoretical principles, problem-solving techniques, and decision-making processes. Students will discuss a range of retail management topics, including inventory planning and control, location assessment and store design, merchandising and retail promotion, product and brand management, human resources administration, legal and ethical concerns, information technology resources, financial and accounting needs, and sales and trend forecasting. Prerequisite or Corequisite: MKTG125.

## **BUS200 Teambuilding** 3-0-3

Introduces and expands upon the basic principles and concepts of team building and self-directed work teams as they pertain to the workplace environment. The key concepts of how teamwork can influence and benefit the workplace are explored through lectures, interactive discussions, workshop-type group exercises, videos, and guest speakers.



# Course Descriptions

## **BUS210 Organizational Communications 3-0-3**

Effective communication is the lifeblood of the organization and the foundation of a successful business career. The potential business professional must master the methods and techniques necessary to utilize facts, make inferences, understand communication strategies, create logical presentations, and develop critical skills in listening, speaking, and writing. The potential business professional must also understand nonverbal, visual, and mass communication. This course helps students polish their business communication skills by teaching them how to create an error-free electronic portfolio, which will provide students with a job-search tool. The course emphasizes proper business formatting, along with other communication activities, and the communication process as it relates to business. Prerequisite: ENGL110.

## **BUS212 Business Law I 3-0-3**

Covers some of the common topics in criminal, civil, and business law. Topics include the criminal, civil and business law justice systems including: constitutional law for business and online commerce, torts and privacy, business and cyber crimes, ethics and social responsibility, contracts and warranties.

## **BUS213 Business Law II 3-0-3**

Continues to encompass some of the common topics in criminal, civil and business law. Topics include: e-commerce contracts, negotiable instruments and digital banking, credit, secured transactions and bankruptcy, sole proprietorships, partnerships and limited liability companies, corporations, investor protection and online securities transactions, agency and employment, equal opportunity in employment, antitrust laws and intellectual property, and internet law.

## **BUS216 Organizational Behavior 3-0-3**

This course develops and expands on the basic understanding of organizational behavior. The human relations approach is stressed, including: management philosophy, the organizational climate, supervision, communication, group participation, and factors in the work environment. The foundations of group behavior are explored and applied to real-world situations, case studies, and a capstone project.

## **BUS220 Operations Management 3-0-3**

Focuses on the relationship of the production and operations functions of delivering products or services to the achievement of an organization's strategic plan and linking the organization to its customers. Students integrate forecasting, materials management, planning, scheduling, process, operations control skills and techniques with approaches and tools such as Total Quality, Statistical Process Control, Continuous Improvement, Demand Flow, and Just-In-Time production systems.

## **BUS221 Business Finance 3-0-3**

Surveys the corporate finance discipline to examine the financial management of corporations, to develop skills necessary for financial decision-making, financial forecasting, ratio evaluation, and to acquaint students with money, capital markets and institutions. Prerequisite: ACCT123.

## **BUS224 Human Resource Management 3-0-3**

Provides a fundamental presentation of the dynamics of human resource management. Emphasis is placed on job design and development, employment training, benefits administration, compensation, and employee relations and the laws relating to human resource management. Course concepts will be solidified through the use of case studies and real-world applications.

## **BUS225 Effective Human Relations 3-0-3**

Designed to teach students the human relations skills they will need to become successful managers in today's workplace. Students learn factors that influence employee behavior and contribute to organizational productivity. Practical applications are investigated as they relate to successful companies. Emphasis is placed on the major themes – communication, self-awareness, self-acceptance, motivation, trust, self-disclosure, and conflict resolution – of effective human relations. Prerequisite: BUS224.

## **BUS226 Employment & Labor Law 3-0-3**

Provides students with a conceptual legal framework for the major steps of the employment process from hiring to managing to terminating employees. The course addresses the human resource practices associated with each stage of employment and places a strong emphasis on the application of legal concepts to business situations. Important employment law topics such as discrimination, affirmative action, harassment, and workplace privacy will also be covered. Prerequisite: BUS224.

## **BUS227 Training and Development 3-0-3**

Provides students with a solid background in the fundamentals of training and development such as needs assessment, transfer of training, learning environment design, methods, and evaluation. Traditional training and development techniques are presented, as are contemporary issues in training and development such as e-learning, the use of technology

in training, managing diversity, succession planning, and cross-cultural preparation. Training and development challenges in career management and the future of training and development are also covered. Prerequisite: BUS224.

## **BUS228 Seminar in Strategic Human Resource Management 3-0-3**

Examines the human resource functional areas from an innovative and strategic standpoint. Students will learn about the context of strategic human resource management as it relates to the organization, as well as develop, apply, and implement strategic human resource management initiatives to real-world examples. They will engage in interactive discussions of current issues, practices, and theories relative to the strategic human resource management approach. Prerequisite: BUS224.

## **BUS231 Self Assessment 1-0-1**

A seminar meeting one period per week will discuss issues related to successful employment. Discussion topics will include job search, resume, cover letter, interviewing. This seminar will be taken in the final semester.

## **BUS291 Internship 0-9-3**

Designed to provide comprehensive experience in application of knowledge learned in previous coursework. Students will research and select an internship site and work as a supervised intern. Prerequisite or Corequisite: MKTG282 or ACCT233.

## **CAD110 CAD I Fundamentals 2-2-3**

Introduces computer aided design for 2D drawings. Students will use AutoCAD®, one of the most popular computer aided design programs. Integrated CAD competencies include: model & layout space environments, prototype drawing use, coordinate input systems, 2D engineering geometry construction in model space, geometry editing, and paper space drawing layout. Objects drawn are Mechanical and Architectural.

## **CAD113 Applied CAD for Industry 1-3-2**

An introduction to the basic concepts and practices of producing drawings by computer-aided drafting using AutoCAD® software. Covers setting up for electronic drawing, drawing accurately, controlling the graphic display, basic drawing techniques, graphic entities, and an introduction to editing.

## **CAD120 CAD II Intermediate 2-2-3**

A continuation of CAD110 to reinforce skills and learn more in-depth command operations for drawing and editing 3D wireframe models. Students will study the engineering graphics language necessary to communicate technical ideas and solve engineering problems with AutoCAD®. Objects drawn are Mechanical and Architectural. Prerequisite: CAD110

## **CAD210 CAD III Advanced 2-2-3**

Students will apply the standards, conventional drafting practices, and problem-solution methods learned in CAD110 and CAD120 using AutoCAD®. Students will construct sets of working drawings (details & assemblies) in 3D, engineering solid model formats and finalize paper space drawing formats. This course will continue with concepts and commands to enhance increased productivity. Complete mechanical and architectural projects will be created. Prerequisite: CAD120.

## **CE110 National Electric Code Update Non-credit**

Covers in detail the 2008 changes to the National Electrical Code. It is presented in four sessions of 3 ¼ hours each. The course is designed to meet the requirements of the State Electricians Board for re-licensing of electricians.

## **CHEM043 Foundations for Chemistry 3-0-3**

This high school-level course in chemistry examines the structure of matter and the nature of chemical reactions. The course helps to prepare students for college-level sciences. These credits do not count toward graduation requirements.

## **CHEM115 General Chemistry I 3-3-4**

Provides a sound foundation in the basic principles of chemistry. Covers structure of matter, stoichiometry, chemical reactions, quantum theory and atomic structure, chemical periodicity, chemical bonding, gases and their properties. Laboratories reinforce the principles and concepts presented in lectures and develop critical thinking and scientific writing. Prerequisites: High school chemistry and biology with a grade of C or better, high school Algebra I or MATH131.

## **CHEM116 General Chemistry II 3-3-4**

The course will include topics such as intermolecular forces, solutions and their properties, kinetics of reactions, chemical equilibrium, acid-base equilibrium, equilibrium of solutions, and oxido-reduction reactions. Laboratories are used to reinforce the principles and concepts presented in lectures and to develop critical thinking and scientific writing. Prerequisites: CHEM115 with a C or better, high school algebra II and trigonometry with a C or better, and placement into ENGL110.

## **CIS097 Computer Fundamentals 0-2-1**

Designed for students with little or no computer skill or those interested in refreshing their computer knowledge. Students will identify the major hardware and software components of a computer, gain proficiency in the Windows™ operating system, and learn to manage files and folders. Students will also gain knowledge of current trends and topics in computer technology, and learn the terms and skills needed in today's computer literate society. This course may not be applied to meet certificate or degree requirements.

## **CIS109 Operating Systems and Desktop Problems Resolution 2-2-3**

Emphasizes the MS Operating Systems, the most common in the workplace. Covers boot partitions, hardware requirements, software installation, terminology, skills necessary for desktop support, user accounts and privileges, driver signing, the Device Manager, file encryption and recovery, file and folder types, extensions and attributes, configuring addresses, installation of network printers. Computer Science majors cannot take CIS109 for credit. Prerequisites: CIS097 or passing of evaluation test or permission of the instructor.

## **CIS110 Microsoft® Computer Applications I 2-2-3**

Introduces the world of MS Applications Office Suite®. Topics include the use of Microsoft® Internet Explorer® as a research tool, and MS Applications Office Suite® (*the most current version the college is licensed for*). This grouping of programs includes MS Word®, MS Excel®, and MS PowerPoint®. This is not a course for a student with no computer skills and should not be considered as such; it is an intense and rapid instruction in the use of the most common MS Applications programs. Prerequisites: CIS097, permission of the instructor or a demonstrated competency in basic computer skills. (*This course cannot be used toward graduation requirements for Computer Science majors.*)

## **CIS111 Foundations of Computer Technologies 2-2-3**

Provides a firm foundation in and understanding of fundamental computer concepts including: hardware, algorithmic design, software applications, memory concepts, storage devices, file management, operating systems, DOS Scripting, networking essentials, ethics, terminology, and the effects of current and emerging technology on our society. Corequisite: CIS118 or CIS148 or CIS158.

## **CIS113 Database Design & Management Using SQL 3-3-4**

A foundation course in the construction of a database. Topics include the types of databases, their advantages and frailties; a major focus will be the construction of a working database using Native SQL (*Structured Query Language*) as a tool. The student can expect to learn how to plan and build a relational database using a current industry standard relational database such as Oracle®. Prerequisite: CIS111 or permission of instructor.

## **CIS116 Computer Networking I 2-2-3**

Introduces the fundamental concepts and principles that underlie computer networking using the Open Systems Interconnection (OSI) model and the TCP/IP protocol suite. Provides an overview of networking terminology, examines different networking topologies and architectures, discusses the physical components of computer networks, and reviews principles of network connectivity.

## **CIS118 Visual Basic .NET Programming 2-2-3**

Provides an understanding of structured, procedural, and event-driven programming. Students will develop techniques for problem solving through the application of programming methods, and will gain experience in the nuts and bolts of program design as they complete lab work and assignments. Students will learn Visual Basic® language and programming environment. Corequisite: CIS111 or permission of instructor.

## **CIS120 Microsoft® Computer Applications II 2-2-3**

Introduces Microsoft® Office Suite programs that have not been presented through other classes, including Project, Access, Publisher, and Outlook. Students learn to track and manage tasks with MS Project, create business-oriented publications in Publisher, set up and manage a small database in Access, and manipulate the default settings in Outlook to maximize its utility. Prerequisites: CIS110 with a C or better, or the permission of the instructor. (*CIS120 cannot be used toward graduation requirements for Computer Science majors.*)

## **CIS123 Microsoft Access® 2-2-3**

Introduces the world's most popular database, MS Access. Topics covered include the MS Access Development Environment, defining objects and relationships, data types, databases, how to work with templates and tables, record and table manipulation, creation of forms and reports, control features, queries, and the table analyzer. Upon successful completion of this class the student will be able to set up and run an Access Database. Open to all majors, this course provides the skills necessary to build and run a database without requiring an in-depth understanding of database theory and construction. Although database fundamentals will be taught, this class is primarily a hands-on Access class. Prerequisite: CIS110 or CIS111 with a C or better, or permission of the instructor.

## **CIS124 Web Programming I 2-2-3**

Provides the basic XHTML skills necessary to construct a website. Students will acquire a working knowledge of all aspects of XHTML construction. Cascading Style Sheets (CSS) construction and design are stressed as a fundamental part of this course, as are the programming and the design aspect of web development. Students will demonstrate the effective use of text editors to complete all tasks. Students will be required to publish an online portfolio to display their website.

## **CIS129 Network Security 2-2-3**

Provides a solid foundation in different security concepts, functions, and applications. The course will map the Compia Security+ objectives including security concepts, communication and infrastructure security, basics of cryptography, and operations/organizational security. Upon successful completion of this course, the students will be prepared to take the Compia Security+ exam. Prerequisite: CIS116 with a C or better, or permission of the instructor.

## **CIS146 Linux I 2-2-3**

Provides the fundamental skills needed to work in a Linux environment. A recent version of uBuntu, Linux operating system, is used as a vehicle for course delivery. Topics to be covered include, but are not limited to, basic installation and usage of Linux, Shells, Terminals, Kernel, Text editors, File and Directory Permissions, Apache, MySQL, PHP, and File system Management & Administration. Installing Joomla!, an open source content management system, is also covered.

## **CIS148 JAVA Programming 2-2-3**

Provides an understanding of structured, procedural, and event-driven programming. Students will develop techniques for problem solving through the application of programming methods and will gain experience in the nuts-and-bolts of program design as they complete lab work and assignments. Students will learn to use the JAVA language and programming environment. Corequisite: CIS111 or permission of instructor.

## **CIS158 C# Programming 2-2-3**

Provides an understanding of structured, procedural, and event-driven programming. Students will develop techniques for problem solving through the application of programming methods and will gain experience in the nuts-and-bolts of program design as they complete lab work and assignments. Students will learn to use the C# language and programming environment. Corequisite: CIS111 or permission of instructor.

## **CIS207 Windows® Server 2-2-3**

Prepares the student to install, configure, manage, and troubleshoot network servers using the latest version of Microsoft® Windows® Server operating system. Topics include upgrading, installing, troubleshooting, administration of resource responsibilities, installing drivers, configuring user and group accounts, and managing security features. Prerequisite: CIS116 with a C or better, or permission of the instructor.

## **CIS210 Data Structures and Elementary Algorithms 3-3-4**

An advanced, language-independent programming course. Students will develop and work with common programming Data Structures. Topics include Arrays, Stacks, Queue, Linked Lists, Binary Trees, Hash Tables, Heap Concepts, and Graphs. The programming language used will be the students' choice of Java, VB.Net, or C#. Students will work in a team environment. Prerequisite: CIS118 or CIS148 or CIS158, or permission of the instructor.

## **CIS220 Object-Oriented Programming 2-2-3**

An advanced, language-independent programming course. Students will master the Object Oriented skills necessary for success in the modern IT workplace. Emphasizes Unified Modeling Language, Encapsulation, Data Abstraction, Modularity, Polymorphism, Inheritance, good programming techniques and debugging skills. The programming languages used will be the students' choice of Java, VB.Net, Or C#. Prerequisite: CIS210 or permission of the instructor.

## **CIS221 Advanced Word® 2-2-3**

Covers the intermediate and advanced features, commands, and functions of the most current version of Microsoft Word® to help users enhance productivity and develop more vibrant documents. The course will prepare students to produce more complicated word documents and templates. Prerequisite: CIS110 with a C or better. (*Cannot be used toward graduation requirements for Computer Science majors.*)

## **CIS224 Web Programming II 2-2-3**

This course will enable students to create dynamically built websites using JavaScript and other client-side scripting languages. Students will gain advanced XHTML and CSS skills, and will gain familiarity with programming concepts and terminology common to many web scripting languages. Prerequisites: CIS124.

# Course Descriptions

## **CIS230 Embedded Database Programming**

**2-2-3**

An advanced, language-independent programming course. Students will master the skills necessary to construct Embedded SQL Programming in the modern IT workplace. Such topics as Database Connectivity Scripts, Embedding SQL in a programming language, Report Generation, HTML Interfaces, ASP or JSP concepts, and good programming techniques and debugging skills will be emphasized. The programming languages used will be the student's choice of Java, VB.Net, or C#. Prerequisite: CIS210 and CIS113 or permission of the instructor.

## **CIS231 Advanced Worksheets**

**3-3-4**

Provides an expanded understanding of the intermediate to advanced features of Microsoft Excel®. Students apply problem-solving and critical-thinking skills while mastering advanced spreadsheet application techniques using the latest version of Excel. Topics include development of more complex formulas by combining and nesting formulas, database formulas and functions, complex charting, forecasting and trend analysis, statistical analysis, and business "What-If" data analysis techniques. Prerequisites: CIS110 with a C or better and placement into MATH131. *(Cannot be used toward graduation requirements for Computer Science majors).*

## **CIS233 Oracle® Database Administration I**

**2-2-3**

A foundations course in Oracle®, a major player in the database world. Topics covered are found under the umbrella known as Oracle® Administration 1. The course is designed to prep the student to take this exam for a current version of Oracle®. This course is for the serious database person; it will teach concepts that play a key role in the creation and management of a successful database product. While Oracle® is the vehicle used to pass the information on, most of the skills learned are transferable to other relational databases with minimal difficulty. Students who successfully complete this class will have learned the skills necessary to sit for the Oracle® Database 10g: Database Administration I exam. Prerequisite: CIS113 or permission of instructor.

## **CIS234 PHP & MySQL Web Development**

**2-2-3**

Building upon the skills taught in CIS124 and CIS224, introduces the world of Embedded PHP programming and MySQL database management. These open source entities are the tools of choice for small retail web entrepreneurs. Students focus on the structure of PHP, learn to embed the code in a standard HTML format, create a MySQL database, and perform the administrative tasks associated with such a database. Also covers working in all the data types, coding functions, Object-Oriented concepts, and error handling in a PHP application. Students are required to set up a small online store to establish their skill in working with PHP and MySQL and to create an online presence for this store. Prerequisite: CIS124 and CIS224 with C or better, or permission of the instructor.

