

Mission Statement

The Mission of Granite State College is to expand access to public higher education to adults of all ages throughout the state of New Hampshire.

The College achieves this mission by offering degrees and contract programs of excellence that serve our communities through student-responsive curricula, innovative teaching methods, and ongoing assessments of learning outcomes. Granite State College fosters partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high quality academic experiences to the residents of New Hampshire in an effective and efficient manner.

Accreditation

Granite State College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.



Catalog Limitations

This catalog describes policies, programs and procedures of Granite State College that are in effect at the time of its preparation, July 2011.

The catalog is intended as a general guide to the College's organization, programs, courses, policies, fees and program requirements, all of which are subject to change without notice. All information contained in this catalog should be verified with appropriate Granite State College staff. Granite State College reserves the right to cancel, postpone, or combine class sections, to limit registrations, and to change instructors.

Affirmative Action Statement

Granite State College is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, veteran's status, disability, or marital status in admission or access to, or treatment or employment in, its programs or activities.

This catalog is true and correct in content and policy.

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General Information



Welcome to Granite State College

Granite State College provides flexibility, value and statewide accessibility to higher education throughout the state of New Hampshire and beyond. The College is one of the four institutions of the University System of New Hampshire and serves more than 4000 students each year. For over 30 years the College has specialized in teaching people who seek alternatives to traditional campus-based programs. Courses are conveniently scheduled in the evenings, weekends, on-site, and online.

Mission and History

The Mission of Granite State College is to expand access to public higher education to adults of all ages throughout the state of New Hampshire.

The College achieves this mission by offering degrees and contract programs of excellence that serve our communities through student-responsive curricula, innovative teaching methods, and ongoing assessments of learning outcomes. Granite State College fosters partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high quality academic experiences to the residents of New Hampshire in an effective and efficient manner.

In 1972, the Trustees of the University System of New Hampshire (USNH) created the School of Continuing Studies (SOCS) to deliver USNH programs to adults across the state in the communities where they live

and work. Later renamed the College for Lifelong Learning (CLL), the institution grew into a college serving more than 4,000 adult students each year. In the spring of 2005 a statewide needs assessment was commissioned by the University System of New Hampshire. The resulting report supported an expanded mission for the College and a focus on providing greater access to other University System programs and services. In 2009 Granite State College created and adopted its Master Plan 2009-2019 to guide the institution through the next decade.

In 2011, the College began offering the Master of Science degree.

Vision Statement and Values

Granite State College will be nationally recognized as a leader in meeting the academic needs of adult students by offering programs and services of the highest quality that address the educational and workforce priorities of our state and regions. Our statewide presence, unique programs, and responsive delivery models will enable us to provide a greater number and more diverse group of students with increased educational opportunities. Granite State College will continue to be the institution of choice for individuals who wish to be part of a teaching and learning environment that actively promotes academic success, personal development, professional growth, and community involvement.

The mission and vision statements of Granite State College reflect the following core values identified as key elements in successfully meeting the educational needs of our students:

- Our primary commitment to and respect for adult students of all ages, for whom our innovative college programs are designed
- Our commitment to ensure access for all adult students in the state of New Hampshire who desire a college-level education, and the consequent commitment to make college geographically proximate and financially affordable
- Our belief that learning is a lifelong process
- Our determination to provide an academic experience that extends critical thinking throughout the curriculum, integrates theory and practice, has a strong foundation in the liberal arts and sciences, and fosters self-directed learning
- Our belief that effective teaching and learning results in assessable outcomes
- Our determination to have a positive social and economic impact on the communities of which our students are members
- Our commitment to diversity and the educational value that inclusion brings to the learning experience
- Our recognition that staff and faculty are vital members of our learning community and the College respects and values their essential contribution to the education of our students. Hence, the College will support the lifelong learning goals of our staff and faculty.

Accreditation

Granite State College is accredited by the New England Association of Schools and Colleges (NEASC) and offers a variety of associate, bachelor's and master's degrees.

Outcomes-Based Learning

As a degree granting institution our greatest concern is that our graduates master a specific set of skills and competencies.

The College's outcome-based degree programs and curriculum:

- provide standards to be met in demonstrating competence
- form a base from which to design and pursue learning activities
- foster the ability to demonstrate self-directed learning

Degrees and Courses Online

The College is the University System's leader in delivering online education, making it possible for people to earn a degree totally online. Students have access to an online community of faculty, course materials, library resources, and fellow students. Technical assistance is available for all students (see p. 62).

The following degrees are available online:

- A.A. in General Studies
- A.S. in Behavioral Science
- A.S. in Business
- A.S. in Early Childhood Education
- B.A. in Individualized Studies
- B.S. in Applied Studies
- B.S. in Behavioral Science
- B.S. in Business Management
- B.S. in Criminal Justice
 - Option in Criminal Justice Administration
- B.S. in Early Childhood Education
- B.S. in Health Care Management
- B.S. in Individualized Studies
- M.S. in Project Management
- Post-Baccalaureate Teacher Certification
 - Mathematics, Grades 5-8
 - Secondary Mathematics, Grades 7-12

Faculty

Granite State College's faculty is comprised of scholars and practitioners whose expertise in the subjects they teach comes to life in their interactions with students. The College employs faculty with credentials at the master's or doctoral level who are dedicated to its mission and who appreciate the profound influence of their effective teaching upon the diverse educational journeys of adults. Granite State College faculty members inspire students toward lifelong learning, promote excellence in their fields, and pursue the rewards of intellectual rigor through their teaching at the College.

Institutional Assessment

To examine the College's effectiveness in providing an environment that facilitates the acquisition of skills and knowledge and the enhancement of lifelong learning, the College has developed an institution-wide assessment program. The program includes the assessment of student achievement of broad educational outcomes as well as specific program and course outcomes, and an examination of the effectiveness of teaching and learning environments as well as services that support learning.

The goal of the assessment process is to provide research-based information that leads to continuous program involvement and enhanced educational services for adults.

Education and Training Partnership

The Education and Training Partnership at Granite State College, a contracted service of the NH Division for Children, Youth and Families, provides education and training to foster and adoptive parents, childcare staff of NH residential facilities, and DCYF staff.

Osher Lifelong Learning Institute

The Bernard Osher Foundation funds lifelong learning programs throughout the United States. The Osher Foundation has awarded Granite State College a \$1 million endowment to manage this program for adults age 50 and over.

Community College System of New Hampshire

Transfer articulation agreements between USNH and the Community College System of New Hampshire (CCSNH) have created a virtually seamless transfer process between degree programs. Many bachelor's programs at Granite State College are designed to build on the educational foundation of the CCSNH associate degree. Visit www.nhtransfer.org for more information.

Academic Programs at Granite State College

Associate in Arts

- General Studies

Associate in Science

- Behavioral Science
- Business
- Early Childhood Education

Bachelor of Arts

- Individualized Studies

Bachelor of Science

- Applied Studies
 - Option in Allied Health Services
 - Option in Education and Training
 - Option in Human Services
 - Option in Management
 - Option in Public Service Management
- Behavioral Science
- Business Management
- Criminal Justice
 - Option in Criminal Justice Administration
- Early Childhood Education
- Health Care Management
- Individualized Studies

Minors

- Adult Learning and Development
- Family Studies
- Finance
- Health Care
- Human Development
- Human Resources
- Human Services
- Information Technology
- Management

Post-Baccalaureate Teacher Certification Programs

- Early Childhood Special Education
- Early Childhood Special Education and Early Childhood Education
- General Special Education and Elementary Education
- General Special Education
- English for Speakers of Other Languages
- Mathematics for Grades 5-8
- Secondary Mathematics, Grades 7-12
- Advanced Endorsements
 - Specific Learning Disabilities
 - Emotional and Behavioral Disabilities
 - Intellectual and Developmental Disabilities
 - Reading and Writing Teacher
 - Reading and Writing Specialist

Master of Science

- Project Management

Undergraduate Degree Program Requirements

Requirements for all Associate and Bachelor's degree programs at Granite State College include General Education plus courses in the major.

General Education

General Education provides a solid foundation for the more specialized studies of a chosen major. Degree candidates at Granite State College will take courses in these General Education categories in fulfillment of all degrees:

- Critical Thinking
- Written Communication
- Quantitative Reasoning
- Oral Communication*
- Information Technology Literacy
- Arts and Culture
- History and Politics
- Literature and Ideas
- Science**
- Social Science
- Global Perspectives (GP)**

*Not required of Associate in Science degree students.

**8 credits in science required for Bachelor's degree; 4 credits in science for Associate.

**Global Perspectives required for Bachelor's degree only.

Note: Associate in Science degree students choose:

- 1 course in Arts and Culture OR in Literature and Ideas.
- 1 course in History and Politics OR in Social Science.

Associate and Bachelor's degree candidates must complete course requirements in Critical Thinking, Written Communication, and Quantitative Reasoning within the first twenty-four credits at GSC after date of application. Placement will be required for these three categories.

A grade of C or better must be earned to meet degree requirements for all programs in five core general education categories: Critical Thinking, Written Communication, Quantitative Reasoning, Oral Communication, and Information Technology Literacy.

Courses designated (GP) meet the Global Perspectives requirement for Bachelor's degrees.

Decisions regarding the transfer of credits, testing, and choices for new learning to meet General Education requirements will be based on the outcomes for the particular area.

Critical Thinking

Students will:

- demonstrate effective critical thinking by evaluating the validity of claims and information.
- apply critical thinking in crafting arguments and solving problems.

Course:

In transfer, a minimum of 3 credits is required.
CRIT 500 Critical Thinking

Written Communication

Students will:

- recognize and use the conventions appropriate for particular writing situations and audiences.
- organize, draft, revise, and edit writing.

Course:

In transfer, a minimum of 3 credits is required.
ENG 500 The Writing Process

Quantitative Reasoning

Students will:

- employ mathematical reasoning and skills of estimation and analysis to arrive at reasonable conclusions.
- conduct operations necessary to solve quantitative problems.

Courses (select one):

In transfer, a minimum of 3 credits is required.
MATH 502 College Mathematics
MATH 504 Statistics

Oral Communication

Students will:

- listen well, respond appropriately, and communicate effectively with a given audience.

Courses (select one):

In transfer, a minimum of 3 credits is required.
COMM 550 Interpersonal Communication
COMM 551 Small Group Communication
COMM 553 Presentational Communication

Information Technology Literacy

Students will:

- demonstrate proficiency in using the tools of an information society.
- conduct research responsibly; critically evaluate informational technologies.

Course:

In transfer, a minimum of 3 credits is required.

CMPL 511 Software Tools

Arts and Culture

Students will:

- articulate criteria for aesthetic judgment and interpretation of meaning in art.
- realize, in an applied context, what it means to communicate effectively in an artistic medium or a non-native language.

Select one of the following approved courses.

In transfer, a minimum of 3 credits is required.

ARTS 501 Introduction to Drawing
 ARTS 503 Introduction to Watercolor
 ARTS 515 Introduction to Photography
 ARTS 526 Modern America and the Movies
 ARTS 538 Understanding and Experiencing Music
 ARTS 550 Art History: Western World
 ARTS 551 Survey of World Architecture (GP)
 ARTS 601 Creativity: The Untapped Potential
 ENG 508 The Media and Its Messages
 ENG 604 Creative Writing
 HUMN 502 American Popular Culture
 HUMN 550 Introductory American Sign Language (GP)
 HUMN 551 Intermediate American Sign Language (GP)
 HUMN 560 Elementary Spanish I (GP)
 HUMN 561 Elementary Spanish II (GP)

History and Politics

Students will:

- recognize major periods and movements within human history.
- critically analyze both the context(s) for historical developments and the particulars of history.

Select one of the following approved courses.

In transfer, a minimum of 3 credits is required.

CRIM 607 Constitutional Law
 HIS 502 Great Civilizations (GP)
 HIS 510 U.S. History to 1865
 HIS 511 U.S. History: 1865 to Present
 HIS 512 European History: Renaissance through the Industrial Revolution
 HIS 513 European History: The 19th and 20th Centuries

HIS 602 History of New England
 HIS 611 Topics in World History (GP)
 HIS 618 History of World War II (GP)
 HIS 627 Vietnam War: An Historical Perspective (GP)
 POL 550 American Government and Politics
 POL 554 Law and Society
 POL 600 The US in World Affairs (GP)

Literature and Ideas

Students will:

- name some of the major questions that have been posed about the meaning and value of human life and activity.
- survey the diversity of particular intellectual traditions and works of literature.

Select one of the following approved courses.

In transfer, a minimum of 3 credits is required.

ENG 505 Introduction to Language and Linguistics
 ENG 508 The Media and Its Messages
 ENG 510 Survey of American Literature
 ENG 512 British Literature I
 ENG 513 British Literature II
 ENG 555 Children's Literature
 ENG 560 Young Adult Literature
 ENG 620 Multicultural Perspectives Through Literature (GP)
 ENG 622 Literature of the Environment
 ENG 625 Readings in World Literature (GP)
 ENG 633 Short Fiction
 ENG 640 Shakespeare
 HUMN 501 Humanities in an Age of Technology
 HUMN 502 American Popular Culture
 HUMN 504 Comparative Religions (GP)
 HUMN 505 Introduction to Ethics
 HUMN 507 Introduction to Philosophy

Science

Students will:

- recognize and employ the methods of scientific inquiry.
- develop a general knowledge of laws and theories in at least one branch of science.

One course with an applied focus can be used. Applied courses focus on the practical use of subject matter rather than theoretical concepts.

Select two of the following approved courses.

In transfer, a minimum of 3 credits per course is required.

SCI 502 Nutrition Concepts and Controversies
 SCI 505 Human Biology
 SCI 506 Physiology of Wellness
 SCI 508 Issues in Women's Health
 SCI 509 Diseases of the 21st Century (GP)

SCI 512 Introduction to Astronomy
 SCI 513 Introduction to Meteorology
 SCI 518 Physical Geography
 SCI 520 Introduction to Oceanography
 SCI 523 General Ecology
 SCI 528 Natural History of Northern New England
 SCI 539 Energy and the Environment
 SCI 541 Introduction to Environmental Science
 SCI 542 Introduction to Forest Science and Policy
 SCI 600 The Human Brain

Social Science

Students will:

- recognize how individual development, human behavior, and social values are shaped by groups and institutions.
- define research and employ methods used by social/behavioral scientists.

Select one of the following approved courses.

In transfer, a minimum of 3 credits is required.

CRIM 500 Introduction to Criminology
 ECO 512 Principles of Economics
 ECO 600 International Economics (GP)
 POL 554 Law and Society
 PSY 501 Introduction to Psychology
 PSY 508 Child Development
 PSY 509 Human Development
 PSY 510 Infant and Toddler Development
 PSY 602 Theories of Personality
 PSY 606 Educational Psychology
 PSY 607 Developmental Perspectives on Adolescence
 PSY 608 Social Psychology
 PSY 609 Cognition and Learning
 PSY 611 Art Therapy
 PSY 615 Psychology of Adulthood
 PSY 616 Psychology of Occupational Stress
 PSY 617 Abnormal Psychology
 SOC 501 Introduction to Sociology
 SOC 601 Society and the Individual
 SOC 603 Work and Society
 SOC 607 Child Abuse and Neglect
 SOSOC 500 Introduction to Anthropology (GP)
 SOSOC 519 Living in a Digital Democracy
 SOSOC 559 Contemporary Issues in Human Sexuality
 SOSOC 602 Men and Women in Cross-Cultural Perspectives (GP)
 SOSOC 604 Dynamics of Family Relationships
 SOSOC 605 Stress: Its Impact on the Family
 SOSOC 630 Aspects of Aging

Global Perspectives for Bachelor's Degrees

One course that addresses Global Perspectives is required. Global Perspectives may be integrated in courses from Arts and Culture, Literature and Ideas, History and Politics, Science, and Social Science as well as selected courses in some majors. Courses which have as their primary focus a global world view, cultural/ethnic diversity, or multiculturalism are all appropriate to meet the Global Perspectives requirement. Courses that fulfill the Global Perspectives requirement are designated GP.

Students will:

- appreciate the impact of cultural differences in contemporary life.
- articulate the significance of diverse perspectives in a global context.

Global Perspectives (GP) Courses:

In transfer, a minimum of 3 credits is required.

ARTS 551	Survey of World Architecture
BEHS 605	East West Approaches to Psychotherapy
ECO 600	International Economics
ENG 620	Multicultural Perspectives through Literature
ENG 625	Readings in World Literature
HIS 502	Great Civilizations
HIS 611, A, B, C, or D	Regions of the World: History and Current Issues
HIS 618	History of World War II
HIS 627	Vietnam War: An Historical Perspective
HUMN 504	Comparative Religions
HUMN 550	Introductory American Sign Language
HUMN 551	Intermediate American Sign Language
HUMN 560	Elementary Spanish I
HUMN 561	Elementary Spanish II
MATH 601	History of Mathematics
MGMT 608	Managing Diversity
MGMT 629	Global Marketing
POL 600	The US in World Affairs
SCI 509	Diseases of the 21st Century
SCI 539	Energy and the Environment
SCI 541	Environmental Pollution and Protection
SOC 603	Work and Society
SOSC 500	Introduction to Anthropology
SOSC 570	Introduction to Historical Archaeology
SOSC 602	Men and Women in Cross-Cultural Perspectives

Associate Degrees

Residency

Sixteen semester hours of new learning must be completed at Granite State College after application, including a maximum of eight credits that may be taken at other University System of New Hampshire institutions.

General Education

The outcomes and requirements for General Education can be found on pages 4-6 and are listed below.

Electives

Select additional courses of interest to complete the total number of required credits or to prepare for continued study.

Associate in Arts

The Associate in Arts (A.A.) degree is awarded for study in the liberal arts. It is designed for those students who have a broad range of interests and are not seeking a career-specific program.

The Associate in Arts degree requires 64 semester hours of credit.

A.A. in General Studies

Students will:

- Attain proficiency in the basic concepts, theories, and methods of inquiry pertinent to the liberal arts.
- Demonstrate knowledge of content, research norms, and conventions of academic writing in disciplines of the liberal arts to develop foundations for further study.

General Education Courses 40 credits

<i>Core:</i>		
*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551, or 553	4 cr
Arts and Culture 4 cr		
Literature and Ideas 4 cr		
History and Politics 4 cr		
Social Science 4 cr		
Science 4 cr		

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

A grade of C or better must be earned for all General Education courses.

General Electives	variable
Total	64 credits (minimum)

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A.A. in General Studies

Speech Language Assistant Concentration

The Associate in Arts degree with the Speech Language Assistant concentration offers an intensive course of study in the area of speech and language disorders, including supervised field experience in a variety of settings. Upon completion of the Associate in Arts General Studies degree program with all courses in this concentration, the graduate is eligible to apply for certification* as a Speech Language Assistant by the New Hampshire Allied Health Speech Language Pathology Governing Board. The program is designed to meet guidelines of the American Speech-Language-Hearing Association.

Speech Language Assistant courses are also available without the Associate in Arts degree for those not seeking certification.

*courses must be completed with a "C" or better.

Students will:

- Gain knowledge, field experience, and core technical skills within the field of Speech Language Assisting.
- Meet professional standards in keeping with state and national guidelines for competency and ethics.

General Education Courses 40 credits

<i>Core:</i>		
*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM**	COMM 550, 551, or 553	4 cr
Arts and Culture 4 cr		
Literature and Ideas 4 cr		
History and Politics 4 cr		
Social Science** 4 cr		
Science 4 cr		

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

A grade of C or better must be earned for all General Education courses.

Concentration: Speech Language Assistant 32 cr
Electives variable
Total **64 credits (minimum)**

Required Courses in the Concentration

INST 511	Role of Speech Language Assistant	4 cr
INST 512	Survey of Communication Disorders	4 cr
INST 513	Anatomy & Physiology of Speech and Hearing	4 cr
INST 514	Articulation & Phonological Disorders	4 cr
INST 515	Intro to Audiology & Aural Rehabilitation	4 cr
INST 516, 516A, B, C	Clinical Practicum I, II, III, IV	each 2 cr
PSY 521	Language Acquisition	4 cr

****General Education Note:** *Speech Language Assistant coursework meets the General Education Communication requirement in the Associate in Arts. In the Social Science area, PSY 508, Child Development, is the recommended course for those in the Speech Language Assistant concentration.*

Associate in Science

The Associate in Science (A.S.) degree offers three options for focused study at the associate level: Behavioral Science, Business, and Early Childhood Education.

The Associate in Science degree requires 64 semester hours of credit.

Concentrations

Concentrations allow students to pursue a career or personal goal, or to prepare to continue in a baccalaureate program.

A grade of C or better must be earned for all courses within an area of concentration.

A.S. in Behavioral Science

The Associate in Science degree in Behavioral Science provides an interdisciplinary approach to understanding human behavior within a global world view. Foundation courses at the associate level introduce behavioral science students to the biological,

psychological, social, and cultural variables of human behavior. This degree prepares students for a smooth transition to the B.S. Behavioral Science degree.

Students will:

- Attain proficiency in basic concepts, theories, methods of inquiry and writing in behavioral sciences.
- Evaluate ethical principles of the behavioral sciences.
- Prepare for seamless transition to the Bachelor of Science in Behavioral Science program.

General Education Courses 28 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr

Arts and Culture OR Literature and Ideas	4 cr
History and Politics OR Social Science	4 cr
Science	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Concentration: Behavioral Science 28 cr
Electives variable
Total **64 credits (minimum)**

Required Courses in the Concentration

BEHS 501	Research Methods
PSY 501	Introduction to Psychology
PSY 509	Human Development
SCI 505	Human Biology
SOC 501	Introduction to Sociology

Electives in the Concentration

Two Behavioral Science electives

Transfer courses may be used to meet these requirements.

A.S. in Business

The Associate in Science degree in Business is designed for students interested in gaining a solid foundation in the field of business.

The program includes an overview of general management theory and introduces students to the fundamental concepts of economics, marketing, finance, and organizational

behavior. This degree prepares students for a smooth transition to the B.S. in Business Management degree.

Students will:

- Attain proficiency in basic concepts, theories, methods of inquiry and writing in business.
- Evaluate ethical principles that guide businesses.
- Prepare for seamless transition to the Bachelor of Science in Business Management program.

General Education Courses 28 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr

Arts and Culture OR Literature and Ideas	4 cr
History and Politics OR Social Science	4 cr
Science	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Concentration: Business 24 cr
Electives variable
Total **64 credits (minimum)**

Required Courses in the Concentration

ECO 512	Principles of Economics
MGMT 500	Principles of Management
MGMT 511	Financial Accounting
MGMT 514	Principles of Marketing
MGMT 566	Organizational Behavior

Electives in the Concentration

One Business Management-related elective

Transfer courses may be used to meet these requirements.

A.S. in Early Childhood Education

The Associate in Science degree in Early Childhood Education has been designed to provide a thorough understanding of the young child. The program creates a broad perspective on child and family development patterns. Students develop skills to guide children in their early education. This

degree prepares students for a smooth transition to the B.S. in Early Childhood Education degree.

Students will:

- Attain proficiency in basic concepts, theories, writing and methods in early childhood education.
- Evaluate ethical principles of early childhood education.
- Prepare for seamless transition to the Bachelor of Science in Early Childhood Education program, including the option of pursuing Post-Baccalaureate Teacher Certification.

General Education Courses **28 credits**

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
Arts and Culture <i>OR</i> Literature and Ideas		4 cr
History and Politics <i>OR</i> Social Science		4 cr
Science		4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Concentration: Early Childhood Education	28 cr
Electives	variable
Total	64 credits (minimum)

Required Courses in the Concentration

EDU 550	Foundations of Early Childhood Education
EDU 551	Learning and Early Childhood Environments*
EDU 553	Creative Arts in Early Childhood Education*
EDU 555	Language and Literacy Development*
EDU 600	Mathematics and Science in Early Childhood Education*
PSY 508	Child Development

Electives in the Concentration

One Early Childhood Education – related elective

Transfer courses may be used to meet these requirements.

Graduates completing the A.S. in Early Childhood Education are qualified for the Early Childhood Credential through the New Hampshire Child Development Bureau, Department of Health and Human Services. This degree does *not* lead to public school

teacher certification through the New Hampshire Department of Education (NHDOE).

**Note: These courses have prerequisites.*

Bachelor's Degrees

Residency

Thirty semester hours of new learning must be completed with Granite State College after application, including a maximum of fifteen credits which may be taken at other University System of New Hampshire institutions.

General Education

The outcomes and requirements for General Education can be found on pages 4-6 and are listed with each major.

Major

Majors encompass established areas such as Business Management or Behavioral Sciences. Individualized Studies majors develop an approved program of study leading to a specific educational or professional goal. Majors are structured to include required course work, and often, choices for additional related courses.

A minimum of 32 to 48 credits, with at least five learning experiences at the upper level, is required.

A grade of C or better must be earned for all courses in the major.

Bachelor of Arts

The Bachelor of Arts (B.A.) degree is a flexible program that allows an individualized major with a focus on liberal studies. The Bachelor of Arts degree requires 124 semester hours of credit.

B.A. in Individualized Studies

The Individualized Studies major in the liberal arts provides self-directed students the opportunity to integrate personal interests and academic objectives. The B.A. in Individualized Studies serves as a foundation

for future studies or for a variety of professions through its emphasis on critical thinking, writing, reflection, and research in such areas of study as arts, literature, history, and philosophy or ethics.

The Individualized Studies major also provides students who have transfer courses, or other sources of prior college-level learning, an opportunity to create a unified and coherent program of study from prior educational experiences.

The Individualized Studies major is researched and planned with guidance in the four-credit course SDLR 550, Individualized Studies Seminar.* A proposal for the major must be submitted to Academic Affairs for approval.

GSC has developed templated programs in:

- English
- English Language Arts
- Math Studies
- Social Studies

Please contact an academic advisor or the Individualized Studies Department in the Office of Academic Affairs for information on templated program options.

The B.A. templated options do *not* lead to public school teacher certification through the New Hampshire Department of Education, but may be used as a foundation for certain GSC Post-Baccalaureate Teacher Certification programs.

Note: Those intending to apply to the Post-Baccalaureate Teacher Certification program at GSC must also meet NHDOE general education requirements. Students must check with their advisor to clarify how best to meet these requirements.

**Students electing to pursue templated program options in English Language Arts, English, Math Studies or Social Studies are exempt from the SDLR 550 requirement.*

A minimum of 32 semester credit hours is required in the major with five courses at the upper level.

Students will:

- demonstrate the ability to be a self-directed student by determining individual academic objectives and activities, and evaluating the resulting learning.
- attain proficiency in the knowledge, theories, methods of inquiry, and use of information resources pertinent to a substantial and coherent area of study.

- develop knowledge and skills in a specific discipline or clearly articulated interdisciplinary area at the introductory through advanced level.
- use ongoing reflective learning to articulate the progression and integration of one's learning in the selected area of study.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture		4 cr
History and Politics		4 cr
Literature and Ideas		4 cr
Science		8 cr
Social Science		4 cr
Global Perspectives (GP)		4 cr

Major	40-48 credits
Electives	variable
Total	124 credits (minimum)

*These three courses provide a foundation for all studies and must be completed within the first 24 credits at GSC after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Required Courses in the Major

An Individualized Studies major consists of foundation courses and specialized courses, plus the Integrative Experience.

Foundation Courses	12-24 cr
IDIS/EDU 501 Research Methods	4 cr
Discipline-Specific Methods Course	4 cr
ENG 600 Expository Writing	4 cr
SDLR 550 Individualized Studies Seminar	4 cr

Specialized Courses 16-24 cr
 Select 4-6 interrelated courses at the advanced level which represent the individualized focus of the major.

Transfer courses may be used to meet these requirements.

Integrative Experience 4 cr
 The Individualized Studies major culminates in a capstone experience which includes integration of learning from coursework in the major. Students reflect, analyze, and evaluate theories and conduct research on the field of study.

Bachelor of Science

The Bachelor of Science (B.S.) allows students to focus on a major related to professional or educational goals. The Bachelor of Science degree requires 124 semester hours of credit.

B.S. in Applied Studies

This program is designed for graduates of associate degree programs with a technical or career focus. First developed in collaboration with the Community College System of New Hampshire (CCSNH), the B.S. in Applied Studies offers a seamless transition from an Associate in Science or Associate in Applied Science to a bachelor's degree at Granite State College.

The program builds on the Associate Degree by providing further education in broad areas such as critical thinking, written and oral communication, and strategic problem-solving, as well as upper level study in an area of choice. *Note:* Those whose academic and professional goals are not addressed by one of the B.S. in Applied Studies options may want to consider the Bachelor of Science in Individualized Studies program.

Admission to the Applied Studies program requires an associate degree in a technical or career-oriented field, or the equivalent as determined by Academic Affairs.

The B.S. in Applied Studies offers options for customization:

- Allied Health Services
- Education and Training
- Human Services
- Management
- Public Service Management

**B.S. in Applied Studies
 Option in Allied Health Services**

This option is designed for allied health professionals who seek expanded career options in community health care settings. Courses in this option focus on the health care industry, health care finance, legal and ethical issues, and health care policy.

Students will:

- attain proficiency in the concepts, theories, and methods of inquiry pertinent to allied health services.

- integrate knowledge of an applied health care field with the dynamics and complexity of the health care industry.
- apply ethical principles that guide practice in community care settings.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture		4 cr
History and Politics		4 cr
Literature and Ideas		4 cr
Science		8 cr
Social Science		4 cr
Global Perspectives (GP)		4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (depending on the major)
Electives	variable
Total	124 credits (minimum)

Major Requirements

Foundation Courses

Courses from the associate degree concentration meet this requirement.

Specialized Courses

Required Courses in the Major

HLTC 550	Emerging US Health Care System
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Five upper level courses are required in the major. This includes 4 upper level health care or management-related electives selected with advisor approval plus the Integrative Experience HLTC 638.

Possible Choices Include

HLTC 627	Reimbursement and Financing Techniques in Health Care*
HLTC 629	Law and Ethics for Health Care and Human Services
PSY 616	Psychology of Occupational Stress

Transfer courses may be used to meet these requirements.

Integrative Experience

HLTC 638	Health Care Policy* or customized integrative experience.
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**Note:* These courses have prerequisites.

**B.S. in Applied Studies
Option in Education and Training**

This option is designed for students with an area of technical or other specific expertise who wish to train or teach adults. Courses in this option focus on adult learning and the theory and practice of teaching adults.

Students will:

- attain proficiency in the concepts, theories, and methods of inquiry pertinent to education and training of adults.
- design teaching or training that integrates knowledge of an applied field with adult learning and theory.
- apply ethical principles that inform the practice of teaching adults.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr
Literature and Ideas	4 cr
Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (<i>depending on the major</i>)
Electives	variable
Total	124 credits (minimum)

Major Requirements

Foundation Courses

Courses from the associate degree concentration meet this requirement.

Specialized Courses

Five upper level courses are required in the major. This includes 4 upper level courses plus the Integrative Experience.

Required Courses in the Major

PSY 615	Psychology of Adulthood*
INST 605	Teaching and Learning in Adulthood

INST 610	Instructional Design and Interactive Learning
INST 607	The Learning Workplace* OR
PSY 616	Psychology of Occupational Stress

Transfer courses may be used to meet these requirements.

Integrative Experience

INST 650 Program Development and Learning* or customized integrative experience.

**Note: These courses have prerequisites.*

**B.S. in Applied Studies
Option in Human Services**

Please see the Catalog Addendum for curriculum details on the Option in Human Services, new for the 2011-2012 academic year.

**B.S. in Applied Studies
Option in Management**

This option is designed for the person whose career plans include a move into a management or supervisory position in the applied field.

Students will:

- build on applied expertise through the attainment of new knowledge in management
- develop management capacity to enhance individual and business performance
- integrate management theories in a specific applied field to improve efficiency and effectiveness of organizations

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr
Literature and Ideas	4 cr
Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application.

Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (<i>depending on the major</i>)
Electives	variable
Total	124 credits (minimum)

Major Requirements

Foundation Courses

Courses from the associate degree concentration meet this requirement.

Specialized Courses

Required Courses in the Major

MGMT 500	Principles of Management
MGMT 566	Organizational Behavior

Five upper level courses are required in the major. This includes 4 upper level management-related electives selected with advisor approval plus the Integrative Experience.

Possible Choices Include

MGMT 511	Financial Accounting*
MGMT 514	Principles of Marketing
MGMT 518	Human Resource Administration
MGMT 601	Contemporary Management Issues*
MGMT 602	Leadership*
MGMT 606	Human Resources and Organizational Development*
MGMT 607	Human Resources and the Law
MGMT 608	Managing Diversity (GP*)
MGMT 611	Money and Banking*
MGMT 613	Financial Management*
MGMT 620	Effecting Positive Change in Organizations
MGMT 621	Managing Conflict
MGMT 625	Legal Issues in Business and Management
PSY 616	Psychology of Occupational Stress

Transfer courses may be used to meet these requirements.

Integrative Experience

MGMT 660	Integrative: Applied Studies in Management.
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**Note: These courses have prerequisites.*

**B.S. in Applied Studies
Option in Public Service Management**

Please see the Catalog Addendum for curriculum details on the Option in Public Service Management, new for the 2011-2012 academic year.

B.S. in Behavioral Science

The Behavioral Science degree will become the B.S. in Psychology in the 2011-2012 academic year. Please see the Catalog Addendum for details.

The Bachelor of Science degree in Behavioral Science provides an interdisciplinary approach to understanding human behavior within a global world view. At the bachelor's level, students build on their foundational knowledge of the variables affecting human behavior to examine both individual and collective dynamics of human behavior. The interdisciplinary orientation allows students choice in aligning upper-level electives with their aspirations for post-college employment or advanced education.

Core competencies, including critical thinking, effective written and oral communication, quantitative reasoning, and information literacy are integrated in course objectives throughout the program.

Students will:

- differentiate and critically analyze biological, psychological, social, cultural and contextual constructs that provide an understanding of human behavior within a global world view, and communicate this knowledge effectively.
- compare and contrast theoretical assumptions underlying disciplines of behavioral sciences.
- use computer technology, as well as quantitative and scientific reasoning, to function as informed consumers of behavioral science research.
- analyze human behavior using theories and concepts that focus on both individual dynamics and group and system dynamics.
- apply ethical principles that guide and inform the conduct of research and clinical practice.
- apply behavioral science concepts, principles, skills and methods.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr
Literature and Ideas	4 cr

Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (depending on the major)
Electives	variable
Total	124 credits (minimum)

Required Courses in the Major

BEHS 501	Research Methods*
MATH 504	Statistics*
PSY 501	Introduction to Psychology
PSY 509	Human Development
SCI 600	The Human Brain
SOC 501	Introduction to Sociology

One Course From

PSY 602	Theories of Personality*
PSY 609	Cognition and Learning*
PSY 617	Abnormal Psychology

One Course From

PSY 608	Social Psychology*
SOC 601	Society and the Individual*
SOSC 604	Dynamics of Family Relationships

Electives in the Major

Two upper level Behavioral Science-related electives.
Note: BEHS 608 Social Research is recommended for those intending to pursue graduate studies in a behavioral science field.

Transfer courses may be used to meet these requirements.

Integrative Experience

BEHS 650	Integrative: Behavioral Science*
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*Note: These courses have prerequisites.

B.S. in Business Management

Granite State College's Bachelor of Science degree in Business Management offers students the appropriate breadth and depth of study in their major. The two elective courses in the major provide flexibility to pursue other areas of interest in management.

The degree is responsive to the education needs of businesses and includes an appropriate foundation for further graduate study. The outcomes-based program is built upon a foundation of six essential competencies

that are integrated throughout the curriculum: critical thinking, effective oral and written communication, applied quantitative analysis, managing in a global environment, ethical practice, and leadership.

Students will:

- apply management theories such as motivation, leadership, and conflict resolution throughout various functional areas of organizations.
- communicate management information effectively across an organization to a broad spectrum of audiences and in a variety of business situations.
- apply quantitative tools in business analysis and decision-making.
- critically analyze, research and articulate management strengths and weaknesses in terms of competitive advantage, human resources, marketing, financial and strategic positioning.
- make ethical business decisions based on evaluation of corporate social responsibility and ethical practice.
- manage and lead strategically to enhance the effectiveness of individual teams, and business organizations in a global environment.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr
Literature and Ideas	4 cr
Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (depending on the major)
Electives	variable
Total	124 credits (minimum)

Required Courses in the Major

ECO 512	Principles of Economics
MATH 504	Statistics*

MGMT 500	Principles of Management
MGMT 511	Financial Accounting*
MGMT 514	Principles of Marketing
MGMT 566	Organizational Behavior
MGMT 613	Financial Management*
MGMT 625	Legal Issues in Business Management

Electives in the Major

Two upper level Business Management-related electives

Transfer courses may be used to meet these requirements.

Integrative Experience

MGMT 650 Integrative: Strategic Management*

**Note: These courses have prerequisites.*

B.S. in Criminal Justice

This program is designed to prepare individuals for entry or advancement in the following fields related to Criminal Justice: law enforcement, corrections, probation and parole, administration, domestic violence, mental health, and other community-based programs that exist for victims, offenders, and their families.

Students will:

- possess a broad and interdisciplinary understanding of the psychosocial, cultural, ethical, and political dimensions of criminal justice in contemporary society.
- demonstrate an ability to understand and apply ethical thinking and behavior as it relates to their work environment.
- demonstrate an understanding of research methodology and the interpretation of information as it applies to criminal justice.
- demonstrate a working knowledge of criminology, criminal justice, law enforcement, corrections, probation/parole, US and NH constitutional law, and advocacy.

Students in the B.S. Criminal Justice programs are encouraged to select the following courses to meet a portion of their general education requirements:

HUMN 505	Introduction to Ethics
PSY 501	Introduction to Psychology OR
SOC 501	Introduction to Sociology

General Education Courses 48 credits

<i>Core:</i>		
*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr

*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture		
	History and Politics	4 cr
	Literature and Ideas	4 cr
	Science	8 cr
	Social Science	4 cr
	Global Perspectives (GP)	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major Electives 32-44 credits (depending on the major) variable
Total 124 credits (minimum)

Required Courses in the Major

CRIM 500	Introduction to Criminology
CRIM 555	The Criminal Justice System*
CRIM 600	Crime Prevention and Control
CRIM 603	Victim Rights and Advocacy
CRIM 606	Corrections, Probation and Parole*
CRIM 607	Constitutional Law*
POL 554	Law and Society

Electives in the Major

Two Criminal Justice-related electives (one must be upper-level).

Transfer courses may be used to meet these requirements.

Integrative Experience

CRIM 650 Integrative: Criminal Justice*

**Note: These courses have prerequisites.*

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B.S. in Criminal Justice Option in Criminal Justice Administration

The Option in Criminal Justice Administration encompasses the outcomes of the Bachelor of Science in Criminal Justice with additional learning in management, leadership and organizational development.

General Education Courses 48 credits

<i>Core:</i>		
*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr
Literature and Ideas	4 cr
Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major Electives 32-44 credits (depending on the major) variable
Total 124 credits (minimum)

Required Courses in the Major

CRIM 500	Introduction to Criminology
CRIM 555	The Criminal Justice System*
CRIM 607	Constitutional Law*
MGMT 500	Principles of Management
MGMT 566	Organizational Behavior
POL 554	Law and Society

Two Courses From

CRIM 600	Crime Prevention and Control
CRIM 603	Victim Rights and Advocacy
CRIM 606	Corrections, Probation and Parole*

Electives in the Major

Two Management-related electives (one must be upper-level).

Transfer courses may be used to meet these requirements.

Integrative Experience

CRIM 650 Integrative: Criminal Justice*

**Note: These courses have prerequisites.*

B.S. in Early Childhood Education

Note: Please see the Catalog Addendum for program updates expected in the 2011-2012 academic year.

This program is designed for individuals seeking career options in early childhood care settings. Courses in this program prepare individuals to be qualified early childhood education and child care providers. This major offers a model curriculum which addresses standards set by the National Association for the Education of Young Children. The completion of this degree qualifies individuals for the Early Childhood Credential through the New

Hampshire Child Development Bureau, Department of Health and Human Services. This degree does *not* lead to public school teacher certification through the New Hampshire Department of Education. It does qualify for admission to the Granite State College Post-Baccalaureate Early Childhood Special Education Teacher Certification program.

Students will:

- develop knowledge and skills in promoting child development with an understanding and application of developmentally appropriate practice.
- develop knowledge and skills to develop, implement and evaluate meaningful curriculum for all children.
- develop knowledge and skills to communicate and collaborate with children, families and professionals.

General Education Courses 20 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture		4 cr
History and Politics		4 cr
Literature and Ideas		4 cr
Science		8 cr
Social Science		4 cr
Global Perspectives (GP)		4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (depending on the major)
Electives	variable
Total	124 credits (minimum)

**Note: A portfolio and field experience are required in the B.S. in Early Childhood Education.*

Required Courses in the Major:

EDU 550	Foundations of Early Childhood Education
EDU 551	Learning and Early Childhood Environments*
EDU 553	Creative Arts in Early Childhood Education*
EDU 555	Language and Literacy Development*
EDU 600	Math and Science in Early Childhood Education*

EDU 601	Observation and Assessment in Early Childhood Education*
EDU 602	Young Children with Special Needs*
EDU 603	Family and Community Relations in Early Childhood Education
PSY 508	Child Development (may be used as Social Science in General Education)

Electives in the Major

One Early Childhood or Education-related elective.

Those interested in administration should select EDU 604 Enhancing Supervision through Mentoring or EDU 605 Early Childhood Program Administration as an elective.

Transfer courses may be used to meet these requirements.

Integrative Experience

EDU 650	Practicum: Professionalism in Early Childhood Education*
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**Note: Those intending to apply to the Post-Baccalaureate Teacher Certification program at GSC must also meet NHDOE general education requirements. Students must check with their advisor to clarify how best to meet these requirements.*

**Note: These courses have prerequisites.*

B.S. in Health Care Management

Granite State College's Bachelor of Science degree in Health Care Management prepares graduates who have become fully competent in the terms, best practices, and critical functions of health care administration and who are additionally advantaged by studies in leadership, diversity management, and organizational development. The program combines health care-specific course work with additional relevant learning in such areas as management, statistics, and ethics.

Students will:

- articulate and apply knowledge of systems, operations, and roles fundamental to effective health care administration in a variety of settings.
- employ and assess financial and information resources to enhance managerial decision-making and organizational performance.
- recognize the fundamental rights, ethical principles, and overarching policies that guide those who work in health care.
- develop and foster capacities for leadership,

both in oneself and across organizational teams.