## **CIS243 Oracle® Database Administration II**

**2-2-3**

An advanced course in Oracle® database administration intended for serious database students. Topics covered are under the umbrella known as Oracle® Administration 2, and this will prep students to take the exam for a current version of Oracle®. Covers concepts that are little known and yet are key to the creation and management of a successful database product. While Oracle® is the vehicle used to pass the information on, most of the skills are transferable to other relational databases with minimal difficulty. This course will also allow students to learn skills necessary to sit for the Oracle® Database 10g: Database Administration II examination. Prerequisite: CIS233 or permission of instructor.

## **CIS274 XML Programming I**

**2-2-3**

Focuses on XML and its applications in the business-to-business, web, multimedia and database industries, with an emphasis on creating and using customized tag sets. Style sheet applications such as CSS and XSL will be explored, as will the use of DTDs and Schemas. Prerequisite: CIS124.

## **CIS291 Capstone Senior Seminar**

**2-2-3**

Required for all AS Degree candidates. Students will develop a semester-long project in an area of their interest, complete the project, and assess their progress. Examples might include development of a computer program in the language of the student's concentration; construction of a complex database; creation of a Web 2.0 enabled web site; construction, configuration and administration of a complex network; or a portfolio of graphics and animations representing complex work. Prerequisite: completion of course work for the first three semesters of the student's program of study.

## **ECE100 Early Childhood Growth and Development**

**3-0-3**

Provides an in-depth study of normal growth and development from conception through early childhood with an emphasis on the needs and characteristics of each developmental level. Introduces prominent theories of child psychology such as Piaget, Erikson, Maslow and behaviorism. Observation of children will be required as part of the course requirements. Students must complete 20 hours of observation in a childcare setting.

## **ECE104 Foundations of Early Childhood Education**

**3-0-3**

Provides an overview of the history of childhood and childcare as well as a survey of the existing program models. Various environments, materials and resources that meet developmental and educational needs of young children will be presented. Students will observe and evaluate programs based on principles of developmentally-appropriate practice as outlined by the National Association for the Education of Young Children.

## **ECE105 Creative Activities & Curriculum for Early Childhood**

**3-0-3**

Focuses on nurturing creativity in young children through developmentally-appropriate activities in the areas of art, music, dramatic play, and movement. The various methods and materials used to stimulate a young child's creative impulses are explored. Prerequisite: ECE100, ECE104, or permission of the instructor.

## **ECE110 Children's Literature and Language Arts**

**3-0-3**

Provides an overview of developmentally-and interest-appropriate literature for young children. Students explore the various genres, recognize the value of literature to children's development, become familiar with exemplary authors and illustrators of children's literature, and learn ways to extend and enhance literature for young children. The components of a language-rich environment, language arts curriculum and the whole language approach to reading and writing are explored. Prerequisites: ECE100, ECE104, or permission of instructor.

## **ECE111 Infant/Toddler Practicum: Nurturing Environments**

**2-3-3**

Focuses on the manner in which a "prepared environment" leads to play while stimulating the development and educational growth of children from birth to 36 months. Students observe the effects of space, equipment, materials, and relationships upon play, learning, and discovery and plan developmentally-appropriate learning activities. Incorporating and documenting routine care as an integral part of the curriculum will be emphasized. Students will attend a weekly three-hour infant/toddler practicum internship placement at an approved site. Students must complete a health form and criminal records check as required by the NH Childcare Licensing Bureau before beginning this practicum. Offered fall semester.

## **ECE112 Preschool Practicum: Learning Environments**

**2-3-3**

Emphasizes the environment as the Early Childhood curriculum. The manner in which a "prepared environment" leads to play while stimulating the development and educational growth of children is the focus of the course. Students observe the effects of space, equipment, materials and relationships upon play, learning, and discovery. Students will plan developmentally-appropriate activities. Students will attend a weekly three-hour preschool practicum internship placement at an approved site. Offered spring semester *(and summer with permission for those working in the field only)*.

## **ECE116 Child Health, Safety, and Nutrition**

**3-0-3**

Provides a variety of health, nutrition and safety concepts that will enable the individual to implement preventive health and safety practices based on NH Childcare Regulations. Students will develop menus for meals and snacks which are nutritious, appealing, and age-appropriate for young children. Recognition and treatment of child abuse victims will be addressed. It should be noted that CPR and First Aid are NOT part of this course.

## **ECE200 Math and Science for Young Children**

**3-0-3**

Provides the theoretical and developmental knowledge necessary to effectively teach the basic concepts of math and science to young children. Students will develop their skills in preparing developmentally-appropriate activities that promote inquisitiveness, problem-solving, and exploration. The interrelationship between math and science and other areas of the curriculum is explored. Students will need access to young children to complete course requirements. Prerequisite: ECE100, ECE104, or permission of the instructor.

## **ECE201 Children's Individualized and Special Needs**

**3-0-3**

Focuses on the unique characteristics and needs of young children with communication disorders, sensory impairments, physical and health-related disabilities, child abuse, and giftedness, as well as those living with stress. Room arrangement plans, accommodations and modifications based on learning characteristics will be explored. Screening, assessment, early intervention, individualized education plans, inclusive education, community resources and family issues will be presented and discussed. Prerequisites: ECE100, ECE104, or permission of instructor.



## **ECE202 Student Teaching Practicum 1-9-4**

The Student Teaching Practicum requires that students spend 9 hours/week in a college-approved early childhood facility, which allows students to gradually assume teacher responsibilities under guided supervision. Students will bridge the gap between theory and practice by applying theoretical knowledge and developmentally appropriate methodology in their work with young children. Students will assume increasing responsibility for teaching and classroom management throughout the semester. Weekly seminars are scheduled to discuss issues of appropriate practice, discipline, lesson plans, observations, and other concerns. Students will need to have practicum experience with two different age groups (e.g. *infant/toddler, preschool, and primary aged children*) during their senior year. Offered fall semester only and summer for those working in the field with permission from course instructor. Prerequisites: ECE100, ECE104, and ECE112.

## **ECE204 Developmentally-Appropriate Curriculum for Infants and Toddlers 3-0-3**

Covers the normal growth and development of the child from birth through toddlerhood with an emphasis on the interrelationship of emotional, social, cognitive, physical and language development patterns of infants and toddlers. The student will learn to plan a developmentally appropriate curriculum based upon standards of NAEYC and NH Bureau of Child Care Licensing. The sequential and effective use of play materials are presented as essential to an infant and toddler curriculum. Community Service is part of the course where students will be required to volunteer and observe eight hours in an infant and/or toddler program. Prerequisite: ECE100, ECE 104, or permission of instructor.

## **ECE205 Developmentally-Appropriate Programs for School-Age Children 3-0-3**

Focuses on current theories and practices relevant to the care of school-age children. Topics include an overview of the developmental characteristics of children ages 6-12, the roles and responsibilities of educators in planning and providing developmentally-appropriate learning experiences, and the characteristic components of quality programs. The importance of building positive relationships among home, school, and community is emphasized. Community Service is part of the course. Students are required to complete 8 hours of observation and volunteer in a program for school-aged children. Prerequisites: ECE100, ECE104 or permission of instructor.

## **ECE210 Child, Family & Community Relations 3-0-3**

Covers the young child in relation to the family, school/center and community. Students explore the societal changes affecting the contemporary American family and subsequent impact upon children. The role of the community and its impact on the family functioning and child development is discussed. Interpersonal and family dynamics and its impact on family functioning and relationships are analyzed. Focuses on the importance of the parent-teacher relationship and communication between teachers and parents. A community service project is required. Prerequisites: ECE100 & ECE104.

## **ECE212 Professional Development Practicum 1-9-4**

Designed to help bridge the gap between theory and practice by giving students specific experiences in working with groups of young children in licensed settings under the supervision of certified professionals. Students participate in the daily activities of young children and assume increasing responsibility throughout the semester by planning developmentally-appropriate activities for their assigned group. Weekly seminars are scheduled to discuss issues of appropriate practice, discipline, lesson plans, observations and other concerns. Students must have practicum experience with two different age groups (e.g. *infant/toddler, preschool and primary aged children*) to earn their associate degree. Students create a portfolio as part of the final course requirement. Prerequisite: ECE202. Offered spring semester (and summer with permission for those working in the field only).

## **ECE214 Developmentally-Appropriate Guidance & Discipline for Young Children 3-0-3**

Emphasizes the role of positive child guidance in preparing young children to become competent, confident and cooperative individuals. Developmentally appropriate methods of guiding children will be shared along with effective strategies for preventing disruptive behaviors in the classroom. A recurring theme is the impact of positive discipline on self-esteem. Also covers the influence of developmental, environmental and health factors and theories behind the approaches and techniques of discipline and guidance issues. Prerequisites: ECE100 & ECE104.

## **ECE250 Childcare Administration and Management 3-0-3**

Provides information on administering an early childhood education program. Students explore diverse programs available to the community, and examine state and federal licensing regulations and national accreditation standards. Students analyze how financial issues of marketing, accounting, and funding affect the management of a center or family childcare home, and the components of a healthy organization that manages people and resources in a positive, supportive manner. Course is required by NH State licensing rules for center directors. Prerequisite: Permission of the instructor. Offered online only.

## **ECON134 Macroeconomics 3-0-3**

Macroeconomics analyzes the determinants of aggregate economic activity and the effects of government policy intended to achieve full employment, price stability and economic growth. Course examines the standard formulas to measure the nation's production and income and spending; analyzes unemployment and inflation, aggregate demand and supply, fiscal policies, investment and financial markets, money and banking, and the Federal Reserve and monetary policies. (Fulfills Social Science requirement.)

## **ECON135 Microeconomics 3-0-3**

Microeconomics equips the student with an understanding of fundamental economic principles and tools. It presents economic analysis with respect to demand and supply, consumer utility theory, elasticity, costs of production, perfect and imperfect competition and resource markets. Prerequisite: ECON134. (Fulfills Social Science Requirement.)

## **ECON136 International Economics 3-0-3**

Examines the international economy and globalization, international trade relations and international monetary relations. Topics of discussion include: sources of comparative advantage, tariffs and nontariff trade barriers, trade regulations and industrial policies, trade policies for developing nations, and regional trading agreements. In addition, foreign exchange, macroeconomic policy in an open market, and international banking are discussed. Prerequisite: ECON134. (Fulfills Social Science Requirement.)

## **EDU101 Introduction to Exceptionalities 3-0-3**

Examines the role and values necessary to support students who experience disabilities and the supportive role of teacher and paraeducator in inclusion in the home, community and school. The curriculum will emphasize the philosophy and practice of theory with a focus on educational collaboration, accommodations, and problem-solving strategies.

## **EDU104 Foundations of Education 3-0-3**

Examines the philosophical, historical, legal and social/cultural aspects of education in the U.S. Explores current issues and trends in education, how schools and classrooms function organizationally and academically, and teaching as a profession. Focuses on the goals of education, the role of governmental agencies, educational law and policy, and the roles and responsibilities of teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC) Model of Standards for Beginning Teacher Licensing is introduced. Students must complete 20 hours of observation in a school setting.

## **EDU201 Teaching and Learning 3-0-3**

Presents an overview of the multi-dimensional teaching and learning processes in elementary, middle, and secondary schools. Focus is on the context in which teaching and learning occurs, classroom organization and management, lesson planning and decision making, effective teaching strategies, and assessment methods. In-class and outside of class activities will result in the creation of a teaching methods portfolio and reflective practice journal. Students will develop and teach two lessons appropriate to their teaching goals, and will complete a service-learning project incorporating at least 10 hours of service in a school setting. Prerequisite: EDU104 with a minimum grade of C.

## **EDU202 Current Practice: Teaching, Learning, Assessment 3-0-3**

An in-depth study of the application of educational practices and pedagogical theory necessary to succeed as classroom teachers. The concepts presented enhance and build upon material from prior courses. Students incorporate current research and instructional strategies into their teaching repertoire as evidenced by individual and group activities. Prepares students for success in advanced methods and materials courses. Students must complete a minimum of 10 observation hours in a school setting. Prerequisite: EDU104.

## **EDU205 Technology in Education 2-2-3**

Provides an overview of theory and strategies for effective integration of technology resources, technology-based methods of instruction, and assistive technology for students with disabilities, based on the National Educational Technology Standards for teachers (NETS-7). An emphasis is placed on technology as a tool that facilitates learning and enhances the teaching process. Students explore technology as it directly relates to student achievement, professional growth, and classroom management. The course focuses on both knowledge and performance and includes hands-on technology activities.

## **EDU206 Literacy in Education 3-0-3**

An in-depth study of literacy in education. The areas of reading, writing, listening, and speaking are viewed as interrelating processes. A broad theoretical foundation promotes a focus on literacy in today's classroom. Students also preview current research and methods of support available to teachers. Material in this course is discussed consistent with themes of reflective practice, and acknowledging and responding to the unique learning characteristics of all students. Prerequisite: EDU104.

# Course Descriptions

## EDU210 Essentials of Career/Technical Curriculum/Instruction

3-0-3

Covers the history, philosophy, principles, organization, and operation of career and technical education in the U.S. Students will develop a functional understanding of the role and responsibilities of a professional career/technical educator, and gain the foundation and skills to design, implement, and manage a curriculum in career/technical education. Identification of resources and occupational analysis, derivation of content, formulation of objectives, defining measurable outcomes, and the selection and development of activities and evaluation methods will be explored. Prerequisites: Permission of instructor.

## EDU215 Behavioral Challenges in the Classroom

3-0-3

Provides an in-depth understanding of classroom and individual behavioral intervention techniques. Topics include strategies to support the development of a positive classroom environment, teaching social competencies, and other preventive strategies. Specific behavioral challenges and issues are investigated. The course provides a broad theoretical foundation of behavioral intervention strategies to support children with emotional, behavioral, and social challenges. Integrating home-school collaboration and team collaboration is emphasized. Prerequisites: Grade C or better in EDU101 and EDU104, or ECE104 and ECE201. Offered Fall semester only.

## EDU220 Families & Professionals in Special Education

3-0-3

Provides strategies for productive interactions among special educators, teachers, paraprofessionals, service providers, parents, and other professionals. Students explore and develop collaborative and communication skills for participating in IEP/IFSP teams, co-teaching, and working with families as partners in the process. Students also investigate the ethical issues in working with educational teams and families. Prerequisites: Grade C or better in EDU101 and EDU104, or ECE104 and ECE201. Offered Spring semester only.

## EDU225 Curriculum Planning and Implementation for Children with Unique Learning Characteristics

3-0-3

Provides an overview of effective instructional strategies, curricula, materials, student assessments, and assistive techniques for children with special educational needs. Classroom accommodations and instructional modifications to meet the goals of the IEP/IFSP, which can be implemented in a variety of instructional settings, are introduced. Collaborative planning, co-teaching strategies, and effective methods for working with members of the IEP/IFSP team and families are reviewed. Prerequisite: Grade of C or better in EDU101 and EDU104, or ECE104 and ECE201. Offered fall (and summer with permission for those working in the field only).

## ENGL094 Intermediate College Reading Skills

3-0-3

Designed for students with scores of 34 - 54 on the Accuplacer Reading assessment. Students will develop proficiency in the fundamental communication skill of reading (at the 8th - 12th grade level). Emphasizes comprehending main ideas and details, making inferences, developing vocabulary, understanding the logical relationship among the parts of paragraphs, and applying study skills as they relate to textbook comprehension. This course may not be applied to meet certificate or degree requirements. A grade of C or better is required to advance to ENGL 097. Offered every semester.

## ENGL097 Advanced College Reading Skills

3-0-3

Designed for students with scores of 55-79 on the Accuplacer Reading assessment. Students will develop proficiency in the fundamental communication skill of reading (at the 10th - 14th grade level). Emphasizes comprehending main ideas and details, making inferences, developing vocabulary, understanding the logical relationship among the parts of paragraphs, and communicating ideas in writing. This course may not be applied to meet certificate or degree requirements. Prerequisites: Placement testing or grade of C or better in ENGL 094. Offered every semester.

## ENGL098 College Writing Skills I

4-0-4

Strengthens students' language skills through reading and through instruction in grammar and writing mechanics. Students participate in structured writing workshops and computerized instruction. This course may not be applied to meet certificate or degree requirements. Prerequisites: Placement testing or grade of C or better in ESL 098. Offered every semester.

## ENGL099 College Writing Skills II

4-0-4

Places the development of composition skills in the context of the reading and writing process. Students will read a variety of texts for idea development and imitation. Students participate in structured writing workshops. This course may not be applied to meet certificate or degree requirements. Prerequisites: placement testing or grade of C or better in ENGL098 or ESL 120. Offered every semester.

## ENGL110 College Composition

4-0-4

Using the rhetorical modes of discourse, students learn to write clearly and effectively for defined audiences. Emphasis is on the writing process, from pre-writing and drafting to revising and editing. This course places reading at the core of the writing curriculum, exposing students to a variety of texts not only as writing models, but also for analysis, interpretation, idea development, and research. Students must receive a passing grade on the research paper in order to pass the course. Prerequisite: Placement testing or grade of C or better in ENGL 099 and a grade of C or better in ENGL 097 if course is required. Offered every semester.

## ENGL113 Oral Communications

3-0-3

Designed to give students confidence and poise in public speaking through practice in speech preparation and presentation. (Fulfills English or Humanities requirement.) Offered every semester.

## ENGL200 Themes in Literature

3-0-3

Covers selected literary themes such as gothic, science fiction, or women's literature. Students apply critical contexts and practice various theoretical approaches to the readings. Prerequisites: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. (Fulfills English or Humanities requirement.) Offered every fall.

## ENGL201 Survey of Poetry

3-0-3

Along with studying the formal elements of poetry (*rhythm, rhyme, figurative language*), students learn to identify genre, incorporate critical contexts, and practice various theoretical approaches to the readings. Prerequisites: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. (Fulfills English or Humanities requirement.) Offered fall, odd-numbered years.

## ENGL202 Introduction to Drama

3-0-3

Presents drama as a major literary form, through reading, discussing, and writing about a representative selection of English and American plays as well as plays in translation. A variety of genres and time periods are studied. Written texts are supplemented by filmed adaptations and/or live performances. Prerequisite: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. (Fulfills English or Humanities requirement.) Offered every spring.