- explore how socio-cultural, familial, and individual perspectives influence the health care system and the diversity of experiences that comprise it.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	COMM 550, 551 or 553	4 cr
Arts and Culture		4 cr
History and Politics		4 cr
Literature and Ideas		4 cr
Science		8 cr
Social Science		4 cr
Global Perspectives (GP)		4 cr

*These three courses provide a foundation for all studies and must be completed within the first 24 credits after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Major	32-44 credits (depending on the major)
Electives	variable
Total	124 credits (minimum)

Required Courses in the Major:

HLTC 550	Emerging U.S. Health Care System
MGMT 518	Human Resources Administration
MATH 504	Statistics
MGMT 555	Introduction to Fiscal Management in Health Care
MGMT 566	Organizational Behavior
HLTC 627	Reimbursement and Financing Techniques
HLTC 629	Law and Ethics for Health Care and Human Services
HLTC 630	Perspectives on Health Care Management
HLTC 637	Health Information Systems
HLTC 638	Health Care Policy

One Course From

MGMT 608	Managing Diversity
MGMT 620	Effecting Positive Change
MGMT 621	Managing Conflict

Transfer courses may be used to meet these requirements.

Integrative Experience

HLTC 650	Integrative Capstone: Health Care Management*
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**Note: These courses have prerequisites.*

B.S. in Individualized Studies

The Individualized Studies major provides an opportunity to develop an area of study that integrates personal interests, academic objectives, and career goals with courses taken from the College's regular offerings in Adult Learning and Development, Behavioral Science, Business Management, Criminal Justice, Education, or Health Care Administration. Examples of programs which have been approved: Emergency Services Administration, Child Advocacy, Human Services Administration, and Non-Profit Administration.

The Individualized Studies major also provides students who have transfer courses, or other sources of prior college-level learning, an opportunity to create a unified and coherent program of study from prior educational experiences.

The Individualized Studies major is researched and planned with guidance in the course SDLR 550, Individualized Studies Seminar. A proposal for the major must be submitted to Academic Affairs for approval.

A minimum of 32 semester credit hours is required in the major with five courses at the upper level.

Students will:

- demonstrate the ability to be a self-directed student by determining individual academic objectives and activities, and evaluating the resulting learning.
- attain proficiency in the knowledge, theories, methods of inquiry, and use of information resources pertinent to a substantial and coherent area of study.
- develop knowledge and skills in a specific discipline or clearly articulated interdisciplinary area at the introductory through advanced level.
- use ongoing reflective learning to articulate the progression and integration of one's learning in the selected area of study.

General Education Courses 48 credits

Core:

*CRIT 500	Critical Thinking	4 cr
*ENG 500	The Writing Process	4 cr
*MATH	MATH 502 or 504	4 cr
CMPL 511	Software Tools	4 cr
COMM	550, 551 or 553	4 cr

Arts and Culture	4 cr
History and Politics	4 cr
Literature and Ideas	4 cr
Science	8 cr
Social Science	4 cr
Global Perspectives (GP)	4 cr

Major 32-44 credits (*depending on the major*)
Electives variable
Total **124 credits (minimum)**

*These three courses are to be completed within the first 24 credits at GSC after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

Required Courses in the Major:

An Individualized Studies major consists of foundation courses and specialized courses, plus the Integrative Experience.

Foundation Courses	12-24 cr
SDLR 550 Individualized Studies Seminar	4 cr
IDIS 501 Research Methods	4 cr

Specialized Courses	16-24 cr
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Select 4-6 interrelated courses at the advanced level which represent the individualized focus of the major.

Transfer courses may be used to meet these requirements.

Integrative Experience	4 cr
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The Individualized Studies major culminates in a capstone experience which includes integration of learning from coursework in the major. Students reflect, analyze, and evaluate theories and conduct research in their field of study.

Minors

Students may specialize further by selecting a minor in an area of interest. Minors are optional and are open to all bachelor's degree candidates. For some degree programs, students may use two courses from the major to fulfill minor requirements. All minors consist of five courses, at least two of which must be upper level. Required courses may have prerequisites.

Adult Learning and Development

This minor provides techniques to maximize adult learning in training, consulting, or instructional environments. Students will develop an understanding of the unique

qualities, motivations, and capabilities of the adult student.

INST 605	Teaching and Learning in Adulthood*
INST 607	The Learning Workplace OR
PSY 616	Psychology of Occupational Stress
INST 610	Instructional Design and Interactive Learning
PSY 615	Psychology of Adulthood*
INST 650	Program Development and Learning

Family Studies

This minor explores evolving family structures in contemporary American society. With a foundation in family communication patterns, family life stages, systems theory and family functioning, students are prepared to support children and families in educational, social, and human service organizations.

HLTC 629	Law and Ethics for Health Care and Human Services
PSY 509	Human Development
SOSC 604	Dynamics of Family Relationships
SOSC 605	Stress: Its Impact on the Family
One approved elective	

Finance

This minor provides foundational skills for careers related to finance. It can also prepare the student to be a member of the financial management team in small or mid-sized enterprises or for self-employment.

MGMT 511	Financial Accounting
MGMT 611	Money and Banking*
MGMT 612	Investment Principles*
MGMT 613	Financial Management* OR ECO 600 International Economics*
MGMT 625	Legal & Ethical Issues in Business Management OR MGMT 615 Financial Modeling and Decision-Making

Health Care

This minor explores significant areas of the dynamic and complex health care industry. This minor provides a solid foundation for health care managers and staff, human resource professionals, and others whose work responsibilities intersect with this growing industry.

HLTC 550	Emerging Health Care Industry
HLTC 629	Law and Ethics in Health Care and Human Services
HLTC 638	Health Care Policy*
MGMT 555	Introduction to Fiscal Management in Health Care
One approved elective	

Human Development

This minor provides a closer look at the development of the individual from conception to death. Students will gain an overall perspective on human development and will also study a particular age range. This minor is helpful to those working in developmental and educational service organizations and provides a foundation for advanced studies in social work or human services.

PSY 509	Human Development
PSY 608	Social Psychology*
PSY 609	Cognition and Learning*

One Course From

PSY 508	Child Development
PSY 615	Psychology of Adulthood*
SOSC 630	Aspects of Aging
One approved elective	

Human Resources

This minor develops skills for the varied and significant roles that the human resources professional fills in an organization. The minor focuses on developing leadership and managerial skills for the HR professional as an agent of organizational change in the workplace.

MGMT 518	Human Resource Administration
MGMT 566	Organizational Behavior
MGMT 606	Human Resources and Organizational Development*
MGMT 607	Human Resources and the Law OR
MGMT 625	Legal and Ethical Issues in Business Management

One approved elective

Human Services

This minor enables a student to examine the organization and delivery of a wide range of human services and professions. Focus areas include ethical practice, intervention approaches, and skill development and theory that students can apply in support roles in a variety of social service and health care agencies.

BEHS 502	Introduction to Human Services and the Helping Process
PSY 603	Crisis Intervention
PSY 604	Counseling Theories*

Two approved electives

Information Technology

This minor enables managers at any level to understand and use information technology as a resource to improve an organization's efficiency.

CMPL 515	Programming Fundamentals*
CMPL 612	Advanced Software Tools*
CMPL 614	Computer and Network Systems*
MGMT 622	Database Management Systems*
MGMT 623	Systems Analysis and Design*

Management

This minor provides a foundation in management theory and practice for those interested in public or private sector management. Students may choose electives that complement their career interests and primary area of study.

MGMT 500	Principles of Management OR
MGMT 501	Introduction to Public Administration
MGMT 511	Financial Accounting
MGMT 566	Organizational Behavior
MGMT 625	Legal and Ethical Issues in Business and Management

One approved elective at the upper level.

**Note: These courses have prerequisites.*

NH Paraeducator II Certification

Granite State College offers courses that meet the standards established by the NH Department of Education (NH DOE) for voluntary Paraeducator II certification under Option C Alternative Assessment. Through Option C, paraeducators are required to demonstrate knowledge in the ability to assist in instruction in reading, writing and mathematics as well as meet the standards in professionalism and classroom management. Once a paraeducator has completed the five courses listed, Granite State College will issue a Highly Qualified* letter to the student. Upon receipt of this letter, students must then complete the application procedure for the Paraeducator II Certification through the NH DOE Bureau of Credentialing.

CRIT 500	Critical Thinking
ENG 500	The Writing Process
MATH 502	Contemporary College Mathematics
EDU 510	Foundations of Education OR
EDU 500	Special Education Paraprofessional Training

EDU 512	Instructional Methods and Strategies OR
EDU 555	Language and Literacy Development

For Paraeducator II Certification application requirements, go to: www.granite.edu/academics/teacher.php

**Note: Highly Qualified status does not apply to the K-12 core content areas of Language Arts, Science, Social Studies, Mathematics or Elementary Education.*

Post-Baccalaureate Teacher Certification Program

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification in the following areas:

- Early Childhood Special Education
- Early Childhood Special Education and Early Childhood Education
- General Special Education and Elementary Education
- General Special Education
- English for Speakers of Other Languages
- Mathematics, Grades 5-8
- Secondary Mathematics, Grades 7-12

Advanced Endorsements

- Specific Learning Disabilities
- Emotional and Behavioral Disabilities
- Intellectual and Developmental Disabilities
- Reading and Writing Teacher
- Reading and Writing Specialist

Over the last 25 years the number of students identified as needing special education has risen dramatically. So has the demand for qualified, certified personnel to serve this population. This program is designed for individuals working in New Hampshire approved programs or schools either as teachers or paraprofessionals.

The program is open to qualified candidates who have a bachelor's degree, passing PRAXIS I score, and are working in an approved New Hampshire school or program.

Students work with a Granite State College faculty advisor and mentor. This field-based certification program prepares candidates to be effective teachers who understand how to develop and sustain quality programs for America's youth, within the day-to-day realities of K-12 schools.

Program requirements can be met by the completion of independent learning contracts, online interactive courses and/or field-based courses. Satisfactory completion of many courses may be applied towards a M.Ed. at either Keene State College or Plymouth State University.

Early Childhood Education and Early Childhood Special Education

Required Courses for Certification

- EDU 701 Roles and Responsibilities of the Special Education Teacher
- EDU 710A Teaching Language Arts and Literacy in Early Childhood Special Education
- EDU 721 Special Education Law
- EDU 761 Young Children with Exceptionalities: Birth through Age 8
- EDU 763 Assessment of Young Children: Birth through Age 8
- EDU 764 Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5
- EDU 765 Curriculum, Assessment, and Instruction in Early Childhood Special Education: K through Age 8
- EDU 766 Collaboration, Consultation, and Teaming in Early Childhood Education
- EDU 767 IFSPs, IEPs, and Planning Transitions: Birth through Age 8
- EDU 768 Behavior Interventions for Young Children with Exceptionalities
- EDU 750 Culminating Field Based Teaching Experience and Seminar

General Special Education and Elementary Education

Required Courses for Certification

- EDU 701 Roles and Responsibilities of the Special Education Teacher
- EDU 702 Using Technology to Teach Social Studies
- EDU 704 Strategies for Teaching Science
- EDU 705 Assessment of Students with Disabilities
- EDU 706 Transition Planning and Developing Individual Education Plans
- EDU 707 Classroom Management
- EDU 708 Co-Teaching for Inclusive Instruction
- EDU 710 Teaching Language Arts and Literacy
- EDU 717 Students with Disabilities
- EDU 721 Special Education Law
- EDU 732 Elementary School Mathematics Methods OR
- EDU 733 Middle School Mathematics Methods

- EDU 750 Culminating Field Based Teaching Experience and Seminar

General Special Education

Required Courses for Certification

- EDU 701 Roles and Responsibilities of the Special Education Teacher
- EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students
- EDU 705 Assessment of Students with Disabilities
- EDU 706 Transition Planning and Developing IEPs
- EDU 707 Classroom Management
- EDU 708 Co-Teaching for Inclusive Instruction
- EDU 710 Teaching Language Arts and Literacy
- EDU 717 Students with Disabilities
- EDU 720 Standards-Based Curriculum, Design and Assessment
- EDU 721 Special Education Law

English for Speakers of Other Languages

Required Courses for Certification

- EDU 729 Foundations in the Education of Second Language Learners
- EDU 731 Multicultural Perspectives
- EDU 746 Assessment of Students who are Culturally and Linguistically Diverse
- EDU 710 Teaching Language Arts and Literacy
- EDU 747 Content Area Literacy for English for Speakers of Other Languages
- EDU 720 Standards-Based Curriculum, Assessment and Design
- EDU 707 Classroom Management
- EDU 708 Co-Teaching for Inclusive Instruction
- EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students

Demonstrate proficiency in a foreign language

Mathematics for Grades 5-8

Required Courses for Certification

- MATH 700 Logic and Proof
- MATH 701 Number Systems
- MATH 702 Geometric Structures
- MATH 703 Statistics and Probability
- MATH 704 Linear and Abstract Algebra
- MATH 705 Discrete Mathematics
- MATH 706 Calculus I
- MATH 708 History of Mathematics
- EDU 703 Methods, Strategies and Technologies to Meet the Needs of All Students
- EDU 707 Classroom Management

- EDU 733 Middle School Mathematics Methods
- EDU 751 Learner and the Learning Process
- EDU 752 Aspects of Mathematics Learning
- EDU 753 Reading/Writing in Math Content Area

Secondary Mathematics for Grades 7-12

Required Courses for Certification

- MATH 700 Logic and Proof
- MATH 701 Number Systems
- MATH 702 Geometric Structures
- MATH 703 Statistics and Probability
- MATH 704 Linear and Abstract Algebra
- MATH 705 Discrete Mathematics
- MATH 706 Calculus I
- MATH 707 Calculus II
- MATH 708 History of Mathematics
- EDU 703 Methods, Strategies and Technologies to Meet the Needs of All Students
- EDU 707 Classroom Management
- EDU 734 Secondary School Mathematics Methods
- EDU 751 Learner and the Learning Process
- EDU 752 Aspects of Mathematics Learning
- EDU 753 Reading/Writing in Math Content Area

Reading and Writing Teacher

Required Courses for Certification

- EDU 710 Teaching Language Arts and Literacy
- EDU 712 Reading Disabilities: Assessment and Instruction
- EDU 713 Content Area Literacy
- EDU 730A Foundations of Language and Literacy Development
- EDU 748 Developing Literate Students, K-12

Reading and Writing Specialist

Required Courses for Certification

- EDU 711 Role of Reading and Writing Specialist I-Practicum
- EDU 711A Role of Reading and Writing Specialist II-Practicum
- EDU 712 Reading and Writing Disabilities: Assessment and Instruction
- EDU 713 Content Area Literacy
- EDU 730 Language Arts and Literacy for the Reading and Writing Specialist

Advanced Endorsements

Specific Learning Disabilities

- EDU 736 Dynamic Assessment: Complexities of Identification of Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual and Developmental Disabilities
- EDU 737 Behavioral Supports for Complex Behaviors
- EDU 738 Advanced and Assistive Educational Technology
- EDU 739 Advanced Programming for Students with Learning Disabilities
- EDU 740 Advanced Curriculum, Assessment and Instruction for Students with Learning Disabilities, Culminating Teaching Experience

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Emotional and Behavioral Disabilities

- EDU 736 Dynamic Assessment: Complexities of Identification of Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual and Developmental Disabilities
- EDU 737 Behavioral Supports for Complex Behaviors
- EDU 738 Advanced and Assistive Educational Technology
- EDU 741 Advanced Programming for Students with Emotional/Behavioral Disabilities
- EDU 742 Advanced Curriculum, Assessment and Instruction for Students with Emotional/Behavioral Disabilities, Culminating Teaching Experience

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Intellectual and Developmental Disabilities

- EDU 736 Dynamic Assessment: Complexities of Identification of Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual and Developmental Disabilities
- EDU 737 Behavioral Supports for Complex Behaviors
- EDU 738 Advanced and Assistive Educational Technology
- EDU 743 Advanced Programming for Students with Intellectual and Developmental Disabilities
- EDU 745 Advanced Curriculum, Assessment and Instruction for Students with Intellectual and Developmental Disabilities, Culminating Teaching Experience

Course Delivery Options

Granite State College offers flexible course schedules. Classes are offered in our centers around the state, as well as off-site locations. Courses are available evenings, weekends, online, and through intensive and independent study formats.

Course Descriptions

Course descriptions are listed on the following pages. The course descriptions provide a summary of course content. Detailed information including course outcomes is available from the Office of Academic Affairs.

Curriculum Designations

APST	Applied Studies
ARTS	Arts and Culture
BEHS	Behavioral Sciences
CMPL	Computers
COMM	Communication
CRIM	Criminal Justice
CRIT	Critical Thinking
ECO	Economics
EDU	Education
ENG	English
HIS	History
HLTC	Health Care & Human Services
HUMN	Humanities
IDIS	Interdisciplinary Studies
INST	Instructional
MATH	Mathematics
MGMT	Management
POL	Political Science
PM	Project Management
PSY	Psychology
SCI	Science
SDLR	Self-Directed Learning
SOC	Sociology
SOSC	Social Science

Granite State College Course Numbering System

Lower Level

400-499	Developmental skills—credits may not be applied to a degree program
500-599	Introductory undergraduate courses

Upper Level

600-649	Advanced undergraduate courses
650-699	Integrative courses
700-799	Post-Baccalaureate courses
800-899	Graduate courses

USNH Course Numbering System

Note: University System of New Hampshire policy states that courses taken at any of the institutions will transfer to the other institutions depending upon institutional program requirements and providing that the grade earned meets the policy of the college or university. Use in transfer will be determined by the receiving institution. Anyone taking a course from another institution must verify its use in his/her program with the department or assigned advisor prior to registration.

Keene State College

For courses numbered below 100, credits do not apply toward graduation.

100-200	Introductory and intermediate courses usually taken during the freshman and sophomore years.
300-400	Upper division courses, usually taken by juniors and seniors.
500	Graduate courses open to senior undergraduates with permission of the appropriate Keene State College Dean.
600	Graduate courses only; not open to undergraduates.

Plymouth State University

1000-1990	Introductory courses for the general student population.
2000-2990	Introductory courses generally for the majors and courses which serve other majors.
3000-3990	Upper-level courses which usually have at least one prerequisite.
4000-4990	Typically reserved for capstone courses in the majors. These courses would usually have at least one prerequisite.
5000-8990	Graduate courses

Note: Special permission required for first-year students to take 3000-4000 level courses, and for sophomores to take 4000-level courses.

University of New Hampshire

200-299	Courses in Thompson School of Applied Science.
300-399	Associate in arts/associate in sciences courses. Courses may be taken for credit only by associate degree or non-degree students. Credits may not be applied to baccalaureate degrees.
400-499	Introductory courses not carrying prerequisites and generally falling within University and college requirements.
500-599	Intermediate-level courses for undergraduate credit only.
600-699	Advanced-level undergraduate courses. Entrance to course number 600 and above normally requires junior standing.
700-799	Advanced-level undergraduate courses. Ordinarily not open to freshmen and sophomores.
800-899	Courses that carry graduate credit only and therefore are open only to admitted or special graduate students.

Undergraduate/Post-Baccalaureate Courses

	APST 505	Career Development and Life Planning		EDU 555	Language and Literacy Development
	APST 515	Grant Writing		EDU 600	Mathematics and Science in Early Childhood Education
	ARTS 501	Introduction to Drawing		EDU 601	Observation and Assessment in Early Childhood Education
	ARTS 503	Introduction to Watercolor		EDU 602	Young Children with Special Needs
	ARTS 515	Introduction to Photography		EDU 603	Family and Community Relations in Early Childhood Education
	ARTS 526	Modern America in the Movies		EDU 604	Enhancing Supervision through Mentoring
	ARTS 538	Understanding and Experiencing Music		EDU 605	Early Childhood Program Administration
	ARTS 544	Special Topics Lower Level		EDU 610	Teaching Reading and Writing in Grades K-6
	ARTS 550	Art History: Western World		EDU 619	Managing Student Behavior
GP	ARTS 551	Survey of World Architecture		EDU 644	Special Topics: Upper level
	ARTS 601	Creativity: The Untapped Potential		EDU 650	Practicum: Professionalism in Early Childhood Education
	ARTS 644	Special Topics Upper Level		EDU 660	Integrative: English Language Arts
P	BEHS 501	Research Methods		EDU 701	Roles and Responsibilities of the Special Education Teacher
	BEHS 502	Human Services and the Helping Process		EDU 702	Using Technology to Teach Social Studies
P	BEHS 540	Practicum in Behavioral Science		EDU 703	Instructional Methods, Strategies and Technologies to Meet the Needs of All Students
	BEHS 544	Special Topics: Lower Level		EDU 704	Strategies for Teaching Science
P	BEHS 608	Social Research in the Behavioral Sciences		EDU 705	Assessment of Students with Disabilities
	BEHS 640	Internship in Behavioral Science		EDU 706	Transition Planning and Developing IEPs
	BEHS 644	Special Topics: Upper Level		EDU 707	Classroom Management
P	BEHS 650	Integrative: Behavioral Science		EDU 708	Co-Teaching for Inclusive Instruction
	CMPL 511	Software Tools		EDU 710	Teaching Language Arts and Literacy
P	CMPL 515	Programming Fundamentals		EDU 710A	Teaching Language Arts and Literacy in Early Childhood Special Education
P	CMPL 520	User-Centered Web Development		EDU 711	Role of the Reading and Writing Specialist I -Practicum
	CMPL 544	Special Topics: Lower Level		EDU 711A	Role of the Reading and Writing Specialist II -Practicum
	CMPL 562	Websites that Work: Concept, Design and Construction		EDU 712	Reading and Writing Disabilities: Assessment and Instruction
P	CMPL 612	Advanced Software Tools		EDU 713	Content Area Literacy
P	CMPL 614	Computer and Network Systems		EDU 717	Students with Disabilities
	CMPL 644	Special Topics: Upper Level		EDU 719	Assistive Technology
P	CMPL 650	Best Practices in Information Technology		EDU 720	Standards-Based Curriculum: Design and Assessment
	COMM 544	Special Topics: Lower Level		EDU 721	Special Education Law
	COMM 550	Interpersonal Communication		EDU 729	Foundations in the Education of Second Language Learners
	COMM 551	Small Group Communications		EDU 730	Language Arts and Literacy for the Reading and Writing Specialist
	COMM 553	Presentational Communication		EDU 730A	Foundations of Languages and Literacy Development
	COMM 644	Special Topics: Upper Level		EDU 731	Multicultural Perspectives
	CRIM 500	Introduction to Criminology		EDU 732	Elementary School Mathematics Methods
	CRIM 544	Special Topics: Lower Level		EDU 733	Middle School Mathematics Methods
	CRIM 551	Juvenile Delinquency: Causes, Prevention and Treatment		EDU 734	Secondary School Mathematics Methods
	CRIM 555	The Criminal Justice System		EDU 736	Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral and Intellectual and Developmental Disabilities
P	CRIM 600	Crime Prevention and Control		EDU 737	Behavioral Supports for Complex Behaviors
	CRIM 603	Victim Rights and Advocacy		EDU 738	Advanced Assistive and Educational Technology
P	CRIM 606	Corrections, Probation and Parole		EDU 739	Advanced Programming for Learning Disabilities
P	CRIM 607	Constitutional Law		EDU 740	Advanced Curriculum, Assessment and Instruction for Learning Disabilities
	CRIM 644	Special Topics: Upper Level			
P	CRIM 650	Integrative: Criminal Justice			
P	CRIT 500	Critical Thinking			
	ECO 512	Principles of Economics			
P, GP	ECO 600	International Economics			
	EDU 500	Special Education Paraprofessional Training			
	EDU 501	Research Methods			
	EDU 502	Praxis I Preparation – Reading/Writing			
	EDU 503	Praxis I Preparation - Mathematics			
	EDU 505	Introduction to Adapted Instruction			
	EDU 506	Praxis II Prep – English Language Arts/Social Studies			
	EDU 507	Praxis II Prep – Math/Science			
	EDU 510	Foundations of Education			
P	EDU 512	Instructional Methods and Strategies			
	EDU 544	Special Topics: Lower level			
	EDU 550	Foundations of Early Childhood Education			
P	EDU 551	Learning and Early Childhood Environments			
P	EDU 553	Creative Arts in Early Childhood Education			

P	EDU 741	Advanced Programming for Emotional/Behavioral Disabilities	GP	HIS 627	Vietnam War: An Historical Perspective
P	EDU 742	Advanced Curriculum, Assessment and Instruction for Emotional/Behavioral Disabilities		HIS 644	Special Topics: Upper Level
P	EDU 743	Advanced Programming for Intellectual and Developmental Disabilities		HLTC 540	Practicum in Health Care
P	EDU 745	Advanced Curriculum, Assessment and Instruction for Intellectual and Developmental Disabilities		HLTC 544	Special Topics: Lower Level
	EDU 746	Assessment of Students Who are Culturally and Linguistically Diverse		HLTC 550	The Emerging U.S. Health Care System
	EDU 747	Content Area Literacy for English Speakers of Other Languages		HLTC 627	Reimbursement and Financing Techniques in Health Care
	EDU 748	Developing Literate Students, K-12		HLTC 629	Law and Ethics for Health Care and Human Services
P	EDU 750	Culminating Teaching Experience and Seminar	P	HLTC 630	Perspectives on Health Care and Human Services
P	EDU 751	Learner and the Learning Process	P	HLTC 637	Health Information Systems
P	EDU 752	Aspects of Mathematics Learning	P	HLTC 638	Health Care Policy
P	EDU 753	Reading and Writing in the Mathematics Content Area		HLTC 640	Internship in Health Care
P	EDU 761	Young Children with Exceptionalities: Birth through Age 8	P	HLTC 650	Integrative: Health Care Management
P	EDU 763	Assessment of Young Children in Early Childhood Special Education: Birth Through Age 8	P	HUMN 501	Humanities in an Age of Technology
P	EDU 764	Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5	P	HUMN 502	American Popular Culture
P	EDU 765	Curriculum, Assessment and Instruction in Early Childhood Special Education: K through Age 8	GP	HUMN 504	Comparative Religions
P	EDU 766	Collaboration, Consultation, and Teaming in Early Childhood Special Education		HUMN 505	Introduction to Ethics
P	EDU 767	IFSP, IEP, and Planning Transitions: Birth through Age 8		HUMN 507	Introduction to Philosophy
P	EDU 768	Behavior Interventions for Young Children with Exceptionalities	GP	HUMN 544	Special Topics: Lower Level
P	ENG 402	Developmental Reading	P	HUMN 550	American Sign Language I
P	ENG 405	Developmental Writing	P	HUMN 551	American Sign Language II
	ENG 500	The Writing Process	GP	HUMN 560	Elementary Spanish I
P	ENG 505	Introduction to Language and Linguistics		HUMN 561	Elementary Spanish II
P	ENG 508	The Media and Its Messages		HUMN 644	Special Topics: Upper Level
P	ENG 510	Survey of American Literature		IDIS 500	College Seminar
P	ENG 512	British Literature I		IDIS 501	Research Methods
P	ENG 513	British Literature II		INST 511	Role of the Speech-Language Assistant
	ENG 544	Special Topics: Lower Level		INST 512	Survey of Communication Disorders
P	ENG 555	Children's Literature		INST 513	Anatomy & Physiology of Speech & Hearing
P	ENG 560	Young Adult Literature		INST 514	Articulation and Phonological Disorders
P	ENG 600	Expository Writing		INST 515	Intro to Audiology & Aural Rehabilitation
P	ENG 604	Creative Writing		INST 516	Clinical Practicum I-IV
P, GP	ENG 620	Multicultural Perspectives through Literature		INST 540	Practicum in Education and Training
P	ENG 622	Literature of the Environment		INST 544	Special Topics: Lower Level
P, GP	ENG 625	Readings in World Literature	P	INST 605	Teaching and Learning in Adulthood
P	ENG 633	Short Fiction		INST 607	The Learning Workplace
P	ENG 640	Shakespeare	P	INST 610	Instructional Design and Interactive Learning
	ENG 644	Special Topics: Upper Level	P	INST 640	Practicum in Education and Training
GP	HIS 502	Great Civilizations	P	INST 650	Program Development and Learning
	HIS 510	United States History to 1865	P	MATH 402	Basic Mathematics
	HIS 511	United States History: 1865 to the Present	P	MATH 405	Developmental Algebra
	HIS 512	European History: Renaissance through the Industrial Revolution	P	MATH 502	College Mathematics
	HIS 513	European History: 19th and 20th Centuries	P	MATH 504	Statistics
	HIS 544	Special Topics: Lower Level	P	MATH 510	Pre-Calculus
	HIS 602	History of New England	P	MATH 544	Special Topics: Lower Level
GP	HIS 611	Topics in World History	P	MATH 644	Special Topics: Upper Level
GP	HIS 618	History of World War II	P	MATH 700	Mathematical Proof
			P	MATH 701	Number Systems
			P	MATH 702	Geometric Structures
			P	MATH 703	Probability and Statistics
			P	MATH 704	Elementary Linear Algebra
			P	MATH 705	Discrete Mathematics
			P	MATH 706	Calculus I
			P	MATH 707	Calculus II
			P, GP	MATH 708	History of Mathematics
				MGMT 500	Principles of Management
			P	MGMT 501	Introduction to Public Administration
				MGMT 511	Financial Accounting
				MGMT 514	Principles of Marketing
				MGMT 518	Human Resource Administration
				MGMT 540	Practicum in Management
				MGMT 544	Special Topics: Lower Level
				MGMT 555	Introduction to Fiscal Management in Health Care
				MGMT 566	Organizational Behavior

P	MGMT 601	Contemporary Management Issues
P	MGMT 602	Leadership
P	MGMT 606	Human Resources and Organizational Development
	MGMT 607	Human Resources and the Law
P, GP	MGMT 608	Managing Diversity
P	MGMT 611	Money and Banking
P	MGMT 612	Investment Principles
P	MGMT 613	Financial Management
	MGMT 614	Planning New Business Ventures
P	MGMT 620	Effecting Positive Change in Organizations
	MGMT 621	Managing Conflict
P	MGMT 622	Database Management Systems
P	MGMT 623	Systems Analysis and Design
	MGMT 625	Legal and Ethical Issues in Business Management
P, GP	MGMT 629	Global Marketing
	MGMT 640	Practicum in Management
	MGMT 644	Special Topics: Upper Level
P	MGMT 650	Integrative: Strategic Management
	MGMT 660	Integrative: Applied Studies in Management
	POL 550	American Government and Politics
	POL 554	Law and Society
GP	POL 600	The US in World Affairs
	PSY 501	Introduction to Psychology
	PSY 508	Child Development
	PSY 509	Human Development
	PSY 510	Infant and Toddler Development
	PSY 511	School-Age and Adolescent Development
	PSY 514A	Mentoring Adolescents I
	PSY 514B	Mentoring Adolescents II
	PSY 521	Language Acquisition
	PSY 544	Special Topics: Lower Level
P	PSY 602	Theories of Personality
	PSY 603	Crisis Intervention
P	PSY 604	Counseling Theories
P	PSY 605	Principles of Assessment
P	PSY 606	Educational Psychology
P	PSY 607	Developmental Perspectives on Adolescence
P	PSY 608	Social Psychology
P	PSY 609	Cognition and Learning
P	PSY 611	Art Therapy
P	PSY 615	Psychology of Adulthood
	PSY 616	Psychology of Occupational Stress
	PSY 617	Abnormal Psychology
	PSY 644	Special Topics: Upper Level
	SCI 501	Current Topics in Biology
	SCI 502	Nutrition Concepts and Controversies
	SCI 505	Human Biology
	SCI 506	Physiology of Wellness
	SCI 508	Issues in Women's Health
GP	SCI 509	Diseases of the 21st Century
P	SCI 512	Introduction to Astronomy
P	SCI 513	Introduction to Meteorology
	SCI 518	Physical Geography
P	SCI 520	Introduction to Oceanography
	SCI 523	General Ecology
	SCI 528	Natural History of Northern New England
GP	SCI 539	Energy and the Environment
GP	SCI 541	Introduction to Environmental Science
	SCI 542	Introduction to Forest Science and Policy
	SCI 544	Special Topics: Lower Level
P	SCI 600	The Human Brain
	SCI 644	Special Topics: Upper Level
P	SDLR 550	Individualized Studies Seminar
P	SDLR 551	Assessment of Prior Learning
	SOC 501	Introduction to Sociology

	SOC 544	Special Topics: Lower Level
P	SOC 601	Society and the Individual
	SOC 603	Work and Society
	SOC 607	Child Abuse and Neglect
	SOC 644	Special Topics: Upper Level
GP	SOSC 500	Introduction to Anthropology
	SOSC 519	Living in a Digital Democracy
	SOSC 544	Special Topics: Lower Level
	SOSC 559	Contemporary Issues in Human Sexuality
GP	SOSC 602	Men and Women in Cross-Cultural Perspectives
	SOSC 604	Dynamics of Family Relationships
	SOSC 605	Stress: Its Impact on the Family
P	SOSC 630	Aspects of Aging
	SOSC 644	Special Topics: Upper Level

Graduate Courses

	PM 800	Project Management Seminar*
	PM 801	Project Planning & Scheduling*
P	PM 802	Risk Management
P	PM 803	Cost & Budget Management
	PM 804	Leading Teams*
P	PM 805	Negotiation, Contracting/Procurement
P	PM 806	Managing Project Portfolios
P	PM 807	Project Quality Management
P	PM 808	Project Management Integrative
	PM 809	Global Project Management
	PM 810	Change Management and Communication*

*courses may be taken as Special Admission Status

APST 505 Career Development and Life Planning

This course engages participants in the career development and life planning process. Structured exercises, presentations, and readings are used to help students explore and apply to their own life situations knowledge of adult and career development and the skills and methods of career planning. The course includes self-assessment, researching career information, decision making, goal setting, and job search strategies. 2 credits

APST 515 Grant Writing

This course prepares participants to effectively research, write, and submit grant proposals to various funding sources, including federal, state, and private agencies. Course emphasis is on developing the practical skills necessary for successful integration of the three phases of the grant development process: planning a program; researching sources of funding; and writing and presenting a proposal. Students develop several grant proposals for submission to public and private funding sources. 4 credits

ARTS 501 Introduction to Drawing

This studio art course involves the student in a hands-on approach to basic drawing and composition. Students explore, comprehend, and employ the basic elements and principles of art, use various graphic media and become familiar with the vocabulary, concepts and techniques of drawing. Each student is given opportunities to explore individual problems and materials with the goal of becoming a participant in the art process rather than a viewer. 4 credits

ARTS 503 Introduction to Watercolor

This is a course for all levels of students, including students with no previous studio art experience. The course introduces and exposes students to a variety of approaches to watercolor medium through the use of hands-on experience, demonstrations, critiques and an introduction to the work of past and present watercolor artists. Sessions are held in the studio and outside on location (weather permitting). 4 credits

ARTS 515 Introduction to Photography

This course is designed to give the novice photographer the hands-on skills to successfully create and interpret photographic images. The course is structured to help the student master technical tools of digital photography, emphasizing the student's ability to perceive and understand the world visually and artistically. Students develop the ability to critique their own work and that of others. This course also looks at the unique place of photography within the context of other art forms, such as painting, cinema, music and literature. 4 credits

ARTS 526 Modern America in the Movies

Since the development of the film industry in Hollywood at the beginning of the twentieth-century, American cinema has entertained and educated the American public, upheld or objected to widespread prejudices, glamorized immorality or preached conventional pieties. This course examines the central role of movies in American culture, in depicting and influencing political conformity and dissent, law and lawlessness, war and peace, conflicts of class, race, and gender, and the place of reality and fantasy in Americans' understanding of themselves and their culture. 4 credits

ARTS 538 Understanding and Experiencing Music

This introductory course explores music as a living force among the peoples of the world through guided listening experiences selected from a broad spectrum of music. Musical elements, processes, and materials are studied in the context of various musical works of Western and non-Western origin as well as through experiential components intended to reinforce musical learning and further enhance music listening pleasure. This course does not require musical expertise or performance. 4 credits

ARTS 544 Special Topics (Lower Level)

A study of current and variable topics in Arts and Culture. Course content changes from term to term. 1 to 4 credits

ARTS 550 Art History: Western World

The primary goal of this course is to develop an appreciation of the important role that the arts and the individual artist have played through the ages, giving the student a more complete understanding of the role arts and artists in our present day society. The course examines the formal qualities and technical achievements of important works from each major period in Western art, as well as the prevailing attitudes of the society in which they were created. 4 credits

ARTS 551 Survey of World Architecture (GP)

This course is designed as an introduction to the principles of architecture and a survey of important structures and sites from around the world. The course is organized chronologically, tracing the development of architectural styles and the forces that shaped them, beginning with ancient civilizations and ending with modern times. Special emphasis is given to increasing the student's awareness of the built environment by connecting the study of world architecture to the student's own experience of architecture. From the pyramids of Egypt to the skyscrapers of New York City, students will explore timeless questions like the meaning of architecture, the reasons why building forms change from period to period, and the language of architecture. 4 credits

ARTS 601 Creativity: The Untapped Potential

This course focuses on the process of human creativity. Students examine various contemporary published theories and studies of the dynamics of creativity. The thrust of the course is experiential. Through active immersion in various creative modalities—drama, singing, poetry, sculpture, games, alter ego role-play—students delve into the emotional, psychological, intuitive, and cognitive nature of creativity. 4 credits

ARTS 644 Special Topics (Upper Level)

A study of current and variable topics in Arts and Culture. Course content changes from term to term. 1 to 4 credits

BEHS 501 Research Methods

In this course students will investigate methods, assumptions, constructs and principles in the social/behavioral sciences and education. Students in this trans-disciplinary course utilize the process and products of research to understand and explore their particular area of study. This introductory course will provide depth and context through the consideration of research terminology, conception, design, implementation, and analysis. Students develop research skills required in specific majors, learn disciplinary norms for ethical research, and understand the generation of new knowledge in their chosen field. *PREREQUISITES: CRIT 500 Critical Thinking, ENG 500 The Writing Process and one of the following: PSY 501 Introduction to Psychology, SOC 501 Introduction to Sociology, PSY 509 Human Development, or EDU 510 Foundations of Education.* 4 credits

BEHS 502 Human Services and the Helping Process

This course provides an introduction to the helping process in the context of human services. There are two essential components to this course. The first examines the economic, social and political forces which have shaped the development of human service organizations and their status today. It reviews the issues and obstacles involved in providing quality service to various populations in our society. The second major emphasis offers students the opportunity to review the basic elements of the helping process. Students examine the development of a professional working relationship with clients. They also learn what the process of helping includes. Attention is paid to the influence of personal experiences and values on prospective workers in the helping professions. 4 credits

BEHS 540 Practicum in Behavioral Science

This project-based practicum is an entry-level field experience designed to assist Behavioral Science majors in exploring career and vocational settings in which they can use and apply their behavioral science knowledge and skills. The

nature of the practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum instructor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Behavioral Science Internship.

PREREQUISITES: PSY 501 Introduction to Psychology and SOC 501 Introduction to Sociology. Registration for this course is by permission of the Office of Academic Affairs. Registration deadlines may apply. 4 credits

BEHS 544 Special Topics (Lower Level)

A study of current and variable topics in Behavioral Science. Course content changes from term to term. 1 to 4 credits

BEHS 608 Social Research in the Behavioral Sciences

Social scientists conduct research to answer questions about human and animal behavior. This course extends students' critical thinking skills by developing proficiency in using research methods. Although quantitative models of research design are emphasized, qualitative approaches are also examined. The course emphasizes ethical standards developed by the American Psychological Association (APA) to ensure the welfare of research participants. Students develop a research proposal based upon a testable hypothesis and sound methodology in this course. *PREREQUISITES: BEHS 501 Research Methods, MATH 504 Statistics, and CMPL 511 Software Tools.* 4 credits

BEHS 640 Internship in Behavioral Science

The upper level Behavioral Science Internship is a field-based experience designed to develop and hone the practical application skills of a Behavioral Science major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their GSC internship mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where behavioral science-related knowledge and skills are applied. *It is recommended that students have completed a majority of upper level course work in their major prior to enrolling in this course.* 4 credits

BEHS 644 Special Topics (Upper Level)

A study of current and variable topics in Behavioral Science. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

BEHS 650 Integrative: Behavioral Science

This capstone course in the Behavioral Science degree program requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Conforming to the American Psychological Association (APA) Ethical Standards, students will complete an independent project, which includes the written analysis and synthesis integrating theory and practice.

PREREQUISITES: BEHS 501 Research Methods, MATH 504 Statistics, and the completion of no fewer than 32-credit hours in the Major. BEHS 608 Social Research in the Behavioral Sciences is recommended. 4 credits

CMPL 511 Software Tools

This introductory course is for students with some previous knowledge and exposure to computers and serves as a foundation course for all other computer courses. The focus of the course is on personal computers and their applications, concentrating on computers using a Windows operating system. Basic hardware and software concepts are reviewed and examined in depth. The lab activities concentrate on gaining proficiency in the use of 1) a common operating system; 2) software applications, including word-processing, spreadsheets, and presentation software; 3) tools such as the World Wide Web including electronic mail; and 4) information resources and research databases. Students are introduced to databases and networking. Through readings and discussion, students explore the social and ethical aspects of the computerization of society. *Prior basic computer experience is recommended.* 4 credits

CMPL 515 Programming Fundamentals

The course is designed to provide students with a sound background in structured programming logic and design. These foundational concepts can be applied regardless of which programming languages a student eventually uses to write programs. The demonstration language for programming concepts will be Microsoft's QBasic. The course covers the key mathematical and logical constructs that are the basis of much programming. Topics include the software development life cycle, particularly the programming phase; structured programming techniques; problem-solving and algorithm development; decision control structures, including selection (IF/CASE) and repetition (looping) structures; variables and arrays; and data structures.