## ENGL203 Introduction to Journalism

3-0-3

Introduces the basic principles of journalism including researching, writing, editing, and reporting news for publication in print and electronic media. Students gain practice in producing assignments under deadline that meet the "ABC" standard (*accuracy, brevity, clarity*) and conform to general guidelines of the Associated Press. Prerequisite: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. (Fulfills English elective requirement.) Offered every fall/spring.

## ENGL204 Children's Literature

3-0-3

In this course, students will read, discuss, and evaluate an array of classic and contemporary children's literature. In addition to identifying works by genre, students consider these works as literature and focus on their role in both shaping and reflecting changing concepts of children and childhood. Students learn to identify developmentally- and age-appropriate literature, and develop activities to supplement and support readings that are age-developmentally- and culturally appropriate. Prerequisites: ENGL 110 or equivalent with a C or better, or permission of the instructor. (Fulfills English or Humanities elective.) Offered every spring/summer.

## ENGL205 The Novel

3-0-3

A study of the novel, a genre as vast as it is prolific. The course is not, however, a survey attempting to exhaust the topic. Rather, students read, interpret, and analyze a variety of novels (selected by the instructor and approved by the department), applying critical contexts and practicing various theoretical approaches to the readings. Prerequisite: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. (Fulfills English or Humanities requirement.) Offered fall, even-numbered years.

## ENGL206 Professional Communication

3-0-3

Building on skills developed in College Composition I, this course introduces students to the basic principles of professional written and oral communication. Using an audience-centered approach, students practice presenting information such as instructions, proposals, reports, electronic communication, and product/service information in clear, concise, and understandable terms. Document design and formatting are also covered. Frequent oral presentations are required. Prerequisite: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. (Fulfills English elective requirement.) Offered every spring.

## **ENGL213 Creative Writing 3-0-3**

Students learn and practice the techniques of creative writing using a combination of lecture, writing exercises, and workshops. Using the writing process, students produce finished works of fiction and poetry exploring and incorporating elements such as point of view, dialog, characterization, setting, imagery, and poetic form and structure. Course readings are used for discussion, inspiration, and idea development. Peer review and instructor feedback constitute a significant component of the course. Prerequisites: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. *(Fulfills English or Humanities requirement.)* Offered every semester.

## **ENGL214 Creative Nonfiction 3-0-3**

Building on skills developed in College Composition I and incorporating artistic techniques such as scenes, dialog, and detailed descriptions, this course introduces students to the basic principles of writing creative nonfiction. Drawing on course readings for essay models and idea development, students produce creative nonfiction works such as the personal essay, the memoir, nature and science writing, and literary journalism. Peer review and instructor feedback constitute a significant component of the course. Prerequisites: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. *(Fulfills English or Humanities requirement.)* Offered every semester.

## **ENGL218 Short Story 3-0-3**

In this course, students study the short story as a major literary genre, reading, interpreting, and analyzing a representative selection of texts. Students apply critical contexts and practice various theoretical approaches to the readings. Prerequisites: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. *(Fulfills English or Humanities requirement.)* Offered every semester.

## **ENGL220 American Literature 3-0-3**

In this course, students study American fiction, poetry, and drama -- reading, interpreting, and analyzing a representative selection of texts. Students apply critical contexts and practice various theoretical approaches to the readings. Prerequisite: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. Offered spring, odd-numbered years.

## **ENGL225 Shakespeare 3-0-3**

In this course, students study the works of Shakespeare, with emphasis on the plays. In particular, students read, interpret, and analyze no fewer than seven of Shakespeare's plays, including the four major genres: comedy, romance, history, and tragedy. Moreover, students apply critical contexts and practice various theoretical approaches to the readings. Prerequisites: Grade of C or better in ENGL110 or equivalent, or permission of the instructor. *(Fulfills English or Humanities requirement.)* Offered every spring.

## **ESCI110 Earth Science 3-3-4**

Explores the basics of Earth Science including geology, meteorology, and astronomy. The geology section includes the many Earth processes that change the face of the planet such as plate tectonics and erosion. In meteorology, the students will study how weather is created and its effects both globally and locally. The study of astronomy will include our solar system, stars, and galaxies. Also covered will be possible origins of the universe and our place in it. Prerequisite: placement into ENGL110 or permission of the instructor.

## **ESCI111 Meteorology 3-3-4**

Provides an introduction to the science of meteorology. Students discover the relationships between everyday weather and the Earth's atmosphere. Topics include atmospheric pressure, air masses, fronts, atmospheric circulation, severe storms, forecasting and the ever changing climate. Real-time data delivered via the Internet is used as a foundation of study and to create weather maps and local forecasts.

## **ESCI115 Current Issues in Ecology 3-0-3**

Covers basic ecological concepts, the interrelationships of these concepts and their ultimate connections within the natural world. Global issues include climate change, loss of species diversity, waste management, and pollution. In addition to the writing assignments, students participate in activities, discussions, and presentations of lecture material. Prerequisite: Placement into ENGL 110. High school biology recommended.

## **ESCI125 Introduction to Environmental Science 3-3-4**

A lab course that introduces ecology, environmental studies, and sustainability while stressing a scientific approach toward understanding real world issues in relation to natural systems. Local, regional, and global case studies challenge students to think critically about human impacts with complex issues, gaining insight toward the world's need for sustainability. Field trips to local sites are part of the course. Prerequisites: High School Biology with a C or better, Placement in ENGL110.

## **ESL050 ESL Listening, Speaking, and Pronunciation Non-credit**

In this high-beginner/low-intermediate course, students receive instruction and extensive practice in speaking, listening, and pronunciation. Grammar is taught in the content of speaking and of reading materials. The overall objective is for students to improve communication for work, school, and daily situations. Prerequisite: a qualifying score on the ESL Placement Test, or ESL070 ESL Beginning I with a passing grade.

## **ESL065 TOEFL Preparation Non-credit**

Prepares students to acquire the language skills and test-taking strategies necessary to succeed on the Test of English as a Foreign Language (TOEFL). This course gives students the skills, strategies, practice, and confidence needed to increase their scores on all sections of the TOEFL: listening, structure, reading, and writing.

## **ESL070 ESL Beginning I Non-credit**

Focuses on improving speaking skills that are necessary in an academic setting. Speaking activities are organized around reading and writing exercises. Grammar is integrated through the content of the material covered. Students use expressions (*e.g., idioms, dialogues*) to increase their participation in conversations and thus build their confidence and fluency in English. Prerequisite: a qualifying score on the ESL Placement Test.

## **ESL080 ESL Beginning II Non-credit**

Students build on their basic knowledge of English grammar, listening and speaking skills, expand their vocabulary and develop reading, writing and learning strategies. Students demonstrate an understanding of the reading materials by answering comprehension questions and completing assignments. Prerequisite: a qualifying score on the ESL Placement Test, or ESL070 ESL Beginning I with a passing grade.

## **ESL090 ESL Intermediate I Non-credit**

Develops intermediate level communication skills with intensive practice in reading skills development with explicit use of reading and learner strategies. In addition, students continue to expand their spoken language to include assigned topics for class discussions and oral reports. Grammar is taught in the context of all language skills. Prerequisite: a qualifying score on the ESL Placement Test, or ESL080 ESL Beginning II with a passing grade.

## **ESL091 ESL Intermediate II Non-credit**

Students build on intermediate level communication skills of English. Content focuses on all areas of language skills with particular attention to writing, as well as a continued emphasis on reading skills. While grammar is taught in the context of all language skills, there are many opportunities to apply grammar skills to written communication. Class discussions, written and oral reports, as well as reading and learner strategies are key components of the curriculum. Prerequisite: a qualifying score on the ESL Placement Test or ESL090 ESL Intermediate I with a passing grade.

## **ETEC110 Electrical Fundamentals I 3-3-4**

Introduces basic electrical concepts, practices, and procedures. Topics include electrical safety, an introduction to the National Electrical Code, basic DC electrical theory, magnetic theory, electrical formulas and calculations, test equipment, testing procedures, and electrical diagrams. The material presented satisfies NH Electrical Apprentice training requirements. Laboratory work provides reinforcement and application of theoretical concepts. Prerequisite: MATH131 or permission of instructor.

## **ETEC120 Electrical Fundamentals II 3-3-4**

A continuation of Electrical Fundamentals I. Topics include AC theory, electrical distribution, wiring methods and requirements, branch circuits and feeders, grounding and bonding, and over-current protection. The material presented satisfies NH Electrical Apprentice training requirements. Laboratory work provides reinforcement and application of theoretical concepts. Prerequisite: ETEC110 and MATH131 or permission of instructor. Corequisite: MATH141.

## **ETEC150 Power Transformers & Rotating Mach 3-3-4**

Covers the theory of operation, application, and installation practices pertaining to equipment that provides for electrical power generation, transmission and use, as well as energy and power conversion, AC and DC power systems, power quality considerations, AC and DC generators, transformers, and AC and DC motors. The National Electrical Code is referenced as it applies to the subject matter. The material presented satisfies NH Electrical Apprentice training requirements. Laboratory work provides reinforcement and application of theoretical concepts. Prerequisites: ETEC120 and MATH141 or permission of instructor.



# Course Descriptions

## **ETEC160 Residential, Commercial, and Industrial Wiring 3-3-4**

Presents comprehensive coverage of the requirements and methods for wiring residential, commercial, and industrial installations. Topics include print reading and interpreting, load calculations, equipment types and applications, special occupancies, special equipment, and special conditions as they relate to the three installation types. The National Electrical Code is an integral part of this course. The material presented satisfies NH Electrical Apprentice training requirements. Laboratory work provides reinforcement and application of theoretical concepts. Prerequisite: ETEC120 and MATH141 or permission of instructor.

## **ETEC210 Electrical & Electronic Motor Controls 3-3-4**

Provides in-depth coverage of the theory and operation of AC and DC motor and generator controls and control systems. Topics include generator starting, stopping, and synchronization controls, as well as motor starting, reversing, and braking controls, and motor drive systems. Solid-state theory is introduced. Theory and applications for electronic devices and control systems are presented in the classroom and lab. The material presented satisfies NH Electrical Apprentice training requirements. Lab work provides reinforcement and application of theoretical concepts. Prerequisites: ETEC120 and MATH141, or permission of instructor.

## **ETEC220 Communications/Low Voltage Building Systems 3-3-4**

Covers the theory of operation, applications, and installation practices for low voltage and communications systems typically installed in buildings, including audio, video, security, telephone, fire alarm, computer networking, and wireless systems. The National Electrical Code will be referenced throughout this course as it applies to the subject matter. The material presented satisfies NH Electrical Apprentice training requirements. Laboratory work provides reinforcement and application of theoretical concepts. Prerequisite: ETEC120 and MATH141, or permission of instructor.

## **ETEC250 Advanced Control Systems I 3-3-4**

Summarizes individual areas of the electrical field that have been previously presented, adds new material, and integrates this subject matter into control systems. Covers the theory of operation, installation, testing and troubleshooting of building automation and energy management systems. This is one of the fastest growing and developing areas in the electrical field and a fine example of combining older technology with the evolving technology of today. Laboratory work provides reinforcement and application of theoretical concepts. Prerequisite: ETEC210 and ETEC220 or permission of instructor.

## **ETEC260 Advanced Control Systems II 3-3-4**

Covers process control systems and industrial robotics. Topics include analog and digital devices and controllers, sensors and actuators, programmable logic controllers, industrial systems, pneumatic and hydraulic concepts, and robotics. Laboratory work will provide reinforcement and application of theoretical concepts. Prerequisite: ETEC250 or ETEC210 and permission of instructor.

## **EXER100 ACE Personal Trainer Exam Review 1-0-1**

Designed to help prepare students to take and successfully pass the ACE Personal Trainer Certification Exam.

## **EXER105 Essentials of Exercise Science 3-0-3**

An introduction to the core sciences specifically tailored to the practice of being a fitness professional. These sciences include Human Anatomy, Exercise Physiology, Applied Kinesiology, Nutrition, and Physiology of Training. Basic knowledge gained in this course sets the foundation for future in-depth study and prepares students for the science requirements of national certification exams.

## **EXER111 Introduction to Exercise Science Profession 3-0-3**

Introduces the various organizations and professions within the exercise science field. During off-campus site visits, students have the opportunity to observe and question professionals employed in several settings including personal training studios, public and private fitness centers, corporate fitness facilities, cardiac rehabilitation, physical therapy, sports medicine, and health education/wellness programs. In-class lectures focus on professional responsibilities including scope of practice, communication, leadership, behavior change, legal issues, and business fundamentals.

## **EXER112 Health Risk Appraisal 2-0-2**

Introduces students to the skills and responsibilities required to develop a professional relationship with prospective clients. The focus will be on building client rapport and initial information gathering through the use of various health forms and lifestyle questionnaires. Students will learn to administer health assessments such as BMI, resting heart rate and blood pressure. Corequisites: EXER111 or permission of instructor.

## **EXER113 Physiology of Exercise 3-2-4**

Focuses on basic nutritional biochemistry, energy metabolism, oxygen consumption, and alterations within the body resulting from acute and chronic physical stress. Study and analysis of aerobic and anaerobic metabolism, primary energy systems and fuels used during exercise serve as the foundation for additional study in exercise science. A weekly laboratory session is congruent with the theoretical component. Prerequisites: BIOL150 or EXER105.

## **EXER130 Physiological Assessment & Programming 2-4-3**

Focuses on physiological assessment utilized by fitness professionals. Body composition and cardio-respiratory assessments and programming are emphasized. Calculation and interpretation of data ascertained from the assessments is an integral part of the course, as well as the development of exercise programs based upon assessment results, client goals and health limitations. Prerequisites: EXER105, EXER112. Due to physical activity requirements of the course, students must complete a PAR-Q form prior to participation. If needed, students must obtain a medical clearance for exercise from their physician.

## **EXER135 - Functional Assessment & Programming 2-4-3**

Introduces concepts in functional assessment and training, with the focus on conducting basic postural and flexibility assessments. Students learn to conduct effective movement screens on their clients and then design restorative exercise programs to address existing postural compensations. Students will also gain a deeper understanding of the mechanics of movement, learn to successfully condition the core region, and train primary movement patterns of the human body. Prerequisites: EXER105, EXER112 Due to physical activity requirements of the course, students must complete a PAR-Q form prior to participation. If needed, students must obtain a medical clearance for exercise from their physician.

## **EXER212 Physical Activity and Aging 3-0-3**

This course is designed to prepare students to understand the aging process and how physical activity may influence it. It will integrate materials discussing matters of aging, fitness assessments, and group program design. Embedded in the course is a culminating Service-Learning Project requiring students to put theory into practice. Prerequisites: BIOL110, BIOL120 EXER112, EXER130, EXER135, EXER213 Corequisite: EXER215.

## **EXER213 Resistance Training 2-3-3**

Focuses on the loading phase of resistance training exercise and program design. The emphasis of theory will be placed on how the human body responds and adapts to resistance exercise, resistance training principles and theory of program design. The focus of lab is to provide students with scientific information necessary for better selection of resistance exercise. Students learn safe and effective exercise techniques and progressions utilized in a loading phase. Many different modes of resistance exercise are introduced such as free weight, cables, tubing, bands, and balance oriented equipment. Prerequisites: EXER105, EXER135.

## **EXER215 Group Exercise Leadership 1-3-2**

Exposes students to the fundamentals of different modes of group exercise and enhances exercise leadership skills. Through practical lab activities and community service, students gain the ability to teach, modify exercise, communicate effectively and motivate group participants. Prerequisites: EXER105 EXER213, EXER135.

## **EXER220 Sports Conditioning 1-2-2**

Focuses on the science of sports conditioning and training of energy pathways and then delivers a systematic approach to designing sports conditioning sessions and programs. Covers skill-related parameters of fitness (*i.e.*, balance, agility, coordination, speed, reactivity and power). Students learn to tailor sports conditioning drills for specific population groups along with progressions in intensity, complexity and movement that are suitable to their skill and conditioning level. Whether for fun or performance, the exercises, drills and movement patterns learned will add a new dimension to programming. Prerequisites: EXER105, EXER113, EXER135, EXER213.

## **EXER221 Exercise Science Internship 0-9-3**

Students will acquire practical experience in a sub discipline of exercise science through field-based internships under the auspices of one or more outside agencies. Prerequisites: Permission of instructor.

## **EXER230 Kinesiology 3-2-4**

Focuses on the integration of theoretical and applied aspects of human motion. Applied anatomy and analysis of exercise from a biomechanical and kinesiological perspective are the major themes. A weekly laboratory session is congruent with the theoretical component. Prerequisites: BIOL110, EXER105, EXER135, EXER213.

## **EXER240 Injury Prevention & Post-Rehabilitative Exercise 3-2-4**

Provides a basic background in sports medicine as it relates to the Health Fitness Instructor (HFI). Primary emphasis is on the prevention of injury, mechanics of injury, and post-rehabilitative exercise for common injuries. Also provides an understanding of emergency procedures, and the proper care and management of injuries once they occur. Prerequisites: BIOL110, BIOL120, EXER213, EXER230.

## **FINC120 Personal Financial Management 3-0-3**

Provides the student with an effective learning experience in personal finance, with an emphasis on helping students make sound financial decisions in the areas of budgeting, insurance, taxes, credit, investment, real estate, and retirement planning.

## **FREN110 French I 3-2-4**

A fully integrated introductory French course designed for beginning French students with little or no prior knowledge of French. It is directed for students whose learning objectives and needs are in any of the following categories: for French language students, for business purposes as well as for travelers. Emphasizes proficiency in basic communicative skills concentrating on the dynamic application of the living language through dialogue, phonetics, and vocabulary. Includes a strong grammar foundation and other basic language skills. Language laboratory activities reinforce class content. (Fulfills Foreign Language requirement.) Offered every fall/spring.