PREREQUISITES: MATH 502 Contemporary College Mathematics and CMPL 511 Software Tools. 4 credits

CMPL 520 User-Centered Web Development

This course provides an introduction to the fundamentals of designing a website that recognizes and responds to the user's needs. Topics include website strategy, user-centered design, usability testing, publishing a website, web design ethics (copyright, privacy and freedom of speech) and security and maintenance planning. Students acquire the basics of HTML and use professional grade HTML editing and graphics applications. Current software in the field will be used. *PREREQUISITE: CMPL 612 Advanced Software Tools.* 4 credits

CMPL 544 Special Topics (Lower Level)

A study of current and variable topics in Computer Science. Course content changes from term to term. 1 to 4 credits

CMPL 562 Websites that Work: Concept, Design and Construction

This hands-on course outlines the fundamentals of web design and use of Hypertext Mark-Up Language (HTML). Working with a basic editor, students explore layout, graphics, text, hexadecimal color, links, tables, frames and content. Students review and analyze successful websites on the Internet, and design a simple website of their own, as well as examine publication and promotion options. Students consider ethical use of information and best practices when creating websites. This course does not use website design software. Instead, students will use HTML to produce sites. Basic computer competence is required. 2 credits

CMPL 612 Advanced Software Tools

This is a project-oriented software applications course to help the student gain competency with advanced features of office productivity software and to introduce more advanced database application concepts. *PREREQUISITE: CMPL 511 Software Tools or comparable prior learning or course work.* 4 credits

CMPL 614 Computer and Network Systems

This course offers a practical study of the hardware and software of modern computing systems and networks. Participants increase their knowledge of hardware and operating system software by studying the functions and interactions of computer and peripheral components such as central processing units (CPU), memory, storage, print engines, etc. Students also study the workings of network components such as protocols, hubs, routers and switches. Through exposure to a mix of theory, extensive vocabulary, and specific knowledge about trends in contemporary systems, students develop skills to effectively communicate with others regarding the specification, purchase, and installation of an office or home computer system/network. *PREREQUISITE: CMPL 515*

Programming Fundamentals or CMPL 612 Advanced Software Tools. 4 credits

CMPL 644 Special Topics (Upper Level)

The study of current and variable topics in Computer Science. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

CMPL 650 Best Practices in Information Technology

This course is a project-oriented capstone learning experience that is designed to integrate learning from coursework with related work or other experience. Students focus on best practices in information technology and project management, with specific attention to their area of specialty. Students will complete an integrative project related to their program option and career interests. *PREREQUISITES: All required courses in degree option or relevant courses in Individualized Studies.* 4 credits

COMM 544 Special Topics (Lower Level)

A study of current and variable topics in Communication. Course content changes from term to term. 1 to 4 credits

COMM 550 Interpersonal Communication

Good interpersonal relationships require effective communication. From political rhetoric to the most intimate dialogue, we know that what we say and how we say it matters deeply. Principles and rules of interpersonal and intrapersonal communication are largely unspoken in our culture. This class demystifies the communication process and helps students to understand the complex nature of relationship, to develop basic interpersonal communication concepts, and to apply them to everyday life. 4 credits

COMM 551 Small Group Communications

This course provides an awareness of the unique process, purposes, problems and possibilities of communication in small groups. It is designed to provide both a theoretical and practical introduction to group process and group dynamics. Emphasis is placed on participation and awareness of communication behaviors in small groups as portrayed in the generic roles of member, leader and process observer. 4 credits

COMM 553 Presentational Communication

This course provides students the opportunity to improve their public presentation skills by studying current theory and applying it in the classroom. The workshop approach gives students many opportunities to apply theory to practice to develop their potential as public communicators. Speaking, listening, creating and delivering a message, and engaging with an audience are the

elements of communication, and each student's work for this class is to learn to express oneself publicly with meaning, depth, and confidence. *CMPL 511 Software Tools recommended.* 4 credits

COMM 644 Special Topics (Upper Level)

The study of current and variable topics in Communication. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

CRIM 500 Introduction to Criminology

This course introduces the student to the field of criminology by reviewing the historical underpinnings of the modern-day study of crime and criminals, examining the theoretical causes of crime and criminality, and evaluating society's responses to crime. Students are introduced to the sociological, biological, and psychological schools of criminological thought. Topics include crime statistics and social and legal mechanisms used to address criminal activity and the individual criminal. 4 credits

CRIM 544 Special Topics (Lower Level)

A study of current and variable topics in Criminology. Course content changes from term to term. 1 to 4 credits

CRIM 555 The Criminal Justice System

This course presents an overview of the criminal and juvenile justice systems and the variety of agencies charged with the detection, prosecution, and subsequent application of penalties. The course begins with an examination of the extent and nature of crime in the U.S. It then reviews the subsystems associated with the criminal and juvenile justice fields, including the police, criminal and juvenile courts, and corrections and treatment processes. The review of each subsystem includes a discussion of its historical development as well as issues currently confronting the profession. Students also explore and evaluate differing philosophies underlying corrections. The course concludes with an examination of the future of the criminal and juvenile justice systems from political and sociological perspectives. *PREREQUISITE: CRIM 500 Introduction to Criminology.* 4 credits

CRIM 600 Crime Prevention and Control

This course focuses on situational crime prevention by both law enforcement personnel and the general public. Theoretical and practical aspects of techniques of situational prevention are examined. Students formulate their own theories on crime prevention and control, and evaluate methods for the reduction of crime and corresponding financial and social costs. 4 credits

CRIM 603 Victim Rights and Advocacy

The course examines the various relationships of police, courts, advocates, and other agencies such as the media with the crime victim. Specific categories of crime victims are studied, including drunk driving victims, sexual assault victims, domestic violence and stalking victims, hate crime victims and child and elderly victims. 4 credits

CRIM 606 Corrections, Probation and Parole

This course presents an extensive examination of the organization and operations of correctional, probation and parole agencies as particular segments of the United States criminal justice system. Students study corrections, probation and parole from a variety of standpoints, including historical and philosophical foundations, the theoretical concerns that the options present, as well as the practical aspects of those services. Other topics include a review of community-based corrections, options for treatment and intermediate sanctions, issues surrounding court orders and pre-sentence reports, and an examination of correctional and probation and parole officers' professional roles, and legal decisions and research affecting practice in this field. *PREREQUISITES: CRIM 500 Introduction to Criminology and CRIM 555 The Criminal Justice System.* 4 credits

CRIM 607 Constitutional Law

This course examines the United States Constitution and the New Hampshire Constitution. Students participate in a critical analysis of how both the United States Supreme Court and the New Hampshire Supreme Court deal with constitutional issues of major societal importance. The course also focuses on the historical development of constitutional law by studying the many diverse and often controversial matters with which the U.S. and N.H. Supreme Courts deal. An emphasis is placed on reading and analyzing leading constitutional case law and gaining in-depth knowledge of the relationship between the N.H. and U.S. Constitutions. *PREREQUISITE: POL 554 Law and Society* 4 credits

CRIM 644 Special Topics (Upper Level)

A study of current and variable topics in Criminology. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

CRIM 650 Integrative: Criminal Justice

This final course in the Criminal Justice degree program is designed to offer students the opportunity to reflect upon and synthesize prior learning and to apply it at a higher level of understanding. Knowledge and skills from other courses in the program and from experience are integrated in

focused individual projects. Such projects might include independent research, an internship or practicum, or a work-related or other applied project. Analysis of the individual project in light of theory and research in the field is a key component of this course. *PREREQUISITE: Completion of all other coursework in the major.*
4 credits

CRIT 500 Critical Thinking

This course is designed to help students think and write with clarity and logic. Students are immersed in a process that encourages them to practice and value objective inquiry over subjective preconceptions. By careful examination of their own thinking processes and the strategies of successful problem-solvers, students build a diverse repertoire of effective thinking skills. Students then apply these numeric, deductive, and evaluative approaches to a gamut of problem scenarios, from the practical to the abstract. *PREREQUISITE: Students must meet one of the following: 1) acceptable scores on Accuplacer, reading comprehension and sentence skills assessments 2) approved exemption, or 3) completion of IDIS 500 College Seminar with a minimum grade of C, or 4) achievement of a minimum grade of B in ENG 402 Developmental Reading and/or ENG 405 Developmental Writing.*
4 credits

ECO 512 Principles of Economics

Economics is the study of how we coordinate our wants and needs as a society. The economic perspective includes three main concepts: scarcity and choice, rational behavior, and marginal analysis. Pertinent and relevant examples of current events are utilized to illustrate economic principles. This survey course addresses both macroeconomic and microeconomic principles.
4 credits

ECO 600 International Economics (GP)

This course takes an in-depth look at how the international market for goods and services works. Starting from the concept of comparative advantage, students investigate the workings of tariffs and non-tariff restrictions on trade, trade regulations and industrial policies, first in the developed economies and then in the developing countries. Regional and multilateral trade agreements are examined. The course concludes with an investigation of international monetary relationships, including balance of payments, foreign exchange and exchange rate of determinants, and how balance of payments adjustments are made. *PREREQUISITE: ECO 512 Principles of Economics.*
4 credits

EDU 500 Special Education Paraprofessional Training

This course is designed for students who are currently employed as paraprofessionals, or who seek to be employed as paraprofessionals, in the public school setting to work with children from preschool through the secondary level. The course focuses on the role of the paraprofessional with regard to educational professionalism, the special education process, child development relevant to the delivery of support services, problem solving approaches to communications and behavioral management, and health and safety issues. The course is designed to assist the student in understanding the public education system in order to perform the role of paraprofessional as outlined in the New Hampshire Standards.
4 credits

EDU 501 Research Methods

In this course students will investigate methods, assumptions, constructs and principles in the social/behavioral sciences and education. Students in this trans-disciplinary course utilize the process and products of research to understand and explore their particular area of study. This introductory course will provide depth and context through the consideration of research terminology, conception, design, implementation, and analysis. Students develop research skills required in specific majors, learn disciplinary norms for ethical research, and understand the generation of new knowledge in their chosen field. *PREREQUISITES: CRIT 500 Critical Thinking, ENG 500 The Writing Process and one of the following: PSY 501 Introduction to Psychology, SOC 501 Introduction to Sociology, PSY 509 Human Development, or EDU 510 Foundations of Education.*
4 credits

EDU 502 Praxis I Preparation – Reading/Writing

This course will focus on the many areas of reading and writing that are included in the Praxis I Reading and Writing Exams. Topics include: literal, critical, and inferential comprehension, grammar usage, vocabulary development, and essay writing. Students will learn test-taking strategies, complete practice exercises and take 2 full length practice exams at the end of the course. Open to all undergraduates interested in a career in education.
4 credits

EDU 503 Praxis I Preparation - Mathematics

Course will focus on the many areas of mathematics that are included in the Praxis I Mathematics Exam. Topics include: number operations, negative numbers, square roots, exponents, order of operations, decimals, fractions, percents, algebra, geometry, data analysis, probability, measurement, and graphs. Students will learn test-taking strategies, complete practice problems and take 2 full length practice exams at

the end of the course. Open to all undergraduates interested in a career in education.
4 credits

EDU 505 Introduction to Adapted Instruction

This course introduces students to modifications and adaptations for students with disabilities that address their socio-emotional, physical, and instructional needs. Discussions include the theoretical foundations and practicality of adaptations and modifications designed to enhance student achievement.
4 credits

EDU 506 Praxis II Preparation Language Arts and Social Studies

This course will focus on the many areas of language arts and social studies that are included in the Praxis II Elementary Education Content Knowledge Exam. Open to all undergraduates interested in a career in education.
4 credits

EDU 507 Praxis II Preparation Mathematics & Science

This course will focus on the many areas of mathematics and science that are included in the Praxis II Elementary Education Content Knowledge Exam. Open to all undergraduates interested in a career in education.
4 credits

EDU 510 Foundations of Education

This course is the introductory course to the education programs at Granite State College. The purpose is twofold: 1) to explain the requirements of the GSC education programs, practicum, and portfolio; and 2) to examine the theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Students develop their own educational philosophy and compare it to the philosophies which have shaped American education. A 20-hour practicum is required.
4 credits

EDU 512 Instructional Methods and Strategies

This course focuses on theories of instruction and their application in educational settings. Students examine through observation and participation a variety of instructional strategies to differentiate the appropriateness of each in the learning process. Topics include matching instructional approaches to a variety of learning parameters, including diverse populations and content areas. Additional topics include integrated curricula and appropriate assessment strategies. Students plan and evaluate lessons that align with state curriculum standards for different content areas. A 20-hour practicum is required. *PREREQUISITES: EDU 510 Foundations of Education and PSY 508 Child Development or PSY 509 Human Development.*
4 credits

EDU 544 Special Topics (Lower Level)

A study of current and variable topics in Education. Course content changes from term to term. 1-4 credits

EDU 550 Foundations of Early Childhood Education

This course provides an overview of the historical, philosophical and social foundations of the early childhood profession and how these roots influence current practice. Students examine the issues facing children, families, early childhood programs and professionals. A variety of educational theories and models are reviewed with regard to how effectively they address the needs of children, parents, and communities. Students establish their own sense of professionalism with connections to the literature, organizations, and resources in the field and by articulating their personal philosophies of early childhood education. 4 credits

EDU 551 Learning and Early Childhood Environments

This course addresses how to optimize children's learning through play and daily routines. Using theories of child development, participants analyze how the physical arrangement of the classroom and outdoor area can maximize development. Students plan an environment that meets safety and health needs, that allows for child directed choices and activities, and supports the child's physical, cognitive, language, social, and creative growth. Students apply practices to environments that are both developmentally and culturally inclusive. 4 credits

PREREQUISITE: PSY 508 Child Development.

EDU 553 Creative Arts in Early Childhood Education

This course provides a hands-on approach to facilitating the creative development of children. Students explore their own creativity through a variety of media, including art, music, drama, and creative movement. The focus is on the creative process rather than products. Topics include definitions of creativity, how it affects domains of development, and ways it enhances learning. Students apply knowledge of developmentally appropriate practices and integrate them with creative experiences into a well-rounded curriculum that incorporates a variety of learning styles. 4 credits

PREREQUISITE: PSY 508 Child Development.

EDU 555 Language and Literacy Development

This course provides in-depth study of the development of children's language and communication skills from birth through age 8. Students identify the various developmental levels

exhibited by children, and choose and create diverse materials to enhance language and literacy development. In addition, the course focuses on analyzing and creating language-rich programs designed to foster listening, oral and written language, and pre-reading and reading skills at the appropriate developmental level. In addition, students formulate developmentally appropriate questions and responses to enrich the child's experience. The course addresses how everyday experiences can present opportunities for creating meaningful communication between children, their peers and adults. 4 credits

EDU 600 Mathematics and Science in Early Childhood Education

The course focuses on the cognitive development of children birth to age 8 with emphasis upon the development and interrelatedness of math and science concepts. Using a hands-on approach, students explore the various materials used in learning centers to stimulate and develop children's logico-mathematical thinking. Students identify the various developmental levels of children's thinking and create developmentally appropriate materials and settings. The course emphasizes the application of developmental principles to investigate and devise experiences which employ mathematical reasoning and scientific processes. 4 credits

EDU 601 Observation and Assessment in Early Childhood Education

This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Students are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor children's progress, guide instructional practice, and identify and refer at-risk children. 4 credits

PREREQUISITES: PSY 508 Child Development. Prior completion of EDU 551 Learning and Early Childhood Environments recommended.

EDU 602 Young Children with Special Needs

This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on a foundation of child development and the components of high-quality early childhood programs, students investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. Students observe children with special needs in order to design adaptations

in the curriculum and environment. Students develop strategies for collaborating with families and community services providers, based on a knowledge of legislative mandates regarding special education. 4 credits

EDU 603 Family and Community Relations in Early Childhood Education

This course examines various ways of enhancing the young child's development through promoting positive interrelationships among child care providers, parents, and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. Students develop skills needed for communicating effectively with families, facilitating parent education, and promoting family involvement with child care settings as well as utilization of community resources. 4 credits

EDU 604 Enhancing Supervision through Mentoring

In this course early childhood educators who are primary supervisors of teachers or assistant teachers explore the various dimensions of their role. Based on concepts of adult development and the stages of teacher development, participants learn how to establish mentoring relationships and balance supervisory responsibilities as they gain skills to guide new employees, set goals, provide feedback on performance, resolve conflicts and create positive working environments. 4 credits

EDU 605 Early Childhood Program Administration

This course provides an overview of the various policies, procedures, and leadership practices that relate to the administration of quality early childhood programs. Topics include program development, budgeting and financial management, organizational structures, and staffing and supervision. The role of directors as leaders is explored. This course is designed for early childhood administrators, as well as for those aspiring to be directors. 4 credits

EDU 610 Teaching Reading and Writing in Grades K-6

This course examines the theoretical foundations of reading and the range of approaches to literacy instruction in the United States. Students explore the interrelated components of reading and writing and develop comprehensive strategies

for supporting reading development for all children in grades K-6. This course includes a 20-hour practicum in which students observe classroom instruction in literacy, have opportunities to engage with children in using literacy strategies, and use a range of strategies to assess students' reading and writing. *PREREQUISITE: EDU 555 Language and Literacy Development.*

4 credits

EDU 619 Managing Student Behavior

This course is designed to provide an overview of classroom behavior management. Students observe effective teachers using instructional management strategies. They administer and interpret questionnaires to analyze the classroom environment and identify student needs. They identify strategies to help students meet these needs, to increase motivation, to develop positive peer relationships, and to minimize disruption. *PREREQUISITES: EDU 500 Special Education Paraprofessional Training, or PSY 509 Human Development, or PSY 508 Child Development, or PSY 501 Introduction to Psychology.*

4 credits

EDU 644 Special Topics (Upper Level)

A study of current and variable topics in Education. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area.

1 to 4 credits

EDU 650 Practicum: Professionalism in Early Childhood Education

This field-based course is designed to provide an opportunity for students to apply early childhood educational and developmental theory to practice in a licensed early childhood setting. Students participate in an approved site where they plan and implement curriculum under the supervision of a credentialed early childhood professional. This capstone experience allows the student to integrate course work in early childhood education, curriculum, assessment, and child development. In addition, students reflect upon and analyze field experiences. *PREREQUISITES: All courses in the Early Childhood Education major.*

4 credits

EDU 660 Integrative: English Language Arts

This capstone course in English Language Arts builds on all previous work in both education and English. Students explore current research in the field of English Language Arts education and synthesize their knowledge to build effective instructional practices that support children's learning. *PREREQUISITES: All courses in the English Language Arts major.*

4 credits

EDU 701 Roles and Responsibilities of the Special Education Teacher

In this field-based course, students examine the multifaceted role of the special education teacher as evaluator, consultant, case manager and teacher. Courses taken throughout the Post Baccalaureate

Teacher Certification (PBTC) program support the development of skills for each of these roles. This is an introductory course designed to accomplish the following outcomes: a) acquaint the student with the overall program requirements and resources within the PBTC program including specific formats and documentation; b) explore the GSC Virtual Library; c) introduce the American Psychological Association annotation and format requirements; d) review the critical elements of effective research and writing skills; e) provide a beginning teacher with an organizational framework for the varying roles of a special education teacher; f) provide an in-depth understanding of their case management responsibilities; and g) plan for the effective supervision of para-educators.

4 credits

EDU 702 Using Technology to Teach Social Studies

Technology is a necessary tool in teaching today's youth. In this course, students develop, teach and evaluate Social Studies curriculum, integrating different types of educational technology to meet individual and classroom needs. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students

In this field-based course, students develop expertise in using a variety of research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. Through their understanding of the principles of how human beings acquire language, reading, and mathematics skills, students determine the most efficient teaching methods to use with a student who requires specialized instruction. *PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 704 Strategies for Teaching Science

This course focuses on learning theories and their application to science instruction. Students examine a variety of instructional strategies through readings, observation and participation in the field-based placement, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide science instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate an integrated/thematic unit with lessons that align with the New Hampshire Science Curriculum Frameworks. *PREREQUISITES: EDU 510 Foundations of Education and PSY 508 Child Development or PSY 509 Human*

Development, and admission to the GSC Post-Baccalaureate Teacher Certification Program.

4 credits

EDU 705 Assessment of Students with Disabilities

This field-based course focuses on the tools and procedures involved in the evaluation and determination of education disabilities. Under the supervision of the district mentor, students review school records, observe an evaluation team meeting, consult with district evaluators, review a variety of assessment tools and evaluation reports, and develop the skills necessary to administer and interpret some of the assessments commonly used by special education teachers. The culminating activity of the course is the development of a formal assessment report. *PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program and EDU 717 Students with Disabilities.*

4 credits

EDU 706 Transition Planning and Developing IEPs

This field-based course focuses on the components and processes involved in the development of Individualized Education Programs (IEPs). Under the supervision of a district mentor, students review school records, observe IEP team meetings, consult with district evaluators, student and parents, analyze previously written IEPs and progress reports, and develop the skills necessary to prepare IEPs inclusive of transition plans. The culminating activity of the course is the development of two IEPs and a 3-5 page essay that addresses the legal and ethical considerations and implications in the development, implementation and evaluation of IEPs. *PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 707 Classroom Management

In this field-based course, students examine the basic principles and components of the four traditional models of the etiology of human behavior, develop a repertoire of effective and productive classroom management skills, and evaluate the implementation of these skills. This includes strategies to motivate their classroom students, help them to develop positive peer relationships, address emotional needs, minimize disruptions and increase learning. The student documents the use of individual and classroom strategies in a management portfolio. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 708 Co-Teaching for Inclusive Instruction

In this field-based course students examine, implement and evaluate research-based practices to support the social, psychological, emotional, physical, and instructional needs of students with disabilities. Students observe school-age students, interview parents and teachers, and examine current evaluation reports and IEPs to determine appropriate adaptations to accommodate the learning needs of students in inclusive settings. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 710 Teaching Language Arts and Literacy

In this field-based course, students explore, develop, implement and evaluate a variety of strategies to teach language arts to diverse students. The GSC student analyzes a language arts series in relation to the National Council of Teachers of English standards, and the National Reading Panel's recommendations in each of the following areas: phonemic awareness, phonics, fluency, comprehension of vocabulary and text.

PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.

4 credits

EDU 710A Teaching Language Arts and Literacy in Early Childhood Special Education

In this field-based course, students develop an understanding of language and literacy development from birth through grade three. Topics include the reciprocal connections between speaking and listening, rhythm and rhyme, communication activities, hearing and reading literature, stories, poetry, music, and written expression. Students engage in appropriate literacy interactions, activities, and assessments to meet the literacy needs of a diverse range of children. Students work with parents and care givers as partners in promoting literacy. The key components of reading (e.g. word recognition, fluency, phonological awareness, etc.) identified by the National Reading Panel for this age level are studied in depth. GSC students apply their knowledge of how young children develop their own reading skills using these key components of the reading process. Students then evaluate the effectiveness of their instruction. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 711 Role of the Reading and Writing Specialist I Practicum

This course is the first of a two semester field-based practicum sequence in which students gain meaningful work experience and apply knowledge from previous coursework. The student works with a school-based literacy team to conduct a needs-assessment, prepares guidelines

for selection of materials, develops a 2-year plan consistent with current research, and conducts in-service training. This course follows the K-12 academic calendar. *PREREQUISITES: EDU 730 Language Arts and Literacy for the Reading and Writing Specialist, EDU 712 Reading and Writing Disabilities: Assessment and Instruction, and EDU 713 Content Area Literacy.* 6 credits

EDU 711A Role of the Reading and Writing Specialist II Practicum

This is the second semester of a two course, field-based practicum sequence in which students gain meaningful work experience and apply knowledge from previous coursework. This course builds upon the previous practicum, refines understanding and requires the student to apply the essential competencies of a reading specialist and to evaluate his or her performance and progress. This course follows the K-12 academic calendar. *PREREQUISITES: EDU 711 Role of the Reading and Writing Specialist I-Practicum.* 6 credits

EDU 712 Reading and Writing Disabilities: Assessment and Instruction

In this field-based course, students examine, implement and evaluate both traditional and contemporary means of assessing reading/writing strengths and needs, as well as research-based developmental and corrective instruction for struggling readers and writers, kindergarten through grade 12. *PREREQUISITES: EDU 710, EDU 717, EDU 705, EDU 720, EDU 721.*

4 credits

EDU 713 Content Area Literacy

In this field-based course, students examine, develop, implement and evaluate a variety of strategies to teach reading and writing in content areas. Additionally, they examine the critical role that all teachers play in developing literacy and thinking. *PREREQUISITES: Admission to the GSC Reading Specialist Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 717 Students with Disabilities

This course provides an overview of educational disabilities and the opportunity to explore their implications for learning. Students examine definitions, characteristics, and teaching strategies for students from preschool through secondary school who have a variety of special needs. Students research the following educational disabilities: learning disabilities, speech and language impairments, mental retardation, emotional and/or behavioral disorders, physical, health and low incidence disabilities, sensory impairments, autistic spectrum disorders, low vision and blindness, and deafness and hard of hearing. *PREREQUISITES: PSY 509 Human Development or PSY 508 Child Development.*

4 credits

EDU 719 Assistive Technology

In this course the student conducts observations and interviews to examine a variety of assistive technology applications and factors affecting success of K-12 students with severe communication disorders. The student investigates and evaluates accessible educational software programs. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*

4 credits

EDU 720 Standards-Based Curriculum: Design and Assessment

The focus of this course is connecting state and local standards with writing and assessing student outcomes. As students become familiar with the New Hampshire Curriculum Frameworks, they explore the relationships among state standards, local curriculum, and daily lesson plans. Based upon this new knowledge, students develop a yearly curriculum, one extensive unit and a detailed lesson plan at varying grade levels and within varying content areas. Additionally, students apply their understanding of the connection between curriculum and assessment by designing curricula and assessment strategies that address a variety of learning styles and intelligences. *PREREQUISITE: EDU 510 Foundations of Education or EDU 512 Instructional Methods and Strategies.* 4 credits

EDU 721 Special Education Law

The current field of special education was established by law and further refined through the courts in litigation. In this class, students trace the historical development of federal, state, and local laws and regulations such as the Individuals with Disabilities Education Acts (IDEA) and the New Hampshire Standards for the Education of Students with Disabilities. Students will gain an understanding of the relationship between constitutional law, statutory law, regulatory law and case law as it relates to current special education law. The focus on policies and procedures provides the background future teachers and paraprofessionals need to fulfill their legal and ethical responsibilities and to understand the changing dynamics of special education law. *PREREQUISITES: EDU 510 Foundations of Education and PSY 509 Human Development or PSY 508 Child Development.*

4 credits

EDU 729 Foundations in the Education of Second Language Learners

In this field based course students will learn and apply the major concepts, theories, and research related to the nature of second language acquisition. They will construct learning environments that support ESOL students' academic achievement, language and literacy development. Students will be expected to demonstrate language proficiency in oral and written English in social and academic settings,

and serve as a sound role model for ESOL students. Students will be expected to become current with the history of ESOL teaching, current research and practice, and issues of state and federal legal compliance as they relate to ESOL education. Their role as advocates for parents and students will be explored. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Special Education Teacher Certification Program.*
4 credits

EDU 730 Language Arts and Literacy for the Reading and Writing Specialist

In this field-based course, students develop a comprehensive personal philosophy of reading/writing instruction. The development of this personal philosophy is based on in-depth research and analysis of this research, and is the foundation for program development, implementation and evaluation at both the school and district levels. Additionally, the student develops a personal three-year professional development plan to address areas of needed growth. *PREREQUISITES: Admission to the Reading Specialist Post-Baccalaureate Teacher Certification Program.*
4 credits

EDU 730A Foundations of Languages and Literacy Development

In this field based course, students complete a comprehensive review of various principles and methods which integrate the language arts: speaking, listening, writing, reading, viewing, and presenting. Students review the reading and writing process, develop, implement and evaluate a variety of methods and strategies to teach language arts and explore software and websites to enhance literacy instruction. The student will observe a K-12 student's emerging literacy and analyze a language arts series in relation to the National Council of Teachers of English standards, and the National Reading Panel's recommendations in each of the following areas: phonemic awareness, phonics, fluency, comprehension of vocabulary and text. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*
4 credits

EDU 731 Multicultural Perspectives

In this field based course, students will demonstrate an understanding of the major principles, theories, and research pertaining to the influence of cultural groups on language learning, school achievement, and acculturation; they will explore the role of culture and demonstrate the ability to apply this knowledge in constructing learning environments that support ESOL students' cultural identities and academic needs. The role of the dominant culture and its impact on students will be explored. Students are expected to immerse themselves in diverse and authentic cultural experiences. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.*
4 credits

EDU 732 Elementary School Mathematics Methods

This field-based course focuses on learning theories and their application to elementary school mathematics instruction. Students research a variety of instructional strategies through readings, observation and participation in the field-based placement and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for elementary school instruction. *PREREQUISITES: EDU 510 Foundations of Education and PSY 508 Child Development or PSY 509 Human Development or admission to the GSC Post-Baccalaureate Teacher Certification Program or permission of the GSC Office of Education Programs.*
4 credits

EDU 733 Middle School Mathematics Methods

This field-based course focuses on mathematics learning theories and their application to middle school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. Students implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. *PREREQUISITES: EDU 510 Foundations of Education and PSY 508 Child Development or PSY 509 Human Development or admission to the GSC Post-Baccalaureate Teacher Certification Program or permission of the GSC Office of Education Programs.*
4 credits

EDU 734 Secondary School Mathematics Methods

This course focuses on mathematics learning theories and their application to high school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of

each in the learning process. Students will develop mathematics teaching methods and strategies; methods of integrating reading, writing and study skills in mathematics. Focus on strategies to present mathematical concepts, evaluation procedures specific to mathematics in selected topics in arithmetic, algebra, and geometry, techniques for facilitating problem solving and reasoning, and creating an interest in mathematics. Planning and providing for individual student differences is an important component of this class. Effective formative, summative and alternative assessment strategies are utilized. Students plan, implement and evaluate an integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for high school instruction. Students will implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. *PREREQUISITES: EDU 510 Foundations of Education, PSY 508 Child Development or PSY 509 Human Development or acceptance into the GSC Post-Baccalaureate Teacher Certification Program or permission of the GSC Office of Education Programs.*
4 credits

EDU 736 Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral and Intellectual and Developmental Disabilities

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical issues, and the procedures involved in the evaluation and determination of educational disabilities, specific to learning disabilities, emotional/behavioral disorders and intellectual/developmental disabilities. Within the context of their school setting, teacher candidates apply their new knowledge of the use of formal and informal assessments within the on-going context of formative assessments to monitor K-12 student progress, and the effectiveness of instructional strategies. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.*
6 credits

EDU 737 Behavioral Supports for Complex Behaviors

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs that address complex behaviors for students with significant behavior needs. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.*
4 credits

EDU 738 Advanced Assistive and Educational Technology

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical issues, and the procedures involved in the use of technology in the education of students with learning disabilities, emotional/behavioral disabilities and intellectual or developmental disabilities. The purpose of this course is twofold, focusing on the use of technology appropriate for all teaching and learning and the use of technology for students with significant learning needs. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 739 Advanced Programming for Learning Disabilities

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with learning disabilities. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 740 Advanced Curriculum, Assessment and Instruction for Learning Disabilities

Teacher candidates who complete this field-based course develop a comprehensive awareness of theories, programs, and effective practices for students with learning disabilities. These practices will focus on prevention and remediation of difficulties in reading, math, writing, social skills, and study skills. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 741 Advanced Programming for Emotional/Behavioral Disabilities

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with emotional and behavioral disabilities. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 742 Advanced Curriculum, Assessment and Instruction for Emotional/Behavioral Disabilities

Teacher candidates who complete this field-based course develop a comprehensive understanding of the theories, programs and effective practices for students with emotional/behavioral disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports

and accommodations and that promote access to, and participation within, the general education curriculum. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 743 Advanced Programming for Intellectual and Developmental Disabilities

Teacher candidates who complete this field-based course gain an understanding of the legal and ethical programming issues, and the procedures involved in the development, implementation, and evaluation of programs for students with intellectual and developmental disabilities. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 745 Advanced Curriculum, Assessment and Instruction for Intellectual and Developmental Disabilities

Teacher candidates who complete this field-based course develop a comprehensive awareness of theories, programs, and effective practices for students with intellectual/developmental disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports and accommodations, and that promote access to, and participation within, the general education curriculum. *PREREQUISITE: General Special Education teacher certification or permission of the GSC Office of Education Programs.* 4 credits

EDU 746 Assessment of Students who are Culturally and Linguistically Diverse

In this field based course, students will learn, apply and demonstrate the knowledge of and the ability to use a variety of standards-based language proficiency instruments to inform instruction and for identification, placement, and demonstration of language growth for ESOL students. Alternative means of assessing culturally and linguistically diverse students will be explored and reflected in assignments. Discussion of bias in testing instruments will be explored. Students will learn of current state- and federally-mandated assessments and their implications for ESOL students. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 747 Content Area Literacy for English Speakers of Other Languages

In this field-based course students will demonstrate an application of how to teach second language students in the content areas of Language Arts, Science, Mathematics and Social Studies. Students will be exposed to unique methodologies on the K-12 levels to facilitate cognitive/academic language proficiency for ESOL students. Scientifically-based practices and strategies related

to planning, implementing and managing ESOL and content area instruction will be explicitly explored as students construct lessons/learning experiences for ESOL students and implement them in their settings. Students will be expected to reflect upon their work and self evaluate. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 748 Developing Literate Students, K-12

This field-based course provides preparation for teaching literacy and critical thinking in middle and secondary grades. The focus is on planning, selecting, and using research-based strategies for reading and writing instruction, assessment, and evaluation of student progress towards fluency. Reading and writing in the content areas and development of student study skills also are emphasized. This will include application of a wide range of strategies to comprehend, interpret, evaluate, and appreciate a variety of texts. Strategies for teaching linguistically and culturally diverse students will be explored. In addition, state, and national standards in reading and language arts will be used to construct units and lessons. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 750 Culminating Teaching Experience and Seminar

This field-based course is the culminating experience in the plan of study toward NH teacher certification. The culminating teaching experience meets the state standards for certification. The course gives students an opportunity to be mentored in their field of certification by experienced teachers holding masters degrees and to practice the variety of methods and strategies that they have studied in their education program. Students have the opportunity to share their experiences, beliefs and best practices with other students during the culminating experience. Students enrolled in this course may be at different stages of acquiring 400 minimum hours of teaching experience. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. This is the final course in the student's plan of study. The student must be recommended by his/her college advisor and be approved by the Coordinator of Field Placement.* 4 credits

EDU 751 Learner and the Learning Process

This course is designed to develop knowledge and skills relating to human development, the process of learning, educational motivation, as well as measurement and evaluation. The class explores theories, principles, and models, examines their general implications for teaching, and analyzes their applications in authentic classroom situations while discovering the mathematical concept and pedagogical skills needed to become

a successful teacher of mathematics in grades 5-12. Actively explores how children learn mathematics and how to guide them in their learning of mathematics. Course will focus on mathematics education in the United States, its cultural setting and its nature, role and function in society, including political, historical, philosophical, sociological, economic, ethical, multicultural and other foundational aspects. *PREREQUISITE: Admission into the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from Office of Education Programs.* 4 credits

EDU 752 Aspects of Mathematics Learning

This course is designed to provide prospective secondary school and middle school teachers with the skills to develop an integrated approach to teaching and learning. It will cover cultural and psychological aspects of learning mathematics, models of instruction and planning, teaching and learning styles, assessment strategies, models and organization and selection of curriculum materials, classroom management, and the role of technology and media within these. *PREREQUISITE: Admission into the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from Office of Education Programs.* 4 credits

EDU 753 Reading and Writing in the Mathematics Content Area

This course is designed to provide prospective secondary and middle school teachers with the knowledge, skills, and resources necessary to incorporate literacy skills into their mathematics content area plans. Emphasis will be on integrating the teaching of reading, writing, and oral literacy skills from various fields; students will explore and practice the methods and strategies, including testing and measurement assessments, necessary to meet the diverse literacy needs of today's students allowing them to become independent students. Teaching and discussing theoretical and practical application of current theories and methods involved in teaching literacy to diverse secondary and middle student populations within the contemporary pluralistic classroom, including differentiated learning styles through socio-economic status, gender, and heritage will be emphasized. *PREREQUISITE: Admission into the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from Office of Education Programs.* 4 credits

EDU 761 Young Children with Exceptionalities, Birth through Age 8

In this field-based course, students examine typical and non-typical development of children from birth through age 8. This is a time of rapid brain growth and overall development that forms the foundation for all learning. For young children who have exceptionalities in the physical, behavioral, developmental, or learning domains,

these years are even more critical. The purpose of this course is to provide current, research-based knowledge and resources for professionals and their families who nurture, support, and provide services to exceptional children.

PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program. Permission from the Office of Education Programs is required for undergraduates. 4 credits

EDU 763 Assessment of Young Children in Early Childhood Special Education: Birth Through Age 8

In this field-based course, students use procedures involved in the evaluation process for determination of eligibility for special education. Students develop the skills necessary to administer and interpret assessment tools commonly used by early intervention staff and early childhood special education teachers. Under the supervision of the district mentor, students review early support and services records and/or school records, gather information, observe an evaluation team meeting, consult with district evaluators, and review a variety of assessment tools and evaluation reports for young children through age 8. Students participate in preparing an assessment plan, administering chosen assessment tools, and writing assessment reports. Emphasis is placed on working with team members in the evaluation process. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 764 Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5

In this field-based course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, birth through age 5. Emphasis is placed on creating and advocating for healthy, supportive, respectful, and challenging learning environments for all children, birth through age 5. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 765 Curriculum, Assessment and Instruction in Early Childhood Special Education: K through Age 8

In this field-based course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, for young children ages 5 (kindergarten) through age 8 (grade 3). Students use district and state curriculum and integrate subjects with one another. Students develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children, ages 5 through 8. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 766 Collaboration, Consultation, and Teaming in Early Childhood Special Education

In this field-based course, students research and evaluate family, community and professional partnerships which support the growth and development of children with disabilities. The specific roles and responsibilities of each contributing partner will be explored and analyzed. Students, using knowledge acquired in areas of collaboration, consultation and teaming, construct service delivery models to support young children with diverse needs and their families. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 767 IFSP, IEP, and Transition Plans, Birth through Age 8

This field-based course focuses on the components and processes involved in the legal aspects and development of Individual Family Service Plans (IFSP) and Individualized Education Programs (IEPs) Under the supervision of a district mentor, students review school records, observe IFSP/IEP team meetings, consult with district evaluators, student and parents, analyze previously written IFSPs/IEPs and progress reports, and develop the skills necessary to prepare IFSPs/IEPs inclusive of transition plans and/or services. The culminating activities of the course include the development of an IFSP and an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs. *PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

EDU 768 Behavior Interventions for Young Children with Exceptionalities

In this field-based course, students examine basic principles and components of life skills that children need as foundation for the development of positive social skills, e.g. attachment, affiliation, self-regulation, initiative, problem solving, and respect. The student develops and implements a variety of activities and lesson plans to teach young children these critical life skills. Students develop strategies to be used with young children receiving early intervention services and/or to motivate young children in their preschool programs/classrooms by facilitating the development of positive peer relationships, addressing emotional needs, and minimizing disruptions resulting in increased learning. The GSC student documents the use of individual activities and/or classroom strategies in a professional portfolio. *PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.* 4 credits

ENG 402 Developmental Reading

This course focuses on helping students develop strategies for comprehending and responding to reading tasks required in college courses. Students read a range of typical college-level texts, including textbook chapters, a novel, and a non-fiction text. They explore different text structures as they acquire and apply different strategies for understanding what they read. In addition, students collaborate with peers to examine different ways in which readers can respond to what they read through discussion and writing. This course fulfills the reading comprehension skills level prerequisite for CRIT 500: Critical Thinking when passed with a minimum of a B grade. Course may be repeated. Credits do not apply to degree requirements. *PREREQUISITE: Acceptable score on Accuplacer reading comprehension assessment.* 4 credits

ENG 405 Developmental Writing

This course focuses on two major developmental phases of writing. The initial phase involves writing the sentence, linking sentences together in a coherent paragraph, and joining related paragraphs with smooth transitions to express progressive aspects of a single idea. The next phase involves comprehending and critically discussing short published pieces. Students practice developing, expanding, and supporting a thesis in coherent essays in response to readings. This course fulfills the writing skills prerequisite for CRIT 500: Critical Thinking when passed with a minimum of a B grade. Course may be repeated. Credits do not apply to degree requirements. *PREREQUISITE: Acceptable scores on Accuplacer reading comprehension and sentence skills assessments.* 4 credits

ENG 500 The Writing Process

This course approaches writing as a process based on the ability to engage in critical thinking and involving a sequence of stages, including prewriting, initial drafting, and rewriting. This course seeks to develop written communication skills by emphasizing both the writing process and the final product. A cumulative learning experience in the form of a research essay provides students with the opportunity to integrate critical thinking, reading, and writing skills. 4 credits

ENG 505 Introduction to Language and Linguistics

This course prepares students for meaningful literacy instruction through the study of language, language acquisition, the study of sounds and sound formation, word formation, and how words combine into larger meaningful units. Students develop an awareness of the prescriptive standardization of such language forms as spelling, semantics, pronunciation, and style or register. Basic components of descriptive grammar, to include syntax, semantics, phonology, and

morphology are addressed. Students develop an appreciation for regional and ethnic dialects and examine how language changes and develops over time. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 508 The Media and Its Messages

Grounded within the context of media studies, this course engages students in a critical and analytical exploration of the media and its influences on American culture and society. The course examines the various ways that the media functions as both a lens for interpreting culture and a tool through which culture is shaped. Through critical engagement with various forms of media, students explore the roles of film, visual art, television, music, mass media, and web-based media in shaping their understanding of literature, writing, and culture. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 510 Survey of American Literature

This course provides a broad overview of significant American authors and representative texts from the Colonial period to the present. Students become familiar with key figures and movements in the nation's literary heritage and examine how historical, political, and social forces have influenced the development and expression of a uniquely American perspective. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 512 British Literature I

This course provides an overview of selected major works of British literature of the Anglo-Saxon period through the 18th century. Exploring poetry, prose, and drama, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political events and forces. Although British Literature II is not required following this course, the two together provide an overview of the evolution of British literature and culture. *PREREQUISITE: ENG 500: The Writing Process* 4 credits

ENG 513 British Literature II

This course provides an overview of selected major works of British literature of the Romantic period through the present day. Exploring poetry, essays, and fiction, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political forces. The works of major writers are emphasized, but attention is also directed toward the contribution of underrepresented authors. Although British Literature I is not a prerequisite for this course, the two courses combine to form an overview of British literature and culture. *PREREQUISITE: ENG 500: The Writing Process* 4 credits

ENG 544 Special Topics (Lower Level)

A study of current and variable topics in English. Course content changes from term to term. 1 to 4 credits

ENG 555 Children's Literature

What are the qualities that make a particular work of children's literature endure? Why do some deceptively simple books remain favorites for years? Citing the work of psychologists, art historians, educators and authors, students explore these and similar questions. The course considers picture books, traditional literature, and Young Adult novels. Students prepare annotated bibliographies of various genres, taking a personal look at the important role particular books play in the moral and social development of children. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 560 Young Adult Literature

This course explores a wide range of literature for young adults, along with social and literary criticism that help to illuminate the impact of this literature. Through readings and discussion of both current and classic literature, students identify why literature is a powerful tool and how it can help young adults shape their lives. Students respond to young adult literature through written analyses and critiques. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 600 Expository Writing

This course extends and refines writing, reading, and critical thinking skills through analysis of texts, study of language as a symbol system, and exploration of advanced expository and persuasive techniques. Students examine prose models to discover effective strategies for communicating, influencing, and intensifying meaning and incorporate some of these strategies into their own essays. Writing within the course integrates research and citation in ways that are appropriate to the student's chosen field of study. The course's format includes class discussions, individual conferences with the instructor and peer critiques of compositions in progress. *PREREQUISITES: CRIT 500 Critical Thinking and ENG 500 The Writing Process.* 4 credits

ENG 604 Creative Writing

The goal of this course is to allow the student to become immersed in a variety of creative writing experiences. Writing in different forms or genres allows the student to explore the language she or he already possesses by putting that language into new patterns and shapes. Some of the forms featured in the course are poetry, short stories, selections from screenplays and plays, advertising copy, speeches, and sermons. The purpose of both the student's own writing and assigned reading is always to explore form as it

shapes and creates content. Peer feedback and the revision process are important aspects of the course. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 620 Multicultural Perspectives through Literature (GP)

As the new realities of the global village erode longstanding assumptions about discrete nationhood and fixed cultures, the concept of what it means to be an American is also shifting. Through representative literary works, this course explores the challenges individuals from various ethnic, racial, and cultural backgrounds confront within a pluralistic society. Students construct a more inclusive definition of culture, assess traditional attitudes about race and ethnicity, and appreciate just how deeply Native, African, Hispanic, Asian, and European Americans have enriched our national identity.

PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended. 4 credits

ENG 622 Literature of the Environment

Over the centuries and across cultures, nature writing has been a means for poets, novelists, scientists, theologians, and other thinkers to explore humanity's often fragile interrelationship with the natural world. Through readings in poetry, fiction, and non-fiction of various types, this course examines the complex intersections of literary expression with scientific theories, spiritual myths, social activism, and global ecological change. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

ENG 625 Readings in World Literature (GP)

This course surveys representative texts in English by ancient, Continental, Third World, colonial, and postcolonial writers. Readings from diverse periods and genres introduce major themes, movements, and topics in selected works from any or all of the following: antiquity, the Continent, Asia, Africa, Latin America, the Caribbean, and the Pacific. Discussions of political, historical, and cultural contexts suggest the powerful forces that have shaped and continue to influence literary forms and traditions outside the U.S. and Britain. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

ENG 633 Short Fiction

This class focuses on late 19th through early 21st century short fiction, including both the short story and the novella. Readings and discussion of primary works by selected authors combine with study of secondary commentaries that outline the evolution of and theories about the genre. Students develop a basis for interpreting complex

texts and for analyzing the techniques and characteristics that give short fiction its distinctive literary flavor. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

ENG 640 Shakespeare

This course focuses on Shakespeare's plays. Related areas - his life and times, his sonnets, the history of drama, etc. - may be studied to deepen students' understanding and appreciation of the plays. In addition to reading assigned plays and related materials, students will be expected to respond to the plays, both in class and in writing. *PREREQUISITE: ENG 500 The Writing Process. ENG 600 Expository Writing recommended.* 4 credits

ENG 644 Special Topics (Upper Level)

A study of current and variable topics in English. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject matter. 1 to 4 credits

HIS 502 Great Civilizations (GP)

This course examines the rise of civilization throughout the world, tracing the history of human societies from their beginnings until the European discovery of America. After surveying the prehistoric period and early civilization, the course focuses on the religious, political and cultural characteristics of Asian and Arabic civilizations in the East and Middle East, and on Greco-Roman antiquity and the Middle Ages in the West. 4 credits

HIS 510 United States History to 1865

Examining the history of the United States from its earliest settlement through the Civil War, this course focuses on the origins and development of issues relevant to Americans today. Students study themes and events ranging from pre-Columbian Native American cultures through early European settlements; the triumph of British over French and Spanish settlers; the upheavals of the Revolution; the establishment of the United States; its expansion westward; and the threat to the country presented by the problem of slavery which culminated in the Civil War. 4 credits

HIS 511 United States History: 1865 to the Present

This course provides students with an understanding of modern American history that will meaningfully inform their awareness of and engagement in contemporary American society. Major developments that are subjects of interpretation and analysis include: reconstruction after the Civil War; industrialization and its consequences; themes and patterns of American

foreign policy; the Progressive era and the New Deal; World War II, the Cold War, and America's role in the era of globalism; and domestic and foreign policy developments since World War II. 4 credits

HIS 512 European History: Renaissance through the Industrial Revolution

This course offers both a survey and a critical discussion of the foundations of modern western society. It considers the cultural, religious, and political changes associated with the Renaissance and the Reformation and the emergence of the modern state. It also examines developments in the sciences, the Enlightenment, revolutionary politics in theory and practice, and the Industrial Revolution. 4 credits

HIS 513 European History: 19th and 20th Centuries

This course follows the rise and decline of European political and cultural dominance throughout the world and the transformation of the European nation-state system of the mid-nineteenth century into the global network of cultural, political, and economic relationships of the contemporary world. Changing theories and policies of nationalism, colonialism, Marxism, capitalism, and democracy are examined. Other significant topics include: the world wars of the twentieth century; totalitarianism and its consequences; and conflicting ideologies and the Cold War. Additional topics such as the changing status of women or technology and the information revolution may be addressed. 4 credits

HIS 544 Special Topics (Lower Level)

A study of current and variable topics in History. Course content changes from term to term. 1 to 4 credits

HIS 602 History of New England

The course is a survey of New England's history and focuses on New England's role in the economic, political, and military history of our nation. In addition there is a focus on local New England communities and important historical events and forces that contributed to their development. The course spans a time period from the late 1600's to the present. 4 credits

HIS 611 Topics in World History (GP)

This course examines the political, social, economic, and cultural forces that shaped the development of world regions. Taking a thematic approach to historical study, students will critically examine both past and current issues of particular world regions and will apply a global historical perspective to their reflections on those issues. 4 credits

HIS 618 History of World War II (GP)

This course is an historical survey of the Second World War. It begins at the end of the First World War, moves through the decade of the 20's to the Depression and the rise of Fascism, to the onset of the war on both major fronts, and finally to the peace agreements and their effect on the future of the world. In particular it looks at industrial, agricultural, and democratic developments and their impact on the war, and diplomatic and military blunders from WWI that led to WWII. 4 credits

HIS 627 Vietnam War: An Historical Perspective (GP)

Beginning with the history of French Colonial Indochina, this course examines three decades of struggle in Southeast Asia during which communist-led Vietnamese revolutionaries battled first the French, and later the Americans and their Vietnamese allies. The course also examines the impact of the war on American society and uses primary sources including documents and video film to allow students to form judgments about the basis of the conflict and the outcomes. *An introductory history or political science course is recommended.* 4 credits

HIS 644 Special Topics (Upper Level)

A study of current and variable topics in History. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

HLTC 540 Practicum in Health Care

This project-based practicum is an entry-level field experience designed to assist health care-related majors in exploring career settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Health Care Internship. *PREREQUISITES: HLTC 550 Emerging U.S. Health Care System. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 4 credits

HLTC 544 Special Topics (Lower Level)

A study of current and variable topics in Health Care. Course content changes from term to term. 1 to 4 credits

HLTC 550 The Emerging U.S. Health Care System

This course traces the evolution of the U.S. health care delivery system over the last hundred years with a focus on the structure and function of the contemporary managed care system. The course examines a wide range of external factors (social, political, economic, legal and technical) which have impacted the evolution of the current system. Payment for health care is extensively discussed. Comparative health care systems are examined. Managed care as a method of organizing health care delivery and its impact on health and human services providers and consumers is the primary focus of the course. 4 credits

HLTC 627 Reimbursement and Financing Techniques in Health Care

This course analyzes various methods of health care financing including Medicare/Medicaid, private insurance (including HMO's), and self-funding. It then discusses the various methodologies for reimbursement under these programs, including fee-for-service, capitation, and DRG's and their impact on the health care organizations providing the services. This is not a managerial finance course that assumes knowledge of or experience in financial management. It is designed to introduce health and human services professionals to the basic concepts of health care finance and reimbursement. Students will be able to understand and analyze how budgets, expenses, financial statements, etc., are linked to the reimbursement process and the role of the non-financial manager in health and human services in these processes. *PREREQUISITE: MGMT 555 Introduction to Fiscal Management in Health Care* 4 credits

HLTC 629 Law and Ethics for Health Care and Human Services

This course provides students with knowledge of the increasingly complex legal and ethical frameworks that affect Health Care and Human Services professionals. Through an overview of regulatory action, legislative and judicial processes, and field-specific codes of ethics, the course will provide an understanding of how laws and ethical norms are shaped in health care and human services. Students will apply ethical theory to specific cases, reflecting on such issues as research with human subjects, the role of technology, and individual rights versus the public good. Students will apply their knowledge of ethical theory and relevant law to practice in their chosen field. 4 credits

HLTC 630 Perspectives on Health Care and Human Services

This course uses humanities perspectives to explore the aspirations, roles, and experiences of those who work in health care and human services.

In caregiving fields, individual, organizational, and systemic demands present ongoing challenges both to caregivers and to managers. Leaders in health care and human services organizations can optimize their creative problem-solving capacity and enhance their career satisfaction when their sphere of understanding and reflection includes perspectives from outside of their own professional role. In the course, reading, reflection, and discussion related to work in these fields prepares students to navigate successfully in diverse professional roles by exploring such topics as patient/client advocacy, community impact, cultural differences, socioeconomic issues, historical developments, spiritual dimensions, and issues of stress, burnout, and wellness. *PREREQUISITES: HLTC 550 Emerging U.S. Health Care Systems or an introductory Human Services course.* 4 credits

HLTC 637 Health Information Systems

This course is designed to provide students with knowledge regarding information systems in health care. Students are introduced to information systems and their applications for managerial support. The course explores the current status of electronic databases and their implications as well as security risks. *PREREQUISITE: MATH 504 Statistics* 4 credits

HLTC 638 Health Care Policy

This course explores the multifaceted issues affecting health care policy in the United States. The course reviews the history of health care policy, and provides students with an understanding of how it has shaped our current health care delivery system, including contemporary reform efforts. Major health care policies and initiatives are reviewed. The course also explores political challenges (state and national), the political process, the impact of the presidential administration, and the role of political interest groups. *PREREQUISITE: HLTC 550 The Emerging U.S. Health Care System.* 4 credits

HLTC 640 Internship in Health Care

The upper level Health Care Internship is a field-based experience designed to hone the practical application skills of a health care-related major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the guidance of their GSC internship mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where health care-related knowledge and skills are applied. *NOTE: It is recommended that students have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 4 credits

HLTC 650 Intergrative: Health Care Management

This project-based capstone integrative seminar focuses on the concepts and techniques of successful health care management practices. It analyzes the process of developing and executing strategies designed to optimize a health care organization and its management. Students apply their knowledge of health care systems, policy, financing, and information systems to a course project. The project integrates essential knowledge from the degree program at both the practical and the theoretical levels while fulfilling the student's own field of professional interest.

PREREQUISITES: All requirements in the major.
4 credits

HUMN 501 Humanities in an Age of Technology

This course explores the relationship between the humanities and technology. In terms of human endeavor and achievement, the humanities have traditionally asked why, whereas science and technology have asked how. Keeping this fundamental difference in mind, students in this course are asked to examine how the two approaches to human understanding may lead to competing visions of the world, how they may both contribute to intellectual growth, and how each affects social ethics and cultural values. This examination requires students to engage in a verbal and written dialogue with the works of scholars, artists, and critics that attempt to understand the cognitive, ethical, psychological, and social impact of technological change.

4 credits

HUMN 502 American Popular Culture

This course examines the origin, nature, and social impact of popular culture in America. Students explore and define what culture is, beginning with the differences between high culture, or the culture of the elite and intelligentsia, and low culture, or the culture of the masses - particularly as these differences in taste, recreation, art, and leisure activities relate to social and economic class, educational level, political power, health, and human development. Subsequently the focus is primarily on aspects of popular culture. Students acquire and hone the skills of cultural analysis by dissecting both the ephemeral and archetypal facets of an eclectic and wide-ranging sampling of public media, art, music, fads, trends, and entertainment.

4 credits

HUMN 504 Comparative Religions (GP)

This course offers a comparative study of world religions. The focus of the course is to acquire a broad overview of world religions through an examination of sacred texts, art and iconography, as well as religious experience and practice. Theological, philosophical and cultural influences are considered as religious language is examined.

Religions considered are: Islam, Judaism, Hinduism, Christianity, Buddhism, religions of Africa, as well as primal religions. 4 credits

HUMN 505 Introduction to Ethics

This course introduces students to a variety of prominent ethical theories. It examines their complex interrelations, historical development, and relevance to ordinary life. Students are encouraged to engage in the critical analysis and comparison of these theories and to consider how they might explain and evaluate contemporary controversies such as war, environmental protection, euthanasia, and abortion. Relationships between ethics and other areas of philosophical investigation are considered.

4 credits

HUMN 507 Introduction to Philosophy

This course is an introductory survey of philosophical issues. Philosophical issues covered may be drawn from a wide range of positions, from those of the Greeks to contemporary positions such as existentialism and feminism. The survey includes Metaphysics (What is real? What is the mind? Is there a God? Are we free?), Epistemology (Can we know? What is knowledge? Are there different kinds of knowledge? What is truth?), Ethics (How should human beings live? Are some actions right and others wrong? Why?), Logic (What makes an argument sound?), and Aesthetics (What is beauty? What is art?).

4 credits

HUMN 550 American Sign Language I(GP)

This introduction to American Sign Language (ASL) emphasizes proficiency with the basic vocabulary of the language. Students explore the development of ASL relative to other sign languages. In addition to the study of the language for the Deaf and Hard of Hearing, this course introduces students to certain qualities of Deaf Culture, including the causes of deafness and the philosophies and trends in the education of the Hard of Hearing and Deaf.

4 credits

HUMN 551 American Sign Language II (GP)

This course expands the student's facility with American Sign Language (ASL). New vocabulary is introduced and there is additional emphasis on incorporating phrases, concepts and idioms in ASL expression and reception. Students take a deeper look at the life of the Hard of Hearing and the Deaf through field activities and use their insights to develop public awareness activities.

PREREQUISITE: HUMN 550 Introductory American Sign Language.
4 credits

HUMN 560 Elementary Spanish I (GP)

This is the first of a two-course sequence in which students build a foundation for speaking and understanding the Spanish language. It presents introductory grammar and vocabulary in order to lay the groundwork for comprehension,

communication, and interest in Spanish and Spanish-speaking cultures. Students develop a basic proficiency in the language through practice in reading, writing, listening comprehension and oral expression.

4 credits

HUMN 561 Elementary Spanish II (GP)

This second course in a two-course series introduces students to additional concepts of grammar and vocabulary for comprehension, communication, and proficiency in the Spanish language and cultures. Elementary Spanish II expands use of the past tenses and vocabulary to allow students to communicate more freely.

PREREQUISITE: HUMN 560 Elementary Spanish I or previous study in Spanish.
4 credits

HUMN 644 Special Topics (Upper Level)

A study of current and variable topics in Humanities. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area.

1 to 4 credits

IDIS 500 College Seminar

College Seminar provides the foundation for an informed and meaningful college experience. In the seminar, students discover how their individual capacities position them for the attainment of their academic goals within the academic community of Granite State College. The course broadens understanding of key concepts common to higher education settings. It empowers students to engage in informed planning for subsequent courses. It combines theoretical and practical knowledge in the areas of writing, research, learning modalities, and quantitative reasoning. College Seminar fosters the self-awareness and intellectual perspective that are the hallmarks of well-educated persons and lifelong, engaged students.

4 credits.

IDIS 501 Research Methods

In this course students will investigate methods, assumptions, constructs and principles in the social/behavioral sciences and education. Students in this trans-disciplinary course utilize the process and products of research to understand and explore their particular area of study. This introductory course will provide depth and context through the consideration of research terminology, conception, design, implementation, and analysis. Students develop research skills required in specific majors, learn disciplinary norms for ethical research, and understand the generation of new knowledge in their chosen field.

PREREQUISITES: CRIT 500 Critical Thinking, ENG 500 The Writing Process and one of the following: PSY 501 Introduction to Psychology, SOC 501 Introduction to Sociology, PSY 509 Human Development, or EDU 510 Foundations of Education.
4 credits

INST 544 Special Topics (Lower Level)

A study of current and variable topics in instructional studies. Course content changes from term to term. 1 to 4 credits

INST 511 Role of the Speech-Language Assistant

This course is designed to provide students with an overview of the profession of a Speech-Language Assistant. Topics include professional ethics, the American Speech-Language Hearing Association (ASHA), and gaining familiarity with the association's guidelines for becoming a registered Speech Language Assistant. Also discussed are roles and responsibilities such as observing, documenting, defining and understanding goals and objectives in educational and medical settings; implementing both immediate and long-term accommodations; working as part of a team; practicing appropriate health and safety precautions; and working effectively with cultural differences in diverse populations. 4 credits

INST 512 Survey of Communication Disorders

This course provides students with knowledge of the basic components and development of speech and language. Historical aspects of Speech-Language and Audiology are addressed. Various disorders including language, articulation, voice, fluency, and hearing are explored. 4 credits

INST 513 Anatomy & Physiology of Speech & Hearing

This course is designed to provide students in the speech-language concentration with knowledge of the basic anatomy and physiology of the speech production and perception systems to support understanding of directions from a Speech-Language Pathologist. The focus is on those aspects of anatomy and physiology that are critical for clinical implementation. Measurement tools and instrumentation used in the field are discussed. 4 credits

INST 514 Articulation and Phonological Disorders

This course introduces phonetic principles, categorization of sounds, and various applications of these concepts. Students become familiar with the International Phonetic Alphabet (IPA), learn to read a Speech-Language Pathologist's transcription, and develop their own transcription skills. Articulation and phonological disorders are presented and distinctions and direct connections discussed, with the primary emphasis on intervention and remediation strategies. Additional topics include children and adults for whom English is a second language, and individuals with dialectic and/or cultural differences. 4 credits

INST 515 Intro to Audiology & Aural Rehabilitation

This course is designed to equip Speech-Language Assistant concentration students with knowledge of the hearing process, symptoms of hearing impairment, basic methods by which an audiologist diagnoses hearing difficulties, and elements of rehabilitative approaches for persons with hearing impairment. An overview of various causes of hearing impairment is explored. 4 credits

INST 516 Clinical Practicum I-IV

This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty. 2 credits

INST 540 Practicum in Education & Training

This project-based practicum is an entry-level field experience designed to assist applied science education and training majors in exploring career settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Education and Training Internship. *PREREQUISITES: PSY 615 Psychology of Adulthood, INST 605 Teaching and Learning in Adulthood. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 4 credits

INST 605 Teaching and Learning in Adulthood

This course examines the nature and process of teaching and learning in adulthood by reviewing and building on theories and philosophies of adult learning. It focuses on teaching adults in formal and informal settings. Understanding cognition and the learning process provides the foundation to employing instructional strategies that empower the adult student. Students will explore active learning, collaborative learning, self-directed learning in relationship to learning styles, motivation and the importance of self-reflection and self-assessment. 4 credits

INST 607 The Learning Workplace

This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills. 4 credits

INST 610 Instructional Design and Interactive Learning

This course provides an introduction to theory and practice of instructional design and its role in developing interactive learning. It covers all the necessary elements to analyze, design, develop, implement and evaluate effective learning, including interactive learning systems, and cultivates the effective combination of technology and instruction. The course addresses the different models used to develop effective instruction and expands the student's understanding of how to facilitate meaningful connections in learning through collaboration, discovery and engagement. 4 credits

INST 640 Practicum in Education & Training

The upper level Education and Training Internship is a field-based experience designed to develop and hone the practical application skills of an education and training-related major. Students apply at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the guidance of their GSC internship faculty mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where education and training-related knowledge and skills are applied. *NOTE: It is recommended that students have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 4 credits

INST 650 Program Development and Learning

This course encompasses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time for the education and training of adults. This project-based course serves as the integrative capstone and is designed to provide an opportunity to apply theories, skills, and principles to a variety of situations adult educators may encounter in practice. *PREREQUISITES: INST 605 Teaching and Learning in Adulthood, INST 610 Instructional Design and Interactive Learning, and PSY 615 Psychology of Adulthood.* 4 credits

MATH 402 Basic Mathematics

This course is first in a sequence of two preparatory courses for MATH 502 Contemporary College Mathematics and focuses on developmental work in arithmetic. Topics include operations with whole numbers, fractions, decimals, percentages, and word problems. Offered credit-no credit only; course may be repeated. Credits do not apply to degree requirements.

PREREQUISITE: Acceptable score on Accuplacer arithmetic assessment. 2 credits

MATH 405 Developmental Algebra

This course is second in a sequence of preparatory courses and addresses a wide variety of pre-algebra and basic algebraic topics including percent, geometric measurement, measures of central tendency, simplification of algebraic expressions, solving linear equations, and graphing linear functions. This course fulfills the prerequisite for MATH 502 Contemporary College Mathematics when passed with a minimum of a B grade. Credits do not apply toward degree requirements. *PREREQUISITE: Acceptable score on Accuplacer arithmetic assessment or completion of MATH 402.* 4 credits

MATH 502 College Mathematics

This course addresses topics in mathematics necessary in a liberal arts education. It provides the reasoning strategies needed for mathematical problem solving in the workplace and in everyday life. The course serves as the foundation for higher-level math courses and provides the quantitative skills necessary to be adequately prepared for coursework in other academic areas. Topics include set theory and logic, mathematical modeling, math of finance, and probability and statistics with an emphasis on applications. *PREREQUISITES: Acceptable scores on Accuplacer arithmetic and elementary algebra assessments or approved exemption from assessment, or a minimum grade of B in MATH 405.* 4 credits

MATH 504 Statistics

This course addresses introductory statistical concepts, methods and procedures important for making well informed decisions in real world settings. It provides students with both theoretical principles and practical skills in statistics. Topics include an overview of descriptive and inferential statistics, specifically sampling, measurements of central tendency and dispersion, frequency distributions, graphing techniques, probability theory, hypothesis testing, normal distribution, regression and correlation, t-tests and analysis of variance. *PREREQUISITE: CMPL 511 Software Tools and MATH 502 College Mathematics or an acceptable score on the Accuplacer elementary algebra assessment.* 4 credits

MATH 510 Pre-Calculus

This course is intended as a bridge course between algebra and calculus. The course focuses on strengthening the student's mathematical problem solving skills and developing a firm understanding of functions, their graphical representation, their behavior and their use to model real-life situations. Various classes of functions will be highlighted: polynomials, rational, exponential, logarithmic and trigonometric. Topics may also include: algebraic equations and inequalities, complex numbers and polar coordinates. *PREREQUISITE: MATH 502 College Mathematics. A graphing calculator is required.* 4 credits

MATH 544 Special Topics (Lower level)

A study of current and variable topic in mathematics. Course content will change from term to term. 1 to 4 credits

MATH 600 Mathematical Proof

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics chosen from the following areas: functions and relations, set theory, number theory, and logic, Euclidian and non-Euclidian geometry, algebra, mathematical reasoning, proof, and problem solving. Connections to middle and secondary school mathematics curriculum emphasized. *PREREQUISITE: MATH 510 Pre-Calculus.* 4 credits

MATH 601 Number Systems

This course examines the structures and properties of mathematics while focusing on the development of mental mathematics strategies and problem solving skills. Includes sets, functions, applications of rational numbers, integers, fractions, decimals, percents, and number theory. Utilizes appropriate grade level techniques to investigate algorithms, probability and statistics, counting techniques, scientific notation, complex numbers, exponents, geometry, and measurement. Course includes investigation of ratio, proportion, data analysis, patterns, and the connections to algebra and geometry topics in the context of the 5-12 grades mathematics curriculum. *PREREQUISITE: MATH 510 Pre-Calculus.* 4 credits

MATH 602 Geometric Structures

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, 2 and 3 dimensional perspectives, congruence and similarity, properties of and relationships among geometric shapes and structures. Students will investigate graphing, vectors, motion and symmetry. Students will engage in course concepts through proofs, problem solving, dynamic geometric software, and through activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. *PREREQUISITE: MATH 606 Calculus I.* 4 credits

MATH 603 Probability and Statistics

In this course students will study topics in data analysis including: descriptive and inferential statistics, probability, odds and fair games, probability distributions, normal distributions, and estimation. Among the topics are numerical and graphical summaries for one and two variables, linear regression and correlation, confidence intervals and tests concerning means, sampling and experimentation, basic probability, confidence intervals, hypothesis testing, sampling distributions, two-sample t-tests for means, chi-squared tests, regression and correlation, and possible other topics. A standard statistical software package is used throughout the course to support the course format that will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual secondary and middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. *PREREQUISITES: MATH 504 Statistics and MATH 606 Calculus I.* 4 credits

MATH 604 Elementary Linear Algebra

This course will examine concepts in algebra including: Patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, inequalities, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, linear equations. Course will develop the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, systems of linear equations, and linear transformations. Students will engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the

mathematical concepts they will be teaching.
PREREQUISITE: MATH 607 Calculus II.
 4 credits

MATH 605 Discrete Mathematics

This course is designed to introduce students to discrete and abstract mathematical topics: including propositional and predicate logic; elementary set theory; introduction to proof techniques including mathematical induction; sets, relations, functions and relations; recurrence relations, graph theory, as well as the properties of groups, rings, and fields. Students will study number systems, mathematical induction, algorithms and complex number systems, matrix manipulation, combinatorics, graph theory, and finite differences. Course activities will be based on secondary and middle school mathematics curricula. This course considers the basic objects of mathematics through real-world examples and the methods used to elucidate their properties.
PREREQUISITE: MATH 607 Calculus II.
 4 credits

MATH 606 Calculus I

The first semester of a calculus sequence dealing with applications and modeling of the differential and integral calculus. Course will focus on functions and their graphs, limits, continuity, differentiation, integration, the derivative and its uses in optimization and mathematical modeling, as well as the Fundamental Theorem. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts.
PREREQUISITE: MATH 510 Pre-Calculus or equivalent.
 4 credits

MATH 607 Calculus II

The second semester of a calculus sequence dealing with applications of the differential and multivariable calculus. Calculus of transcendental functions, applications of integration, some differential equations, multidimensional calculus with applications, sequences and series, differentiation and integration of trigonometric functions. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts.
PREREQUISITE: MATH 606 Calculus I.
 4 credits

MATH 644 Special Topics (Upper level)

A study of current and variable topic in mathematics. Course content will change from term to term.
 1 to 4 credits

MATH 700 Mathematical Proof

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics chosen from the following areas: functions and relations, set theory, number theory, and logic, Euclidian and non-Euclidian geometry, algebra, mathematical reasoning, proof, and problem solving. Connections to middle and secondary school mathematics curriculum emphasized. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project.
PREREQUISITE: Admission to the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from the Office of Education Programs.
 4 credits

MATH 701 Number Systems

This course examines the structures and properties of mathematics while focusing on the development of mental mathematics strategies and problem solving skills. Includes sets, functions, applications of rational numbers, integers, fractions, decimals, percents, and number theory. Utilizes appropriate grade level techniques to investigate algorithms, probability and statistics, counting techniques, scientific notation, complex numbers, exponents, geometry, and measurement. Course includes investigation of ratio, proportion, data analysis, patterns, and the connections to algebra and geometry topics in the context of the 5-12 grades mathematics curriculum. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project.
PREREQUISITE: Admission to the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from the Office of Education Programs.
 4 credits

MATH 702 Geometric Structures

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, 2 and 3 dimensional perspectives, congruence and similarity, properties of and relationships among geometric shapes and structures. Students will investigate graphing, vectors, motion and symmetry. Students will engage in course concepts through proofs, problem solving, dynamic geometric software, and through activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the

mathematical concepts studied to the mathematical concepts they will be teaching. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project.
PREREQUISITES: MATH 706 Calculus I and Admission to the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from the Office of Education Programs.
 4 credits

MATH 703 Probability and Statistics

In this course students will study topics in data analysis including: descriptive and inferential statistics, probability, odds and fair games, probability distributions, normal distributions, and estimation. Among the topics are numerical and graphical summaries for one and two variables, linear regression and correlation, confidence intervals and tests concerning means, sampling and experimentation, basic probability, confidence intervals, hypothesis testing, sampling distributions, two-sample t-tests for means, chi-squared tests, regression and correlation, and possible other topics. A standard statistical software package is used throughout the course to support the course format that will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual secondary and middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project.
PREREQUISITES: MATH 706 Calculus I and Admission to the GSC Post-Baccalaureate Mathematics Teacher Certification Program or permission from the Office of Education Programs.
 4 credits

MATH 704 Elementary Linear Algebra

This course will examine concepts in algebra including: Patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, inequalities, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, linear equations. Course will develop the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, systems of linear equations, and linear transformations. Students will engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Students enrolled in this course at the 700 level will meet additional academic requirements

including an applied project. *PREREQUISITES: MATH 707 Calculus II or permission from the Office of Education Programs.* 4 credits

MATH 705 Discrete Mathematics

This course is designed to introduce students to discrete and abstract mathematical topics: including propositional and predicate logic; elementary set theory; introduction to proof techniques including mathematical induction; sets, relations, functions and relations; recurrence relations, graph theory, as well as the properties of groups, rings, and fields. Students will study number systems, mathematical induction, algorithms and complex number systems, matrix manipulation, combinatorics, graph theory, and finite differences. Course activities will be based on secondary and middle school mathematics curricula. This course considers the basic objects of mathematics through real-world examples and the methods used to elucidate their properties. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. *PREREQUISITES: MATH 707 Calculus II or permission from the Office of Education Programs.* 4 credits

MATH 706 Calculus I

The first semester of a calculus sequence dealing with applications and modeling of the differential and integral calculus. Course will focus on functions and their graphs, limits, continuity, differentiation, integration, the derivative and its uses in optimization and mathematical modeling, as well as the Fundamental Theorem. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. *PREREQUISITES: MATH 700 Mathematical Proof and MATH 701 Number Systems or permission from the Office of Education Programs.* 4 credits

MATH 707 Calculus II

The second semester of a calculus sequence dealing with applications of the differential and multivariable calculus. Calculus of transcendental functions, applications of integration, some differential equations, multidimensional calculus with applications, sequences and series, differentiation and integration of trigonometric functions. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts. Students enrolled in this course at the 700 level will meet additional academic require-

ments including an applied project. *PREREQUISITE: MATH 706 Calculus I or permission from the Office of Education Programs.* 4 credits

MATH 708 History of Mathematics (GP)

This course addresses the historical development of major themes in mathematics, including calculation, numbers, geometry, algebra, infinity, and formalism in various civilizations ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. The course emphasizes how earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations. *PREREQUISITE: MATH 706 Calculus I or permission from the Office of Education Programs.* 4 credits

MGMT 500 Principles of Management

This course examines a wide range of business theories and practical applications related to effective management. In addition to learning about what management is and what managers do, students also explore and assess their own management skills and styles. Students apply critical thinking skills to core business functions. Focus is on contributing factors to management styles such as communication, the role of the manager, design of the organization, ethical issues, social responsibility and globalization. Course format emphasizes the application of these management roles and competencies through experiential activities, group exercises and case analysis. 4 credits

MGMT 501 Introduction to Public Administration

This course introduces students to the fundamentals of public administration; recruitment, training, leadership, supervision, and organization of civil servants; public unions; effective communication, allocation of resources and public budgeting processes; administrative law; and issues related to public support. 4 credits

MGMT 511 Financial Accounting

This course provides a study and overview of accounting theory, practice, issues and objectives. The course focuses on the proper interpretation of financial information to understand the financial condition of any type of organization. The course will cover the nature, function, and environment of accounting, the basic accounting statements, and key financial accounting ratios. *PREREQUISITE: Acceptable scores on the Accuplacer arithmetic and elementary algebra assessments and basic spreadsheet proficiency are required. Prior completion of CMPL 511 Software Tools is recommended.* 4 credits

MGMT 514 Principles of Marketing

Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of goods and services to maintain relationships that satisfy organizational and individual needs and wants. The course introduces students to terminology, functions, institutions, philosophy, consumer behavior, market decision making and public policy issues. The course will provide students with the basic framework to understand the role and scope of marketing in the business environment. 4 credits

MGMT 518 Human Resource Administration

This course focuses on how human resource managers build effective networks and coalitions with others to accomplish tasks and stimulate motivation, cooperation, and satisfaction among work groups. It develops an understanding of the role and functions of human resource practitioners in a variety of organizational settings. Students build a knowledge base and identify the skills needed in the primary areas of human resources administration including interviewing and selection, employee benefits and total compensation, performance assessment, professional development, workplace safety and wellness, employee relations, collective bargaining, workplace diversity, human resource information systems, rewards and recognition, performance coaching and corrective action, compliance and employment law, and organizational development. 4 credits

MGMT 540 Practicum in Management

This project-based practicum is an entry-level field experience designed to assist Business Management majors in exploring career and vocational settings in which they can use and apply their business-related knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum faculty mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Business Management Internship. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 566 Organizational Behavior. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 4 credits

MGMT 544 Special Topics (Lower Level)

A study of current and variable topics in Management. Course content changes from term to term. 1 to 4 credits

MGMT 555 Introduction to Fiscal Management in Health Care

This course is designed for health care managers who do not have a background in financial management. As an introduction to the tools and processes that empower managers entrusted with budgetary oversight, the course provides fundamental skills for effective financial management in the rapidly changing health care environment. Students become prepared to make their organizations more effective in the managerial functions of planning, organizing, leading and controlling by balancing inflows (revenues) and outflows (expenses), successfully monitoring and controlling costs and staffing, and identifying areas to be targeted for improvement. Strategies to acquire and allocate funds and to plan, analyze, and control financial operations are introduced. 4 credits

MGMT 566 Organizational Behavior

This course focuses on practical application of current research and concepts in human behavior in order to understand and analyze organizations. Interpersonal processes, problem-solving, and managerial decision-making are considered through examination of the roles of power, politics, ethics, and conflict in organizations. Topics include individual behavior, motivation and performance, interpersonal relations, small group relations, the role of leadership, and organizational culture. 4 credits

MGMT 601 Contemporary Management Issues

In this course, students examine how such issues as globalization, technology, the environment, business ethics, and business-government relations impact how businesses are managed. They also examine how leaders manage leaner and flatter organizations comprised of diverse employees working in teams. Students explore the broad impacts of these contemporary management issues through reading, research, case studies, and active discussions. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration.* 4 credits

MGMT 602 Leadership

This course guides participants in developing life-long learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and cutting-edge leadership theory and practice are explored. By taking an active leadership role in this course, students examine the issues, challenges, and practical skills of leadership in today's workplace. Presentations, team activities, reflection, interviewing, and feedback are core developmental components of this course. *PREREQUISITES: MGMT 500 Principles of Management or*

MGMT 501 Introduction to Public Administration. MGMT 566 Organizational Behavior recommended. 4 credits

MGMT 606 Human Resources and Organizational Development

This course explores the role of the human resource professional as facilitator and agent of organizational change and development. It focuses on the behavioral aspects of organizational development in which human resource practitioners must balance their responsibilities to management and to employees. The course addresses such concepts as: organizational change, team building, team effectiveness, downsizing/re-engineering, conflict management, the impact of technology, developing internal partnerships and cross-team collaboration, and managing multiple teams. *PREREQUISITE: MGMT 518 Human Resource Management. MGMT 566 Organizational Behavior recommended.* 4 credits

MGMT 607 Human Resources and the Law

This course addresses the complexity of employment and labor law and workplace policies. It explores issues such as alcohol and drugs, sexual harassment, privacy rights, wrongful discharge, the Americans with Disabilities Act (ADA), negligent employment practices, and discrimination. Beyond this foundation knowledge, the course uses case studies to demonstrate how human resources managers can apply this knowledge to protect and add value to their organizations. *Prior completion of MGMT 518 Human Resource Administration or MGMT 625 Legal Issues in Business and Management recommended.* 4 credits

MGMT 608 Managing Diversity (GP)

This course examines the challenges, opportunities, and techniques of effective management of a diverse workforce. Students explore demographic changes and analyze the ethical and business-related reasons why managers need to focus on such issues as gender, racial, and age discrimination, sexual harassment, and disabilities. This course also asks students to examine their own biases and to understand the impact these can have on their managerial style and effectiveness. The course prepares managers who understand the challenges and opportunities of a global workforce. *MGMT 566 Organizational Behavior recommended.* 4 credits

MGMT 611 Money and Banking

This course examines financial markets and financial intermediaries, and their role in creating and maintaining economic efficiency. It analyzes the performance of banks and other financial institutions and reviews the functions and measurements of money. It also examines and assesses the use of monetary policy tools, targets and goals within the context of current economic

conditions. *PREREQUISITES: ECO 512 Principles of Economics and acceptable score on the Accuplacer arithmetic and elementary algebra assessments.* 4 credits

MGMT 612 Investment Principles

This course provides the student with an overview of investments. Topics include the analysis of investment vehicles (such as stocks, bonds, money markets, and mutual funds), consideration of risk and expected rates of return, time value of money applications, and the principles of asset allocation, risk tolerance, and diversification. *PREREQUISITES: MATH 502 College Mathematics and acceptable scores on Accuplacer arithmetic and elementary algebra assessments.* 4 credits

MGMT 613 Financial Management

A successful financial manager focuses on maximizing shareholder wealth, while also considering and communicating with other stakeholders such as employees and communities. This course utilizes financial formulas, tables and spreadsheets to focus on the financial functions of analysis, planning and decision making, and control. Major topics include financial statement analysis and forecasting, working capital policy, cost of capital and capital budgeting techniques, interaction with financial markets, and time value of money techniques. *PREREQUISITES: MGMT 511 Financial Accounting, CMPL 511 Software Tools, and acceptable scores on Accuplacer arithmetic and elementary algebra assessments.* 4 credits

MGMT 614 Planning New Business Ventures

Students assess their aptitude for business ownership and develop and apply the fundamental business planning skills needed to launch a new business venture. Emphasis is placed on the nature of entrepreneurship, opportunity recognition and business concept development, and feasibility analysis. Key issues include identifying resources and sources of capital, marketing and market research, and financial forecasting. Working individually or in teams, students prepare a business plan. *PREREQUISITE: MGMT 500 Principles of Management.* 4 credits

MGMT 620 Effecting Positive Change in Organizations

This course explores the inner landscape of organizational systems with respect to personal, interpersonal, and interactional dynamics that facilitate or impede functionality and affect the change process in organizations. The organizational structure is viewed as the context in which individual, interpersonal, group, organizational and systemic change is examined. Characteristics of functional and dysfunctional systems are defined, and the change process is delineated. Models, skills, techniques and strategies for

change related to individuals, relationships, groups, management, organizations and systems are examined. *PREREQUISITES: COMM 550 Interpersonal Communication or COMM 551 Small Group Communication or MGMT 566 Organizational Behavior.* 4 credits

MGMT 621 Managing Conflict

This course teaches concepts and skills to manage conflict effectively between two people, within small groups, within organizations, and between organizations and systems. It is designed to help those who want to sharpen their ability to understand, manage, and create opportunity out of conflict. As a result of this course, one knows oneself and others better, enhances personal and interpersonal skills, and develops techniques to improve relations at work and at home. For the most part, the class is a laboratory for simulations, working on actual conflict situations through role playing, and practicing new communication skills. 4 credits

MGMT 622 Database Management Systems

This course provides prospective users of data base management systems with a solid theoretical and practical foundation for using these systems in a variety of contemporary organizational environments. The course traces the nature of DBMS from general conceptual structures, through the design, interface and implementation of actual database systems. The course includes a mix of classical database theory with practical hands-on application using state of the art DBMS packages; similar to those used today by large and small organizations alike to run their information systems. *PREREQUISITES: CMPL 515 Programming Fundamentals and CMPL 612 Advanced Software Tools.* 4 credits

MGMT 623 Systems Analysis and Design

This hands-on course introduces students to the role of the systems analyst in the development of information systems for organizations. The systems analyst is a problem solver. As such, this course emphasizes development of effective solutions and communicating those solutions to the development team. Use of accepted design techniques, project management approaches, written and verbal communication, collaboration and teamwork, and organizational tools prepares the student for the many demands of an entry-level systems analyst. *PREREQUISITES: CMPL 612 Advanced Software Tools or CMPL 515 Programming Fundamentals and acceptable scores on the Accuplacer arithmetic and elementary algebra assessments.* 4 credits

MGMT 625 Legal and Ethical Issues in Business Management

This course addresses the nature, functions, and operations of the legal system and how legal rules affect business operations. Students examine the legal framework of laws, rules, health and safety

regulations, and judicial opinions that have direct and profound impacts on managerial decision making and practice. Considerable emphasis is placed on the federal, state, and local regulations that directly impact business practice; consumer laws, labor and employment law, and the social and ethical environment of business policy and management practice. 4 credits

MGMT 629 Global Marketing (GP)

This course analyzes the environment of global marketing by assessing different political, social, cultural, and legal contexts. Students examine the international trade and financial spheres within which global marketing is conducted. The course also addresses the strategic approaches to global markets with specific reference to the global marketing mix of product, pricing, distribution, and promotion decisions. The goal of the course is to provide students with the tools they need to market effectively in a competitive global marketplace. *PREREQUISITE: An introductory marketing course is recommended.* 4 credits

MGMT 640 Practicum in Management

The upper level Business Management Internship is a field-based experience designed to develop and hone the practical application skills of a Business Management major. Students apply at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the guidance of their GSC internship faculty mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where business management-related knowledge and skills are applied. *NOTE: It is recommended that students have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 4 credits

MGMT 644 Special Topics (Upper Level)

A study of current and variable topics in management. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject matter. 1 to 4 credits

MGMT 650 Integrative: Strategic Management

This capstone course focuses on the concepts and techniques of strategic management. It analyzes the process of developing and executing strategies designed to maximize a company's competitive advantage. Students will not only learn how to assess a company's internal and external environments but also the range of competitive strategies available. With this information, students will develop skills to determine the appropriate strategy to fit the company's unique resources and environment. Students in competing management teams will

apply these concepts and techniques by crafting and executing strategy in a business simulation exercise. They will also apply their knowledge of strategic management to their own field of professional interest by completing a course project. *PREREQUISITES: MGMT 500 Principles of Management, MATH 504 Statistics, MGMT 511 Financial Accounting, MGMT 514 Principles of Marketing, and MGMT 613 Financial Management.* 4 credits

MGMT 660 Integrative: Applied Studies in Management

This capstone course for Applied Studies in Management builds on all previous work in both the applied studies foundation and business management. Students synthesize their knowledge of an applied field and management theory to develop and implement effective managerial strategies in their own field of professional interest by completing a course project. Students explore current research in the field of management to meet their personal professional goals and goals of their organizations. *PREREQUISITES: All courses in the BS Applied Studies Option in Management major.* 4 credits

POL 550 American Government and Politics

This course introduces the student to the historical background, the institutions, and the political processes in American national government. The focus is on process, but appropriate attention is given to the institutions of government in which the political processes occur. The course employs a systems model of politics to identify how politics works in America on the national scene. Both process and institutions are studied from a systems perspective so that critical functions and decision points can be identified, described, and judged as they influence system outputs: public law and policy. 4 credits

POL 554 Law and Society

This course is designed to provide an interdisciplinary approach to study of the law, incorporating history, philosophy, economics, political science, sociology, and psychology. Students are introduced to law in society by focusing on social and legal theory analysis from a critical perspective. Beginning with a historical overview of the law, students explore the variety of forces that shape the law as well as its impact on society at large. In addition, the course provides a basic introduction to legal reasoning and the law in the context of society. Landmark United States Supreme Court criminal and civil cases will also be examined. 4 credits

POL 600 The US in World Affairs (GP)

This course examines the conduct of the foreign affairs of the United States in a volatile environment marked by fundamental changes in

the international system of states since the collapse of the Soviet Union. Students trace the transformation in international relations since 1991 leading to the creation of institutions to liberalize world trade and investment, the proliferation of regional ethnic and religious conflicts, and most challenging of all, the emergence of transnational terrorism. Students form an understanding of the international system, develop competence in defining both transient and enduring national interests, and build confidence in appraising the policy responses of national actors to those challenges. 4 credits

PSY 501 Introduction to Psychology

This survey course provides an introduction to the science of psychology. It examines the major areas of applied and experimental psychology. The following specialty areas are covered: History of Psychology, Research Methods, Biological Psychology, Cognition, Learning, Memory, Human Development, Stress, Emotion, Health Psychology, Personality Theories, Abnormal Psychology, and Social Psychology. *Prior completion of CRIT 500 Critical Thinking and ENG 500 The Writing Process strongly recommended.* 4 credits

PSY 508 Child Development

This course focuses on the development of children from birth to early adolescence. It includes the major developmental theories and perspectives as well as an overview of the research methodology used in the field. Current research in the areas of physical, cognitive, and social and emotional development are considered in the context of the child's environment. *Prior completion of PSY 501 Introduction to Psychology recommended.* 4 credits

PSY 509 Human Development

This course focuses on the development of the individual from conception to death. Major developmental theories, milestones, processes, and influences are covered. Research findings that bear on these topics are examined. Growth and development are viewed as products of interacting biological, psychological, and social factors. The risks and opportunities in the developing person's social environment as well as the application of theories and research findings are emphasized. 4 credits

PSY 510 Infant and Toddler Development

This course focuses on major theoretical perspectives of child development with particular attention to infant and toddler development. Topics include the physical, social, emotional, and cognitive milestones of the growing child along with factors that contribute to optimal development. There is an emphasis on the importance of creating high quality, safe, and

supportive environments as well as on attachment and the role of communication in the development of trust and autonomy. Students observe children to develop strategies for creating and maintaining developmentally appropriate environments. *Prior completion of PSY 509 Human Development or PSY 508 Child Development recommended.* 4 credits

PSY 521 Language Acquisition

This course introduces research, theory, and practical applications pertinent to first language acquisition. The development of language is explored through its five major components: phonology, pragmatics, semantics, morphology, and syntax. Stages of acquisition are traced from pre-linguistic communication in infancy through adolescents' use of abstract thinking and expressions. Distinctions between language disorders and developmental differences are considered, as are relationships between language 4 credits

PSY 544 Special Topics (Lower Level)

A study of current and variable topics in Psychology. Course content changes from term to term. 1 to 4 credits

PSY 602 Theories of Personality

This course examines specific theories of personality for the purpose of explaining normal and abnormal development and behavior. Psychoanalytic, Trait, Humanistic, Existential, Cognitive, Behavioral and Social Learning Theories, among others, are reviewed and critiqued based on research evidence. Each theory or theoretical perspective is presented in terms of historical context, basic assumptions, and hypothetical constructs. Students explore behaviors and motivations from the perspective of different personality theories. The application of personality theories in helping-profession contexts is introduced. *PREREQUISITE: PSY 501 Introduction to Psychology.* 4 credits

PSY 603 Crisis Intervention

This course focuses on crisis theory, methods of crisis intervention, and specific crises that occur with individuals and families such as suicide, unemployment, natural disasters, illness, divorce, and death. Students are expected throughout the course to apply their exploration of theory to their work and life experiences. 4 credits

PSY 604 Counseling Theories

This course provides an overview of counseling theories developed by major theorists. The course examines how both the historical context and the scientific knowledge of the time helped to shape the theories developed during the past century. Research findings evaluating the effectiveness of therapeutic modalities are

reviewed. Important elements of the counseling process which includes assessments, confidentiality, the therapeutic alliance, and the impact of funding sources on decision making, are examined.