## **FREN120 French II 3-2-4**

A continuation of the introductory French course for students who have had the equivalent of one year of high school French or one semester of college French. The course is designed for students whose learning objectives and needs are in any of the following categories: for French language students, for business purposes as well as for travelers. The emphasis is to consolidate and reinforce the language skills acquired in French I or equivalent and to continue building communicative skills and cultural competency. (Fulfills Foreign Language requirement.) Offered every spring.

## **GA101 Assessment of Prior Learning 1-0-1**

This course will assist the student in preparing a resume, a statement of career objectives, a curriculum checklist, and life experience proposals. This course is required for anyone who has been accepted into the General Studies program.

## **GDES110 Page Layout & Design 2-3-3**

Introduces the principles, skills, and equipment used in the electronic publishing process. Students will produce pre-designed and original publications using Adobe InDesign®.

## **GDES114 Graphic Design I 2-3-3**

Provides an in-depth study of the principles and elements of design in printed and online material. Design problems are solved using techniques that acquaint the student with mechanical tools and media used in the graphic arts field.

## **GDES115 Digital Imaging 2-3-3**

Students will produce pre-designed and original images using Adobe Photoshop®. The focus is on the principles, skills, and equipment used in the electronic imaging process.

## **GDES122 Color Theory for Graphic Design 2-3-3**

Provides an in-depth study of the psychological and compositional effects of color in print and web design. A variety of design problems will be solved that explore the theories of color interactions and relationships.

## **GDES124 Typography 2-3-3**

Introduces typefaces from an aesthetic and communicative perspective. The history and background of typography is explored, as well as modern typography, to provide an understanding of the language and form of typefaces and letterforms. Weekly assignments will involve solving design problems using type.

## **GDES150 Digital Publishing Methods 2-3-3**

Focuses on printing terminology, methods and theories, Raster Image Processing (RIP), multiple page layouts and impositions. Prepress, file preparation, workflow methods, and color management will be addressed using Adobe Acrobat®. Prerequisite: GDES110.

## **GDES155 Computer Illustration 2-3-3**

Focuses on the production of pre-designed and original computer illustrations using Adobe Illustrator®. Students will move from introductory vector drawing techniques to advanced, learn proper color management and file preparations to ensure that the illustration printed from the screen version is the desired result and usable in electronic design.

## **GDES210 History of Graphic Design 3-0-3**

Will focus on the many accomplishments of notable contributors to the development of graphic design throughout history. Major innovations and trends of visual communication will be explored through the centuries, into the present with an eye on the future. Readings, research, videos and projects, will lead students to know and appreciate notable designers and their importance to visual communication. From the birth of visual messages and early bookmaking to the printed word and multi-media/web design, the phases of visual communication history will connect the past to the present.

## **GDES211 Illustration I 2-3-3**

Introduces illustration with emphasis on basic ideas, techniques, media, and skill development. Prerequisite: ARTS123. Corequisite: GDES213.

## **GDES213 Graphic Design II 2-3-3**

An introductory level process of researching, designing, executing, promoting and presenting for the advertising field is assessed in this course. Marketing trends, products and guidelines of the advertising and graphic arts fields are dissected and evaluated. Individual and group projects are assigned to mobilize the cognitive, creative and collaborative skills of the student. Students will put together electronic layouts that demonstrate a beginner skill in commercial design production. GDES110, GDES114, GDES115, GDES122, GDES124, GDES150.

## **GDES221 Illustration II 2-3-3**

A continuation of GDES211 Illustration I, with attention given to the role of the illustration as communicator. Design problems are assigned including book and advertising illustration. Students receive advanced training in illustration techniques and mediums while creating their unique style. Prerequisites: ARTS123, GDES211.

## **GDES225 Graphic Design III 2-3-3**

Focuses on the creative process involved in research, design, promotion and presentation of print advertisements, ad campaigns and package design. Students will complete research, creative briefs and comprehensive projects that demonstrate advanced skills in graphic design. Prerequisite: GDES213.

## **GDES226 Portfolio Preparation 2-3-3**

Students will modify existing project designs based in response to instructor critique. These designs will be used to create three portfolios: a matted professional portfolio, a mini portfolio and an electronic portfolio. Time management skills will be stressed. Students will be required to participate in two portfolio reviews and participate in a juried exhibition. Prerequisites: All freshman GDES courses and GDES211, GDES213, GDES215, GDES227 Corequisite: GDES225, GDES228.

## **GDES227 Graphic Design Internship Seminar 1-0-1**

The Internship Seminar is an opportunity for the student to prepare to work at a graphic design, printing, publishing or advertising company. This course is designed to allow the student to further the study of graphic design through research, interviews, and hands-on projects. Students will prepare for interviews and practice interviewing techniques. Prerequisites: All freshman GDES courses.

## **GDES228 Graphic Design Internship 0-8-2**

The graphic design internship is an opportunity for the student to experience on-the-job training at a business or professional job site. The student must complete the first three semesters of the Graphic Design program and be prepared to work at a graphic design, printing, publishing or advertising company. This course is designed to allow the student to further the study of graphic design through in-field internship. Students will also be required to attend a business luncheon seminar. Prerequisites: All freshman GDES courses and GDES211, GDES213, GDES215, GDES227.

## **GDES230 Time Based Design with Flash® 2-3-3**

This project-based course introduces students to the creation of animated sequences and GIF animations using 2D and 3D tools for use on the web. Students will use Photoshop® and Illustrator® to create original artwork to animate in time based applications. Topics include an exploration of the drawing tools for creating graphics and symbols, optimization, and animating graphics. The course also covers the use of text, buttons, actions, .swf files, sounds, and storyboarding to create production work.

## **GDES235 Web Design 2-3-3**

A project-based course that addresses the design principles of web-site creation. Students learn to use appropriate layouts, typography, colors, file formats, and compression methods when designing for the Web. Using Adobe Photoshop®, Illustrator®, Flash®, and Dreamweaver®, students design images for background, text, graphics, and navigation for websites. The course also covers designing for target audiences, creating an online portfolio, and preparing for the future of multi-media and web design. Prerequisites: GDES114, GDES122, GDES230, CIS124.

# Course Descriptions

## **GEOG110 World Geography**

**3-0-3**

Introduces the geographic and cultural elements of the world's major regions. Demographics, origins, language, religion, geopolitics, and agricultural features of the regions are covered. The importance of place (geography) and how it shapes the character of the neighborhood, city, country and world are emphasized as we look at key issues from a geographic perspective. *(Fulfills Social Science requirement.)* Offered every fall / spring.

## **GERM110 German I**

**3-2-4**

A fully integrated introductory German course designed for beginning German students with little or no prior knowledge of German. It is directed for students whose learning objectives and needs are in any of the following categories: for German language students, for business purposes as well as for travelers. Emphasizes proficiency in basic communicative skills concentrating on the dynamic application of the living language through dialogue, phonetics, and vocabulary. Includes a strong grammar foundation and other basic language skills. Language laboratory activities reinforce class content. *(Fulfills Foreign Language requirement.)* Offered every fall/spring.

## **GERM120 German II**

**3-2-4**

A continuation of the introductory German course for students who have had the equivalent of one year of high school German or one semester of college German. The course is designed for students whose learning objectives and needs are in any of the following categories: for German language students, for business purposes as well as for travelers. The emphasis is to consolidate and reinforce the language skills acquired in German I or equivalent and to continue building communicative skills and cultural competency. *(Fulfills Foreign Language requirement.)* Offered every spring.

## **HIM100 Introduction to Health Information Management**

**3-0-3**

Introduces principles of Health Information Management (HIM) including technological trends; function, content and structure of health records; regulatory and licensing agency requirements; analyzing data and managing information along with professional, ethical and legal issues specific to HIM. NOTE: A grade of C is required to pass HIM classes. Placement into ENGL110 and matriculation into HIM degree program or permission of Program Director.

## **HIM105 Healthcare Statistics & Performance Improvement**

**3-0-3**

Covers the collection, maintenance, and reporting of data for clinical indices, databases, and registries to meet the specific needs of a healthcare organization. Students will gain an understanding of how data is abstracted, collected, organized, reported or presented, for quality and risk management processes. Students will also perform calculations for basic descriptive, institutional, and healthcare related vital statistics and learn how to analyze this data to identify trends that demonstrate the quality, safety, and effectiveness of healthcare. Prerequisite: ENGL110, CIS110, and HIM100 with a C or better; Corequisite: MATH131.

## **HIM115 Legal Aspects of Health Information**

**3-0-3**

Covers all legislative regulatory processes related to the confidentiality, privacy, and security of personal health information and the policies, procedures and monitoring used to assure compliance. Students will also learn legal terminology and the ethical standards of practice in regards to patient rights and advocacy related to release of information. Students will also learn how to apply confidentiality and security measures to assure the integrity, and validity of the maintenance and retrieval of PHI. Prerequisite: HIM100 and placement into ENGL110.

## **HIM120 Computers in Healthcare**

**2-2-3**

Teaches concepts and practical approaches to the common computer applications used for completing health information processes in the delivery of healthcare. Topics include the fundamentals of biomedical computing, database management tools, and techniques commonly used for data collection, storage and retrieval, as well as hardware, software, and communication technologies. Students will also explore the relationship between departments and clinical providers within the health care system. Prerequisite: HIM100, HIM105, HIM115, AH110, BIOL106, CIS110. Corequisite: HIM205.

## **HIM200 Health Information Management Practicum I**

**1-8-3**

This 80-hour practicum is designed to give students professional practice experience in an assigned health information management department or related healthcare setting. Students will apply theory, principles, and knowledge acquired in previous coursework to provide participation in data retention, retrieval, storage assembly, deficiency analysis, physician communication, and release of information following applicable laws, regulations, and facility guidelines. Direct supervision is provided by the clinical professional. Prerequisites: Completion of all first year courses with a grade of C or better.

## **HIM205 Resource & Data Management**

**3-0-3**

This class covers the management of resources in HIM, including staffing, personnel, departmental budgets, and the primary and secondary uses of healthcare data and information used to monitor these processes. A combination of theory, case studies, and hands-on projects will provide an overview of the managerial functions, including budgeting, revenue cycle monitoring, supervision, organizational planning, the maintenance of licensure and accreditation standards, and monitoring compliance with coding and other organizational requirements. Prerequisite: ENGL110, CIS110 HIM100, HIM105, MATH131. NOTE: A grade of C is required to pass HIM classes.

## **HIM216 Reimbursement Methods**

**3-0-3**

Focuses on understanding healthcare payment system methodologies used in relation to managed care, commercial insurance, and government sponsored prospective payment systems including how reimbursement systems affect payers, consumers, providers, policy makers, and information technology systems. Students will gain an in depth understanding of the revenue cycle, regulatory compliance strategies, National Correct Coding Initiatives (NCCI,) reporting, and the role accurately coded data plays in billing policies and procedures. Prerequisite: MCOD100, MCOD110, MCOD215.

## **HIM225 Health Information Management Practicum II**

**1-6-3**

Students will gain 80 hours of professional practical experience in an assigned health information management department or related health care setting. Students will reinforce learning experiences obtained through classroom presentations, projects, and laboratory exercises, and make the transition from theory to practice under the supervision of experienced HIM professionals they will observe employee relationships, interact with professionals in the health care field and apply the principles of Health Information Technology. Prerequisite: HIM120, HIM200, HIM205, MCOD215. Corequisite: HIM216.

## **HIST120 Western Civilization Through 1500**

**3-0-3**

Surveys the development of civilization in the western world from the beginning of Mesopotamian culture through the Protestant Reformation of the 16th century. Covers the social, political, economic, and spiritual forces and patterns which shaped the eras of western history. Emphasizes history as the record of human struggle and achievement, change and continuity. *(Fulfills Social Science OR Humanities requirement.)* Offered every semester.

## **HIST130 Western Civilization - 1500 to the Present**

**3-0-3**

Surveys the development of civilization in the western world from the 16th century to the present. Covers the social, political, economic and spiritual forces and patterns which shaped the eras of western history. Emphasizes history as the record of human struggle and achievement, change and continuity. *(Fulfills Social Science OR Humanities requirement.)* Offered every semester.

## **HIST202 United States History to 1870**

**3-0-3**

Examines the political, social, and cultural development of the United States from settlement to 1870, emphasizing political institutions, sectional rivalry and slavery, the development of nationalism, and the cultural development of the American people. The course concludes with the period of Reconstruction. *(Fulfills Social Science requirement.)* Offered every semester.

## **HIST203 Topics in History**

**3-0-3**

This course will vary by semester. Historical topics are chosen to reflect faculty and/or student interest and then focus on an in-depth coverage of that topic. All courses focus on historical events, forces, personalities, ideas and values shaping the contemporary world. Critical thinking, speaking and writing skills are emphasized, as well as the ability to analyze historical sources. *(Fulfills Social Science requirement.)* Offered every semester.

## **HIST204 United States History - 1870 to the Present**

**3-0-3**

Covers the political, social, and cultural development of the United States from the period following Reconstruction to the present. Emphasis is on the urban industrial age, America as a world power, and the challenges to and advances of human rights and cultural pluralism. *(Fulfills Social Science requirement.)* Offered every semester.

## **HIST205 History of Russia**

**3-0-3**

Surveys the history of Russia and the Soviet Union, with an emphasis on the political, economic, and social developments of the 19th century, the revolution of 1917, the evolution of the Communist state and its collapse. *(Fulfills Social Science requirement.)* Offered every spring.

## **HIST210 History of China**

**3-0-3**

Provides a history of China from the Opium Wars to the present that explores the political, economic, social, and intellectual upheavals that constitute recurrent elements in Chinese history. *(Fulfills Social Science requirement.)* Offered fall, odd-numbered years.



## **HIST211 Modern Middle East History 3-0-3**

Surveys the main political, economic, religious, and political currents in the Middle East, with an emphasis on issues and events since World War II, including the geographic and historical roots of many current issues. Topics include colonialism, the rise of nationalism, the creation of modern nation states, and the role of the state in an Islamic society. Also covers the relationship of the Middle East to the rest of the world, the US in particular. Prerequisite: Placement into ENGL110 or equivalent, or permission of the instructor. (Fulfills Social Science requirement.) Offered every fall.

## **HUMA105 Introduction to Music 3-0-3**

An introduction to Western Music. Students listen to, read about, and discuss the great music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern periods. (Fulfills Humanities requirement.) Offered spring/summer.

## **HUMA106 History of American Popular Music 3-0-3**

Provides a historical overview of American popular music, from the mid-19th to the turn of the 21st century, including folk, jazz, ragtime, blues, swing, show music, motion picture music, country, rock & roll, soul, heavy metal, pop, grunge, rap and Latin /African music. Students will be required to listen to music associated with these styles. (Fulfills Humanities requirement.)

## **HUMA126 Introduction to Film 3-0-3**

Provides a historical overview of film from its inception to the present day. In addition to exploring textual elements such as narrative, characterization, plot, and symbolism, film's technical elements (*mise-en-scène, cinematography, lighting, editing, and sound*) are considered. Emphasis is on film as both cultural artifact and institution. Major films, developments, genres, directors and movements are studied, and the technical vocabulary needed to interpret, analyze, and appreciate film is developed. (Fulfills Humanities requirement.) Offered every fall.

## **HUMA150 Critical Thinking 3-0-3**

A reading, writing, speaking, and listening course that presents the skills and methods of critical thinking as a way to explore and evaluate ideas. Formative skills such as distinguishing fact and opinion, making inferences, detecting biases, reasoning inductively and deductively, and spotting logical fallacies are introduced sequentially, then applied to analyzing and evaluating selected readings. Stress is also placed on having students develop greater confidence in their ability to make rational choices about political, moral, and social issues. (Fulfills Humanities requirement.) Offered every semester.

## **HUMA200 Film and American Culture 3-0-3**

This course explores the relationship between American film and American culture. The emphasis is on film as a product of a specific period of time; its potential to both reflect and challenge American ideals will be considered. Readings, film screenings, and discussions will focus on genre, important films / filmmakers, and key developments within the industry. Prerequisites: ENGL 110 or equivalent, or permission of the instructor. (Fulfills Humanities requirement.) Offered every spring.

## **HUMA210 The Darker Side of Man 3-0-3**

Students will critically read and discuss from primary sources works, which reveal the dark side of human nature according to the Western tradition. Readings from literature, poetry, drama, philosophy, history and politics form the core of the study, with related works in art, music, film as appropriate. One formal research paper and short papers are due on a weekly basis. (Fulfills Humanities requirement.) Offered every fall.

## **HUMA220 Love in the Western Tradition 3-0-3**

Love as a concept and as an activity consumes much time and space in the history of the human race. The literary and performing arts consider love as an abiding theme. The relationship of love to marriage is carefully examined. (Fulfills Humanities requirement.) Offered every spring.

## **HVAC099 HVAC Exploration 1-0-1**

This course allows students to participate in HVAC laboratories while they are taking preparatory math, English or reading courses. Students will be integrated into the HVAC environment, be assigned an HVAC advisor, and will be mentored by other HVAC students. These credits do not count toward graduation requirements.

## **HVAC111 Fundamentals of Refrigeration I Theory 3-0-3**

Introduces the principles of heat and its transfer, with emphasis on the refrigeration compression cycle and its major components. Prerequisite/Corequisite: HVAC113.

## **HVAC112 Fundamentals of Refrigeration I Lab 0-3-1**

Upon successful completion of this course, the student will be able to: solder, silver braze, flare, swag and use specialized refrigeration tools. Students will receive hands-on experience with equipment using manifold gauges, reading pressure/temperature charts, and learning service procedures. Prerequisite: HVAC113; Corequisite: HVAC111.

## **HVAC113 Related Electricity I 3-3-4**

Covers theory and lab work on the principles of DC and AC electricity that are fundamental to the HVAC area. These include: Ohm's law, series circuits, parallel circuits, meters, wire gauges, magnetism, AC generation, AC calculations, and basic electric motor principles.

## **HVAC114 Fundamentals of Heating I Theory 3-0-3**

A thorough study of the residential high pressure gun type oil burner. Topics covered include: basic combustion theory, how the components of high pressure gun-type burners operate, choosing replacement parts, mechanical troubleshooting, oil tank installation, advanced combustion theory, and steady state efficiency testing. Prerequisite: HVAC113; Corequisite: HVAC113 and 115.

## **HVAC115 Fundamentals of Heating I Lab 0-3-1**

An introduction to residential high pressure, gun-type burners which includes an in-depth, hands-on course covering the components, component testing, replacement, maintenance and burner troubleshooting, and steady-state efficiency testing. Prerequisite: HVAC113; Corequisite: HVAC113 & 114.

## **HVAC121 Fundamentals of Refrigeration II Theory 3-0-3**

A continuation of Fundamentals of Refrigeration I. This course covers electrical circuits, controls and motors necessary for operation of various residential and small commercial units; components necessary for optimum operation and efficiency; basic mechanical and electrical troubleshooting. Prerequisite: HVAC111/112; Corequisite: HVAC122

## **HVAC122 Fundamentals of Refrigeration II Lab 0-3-1**

A continuation of Fundamentals of Refrigeration I lab. This course covers electrical meter testing of controls; motors and circuits; reading wiring diagrams; troubleshooting and repair various system problems. Prerequisites: HVAC111/112; Corequisite: HVAC121.

## **HVAC123 Related Electricity II 3-3-4**

A continuation of HVAC113 covering electrical circuit controls commonly found in air conditioning and heating systems. Prerequisite: HVAC113.

## **HVAC124 Fundamentals of Heating II Theory 3-0-3**

An in-depth study of residential heating system controls, with topics including the proper selection, use and theory of operation, maintenance, troubleshooting, and replacement of heating controls. Their use in steam, warm air, and hot water systems to achieve comfort and efficiency is also covered. Reading wiring diagrams is emphasized. Prerequisite: HVAC114; Corequisite: HVAC123 and 125.

## **HVAC125 Fundamentals of Heating Lab II 0-3-1**

A continuation of Heating Lab I, with topics including control identification, applications, control system design, troubleshooting, and replacement. The student designs and installs steam, warm air, and hot water control systems following relevant codes. Prerequisites: HVAC115; Corequisite: HVAC123 & HVAC124.

## **HVAC211 Commercial Refrigeration Theory 3-0-3**

This course covers system design and layout, selection of proper components, pipe sizing and layout, wiring, controls and troubleshooting. Prerequisite: HVAC121/122; Corequisite: HVAC212.

## **HVAC212 Commercial Refrigeration Lab 0-6-2**

This lab covers the installation of complete refrigeration systems found in small stores, restaurants and supermarkets. Students develop a stock list of required electrical and mechanical components, calculate pipe and component sizes, and learn charging procedures. Prerequisite: HVAC121/122; Corequisite: HVAC211.

## **HVAC213 Hydronic Systems Theory 3-0-3**

Topics include heat loss calculation; forced hot water system and steam system components; piping layout; selection of system components; and problem solving, which involves troubleshooting and replacement, as well as various methods of heating domestic hot water. Prerequisites: HVAC124; Corequisite: HVAC214.

## **HVAC214 Hydronic Systems Lab 0-6-2**

This lab includes an in-depth study of residential forced hot water and steam heating systems. The student designs and installs a complete hot water system including the piping arrangement, control system, and method of heating domestic hot water. Forced hot water service skills are emphasized. The student also begins a steam system installation. Prerequisite: HVAC125; Corequisite: HVAC213.

# Course Descriptions

## **HVAC221 Residential and Commercial Air Conditioning and Heat Pumps Theory** **3-0-3**

Topics include procedures for proper installation and start-up of central air conditioning systems; troubleshooting of the electrical and mechanical aspects of systems; the proper use and understanding of the psychometric chart; heat gain calculations for residential and small commercial buildings; and special requirements and components of heat pumps. Prerequisite: HVAC121/122; Corequisite: HVAC222.

## **HVAC222 Residential and Commercial Air Conditioning and Heat Pumps Lab** **0-6-2**

This lab covers the installation and start-up of central air conditioning systems and heat pumps; troubleshooting and mechanical/electrical repair of various makes and models and pricing components and billing procedures. Prerequisites: HVAC121/122; Corequisite: HVAC221.

## **HVAC223 Warm Air and Steam Systems Theory** **3-0-3**

Introduces residential steam and warm air system components, along with methods of piping and duct layout. Maintenance, troubleshooting, replacement, alteration, and total system designs are emphasized to help the student learn the various concepts involved. Prerequisites: HVAC124 Corequisite: HVAC 222.

## **HVAC224 Warm Air and Steam Systems Lab** **0-6-2**

This lab is a continuation of HVAC214 that covers installation of steam and warm air systems, layout and make up of ductwork, multi-fuel units, and gas heating. Prerequisite: HVAC125; Corequisite: HVAC 223.

## **HVAC226 Air and Water Testing & Balancing** **3-0-3**

Covers the essential techniques for the testing and balancing of air and water for HVAC systems, the fundamentals of testing and balancing, including the mathematics, fan and pump characteristics, and the basic electrical systems. Also covers: details of fan and pump curves, motor drives, and related electrical systems; testing and balancing instruments and use, including measurements and analysis; required TAB procedures, including preliminary air and hydronic procedures, as well as the TAB required report forms, system evaluation, and troubleshooting. Prerequisites: HVAC first year courses or three years experience in the field. MATH111 and MATH131 recommended.

## **HVAC243 DDC & Building Controls Automation I** **5-0-5**

Introduces electronic environmental and industrial control concepts and equipment to electricians, HVAC technicians, and maintenance personnel. Covers basic subject matter such as introduction to electronics; solid-state theory and devices; digital numbering systems; digital logic; and basic theory of analog and digital control devices and systems. The course then advances to Computer System architecture; programmable logic controllers; direct digital control for total energy management systems; electronic controls for HVAC equipment; and industrial control devices and systems. Intended for students with prior training in electrical theory and practice with electrical equipment. A review of basic electrical theory precedes the other subject matter, but this review is intended as a brief refresher only and not as preparation for the course material to follow.

## **HVAC244 DDC & Building Controls Automation II** **3-3-4**

An advanced control systems course for students who have taken and passed HVAC 243, this course covers commercial/industrial control systems. Pneumatic, electrical, and electronic control systems are covered as well as associated subject matter such as variable frequency motor drives, variable air volume systems, and heat recovery. The course then focuses on new technology building control systems. System controller types, analog and digital sensors and actuators in system configurations, data communications and systems interfacing, DDC systems strategies, and troubleshooting methods and equipment will be covered in detail. There will be a significant amount of hands-on lab work. Every attempt is made to keep the material in this course as current as possible. This is an advanced course and provides the student with the knowledge, ability, and experience to work confidently with existing control technology and adapt to new technology as it develops. Prerequisite: HVAC243 with a minimum grade of C or better.

## **ID101 Interior Design Technology Studio I** **2-3-3**

Introduces students to the fundamental principles of design for the built environment through lecture and studio project sessions. Explores the process of designing for commercial, public and residential interiors. Students will learn basic skill sets and methods for arriving at functional and creative design solutions. Using critical thinking in the design process is a major focus. Corequisite: ID102.

## **ID102 Technical Drawing for Interiors I** **2-3-3**

A basic 2D drawing course offered to provide the manual and electronic technical skills to present accurate documentation of ideas and concepts within the field of interior design. Areas of study will include hand drafting techniques and a general introduction to digital media methods using AutoCad® software. Emphasis is on instruction in the accuracy of scale and precise documentation skills.

## **ID103 Visual Presentation for Interior Design** **1-3-2**

Focuses on the development of artistic drawing skills by exploring the methods and techniques used to communicate design concepts for the built environment. Techniques in freehand sketching, rendered floor plans and elevations as well as perspective drawings will be studied using various mediums. Additional topics include the composition and organizational methods for assembling presentation boards which are required in studio and related interior design courses.

## **ID121 Interior Design Technology Studio II** **2-3-3**

The student continues to further develop technical and creative skill sets required for the built environment. Through lecture and studio project sessions, design concepts and solutions are explored and refined. Critical thinking techniques further advance students' understanding of how to address technological and social changes placed upon the designing of interior spaces. Applications of the principles and elements of interiors are presented with an emphasis on commercial interior design. Prerequisites: ID101.

## **ID122 Technical Drawing for Interiors II** **2-3-3**

Provides intermediate AutoCad® skills for interior construction documentation activity within the built environment. Covers the preparation of drawings such as floor plans, elevations, electrical plans, reflected ceiling plans, finish schedules and furniture installation plans using AutoCad®. Prerequisite: ID102.

## **ID123 The Built Environment: Codes & Standards** **2-3-3**

Covers basic building codes, life safety and barrier-free standards for the built environment. Students study the reasoning and application for code-mandated methods of construction, material requirements, ADA guidelines and other regulations pertaining to both commercial and residential interiors.

## **ID124 Architectural & Interior Design Movements: 1900 – Present** **3-0-3**

Provides a historical perspective of how advances in technology and society influence the built environment. Contributions of notable interior designers and architects of the 20th century and their influences in advancing and modernizing interior space and furniture are studied. Topics include interior movements from the Beaux Arts, Bauhaus, Art Deco, the Modern Movement and into the present.

## **ID200 Materials and Components** **3-0-3**

Surveys the architectural and decorative materials used by interior designers. Presents the properties, attributes and installation characteristics of the major interior design components: paints and finishes, carpeting, floors, walls, ceilings, hardware, cabinet construction, kitchens and bathrooms. Prerequisite: ID101.

## **ID201 Interior Design Technology Studio III** **2-3-3**

Emphasizes specific intermediate-level skill sets and methods needed for effective space planning and interior solutions in both lecture and studio sessions. Presents techniques for refining research specific to designated program criteria. Stresses technical detail requirements and their importance in designing functional interior environments. Prerequisites: ID101 and ID121.

## **ID205 Interior Contract Documentation** **2-3-3**

Covers the knowledge and skill required for the preparation and format of basic construction documents for the built environment. Topics include specific documents for the fit up of commercial and residential interior spaces such as plans, schedules, details, sections, life safety and furniture installation plans. Stresses the need for skill and accuracy in turning ideas and concepts into working drawings for project implementation. Prerequisites: ID101, ID121.

## **ID212 Lighting Design** **3-0-3**

A comprehensive lighting course designed to provide knowledge and skill for implementing functional and creative lighting solutions for commercial and residential interior applications. Explores the principles of quality lighting through design theory and technical requirements based on specific project criteria. Topics include elements of lighting systems, human factors, color, case studies and presentation of lighting solutions. Students should possess proficiency in the design process, drafting and AutoCad®. Prerequisites: ID101, ID121.

## **ID221 Interior Design Technology Studio IV** **2-3-3**

Advanced studio course provides the opportunity to demonstrate knowledge and skill in completing an individual interior project incorporating all design and documentation phases of the built environment. The student selects one from a variety of predetermined projects. Programming, conceptual design, plans, and construction documentation along with final visual and oral presentation, will be presented to the ID faculty for critique. Individual guidance by the instructor supports the student's project work during each phase of the process. Mini lectures of current technological news and innovations affecting the built environment along with specific workplace and lifestyle trends also provide a dynamic learning environment. Prerequisites: All ID courses prior to 4th semester.

## **ID224 Professional Practice For Interior Design Technology 3-0-3**

Designed to provide a working knowledge of effective business practices and management skills for interior designers. Students become familiar with the importance of contract documents, fee structuring, project management, successful marketing techniques, and ethics in providing skilled services. Prerequisites: All ID courses prior to fourth semester.

## **ID225 Interior Design Technology Internship 1-8-3**

A cooperative work experience program consisting of on-site experience in business establishments including placement within interior design firms, architectural firms, facility management operations or other business establishments related to the interior design industry. The college coordinator and the organization's work supervisor evaluate students' work experience and achievements. Students meet in seminar session to discuss and analyze their experiences. Additional topics will include resume and cover letter preparation, role-playing of interview techniques, employer expectations and evaluation of career opportunities. Prerequisite: All ID courses prior to 4th semester.

## **ID226 Portfolio Preparation for Interior Design Technology 1-3-2**

Students will produce an academic portfolio as well as a professionally assembled multi-ringed portfolio which represents the best examples of their creative and technical skill sets. Instruction includes electronically reproducing the portfolio in CD format. Preparation of appropriate marketing materials, including a business card and letterhead, are explored on a class and on an individual basis. Interview techniques and practice interviews are also included. Prerequisites: All ID courses prior to 4th semester.

## **INT101 College Success Seminar 1-0-1**

Designed to help students explore their personal and academic strengths and challenges as they develop strategies to support their success and to understand college expectations and resources. Supports student's development of a Student Success Portfolio to include strategies specific to learning styles, time management, reading, writing, group projects, study skills, test taking skills and working with academic advisors. This course must be taken in the student's first semester at MCC.

## **INT102 Learning Community Seminar 2-0-2**

Specifically designed to support participation in learning communities through two inter-related components. One component is a direct and integrative approach to study skill development and application as noted in the INT101 course description. The other component establishes a seminar approach to synthesizing and unifying the concepts or themes of the individual courses in the learning community cluster. This course must be taken in the first semester of the student's attendance at the college (*This course will fulfill the INT101 College Success Seminar requirement.*)

## **INT105 Peer Tutoring 1-0-1**

Explores best practices and theory in peer tutoring. Students identify a learner's academic needs and strengths and develop a plan to address them. Students are exposed to current trends and best practices, highlighting both the ethical and boundary issues as well as scenarios they may encounter and possible solutions. Equal time is spent on the acquisition of tutoring skills and putting those skills into practice. Students must receive a grade of B or better in this course to be considered for a peer tutoring position in the Tutoring Lab at Manchester Community College.

## **MATH070 Fundamentals of College Math 3-0-3**

Designed to review or to enhance the mastery of basic mathematical concepts and skills needed to successfully complete future courses in mathematics. The inclusion of numerous real-data and real world applications relating to everyday life or to other academic disciplines enables the student to begin the development of a firm foundation of math facts and problem-solving skills. Calculators are not used in this course until the very end of the term. Offered every semester. Credits do not count toward degree requirements.

## **MATH080 Pre-Algebra 3-0-3**

For the student who possesses an adequate background in basic mathematics concepts and skills, but who has never taken an algebra course or who needs a refresher course. Topics covered are operations with signed numbers; algebraic expressions; linear equations/inequalities; exponents; square roots; understanding and manipulating formulas; translating and solving word problems; interpreting/analyzing data and basic graphing techniques; and applications of all skills. Offered every semester. Credits do not count toward degree requirements. Prerequisite: Satisfactory placement test scores as defined by math faculty; or successful completion (*grade of C or better*) of MATH070.

## **MATH103 Topics in Applied College Mathematics 3-0-3**

Designed to expose the student to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced as the student becomes actively involved solving applied problems. Topics covered include Number Theory and Systems, Functions and Modeling, Finance, Geometry and Measurement, Probability and Statistics, and selected subtopics related to the

student's major field of study. Prerequisite: Satisfactory placement test scores as defined by mathematics faculty; or successful completion (*grade of C or better*) of MATH080. Offered Spring semester only.

## **MATH111 Numerical Geometry 3-0-3**

An applied course in Euclidean geometry stressing calculator manipulation and problem solving. Topics include linear, area, and solid measures involving US and SI units, solutions of linear equations, proportional relationships, congruent and similar figures, properties of polygons, circles and ellipses. Prerequisites: satisfactory placement test scores as defined by math faculty, or successful completion (*grade of C or better*) of one year of college prep algebra, or successful completion (*grade of C or better*) of MATH080.

## **MATH131 Elementary Algebra 3-0-3**

The first college-level algebra course offered at Manchester Community College, this course is designed to help students further improve their basic algebraic skills that are required in most programs of study at MCC. Topics include performing operations of real numbers and polynomials, solving linear equations and inequalities, factoring polynomials, solving word problems, manipulating formula, graphing linear equations, solving linear-equation systems and quadratic equations, and introducing basic functions and their related notations. Prerequisite: MATH080 with C or better/Placement test/Permission of Instructor.

## **MATH132 Business Mathematics 3-0-3**

Helps students learn the mathematics needed to perform personal and business operations effectively and efficiently. Students will use mathematics in applications involving interest, personal finance, loans, taxes, depreciation, insurance, investments, retailing and accounting practices, and financial statements. Prerequisite: successful completion of MATH080 with a C or better; or permission of the instructor; or appropriate results of placement test. Offered spring semester only.

## **MATH135 Numerical Algebra and Trigonometry 3-0-3**

Provides students with the basic algebra and trigonometry manipulatives to compute solutions in their curriculums. Algebra topics offered are signed numbers, polynomial operations, solutions of linear equations involving numerical and literal terms, word problems, and formula manipulation. Trigonometric topics are trigonometric ratios as applied to right triangles and computation of measures in oblique triangles, using the Law of Sines and the Law of Cosines. Prerequisite: successful completion (*grade of C or better*) of MATH111 or permission of the instructor.

## **MATH141 Advanced Algebra and Trigonometry 4-0-4**

Covers the essentials of numerical algebra, geometry, and trigonometry by using different problem-solving strategies. A short review of elementary algebra is followed by an introduction to geometric and trigonometric functions. Applied problems are solved by integrating the above mathematical strategies. Trigonometric functions include ratios in solving right triangles and vector applications, and Law of Sines and Cosines in solving oblique triangles. In addition, selected analytic geometry applications are covered. Prerequisite: Satisfactory placement test scores as defined by Accuplacer, or successful completion (*grade of C or better*) in MATH131, or permission of the instructor.

## **MATH151 Intermediate Algebra 4-0-4**

Prepares the student for higher level mathematics by covering topics in algebra including exponents, polynomials, factoring, rational expressions and equations, and linear or high-degree equations. Additional topics include solving quadratic, exponential, and logarithmic functions; composite and inverse functions; systems of linear equations using matrices; and systems of inequalities by graphing. Prerequisite: MATH131 with a "C" or better, satisfactory placement scores on the Accuplacer, or permission of instructor.