PREREQUISITES: PSY 501 Introduction to Psychology or PSY 509 Human Development. 4 credits

PSY 605 Principles of Assessment

This course is a survey of assessment issues and methods for students pursuing studies in education-related fields or the behavioral sciences. Topics include: differences between formal and informal assessment and evaluation; issues such as reliability and validity, differences between norm-referenced and criterion-referenced tests, development of assessment and evaluation instruments and plans, methods for observing and recording behavior, and how to use assessment information to develop and/or modify programs and environments. *PREREQUISITES: MATH 502 Contemporary College Mathematics or MATH 504 Statistics and PSY 501 Introduction to Psychology or PSY 508 Child Development or PSY 509 Human Development.* 4 credits

PSY 606 Educational Psychology

This course focuses on the study of teaching and learning, including several theoretical perspectives specific to human and cognitive development. Course topics will include motivation, critical thinking, student assessment and achievement, and implications of approaches to each. The course critically examines the relationship between research and education, including the contributions and limitations of measurement in instructional settings, and the interplay with educational policy. *PREREQUISITE: BEHS/EDU 501 Research Methods and PSY 501 Introduction to Psychology or EDU 510 Foundations of Education and PSY 508 Child Development or PSY 509 Human Development* 4 credits

PSY 607 Developmental Perspectives on Adolescence

This course is an upper-level, interdisciplinary exploration of adolescent development. It is intended to promote critical thinking about theories, research, and issues that are current in the study of adolescence. Focus is on how American adolescents perceive themselves and the world around them, and the identities they construct and behaviors they choose in response to these perceptions. *PREREQUISITE: PSY 509 Human Development or PSY 508 Child Development.* 4 credits

PSY 608 Social Psychology

Social Psychology is the scientific study of how we influence and are influenced by our social environment, which consists of individuals, groups, organizations, and culture. This course provides an overview of classic and contemporary

work in this field and explores such topics as aggression, attitude formation and change, social thinking, individual and group influence, prejudice, friendships and romantic relationships, leadership, social influence, altruism, and conformity. Course topics may also include applications of social psychology to the legal system, health-related behavior, and environmental sustainability. *PREREQUISITE: PSY 501 Introduction to Psychology. BEHS 501 Research Methods is recommended.* 4 credits

PSY 609 Cognition and Learning

This course explores the major theories of cognition and learning. Current cognitive theories, nature of consciousness, memory, language, and reasoning, and traditional behavioral approaches such as operant and classical conditioning are examined. These approaches will be supplemented by relevant neuroscience research on brain based processes. Comprehension will be enhanced through the application of these approaches to everyday behavior. *PREREQUISITE: PSY 501 Introduction to Psychology.* 4 credits

PSY 611 Art Therapy

In this course students examine the application of art therapy as a treatment modality and profession. Students explore the history and theory of art and art therapy, the impact of the creative process and unconscious expression, and the discipline's incorporation of psychological theories. By engaging directly in a variety of art exercises, students learn about art media and techniques and how they relate to different populations' specific needs and goals. Populations covered include age-defined groups, persons afflicted with psychiatric or medical disorders, and those coping with life transitions or events. *PREREQUISITE: PSY 501 Introduction to Psychology. PSY 508 Child Development or PSY 509 Human Development recommended.* 4 credits

PSY 615 Psychology of Adulthood

This course is a life-span developmental approach to adulthood in contemporary American society that includes the major theoretical perspectives regarding developmental transitions and age-related tasks. The following topics are included: 1) methodological issues related to the study of development, 2) patterns of stability and change across adulthood with regard to processes such as biological functioning, sensation and perception, cognition, personality, identity, gender and social roles, relationships, career, and mental health, and 3) death and dying as the final stage of life. *PREREQUISITE: PSY 501 Introduction to Psychology.* 4 credits

PSY 616 Psychology of Occupational Stress

This course focuses on three primary areas in occupational stress research: 1) identification of potential psychosocial sources of stress on the job; 2) recognition and treatment of job stress

once it has occurred; and 3) approaches that may prevent work stress. Each area is examined from the individual worker's perspective as well as from that of management personnel. 4 credits

PSY 617 Abnormal Psychology

The focus of this course is on the societal definitions of abnormal and deviant behavior, and what may be considered mental illness. It discusses the societal impact of mental illness, with a consideration of how mental illness is regarded in different societies and how treatment may vary, depending on the society. The course explores major disorders and personality syndromes considered to be abnormal or deviant are examines etiologic factors known or believed to play a role in each of the disorders, considering them from varying perspectives, such as psychoanalytic, cognitive behavioral, biological and humanistic. Differences in recognition and treatment of mental illness in varying cultures will also be considered. *An Introduction to Psychology course is recommended.* 4 credits

PSY 644 Special Topics (Upper Level)

A study of current and variable topics in Psychology. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

SCI 502 Nutrition Concepts and Controversies

This course provides the student with a foundation in the science of nutrition and the knowledge necessary to separate nutrition fact from fallacy. The research supporting direct and indirect links between nutrition and disease is examined. In addition, current controversial issues are discussed along with the validity of nutrition-related claims. 4 credits

SCI 505 Human Biology

This course is an introductory study of anatomy and physiology that provides a foundation in biological science and the correlation of structure and function of the human body. Topics explored include genetics, heredity, reproduction, endocrinology, immunology and the concept of homeostasis. The building of a relevant vocabulary and a foundation of facts and concepts provides the background needed for further understanding of developments in bioscience and biomedicine. 4 credits

SCI 506 Physiology of Wellness

This course provides the student with a background in basic physiological processes related to overall health and fitness. Topics include metabolism, homeostasis, how body systems work together, nutrition, and exercise. Factors that interfere with healthy physiological functioning are examined. In addition, common diseases such as diabetes, obesity, high cholesterol, hypertension, heart disease, and asthma are discussed in light of

physiological and environmental factors that increase the risk of these diseases. Genetic predisposition to disease is also examined. Finally, measures to maintain overall health and fitness are addressed. 4 credits

SCI 508 Issues in Women's Health

This course examines women's health and women's health care from biological, medical, historical, political, and social perspectives. It begins with the study of endocrinology and the physiological processes unique to women. Factors related to health care issues specific to women are examined. Societal and health care constraints, which hinder women from achieving their full health potential are also addressed. The course also presents information on women's health care practices, including the concept of self-care, and relates this to the development of educated consumerism in the health care industry. 4 credits

SCI 509 Diseases of the 21st Century (GP)

This course is a survey of many diseases that have emerged as serious health problems on a global scale. Students examine the etiology, transmission, detection, treatment, and method of prevention of newer diseases such as HIV and AIDS, as well as tuberculosis, malaria, and other ancient diseases that continue to pose health threats. There are also constantly new possible pandemics on the global horizon. With an international perspective, students analyze public health policies and cultural differences with respect to disease detection, treatment, and prevention. 4 credits

SCI 512 Introduction to Astronomy

Through a variety of activities, this course provides the student with a basic background in astronomy which enhances appreciation of the universe and the technology used in our attempt to understand it. This course exposes the student to the real, measurable, and verifiable connections that exist between the universe and life on Earth. Readings, observations, discussions, and other activities will explicate that what goes on "out there" can and does have a real and measurable influence on what happens "down here." 4 credits

SCI 513 Introduction to Meteorology

This course is an introduction to the fundamentals of weather and climate. Topics include observing the weather, physical properties and processes of the atmosphere, weather systems, hazardous weather, rudiments of forecasting, and climate. The course focuses on interpreting current weather and exploring the interrelationships between humankind and the atmosphere. 4 credits

SCI 518 Physical Geography

Physical geography is the study of planet Earth. In this course, students examine the nature of the Earth's six spheres: the atmosphere (the layer of gases), hydrosphere (the water in the oceans, streams, lakes, etc.), cryosphere (the ice in glaciers), geosphere (the solid earth), biosphere (life), and anthrosphere (humans and human activities). By investigating the processes operating within each sphere and how these spheres interact with each other to shape all aspects of our planet, students gain an understanding of how the Earth works and how landscape features are formed. 4 credits

SCI 520 Introduction to Oceanography

This course examines the ocean, including the processes that control its major features, the life within it, and its impact on earth processes. An ecological approach is used to integrate the geological, biological, chemical, and physical aspects of oceanography. Special emphasis is placed on the local coastal environment. 4 credits

SCI 523 General Ecology

This course explores the diverse and complex relationship between organisms and their environment. Students explore the nature of human impact on the local and global environment and its impact on other organisms. 4 credits

SCI 528 Natural History of Northern New England

This course focuses on the evolutionary adaptations of plants and animals that allow them to survive and thrive through all of New England's seasons. Students are introduced to the origin and development of the diverse ecosystems of our region and their relationship to the resident and migratory wildlife of Northern New England. The effects of the Ice Age on northern New England's topography and on the rhythms of the animal and plant life cycles are investigated. 4 credits

SCI 539 Energy and the Environment (GP)

This course examines contemporary concepts and use of energy from scientific, pragmatic, and ethical perspectives and explores how energy influences our lives. Special emphasis is placed on the conservation of energy resources and the development of alternative sources of energy for use in transportation, the home, and industry. Energy's relationships to modern scientific, political and social issues are also examined. 4 credits

SCI 541 Introduction to Environmental Science (GP)

An introductory survey of global environmental problems such as global warming, acid rain, nuclear waste storage, agricultural runoff, and heavy metal contamination. This course explores

the interrelationship between the natural environment and the effects of human activity resulting in pollution of air, water, and land. A major focus of the course is critical examination of ecological, economic, and political aspects of pollution in a global context. 4 credits

SCI 542 Introduction to Forest Science and Policy

This course provides a background in forest science which is then applied to exploring current issues such as tropical deforestation, air pollution, global warming, global forest products trade, forest fires, bio-mass energy, and clear-cutting. Concepts of resource management and development, including public land management, soil and water protection, community forestry and biodiversity are also addressed. Current issues of local interest are included whenever possible to illustrate the general principles. 4 credits

SCI 544 Special Topics (Lower Level)

A study of current and variable topics in Science. Course content changes from term to term. 1 to 4 credits

SCI 600 The Human Brain

The Human Brain addresses the relationship between the brain, mind, and behavior and provides an overview of the biological basis of human emotion, cognition, and behavior. Topics may include basic functional neuroanatomy and physiology, development of the brain, sensation and perception, sexual processes and behavior, emotion, aggression and violence, learning and memory, consciousness, language systems, sleeping and dreaming, behavioral health problems (stress related disorders, anxiety, depression, schizophrenia) and their pharmacological treatment. Aberrant brain development, brain injuries, disorders and neurological diseases are also noted in the context of understanding normative functioning. *PREREQUISITE: PSY 501 Introduction to Psychology. SCI 505 Human Biology recommended.* 4 credits

SCI 644 Special Topics (Upper Level)

A study of current and variable topics in Science. Course content changes from term to term. It is expected that the student will have prior course work or experience in the subject area. 1 to 4 credits

SDLR 551 Assessment of Prior Learning

This learning experience is designed for adults who have gained knowledge and skills from life/work experiences that may be equivalent to college-level learning. Students identify, analyze, and describe the knowledge they have gained and how it relates to areas within higher education. Each student is responsible for preparing a written portfolio that documents and demonstrates that learning which is

appropriate to his/her own degree plan of study. Upon completion, the portfolio will be submitted to the Office of Academic Affairs to be evaluated for applicable degree credit. *PREREQUISITE: Permission of instructor.* 4 credits

SOC 501 Introduction to Sociology

This course introduces basic concepts, theories, and methods in the discipline of sociology that reveal the relationship between the individual and society and challenge students to develop a sociological perspective. Students are exposed to diverse cultures and social structures with an emphasis on the dynamics of power and inequality on the local, national, and global levels as they are influenced by the social constructs of race, ethnicity, class, gender and sexuality. 4 credits

SOC 601 Society and the Individual

This course explores the interface between individuals and their social context. It uses sociological perspectives such as symbolic interactionism, functional theory and conflict theory to examine the relationships we as individuals have to our society. The course also examines the extent to which our roles and status are determined at birth, and the role we play in shaping ourselves as well as the institutions in which we live. How social factors influence individual perceptions and choices is viewed in the context of the institution of marriage; family structure and relationships; demographics such as age, gender, race, ethnicity, and class; attitudes and moral behavior; violence and aggression; and work and authority. *PREREQUISITE: SOC 501 Introduction to Sociology.* 4 credits

SOC 603 Work and Society

This course analyzes the social nature of work in industrial societies. Topics include the study of occupations, training, automation, unemployment, and the role of minorities in the workplace. Through ethnographic case studies and recent articles, the course compares work structures in North America, Asia, and Europe. *NOTE: Prior completion of SOC 501 Introduction to Sociology recommended.* 4 credits

SOC 607 Child Abuse and Neglect

This course provides an examination of child maltreatment from a variety of perspectives, including theoretical, cultural, historical, and legal. It offers definitions of the types of child abuse and neglect, and allows students to reflect on how culture and history play roles in the defining process. Students learn to identify signs and symptoms resulting from maltreatment, and take an in-depth look at how trauma affects all areas of child development. The roles of child protection workers, the complex child protection system, and the legal systems are explained. Students have the opportunity to critically review current research and debate emotionally

charged ethical issues. This course challenges students to consider the dynamics that may lead people to harm children, and that it is only through this understanding can prevention strategies be developed. An introductory sociology or psychology course is recommended. 4 credits

SOSC 500 Introduction to Anthropology (GP)

This course introduces the study of anthropology from both biological and cultural perspectives. A survey of the four subfields (physical anthropology, archaeology, socio-linguistics, and cultural anthropology) examines topics such as human evolution, physical variation, and the diversity of human cultures in both the past and the present. 4 credits

SOSC 519 Living in a Digital Democracy

The growth of the internet has impacted virtually every aspect of American society. This course provides a broad overview of the societal issues and concerns raised as groups and individuals make the transition to a digital environment. The primary focus of this course is to provide the opportunity to analyze how the internet is being used to change voting behavior, stimulate the growth of a global economy, and alter our sense of community. *Prior completion of CRIT 500 Critical Thinking and ENG 500 The Writing Process recommended.* 4 credits

SOSC 544 Special Topics (Lower Level)

A study of current and variable topics in Social Science. Course content changes from term to term. 1 to 4 credits

SOSC 559 Contemporary Issues in Human Sexuality

This course examines current issues facing American society in the area of human sexuality. Using current research findings the course focuses on a multidimensional approach to studying sexual issues. Opinions, attitudes, and values affecting societal responses to sexual issues are explored in relation to scientific fact and a variety of theoretical frameworks. Special emphasis is placed on the impact of sexual issues on individuals, institutions, and public health and welfare. 4 credits

SOSC 602 Men and Women in Cross-Cultural Perspectives (GP)

This course provides a basis for analyzing alternatives in the relationships between men and women by looking at the roles women play in widely different societies; for example, in peasant, socialist, and capitalist industrial societies. The range of women's and men's roles in a variety of cultures is explored. *Prior completion of an introductory sociology or anthropology course recommended.* 4 credits

SOSC 604 Dynamics of Family Relationships

This course examines evolving family structures in contemporary American society. The functions which a family serves are reviewed. The stages of family life and development, a variety of communication patterns and the causes of breakups are addressed. The focus of the course is on helping students develop an ability to assess the strengths of a family system, evaluate the decision making processes used by a family and discuss the resiliency of the family. The course reviews a range of intervention methods which can be used to improve family relationships. 4 credits

4 credits

SOSC 605 Stress: Its Impact on the Family

This course examines the characteristics of both healthy and troubled families as they progress through each developmental stage. Change is a constant in each person's life; the family's response to change and the resulting stress is reviewed. A family's ability to manage extraordinary stressors, from both external and internal sources, is discussed. There is an emphasis on maladaptive patterns including family violence, runaways and self-harming patterns. *Prior completion of SOSC 604 Dynamics of Family Relationships recommended.* 4 credits

4 credits

SOSC 630 Aspects of Aging

The course introduces the physical, psychological, economic and social aspects of aging. Attention is given to these key aspects of aging and their relationship to the characteristics of our aging population in the United States. The course also explores the impact of culture, family structure, and societal values on the elderly in our society. *PREREQUISITE: PSY 501 Introduction to Psychology, PSY 509 Human Development, or SOC 501 Introduction to Sociology.* 4 credits

4 credits

SOSC 644 Special Topics (Upper Level)

A study of current and variable topics in Social Science. Course content changes from term to term. It is expected that the student will have prior coursework or experience in the subject area. 1 to 4 credits

1 to 4 credits



Undergraduate Admission Process

The admission and enrollment process combines academic advising with formal and informal appraisals of an applicant's ability to succeed in higher education.

Admission Policy

Admission is granted to students who possess the ability to benefit from college-level work. The College requires that every official applicant meet basic academic criteria. We retain the right to deny applications when:

- basic criteria are not met;
- the student's ability to actively participate in the academic community or complete an educational program is unlikely;
- the student reasonably appears to pose a threat to or appears likely to endanger the College community.

Application Procedure

Undergraduate degree applications may be submitted at any time during the academic year.

- Apply for free online at:
<http://granite.edu/students/prospect/getstarted/admissions.php>

Or

- Complete a paper application and mail along with a \$45 check or money order to:
Granite State College
Undergraduate Admissions Office
8 Old Suncook Road
Concord, NH 03301

Note: A paper application is not complete and will not be processed until payment of the application fee has been received.

Official transcripts from each postsecondary institution attended and any college-level standardized tests completed are necessary to evaluate credits transferred into any degree program. Veterans or active military applicants, if intending to have military experiences evaluated for possible college credit, must request an official military transcript. High school seniors must request an official final high school transcript after graduation noting high school completion.

All official transcripts should be sent directly from the issuing institution to:

Granite State College
Undergraduate Admissions Office
8 Old Suncook Road
Concord, NH 03301

Full Acceptance Status

Full acceptance status is attained when an application is complete, the application fee has been paid (if applicable), and all necessary transcripts have been received and evaluated by the Admissions Office.* Once fully accepted, students will receive notification in writing or by email which will include an unofficial GSC transcript listing institutional and transfer courses and credits.

*Individualized Studies

Students accepted into an Individualized Studies degree program will enroll in SDLR 550: Individualized Studies Seminar, to research a major and develop a draft degree evaluation. Some education majors and templated programs are exempt. Consult with your local Campus to see if the SDLR 550 requirement applies. An Individualized Studies student will receive an unofficial GSC transcript after their program has been approved by Academic Affairs.

Conditional Acceptance Status

An applicant will have conditional acceptance status until all official transcripts and college-level standardized test scores have been received and evaluated by the Undergraduate Admissions Office.

Degree Status at More Than One Institution

A student who is pursuing an associate degree at another college or university may be conditionally accepted to a Granite State College bachelor's degree program. Under a Joint or Dual Admission Agreement students will file their Intent to Matriculate with the College's Undergraduate Admissions Office by the date of their associate degree conferral.

Upon conferral of the associate degree from another institution, the student with a Joint or Dual Admission status will be fully accepted to Granite State College.

Degree Status in More Than One Program at Granite State College

A student may only be fully accepted in one degree program at one time. Students nearing completion of an associate degree program at Granite State College may also apply for admission to one of the College's baccalaureate degree programs.

Eligibility for Financial Aid

Students may receive financial aid for required courses in only one degree at a time. Credits may not exceed those allowed under Title IV regulations, and programs may be audited to ensure compliance. Courses will not be approved for financial aid if they do not fulfill degree requirements for the degree program in which the student is currently accepted.

Change of Program

Students looking to move from one degree level to another, change majors, or add or delete a designated minor, must complete and submit a Change of Program form to their Campus. Change of Program forms are available on each Campus and online at <http://my.granite.edu/resources/changeprogram.htm>. A GSC associate degree candidate pending conferral may use this form to apply to a bachelor's degree. Students will be accepted under the current catalog degree requirements.

Returning for a Second Major

A graduate who already has a bachelor's degree from the College may apply for readmission for the purpose of adding a second major to that degree. Students will follow the major requirements at the time of readmission and will complete all other requirements, including 30 residency credits of course work. Once completed, the second major will be noted on the student's transcript but will not result in eligibility to march a second time at the commencement ceremony.

Second Bachelor's Degree

Any baccalaureate graduates who wish to pursue a second degree (for example, a B.S. graduate who now wants to complete a B.A. degree) must apply and subsequently complete at least 30 residency credits of course work toward the second degree. All current major and general education

requirements of the second degree must be met before the conferral of the second degree.

Previous College Transcripts

Degree candidates must request that all official previous college transcripts are sent directly to the Undergraduate Admissions Office. This is required so that courses can be evaluated for applicable transfer credit to a degree program. It is the student's responsibility to monitor the receipt of the transcripts by utilizing the Admissions Checklist in the My.Granite WebROCK student portal. Transfer credits from regionally-accredited institutions of higher education are accepted based on equivalency of course content and outcomes. Courses that support the College's degree programs are accepted if grades of C or better were achieved. The Admissions Office, in consultation with Academic Affairs, is responsible for determining the acceptance of transfer credit. When necessary, students may be requested to provide course descriptions, course outcomes, and syllabi to assist in the evaluation of credit.

The College also recognizes competency demonstrated through CLEP, DSST, Excelsior College Examinations, and certain other postsecondary exams approved by the American Council on Education. Students seeking credit for examinations must request that official transcripts be sent directly to the Undergraduate Admissions Office for evaluation as transfer credit.

Recent High School Graduates

Applicants who are seniors in high school will be admitted for the term following graduation. Either a final high school transcript indicating the date of graduation or successful completion of Accuplacer™ assessments are required for acceptance.

Transcripts from Other Countries

Applicants who attended a college or university in a foreign country will need to have their transcript translated and evaluated prior to full acceptance. The College uses the Center for Educational Documentation (www.cedevaluations.com) to perform international credential evaluation. A fee, based upon the extent of the evaluation, will be charged. Brochures and request forms are available at any Campus or write directly to:

Center for Educational Documentation
P.O. Box 170116
Boston, MA 02117
email: info@cedevaluations.com

If the foreign transcript has been previously evaluated by an entity other than the Center for Educational Documentation, contact the Undergraduate Admissions Office to ensure eligibility.

English Proficiency

English proficiency is required for academic success at the College. Adequate proficiency is demonstrated by a minimum Test of English as a Foreign Language (TOEFL) score of 80 (internet), 550 (paper-based) or 213 (computer-based); a minimum International English Language Testing System (IELTS) score of 6.5 and/or acceptable Accuplacer™ scores. Any student not demonstrating adequate proficiency will be referred to an institution that offers courses in English for Speakers of Other Languages. Scores must be sent directly from the testing agency to the Undergraduate Admissions Office. Use code 0458.

Note: Individuals who are in the U.S. as permanent residents or with visa status allowing education participation are eligible for study. Contact the Admissions Office for information.

Credit for Prior Learning

Prior learning acquired through previous college courses, work or life experience is acknowledged and recognized as the foundation on which to build a degree program. The College provides the following options as opportunities to demonstrate how prior learning equates to degree program requirements.

- Courses from regionally-accredited colleges or universities or other college experience
- Evaluation of learning from unaccredited colleges or universities
- Selected professional certifications and licenses
- Workplace and military training evaluated by the American Council on Education
- GSC evaluation of local workplace or volunteer training programs
- Standardized examinations
- Portfolio assessment of workplace or volunteer training experiences
- Portfolio assessment of experiential learning

Credit Limits

The College will apply a maximum of 48 prior learning credits towards an associate degree and 94 credits towards a bachelor's degree. These credits do not count in the residency requirement for degree programs.

Note: Prior learning credit requests submitted at the conclusion of a degree program will not be accepted.

Testing (CLEP and DSST)

32 credits toward associate degree
64 credits toward bachelor's degree

Military Training and National Training Programs

48 credits toward associate degree
94 credits toward bachelor's degree

Institutional and Individual Training

48 credits toward associate degree
94 credits toward bachelor's degree

Portfolio Assessment

48 credits toward associate degree
94 credits toward bachelor's degree

Transfer Credits

Transfer credits from regionally-accredited colleges or universities may be awarded for courses satisfactorily completed with grades of C or better. The number of transfer credits accepted will depend upon the specific requirements in the degree program selected; the maximum at the associate level is 48 credits and at the bachelor's level 94 credits. A maximum of 78 credits will be accepted from two-year institutions if applicable to bachelor's degree requirements. A maximum of 78 semester credits from completed three-year RN nursing diploma programs will be accepted in transfer. Applicants must provide the Undergraduate Admissions Office with an official transcript and documentation, such as the original nursing license, that indicates a passing score on a Registered Nurses State Board examination.

Articulations

Agreements have been established with many two-year institutions to enable a seamless transition for graduates from selected associate degree programs to certain bachelor's degrees at the College. Graduates from certain associate degree programs can access Program Transfer Agreements (PTA's) at the College's campuses which show exactly how earned associate credits fit into bachelor's

degree program requirements. Granite State College and the Community College System of New Hampshire (CCSNH) have collaborated to form specific articulation agreements. A list of these articulations can be found at: <http://nhtransfer.org/>.

Current and prospective students can access an interactive database to view how their CCSNH courses will transfer to bachelor's degree programs at the College. The direct link to the database is: <http://www.nhtransfer.net/artweb/chgri.cgi>

Military Training

All branches of the United States military offer training for enlisted personnel and commissioned officers. The American Council on Education (ACE) has evaluated hundreds of training programs and classifications and has published credit recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Services. Visit the site at: www.militaryguides.acenet.edu Official transcripts are required for evaluation of transfer credit. Order an official Army (AARTS) transcript at: <https://aarts.army.mil/> Order an official Navy or Marine (SMART) transcript at: <https://smart.navy.mil/request.pdf>

National Training Programs

The American Council on Education (ACE) and the Board of Regents of the University of the State of New York have evaluated and made recommendations regarding college credit for many formal training programs from business and industry, government, and nonprofit agencies. Credit will be awarded based on the recommendations of the ACE National Guide to Educational Credit for Training Programs (<http://www2.acenet.edu/credit>) and the College Credit Recommendations Directory (<http://www.nationalccrs.org/>) published by the Board of Regents of the University of the State of New York. Students must request an official transcript from ACE or the NY Board of Regents documenting successful completion of training. Transcripts may be sent directly to GSC Admissions.

Training Programs Evaluated by GSC

Granite State College awards credit for college-equivalent learning gained through training. Training the College has evaluated includes the NH Police Standards and

Training Academy, the UNH Institute on Disabilities, the State of NH Division of Personnel Management, NH Fire Standards and Training, the Northern New England Center for Financial Training, the Child Development Association National Credential Program, Primex training programs, and the New England EMS Institute. The student must provide official documentation of successful completion of the training program. Contact a Campus for detailed information on credit for training options.

Portfolio Options

Portfolio options are available to demonstrate college-level learning acquired through other types of training experiences, as well as life experiences. Contact the Office of Academic Affairs for additional information.

Examination Programs

Certain tests are available to demonstrate college-level knowledge and earn credit. The College recognizes competency demonstrated through CLEP (College Level Examination Program), DSST, Excelsior College Examinations and certain other post-secondary exams. A maximum of 32 credits will be awarded through testing toward an associate degree or 64 credits toward a bachelor's degree.

The College will award the number of credits and the subject area recommended by the American Council on Education (ACE) on the student's score report. For credit to be awarded, the content of the exam must meet an outstanding degree requirement. Credits acquired through testing cannot duplicate credits earned from other sources.

CLEP (College Level Examination Program)

Students who take a CLEP test and do not receive a passing score must wait 180 days before retaking the test. For detailed information about CLEP exams, visit: www.collegeboard.com/student/testing/clep/about.html

CLEP General Exams

General exams may be taken if no prior course work or credits earned through assessment, validation or testing have been awarded in the content area of the exam. Credit will be awarded based on the total score; credit is not allowed for sub-scores and partial credit.

Credit Recommendations: (Computer Based Testing)

Title

College Mathematics
*College Composition
Humanities
Natural Sciences
Social Sciences/History

**Satisfies the writing requirement for degree programs. English Composition without an essay will not satisfy the writing requirement.*

CLEP Subject Exams

Contact a Campus prior to taking any CLEP examination to ensure that the examination selected is not duplicative of course work completed or projected, or of other tests. Following is a list of available examinations:

American Government
American Literature
Analyzing/Interpreting Literature
Calculus
College Algebra
French Language
German Language
Spanish Language
English Literature
Financial Accounting
Biology
Chemistry
Human Growth and Development
Info. Systems/Computer Applications
Introductory Business Law
Introduction to Educ. Psychology
Introductory Psychology
Introductory Sociology
Precalculus
Principles of Macroeconomics
Principles of Management
Principles of Marketing
Principles of Microeconomics
U.S. History I: Early Colonization to 1877
U.S. History II: 1865 to Present
Western Civilization I
Western Civilization II

CLEP and ENG 500 The Writing Process

The CLEP general exam, College Composition, will satisfy the ENG 500 The Writing Process requirement if a minimum score of 50 is achieved. College Composition replaced English Composition with Essay which will also satisfy the ENG 500 requirement.

English Composition (no essay) was recently replaced by College Composition Modular and neither satisfies the ENG 500 requirement. They may not be taken for credit after matriculation at the College.

College Composition (8 credits), Freshman English (8 credits), or Freshman College Composition (8 credits), if passed with the minimum ACE recommended score and taken prior to matriculation at the College, will fulfill the ENG 500 requirement. A maximum of 2 courses or 8 credits is allowed for introductory writing courses.

DSST Exams

No credits will be awarded for content that duplicates other credits earned. Students who take a DSST exam and do not receive a passing score must wait 180 days before retaking. For detailed information about DSST exams, visit:

www.getcollegecredit.com/index.html

Current Title

Art of the Western World
Astronomy
Business Ethics and Society
Business Law II (U)
Business Mathematics
Civil War and Reconstruction (U)
Criminal Justice
Environment & Humanity
Ethics in America (essay required)
Foundations of Education
Fundamentals of College Algebra
Fundamentals of Counseling
General Anthropology
Here's to Your Health
History of the Vietnam War
Human/Cultural Geography
Human Resource Management
Introduction to Business
Introduction to Computing
Introduction to Law Enforcement
Introduction to the Modern Middle East
Introduction to World Religions
Lifespan Developmental Psychology
Management Information Systems (U)
Money and Banking (U)
Organizational Behavior
Personal Finance
Physical Geology
Principles of Finance (U)
Principles of Financial Accounting
Principles of Physical Science I
*Principles of Public Speaking
Principles of Statistics
Principles of Supervision
Rise and Fall of the Soviet Union (U)

Substance Abuse (U)
Technical Writing (with Technical Writing Essay)
Western Europe Since 1945

(U) indicates that upper-level credit will be awarded.

**Multiple choice score plus passing grade on speech portion.*

Test Centers

CLEP and DSST tests are given regularly at the College Campuses. Register and pay online at <http://my.granite.edu/orientation/testing.htm> or contact a test center for additional information.

Test Centers and Codes

Claremont 603.542.3841

CLEP 7741

DSST 8064

Concord 603.513.1384

CLEP 3814

DSST 8478

Conway 603.447.3970

CLEP 8512

DSST 8749

Rochester 603.332.8335

CLEP 8520

DSST 8369

The fee for tests taken at the above sites is \$102 per CLEP test and \$110 per DSST test. The fee is subject to change without notice. Register 30 days in advance of the testing date. To request an official copy of a CLEP transcript, contact:

CLEP Transcript Request Service

PO Box 6600

Princeton, NJ 08541-6600

800.257.9558

<http://www.collegeboard.com/student/testing/clep/scores.html>

To request an official copy of a DSST transcript, download the DSST transcript order form available on the DSST web site: www.getcollegecredit.com.

Excelsior College Examinations (ECEs)

For detailed information about ECEs, visit <http://www.excelsior.edu/ecapps/exams/creditByExam.jsf>. There are limitations to the total number of times an exam can be retaken and a waiting period between attempts. ECEs must be taken with Pearson VUE. Test centers can be located at: <http://www.pearsonvue.com/excelsior/>

Cost varies depending on exam. Upper level credit may be awarded for some tests. A minimum score of 45, C, or Pass is required for all ECE examinations.

Credit Recommendations

Title

Abnormal Psychology (U)
Adult Nursing (U)
American Dream (U)
Anatomy and Physiology
Bioethics: Philosophical Issues (U)
Community-Focused Nursing (U)
Cultural Diversity (U)
Earth Science
English Composition
Essentials of Nursing Care: Chronicity
Essentials of Nursing Care: Health Differences
Essentials of Nursing Care: Health Safety
Essentials of Nursing Care: Reproductive Health
Ethics: Theory and Practice (U)
Foundations of Gerontology (U)
Fundamentals of Nursing
Health Differences Across The Life Span 1
Health Differences Across The Life Span 2
Health Differences Across The Life Span 3
Human Resource Management (U)
Introduction to Music
Introduction to Philosophy
Juvenile Delinquency (U)
Labor Relations (U)
Life Span Developmental Psychology
Literacy Instruction in the Elementary School (U)
Management in Nursing (U)
Maternal and Child Nursing (associate)
Maternal & Child Nursing (baccalaureate) (U)
Maternity Nursing
Microbiology
Organizational Behavior (U)
Pathophysiology (U)
Psychiatric/Mental Health Nursing (U)
Psychology of Adulthood & Aging (U)
Research Methods in Psychology (U)
Research in Nursing (U)
Social Psychology (U)
Transition to the Registered Professional Nurse Role (associate)
World Conflicts Since 1900 (U)
World Population (U)

(U) indicates that upper-level credit will be awarded.

Note: Credits awarded for nursing subjects will be used as non-program elective credit, unless approved as part of an Individualized Studies program.

Financial Aid

Students who need assistance with tuition and other costs related to their education may find help through one of several financial aid programs. Federal, State, and most institutional aid programs require the filing of the Free Application for Federal Student Aid (FAFSA). Types of aid include gift aid (grants), work study (part-time employment while enrolled), and loans (borrowed money that must be repaid with interest).

For full descriptions, disclosures, deadlines, and additional information for any financial aid listing, please visit <http://my.granite.edu/finaid.htm> or contact the Office of Financial Aid at (603) 513-1392.

Federal Financial Aid Eligibility

To be eligible for federal financial aid, students must meet these general requirements:

- Be a U.S. citizen or eligible non-citizen; and
- Have a high school diploma or equivalent, pass an approved ability to benefit test, or have been home-schooled in a setting approved by state law; and
- Not have or have resolved any drug conviction that occurred while receiving federal student aid; and
- Not owe a refund on a federal grant or be in default on a federal student loan; and
- Be accepted in an eligible degree or post-baccalaureate certificate program; and
- Be enrolled at-least half time (4 credits) during any term(except for Pell Grant eligibility); and
- Be making Satisfactory Academic Progress at each scheduled review; and
- Not be receiving federal or state financial aid from another institution for the same period of enrollment.

Federal Aid

Federal Pell Grant

A Federal Pell Grant is awarded based on a student's financial need and only awarded to undergraduate students who have not earned their first bachelor's degree. The maximum Pell Grant Award is determined annually by the Federal Government.

Eligible Federal Pell recipients may have funds paid to their accounts ten days prior to the term start to cover the average cost for books and supplies if there is a credit balance on their account after direct charges have been paid. Students are responsible for repayment of these funds if they drop from any or all coursework. Students may opt out of this process by submitting the Opt Out of Advanced Funds form. Students who have a previous account balance are not eligible for Advanced Funds.

Survivors of Service Members

Students who have a Pell Grant eligible expected family contribution (EFC) will be treated as a student who has a zero EFC and will be awarded the maximum Federal Pell Grant Scheduled award based on the following criteria:

- Parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and;
- Student was less than 24 years of age or enrolled in a postsecondary program at the time of the parent or guardian's death.

These students are identified through the Department of Defense match conducted through the FAFSA.

Iraq and Afghanistan Service Grant

A student who is not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant. Additional student eligibility requires the student to be under 24 years old or enrolled in college at least half-time at the time of the parent's or guardian's death.

Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grant are no longer available as of July 1, 2011.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is awarded to undergraduate students who have exceptional financial need, with priority given to Federal Pell grant recipients with the lowest EFC. Awards are based on availability from an annual allocation and are not guaranteed to every eligible student.

Federal Work Study Program

Federal work study encourages part-time employment related to a student's course of study and/or career interests while pursuing a post-secondary education. Students must demonstrate financial need from the FAFSA to be eligible for this program. Awards are based on availability from an annual allocation and are not guaranteed to every eligible student.

Community service is a valuable component of the federal work study program. Granite State College has worked with various non-profit organizations, such as child care centers and alternative school settings, to provide important and meaningful services to communities across the state.

Federal Direct Loan Program

Direct Stafford Loans are low-interest loans for students to help pay for the cost of an education. The lender is the U.S. Department of Education and offers the following types of loans:

Subsidized: For students with demonstrated financial need, as determined by the FAFSA. No interest is charged while a student is in school at least half-time, and during grace and deferment periods.

Unsubsidized: Loans that are not based on financial need; interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.

Repayment begins six months after the student graduates, withdraws, stops attending, or drops below half-time enrollment. The standard repayment term is 10 years, although one can get access to alternate repayment terms (extended, graduated and income contingent repayment) by consolidating loans.

Under the terms and conditions that Federal Student Loan assistance is received, students may obtain deferral of the repayment of principle and interest for service under the Peace Corps Act, service under the Domestic Violence Service Act of 1973, or comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Direct Parent PLUS Loans

Direct Parent PLUS Loans are unsubsidized loans for the parents of dependent students. Parent PLUS Loans help pay for education expenses up to the cost of attendance minus all other financial assistance. To be eligible, the borrower must be the student's biological or adoptive parent or stepparent, a U.S. citizen or eligible non-citizen, and cannot have an adverse credit history. A credit check is required. Beginning July 1, 2011, a valid FAFSA is required to apply for a Direct PLUS Loan.

The interest rate for Direct Parent PLUS Loans is a fixed rate of 7.9%. Interest is charged during all periods, beginning on the date of the loan's first disbursement. There is also an origination fee that is deducted from the amount borrowed. The loan fee is 4.0%, but there is an upfront fee rebate of 1.5%, which is lost if the first 12 monthly payments are not received on time during repayment.

Rights and Responsibilities

Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

- Know and understand the authorized educational expenses involved in the cost of attendance and that aid awards are only used for these expenses while enrolled;
- Be informed about the financial aid application process/procedures and respond promptly to all documentation and information requests;
- Understand how financial need is determined, how outside resources may affect eligibility, and report all resources received.
- Understand the award and the guidelines of the aid programs involved;
- Know and understand the refund policies pertaining to dropping and the return of federal aid as a result of withdrawing from coursework; as well as student responsibility for repayment of any returned funds;
- Understand the requirements for Satisfactory Academic Progress to receive federal financial aid and the responsibility to maintain SAP standards;
- Understand that financial aid records are confidential and maintained in accordance to the Federal Family Educational Right and Privacy Act (FERPA).

- Maintain copies of all forms and agreements signed;
- Recognize that the student and his/her family are primarily responsible for educational costs;
- Notify the Office of Financial Aid of any changes in anticipated enrollment, any drug conviction or incarceration, since it may affect eligibility;
- Satisfactorily perform and complete work assignments accepted through the federal work study program.