## **MATH170 Discrete Mathematics 4-0-4**

Provides a mathematical foundation for the understanding of set theory, abstraction, and formal proofs. Topics include sets, subsets and operations, logic, counting, Boolean algebras, induction, groups, discrete functions, recursion, graphs, trees, and algorithms. Prerequisite: MATH141 with a C or better, placement test, or permission of instructor. Offered Spring semester only.

## **MATH171 Pre-Calculus 4-0-4**

Topics covered in this course are: trigonometric functions, complex numbers, and conic sections; analytic trigonometry; systems of nonlinear equations; nonlinear inequalities; matrices and determinants; sequences and series; limits and continuity; and probability and statistics. Other topics to be investigated include algebra, geometry, and trigonometry. Graphic calculators will be used to facilitate problem solving and graphing. Prerequisites: MATH141 with a C or better, or placement test, or permission of instructor.



# Course Descriptions

## **MATH200 Finite Mathematics** 4-0-4

Reviews linear equations, inequalities and systems of equations emphasizing graphing methods. Topics include matrices, linear programming, sets, introduction to probability, the mathematics of finance, and the simplex method. Prerequisites: Successful completion (*grade of C or better*) of MATH151; satisfactory placement scores as defined by mathematics faculty; or permission of the instructor.

## **MATH202 Probability and Statistics** 4-0-4

Topics include basic measures of central tendency and variability; frequency distributions; probability; the binomial distribution; the normal distribution; sampling of distributions; estimation of parameters; confidence levels and hypothesis testing; non-parametric tests; simple regression and correlation analysis. Prerequisite: Satisfactory placement scores as defined by mathematics faculty; or successful completion (*grade C or better*) of MATH131; or permission of the instructor.

## **MATH204 Calculus I** 4-0-4

Explores functions, limits, continuity, derivatives; rules for differentiating algebraic, trigonometric, exponential and logarithmic functions; chain rule; implicit differentiation; related rate problems; max-min problems; curve sketching; integrals, areas and volumes. Prerequisite: MATH171 (*grade C or better*) or permission from the instructor.

## **MATH214 Calculus II** 4-0-4

Topics include area, volume, arc length, surface area, pressure force; integration of trigonometric, exponential and logarithmic functions; differentiation and integration of inverse trigonometric and hyperbolic functions; methods of integration; improper integration; infinite series, Taylor and Maclaurin series; and polar coordinates. Prerequisite: MATH204 (*grade C or better*) or permission of instructor. Offered Spring semester only.

## **MCOD100 ICD-CM-Coding** 3-0-3

Focuses on assigning appropriate codes from the most current edition of International Classification of Diseases Classification Manual through the application of coding conventions and the ICD-9 or 10-CM Official Guidelines for Coding and Reporting. Students utilize a manual system to code both clinical statements and scenarios while practicing AHIMA's Standards of Ethical Coding. NOTE: A grade of C is required to continue on to MCD215.

## **MCOD110 CPT Coding** 3-0-3

Focuses on assigning appropriate procedure codes and modifiers from the current edition of Common Procedural Terminology while adhering to current coding and regulatory guidelines. Students will utilize a manual and computer aided coding system to code clinical services and procedures performed, based upon scenarios and operative reports while practicing AHIMA's Standards of Ethical Coding. Prerequisite: AH110, BIOL106. NOTE: A grade of C and CGPA of 2.0 is required to continue on to MCD215.

## **MCOD215 Advanced Coding** 3-0-3

This course expands upon the knowledge gained in MCD100 and MCD110 by applying learned concepts to actual patient records. Various coding resources as well as computer aided coding will be utilized to ensure the accuracy of diagnostic and procedural code groupings. Emphasis will be placed upon accurately identifying the principal diagnosis and secondary diagnosis(es) along with appropriate procedure codes based upon supporting documentation. The impact of documentation on coding and reimbursement will be stressed. Common quality monitoring practices along with compliance and auditing will be discussed. All records will be coded in accordance with AHIMA's Standards of Ethical Coding. Prerequisites: MCD100, MCD110, BIOL112.

## **MEDA122 Medical Office Procedure** 3-0-3

Students explore, study, and practice numerous administrative responsibilities associated with work in a medical office, with a focus on career opportunities, professionalism, appointment scheduling, letter composition relevant to the medical office, telephone techniques, office management, banking duties, and patient account maintenance. Keyboarding ability is needed to complete course requirements. Prerequisite: ADMN122 and AH110 with C or better, placement into ENGL110. NOTE: A grade of C is required in order to take Medical Assistant Practicum.

## **MEDA124 Insurance for the Medical Office** 4-0-4

Introduces the student to the basics of the medical billing process, including insurance terminology, medical coding systems, government and private payer health claims, general insurance procedures, and patient billing/collections. Prerequisite: Placement into ENGL110 and AH110 with a grade of C or better. NOTE: A grade of C is required to take MA Practicum.

## **MEDA125 Clinical Laboratory Procedures I** 2-6-4

Introduces the Medical Assistant student to the essential knowledge and clinical skills needed in general medical office or clinic setting. Theoretical content and lab skills presented include, but are not limited to, medical asepsis and infection control; patient preparation, assessment, and medical history taking; vital signs and anthropometric measurements; preparation and assisting with physical examination; instrumentation, sanitation, disinfection and sterilization of instruments and equipment; assisting with minor surgical procedures; administration of ECG's and Spirometry testing; preparation, storage, and administration of medication; collection and analysis of microbiological specimens including urine and throat cultures and diagnostic imaging. Prerequisite: AH110 and BIOL106/107, and MATH080 with a C or better and a score of 85% or better on PMEX (*pharmacology math placement exam*) and placement into ENGL110. MEDA faculty advisor signature required. NOTE: A grade of C is required in order to progress to Clinical Lab Procedures II.

## **MEDA126 Medical Law and Ethics** 3-0-3

Covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional. Prerequisite: Placement into ENGL110. NOTE: A grade of C is required in order to take Medical Assistant Practicum.

## **MEDA218 Clinical Lab Procedures II** 2-3-3

Students refine their skills and gain competence in essential clinical laboratory skills that might be needed in a medical practice. Theory content covers anatomy and physiology, and emphasizes specific organs and body systems and their associated illnesses and disease entities. In addition, the physiological aspects of working with special populations will be considered. Skill performance lab includes, but is not limited to the medical assistant's role in patient education, quality improvement and risk management, emergency medical procedures, common diagnostic procedures, instrumentation, minor office surgery, general patient assessment, phlebotomy, collection and preparation of micro-biological specimens, and the skills necessary in working with special populations. Skills learned in Clinical Lab Procedures I will be reinforced in order for the student to gain a higher level of proficiency and confidence in their abilities as medical assistants. Prerequisite: MEDA125 with a grade of C or better.

## **MEDA223 Medical Assistant Practicum** 0-15-5

This capstone course allows students to receive supervised hands-on experience at off-site locations related to the medical assistant field. All practicums are unpaid and students must have submitted all documentation as stated in the *Medical Assistant Handbook* to the Medical Assistant Program Director. There are no evening or weekend practicums, so consult with your Academic Advisor. Corequisite: MEDA 225. Prerequisite: All MEDA courses must be completed with a grade of C or better.

## **MEDA225 Practicum Seminar** 1-0-1

Students in the Medical Assistant Practicum course meet for a one-period seminar to review their practicum progress and to discuss issues related to successful employment. Resumes, cover letters, interviewing techniques, and job-keeping skills are some of the topics included in this course. Corequisite: MEDA223.

## **MKTG125 Principles of Marketing: A Global Perspective** 3-0-3

Provide a basic understanding of the entire marketing process from a managerial point of view. Students examine the marketing system and strategies for the marketing of consumer and business products. Other topics include: the global marketing environment, customer relationship management, target markets, market segmentation, customer behavior, market research, retail and wholesale environments and specialty marketing. Emphasis is on the marketing mix – product, price, place, and promotion.

## **MKTG135 Global Consumer Behavior** 3-0-3

An in-depth analysis of the internal and external forces in the consumer decision-making process as it relates to marketing. Consumer trends and changes in demographic and psychographic characteristics are discussed. Emphasis is on the global aspect of consumer buying behavior in terms of buying, having, and being.

## **MKTG205 International Marketing** 3-0-3

Analyzes the decision-making process in marketing products internationally, with a focus on the design of international marketing strategies (*identification of potential markets, and products, price, promotion, and distribution decisions*) within the constraints of a particular cultural, economic, and political setting. Case studies are used to apply course concepts to international marketing scenarios. Prerequisite: MKTG125.

## **MKTG210 Advertising** **3-0-3**

Covers the history of advertising, roles of advertising, the advertising brief, target marketing, the advertising agency, media planning and placement, as well as media services. Also, basic media strategy using television, radio, newspapers, magazines, outdoor advertising, personal selling, internet marketing, direct response, and other forms of advertising will be investigated. Students apply advertising, promotional, and integration tools to an advertising project/campaign. Prerequisite: MKTG125.

## **MKTG224 Sales and Sales Management** **3-0-3**

An analysis of the role of selling in the marketing process, with a focus on effective communication and customer psychology. Topics regarding sales techniques, customer service, recruiting, training, and supervision of employees are examined, along with sales force organization, performance, and assessment.

## **MKTG282 Marketing Research** **3-0-3**

This course will be taught from the viewpoint of the person who conducts primary and secondary market research with a concentration on techniques and processes required to conduct quality research studies. Topics include questionnaire development, sampling techniques, data collection methods, and survey errors. Application of concepts through primary data coupled with secondary data through a market research project. This course should be taken in the student's final semester. Prerequisite MKTG125.

## **NURS111 Nursing I** **6-12-10**

Introduces the roles of the Associate Degree Nurse as a provider and manager of care and member of the discipline of nursing. Students develop beginning intellectual, interpersonal and psychomotor competencies for patient assessment. Communication theory, life span development, ethical-legal standards, and nursing process are basic concepts to the practice of nursing. Introduces the concept that the person is a system in dynamic interaction with internal and external environments. The 11 Functional Health Patterns organize the study of concepts common to a basic knowledge of the patient's state of wellness and possible or actual health problems. The Learning Laboratory provides opportunities to practice nursing skills in simulated activities. Clinical learning provides experiences to practice nursing by caring for well patients or patients with common basic health problems in structured health settings. Corequisite: BIOL110, PSYC110.

## **NURS112 Nursing II** **4-15-9**

The student develops competence to provide and manage care for patients and their families across the life span in structured healthcare settings. The student provides support and teaching to the patient and family and direct care for the patient. Includes the Functional Health Patterns of Sexual Reproduction, Role Relationship, Nutrition Metabolic, Health Perception Health Management, Cognitive Perceptual and Value Belief. Intellectual, interpersonal and psychomotor competencies are further developed. Needs of patients across the life span are emphasized with special focus on adults, children in childbearing and child rearing families, and psychiatric/mental health care settings. Student plans the care of the patient/family utilizing the Nursing Process. Direct care will be provided to patients with common health problems. Laboratory learning provides opportunities to practice more complex nursing skills and basic group skills in simulated activities. Clinical learning experiences are provided in adult healthcare settings, and psychiatric/mental health or perinatal/pediatric settings. Prerequisites: NURS111 and BIOL110 with a grade of C or better and completion of PSYC110. Corequisite: BIOL120, PSYC210.

## **NURS211 Nursing III** **4-15-9**

The student continues to develop competence to provide and manage care for patients and their families across the life span in structured health care settings. The student provides support and teaching to the patient and family and direct care for the patient. Includes the Functional Health Patterns of Activity Exercise, Elimination, Nutrition Metabolic, Self-Perception and Coping Stress Tolerance. Intellectual, interpersonal and psychomotor competencies are further developed. Needs of patients across the life span are emphasized with special focus on adults, children in childbearing and child rearing families, and psychiatric/mental health care settings. The student will plan the care of the patient/family utilizing the Nursing Process. Direct care will be provided to patients with common health problems. Laboratory learning provides opportunities to practice increasingly complex nursing skills in simulated activities. Clinical learning experiences are provided in adult health care settings, and psychiatric/mental health, or perinatal/pediatric settings. Prerequisites: NURS112 and BIOL120 with a grade of C or better and completion of PSYC210. Corequisite: BIOL210, ENGL110.

## **NURS212 Nursing IV** **3-18-9**

The student develops increased competence and independence to provide and manage care for patients and families with common multi-system health problems across the life span. Includes ethical decision-making, role performance and the care of patients with multi-system health problems of metabolism/immunity/hematopoiesis; cognition/sensation/perception; and cardio-respiratory. Also includes leadership skills, health care policy and legislative advocacy. An evidence-based care project presentation is required. Laboratory

learning focuses on student case presentations involving current, multi-system health problems and ethical decision-making. Clinical learning experiences are provided in advanced medical-surgical and community health settings. Prerequisite: NURS211 and BIOL210 with a grade of C or better and completion of ENGL110.

## **PHIL110 Introduction to Philosophy** **3-0-3**

Introduces the important ideas in Western philosophy with an emphasis on the Greek origins of philosophy, the transformation of philosophy by Enlightenment thought in the 17th and 18th centuries, and the post modern reaction to Enlightenment thought. The course relates philosophical ideas to contemporary issues. *(Fulfills Humanities requirement.)* Offered every spring.

## **PHIL215 World Religions** **3-0-3**

Introduces the major religions of the world, with their origins, core beliefs, traditions and practices. The purpose of the course is to understand and appreciate the various religious theories and practices by focusing on key texts, figures and ideas. The approach will strive to be descriptive, not prescriptive. Students will gain initial exposure to the structure and world view of Christianity, Islam, Judaism, Hinduism and Buddhism; additional religions may be included based on instructor and student interest *(African, Native American and new wave, Taoism, Confucianism, Baha'i, Zoroastrianism, Sikhism, etc.)*. *(Fulfills Humanities requirement.)* Offered every fall.

## **PHIL240 Ethics** **3-0-3**

Introduces students to general ethical theories, philosophies, and decision-making models, with a goal of relating theory to practice. Throughout the course this general knowledge is applied to specific problems and cases. Applications may include general ethical issues and more career-specific issues determined by student interest. *(Fulfills Humanities requirement.)* Offered every semester.

## **PHYS100 Introductory Physics** **2-3-3**

A conceptual introduction to the basic principles related to the composition of matter, mechanical properties of solids and fluids, forces and static equilibrium, potential and kinetic energy, power, and force transformers. Emphasizes the development of problem-solving techniques and the appropriate application of those concepts to solve problems. Dimensional/unit analysis is stressed. Prerequisite: a C or better in MATH135 or equivalent.

## **PHYS110 Physical Science I** **3-2-4**

A "hands-on" exploration of the basic principles of the physical world, this course is designed to foster a better understanding of the environment that surrounds us and to serve as a foundation for further study in science. Concepts explored include mechanics, heat, temperature, electricity and magnetism, sound, and light. Prerequisite: MATH080.

## **PHYS120 Physical Science II** **3-2-4**

Continues the "hands-on" exploration of the basic concepts initiated during PHYS110. Concepts explored include the atom, atomic models, and selected topics in chemistry, earth science, and astronomy. Success in the first semester is a prerequisite to the second semester. Success in both will enable the student to pursue advanced science courses of physics, chemistry, earth science, and astronomy. Prerequisite: PHYS110.

## **PHYS135 College Physics I** **3-3-4**

Introduces the basic principles of Newtonian mechanics with emphasis on the application of these principles when solving problems. Topics include kinematics of motion, vectors, Newton's laws, friction, work-energy, impulse-momentum for both translational and rotational motion, and the mechanical properties of matter. Dimensional (*unit*) analysis and critical thinking are stressed. Prerequisite: C or better in MATH141 or equivalent.

## **PHYS136 College Physics II** **3-3-4**

Special emphasis is placed on the principles introduced when solving problems. Topics to be investigated include the fundamentals and the applications of oscillating systems and sound waves, heat energy and thermodynamics, electrical charges, and electric and magnetic fields. Prerequisite: MATH171 and PHYS135 with a C- or better.

## **POL110 American Government** **3-0-3**

Introduces the basic structures of the political process in the United States, including political activity at the national, state and local levels. Specific topics include an analysis of the Constitution, the powers of the Executive, Legislative, and Judicial branches, the power of bureaucracy and the media, and the pervasiveness of federalism, Campaigns, elections, political parties and interest groups will also be discussed. *(Fulfills Social Science requirement.)* Offered every semester.

# Course Descriptions

**POL210 Introduction to Political Science** 3-0-3  
Introduces the field of political science. Political ideologies, nationalism, cultures and institutions are discussed as well as public opinion, political parties, interest groups and voting behavior. Throughout the course, the concepts of power and legitimacy, elitism and pluralism will guide discussion. American and comparative examples will be utilized. (Fulfills Social Science requirement.) Offered every fall.

**PSYC110 Introduction to Psychology** 3-0-3  
Introduces various areas of psychology, including scientific investigation and prominent theories. Topics include, but are not limited to, motivation, emotions, personality, physiological foundations of behavior, psychological disorders and therapy, perception, learning, and human development. (Fulfills Social Science requirement.) Offered every semester.

**PSYC112 Learning and Behavior** 3-0-3  
Covers the history of behaviorism and presents a learning theory and teaching techniques based on positive behavior principles. Presentation and discussion focus on the ethical and client right issues of positive behavior change, and recent trends and techniques for applying learning principles in a variety of settings. Prerequisite: PSYC110. (Fulfills Social Science requirement.) Offered every spring.

**PSYC118 Theories of Personality** 3-0-3  
Introduces the various theoretical models explaining human behavior, and presents currently accepted and historically significant theories. Students will participate in critical analysis of each theory. Also covers the application of currently accepted theories in such areas as assessment of personality and connections to adjustment issues. Prerequisite: PSYC110. (Fulfills Social Science requirement.) Offered every fall.

**PSYC120 Leadership Development** 3-0-3  
A study of leadership and the skills manifest in effective leaders. Topics include articulating a vision, goal setting, decision making, managing time, team building, empowering others, initiating change, managing conflict, applying ethics, and serving as a leader. This course provides the opportunity for students to develop a personal leadership philosophy, as well as essential leadership skills, through study, observation, and application. Prerequisite: ENGL110. (Fulfills Social Science requirement.) Offered spring semester in even-numbered years.