Federal Financial Aid Penalties for Drug Convictions

Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Act states that a federal or state drug conviction can disqualify a student for federal financial aid. Without a valid FAFSA for federal financial aid, students are also ineligible for State aid and most institutional aid programs. In accordance with an HEOA provision, a student whose eligibility has been suspended due to a drug conviction is allowed to resume eligibility if the student successfully passes two unannounced drug tests conducted by a qualified drug rehabilitation program

State Grants

State grants may be available to residents from New Hampshire, Vermont, Maine, Massachusetts, and Rhode Island for the College's students. Information from the FAFSA is sent to each state to determine eligibility. *At the time of publication, the continuation of the New Hampshire Incentive Grant Program is undecided.*

Institutional Aid

Senior Tuition Waiver

The College encourages New Hampshire residents 65 years and older to participate in courses by providing tuition remission on a space available basis. "Space available" means that a seat is available without excluding paying students. Two options are available:

- The College has a limited number of senior tuition waivers for those enrolling for credit. Payment of all applicable term fees and any lab or material fee is required. An individual may be granted

- no more than one waiver per term, not to exceed four per year.
- A Senior Audit Plan allows for an audit (no credit awarded) with payment of all applicable term fees and any lab or materials fee. At the time of registration, indicate "SA" on the upper right-hand corner of the registration form.

National Guard Tuition Waiver

This program is available to students serving in the New Hampshire Air and Army National Guard. NH National Guard Waivers are for tuition costs only on a space available basis which means that a seat is available in a course without excluding paying students.

The ALA Merit Scholarship Fund

The Alumni Scholarship Fund provides up to ten \$1,000 academic merit scholarships to deserving students every year. Qualified recipients are selected through an application process. To be eligible, students must:

- be an undergraduate enrolled in a degree program, or a student enrolled in the Post-Baccalaureate Teacher Certification Program.
- have completed a minimum of twenty-four credits at the College.
- have completed a minimum of four terms at the College.
- have a 3.5 grade-point average or better.

Interested applicants may obtain a Scholarship Application through the MyGranite portal during the fall term each year. The scholarships are awarded at the annual Honors Convocation in May. Current students should consult with their Campus for more detailed information or call Alumni Relations at 603.513.1317.

Other Sources of Aid

Aid may be available from local sources, including local banks with education assistance trusts, community and civic groups, Veterans Administration, NH Job Training Council, Vocational Rehabilitation, and employer tuition reimbursement.

Unique Annual Allocation and Endowment Program

The Unique Annual Allocation program provides increased, equal access and choice for deserving, high-need New Hampshire

residents seeking the benefits of a NH post-secondary education. *Continuation of the Unique Annual Allocation and Endowment Program are undetermined at the time of this publication.*

Osher Reentry Scholarship Endowment

The Bernard Osher Foundation, headquartered in San Francisco, supports higher education and the arts and provides scholarships to selected institutions nationally. Learn more about the Osher Foundation at: www.osherfoundation.org.

The Osher Reentry Scholarship Endowment Fund, sponsored by the Bernard Osher Foundation, is designed to provide tuition assistance to eligible “reentry” students who are pursuing their first bachelor’s degree. A “reentry student” is a person who has experienced a cumulative gap of five or more years in their formal education and has not completed the requirements for a bachelor’s degree.

The College will select at least 25 recipients per year and awards may not exceed \$2000 per recipient or \$50,000 total per year. Preference will be given to newly-matriculated students or returning award recipients. To be eligible, the student must:

- Have experienced a cumulative gap in their education of five years or more;
- Be an undergraduate student pursuing his/her first baccalaureate degree and NOT be enrolled in an online degree program;
- Ideally be between the ages of 25-50 and anticipate participation in the work force for a significant period of time;
- Demonstrate financial need, not necessarily identified on the FAFSA;
- Show academic promise and commitment to obtaining their undergraduate degree;
- Must submit application, essay and references during the open application period that ends June 30th

Child Development Bureau Early Childhood Tuition Assistance Grant

For individuals working in licensed and licensed-exempt New Hampshire child care programs, preschools, or family child care, grants are available for enrollment in early childhood courses. This tuition assistance program is offered by the Child Development Bureau, Division of Child, Youth and Families, Department of Health

and Human Services. Applications are available online at:

<http://www.granite.edu/finaid/forms.php>

New Hampshire Charitable Fund

New Hampshire residents pursuing undergraduate or graduate study at approved institutions of post secondary education are eligible to apply for grants and scholarships from this fund. For more information, please visit www.nhcf.org.

Veteran Benefits

Active duty military personnel are eligible for tuition assistance. All of the College’s degree programs are approved for veteran’s benefits. Veterans are encouraged to take advantage of the benefits provided by the GI Bill. Contact the VA in Manchester at 800.827.1000 or the College’s veteran coordinator concerning eligibility and payment. For more information, please visit: www.gibill.va.gov.

Vocational Rehabilitation Programs

Every state operates a vocational rehabilitation program to assist people with a variety of disabilities to return to productive activity. In certain cases, a vocational rehabilitation agency will assist disabled students to meet their college expenses. Students should contact their local agency for more information.

Online Scholarship Search Engines

Online scholarship search engines may be utilized to assist students in finding scholarships that reduce their educational costs. Trusted examples include: Fastweb, College Board Scholarship Search, and Peterson’s Scholarship Search.

Monthly Payment Option

The College offers a monthly payment plan option at a nominal cost. This interest-free plan allows payments in monthly installments for a single term or multiple terms within the same academic year. The plan is administered for the College by Tuition Management System (TMS). For further information, contact TMS at 800.356.8329.

Private (Alternative) Loans

Private loans, also known as alternative loans, are non-federal student loans that may be needed by students to fund and/or supplement the cost of their education. All private loans are credit-based and have variable

interest rates (meaning there is no limit to the amount the rate can increase). Students may borrow up to the cost of attendance less any financial aid and are required to complete a self-certification form. Private Loans should be used as a last resort to fund one’s education.

The Office of Financial Aid strongly encourages the use of all federal, state and institutional aid programs identified through the filing of the FAFSA before applying for any private loan option.

Financial Aid Application Process

1. Complete and submit your Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov (School Code: 031013) Priority Filing Date: May 1, 2011.
2. Submit your completed Financial Aid Institutional Application.
3. Complete and submit all additional requirements that may include verification documents, copies of Federal Tax Forms, W2s, SSN card, etc.
4. To receive financial aid, apply for admission into a GSC degree and/or post-baccalaureate program.
5. Direct Loan Borrowers must complete additional requirements (Entrance Counseling, sign an MPN, Federal Student Loan Data Sheet, and Exit Counseling upon departure).

Verification

Federal regulations require verification to be completed for some applicants and they may be selected by the U.S. Department of Education CPS or by the College. The purpose of verification is to maintain the integrity of student aid programs by verifying the information provided by students and parents on financial aid applications. If selected for verification, students are required to submit:

- Copies of all signed federal tax returns that are applicable or Non-Tax Filer Statement(s)
- Completed Dependent or Independent Verification Form
- Other Documentation as requested upon review.

Requirements for verification must be completed before aid is awarded.

Application Processing Timeline

Applications are accepted on a rolling basis. Student aid is packaged when all requirements are satisfied. Financial aid application processing may take up to fourteen days after all required documents are received. Apply as early as possible to avoid delays. Verification documents must be completed prior to the last day of enrollment that is at least half-time, unless a student is Pell eligible (no later than 120 days after the last day of at least half-time status). Students must reapply for financial aid each academic year.

Financial Need

Federal, state, and most institutional aid programs are awarded based on financial need except for the Direct Unsubsidized Loan and the Direct Parent PLUS Loan which are categorized as non-need based aid. Financial Need is the difference between the Cost of Attendance and your Expected Family Contribution added with external Educational Resources.

Cost of Attendance (COA), also known as the student's budget, is an estimate of educational and related expenses incurred during a period of enrollment.

The Expected Family Contribution (EFC) is a measure of your family's financial strength and resources available to assist with the cost of your education which is calculated through the FAFSA.

Any anticipated Educational Resource, paid directly to you or to the College on your behalf, is your legal responsibility to report, and may affect your financial aid eligibility. Examples include, but are not limited to, Vocational Rehabilitation, Veterans Administration, and employer tuition reimbursement.

Special Circumstances

The College does recognize that a student and/or family's true circumstances may not be accurately portrayed at the time they file their FAFSA. Special circumstances may include, but not limited to: loss of job, divorce, and medical expenses above the average allowance. A special circumstance application requires completion of the verification process, supporting documentation, and providing further information upon request.

Code of Conduct

The staff of the Office of Financial Aid and designated agents of the College are expected to always maintain exemplary standards of professional conduct and to follow this code of conduct outlined by the National Association of Student Financial Aid Administrators (NASFAA).

The professional shall:

1. Refrain from taking any action for his or her personal benefit.
2. Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
3. Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
4. Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
5. Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
6. Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

Financial Aid Calendar 2011-12

This calendar applies to standard term courses. Late Start coursework and/or contract courses may affect the disbursement and credit balance check dates due to different published drop dates. Dates are subject to change.

Summer Term

(July 9 – September 2, 2011)

July 6, 2011 – Advanced funds for qualified Pell recipients to obtain books and supplies

July 15, 2011 – Last day to drop a class for tuition refund

July 18 -20, 2011 – Credits verified and aid released to student accounts

July 22, 2011 – SAP appeal deadline for term reentry

August 2, 2011 – Checks printed and mailed for credit balances

Fall Term

(September 10 – December 9, 2011)

September 2, 2011 – SAP appeal deadline for term reentry

September 7, 2011 – Advanced funds for qualified Pell recipients to obtain books and supplies

September 17, 2011 – Constitution Day

September 23, 2011 – Last day to drop a class for tuition refund

September 26-28, 2011 - Credits verified and aid released to student accounts

October 11, 2011 - Checks printed and mailed for credit balances

Winter Term

(January 7 – March 30, 2012)

January 4, 2012 - Advanced funds for qualified Pell recipients to obtain books and supplies

January 7, 2012 – SAP appeal deadline for term reentry

January 20, 2012 – Last day to drop a class for tuition refund

January 23-25, 2012 - Credits verified and aid released to student accounts

February 7, 2012 - Checks printed and mailed for credit balances

Spring Term

(April 7 – June 29, 2012)

April 3, 2012 - Advanced funds for qualified Pell recipients to obtain books and supplies

April 19, 2012 – SAP appeal deadline for term reentry

April 20, 2012 - Last day to drop a class for tuition refund

April 23-25, 2012 - Credits verified and aid released to student accounts

May 8, 2012 - Checks printed and mailed for credit balances

Constitution Day

September 17 is designated as Constitution Day for all schools eligible for Title IV

funding. Granite State College annually celebrates Constitution Day to promote an understanding and appreciation of the U.S. Constitution.

Satisfactory Academic Progress to Receive Financial Aid

Federal regulations require that all financial aid recipients progress at a reasonable rate (satisfactory academic progress) toward achieving and completing their program of study.

This requirement applies to all GSC students receiving federal financial aid. Students are expected to meet the minimum SAP standards outlined below during each scheduled review. These standards ensure that any student will complete his/her program of study within the maximum timeframe.

Students who fail to achieve these standards will no longer be eligible for financial aid and will be placed on financial aid suspension which will result in the loss of all federal, state and institutional aid, including grants, scholarships, loans and work-study.

The minimum Satisfactory Academic Progress Standards are:

1. *Maintaining a cumulative GPA in accordance with the following scale:*

Undergraduate Program GPA	
Total Credit Hours Attempted	Dismissal Cumulative GPA
0 – 12	0
13 – 24	Below 1.00
25 – 36	Below 1.50
37 – 48	Below 1.70
49 – 59	Below 1.90
60 and above	Below 2.00

Post-Baccalaureate Program GPA	
Total Credit Hours Attempted	Dismissal Cumulative GPA
0 – 12	0
13 and above	Below 2.00

2. *Students are required to make progress (an acceptable pace) towards program completion and successfully complete the required number of credits in accordance with the following scale:*

Undergraduate Credit Completion	
Total Credit Hours Attempted	Minimum Number of Credit Hours Completed
0 - 24	0
25 - 36	Fewer than 12
37 - 48	Fewer than 24
49 - 56	Fewer than 32
57 - 72	Fewer than 44
73 - 82	Fewer than 54
83 and above	Complete two-thirds of all credits attempted

Post-Baccalaureate Credit Completion	
Total Credit Hours Attempted	Minimum Number of Credit Hours Completed
0 - 12	0
13 - 24	Fewer than 12
25 - 36	Fewer than 24
37 - 48	Fewer than 36
49 - 60	Fewer than 48
61 and above	Complete two-thirds of all credits attempted

The number of credits attempted shall include all GSC credits and any transfer credits that are applicable to the student's current degree program at the time of review.

3. *Maximum timeframe.* Students may not receive Title IV financial aid for courses that do not count toward completing their current degree or certificate program. The timeframe for degree completion is limited by federal regulations to 150% of the published length of the degree program. This equates to a maximum number of credit hours that includes transfer credits and all credit hours attempted at Granite State College. *Example: A Bachelor's degree requires 124 credits; students may not exceed 186 credits to earn a Bachelor's degree.*

Credit hours attempted will include completed credits, incompletes, withdrawals, transfer credits applicable to the student's

degree, and repeated or failed classes. If due to withdrawals, failed courses, change in degree program, etc., the student exceeds the maximum number of attempted credits for his/her program or a student cannot complete the program of study without exceeding the maximum timeframe, then he/she will no longer be eligible for federal financial aid programs for any future terms.

Various types of coursework impact the calculation of SAP:

- Dropped Coursework during the official add/drop period is not included as attempted and/or unsuccessful credits.
- Audit Coursework receives no credit and is not relative to grade point average nor counted in the evaluation of SAP.
- Remedial/Developmental Coursework receives no credit and is not relative to grade point average nor required to be counted in the evaluation of SAP. However, only 30 credits worth of remedial/developmental coursework will be included in enrollment status for federal financial aid.
- Repeated Coursework will count in calculation of hours attempted and completed hours earned if the student receives a passing grade; however, only the last grade earned is calculated in the GPA.
- Prior Learning Assessment (PLA) Credits are brought in as transfer credits since credits are not paid for but the evaluation process is. PLAs are applicable as degree credits that lead toward degree completion. Therefore, PLAs are counted in the credits attempted and successfully completed, as well as the maximum timeframe.
- Pass/Fail Coursework is not calculated in the cumulative GPA, but will be included in credits attempted and completed (if applicable).
- Transfer Coursework is applicable to the student's degree program and included in attempted and successfully completed credits.
- Consortium Coursework, while a GSC student enrolled in an eligible program, will be counted in attempted credits, completed credits (if applicable), and calculated in cumulative GPA.
- Subsequent Major includes all credits transferred from the previous degree program and impacts the maximum timeframe measure.

Annual SAP Review

SAP will be reviewed at the end of the Spring term payment period on an annual basis for students in the following programs:

All undergraduate degree programs

- Associate Degrees
- Bachelor Degrees

Post-Baccalaureate certificate programs:

- General Special Education
- Early Childhood Special Education
- General Special Education and Elementary Education

Payment Period Review

SAP will be reviewed at the end of each term payment period for students in the following Post-Baccalaureate advanced endorsement programs:

- Emotional and Behavioral Disorders
- Intellectual Developmental Disabilities
- Learning Disabilities
- Reading and Writing Specialist

Financial Aid Suspension

All students who do not meet the minimum SAP standards during the scheduled review will be placed on Financial Aid suspension which results in the loss of all Federal, State and institutional aid, including grants, scholarships, loans and work-study.

Regaining Eligibility

Students may re-establish Title IV eligibility when they achieve the minimum SAP standards at the next scheduled review or if an appeal is successful. Students may not regain eligibility if suspension is due to reaching the maximum timeframe or may reach the maximum timeframe without completing the program. If no appeal is submitted or an appeal is not approved following a suspension, then the student may continue to take courses at their own cost unless the student is academically suspended.

SAP Appeal

A student whose eligibility is suspended may request an appeal if s/he feels that extenuating/special circumstances existed that affected his/her ability to achieve the minimum SAP standards. A student cannot appeal a financial aid suspension if he/she has reached or will reach the maximum timeframe before program completion.

An extenuating/special circumstance must exist and be supported by additional documentation to file an SAP appeal. A

special circumstance may include an injury, illness, the death of a relative, or other special circumstance. Circumstances do not include a lack of dedication to his/her studies, not understanding the impact of withdrawals, etc. All submitted documentation of special circumstances is confidential and only used to verify and support a student's special circumstance. All documentation will be filed in the student's financial aid record.

To file the appeal, a student may complete the aid-year specific Financial Aid Satisfactory Academic Progress Appeal Form which includes an explanation of what has changed in relation to the special circumstance(s) that will allow the student to achieve the minimum SAP standards upon the next review and an academic plan approved by a Campus Director (if applicable). All plans must demonstrate that the student will achieve the required SAP standards by the next scheduled review. The Appeal Form is available in the Financial Aid section of my.granite.edu.

Number of Appeals

Students that are reviewed annually are allowed to appeal at two different times during their academic career at Granite State College. However, students cannot appeal in successive aid years. Post-Baccalaureate students who are in the advanced endorsements may only appeal once. If an appeal is denied, the student may not submit another appeal unless he/she achieved the minimum SAP standards and regained eligibility before the next appeal is submitted.

Appeal Approval

SAP appeals will be reviewed by the Office of Financial Aid who will determine a student's eligibility or ineligibility for continued federal assistance. Any incomplete appeal will not be reviewed. Approvals may involve, but are not limited to, a reduced course load, specific courses, a required GPA by term, etc. The student and the appropriate Campus Director will be informed in writing of the decision and any additional requirements.

Financial Aid Probation

A student who is approved through the appeal process will be placed on financial aid probation for the subsequent payment

period. If the student is unable to achieve the minimum SAP standards at this time, then the student will be placed on his/her approved academic plan if the student achieves at least a "C" in each course while completing 100% of the credits attempted during probation. Students who achieve the minimum SAP standards after probation will have their eligibility reinstated and will not be required to follow an academic plan.

Academic Plan

A student who completes probation and did not achieve the minimum SAP standards will follow the academic plan created and approved by his/her Campus Director. The academic plan must demonstrate the achievement of the minimum SAP standards by next scheduled review. Progress will be reviewed on a term by term basis in accordance with the academic plan. Any academic plan will require a student to achieve at least a "C" in each course attempted while completing 100% of the credits in the academic plan. Any higher expectations will be communicated in writing.

Registration

Academic Year

The Academic Calendar including term registration periods appears at <http://www.granite.edu/academics/schedule/calendar.php>. Please contact a Campus or visit the web for a copy of the current term course schedule. The College's academic year consists of four terms:

Fall	September-December
Winter	January-March
Spring	April-June
Summer	July-September

Selecting Courses

Campus staff are excellent resources for students selecting courses each term. Advisors are assigned to each degree candidate and are also available to assist other students. Contact a Campus to discuss enrollment in courses that best support degree completion including general education and major requirements, as well as specific learning goals.

Placement

Some of the College's courses require a pre-registration skills assessment.

Degree Candidates

Students who apply to and are accepted into a degree program at the College are degree candidates. All other students attending the College shall be considered non-degree.

High School Seniors

High school seniors who are at least 17 years of age will be considered for participation in lower level courses. Students must submit a letter of recommendation from their high school guidance counselor indicating the student's maturity, academic ability and a rationale for why the student would be taking the course. In the case of a home schooled student, documentation of a strong academic background is required. Students must also submit a registration form with the signature of the parent/guardian noting permission. Students are required to submit these documents to a Campus Director seeking endorsement prior to enrolling in a course.

Enrollment Status

Full-time status for undergraduate students is defined as enrollment in at least eight credits within a twelve week term. Half-time status for undergraduate students is defined as enrollment in four credits within a twelve week term. Full-time status for graduate students is defined as enrollment in at least six credits within a twelve week term. Half-time status for graduate students is defined as enrollment in three credits within a twelve week term. Full-time/half-time status will differ at other USNH institutions. *The College reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or prerequisites.*

Registration

For each course, check to ensure all prerequisites have been satisfied. Please note that some courses require a pre-registration skills assessment.

- Register online via WebROCK at my.granite.edu
- or
- Complete a registration form and fax, mail, phone, or drop it off at a local Campus.

Students are officially registered when all tuition and fees are either paid in full or when financial clearance has been received. This process must occur by the term's posted payment due date to avoid being dropped from courses. Once financially cleared, students will be contacted only if the course for which they have registered is cancelled.

Students are responsible for purchasing textbooks and materials. Textbooks are an additional expense. MBS Books is the authorized textbook supplier for the College. To order and obtain ISBN information go to: <http://direct.mbsbooks.com/gsc.htm>

or:

Call: 800.325.3252

Fax: 800.499.0143

Student Identifier Number

All students who wish to register for credit bearing courses are required to provide their social security number (SSN) with the first registration. The SSN is required by federal law and federal financial aid, and will be used to report 1098-T data for education

tax credits under the Taxpayer Relief Act of 1997. Student SSNs will be shared only where legally required and will be accessible only by authorized personnel. The College protects confidential information by complying with the Family Education Rights and Privacy Act of 1974. A unique student identifier number (SID) will be generated for all students. Use this SID for all College transactions, including subsequent registrations, account payments, and initial logging on to the College website portal.

Financial Clearance

Payment for all classes must be made or financial clearance confirmed by the posted due date for each term. Due dates are published in the course schedule and on the MyGranite portal. Financial clearance is confirmed when any of the following conditions are met:

- Payment for all tuition, fees, and charges is made in full, OR
- A payment arrangement is approved by the Student Accounts Office for all remaining charges (ex. third party payments, VA, Voc Rehab, pending scholarships, etc.) OR

For admitted degree candidates using financial aid:

- Financial Aid is awarded and covers all charges, OR
- Financial Aid is awarded; however the award does not cover all charges and a payment arrangement with the Student Accounts Office is approved, OR
- Financial Aid applications (SAR, institutional application) and all required documents are received by the Office of Financial Aid and provisional clearance is approved.

Note: New degree candidates, or individuals applying for a subsequent degree, must have all admission and financial aid documentation submitted to the College by the published due date for the term. To apply for admission and financial aid and register for a course after the payment due date for the term has passed, another form of payment must be secured at the time of registration. Students may receive reimbursement after acceptance to a degree program is achieved, a financial aid award is determined and funds are disbursed to the student's account.

If financial clearance has not been confirmed by the posted due date for the term, students may be dropped from some or all of their courses. Students may re-register once the Registration, Tuition, and Fees conditions for financial clearance have been met. A \$25 re-registration fee will be assessed.

Change of Registration

Students may add or drop courses online through the course's posted add/drop period. Students may also add or drop a course during the add/drop period by contacting a Campus or by completing the Course Add/Drop Form located at <http://my.granite.edu/resources/registrationchanges.htm>. See below for further information on Adding Courses or Dropping Courses. After the add/drop period, students may withdraw from a course(s) by completing and signing the Course Withdrawal Form. See Withdrawing from Courses section below for further information.

Petitions for Change in Enrollment Status

Students with extreme extenuating circumstances who have been unable to participate in a course in the current term may petition to drop the course past the published deadline through a written petition process facilitated by the student's advisor. Students who have participated in a course in the current term but are unable to complete it due to extenuating circumstances, may petition to withdraw past the published deadline and request financial relief. The Petition Committee, consisting of College administrators, rules on change in enrollment status petitions. The petitioning student is notified by letter of the decision. If a student determines that additional information is available to support reconsideration of the decision, or the need to further clarify information previously presented, an appeal of the decision may be requested within 30 days of receipt of the letter indicating the initial decision. The appeal process is as follows:

- An Appeal Form should be completed and signed by the student and sent to the Office of Academic Affairs. The form is available at <http://my.granite.edu/resources/petitions.htm>
- The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.

- Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of two other members of the Office of Academic Affairs staff and the Dean of Academic Affairs. Every effort will be made to handle the appeal within 10 working days.
- The decision by the Academic Appeal Committee is final, and the student will be notified immediately in writing.

Adding Courses

Students may add a twelve week course up to the end of the second week of the term (see the course schedule) via the online registration function in WebROCK, by calling or e-mailing a Campus or by completing a Course Add/Drop Form at <http://my.granite.edu/resources/registrationchanges.htm> and faxing it to a Campus or the Registrar's Office at 603.513.1386. Courses that do not follow a twelve week schedule may be added during specified add/drop periods, as published in the term course schedule.

Dropping Courses

A "drop" is a cancellation of an individual registration. If a course is dropped during its add/drop period, all tuition and fees are refunded. You may drop a course via the online registration function in WebROCK, by calling your campus, or by completing the Course Add/Drop form at <http://my.granite.edu/resources/registrationchanges.htm> and faxing it to a Campus or to the Registrar's Office at 603.513.1386. The last day to drop a twelve week course is the end of the second week of the term. For courses that do not follow the twelve week schedule, specific drop dates are posted on <http://my.granite.edu/>. Students who remain registered after the drop period are financially responsible for all tuition and fees. Officially dropped courses are not recorded on transcripts. Failure to officially drop will result in an AF grade (administrative failure), which is maintained on the official student record and included in the grade point average (GPA). An AF may also result in an unpaid account balance due to the College if federal financial aid has been received.

Withdrawing from Courses

A withdrawal is a change in registration after the official add/drop deadline. A Withdrawal (W) will be noted on a transcript indicating that an individual did not complete the course. To determine the last

day to withdraw from a regularly scheduled twelve week course, see the Academic Calendar published on the last page of the Catalog. To withdraw from a course that does not follow a twelve week schedule, please consult the course schedule or contact a Campus. To withdraw from a course, submit a completed Course Withdrawal Form located at <http://my.granite.edu/resources/registrationchanges.htm> before the last published day to withdraw. Withdrawal from course(s) is official once a signed form has been received by a Campus or the Registrar's Office. The form should be faxed to the Registrar's Office at 603.513.1386 or scanned and emailed to registrars.office@granite.edu. The date of official withdrawal is the day that the completed form is received by the College. There is NO refund of tuition or fees for withdrawals (financial aid recipients please refer to the Tuition Refund Policies). If a student is receiving financial aid, (grants and/or loans, consult with the Financial Aid Office before withdrawing. Depending on the aid received, if a student withdraws that students may be responsible for repaying some or all of the aid to the College. If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to the College. Failure to officially withdraw will result in an AF grade, which is maintained on the official student record and included in the grade point average (GPA). Not attending classes does not constitute an automatic withdrawal.

Note: For purposes of adding or dropping a standard twelve week course, the end of the week is considered to be Friday.

Note: Students who drop or withdraw from a course are required to return all college property.

Audit

Students may register for a course as an auditor (i.e., not for credit, in pursuit of a personal interest or for purposes of personal or career development). Full tuition and applicable fees will be charged for an audited course. Students registering for academic credit will be given priority in registration. A request to change from an audit status to a credit-bearing status or vice versa may be submitting via an updated registration form

before the final day of the add/drop period for the course. It is not expected when auditing a course that a student will be evaluated in any way. The extent to which auditors will participate in the course will be at the complete discretion of the instructor. A grade of AU will be entered on the official student record. An audit will not be included in the calculation of GPA, for satisfactory academic progress, for determining full or part-time status, or for financial aid eligibility. To register, please contact a Campus. AUDIT must be clearly marked in the upper left-hand corner of the registration form. Online registration is not available for audits.

Independent Learning Contracts

Independent Learning Contracts are normally four credit learning experiences and are completed within a twelve week term. Independent learning contracts must be appropriate to a student's program of study.

The following policies apply:

- Contact a Campus to initiate the process.
- Contract faculty mentors must be approved to teach at the College through the standard Academic Affairs review process for faculty
- Regular catalog course contracts may be requested by an advisor and submitted to Academic Affairs.
- Arrangements for payment must be made at or before the time of contract registration
- Contracts that are replacing regularly offered courses will be mentored by faculty who normally teach those courses.
- A maximum of three contracts may be completed with any one faculty mentor.
- Contracts are for courses not available in a given term schedule.
- Contracts will normally require online learning.
- Any contract involving research with human participants must be submitted with a complete request for review by the Institutional Review Board.
- Withdrawals and incompletes are subject to the same policies as regular courses.
- Consult my.granite.edu for contract request and registration deadlines.
- For graduating students, contracts must be completed no later than the last day of the final term.

Enrollment Verification

The College sends enrollment data for each term to the National Student Clearinghouse soon after the standard add/drop date. Once the data has been processed by the Clearinghouse, students may obtain instantaneous enrollment verifications by logging on to WebROCK at my.granite.edu and linking to the National Student Clearinghouse website. Students may print a certificate of enrollment to send to their health insurers and credit issuers. Students can view any electronic notification forms that the Clearinghouse has sent to their lenders, servicers, and guarantors, and may also link to real-time student loan information to determine outstanding balances and due date of their next payment.

Overload Policy

The maximum credit load for a single term is 16 credits. A student who wishes to enroll for more than 16 credits must request permission from the Dean of Academic Affairs.

Pass/Fail

The pass/fail option is intended to provide degree candidates with an opportunity to examine areas of study which they might otherwise avoid because of grade pressure or unfamiliarity with the subject. With the approval of an advisor, degree candidates may use the Pass/Fail option at the time of registration. A maximum of 4 elective credits may be earned through Pass/Fail per term, not to exceed 8 elective credits within a degree program. When registering, obtain the advisor's signature on the registration form which authorizes the Pass/Fail registration status. The Pass/Fail option can only be used for elective credit. It cannot be used with courses which satisfy general education, concentration or major requirements or with a repeated course.

Instructors are not notified if students have chosen the Pass/Fail option. The minimum College grade accepted for a learning activity taken Pass/Fail is D-. The grade earned will not be calculated into the GPA, but the Pass or Fail will be recorded on the transcript. Students earning a passing grade will receive the assigned credits towards degree requirements. Those earning a failing grade will not receive credit, and the grade will be calculated in the GPA. Courses from other USNH institutions offered at the College cannot be taken Pass/Fail.

Senior Citizens

New Hampshire residents 65 years and older are encouraged to participate in courses and the College provides tuition remission on a space available basis. Space available means that a seat is available without excluding paying students. Registration takes place at the Campuses. Two options are available:

1. The College has a limited number of Senior Tuition Waivers for those enrolling for credit. The Office of Financial Aid must approve all senior tuition waivers before registration. Any individual may be granted no more than one waiver per term, not to exceed four per year. Payment of the registration fee and any other fee or charge is required. Official verification of age is required. Senior Tuition Waiver requests are available online at <http://granite.edu/finaid/aid/waivers.php>
2. A Senior Audit plan allows for an audit (no credit awarded) with a payment of a registration fee and any other fee or charge if applicable. At the time of registration indicate an "SA" in the upper right-hand corner of the registration form. Official verification of age is required. Registration for auditing a class cannot be completed online.

University System of New Hampshire Policies

Suspension from any University System of New Hampshire Institution

The University System of New Hampshire (USNH) consists of the University of New Hampshire Durham and Manchester, Plymouth State University, Keene State College and Granite State College. A student ineligible to register for or attend classes at any USNH institution because of suspension entered upon finding of responsibility for violation of the institution's code of student conduct shall be ineligible to register for or attend classes at any other USNH institution during the entire period of suspension. A student ineligible to register for or attend classes at any one USNH institution because of permanent expulsion entered upon finding of responsibility for violation of the institution's code of student conduct shall be ineligible to register for or attend classes at any other USNH institution for a period of two (2) years following the date

on which the student was permanently expelled.

A student ineligible to register for or attend classes at any one USNH institution because of a pending student disciplinary charge shall be ineligible to register for or attend classes at any other USNH institution for as long as the charge remains pending.

Cross Registration

College degree candidates who wish to take courses at other USNH institutions and/or CCSNH institutions should verify course selection at their Campus prior to registering. A Cross Registration form is available from any Campus. If using financial aid, there must be an approved financial aid consortium agreement between GSC and the college attended. Once this has been verified, students may complete the Cross Registration form and forward it to the Office of Financial Aid. The academic record will be noted "Cross Registration" which will qualify the student for financial aid. After completion of course work, request that an official transcript be sent to the Registrar's Office.

New Hampshire Residency Domicile

A student shall be classified as in-state or out-of-state for tuition purposes at the time of admission or initial registration at the College. The decision shall be made by the individual processing the application or registration based upon information furnished by the student. If a student's domicile changes while enrolled, the student must contact the Registrar's Office to request a change of residency.

Tuition and Fees

Mandatory tuition and fee charges are subject to final approval by the University System of New Hampshire Board of Trustees. Course charges, fees, and regulations are subject to change without advance notice. Tuition and fees are effective for Fall 2011 term charges unless otherwise noted.

For current tuition rates visit <http://www.granite.edu/students/prospect/tuition.php>

Undergraduate

Per Credit

Resident	\$275
Non-resident	\$285

Post-Baccalaureate Teacher Certification Program

Per Credit

Resident	\$275
Non-resident	\$285
Non-Credit	Variable

Graduate

Per Credit

Resident	\$485
Non-resident	\$495

Note: All students enrolled in credit-bearing programs in any division of the University System of New Hampshire in any capacity shall be charged tuition at a rate to be determined by their domicile. Those domiciled within the State of New Hampshire shall pay the in-state rate. Those domiciled elsewhere shall pay the out-of-state rate. Identification may be required at time of registration.

Undergraduate Fees

Academic Services Fee

Per term for 4 credits or more \$40
This fee supports the information technology infrastructure of the College, including computer labs and the electronic library.

Undergraduate Graduation

\$100
This fee covers the costs of degree audits, degree certification and diploma printing. Graduation fees, if received within one month after the deadline, are subject to an additional \$25 late fee. Students who file after the one month period will be scheduled for the next conferral date.

Materials

Variable
Some courses require supplementary materials or other charges beyond tuition; these fees are assessed on a course-by-course basis.

Observation Fee

\$150
Post-Baccalaureate program only.

Overdue Accounts

All costs, including attorney fees associated with the collection of an overdue account, will be charged to the student.

CMPL 511 Software Tools Portfolio

\$275

Returned Checks

\$25
Personal checks returned by the bank.

Registration Fee per Term

\$30
Registration fees help cover the data entry and record keeping expenses related to maintaining accurate academic transcripts.

Re-registration Fee

\$25

Testing

Fee is charged to individuals taking tests at the College test sites:

CLEP per test	\$102
DSST per test	\$110

Training Portfolio

\$275

Flat fee for review of professional training programs (e.g., corporate, organizational, governmental, medical, educational) or of individual training experiences.

Financial Aid Refunds

Tuition Refund Policies

The following student financial aid refund policies are in effect for the 2011-2012 academic year for all students. These policies supersede all other refund policies previously in effect. The refund policies incorporate the Higher Education Amendments of 1992 of the Higher Education Act of 1965 and the revisions to the Student Assistance General Provisions (34 CFR, Part 668) issued by the U.S. Department of Education for Title IV financial aid recipients.

Tuition Refunds

Students are eligible for a refund of tuition and fees for courses dropped during the Add/Drop period for the course. For courses that do not follow the twelve week schedule, specific drop dates are noted in the course schedule or posted at <http://my.granite.edu/>. After the Add/Drop deadline there will be no refund of tuition or fees. For specific information on dropping courses please refer to page 57.

Aid Returns for Withdrawals

If a student receiving federal financial aid officially or unofficially withdraws from course work in a term or from a degree program, return policies designated by the U.S. Department of Education will apply. A prorate schedule is used to determine the amount of federal aid a student has earned at the time of withdrawal up to the 60% point of a student's enrollment. If grant and/or loan funds are returned to the federal funding source, the student will be responsible for any tuition charges remaining after the return. If a student withdraws from a course, but is registered or plans to register

for a late start course in the same term (and the drop date has not passed for the late start course), then written confirmation of the student's intent to return is required to be provided to the Office of Financial Aid or a return calculation will be performed.

Questions on these policies may be directed to:
Office of Financial Aid
603.513.1392 or 888.228.3000, ext. 711
Or
Student Accounts Office
603.513.1302 or 888.228.3000, ext. 302.

Student Accounts

The Student Accounts Office's core mission is to serve the College community by establishing and maintaining business practices that will enable staff to provide consistent information and quality service to all students, faculty, staff, and vendors. The Office generates bills, processes payments and refunds, and assists students in understanding and managing their accounts and payment obligations. This includes scholarship payments, veteran's benefits, vocational rehabilitation or other third party payments and the Tuition Management System's interest-free monthly payment plan.

***Note:** Students are responsible for the status of their accounts and should contact the Student Accounts Office immediately with questions or concerns about accounts, or if there have been changes in any payment arrangements.*

Statements of Financial Responsibility

By enrolling in classes at the College, students agree to pay all charges incurred including any late penalties assessed due to failure to pay. Students should also understand that collection costs will be added if the services of a collections agency are employed.

Bill Payment

The College accepts personal checks, money orders and credit cards (Visa, MasterCard, and Discover).

Payment Options

Payments Online: Students with a WebROCK account may make electronic check and credit card payments online:

1. Go to <http://my.granite.edu/index.html>
2. Login to WebROCK
3. Select Student Accounts
4. Select Make an Online payment

Payments by Phone: Students may make credit card payments (Visa, Mastercard, Discover) by phone at 888.228.3000, ext. 330.

Payments by Mail: Mail a check or credit payment to:

Student Accounts
Granite State College
8 Old Suncook Road
Concord, NH 03301

Consequences for Non-Payments

If an account balance is unpaid by the due date, students may be dropped from courses, charged a late fee, or have a hold placed on their account which prevents registration or obtaining transcripts. The account may also be assigned to an outside agency for collection efforts. For more information e-mail [student.accounts@granite.edu](mailto:accounts@granite.edu) or visit online at: <http://my.granite.edu/studentaccounts.htm>

Taxpayer Relief Act of 1997

The College is required to file form 1098-T with the U.S. Internal Revenue Service to report certain enrollment and identifying information for payments received toward "Qualified Tuition and Related Expenses" in a tax year. IRS Form 1098-T provides information from educational institutions to students which may be of use in determining a student's eligibility for tax credits (American Opportunity Tax Credit or Lifetime Learning Credit). In order to provide this information, the first time an individual registers, their social security number will be required.



Student Success Coaching

Granite State College student success professionals help students plan their educational path and access the information needed to make a number of important decisions. The student success team is available at the College to support any decision concerning a degree program, career planning, upcoming courses, financial aid, academic difficulties, and any other issues that develop while enrolled at the College.

This team provides a personal connection and a source of information about all aspects of the student's academic career. They will assist in finding additional resources available at Granite State College and can connect the student with additional resources in the communities. The student coach will provide referrals to other sources of help as well.

Ethical Standards

The College has adopted a set of eight ethical principles based on four fundamental ethical ideals (Utility, Justice, Respect for Persons, and Fidelity) to guide staff actions with learners. The eight principles were formulated by the National Academic Advising Association and are as follows:

1. Seek the best possible education for the student.
2. Treat students equitably.
3. Enhance the student's ability to make decisions.
4. Advocate for the student with other offices.
5. Interacts with the student with fidelity, about college policies and procedures.
6. Support the college's educational philosophy and its policies
7. Maintain the credibility of the advising/coaching process.
8. Accord colleagues appropriate courtesy and respect.

Orientations

Campuses provide orientation sessions for learners, about the knowledge, skills, and attitudes they need to be successful in college. Included is information on purchasing books, faculty and courses, homework and assignments, accessing library resources, and strategies for success.

Orientations are also available for electronic resources including the MyGranite portal

and WebROCK. Look for announcements of these orientation sessions through the MyGranite portal at <http://my.granite.edu/orientation.htm>, on the GSC website, and in the term course schedules.

Placement Options/Skills Assessment

The academic success of students is a priority at Granite State College. In order to ensure current skills in basic academic subject areas, decisions about course selection at the outset of the academic program will be based on an assessment of student skill level in reading, writing, and mathematics. Determination of placement will include review of past academic performance, writing ability, and if appropriate, skills assessment.

Granite State College offers options for meeting placement requirements, including the 4-credit course IDIS 500 College Seminar. Skills assessment must be completed prior to the second term of enrollment after degree application. Skills assessments are tools for the student and the campus student success team to use in planning an academic program.

Students may also choose to take Accuplacer™, a computer-based product with assessments in sentence structure, reading comprehension, arithmetic and algebra. Each takes approximately 30 minutes to complete. There is no charge for Accuplacer™.

Review skills being assessed before taking Accuplacer™. The following websites provide various ways to refresh and polish skills.

Writing:

<http://owl.english.purdue.edu/handouts/grammar/index.html>

Mathematics:

www.khanacademy.org/
www.mathwizz.com
www.mathpower.com
www.mccc.edu/~kellid/page200.html
www.mymathtest.com
www.math.com
www.mathforum.com/dr.math
www.purplemath.com

Writing and Mathematics:

www.onlinecollegeprep.com

Based on the results of the skills assessment, students may need to brush up on basic math or writing principles. Campuses have

an array of services available, ranging from computer-assisted tutorials, workshops and tutoring to developmental courses in reading, writing, arithmetic, and elementary algebra. Campuses regularly schedule skills assessment sessions. Contact a Campus near you for more information.

Another option for learners is the use of A+dvancer™, an online, web-based tutorial. Geared for concentrated review and mastery of the skills needed for Accuplacer™ assessments, A+dvancer™ provides individualized, self-paced instruction that is targeted to each student's learning needs.

Disabilities

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. Conditions such as physical limitation, illness, or learning disability do not prevent an individual from being a productive student. The College, however, does not have supplementary services or programs for special audiences.

Services are provided to individuals with disabilities in order to:

- help overcome obstacles
- provide opportunities for academic success
- increase self reliance
- encourage independence
- create self-advocacy
- foster/encourage self-esteem
- encourage participation in educational opportunities

If a student needs assistance, it is important that s/he makes contact early to ensure that requests can be reviewed prior to the start of each term. To apply for accommodations, contact a student coach at a campus or the Dean of Students in the Administrative Offices in Concord at 513-1308.

Accommodations for Disabilities:

1. Decide if support is needed – Talk with a coach to determine if work at the College may require requesting support services.
2. Apply for services – In anticipation of requesting any accommodation, complete

- and submit an Application for Support Services.
3. Request documentation – Documentation of the disability will be required. Complete a “Release of Medical Information” form and send it to a medical and/or testing provider along with “Guidelines for Documenting Disability.” All necessary forms are available on the web at: <http://www.granite.edu/students/prospect/getstarted/disability.php>
Evaluations and testing must be current (within the past three years). High school IEP’s or testing results are not accepted for documentation at the college level.
 4. Review of documentation – Complete an “Authorization to Review Documentation” form and send it to the Dean of Students. All materials will be reviewed and summary materials will be prepared which suggest accommodations. These will be sent to the student for endorsement.
 5. Plan ahead – Determine an academic plan with a coach. Four to six weeks prior to each term, begin the process of reviewing the outcomes of the course(s) to be taken. Decide whether to request specific accommodations.
 6. Meet with faculty - A student may meet with the faculty member before the class begins. Contact the faculty member and work together to identify reasonable accommodations and resources based on those approved by the College. There is an agreement form that will be used to identify and agree upon accommodations. This form will be mailed from the Dean of Students’ Office once the documentation regarding a disability has been reviewed.