**PSYC210 Human Growth and Development** 3-0-3  
A study of human growth and development with a specific emphasis on the physical, cognitive, social and emotional dimensions from the prenatal period to later adulthood. An examination of major theorists is presented. Prerequisite: PSYC110. (Fulfills Social Science requirement.) Offered every semester.

**PSYC215 Abnormal Psychology** 3-0-3  
This course develops an understanding of human behavior and the similarities and differences between normal and abnormal reactions to environmental stimuli. Prerequisite: PSYC110. (Fulfills Social Science requirement.) Offered every semester.

**PSYC217 Chemical Dependency** 3-0-3  
Introduces the concepts of chemical dependency as related to the individual and the family, and covers the disease concept of chemical dependency, the concept of denial, models for change, and available treatment options for people with chemical dependency and related issues. Prerequisite: ENGL110 or equivalent with a grade of C or better, or permission of the instructor. Offered every fall.

**PSYC220 Adult Development** 3-3-4  
Provides a detailed discussion of adult development, including cognitive, social, and personality development, and other issues, with a major focus on the application of theories of typical development to the challenge of aging. Students are required to participate in 45 hours of community service focusing on providing support to individuals experiencing challenges related to their development through adulthood. Prerequisite: PSYC110. (Fulfills Social Science requirement.) Offered every fall.

**PSYC230 Educational Psychology** 3-0-3  
Reviews the application of psychological principles to the educational environment, and covers theories of cognitive processes and development, learning, and social and moral development as they apply to learning and teaching. Issues involving assessment, classroom management, individual differences, and socioeconomic and developmental influences on learning are also presented. Application of theoretical perspective to classroom teaching is emphasized. Prerequisite: PSYC110. (Fulfills Social Science requirement.) Offered every spring.

**PSYC235 Health Psychology** 3-0-3  
Presents issues of health and wellness based on the triangle of health psychology: mind, body, and spirit, to help students better understand the role that stress, mind set, positive and negative relationships, and life choices play in one's overall health. Also addresses stress reduction concepts, positive coping styles, the formation of healthy relationships, and the building of healthy lifestyles, as well as the effect these have on one's overall quality of life. This course brings to the students' awareness the factors and behavioral methods that facilitate a resilient quality of life that is very different in nature and practice from the coping style of psychosocial survival. Prerequisite: PSYC110 with a grade of "C" or better. (Fulfills Social Science Requirement.) Offered every spring.

**SOC109 Contemporary Social Problems** 3-0-3  
Students study contemporary American social problems from sociological perspectives. They discuss the nature, causes, and potential solutions to these problems by applying sociological analysis. Topics may vary and include poverty, culture, immigration, education, crime and deviance, health, and the economy. A service learning option may be available in some sections. (Fulfills Social Science requirement.) Offered every semester.

**SOC110 Sociology** 3-0-3  
Introduces the concepts and principles of sociology. The basic social units of our society and how they interact are studied. An exploration of the causes of social change as they relate to population will also be considered. (Fulfills Social Science requirement.) Offered every semester.

**SOC135 Women's Studies** 3-0-3  
Introduces the fundamental concepts of women's studies, including the roles and contributions of women and the conditions that affect women's lives. Students discuss and debate theories of women's inequality, paying attention to gender, class, race/ethnicity, sexual orientation, age, and ability. (Fulfills Social Science requirement.) Offered fall, even-numbered years.

**SOC210 Changing American Family** 3-0-3  
Examines the dynamics of relationships in transition and the changing family unit, and explores the social, medical, spiritual, financial, and legal perspectives of relationships. The question is: Is marriage a legal technicality, a symbolic commitment, and/or a measurement of maturity? Prerequisite: SOC109 or SOC110. (Fulfills Social Science Requirement.) Offered every fall.

**SOC250 Multiculturalism** 3-0-3  
Introduces students to racial, ethnic, and other differences in people that may influence their norms, values, perceptions, and behaviors. Explores historical connections as well as current issues related to race, ethnicities, and other minority groups. Discussion increases awareness and understanding of other races, ethnicities, and different minority groups, and fosters tolerance and cooperation between the participants and the diverse populations of their home/school/work communities. Prerequisite: SOC109 or SOC110 with a grade of "C" or better. (Fulfills Social Science requirement.) Offered every spring.

**SPAN110 Spanish I** 3-2-4  
A fully integrated introductory Spanish course designed for beginning Spanish students with little or no prior knowledge of Spanish. It is directed for students whose learning objectives and needs are in any of the following categories: for Spanish language students, for business purposes as well as for travelers. Emphasizes proficiency in basic communicative skills concentrating on the dynamic application of the living language through dialogue, phonetics, and vocabulary. Includes a strong grammar foundation and other basic language skills. Language laboratory activities reinforce class content. (Fulfills Foreign Language requirement.) Offered every fall/spring.

**SPAN120 Spanish II** 3-2-4  
A continuation of the introductory Spanish course for students who have had the equivalent of one year of high school Spanish or one semester of college Spanish. The course is designed for students whose learning objectives and needs are in any of the following categories: for Spanish language students, for business purposes as well as for travelers. The emphasis is to consolidate and reinforce the language skills acquired in Spanish I or equivalent and to continue building communicative skills and cultural competency. (Fulfills Foreign Language requirement.) Offered every spring.

**WELD099 Welding Exploration** 1-0-1  
This course allows students to participate in some aspects of the Welding program while they are taking preparatory mathematics, English or reading courses. Students will be integrated into the welding environment, be assigned a Welding advisor, and will be mentored by other Welding students. These credits do not count toward graduation requirements.



## **WELD111 Gas and Arc Welding Lab 0-12-4**

At the successful completion of this course, each student will be able to: (1) safely utilize oxy-fuel cutting equipment to cut shapes and prepare material for welding; (2) safely utilize oxy-fuel welding equipment to weld various mild steel joints in the four welding positions; (3) safely utilize arc welding equipment to weld various mild steel joints in the four welding positions; (4) safely use oxy-fuel equipment for braze welding, brazing, soldering, and fusion welding of the most widely used types of metals.

## **WELD112 Gas and Arc Welding Theory 3-0-3**

This course will allow students to explore how metals are produced; the advantages of different steel making processes; chemical, physical and mechanical properties of common metals; the operating principles of gas and arc welding and cutting equipment; how electrodes are made, and their uses, differences and numbering system; and basic joints and processes. Gas and arc welding processes are identified and methods to control them are also explained.

## **WELD113 Technical Blueprint Reading 0-3-1**

Introduces the basic concepts and practices of technical drawing and blueprint reading. Covers the proper use of drawing equipment, line work and lettering, construction and interpretation of multi-view orthographic drawings, sectional views and auxiliary views. Other topics of discussion include dimensioning and tolerances, sketching and structural steel shapes. Emphasis will be placed on using the drawing skills learned to maintain a high quality of workmanship in the field.

## **WELD121 MIG and TIG Welding Laboratory 0-12-4**

Instructs students in the safe, hands-on use of the GTAW, GMAW, FCAW, SAW, and PAW processes as they are used in industry. The GTAW process will be used to weld mild steel, stainless steel, aluminum, copper alloys and titanium. The GMAW process will be used to weld mild steel, stainless steel and aluminum. Resistance welding, plastic welding and thermal spray equipment may also be used. Prerequisite: WELD111, WELD112.

## **WELD122 MIG and TIG Welding Theory 3-0-3**

Covers the theory behind the gas-shielded arc welding processes, GMAW and GTAW. Principles of operation, filler materials and gas selection are discussed in great detail, as well as modern welding processes, including: Submerged Arc Welding, Plasma Arc Welding, Solid State Welding, Resistance Welding, Electroslag Welding, Stud Welding, the high energy beam processes, Thermal Spraying and more. Prerequisite: WELD112.

## **WELD125 Manufacturing and Repair Techniques 0-3-1**

Introduces the safety and fundamental use of machine tools in both manufacturing and repair environments. Processes covered include turning, milling, drilling, broaching, grinding, and precision measurement. In laboratory sessions, students will apply the techniques studied by using machine tools to manufacture welding fixtures and dimensionally restore parts which were repaired by welding.

## **WELD180 Basic Arc and Gas Welding 1-3-2**

Provides the students with a technical understanding of shielded metal arc welding, arc welding power supplies, electrode classifications, oxy-fuel welding and cutting, torch brazing, joint types, preparation and fit-up, and welding safety. Also provides training to make quality fillet and square groove welds in the flat position on various thickness of mild steel, using the (SMAW), (OFW), and (TB) processes.

## **WELD181 Intermediate Arc and Gas Welding 1-3-2**

Builds on the knowledge and skill acquired in Basic Arc and Gas (WELD180). It provides the training to make multiple-pass fillet and square groove welds in all positions on mild steel plate using the (SMAW) process. Also provides training to develop the skills to make fillet and square groove welds in the flat, horizontal and vertical positions on mild steel, using the (OFW) process. Prerequisite: WELD180.

## **WELD182 Welder Qualification and Testing 1-3-2**

Provides students with an understanding of welder qualification in accordance with the American Welding Society, .D1.1 Structural Welding Code. Also provides training to develop the skills to make code-quality, multiple-pass groove welds with backing on 3/8" mild steel plate in all positions using E7018 electrodes. Prepares students for welder qualification testing used throughout the welding industry. Prerequisites: WELD180, WELD181.

## **WELD183 Advanced (SMAW) Plate and Pipe Welding 1-3-2**

Designed for the experienced welder. Provides the training to make multiple-pass, open-root v-groove welds on 3/8" mild steel plate and 4" - 6" mild steel pipe in all positions, using E6010 and E7018 electrodes. Also provides training for mechanized oxy-fuel cutting as well as carbon arc cutting and gouging. Prerequisites: WELD180, WELD181 and WELD182.

## **WELD184 Gas Tungsten Arc Welding (TIG) 1-3-2**

Provides students with a technical understanding of gas tungsten arc welding, equipment adjustments, tungsten electrodes, filler metals, shielding gases, plasma arc cutting, and welding safety. Also provides training to develop skills to make quality welds on 14- and 11-gauge mild steel, stainless steel, and aluminum, in the flat, horizontal and vertical positions. Prepares students for production/maintenance welding. Prerequisite: WELD180.

## **WELD185 Gas Metal Arc Welding (MIG) 1-3-2**

Provides students with a technical understanding of gas metal arc welding, flux-cored arc welding, equipment adjustments, metal transfer modes, filler metals, shielding gases, and welding safety. Also provides training to develop the skill necessary to make quality (GMAW) and (FCAW) welds in various positions on mild steel, stainless steel and aluminum, using short circuit, globular and spray transfer modes, and illustrates problems in industrial situations and provides corrective information. Prerequisite: WELD180.

## **WELD186 Blueprint Reading for Welders 3-0-3**

Introduces print reading, covering the different types of lines, dimensions, and notes used to make sketches and prints, the various types of views and their relationship to each other, the welding symbols, and inspection and testing symbols for all welding processes. Students will develop a practical understanding of the blueprint reading knowledge required by the welding industry for employment.

## **WELD211 Structural Code Welding Lab 0-12-4**

Covers the hands-on practice of Shielded Metal Arc Welding as applied to the American Welding Society Structural Steel Code D1.1. Students perform welder qualification tests in all positions and subject the test coupons to the required forms of mechanical testing. The role of the Welding Inspector is also covered, as well as the documentation required for both welder and weld-procedure qualification. Students gain experience in the inspection role to become familiar with weld defects and discontinuities. Prerequisites: WELD111, WELD112, WELD121, WELD122, WELD125.

## **WELD212 Code Welding Theory 3-0-3**

This course will cover proper industrial quality control procedures with respect to welder qualification, welding procedure qualifications, materials control and quality assurance organization. These concepts will then be utilized in discussion of three major welding codes, and specifications: A.W.S., D1.1, A.S.M.E., boiler and pressure vessel code and A.P.I. 1104, which covers cross country pipelines. The principles and practices of common forms of non-destructive testing will be covered with emphasis placed upon weld defects and discontinuities. Several methods of safely performing leak testing will be covered. Weldability of the steels and non-ferrous metals will also be discussed, as well as the weldability of dissimilar metals. Prerequisite: WELD111, WELD112, WELD121, WELD122, WELD125.

## **WELD213 Metallurgy 2-2-3**

This course is an introduction to the science of Metallurgy and its application to the welding of various metals. The course includes theoretical studies as well as laboratory exercises. The concepts covered will include: identification of metals; grain structures; heat treatment processes; quench mediums and effects of mass on quenching; composition of ferrous and non-ferrous alloys; microscopic examination of metals; hardness, spark and tensile testing; and the effects of carbon and alloy content on heat-treatments and welding. Prerequisite: MATH111; Corequisite: MATH135.

## **WELD220 Fabrication Techniques and Estimating 2-2-3**

This course deals with problems encountered when welding different types of steel and non-ferrous metals in a production shop: the use of arc motion and work motion equipment and robotics in the modern welding factory; the importance of welding procedures and the use of fixtures; and the estimating of typical welding costs (*materials, cutting, welding, consumables and overhead*) used to price out a job. Prerequisite: WELD111/112, 121/122, 211/212.

## **WELD221 Pipe Code Welding 0-12-4**

Students use arc welding equipment to make multiple pass and 100% penetration welds in the 1G, 2G, 3G, and 4G positions on mild steel plate with electrodes from the fast freeze, fill freeze and fast fill groups; safely utilize arc welding equipment to produce welds on 4-inch and 6-inch standard steel pipe in the 1G, 2G, 5G, 6G positions, plus various pipe assemblies. Prerequisite: WELD111/112, 211.

## **WELD223 Statics and Strengths of Materials 2-2-3**

Introduces applied statics and strength of materials in relation to weldments, weld testing, material testing, pressure vessels, beam selection and related rigging. Laboratory projects involve the use of non-destructive and destructive testing equipment to determine the forces acting upon rigid bodies under a static load, as well as the mechanical properties of materials. Prerequisites: MATH111, MATH135, WELD213. Corequisite: PHYS100.

## Governing Board & Advisory Committee

### STATE OF NEW HAMPSHIRE

Governor  
John Lynch

### The Executive Council

District:

1 Raymond S. Burton
2 Daniel St. Hilaire
3 Christopher T. Sununu
4 Raymond J. Wiczcok
5 David Wheeler

### Community College System of NH Chancellor

Dr. Ross Gittel, Chancellor

### Board of Trustees

Paul Holloway, Chair	Ann M. Torr
Kim Trisciani, Secretary	Ned Densmore
Robert Duhaime	Ashley Rennie
Stephen Guyer	Nicholas Halias
Richard Heath	Jeremy Hitchcock
Leif Becker	Melanie Levesque
Esteban Lopez	Claudette Mahar
Robert Mallat Jr.	Deane Ilukowicz
William Marcello	Kristie Palestino
David C. Paquette	Connie Roy-Czyzowski
Katherine Bogle Shields	

### Ex Officio:

Gov. John Lynch	Comm. Virginia Barry
Ronald Rioux	Comm. George Bald
Wildolfo Arvelo	Int. Comm. George Copadis
Harvey Hill	
Katherine Eneguess	
Susan Huard	
Lucille Jordan	
Lynn Kilchenstein	
Scott Kalicki	

### College Advisory Committee

Kathy Cook, Chair  
Grant Manager, Bean Foundation

David Bellman, President, Bellman Jewelers, Inc.

Thomas Champagne, VP, Community Outreach  
St. Mary's Bank

Michael Dunican, President  
North American Equipment Upfitters

Cynthia Gray, Clinical Leader, Elliot Health System

Chris Norwood  
NAI Norwood Group

Karen White, Principal  
Manchester School of Technology

Bill Wood, Retired  
Career & Technical Education Director

Lisa Hagemann  
Developer  
wedü inc

Karen Van Der Beken  
VP of Development and Communications  
Easter Seals

Anthony Poore  
Sr. Community Affairs Analyst  
Federal Reserve Bank of Boston

Derek Wong  
President & CEO  
Winning Solutions Advisory, LLC

## Manchester Community College Faculty and Staff

### ADMINISTRATION

Dr. Susan Huard, President  
B.A., Framingham State College; M.A. and Ph.D.,  
University of Connecticut

Kim Keegan  
Vice President of Student and Community Development  
B.A., UNH; M.Ed., Plymouth State College

John B. Cook  
Vice President of Academic Affairs  
B.S., St. Lawrence University; M.A., UMASS-Lowell

Sarah Diversi  
Chief Financial Officer  
A.S., UNH; B.S., Franklin Pierce; M.S., NH College

### ACADEMIC AFFAIRS

Joan Acorace  
Associate Vice President of Academic Affairs  
B.S. and M.S., Syracuse University

Associate Vice President of Academic Affairs, Vacant

Jean Cloutatre  
Director - Office of Online Learning  
B.A. and M.A., Rivier College; M.A., Anna Maria College

Judi Hull, Online Learning Assistant  
Mary Karam, Weekend Program Assistant  
Joan Laroche, Assistant to the VPAA  
Karen Lenney, Academic Advising Secretary  
Sara Miles, Allied Health & Nursing Secretary  
Joyce Ozelius, Academic Affairs Secretary  
Eva Rugoletti, Academic Affairs Evening Secretary  
Elizabeth Stull, Running Start Coordinator  
Candace Trombly, Weekend Program Assistant

Jere Turner, Director of Institutional Research  
A.S., Spring Garden College; B.A., Glassboro State  
College; M.Ed., Northeastern University; Ph.D.,  
Boston College

### LIBERAL ARTS ADVISING CENTER

Louise Fulling, Academic Program Assistant  
Margaret Hamm, Counselor

### BURSAR'S OFFICE

Bursar, Vacant  
Donna Camire, Student Accounts  
Kelly Chouinard, Student Accounts

### BUSINESS OFFICE

Carol Despathy, Accountant I  
Paula Hennessey, Senior Accounting Technician  
Timothy Langton, Stock Control Clerk

### CENTER FOR ACADEMIC PLACEMENT & SUPPORT

Major Wheelock, Director  
B.S., Keene State College; M.B.A, Franklin Pierce  
University

Patricia Bedford, Counselor  
Maria Como, Secretary  
Joshua Dallaire, Clerk  
Cara Dolfen, Clerk  
Regina Moore, Learning Specialist  
Heather Norcross-Geoffroy, Counselor

### CAMPUS SAFETY

Jeffrey Nyhan, Director  
A.S., NHTI; B.S., Granite State College

Vince Curtis, Campus Safety Officer Evenings  
Stephen Gidarakos, Campus Safety Officer  
Evenings/Weekends

### CHILD DEVELOPMENT CENTER

Debbie Booker, Director  
A.A.S., NHTC - Manchester; B.A., Southern New  
Hampshire University

Heidi Hawkes, Preschool Teacher

### INFORMATION TECHNOLOGY

Naim Syed, Director  
Academic & Administrative Computing  
M.B.A., Southern New Hampshire University; L.p.D.,  
Northeastern University

Shawn Flaherty, Technical Support Specialist II  
Adnan Tahir, Technical Support Specialist I  
Herb Cameron, Technical Support Specialist I

### LIBRARY

Mary Marks, Director  
B.A., North Carolina Central University; M.L.S.,  
Drexel University

Vandana Dhakar, Librarian  
Mark McShane, Library Technician  
Library Assistant, Vacant

### MAINTENANCE

Plant Maintenance Engineer IV, Vacant

Jon Anderson, Maintenance Mechanic II  
Tommy Burgan, 3rd Shift Building Service Worker III  
Thomas Come, 3rd Shift Building Services Supervisor  
Cody Elfeth, Building Service Worker III  
Steve McDonald, Building Service Worker III  
Joshua Murphy, Plant Maintenance Engineer I  
Ryan Philibert, Building Service Worker III  
Jeff Robertson, 3rd Shift Building Service Worker III  
Philip Roy, 2nd Shift Building Services Supervisor

### MARKETING

Janet M. Phelps, Director  
B.S., Boston University

Justin Herrin, Web Master  
Glen Kerkian, Director of Institutional Development  
Lori Sargent, Graphic Designer

### PRESIDENT'S OFFICE

Alicia Cutting, Human Resources Officer  
Karen Keeler, Assistant to the President  
Penny Savage, Banner Coordinator  
Mary R. Scerra, Special Assistant to the President

### Grants Department

Regina Kelleher, WorkReadyNH Program Coordinator  
Michelle Shipulski, WorkReadyNH Program Assistant

William Athanas, ICU-Healthcare Grant Project Manager  
JoEllen Space, ICU-Healthcare Job Development Coord.  
Loraine Hobausz, ICU-Healthcare Career Success Coach

Phil Przybyszewski, TAACCCT Grant Project Coordinator

### RECEPTION

Therese Potvin, Receptionist  
Dolores LeBlanc, Telephone Operator Evenings

### STUDENT & COMMUNITY DEVELOPMENT

#### Civic and Alumni Engagement

Leslie Paul, Director  
B.A., Anna Maria College; M.Ed., Notre Dame College

#### HUB Student Services Center

Patricia Tortolini, HUB Office Manager  
Dawn Danis, HUB Floating Secretary

#### Office of Admissions

Director of Admissions, Vacant  
Ann Friedman, Admissions Counselor  
Mark McGrath, Admissions/Financial Aid Counselor  
Jacqueline Poirier, Admissions Counselor

## Financial Aid

Stephanie Weldon, Financial Aid Director  
Patricia LaMontagne, Financial Aid Officer  
Susan Nallan, Financial Aid Assistant

## Registrar

Evelyn R. Perron, Registrar  
Paul Dlubac, Registration & Technology Specialist  
Katherine Stewart, Registrar's Assistant

## Student Life

Aileen Clay, Director  
B.S. and M.Ed., Springfield College

Tom Cormier, Fitness Center

## Student Support Services

Terry Chisholm, Counselor  
B.S. and M.S., Suffolk University

## WORKFORCE DEVELOPMENT CENTER

Kathy DesRoches, Director  
B.A. and M.A.L.S., UNH

Adrianna Gosselin, Workforce Development Assistant

## ACADEMIC DEPARTMENTS

### DEPARTMENT OF ADVANCED TECHNOLOGIES

Edward T. Ely, Department Chair/Professor CAD  
A.A.S., NHCTC - Claremont; B.S.M.E.,  
University of Lowell

Ed Cauthorn, Assistant Professor  
Computer Science  
B.S., University of Maryland

Peter LaMonica, Associate Professor  
Computer Science  
B.S., Trinity College & University

### ADJUNCT FACULTY

Charles Kennedy, Electrical Technology  
Program Coordinator  
A.A.S., Northern Essex Community College;  
Teaching Certification, Keene State College

### DEPARTMENT OF ALLIED HEALTH SCIENCES

Cindy J. Feldhousen  
Department Chair/Professor, Medical Assistant  
B.S. and M.S., New Hampshire College

Dorene Bourque, Professor, Exercise Science  
Program Coordinator  
B.S., Plymouth State College; M.S.,  
University of Montana

Sandra Guy, Associate Professor, HIM  
Program Coordinator  
A.A., NECC; B.S. Devry University

Karen Kobzik  
Associate Professor, Medical Assistant  
A.D.N., Northern Essex Community College;  
B.S.N., UNH

### ADJUNCT FACULTY

Judy Blaney, MT (HEW), Phlebotomy  
Program Coordinator  
B.S., Biology, Suffolk University; MT Clinical Sciences,  
University of Massachusetts-Lowell

Susan Carbone, Medical Coding  
B.S., Northeastern University; M.B.A.,  
Plymouth State College

Enid Lawrence, CMT  
A.S., NHCTC

### DEPARTMENT OF ART AND DESIGN

Joanne Jagodowski  
Department Chair/Associate Professor  
Graphic Design  
B.S., Westfield State College

Karen Macedo, Instructor, Graphic Design  
A.S., NHCTC-Manchester

### ADJUNCT FACULTY

Marcia Gardner, Fine Arts  
Program Coordinator  
B.F.A. and B.S., UNH

Sally D'Angelo  
B.S. Nesbitt College; M.B.A. Franklin Pierce College  
Ronald Plante  
B.A., Rivier College; M.A. Kaplan University

Jon William Renfer  
B.F.A., Philadelphia College of Art

Benjamin Shippee, Graphic Design  
B.F.A., Pratt Institute

Patricia White, Interior Design  
Program Coordinator  
B.F.A., Pratt Institute

Ellen Wolper, Graphic Design  
M.Ed., Notre Dame College

### DEPARTMENT OF AUTOMOTIVE TECHNOLOGIES

Marc Bellerose, Department Chair/Professor  
A.S., NHVTC - Manchester; ASE Master Certified

A. Peter Ashworth, Assistant Professor  
Program Coordinator  
A.S., Granite State College; ASE Master Certified

Robert King, Associate Professor  
B.A., University of Massachusetts; ASE Master Certified

Robert Lott, Professor  
Program Coordinator  
B.T., New York Institute of Technology;  
ASE Master Certified

Todd Mikonis, Instructor  
Program Coordinator  
A.A.S., NHCTC - Manchester

### ADJUNCT FACULTY

Francis Horne  
A.S., NHCTC - Manchester; ASE Master Certified

George Jaworski  
B.S.E.E., Lowell Technical Institute; M.B.A.,  
Suffolk University

Peter Kaufman  
B.S., Western Michigan Univ.; ASE Master Certified

### DEPARTMENT OF BUSINESS STUDIES

Michael Magoon, Department  
Chair/Professor, Marketing  
A.S., McIntosh College; B.S., UNH; M.S., SNHU

Raymond Godin, Professor, Business Studies  
Program Coordinator  
A.A., and B.S., Franklin Pierce College  
M.S., New Hampshire College

Micheline West, CPA, CMA  
Professor, Accounting/Finance  
Program Coordinator  
B.S. MBA with Advanced Certificate in Finance, SNHU

### ADJUNCT FACULTY

Ronald Budway, Accounting/Finance  
M.B.A., Southern New Hampshire University

Alan Dobrowolski, Business Studies  
M.B.A., Embry-Riddle Aeronautical University

James Dowding, Business Studies  
M.B.A., New Hampshire College

Kathy Hoben, Business Studies  
B.S., Plymouth State College; M.B.A.,  
New Hampshire College

Ann Laforce, Keyboarding  
B.Ed., Plymouth State College

Susan Merrill Paul, EA, Accounting/Finance  
M.B.A., SNHU

Paul Puzzo, CPA, Accounting/Finance  
M.S., University of Massachusetts, Amherst

Monique Ring, DBA, CPA, Accounting  
D.B.A., Argosy University

Carol Rodrigues,  
M.Ed., Notre Dame College

### DEPARTMENT OF CONSTRUCTION TECHNOLOGIES

Dana Mosher, Department Chair/Professor  
Building Construction  
B.S., University of Massachusetts

Daniel Chabot, Associate Professor  
A.A.S., NHVTC - Manchester

Eddie Curran III, Associate Professor - Heating  
A.A.S., NHCTC - Manchester

David M. Fischer, Professor  
Program Coordinator  
A.A.S., NHVTC - Manchester; B.S., Vocational  
Education, B.S. Industrial Arts, Keene State College

Brian Hand, Associate Professor  
A.A.S., NHCTC - Manchester, B.S.,  
Kansas State University

Anthony Hanna, Professor  
B.S., Industrial Education, Keene State College; M.Ed.,  
Notre Dame College; AWS Certified Welder D1.1

Robert Lozeau, Associate Professor - HVAC  
Program Coordinator  
A.A.S., NHVTC - Manchester

David P. Pichette, Professor - Air Conditioning  
and Ventilation  
A.A.S., NHCTC - Manchester

Paul Plourde, Professor  
Program Coordinator  
Welding Certificate, NHVTC - Manchester;  
A.S.M.E.T., NHTI

### ADJUNCT FACULTY

Brian Fulting, HVAC  
A.A.S., NHCTC - Manchester

Paul Gunther, Welding  
A.A.S., Academy of Aeronautics  
Welding Certificate, NHCTC - Manchester/Stratham

Alan R. Little, Heating  
A.A.S., NHVTC - Manchester; B.A., Adelphi University

Jack E. Paige, Welding  
A.A.S., NHVTC - Manchester; B.S.,  
New Hampshire College

Michael Smith, Welding Technology  
A.A.S., NHVTC - Manchester

Robert Zielinski, Building Construction  
Degree pending, Cornell University

### EDUCATION

Jan Caron, Department Chair/Professor  
Early Childhood Education  
B.S. and M.S., UNH

Laurie Westcott, Associate Professor  
Education & Early Childhood Education  
B.S., Penn State University; M.Ed., Temple University



# Faculty & Staff

## ADJUNCT FACULTY

Alice Beyrent, ECE  
B.S., Wilkes University; M.Ed., UNH

Debbie Booker, Early Childhood Education  
A.A.S., NHTC - Manchester;  
B.A., Southern New Hampshire University

Shelley Duquette, Early Childhood Education  
A.A.S., NHCTC - Manchester, B.A., Notre Dame  
College, M.A., Southern New Hampshire University

Carrie Marshall, ECE  
M.S., Wheelock College

Marilyn Moody, ECE  
M.Ed., UNH

Timothy Quinney, Education  
M.Ed., Plymouth State College

Kimberly Shafer, Education  
B.S., Keene State College; M.Ed., Rivier College

Alcide Tisbert, ECE  
A.A.S., NHCTC - Manchester; M.Ed. Walden University

## DEPARTMENT OF LIBERAL ARTS

Diane Hebert, Department Chair: English, Humanities,  
Social Sciences, Foreign Languages  
Professor, English  
B.A., UNH; M.A., University of Massachusetts

Matthew Berlinguette, Professor, English  
B.A. and M.A., Norwich University

Laura Bilodeau, Professor, Social Sciences  
B.S. and M.S., Springfield College

María Sotelo Mann, Professor, Spanish  
Liberal Arts Advisor  
Program Coordinator  
A.A., El Camino College; B.A.,  
California State University, Long Beach;  
M.A., Middlebury College

Jane O'Neil, Professor, English  
B.S., Castleton State College;  
M.A. Ed., Castleton State College

Denise St. Cyr, Professor, Social Sciences  
B.A., Notre Dame College; M.A., Rivier College

Linda Willard, Associate Professor  
Social Sciences  
B.A., University of Southern Maine;  
M.Ed., University of Massachusetts

## ADJUNCT FACULTY

Michelle Castell, French and Spanish  
B.A., Simmons College; M.Ed., Rivier College

Jean Clouatre, Professor, History  
B.A. and M.A., Rivier College; M.A., Anna Maria College

Anne Clune, English  
B.A., UNH; M.A., Goddard College

Joseph Dion, English  
B.A. and M.A., UNH

James Duffy, Social Sciences  
B.A., Assumption College, M.Ed., UNH

Thomas Dunn, English, Humanities  
B.A., University of Minnesota; M.A., Boston University

Amanda Eason, English  
B.A. and M.A., UNH; Ph.D., Franklin Pierce University

Mariane Gfroerer, Social Sciences  
B.A., M.A., M.Ed. UNH

David V. Gocklin, History Social Sciences  
M.Ed., Rivier College

Benjamin Hampton, History, Humanities  
B.A., University of Maine, M.Ed., Keene State College

Donald Hayes, History,  
M.Ed., Rivier College

Christina Hitchcock, English  
B.A. and M.A., UNH

Rhonda Hodge, Social Sciences  
B.A., Plymouth State University; M.A., Suffolk University

Ann Jones, American Sign Language  
A.A., College of Lifelong Learning

Mary Ann Kleinfelter, English  
B.A., UNC-Chapel Hill; M.A., Columbia University

Linda Lee, English  
B.A., University of Maine; M.Ed., University of Lowell

Tanya Lefebvre, Social Sciences  
B.A., Westfield State College; M.S. Boston College

Susan Marshall, English  
B.A., Keene State College; M.Ed., Notre Dame College

Joseph Massa, English  
B.A. and M.A., Northeastern University

Carol Nepton, Anthropology  
B.A., Franklin Pierce University; M.A.,  
N. Arizona University;  
Ph.D., UMass, Amherst

Maureen Newton, English  
B.A. Lowell State University; M.A. Middlebury College

Andreas Reif, Foreign Language & Humanities  
B.A., University of Maryland; Masters of Divinity,  
Gordon-Conwell Theological Seminary

Colleen Sasso, English  
B.A. and M.A., UNH

Judell Schlachter, German  
B.S. Ohio State University

Jamie Stinnett, English/Humanities  
B.A., University of Oregon;  
Ed.M., Harvard Graduate School of Education

Suzanne Stulzis, English  
B.A., UMASS - Amherst; M.Ed., Lesley University

Constance Van Houten, English  
B.A., UNH; M.Ed., Notre Dame College

## DEPARTMENT OF MATH AND SCIENCE

Cecile Dolan, Department Chair  
Professor, Biological Sciences  
B.A. and M.Ed., Notre Dame College

Ruby Fogg, Professor, Biological Sciences  
B.A., MA and MAT, Binghamton University

Jane Lahaye, Professor, Biological Sciences  
B.S. Biology, University of Maine; M.S. Biological  
Sciences; M.S. Computer Sciences, University of Lowell

Pamela Lamontagne, Associate Professor Mathematics  
B.S. and M.S., UNH

Joanne Shannis, Professor, Mathematics,  
Program Coordinator  
B.A., Stonehill College; M.A.T.,  
Bridgewater State College

Shanyun Wang, Professor, Mathematics  
M.S. and Ph.D., Louisiana Tech University

## ADJUNCT FACULTY

Robert Anzalone, Biological Science  
B.A., Manhattanville College; D.C.,  
New York Chiropractic College,  
M.S., University of Nebraska

Mary Massey, Mathematics  
B.S., Mercy College; M.S. Syracuse University

Suzanne Moore, Biological Sciences  
A.S., The High Tech Yoga Institute;  
A.A., Gulf Coast Community College;  
B.S., Zoology; The Ohio State University;  
Doctor of Veterinary Medicine, The Ohio State  
University College of Veterinary Medicine

Tim Otis, Physics & Developmental Chemistry  
B.A., St. Anselm College

Terry Sullivan, Mathematics  
B.S., University of Florida

Gregory White, Biological Science  
B.A., St. Anselm College;  
M.D., George Washington University

## DEPARTMENT OF NURSING

Charlene Wolfe-Stepro  
Department Chair, Director of Nursing  
B.S.N., Fitchburg State College;  
M.S.N., Indiana University

Creedon Carothers, Professor  
A.D.N., NHTI; B.S.N. & M.E.d., Rivier College

Barbara Cormier, Associate Professor  
B.S.N., Fitchburg State College,  
M.S.N./Ed., University of Phoenix

Karen Parr-Day, Professor  
A.A.S., County College of Morris; B.S.N, Vermont  
College; M.S., Rutgers University

Simonne Phelps, Professor  
B.S.N., UNH; M.A., Springfield College

Jill Reid, Professor  
A.D.N., Waubensee Community College,  
B.A., Northern Illinois University,  
M.S.N.Ed., University of Phoenix

Diane Roberts, Professor  
B.S., Idaho State University; M.S. University of Utah

Sue Ellen Van Nostrand, Professor  
B.S., Siena College; M.S.N., FNP, Pace University

Wendy Varnum, Professor  
B.S.N., University of Rhode Island  
M.S., Boston College

## ADJUNCT FACULTY

Diane Chase  
A.D.N., NHTI; B.A., SNHU;  
M.S.N., University of Pheonix

Melissa Clark  
B.S.N., Suny Plattsburgh, NY;  
M.S.N., Rivier College

Sue Lemire  
B.S.N., UNH;  
M.A., Springfield College

Lyn Micklovich  
B.S.N., University of Maryland;  
M.A., Ball State

Jen O'Neill  
B.S.N., Our Lady of the Elms College;  
M.S.N., Rivier College