Library Services

The Library serves the Granite State College community by providing clear paths to information resources that support, enrich, and enhance the students' educational experience. Services of the Library integrate information literacy skills into the teaching and learning at Granite State College by:

- providing accessible, relevant, and up-to-date electronic resources.
- crafting a web-based library environment that reflects the information needs of faculty and students.

- providing information literacy modules face-to-face and online.
- assessing the effectiveness of its resources and services regularly, making changes based on results.

Granite State College acknowledges the importance of library resources and services to its mission of providing innovative programs in higher education. Information literacy is integrated formally and informally into teaching and learning at the College.

Information literacy guides and an interactive tutorial are available through the MyGranite portal, the gateway to information and services for Granite State College students. Information literacy competencies are also delivered in the online course environment and in the classroom.

The Granite State College community has an online library that provides access to the full-text of scholarly journals and thousands of other periodicals that support all programs of study. The GSC Library offers a variety of useful links, tutorials, and research databases on the GSC Library tab on MyGranite. The library can be accessed 24/7, a necessity for busy students and faculty.

The College is a member of the New Hampshire College and University Council (NHCUC), an organization composed of colleges, universities, and community colleges. One of the benefits of membership in the consortium is that students and faculty of any member institution may borrow books and materials of all but one (Dartmouth) of the member institutions. Search the online catalogs of all the NHCUC libraries by going to the GSC Library at <http://library.granite.edu>

NHCUC Libraries

Colby-Sawyer College, *New London*
 Dartmouth College, *Hanover*
 Franklin Pierce College, *Rindge*
 Keene State College, *Keene*
 UNH-Manchester, *Manchester*
 New England College, *Henniker*
 Plymouth State University, *Plymouth*
 Rivier College, *Nashua*
 Southern New Hampshire University, *Manchester*
 St. Anselm College, *Manchester*
 University of New Hampshire, *Durham*

The University System of New Hampshire and the Community College System of New Hampshire libraries have formalized an agreement permitting students at member institutions to use libraries in both systems. This agreement makes it possible for Granite State College students to use the libraries at community colleges, which are located in the following communities: Berlin, Claremont, Concord, Laconia, Manchester, Nashua, Portsmouth/Pease.

For assistance, contact the Director of Library and Information Resources.

Online Resources

MyGranite and WebROCK

The online student information system known as WebROCK is accessed by logging on to the Granite State College MyGranite portal at <http://it.granite.edu/>.

The MyGranite portal allows students to access online courses, view course schedules and descriptions, use GSC student e-mail accounts, and link to virtual libraries and other online resources. Students need to log on only once with their secure user identifications and passwords to access these services.

Once logged on to the portal, students can:

- access WebROCK
- register for courses
- make e-payments
- request official transcripts
- verify enrollments
- view their financial aid information
- view their academic history
- view their account information
- access the tax information the College has sent to the IRS.

Almost any browser may be used to view WebROCK. To print records, the recommended browser is Internet Explorer.

Textbooks

Textbooks can be purchased from MBS Direct, the College's online bookstore. Books may also be ordered from MBS Direct by fax or telephone. For more information including ISBN numbers for required books visit: my.granite.edu/

MyGranite Technical Assistance

For general information and answers to frequently asked questions, visit the MyGranite Help site at: <http://it.granite.edu>. To request assistance, submit an online help

request form on this help site or call 1.888.372.4270. (Hours: M-F, 8:30-5:00, on weekends messages are checked daily.)

University System Student Board

The University System Student Board (USSB) is an advisory board to the USNH Board of Trustees, comprised of four students from each of the four component institutions.

Members of the USSB will serve from October 1 of the year they are elected until June 30 of the following year. Each member of the USSB will be entitled to one vote on all matters coming before the USSB. Each of the USSB members will also be assigned to one of the USNH Board of Trustees's committees.

The management of the student nomination process and the election of the Granite State College student representative is administered by the Alumni/Learner Association Board.

decision based on the following criteria.

The nominee must:

- demonstrate a commitment to lifelong learning.
- demonstrate a commitment to serving the community through professional or volunteer work.
- approach life with a “Can Do!” attitude as noted by others.
- demonstrate professional achievement or notable accomplishments in a chosen field.
- show personal integrity and credibility as noted by others.

A recognition award will be given to the recipient during the Honors ceremony in May. In addition, an honorary plaque will be kept in the Administrative Campus noting each year's winner and announcements of the award will be hung in each of the local Campuses.

Alumni/Learner Association (ALA)

Alumni have made a significant impact on the state of New Hampshire's economy over the past thirty years. Numbering more than 7000, GSC alumni work statewide in education, business, health care, and many other fields. The ALA network provides an excellent opportunity to meet other alumni and continue an important connection with Granite State College.

The ALA Merit Scholarship Fund

Merit Scholarships are available to qualified current students. See the Financial Aid section for details.

The Alumni Ambassador Program

This program extends the outreach abilities of the College by enlisting alumni volunteers to help with student recruitment efforts. Alumni Ambassadors assist the College in connecting with prospective students from their local communities.

Victor Montana Alumni Award

In honor of Dr. Victor B. Montana, past president of the College, an annual award is presented to an alumnus/a who most closely personifies Dr. Montana's spirit during his tenure with Granite State College.

Once a qualified name is submitted and an application form received, a committee of past recipients of the award will make a

Career Planning Career Development and Life Planning (APST 505)

This two-credit course attends to the particular concerns of adults at various stages of career development. This course helps students discover the conditions that guide planning decisions and give shape to individual careers.

Computerized Career Program

Granite State College offers students a web-based career planning program called “Choices™,” specially designed for adults. The program will allow students to review personal interests, skills, and abilities and decide what is important for their career. Check with any campus staff for the online password to access Choices.™

Internet Resources for Careers/Employment

Contact an Academic Resources Information Coordinator for assistance in finding online information on resumé writing and submission, interviewing for jobs, career choices, and more.

Granite State College's website includes an Academic Toolkit where “Optimal Resume” may be accessed. “Optimal Resume” creates and maintains electronic job search materials such as resume, e-resume, cover letter, and portfolio.

Academic Integrity

Academic integrity and intellectual truth are among the foremost priorities in institutions of higher learning. Without these, there is no real learning, critical thinking, creativity, or development of new knowledge. Therefore, the Trustees of the University System of New Hampshire confirm their commitment to these principles, and express their expectation that, in the pursuit of learning, students and faculty in the various institutions commit themselves completely to integrity in the pursuit of truth.

Academic Honesty

Joining an academic community is a privilege with a long and honored history. All who join the community share in this history and, as in any community, all are charged with maintaining the integrity and standards of the academy. A primary function of this community is to stimulate scholarship that creates new knowledge or verifies existing knowledge. Academic dishonesty, therefore, seriously undermines the integrity of the academic community and interferes with this quest for knowledge. Such dishonesty hurts everyone. In particular, students who cheat diminish the value of their education and weaken their prospects for future academic successes. Our policies emphasize the seriousness of academic dishonesty and give faculty some options for handling violations of these standards. Faculty and students have a joint responsibility to ensure the integrity of the academic experience.

Definitions

To ensure that students, faculty, and staff are operating within common guidelines, the following definitions of academic dishonesty are provided:

Plagiarism

Plagiarism is defined as submitting or presenting another person's words and/or ideas as if they were one's own. This includes the use of the published or unpublished work of another person (including online)—either by paraphrasing or by copying word-for-word—without giving full and clear acknowledgement of where the words or ideas originated.

For more information about plagiarism and how to avoid it, please refer to information in the GSC Library tab at my.granite.edu.

Cheating

Cheating involves turning in work that is not one's own, as in giving, receiving, or using assistance not explicitly sanctioned by the instructor on exams, quizzes, projects, written assignments, and so forth. Other forms of cheating include purchasing assignments, unauthorized collaboration, and turning in the same work for more than one course when the faculty members involved have not given their explicit permission to do so.

Policy

Plagiarism and cheating are unacceptable in any form. They are serious violations of academic honesty and will not be tolerated by the College. Students who engage in such activities will be subject to serious disciplinary action.

Procedures

A faculty member who suspects a violation of the academic honesty policy will take reasonable measures to ascertain the validity of those suspicions, including but not limited to checking primary and secondary sources, comparing student papers and/or answers, conferring with other faculty and the Assistant Dean(s) of Faculty, or verifying inappropriate similarities in style or content. When the faculty member has reasonable evidence that academic dishonesty has occurred, the following procedures will be followed:

1. The faculty member contacts the student for discussion of the possible violation of the academic honesty policy within one week of discovering the incident.
2. Regardless of whether the incident is deemed to be intentional on the part of the student or not, if the instructor remains convinced after discussion with the student that a violation of the academic honesty policy has taken place, he or she contacts the Assistant Dean promptly after the discussion with the student to report the incident and discuss next steps.

3. The Assistant Dean will review the incident with the instructor, who has the option of assigning a failing grade for the assignment in particular or for the course.
4. Within two weeks of the date of the academic dishonesty incident, the instructor must submit to the student a written report describing the incident and notifying the student of the grade-related consequences. This written report must be copied to the Assistant Dean.
5. The Assistant Dean will contact the student in writing within one week of receiving the faculty member's written report. The Assistant Dean will offer the student an opportunity to respond in writing within one week.
6. The Assistant Dean will forward the faculty member's written report to be placed on file in the office of the Dean of Undergraduate Studies, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted. The Dean will acknowledge in writing to the student, faculty member, Assistant Dean, receipt of the materials.
7. If the report is a first offense, the materials will be kept on file in the office of the Dean of Undergraduate Studies until the student graduates from Granite State College. If the report documents a second offense by a student who has already been penalized for a prior instance of academic dishonesty, the Dean of Academic Affairs will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The Dean of Academic Affairs may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the Dean of Academic Affairs notifies the student in writing that he or she is aware of the two charges made, the dates of the incidents, and the sanctions imposed by the faculty members. In this communication, the Dean of Academic Affairs informs the

student of any additional sanctions imposed and of the student's right to a hearing to respond to the charge and sanctions. A copy of this letter from the Dean of Academic Affairs will be placed in the student's official file.

When a student has received notification from the Dean of Academic Affairs of a second charge of academic dishonesty, the student has the option of making a request in writing to the Dean for a hearing within 30 days. The student may choose to bring a non-attorney third party to the hearing.

The hearing will be conducted by the Dean of Academic Affairs, with others in attendance at the discretion of the Dean of Academic Affairs. The student will have the opportunity in the hearing to review and comment on the evidence presented in support of the most recent charge only. The student will also have the opportunity to provide his or her own supporting facts and explanations and to ask questions concerning the most recent charge only.

The Dean of Academic Affairs will convey a written decision that (a) summarizes the evidence of the second charge; (b) provides a rational basis for the decision; and (c) conveys an outcome (e.g., further sanction, dismissal of second charge). This written decision will be placed in the student's official file, and is final.

Copyright

Policy

Granite State College does not condone copyright infringement by faculty, administrators, staff, employees, or students. Each individual is solely responsible for obtaining permission from copyright holders to duplicate, or in any way reproduce, in part or in whole, materials held under copyright.

Procedures

The College follows the guidelines for "Educational Fair Use" as stated in the United States Code #107. They are:

1. *Single Copy for Teachers*

A single copy may be made of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. a chapter from a book;
- b. an article from a periodical or newspaper;
- c. a short story, short essay or short poem, whether or not from a collective work;
- d. a chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper.

2. *Multiple Copies for Classroom Use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- a. the copying meets the tests for brevity and spontaneity as defined and
- b. meets the cumulative effect test as defined and
- c. each copy includes a notice of copyright.

Definitions of what is allowable under the conditions of brevity, spontaneity, and cumulative effect as well as specific prohibitions are available online at library.granite.edu under the Library tab, Resources for Faculty section.

Human Participant Research and Institutional Review Board (IRB)

Policy

Granite State College is committed to the protection of the rights and welfare of the participants in research investigations conducted under the jurisdiction of the College. Granite State College believes that review independent of the investigator is necessary to safeguard the rights and welfare of human participants. All research involving human participants is conducted in accordance with federal regulations, including Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46). The review process is outlined in the Granite State College *Guidelines for the Protection of Human Participants in Research and Guidelines for Students*. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the College. Both documents are available at my.granite.edu under Academic Resources.

In accordance with this policy, all Granite State College research activities which involve human participants, regardless of

the level of risk foreseen, require review and written approval by the College's IRB prior to the initiation of the activity.

Procedures, Obligations and Responsibilities of Researchers

1. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human participants and for complying with all applicable Granite State College policies.
2. Research investigators who intend to involve human participants will not make the final determination of exemption from review.
3. Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent.
4. Research investigators will promptly report proposed changes in previously approved human participant research activities to their instructor. If the research investigator is not a student, changes will be reported to the Office of Academic Affairs.
5. Research investigators will promptly report to their instructor or to the Office of Academic Affairs any injuries or other unanticipated problems involving risks to participants and others.

Code of Conduct

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow students with respect. Students need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and the consequences of any behavior that is inconsistent with these values and expectations

If an individual student disrupts college business or administrative functions he/she will be informed that the behavior is unacceptable and must cease. If after being warned the behavior persists the student will be notified by the Dean of Students that the College may suspend or dismiss him/her and withdraw him/her from the course and/or the College.

After notification, the student has the opportunity to request a hearing. At this

time evidence of the inappropriate behavior will be presented, and the student will hear the evidence and respond, presenting his/her perspective. The hearing will result in a decision to either suspend or dismiss based on the nature of the incident(s). This decision will be communicated in writing to the student by the Dean of Students and is final.

Grievance Policy and Procedures

A. Intent

All students are expected to conduct themselves as responsible members of the academic community.

Should there be an instance whereby a student feels his/her rights under Granite State College/USNH policy have been violated, the College has detailed the following procedure which protects the rights of all individuals involved and works towards resolution of the issue.

B. Policy

A formal grievance may be filed any time a student believes that his/her rights under Granite State College/USNH policy have been violated. Grievances may arise over alleged violation of policy including, among other things, sexual harassment or discrimination on the basis of race, color, religion, veteran's status, sex, age, national origin, sexual orientation, or handicap. All students shall have fair hearing and appeal in all grievances. This grievance policy and procedure does not apply to grievances concerning grades or other academic decisions made by the Office of Academic Affairs.

The purpose of the formal grievance procedure is to provide a timely and fair method of resolving problems arising from alleged violations of college or USNH policy. Information on individual rights and responsibilities and the College's policies on nondiscrimination and sexual harassment are contained in the College's *Rights and Responsibilities Guide* published annually. All parties involved need to recognize that there are time frames which must be observed in filing a complaint or grievance. Failure of the complainant to meet time specifications acknowledges the complainant's acceptance of the decision of the previous

step. He/she forfeits the right to pursue the matter further. If an individual chooses to use outside legal or administrative processes concerning the same event or charges, the Granite State College grievance process terminates.

All records and written information submitted or collected in either the informal or formal resolution stages are confidential. Final decisions will be filed in the Dean of Student's Office with a cross reference in the student's student file. Confidentiality cannot be unconditionally guaranteed; however, the College will make every attempt to protect the rights of all parties involved.

Step I. Informal Resolution Efforts

- A. Each student, faculty member, administrator or staff member has an obligation to make every effort to resolve problems informally as they arise. All members of the College community are urged to resolve problems fairly and informally so that they do not become sources of grievances to be pursued formally through the grievance procedure. If a suitable solution cannot be reached informally through independent means, which may include consultation with staff members, a formal grievance may be filed.
- B. Such informal attempts of resolution shall continue until resolution is achieved or a formal grievance pursued or the issue is dropped. Should such resolution efforts fail in addressing these issues, the student may initiate the formal grievance procedure at Step II. However, because of the private and sensitive nature of sexual harassment and discrimination, an aggrieved individual may choose a support person to help with such a complaint on an informal basis.
- C. Process
 - 1a. A student who feels his/her rights have been violated has the option of reporting a complaint to the Dean of Students.
 - 1b. The Dean of Students is available to answer questions about policy rights or filing a grievance. Contact the Dean at 603.513.1308.
 2. The Dean of Students will set up a meeting with the student opting to file a complaint (complainant), the

person who allegedly committed the violation (respondent) and any other appropriate individuals at the Dean's discretion.

3. In the oral presentation of the complaint, all parties shall have an opportunity to present their positions. In the informal resolution stage, all parties shall make a good faith effort to resolve the matter.
4. If the parties agree to a resolution, it must be recorded by the Dean and signed by both parties.

Step II. Filing and Presentation of Grievance

- A. Should informal resolution efforts (Step I) be unsuccessful, the student has 3 months after the student knew, or should have known of the alleged violation, in which to file a grievance. He/she must notify the Dean of Students, in writing, that he/she wishes to pursue the next step.
- B. Process
 1. The complainant and the Dean of Students or appropriate designee shall meet with the person who allegedly committed the violation to discuss the grievance within 21 calendar days of this notification.
 2. At this meeting the student may be accompanied by a non-attorney third party, if desired.
 3. Investigation of the allegation might include interviews and the collection of relevant data from other parties. Care will be given to a thorough review of the alleged violation and to the protection of the rights of all parties involved.
 4. The designated administrator may choose to convene a hearing board of up to three individuals (a student, faculty and/or staff member) to hear the case and recommend a decision.
 5. The Dean of Students shall render a decision and advise the parties in writing of his/her decision. If the decision involves a recommendation for further administrative action, it needs to be conveyed to the appropriate director or administrator. The decision may also include a recommendation for the sanction to be imposed.

Step III. Appeal

If the complainant believes the decision is unjustified or the procedures have not been followed correctly, he/she may submit a written appeal to the President of the College within 14 days of receipt of the decision rendered under Step II. The petition should be accompanied by a statement of the resolution sought and copies of any previous written statements. The President will review all available materials and render a decision. This decision is final.

Grading and Evaluation**Grade Point Average**

The grade point average (GPA) is determined by dividing the sum of the grade quality points (QP) by the sum of the semester hours (SH), (or GPA hours).

A sample GPA calculation:

	Grade	QP	SH	Total GP
CRIT 500	A	4.0	x 4	16.00
ENG 500	A-	3.67	x 4	14.68
MATH 502	B	3.0	x 4	12.00
			12	42.68

$$42.68 \div 12 = 3.55 \text{ GPA}$$

The cumulative GPA is calculated beginning with the first course taken at Granite State College. The GPA also includes all translocated USNH courses and any course taken after date of application to Granite State College at another University System campus. Courses taken by GSC degree candidates at other USNH institutions, at White Mountains Community College and at any other institution where a financial aid consortium agreement exists, will be included in the GPA calculation.

The GPA will carry forward when a student:

1. applies to a degree program.
2. graduates or transfers from an associate to a bachelor's program.
3. transfers from a bachelor's to an associate program.

Accessing Grades

1. All faculty enter final grades via WebROCK and are required to report grades by seven days following the last scheduled class.
2. Students may access their grades and other records by logging into WebROCK via the MyGranite portal, my.granite.edu. College policy prevents

staff from releasing grades over the telephone. See page 62 for more information about online resources.

Letter Grades

The following is the grading system used by the College:

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A-	90-94	3.67	
B+	87-89	3.33	
B	84-86	3.0	Good
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	Acceptable*
C-	70-73	1.67	†
D+	67-69	1.33	
D	64-66	1.00	Poor
D-	60-63	0.67	
F	≤ 59	0	Failure, no credit

* A grade of C or better is required to meet requirements in the major, minor, or core General Education courses.

† A grade of C- or below generally does not transfer to other academic institutions.

Administrative Failure (AF)

An AF grade is assigned to the student who stops participating in the course and has not completed course work sufficient for the assessment of course outcomes by the faculty member to issue a letter grade. The administrative failure is usually the result of a student's failure to withdraw from a course they stopped attending. An AF counts as an F grade in the calculation of grade point averages. It is not equivalent to a course withdrawal.

Incompletes (IC)

All grades, including Incompletes, are due seven days after the last scheduled class session. A faculty member may award an Incomplete (IC) only when a student has requested an Incomplete from the faculty member and received the faculty member's approval to complete the remaining assignments for a course in which the student has already completed the major portion of work required. Students who receive a grade of IC in any course(s) must complete the course work required within the deadline set at the discretion of the faculty member, which may be prior to the deadlines below. Faculty filing IC grades will receive a grade change card from the Registrar for recording an updated letter grade. Incomplete course work not finished by the

deadline will result in a grade of F which will be calculated into the GPA. **An incomplete in the final term of a student's program will prevent graduation.**

Required course work must be completed no later than the following deadlines:

February 1 for Fall Term (Sept.-Dec.)

Faculty to process paperwork by February 15. June graduation possible.

June 1 for Winter Term (January-March)

Faculty to process paperwork by June 15. June graduation possible.

September 1 for Spring Term (April-June)

Faculty to process paperwork by September 15. September graduation possible.

November 1 for Summer Term (July-Aug.)

Faculty to process paperwork by November 15. December graduation possible.

A request to extend an incomplete after the above deadlines must be submitted by the student to the Assistant Dean of Faculty who facilitates the request with the faculty member. The Assistant Dean of Faculty will notify the student and Campus Director of a decision.

Repeating a Course

A minimum grade of C is required for core courses in General Education and in the major, minor or concentration. Students who earn less than C must repeat the course. When a student repeats a course, the second course grade will be computed into the total GPA, whether it is higher than, the same as, or lower than the first course grade. While the first course grade will not be computed into the total GPA, it will continue to appear on the transcript. Repeated courses may not be taken Pass/Fail.

Grade Corrections

The Registrar's Office is responsible for making corrections to grades reported in error. Please contact the Registrar at the Administrative Offices in Concord by emailing registrars.office@granite.edu. The processing of the grade will be researched, and the grade will be corrected, if indeed there was a reporting error. Grade corrections must be processed within six months after the grade has been issued. No grade changes will be made after graduation and certification for the degree has been processed. If

appealing a grade, there are specific procedures that students must follow. Please refer to the following section.

Grade Appeals

Policy

Granite State College faculty are responsible for making a professional judgment about the quality of students' academic work and performance. Policy and procedure have been established to give students an opportunity to appeal if there is reason to contest a grade received in a course or learning contract offered through the College.

Procedures

Step I. Student-Faculty Level

The student must contact the faculty member in writing within 14 calendar days of MyGranite posting of the grade in question to request a re-consideration of a specifically named assignment or of the final course grade, including in the written request the basis for the appeal. If the faculty member determines that there was an error in the grade calculation, or the request is otherwise appropriate, the faculty member can then change the grade for the assignment, and if necessary, initiate a change of grade for the course through the Registrar's Office.

If the faculty member determines that there was no error in the grade assigned, he or she will explain the criteria and process used in determining the grade. The faculty member will advise the student of his or her decision in writing within 14 calendar days, providing a copy to the Assistant Dean of Faculty.

If the student is not satisfied with the decision, he or she may proceed to Step II.

Step II. Assistant Dean of Faculty

If the student wishes to appeal the faculty member's decision to the Assistant Dean of Faculty or a designated representative, he or she must do so in writing within 14 calendar days of receiving the faculty member's decision.

The appeal should include the specific reasons for disputing the grade. The Assistant Dean of Faculty may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Assistant Dean of Faculty or a designated representative will respond in writing to the student

with a copy to the faculty member and the student's advisor within 14 days of receiving the appeal to either:

1. inform the student that there is not adequate reason to reconsider the grade.
2. request that the faculty member reconsider the grade based on the criteria of a lack of reasonable process in assigning the grade, and/or a lapse of professional judgment.

If the student is not satisfied with the decision, he or she may proceed to Step III.

Step III. Dean of Undergraduate Studies

If the student wishes to appeal the Assistant Dean's decision to the Dean of Undergraduate Studies, he or she must do so in writing within seven calendar days of the date of the Assistant Dean of Faculty's correspondence. The appeal should clearly state the ground(s) on which the student is asking to have the grade reviewed and any relevant information. The Assistant Dean of Faculty will forward all materials concerning steps already taken and information received in Step II to the Dean of Undergraduate Studies. The Dean of Undergraduate Studies will review the appeal in consultation with the Dean of Academic Affairs and will provide to the student and faculty member a final written decision.

Academic Petitions and Appeals

Waivers of academic policies and procedures are considered by Academic Affairs through a written petition process facilitated by the student's advisor. Academic Affairs rules on all petitions, and the student is notified of the decision by letter.

If a student thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the following appeal process:

1. An Appeal Form should be completed and signed by the student and sent to the Office of Academic Affairs. (The Appeal Form is available at all Campuses.)
2. The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional

supporting evidence or clarification of the original request.

3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of two other members of the Office of Academic Affairs staff and the Dean of Academic Affairs. Every effort will be made to handle the appeal within 10 working days.
4. The decision by the Academic Appeal Committee is final, and the student will be notified immediately in writing.

Academic Standing

The policies concerning academic standing are intended to foster standards of academic quality in student performance and to ensure that students are making reasonable progress toward the completion of their degree programs.

All degree-seeking students have their academic standing reviewed at the end of each term. A student is considered to be making Satisfactory Progress if he/she maintains a cumulative GPA above the level of dismissal defined in the following table:

Undergraduate Program GPA	
Total Credit Hours Attempted	Dismissal Cumulative GPA
0 – 12	0
13 – 24	Below 1.00
25 – 36	Below 1.50
37 – 48	Below 1.70
49 – 59	Below 1.90
60 and above	Below 2.00

Post-Baccalaureate Program GPA	
Total Credit Hours Attempted	Dismissal Cumulative GPA
0 – 12	0
13 and above	Below 2.00

Students must also make progress (an acceptable pace) toward program completion and successfully complete the required number of credits in accordance with the following scale:

Undergraduate Credit Completion	
Total Credit Hours Attempted	Minimum Number of Credit Hours Completed
0 - 24	0
25 - 36	Fewer than 12
37 - 48	Fewer than 24
49 - 56	Fewer than 32
57 - 72	Fewer than 44
73 - 82	Fewer than 54
83 and above	Complete two-thirds of all credits attempted

Post-Baccalaureate Credit Completion	
Total Credit Hours Attempted	Minimum Number of Credit Hours Completed
0 - 12	0
13 - 24	Fewer than 12
25 - 36	Fewer than 24
37 - 48	Fewer than 36
49 - 60	Fewer than 48
61 and above	Complete two-thirds of all credits attempted

The number of credits attempted shall include all GSC credits and any transfer credits that are applicable to the student's current program at the time of review.

A degree candidate who does not maintain the appropriate cumulative GPA and progress toward program completion based on credit hours attempted will be placed on Academic Warning, Continued Academic Warning, or Academic Suspension, the three levels of academic status with appropriate notations on their Granite State College transcripts. Notifications from the Dean of Academic Affairs are sent to the students advising them to discuss their progress with their advisors and to take advantage of academic assistance services offered in each Campus.

Academic Warning

When a student's cumulative GPA and progress toward program completion are below an acceptable rate based on credit hours attempted, the student is placed on Academic Warning. The "Academic Warning" notation will appear on the student's transcript.

Continued Academic Warning

When a student fails to raise the cumulative GPA and progress toward program completion to an acceptable rate or above after one term on Academic Warning, the student is placed on Continued Academic Warning. A student may remain on Continued Academic Warning for as long as three terms if progress is being made to improve the GPA and progress toward program completion to the minimum acceptable level based on credit hours attempted. Students on Continued Academic Warning may have registration holds placed on their records to require them to repeat specific courses to more immediately affect their GPAs.

Academic Suspension

Degree-seeking students who fail to improve their cumulative GPAs to the minimum acceptable level based on credit hours attempted are subject to Academic Suspension. Academic Suspension is effective for a period of one year, beginning on the date the student is notified in writing. At the end of one year, a student must petition with supporting documentation for readmission to the Dean of Academic Affairs. Supporting documentation might include official transcripts of successful college course work completed during the year at another institution.

Academic Dismissal

A student is subject to Academic Dismissal, after suspension and re-admission, when he or she 1) does not improve the cumulative GPA or progress toward program completion during the term following re-admission to the degree program, or 2) fails to meet the conditions of readmission as specified by the Dean of Academic Affairs. Dismissal is effective immediately upon receipt of a certified letter from the Dean. The decision of the Dean is final.

Honor Society and Dean's List

Alpha Sigma Lambda

Alpha Sigma Lambda is a National Honor Society which recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work.

Alpha Sigma Lambda honors those dedicated adult students who achieve and maintain high scholastic standards.

National Criteria

1. Candidates must be admitted degree candidates who have not been awarded any baccalaureate degree and who have completed a minimum of 12 credits, excluding developmental course work, during the past calendar year.
2. Candidates must earn a minimum of 30 credits at Granite State College. Of these 30 credits, 15 credits must be in liberal arts and sciences, and be outside the student's concentration or major.
3. Candidates must have attended a minimum of four semesters at Granite State College and have a minimum grade point average of 3.2.
4. Inductees will rank in the highest ten percent of all those who satisfy the requirements above.

Induction in the College's chapter, Delta Omega, takes place in the spring of each year. Candidates are chosen based on course work completed by the end of the fall semester preceding the induction.

The number of inductees will vary based on the number of those who meet the national criteria. For the 2011 Induction, 370 degree candidates met criteria one through four. Of those, only the top 36, based on highest GPAs (criteria four), were invited. All of those who were invited had GPAs of 3.92 or above.

Dean's List

The Dean's List was established in 1993 to recognize the academic achievements of the College's students. The "Dean's List" notation will appear on college transcripts of students who meet the criteria. Additionally, the names of all Dean's List students *who have not requested confidentiality of their records* are listed in local and state papers and at the Campuses.

Dean's List Criteria

To be eligible for the Dean's List, students must:

1. be fully admitted to a degree program
2. have completed a minimum of 12 credits toward the degree for the terms of consideration (summer/fall or winter/spring) with no grade below a

C, no repeated courses, and no incomplete courses.*

3. have a minimum combined grade point average of 3.5 for the terms under consideration, with no grade below a C during those terms.*

**Note: Students with unresolved incomplete grades for the terms under consideration will be ineligible for the Dean's List.*

Degree Status

Inactivation and Withdrawal

Granite State College monitors the progress of degree candidates. If a student is not actively involved in learning experiences in a degree program for a period of four consecutive terms, s/he will be inactivated. A student may voluntarily withdraw from a degree program by notifying the College in writing. If requesting withdrawal from a degree program, a student will be considered inactive.

Reactivation

Students who have been inactivated for a period of less than three years will complete a Request for Reactivation Form and will be readmitted under original degree requirements, following all policies and procedures in effect at the time of inactivation.

Students requesting readmission three years or more after the date of inactivation must complete a Request for Reactivation Form and will be re-admitted under current degree requirements.

Class Levels

A student's class level is determined according to the total number of credits earned, including transfer credits accepted.

Class levels for baccalaureate degree candidates:

Freshman	0 - 29 semester hours
Sophomore	30 - 59 semester hours
Junior	60 - 89 semester hours
Senior	90+ semester hours

Class levels for associate degree candidates:

Freshman	0-29 semester hours
Senior Associate*	30+ semester hours

**For financial aid purposes, the Senior Associate is awarded at the sophomore level.*

Graduation

Graduation Procedure

The College will invite students to apply for graduation when 16 credits or less remain to be earned towards the minimum required for their degree program. A standard graduation fee is required for students who apply by the appropriate conferral deadline. A one-month grace period after the deadline is allowed but an additional fee will be assessed to those students who apply during that time. See page 59 for fees.

Students who have not applied for conferral within the one-month grace period will be eligible for the next conferral date.

When to apply to graduate depends on how many credits will be taken during the subsequent semesters. The Registrar's Office will complete an official degree audit for students who have filed before their final term. The audit will summarize current status and list any outstanding degree requirements. All remaining coursework, testing, and contracts must be completed prior to the conferral date. All validation and portfolio assessment requests must have been received by the deadlines below.

Deadlines for applying to graduate:

- January 1 for June 30th conferral
- April 1 for September 30th conferral
- July 1 for December 30th conferral.

Graduation Requirements

To graduate from a Granite State College degree program students must:

1. earn an overall 2.0 cumulative grade point average.
2. earn grades of C or better for course work or other approved learning experiences taken as part of the concentration or major.
3. have a minimum grade of C in the core courses.
4. meet all curriculum and residency requirements.

Academic Residency Requirement

Academic residency begins on the date of application to a degree program. Prior Granite State College credits earned as a non-degree student will apply to the residency requirements if the credit is applicable to the student's approved plan of study. For an associate degree, residency is 16 credits. For a bachelor's degree, residency is 30 credits.

A student who has completed a Granite State College associate degree must earn an additional 14 credits in residence in the bachelor's program. Up to 50% of the GSC residency requirement, 8 credits in an associate degree and 15 credits in a bachelor's degree, may be met with credit from another USNH institution or from White Mountain Community College provided the credit is taken after application to a Granite State College degree program.

Commencement

Candidates for graduation are encouraged to attend commencement ceremony, which is held in June each year. Participation in the ceremony is open to September and December graduates of the prior year, and those students pending June 30th and September 30th conferral. In order to participate in the commencement ceremony, students pending conferral for June 30th or September 30th must apply to graduate before March 1 and must have met at least one of the following conditions:

1. Completion of all requirements for an associate degree or a bachelor's degree.
2. Enrollment in the courses necessary to complete all degree requirements by the end of the spring term, or anticipated enrollment in courses to complete all degree requirements by the end of the summer term.

Individuals completing the Post-Baccalaureate Teacher Certification programs are also invited to march.

Honors

Bachelor's degree candidates whose academic performances meet the specified requirements are recognized by the College with an honors designation on their transcript, on their diplomas, and at graduation. Degree candidates who have completed at least 30 semester hours of graded work (including pass/fail grades) within USNH after application to the B.A. or B.S. programs will be eligible for honors as follows:

GPA	Designation
3.75-4.0	summa cum laude
3.50-3.74	magna cum laude
3.25-3.49	cum laude

The graduation program lists honors based on the GPA at the time of publication.



Graduate Programs and Policies

Master's Degrees

M.S. in Project Management

Granite State College's Master of Science in Project Management (MSPM) is a practice-oriented program ideal for managers who want to enhance their ability to integrate complex projects, motivate people and achieve cost-effective results.

Graduates will:

- effectively employ strategies for managing projects through the entire project cycle;
- acquire, deploy, and monitor resources to maximum benefit;
- determine and manage risk for strategic and ethical decision-making;
- manage changing project management environments including human resources, cost, timelines, and workflow;
- lead people and teams to excellence in projects and organizational settings;
- communicate effectively throughout the project management cycle;
- assess and evaluate project management processes to continuously improve;
- apply project management knowledge for quality assurance in real-world settings; and
- attain competency in the components of project management required for certification as a Project Management Professional (PMP).

Required Courses:

PM 800	Project Management Seminar	3 cr
PM 801	Project Planning and Scheduling	3 cr
PM 802	Risk Management	3 cr
PM 803	Cost and Budget Management	3 cr
PM 804	Leading Teams	3 cr
PM 805	Negotiation, Contracting, and Procurement	3 cr
PM 806	Managing Project Portfolios	3 cr
PM 807	Project Quality Management	3 cr
PM 808	Project Management Integrative Capstone	3 cr

Elective Courses:

(Select one of the following approved courses)

PM 809	Global Project Management	3 cr
PM 810	Change Management and Communication	3 cr

Total **30 credits**

Course Descriptions

PM 800 Project Management Seminar

Project Management Seminar is a survey course introducing project management as a profession and an academic field of study. It provides the foundation for more advanced project management courses. It serves as a prerequisite to other courses in the degree program unless permission is granted based on previous work or academic experience. Students will be introduced to the Project Management Body of Knowledge, (PMBOK® Guide), published by the Project Management Institute. The course will examine key tools and methodologies currently in use to manage large, complex projects; explore how these tools and techniques can be used to assess the overall status of a project and its variance from the project plan; and evaluate alternative recovery scenarios. Students will be introduced to the roles of project and program managers in current business enterprises and to the triple constraints of scope, time and cost. 3 credits

PM 801 Project Planning and Scheduling

This course will address project scheduling challenges in the current economic environment. Studies have shown that nearly 75% of commercial projects are deemed not to have met the expectations of their funding sponsors. One reason is the inability to achieve the committed schedule. This course will examine state of the art planning and scheduling tools and techniques. It will also explore the application of the Earned Value methodology as a tool to determine and quantify current project status and as a tool to predict future project team performance. Specific emphasis will be given to current deterministic and probabilistic scheduling techniques. Students will learn the interrelationship and planning dependency between scheduling and risk assessment, project constraint analysis and the application of diverse scheduling methodologies. The course explores the impact that proprietary technologies; limited resources, competition and bargaining agreements might have on the planning and scheduling decision making processes. Dependency management, particularly discretionary dependencies and their impact on the scheduling process will be discussed in detail. 3 credits

PM 802 Risk Management

This course will focus on the importance of risk assessment in the overall project decision-making process. It will explore and evaluate multiple methodologies to identify and evaluate the overall risk posture of a project and investigate current risk scoring techniques. Students will learn the application of multiple risk response techniques, secondary risk avoidance and residual risk

monitoring. Risk exposure cost estimating and contingency budget application will also be addressed within a systematic risk management framework. *PREREQUISITE: PM 800 Project Management Seminar* 3 credits

PM 803 Cost and Budget Management

Cost and Budget Management will examine current cost estimating techniques and commonly used tools that can be applied to evaluate project alternatives: break-even, life cycle costing, net present value and others. Students will learn to apply the earned value methodology to describe a project status for both schedule and cost in terms of the dollar value of work performed. Students will also investigate how financial elements such as cost categorization, depreciation, net present value and project duration can impact the project decision making process. *PREREQUISITES: PM 801 Project Planning & Scheduling and PM 802 Risk Management* 3 credits

PM 804 Leading Teams

Project leadership is the process of motivating people to achieve project goals, usually in a dotted-line organizational setting. The success or failure of the project, and by extension the project manager, is dependent upon the project manager's ability to assess the team as a whole (strengths and weaknesses), and then apply that analysis to the individual team members and to the project. Within the course, students will survey and discuss multiple methodologies used to evaluate project teams. Students will analyze how organizational dynamics and structure impact the project manager, limit or increase their power, and influence their ability to perform their job. 3 credits

PM 805 Negotiation, Contracting, and Procurement

Outsourcing is becoming more and more critical in today's economic environment making it essential that a project manager in the multi-national marketplace have a firm understanding of the negotiating, contracting and procurement environment and potential pitfalls. This course will address the interdependence of the make-or-buy decision making process and the success of many projects in terms of risk management as well as achieving acceptable financial goals. Students will explore contracting pitfalls by addressing and proving an understanding of the key factors, regulations, and vocabulary which are critical for the project manager to be able to employ in their business dealings with contracting and legal departments. *PREREQUISITES: PM 801 Project Planning & Scheduling and PM 802 Risk Management* 3 credits

PM 806 Managing Project Portfolios

This course addresses the processes and techniques used in the strategic management of project portfolios. Students examine the decision making tools, techniques, and rationale used to reach consensus for funding specific programs and projects and to bring them into the tactical layer for execution. The course reviews objective methodologies and benefit measurement techniques as well as market analytics, competitive analysis and market driven approaches. Elements of requirements gathering techniques as addressed by the International Institute of Business Analysis will be investigated and analyzed. *PREREQUISITE: PM 800 Project Management Seminar* 3 credits

PM 807 Project Quality Management

Project Quality Management is critical in today's complex project management endeavors. It is also a dual track effort as it must address both project quality and project management quality. Students will review the history of the quality efforts from Deming, Juran and Crosby in the setting of the original quality efforts, international competition, and the concept of six-sigma as initiated by the Motorola Corporation in response to that threat. Students will examine multiple quality process improvement efforts and their impact on the business world: Prevention over Inspection, Continuous Improvement, Voice of the Customer, Just in Time, and others. This course is compatible with and will cover a subset of the Six Sigma methodologies and practices. *PREREQUISITE: PM 800 Project Management Seminar* 3 credits

PM 808 Project Management Integrative Capstone

This integrative capstone is the final course in the Master of Science in Project Management program. All other required coursework must have been completed prior to receiving approval to register for this course. Students in this course will have the opportunity to apply the principles learned in the entire program of study and will demonstrate competence by integrating and applying those skills to a real-world scenario. Students will apply knowledge in a group case study setting while documenting the decision making process, and will analyze methodologies and rationale for selecting those methodologies in a project log including templates designed and used, case study analytical results, and decision outcome analysis/results. *PREREQUISITE: All required coursework* 3 credits

PM 809 Global Project Management

Global Project Management addresses the growing demand for project management across international boundaries. This environment requires project managers and their teams to develop an awareness of and sensitivity to a field which is becoming increasingly more diverse through the lenses of culture, economics, and politics. Students will examine multiple distribution channels, outsourcing and unique pricing policies. Students will also discuss the need for adaptive procedures to account for unique sales and management styles, legal settings and the expectation of the target environments. 3 credits

PM 810 Change Management and Communication

This course provides students with an understanding of the principles of assessing change, managing change and employing the communication tools necessary to implement change effectively. Issues regarding client satisfaction, morale and relationships will be explored. The effective project manager must possess skills in adaptability to ensure that projects are responsive to changing conditions and that all stakeholders receive appropriate communication. This course develops a thorough understanding of strategic change and communication within organizations. 3 credits

Admission**Application Procedure**

Applications for admission are accepted on a rolling basis, offering the opportunity to begin studies at Granite State College at any term during the year. There are four start dates (Fall, Winter, Spring, and Summer) throughout the academic year. Priority is given to those applications received at least two weeks prior to the start of the term. Students who have application files completed and reviewed after the priority application dates will not be guaranteed full acceptance and may not be eligible for financial aid for the upcoming term.

Applications from prospective degree students will be reviewed by the Graduate Program Director and Dean of Graduate Studies. A complete application includes the following:

- Bachelor's degree with a 3.0 GPA average on the last 60 credit hours, or a 3.0 GPA at the graduate level, from a regionally accredited college or university.
- Completed application form.
- 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the degree, and relevant formal or informal experiences (included on application).
- Two letters of professional or academic reference and/or two completed recommendation forms.
- Current resume.
- Official transcripts of all previous college work (with translation and evaluation if completed outside of the United States) sent directly to the Office of Graduate Studies, by the Registrar of the colleges or universities attended.
- \$45 application fee payable by credit card by calling 888-228-300 ext. 330 or 603-513-1330 or by check or money order to:

Student Accounts
Granite State College
8 Old Suncook Road
Concord, NH 03301

Materials should be submitted to:

Office of Graduate Studies
Granite State College
8 Old Suncook Road
Concord, NH 03301

or you may fax to 603-513-1387. Please note an application will not be processed

until payment of the application fee has been received.

Full Admission Status

Fully admitted status is attained when the application is complete, the application fee has been paid and all transcripts and references have been received and approved by the Graduate Program Director. Students will receive notification in writing or by email within two business days of the College's receipt of the completed application.

Conditional Admission Status

The Graduate Program Director or Dean of Graduate Studies can grant conditional admission to a student who has not completed the application process or met GSC's Graduate Studies admission criteria. The student may enroll in up to twelve credit hours of graduate study without being fully admitted to the degree program. The conditional admission status will be changed to full admission status once the application has been completed and/or the required conditions have been met. Required conditions may include successful completion of several courses while maintaining a GPA ≥ 3.0 .

Special Admission Status

Non-matriculated students with proof of Bachelor's degree completion may petition the Program Director to enroll in up to twelve semester hours of graduate study without being fully admitted to the degree program. Special admission status students will work with the Program Director for suitable course options. Students seeking to matriculate must meet GSC's Graduate Studies admission criteria.

Degree Candidates

Students who apply to and are accepted into a degree program at the College are degree candidates. All others attending the college shall be considered non-degree.

Transcripts

Master's degree candidates must ensure that all official prior college transcripts are received by the Office of Graduate Studies. Contact the Registrar's Office at the attended college or university to request an official transcript. In order for a transcript to be "official," it must be in a sealed envelope

from the college or university. Be sure to confirm with the institution's Registrar's Office whether your classes were undergraduate, graduate or both. Candidates who have received a Bachelor's degree from Granite State College can request that the Office of Graduate Studies obtain their transcripts through the Registrar's Office.

If an applicant attended a college or university in a foreign country, s/he will need to have the transcript translated and evaluated prior to full admission. The College uses the Center for Educational Documentation (www.cedevaluations.com) to perform international credential evaluations. There is a fee for services depending upon the extent of the evaluation requested. Obtain a brochure and request a form from the Office of Graduate Studies or write directly to:

Center for Educational Documentation
 P.O. Box 170116
 Boston, MA 02117
 email: info@cedevaluations.com

If the foreign transcript has been evaluated by another company, please contact the Office of Graduate Studies to see if the College will accept the evaluation.

English Proficiency

English proficiency is requisite for academic success in programs at the College. GSC requires all non-native English speakers to demonstrate English language proficiency by obtaining the minimum score requirement on an approved test. Adequate proficiency means achieving a minimum score of one of the proficiency tests listed below. Any student not demonstrating adequate proficiency will be referred to other institutions that offer courses in English as a Second Language. Online students are expected to be proficient in English in order to successfully participate in GSC courses.

Use code 0458 for an official transcript to be sent to the Admissions office.

Test of English as a Foreign Language (TOEFL)

Internet-based (iBT)

Minimum Score Required: 79

Test Description: Internet based and measures four areas of English language skills: speaking, listening, writing, and reading.

Test of English as a Foreign Language (TOEFL)

Paper-based

Minimum Score Required: 550

Test Description: Assessment tool composed of previously administered TOEFL paper-based test. Measures English proficiency at the intermediate to advanced levels.

International English Language Testing

System (IELTS)

Minimum Score Required: 6.0

Test Description: Measures ability to communicate in English across listening, reading, writing, and speaking skills. For those who intend to work/study where English is primary language.

Eiken Test in Practical English Proficiency

Minimum Score Required: Pre-1

Test Description: Test is given in Japan and measures spoken and other English language skill levels.

Note: Individuals who are in the U.S. as permanent residents or with visa status allowing education participation are eligible for study. Contact the Admissions Office for information.

Credit for Prior Learning

Credit for prior learning acquired through previous college courses or work or life experiences cannot be applied toward graduate program credit requirements.

Course Waiver

Course waivers may be awarded to a student who has completed the equivalent course content from another accredited institution in the past seven years. Students in graduate programs may request to waive one course. The waiver will exempt the student from completing the required course. The student will complete another course, as approved by the program, to satisfy the number of credits required for the program. Granite State College awards course waivers for courses taken at regionally and program-matically accredited institutions. Information about the organizations responsible for these two sorts of accreditation is provided by the Council for Higher Education Accreditation. Students may petition for course waiver evaluation at the time of application.

An official course evaluation will take place after an applicant has been accepted to the degree program and has submitted the Graduate Course Waiver Form, and after all

official transcripts, course descriptions, and syllabi have been received by the Office of Graduate Studies. Graduate courses will not be evaluated for a course waiver if they were earned to fulfill an academic requirement for a graduate degree program. All graduate course waiver awards are made on a case-by-case basis at the discretion of the Graduate Program Director or Dean of Graduate Studies.

Course Substitution

No course substitutions are permitted for graduate programs.

Tuition and Fees

Mandatory tuition and fee charges are subject to final approval by the University System of New Hampshire Board of Trustees. Course charges, fees, and regulations are subject to change without advance notice. Tuition and fees are effective for Fall 2011 term charges unless otherwise noted.

Visit <http://granite.edu/students/prospect/tuition.php> for current tuition rates and fee information.

Graduate Programs

Per Credit Hour

Resident	\$485
Non-resident	\$495

All students enrolled in credit bearing programs in any division of the University System of New Hampshire in any capacity shall be charged tuition at a rate to be determined by their domicile. Those domiciled within the State of New Hampshire shall pay the in-state rate. Those domiciled elsewhere shall pay the out-of-state rate. Identification may be required at time of registration.

Fees

Application

Graduate Programs	\$45
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Application fees cover the cost of record keeping and admissions processing and are non-refundable.

Note: Fees for graduation or course materials may also apply.

Refunds

Please refer to page 59 for Granite State College's policies on tuition refunds.

Student Accounts

The Student Accounts Office is responsible for coordinating the student account process. For Granite State College's policies and procedures, please refer to page 60.

Taxpayer Relief Act of 1997

The College is required to file form 1098-T with the U.S. Internal Revenue Service to report certain enrollment and identifying information for payments received toward "Qualified Tuition and Related Expenses" in a tax year. IRS Form 1098-T provides information from educational institutions to students which may be of use in determining a student's eligibility for tax credits (American Opportunity Tax Credit or Lifetime Learning Credit). In order to provide this information, the first time an individual registers, their social security number will be required.

Financial Aid

We encourage all students to apply for financial assistance when they apply for admission. With the help of federal, state, and reimbursement programs, combined with a choice of payment options, a Granite State College education is quite affordable. For many students, financial aid reduces out-of-pocket expenses and lessens the published tuition expenses considerably. We are here to help students explore options for financial aid: federal and private loans, grants based on financial need and more.

Federal Aid

Federal aid is awarded by the Office of Financial Aid after completion of the FAFSA, Financial Aid Institutional Application, and any additional documents as needed. Federal regulations and institutional policies may affect eligibility for these funds. There are specific procedures to follow when applying for Federal Financial Aid. Consult <http://www.granite.edu/finaid.php> for detailed information on how to apply and maintain eligibility.

Tuition Reimbursement

Employer reimbursement can help offset the cost of graduate education. Many of Granite State College's graduate students receive full or partial reimbursement from their employers. Check with your Human Resources Department about this option.

Satisfactory Academic Progress for Federal Aid

All GSC students are required to achieve the following minimum SAP standards to receive financial aid:

1. Maintain a cumulative GPA of 3.0
2. Successfully complete 67% of all credits attempted
3. Do not attempt credits more than 150% of the program length in order to complete – maximum timeframe

Students are reviewed annually at the end of the Spring term. Understand SAP to receive financial aid at: my.granite.edu/finaid/sap.htm

Registration

Course Selection

Students should refer to Granite State College website for program curriculum information. Students may search for and register for courses through their MyGranite web portal, but are encouraged to consult with Program Director about their course selections before registration.

Prerequisites

Course prerequisites are those courses that are required to have been completed prior to enrolling in another course.

Before registering for a course, students should check the course description to determine whether they have taken the course prerequisites.

For more information about course prerequisites, please contact the Program Director.

Academic Year

The Academic Calendar including registration periods appears at www.granite.edu. Please visit the web for a copy of the current term course schedule.

Enrollment Status

Full-time status is enrollment in at least six credits in a twelve-week term. Half-time status is enrollment in three credits in a term. Full-time/half-time status will differ at other USNH institutions.

The College reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or prerequisites.

Graduate Course Overload Policy

A full load for graduate students is at least six semester hours taken concurrently.

To be eligible for an overload (greater than nine semester hours concurrently), a graduate student must satisfy the following criteria:

- Must have a record of successful study at Granite State College
- Must have a GPA of 3.500 or higher.

Students may request a course overload by completing the appropriate form and sending it to the Program Director.

Student Identifier Number

All students who wish to register for credit bearing courses at GSC are required to provide their social security number with their first registration. The SSN is required by federal law and federal financial aid, and will be used to report 1098-T data for education tax credits under the Taxpayer Relief Act of 1997. Student SSNs will be shared only where legally required and will be accessible only by authorized personnel. GSC protects confidential information by complying with the Family Education Rights and Privacy Act of 1974.

A unique GSC student identifier number will be generated for all students. Use this generated number for all College transactions, including subsequent registrations, account payments, and initial logging on to the College website portal.

Financial Clearance

Payment for all classes must be made or financial clearance confirmed by the posted due date for each term. For policies, procedures and due dates, please refer to page 56.

Change of Registration

Students may add or drop courses online during the online registration period. The length of online registration is subject to change, so please consult the course schedule

for the term. Students may also add or drop a course during the add/drop period by contacting a Regional Campus or by completing the Course Add/Drop Form located at my.granite.edu. See below for further information on Adding Courses or Dropping Courses.

After the add/drop period for course(s), students may withdraw from a course(s) by completing and signing the Course Withdrawal Form. See Withdrawing from Courses section below for further information.

Petitions for Change in Enrollment Status

Students with extreme extenuating circumstances who have been unable to participate in a course in the current term may petition to drop the course past the published deadline through a written petition process facilitated by the Program Director. Students who have participated in a course in the current term but are unable to complete it due to extenuating circumstances, may petition to withdraw past the published deadline and request financial relief. The Petition Committee, consisting of administrators from relevant departments, rules on change in enrollment status petitions, and the student is notified of the decision by letter. If a student thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the following appeal process:

1. An Appeal Form should be completed and signed by the student and sent to the Office of Graduate Studies. (The Appeal Form is available in all Campuses and online.)
2. The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.
3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of two other members of the Office of Academic Affairs staff and the Dean of Academic Affairs. Every effort will be made to handle the appeal within 10 working days.

4. The decision by the Academic Appeal Committee is final, and the student will be notified immediately in writing.

Adding Courses

Students may add a twelve-week course up to the end of the second week of the term or a six week course up to the end of the first week (see the course schedule) by calling or e-mailing the Office of Graduate Studies or completing a Course Add/Drop Form at <http://my.granite.edu/resources/registrationchanges.htm> and faxing it to the Office of Graduate Studies at 603.513.1387 or the Registrar's Office at 603.513.1386. Courses that do not follow a twelve-week schedule may be added during specified add/drop periods, as published in the term course schedule. To add a course after the class start date, the instructor's permission will be required.

Dropping Courses

A "drop" is a cancellation of an individual registration. If a course is dropped before the start of the term, all tuition and fees are refunded. If a course is dropped after the start of the term, only tuition is refunded. Fees and charges other than tuition are non-refundable after the start of the term. Notification of a drop after the start of the term must be received in the Office of Graduate Studies or the Registrar's Office during the official add/drop period.

To drop a course after the start of the term call or e-mail the Office of Graduate Studies complete a Course Add/Drop Form at <http://my.granite.edu/resources/registrationchanges.htm> and fax it to the Office of Graduate Studies or to the Registrar's Office at 603.513.1386. The last day to drop a six or twelve-week course is the end of the first and second week of the term, respectively. For courses that do not follow the six or twelve-week schedule, specific drop dates are noted in the course schedule. Learners who remain registered after the drop period are financially responsible for all tuition and fees.

Officially dropped courses are not recorded on transcripts. Failure to officially drop will result in an AF grade (administrative failure), which is maintained on the official student record and included in the grade point average (GPA). An AF may also result in an unpaid balance due to Granite State College if federal financial aid has been received.

Withdrawing from Courses

A withdrawal is a change in registration after the official add/drop deadline. A “W” will be noted on a transcript indicating that an individual did not complete the course. To determine the last day to withdraw from a regularly scheduled six or twelve-week course please see the schedule published at My.Granite.edu. To withdraw from a course that does not follow a twelve-week schedule, please consult the Program Director or the course schedule.

To withdraw from a course, submit a completed Course Withdrawal Form located at http://my.granite.edu/resources/registration_changes.htm before the last published day to withdraw. Withdrawal from course(s) is official once a signed form has been received by the Office of Graduate Studies or the Registrar's Office. Fax the form to the Registrar's Office at 603.513.1386 or scan and email it to registrars.office@granite.edu. The date of official withdrawal is the day that the completed form is received by Granite State College.

There is NO refund of tuition or fees for withdrawals. Please check with an advisor and the Financial Aid Office before withdrawing if receiving financial aid, including loans. Depending on the aid received, students may be responsible for repaying some or all of the aid to the College if they withdraw. If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to Granite State College.

Failure to officially withdraw will result in an AF grade, which is maintained on the official student record and included in the grade point average (GPA). Not attending classes does not constitute an automatic withdrawal.

Note: For purposes of adding, dropping, or withdrawing from a course, the end of the week is considered to be Friday.

Note: Learners who drop or withdraw from a course are required to return all college property.

Audit

Students may register for a course as an auditor, i.e., not for credit, in pursuit of a personal interest or for purposes of personal

or career development. Full tuition and applicable fees will be charged for an audited course. Students registering for academic credit will be given priority in registration over auditors. Change from an audit status to a credit-bearing status or vice versa by submitting an updated registration form before the final day of the add/drop period for the course.

It is not expected when auditing a course that a student will be evaluated in any way. The extent to which auditors will participate in the course will be at the complete discretion of the instructor. A grade of AU will be entered on the official record. An audit will not be included in the calculation of GPA, for satisfactory academic progress, for determining full or part-time status, or for financial aid eligibility.

To register, please contact the Office of Graduate Studies. AUDIT must be marked in the upper left-hand corner of the registration form. Online registration is not available for audits.

Enrollment Verification

For information on enrollment verification, please see page 58 of the catalog.

Pass/Fail

This option is intended to provide degree candidates with an opportunity to examine areas of study which they might, because of grade pressure or unfamiliarity with the subject, otherwise avoid. With the approval of the Program Director, degree candidates may use the Pass/Fail option at the time of registration. A maximum of 3 elective credits may be earned through Pass/Fail per term, not to exceed 6 elective credits within the degree program. When registering, obtain the Program Director's signature on the registration form that authorizes the Pass/Fail registration status. The Pass/Fail option can only be used for elective credit. Instructors are not notified if students have chosen the Pass/Fail option. The minimum Granite State College grade accepted for a learning activity taken Pass/Fail at the graduate level is C. The grade earned will not be calculated into the GPA, but the Pass or Fail will be recorded on the transcript. Students earning a passing grade will receive the assigned credits towards degree requirements. Those earning a failing grade will not receive credit, and the grade will be calculated in the GPA. Courses from other

USNH institutions offered at Granite State cannot be taken Pass/Fail.

Senior Citizens

New Hampshire residents 65 years and older are encouraged to participate in GSC courses and the College provides tuition remission on a space available basis. Please refer to page 58 for GSC's policies and procedures for Senior Tuition Waivers.

University System of New Hampshire Policies

Please refer to page 58 for USNH's policies on suspension from any USNH institution and New Hampshire residency.

Student Support and Campus Resources

Advising

Granite State College is committed to providing comprehensive services and opportunities that enable students to take ownership of their education and to make sound decisions to further their academic and professional success. The Graduate Program Directors are available to assist students in planning their program of study, identifying and meeting their goals and navigating the academic resources and support services offered by Granite State College.

Disabilities

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. Conditions such as physical limitation, illness, or learning disability do not prevent an individual from being a productive student. The College, however, does not have supplementary services or programs for special audiences.

Services are provided to individuals with disabilities in order to:

- help overcome obstacles
- provide opportunities for academic success
- increase self reliance
- encourage independence
- create self-advocacy
- foster/encourage self-esteem

- encourage participation in educational opportunities

If a student needs assistance, it is important that s/he makes contact early to ensure that requests can be reviewed prior to the start of each term. To apply for accommodations, contact a student coach at a campus or the Dean of Students in the Administrative Offices in Concord at 513-1308.

Accommodations for Disabilities:

1. Decide if support is needed – Talk with a coach to determine if work at the College may require requesting support services.
2. Apply for services – In anticipation of requesting any accommodation, complete and submit an Application for Support Services.
3. Request documentation – Documentation of the disability will be required. Complete a “Release of Medical Information” form and send it to a medical and/or testing provider along with “Guidelines for Documenting Disability.” All necessary forms are available on the web at: <http://www.granite.edu/students/prospect/getstarted/disability.php>
Evaluations and testing must be current (within the past three years). High school IEP’s or testing results are not accepted for documentation at the college level.
4. Review of documentation – Complete an “Authorization to Review Documentation” form and send it to the Dean of Students. All materials will be reviewed and summary materials will be prepared which suggest accommodations. These will be sent to the student for endorsement.
5. Plan ahead – Determine an academic plan with a coach. Four to six weeks prior to each term, begin the process of reviewing the outcomes of the course(s) to be taken. Decide whether to request specific accommodations.
6. Meet with faculty - A student may meet with the faculty member before the class begins. Contact the faculty member and work together to identify reasonable accommodations and resources based on those approved by the College. There is an agreement form that will be used to identify and agree upon accommodations. This form will be mailed from the Dean of Students’

Office once the documentation regarding a disability has been reviewed.

Library Services

The Library serves the Granite State College community by providing clear paths to information resources that support, enrich, and enhance the students’ educational experience. For a detailed description of our resources, please visit the library tab at my.granite.edu.

Online Resources

Students enrolled in graduate courses have access to MyGranite, the GSC portal, and WebROCK, the online student information system at my.granite.edu.

The MyGranite portal allows students to access online courses, view course schedules and descriptions, use GSC student e-mail accounts, and link to virtual libraries and other online resources. Students need to log on only once with their secure user identifications and passwords to access these services.

Once logged on to the portal, students can:

- access WebROCK
- register for courses
- make e-payments
- request official transcripts
- verify enrollments
- view their financial aid information
- view their academic history
- view their account information
- access the tax information the College has sent to the IRS.

Almost any browser may be used to view WebROCK. To print records, the recommended browser is Internet Explorer.

Textbooks

Textbooks can be purchased from MBS Direct, the College’s online bookstore. Books may also be ordered from MBS Direct by fax or telephone. For more information including ISBN numbers for required books visit: <http://bookstore.mbsdirect.net/vbn/gsc.htm>

Moodle

MyGranite and online courses are powered by Moodle. Each term orientations to Moodle are offered at no cost in various centers. These orientations provide a hands-on introduction to all the tools available in Moodle. In addition, students may take the orientation online at their own convenience.

For information about the orientations go to: <http://my.granite.edu/orientation/online/course.htm>.

MyGranite Technical Assistance

For general information and answers to frequently asked questions, visit the MyGranite Help site at: <http://it.granite.edu/>. To request assistance, submit an online help request form on this help site or call 1.888.372.4270. (Hours: M-F, 8:30-5:00, on weekends messages are checked daily.)

Academic Policies and Procedures

Academic Integrity

Academic integrity and intellectual truth are among the foremost priorities in institutions of higher learning. Without these, there is no real learning, critical thinking, creativity, or development of new knowledge. Therefore, the Trustees of the University System of New Hampshire confirm their commitment to these principles, and express their expectation that, in the pursuit of learning, students and faculty in the various institutions commit themselves completely to integrity in the pursuit of truth. For detailed description of GSC’s Academic Honesty definitions and policy, please refer to page 64. The procedural steps are found below.

Procedures

A faculty member who suspects a violation of the academic honesty policy will take reasonable measures to ascertain the validity of those suspicions, including but not limited to checking primary and secondary sources, comparing student papers and/or answers, conferring with other faculty and the Program Director, or verifying inappropriate similarities in style or content. When the faculty member has reasonable evidence that academic dishonesty has occurred, the following procedures will be followed:

1. The faculty member contacts the student for discussion of the possible violation of the academic honesty policy within one week of discovering the incident.
2. Regardless of whether the incident is deemed to be intentional on the part of the student or not, if the instructor remains convinced after discussion with the student that a violation of the

academic honesty policy has taken place, he or she contacts the Program Director promptly after the discussion with the student to report the incident and discuss next steps.

3. The Program Director will review the incident with the instructor, who has the option of assigning a failing grade for the assignment in particular or for the course.
4. Within two weeks of the date of the academic dishonesty incident, the instructor must submit to the student a written report describing the incident and notifying the student of the grade-related consequences. This written report must be copied to the Program Director.
5. The Program Director will contact the student in writing within one week of receiving the faculty member's written report. The Program Director will offer the student an opportunity to respond in writing within one week.
6. The Program Director will forward the faculty member's written report to be placed on file in the office of the Dean for Graduate Studies, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted. The Dean will acknowledge in writing to the student, faculty member, and Program Director, receipt of the materials.
7. If the report is a first offense, the materials will be kept on file in the office of the Dean of Graduate Studies until the student graduates from Granite State College. If the report documents a second offense by a student who has already been penalized for a prior instance of academic dishonesty, the Dean of Academic Affairs will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The Dean of Academic Affairs may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the Dean of Academic Affairs notifies the student in writing that he or she is aware of the two charges made, the dates of

the incidents, and the sanctions imposed by the faculty members. In this communication, the Dean of Academic Affairs informs the student of any additional sanctions imposed and of the student's right to a hearing to respond to the charge and sanctions. A copy of this letter from the Dean of Academic Affairs will be placed in the student's official file.

When a student has received notification from the Dean of Academic Affairs of a second charge of academic dishonesty, the student has the option of making a request in writing to the dean for a hearing within 30 days. The student may choose to bring a non-attorney third party to the hearing.

The hearing will be conducted by the Dean of Academic Affairs, with others in attendance at the discretion of the Dean of Academic Affairs. The student will have the opportunity in the hearing to review and comment on the evidence presented in support of the most recent charge only. The student will also have the opportunity to provide his or her own supporting facts and explanations and to ask questions concerning the most recent charge only.

The Dean of Academic Affairs will convey a written decision that (a) summarizes the evidence of the second charge; (b) provides a rational basis for the decision; and (c) conveys an outcome (e.g., further sanction, dismissal of second charge). This written decision will be placed in the student's official file, and is final.

Copyright

Granite State College does not condone copyright infringement by faculty, administrators, staff, employees, or students. Please refer to page 65 for detailed information.

Human Participant Research and Institutional Review Board (IRB) Policy

Granite State College is committed to the protection of the rights and welfare of the participants in research investigations conducted under the jurisdiction of the College. Granite State College believes that review independent of the investigator is necessary to safeguard the rights and welfare

of human participants. All research involving human participants is conducted in accordance with federal regulations, including Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46). The review process is outlined in the Granite State College *Guidelines for the Protection of Human Participants in Research and Guidelines for Students*. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the College. Both documents are available at my.granite.edu under Academic Resources.

In accordance with this policy, all Granite State College research activities which involve human participants, regardless of the level of risk foreseen, require review and written approval by the College's IRB prior to the initiation of the activity.

Procedures, Obligations and Responsibilities of Researchers

1. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human participants and for complying with all applicable Granite State College policies.
2. Research investigators who intend to involve human participants will not make the final determination of exemption from review.
3. Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent.
4. Research investigators will promptly report proposed changes in previously approved human participant research activities to their instructor. If the research investigator is not a student, changes will be reported to the Office of Academic Affairs.
5. Research investigators will promptly report to their instructor or to the Office of Academic Affairs any injuries or other unanticipated problems involving risks to participants and others.

Code of Conduct

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow students with respect. Students need

to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and the consequences of any behavior that is inconsistent with these values and expectations

If an individual student disrupts college business or administrative functions he/she will be informed that the behavior is unacceptable and must cease. If after being warned the behavior persists the student will be notified by the Dean of Students that the College may suspend or dismiss him/her and withdraw him/her from the course and/or the College.

After notification, the student has the opportunity to request a hearing. At this time evidence of the inappropriate behavior will be presented, and the student will hear the evidence and respond, presenting his/her perspective. The hearing will result in a decision to either suspend or dismiss based on the nature of the incident(s). This decision will be communicated in writing to the student by the Dean of Students and is final. The College's Grievance Policy and Procedures are detailed on page 66.

Grading and Evaluation

The following is the grading system used by the College:

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A-	90-94	3.67	
B+	87-89	3.33	
B	84-86	3.0	Good
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	Acceptable
C-	70-73	1.67	
D+	67-69	1.33	
D	64-66	1.00	Poor
D-	60-63	0.67	
F	≤ 59	0	Failure, no credit

Administrative Failure (AF)

An AF grade is assigned to the student who stops participating in the course and has not completed course work sufficient for the assessment of course outcomes by the faculty member to issue a letter grade. The administrative failure is usually the result of a student's failure to withdraw from a course they stopped attending. An AF counts as an F grade in the calculation of grade point

averages. It is not equivalent to a course withdrawal.

Incompletes (IC)

All grades, including Incompletes, are due seven days after the last scheduled class session. A faculty member may award an Incomplete (IC) only when a student has requested an Incomplete from the faculty member and received the faculty member's approval to complete the remaining assignments for a course in which the student has already completed the major portion of work required. Students who receive a grade of IC in any course(s) must complete the course work required within the deadline set at the discretion of the faculty member, which may be prior to the College's published deadlines. Faculty filing IC grades will receive a grade change card from the Registrar for recording an updated letter grade. Incomplete course work not finished by the deadline will result in a grade of F which will be calculated into the GPA. **An incomplete in the final term of a student's program will prevent graduation.**

A request to extend an incomplete after the above deadlines must be submitted by the student to the Program Director who facilitates the request with the faculty member. The Program Director will notify the student of a decision.

Repeating a Course

A minimum overall grade of B is required for graduation. Students who earn less than a B in an individual course may choose to repeat the course. When a student repeats a course, the second course grade will be computed in to the total GPA, whether it is higher than, the same as, or lower than the first course grade. While the first grade will not be computed into the total GPA, it will continue to appear on the transcript. Repeated courses must be taken for a grade and may not be taken Pass/Fail.

Grade Corrections

The Registrar's Office is responsible for making corrections to grades reported in error. Please refer to page 67 for the procedure for grade corrections.

Grade Appeals

Policy

Granite State College faculty are responsible for making a professional judgment about the quality of students' academic work and performance. Policy and procedure have been established to give students an opportunity to appeal if there is reason to contest a grade received in a course or learning contract offered through the college.

Procedures

Step I. Student-Faculty Level

The student must contact the faculty member in writing within 14 calendar days of MyGranite posting of the grade in question to request a re-consideration of a specifically named assignment or of the final course grade, including in the written request the basis for the appeal. If the faculty member determines that there was an error in the grade calculation, or the request is otherwise appropriate, the faculty member can then change the grade for the assignment, and if necessary, initiate a change of grade for the course through the Registrar's Office.

If the faculty member determines that there was no error in the grade assigned, he or she will explain the criteria and process used in determining the grade. The faculty member will advise the student of his or her decision in writing within 14 calendar days, providing a copy to the Program Director.

If the student is not satisfied with the decision, he or she may proceed to Step II.

Step II. Program Director

If the student wishes to appeal the faculty member's decision to the Program Director, he or she must do so in writing within 14 calendar days of receiving the faculty member's decision.

The appeal should include the specific reasons for disputing the grade. The Program Director may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Program Director will respond in writing to the student with a copy to the faculty member and the student's advisor within 14 days of receiving the appeal to either:

1. inform the student that there is not adequate reason to reconsider the grade.
2. request that the faculty member reconsider the grade based on the

criteria of a lack of reasonable process in assigning the grade, and/or a lapse of professional judgment.

If the student is not satisfied with the decision, he or she may proceed to Step III.

Step III. Dean of Graduate Studies

If the student wishes to appeal the Program Director's decision to the Dean of Graduate Studies, he or she must do so in writing within seven calendar days of the date of the Program Director's correspondence. The appeal should clearly state the ground(s) on which the student is asking to have the grade reviewed and any relevant information. The Program Director will forward all materials concerning steps already taken and information received in Step II to the Dean. The Dean will review the appeal in consultation with the Dean of Academic Affairs and will provide to the student and faculty member a final written decision.

Academic Petitions and Appeals

Waivers of academic policies and procedures are considered by Academic Affairs through a written petition process facilitated by the Program Director. Academic Affairs rules on all petitions, and the student is notified of the decision by letter. For a detailed discussion on the petitions and appeals process, please refer to page 68.

Academic Standing

The policies concerning academic standing are intended to foster standards of academic quality in student performance and to ensure that learners are making reasonable progress toward the completion of their degree programs.

All degree-seeking students have their academic standing reviewed at the end of each term. To be in good academic standing, a student must maintain a cumulative GPA of at least 3.0, the minimum GPA required for graduation. A degree candidate who does not maintain a 3.0 cumulative GPA will be placed on Academic Warning, Academic Probation or Academic Dismissal, the three levels of academic status with appropriate notations on their Granite State College transcripts. Notifications from the Dean of

Graduate Studies are sent to the students advising them to discuss their progress with their Program Director and to take advantage of the academic assistance services offered in each Center.

Academic Probation

A graduate student receives a warning of low academic performance if her/his cumulative Grade Point Average (GPA) is below 3.000 after she/he has attempted 9 credits at Granite State College. At this point, the student is strongly encouraged to consult with her/his designated program director to develop an action plan toward improving her/his academic standing.

The student is placed on academic probation if her/his cumulative Grade Point Average (GPA) is below 3.000 after she/he has attempted 12 credits at Granite State College.

While on probation, the student is required to consult with Program Director to develop options and provide support and recommendations for services for the student to improve her or his academic standing.

Academic Dismissal

A graduate student who remains on probation (cumulative GPA below 3.000) after attempting 12 credits may be dismissed from the program and/or College. If the student has a minimum cumulative GPA below 3.0 after attempting 12 or more credits, she or he is dismissed from the program. Notation of academic dismissal from the College will appear on the permanent transcript.

A graduate student may appeal this decision to Granite State College Academic Standing Committee if she or he can provide documented evidence supporting an appeal. See page 69.

Completing Degree Requirements

Graduate Degree Programs

To earn a graduate degree at Granite State College, students must complete all courses as prescribed in the curriculum and the required number of credits as per the curriculum, and must maintain a minimum cumulative Grade Point Average of 3.000 or as outlined by the specific program.

Time Limits on Completion for Graduate Programs

Graduate students enrolled in a Master's degree program have up to seven full years to complete the program. Accommodations are made for military service and medical leaves of absence. Requests for accommodations or time limit appeals must be made in writing to the Program Director.

Degree Status

Inactivation and Withdrawal

Granite State College monitors the progress of degree candidates. If a student is not actively involved in learning experiences in a graduate degree program for a period of four consecutive terms, s/he will be inactivated. A student may voluntarily withdraw from a degree program by notifying the College in writing. If requesting withdrawal from a degree program, a student will be considered to be inactive.

Reactivation

Students who have been inactivated may be readmitted under current degree requirements with the approval of the Program Director and will follow all policies and procedures in effect at the time of readmission. Students must file a Request for Readmission and pay an application fee to regain degree candidate status.

Attendance and Participation

Participation in class is essential to success whether the course is conducted in a traditional classroom setting, in a blended format, or as an online class. The instructor will make the participation requirements clear to the students.

Attendance requirements vary. It is the student's responsibility to ascertain what each instructor requires. If a student will be absent, it is his or her responsibility to inform the instructor and to abide by the terms about attendance as explained in the course syllabus. Unexplained absence from classes or failure to meet an assignment deadline may seriously affect the student's academic standing and may result in a final grade of "F."

Extended Absence Because of Illness

A student who is absent from school for an extended period of time must inform his or her college by letter, message, or telephone.

Absence Because of Jury Duty

Students who miss classes because of this obligation must notify their instructors in writing, explaining which classes will be missed on which days. The instructors will work with students to make up missed assignments or exams. Upon completion of their jury duty, students must bring a copy of the documentation of their service to the appropriate instructors. Students on co-op or internship are expected to inform their supervisors if called to jury duty.

conferral date within that academic year and must have met at least one of the following conditions:

1. Completion of all requirements for master's degree.
2. Enrollment in the courses necessary to complete all degree requirements by the end of the spring term, or anticipated enrollment in courses to complete all degree requirements by the end of the summer term.

Graduation

To learn about GSC graduation deadlines, policies and procedures, please refer to page 70.

Graduation Requirements for Graduate Students

To graduate from a Granite State College degree program students must:

1. earn an overall 3.0 cumulative grade point average.
2. earn grades of B or better for course work or other approved learning experiences taken as part of the concentration or major.
3. have a minimum grade of B in the core courses.
4. meet all curriculum and residency requirements.

Residency

Thirty semester credits must be completed with Granite State College after application. Prior Granite State College credits earned in non-degree status will apply to the residency requirements if the credit is applicable to the student's approved degree program.

Commencement

Candidates for graduation are encouraged to attend commencement ceremonies which are held in June each year. Participation in the ceremony is open to September and December graduates of the past year and those learners pending June 30th and September 30th conferral. In order to participate in the commencement ceremony, students must apply to graduate for a

Records

Privacy Rights (FERPA, Buckley Amendment)

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA/The Buckley Amendment), it is the policy of the College to protect the education records of its students, former students, and alumni. All personally identifiable information in an education record is considered confidential. Students have the right to inspect and review their education record, the right to seek to have the records amended, and the right to have some control over the disclosure of information from their records.

It is the College's practice not to release any information other than directory to noninstitutional persons or organizations, except as expressly allowed by this law. No one, other than third parties allowed by the Act, will have access to such records without the student's written consent.

The rights guaranteed under this policy do not extend to those who have applied for admission but do not enroll in courses, or to persons admitted to the College but who do not take courses. Exceptions to the consent requirement are:

1. Granite State College administrative employees who have legitimate educational interest in seeing the record.
2. Authorized federal and state officials auditing or evaluating federally and/or state supported educational programs.
3. Persons processing a student's financial aid application.
4. Recognized accrediting organizations carrying out their accrediting functions.
5. Federal or state law enforcement officials pursuant to a lawfully-issued subpoena or court order, or in response to a federal grand jury subpoena.
6. In an emergency, other appropriate individuals (as determined by the keeper of the records), if that information is necessary to protect the health and safety of the student or other persons.

Directory Information

Granite State College complies with the federal government's Family Educational Rights and Privacy Act of 1974. Granite State College does not sell or otherwise provide any information collected in its student information system to any external entity except as expressly allowed by this law. However, the following data is considered directory information by the College.

- Name
- Address
- Telephone
- Business Telephone
- E-mail address
- Dates of attendance
- Concentration or major
- Degrees and awards received

Request for Confidentiality

Under the Family Educational Rights and Privacy Act of 1974, students have the right to withhold disclosure of directory information. Should a student decide to withhold, any requests for such information from non-institutional persons or organizations will be refused, except as allowed by the law. In addition, the student's name will not be published in the College's official graduation program or other public graduation or honors announcements. A written request to withhold directory information must be sent to the Registrar's Office.

Gramm-Leach-Bliley Act (GLBA)

Gramm-Leach-Bliley Act (GLBA) is a federal law which requires financial institutions to ensure the security and confidentiality of customer personal financial information. The University System of New Hampshire seeks to:

- ensure the security and confidentiality of customer records and information - in paper, electronic or other form,
- protect against any anticipated threats or hazards to security or integrity of such records, and
- protect against the unauthorized access to or use of any records or information which could result in substantial harm or inconvenience to any customer.

Granite State College complies with the Gramm-Leach-Bliley Act.

Purging Paper Files

Paper files will be stored for a period of five years after last year of attendance or graduation and will then be destroyed. Official transcripts of all course work/learning experiences completed with Granite State College will be on file permanently.

Transcripts

Official academic records are maintained in the Office of the Registrar, Granite State College, 8 Old Suncook Road, Concord, NH 03301. Currently enrolled students may request official transcripts by logging on to the College's secure portal and entering the information on WebROCK. Requests submitted through WebROCK will be processed within two business days. A request for a transcript can also be made in writing to this office and must include the student's signature.

No transcript will be furnished to a student if a financial obligation to USNH has not been satisfied. There is no charge for transcripts.

Institutional Name Change

In 1972, the Board of Trustees of the University System of New Hampshire established the School of Continuing Studies in order to extend the educational resources of the University System to all areas of the state. Seven years later in 1979, the name was changed to the School for Lifelong Learning. In 1993, the School became the College for Lifelong Learning. As a reflection of its expanded mission in providing statewide access to public higher education, on May 9, 2005, the name was changed to Granite State College. Transcripts are issued under the name of Granite State College. Diplomas and certificates awarded before the name change will be re-issued under the name of Granite State College for a \$20.00 fee.

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Faculty

The faculty represents one of the most important dimensions of academic quality in colleges and universities.

The faculty of Granite State College is comprised of a group of dedicated instructors and independent scholars representing many businesses and professions. At Granite State College, Senior Lecturers, Lecturers, and Adjunct Faculty teach with expertise and enthusiasm. Faculty provide a supportive yet academically challenging environment for the adult student. Active faculty as of July 2011 are:

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M.A., Southern Illinois University

Richard Agran
M.A., University of New Hampshire

Steven Albrecht
M.B.A., University of Alabama

Edward Alkalay
J.D., University of Connecticut

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M.Ed., Plymouth State University

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M.Ed., Grand Valley State University

Education and Training Partnership (E&TP)

The Education and Training Partnership (E&TP) at Granite State College, a contracted service of the NH Division for Children, Youth and Families (DCYF), provides education and training to foster and adoptive parents, non-licensed relatives and childcare staff of NH residential facilities, and DCYF staff.

Mission Statement

The Mission of the Education and Training Partnership is to enhance the quality of care for children in placement and build capacity for sustained family relationships through caregiver training.

The E&TP achieves this mission by providing competency based, accessible training. Curriculum is developed responsively and collaboratively, in a manner designed to maximize adult learning, and courses are delivered in a supportive atmosphere that recognizes participants' level of experience. The E&TP embraces a system of quality improvement and program evaluation that is both proactive and comprehensive.

Programs

Foster and Adoptive Care Essentials (FACES): is offered to individuals interested in pursuing a license to provide foster/adoptive care. It consists of a minimum of 21 hours of training that promotes a better understanding of working with children, families and the child welfare system. This training assists in preparing the applicant to be a skilled caregiver, birth parent role model and a professional team member. Courses are primarily instructed by foster and adoptive parents. The training consists of seven three-hour modules.

Caregiver Ongoing Training (COT): provides competency-based education and training. COT offers more than 60 different classes in a variety of topics including behavior management, adolescence, matters related to health and education and abuse/neglect/trauma. Many are offered online or through other distance learning modalities. Courses are often instructed by local experts/practitioners. CEUs/training hours fulfill NH re-licensing requirements.

Residential Counselor Core Training (RCCT): is offered to residential counselors, in preparation for their work with children, youth in care in any of New Hampshire's children's residential facilities; and their families. RCCT is a 30-hour competency-based training series, consisting of five modules. Courses are instructed by local, residential-care-experts. RCCT meets New Hampshire's residential certification and child-care licensing requirements.

Osher Lifelong Learning Institute (OLLI)

The Bernard Osher Foundation funds lifelong learning programs throughout the United States and has awarded Granite State College a \$1 million endowment to run this program for adults age 50 and over.

The Osher Lifelong Learning Institute (OLLI) is a community-based membership organization with a simple philosophy: an active mind creates a sense of mental, physical, and social well being. The program consists of lectures, short courses, and other educational activities that are shaped by the interests of the members. There are no tests, no grades, and no need for prior college experience—just the chance to join peers in learning for the fun of it.

Community College System of NH (CCSNH)

Based on the educational foundation built through the Community College System of New Hampshire (CCSNH), students can continue studies at a four-year USNH college to earn a bachelor's degree and enjoy a smooth transfer of course credits because of the transfer agreements between the two systems. In order to further expand access to higher education, Granite State College is co-located with White Mountains Community College in Berlin and Littleton. Articulation agreements are also in place with Community Colleges in Laconia, Portsmouth, Claremont, Manchester, and the New Hampshire Technical Institute, Concord.

Military Partnerships

Air University

Granite State College degree programs have been approved by the U.S. Air Force to support Air University – Associate to Baccalaureate Cooperative for active duty Air Force personnel. For more information go to: <http://www.granite.edu/students/prospect/getstarted/military/airu.php>

U.S. Air Force

Full-time students who attend Granite State College are eligible to enroll in Air Force ROTC courses at the University of New Hampshire to earn their commission in the U.S. Air Force after graduation. A full list of Air Force ROTC courses is available at: <http://www.unh.edu/afrotc/>

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Campus Locations and Administrative Offices



Claremont Regional Campus

27 Pleasant Street
Claremont, NH 03743
603.542.3841
Fax: 603.542.3942

Lebanon Academic Campus

The Trade Center Building
24 Airport Road
W. Lebanon, NH 03784
Please call the Claremont Regional Campus



Concord Regional Campus

8 Old Suncook Road
Concord, NH 03301
603.228.3000
888.228.3000
Fax: 603.513.1389

Manchester Academic Campus

MillWest Building
195 McGregor Street
Manchester, NH 03103
603.626.7714



Conway Regional Campus

53 Technology Lane
Suite 150
Conway, NH 03818
603.447.3970
Fax: 603.447.2740

Berlin Academic Campus

2020 Riverside Drive
Berlin, NH 03570
Please call the Conway Regional Campus

Littleton Academic Campus

39 Main Street
Littleton, NH 03561
603.444.6319



Rochester Regional Campus

35E Industrial Way, Suite 101
Rochester, NH 03867
603.332.8335
Fax: 603.332.5520

Portsmouth Academic Campus

51 International Drive
Portsmouth, NH 03801
603.334.6061

Administrative Campus in Concord

8 Old Suncook Road
Concord, NH 03301
603.228.3000
888.228.3000
Fax: 603.513.1389

Administrative Offices

Academic Affairs

603.513.1310
Fax: 603.513.1387

Admissions

603.513.1339
Fax: 603.513.1386

Dean of Student's Office

603.513.1317
Fax: 603.513.1386

Education and Training Partnership

603.271.6626
Fax: 603.271.4947

Education Programs

603.513.1393
Fax: 603.513.1388

Educational Technology & Computing

603.513.1351
Fax: 603.513.1389

Financial Aid

603.513.1392
Fax: 603.513.1386

Human Resources

603.513.1332
Fax: 603.513.1387

Marketing

603.513.1331
Fax: 603.513.1389

Office of Graduate Studies

603.513.1334
Fax: 603.513.1387

Osher Lifelong Learning Institute

603.513.1377
Fax: 603.513.1389

President's Office

603.513.1319
Fax: 603.513.1387

Registrar

603.513.1391
Fax: 603.513.1386

Student Accounts

603.513.1330
Fax: 603.513.1386

Tech Support

603.513.1361
888.372.4270
Fax: 603.513.1389