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 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 Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
781.425.7785
E-Mail: cihe@neasc.org
CATALOG LIMITATIONS
This catalog describes policies, programs and procedures of Granite State College that are in effect at the time of its preparation, July 2016.

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. Inquiries and complaints related to discrimination of any kind may be directed to the Director of Human Resources at 603.513.1319 or maggie.hyndman@granite.edu.

The Title IX Coordinator for GSC is the Director of Student Affairs. Inquiries may be directed to gsc.titleIX@granite.edu or 603.513.1328.

This catalog is true and correct in content and policy.
Granite State College is committed to empowering and educating students in New Hampshire and beyond by delivering unparalleled, high-quality education in an accessible, affordable, flexible, and innovative setting. As one of the four institutions of the University System of New Hampshire, Granite State College annually serves more than 3,500 students, and has served over 61,000 students since 1972. The College proudly delivers practical and relevant education in the classroom and online offering Associate, Bachelor’s and Master’s Degrees, Post-Baccalaureate programs for teacher education and a variety of transfer opportunities.

HISTORY
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, innovative 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 students of all ages, for whom our innovative college programs are designed
- Our commitment to ensure access for all students in the state of New Hampshire who desire a college education, and the consequent commitment to make college convenient 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 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.

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 in New Hampshire and several other states, making it possible for people to earn a degree totally online. GSC is a member of the National Council for State Authorization Reciprocity Agreements. NC-SARA allows student from NC-SARA member states to enroll in GSC’s programs. Regulations in every state determine whether GSC may admit students in that state. Students have access to an online community of faculty, course materials, library services and resources, and fellow students. For information about technical requirements and technical support, see page 71.

Granite State College has been approved by the State of New Hampshire to participate in the State Authorization Reciprocity Agreements. SARA is a voluntary, regional approach to state oversight of postsecondary distance education. It allows institutions to provide online courses outside their own state borders while maintaining compliance with state regulatory agencies; to learn more about SARA, please visit http://nc-sara.org.

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. Additionally the program provides 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.

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

COURSE DELIVERY FORMATS
Face-to-Face (F2)
Course instruction occurs face-to-face. Classes meet every week at one of our campus locations for face-to-face instruction between students and instructors.

Blended (BL)
Course instruction occurs as a blend of weekly face-to-face* and online interaction. Classes meet every week at one of our campus locations for face-to-face contact with students and instructors; the remainder of the instructional time is online.

*For EDU courses, the face-to-face interaction occurs at the field-site, and will include weekly face-to-face contact with supervisors.

Hybrid (HY)
Course instruction occurs as a mixture of face-to-face and online interaction. Classes do not meet on campus every week; instead, they meet on campus during selected weeks of the term as determined by the instructor with approval from the academic administration.

Online (OL)
Course instruction (activities, lectures, lessons, discussion, and exercises) occurs completely online over the course of the term. There is no face-to-face requirement.

Intensives (IN)
Course instruction occurs primarily on-ground. Classes do not meet on campus every week; instead, they meet for longer durations over a short time period (i.e., weekend-Friday, Saturday, and Sunday). A pre-assignment is normally required. The remainder of course activity is online.

Field-based (FB)
Course instruction occurs as a mixture of student and instructor interaction via meetings in the field and in an online environment. Scheduled face-to-face meeting times are mutually determined by instructor and student. Students are expected to be in field-based settings for a determined number of hours per week.
COURSE EVALUATION INFORMATION

End of term course evaluations are typically made available to students for a period of three weeks at the end of the term. We ask that all students take a few moments at the end of the term to submit their course evaluations, and let us know about their experience in their courses. Course evaluations are accessible through Courseval. Students are asked to complete an evaluation for each course in which they are enrolled. Course evaluations are a critical tool for the continuous improvement of all GSC courses, and are reviewed by the instructors, Program Directors and staff.

COURSE DESCRIPTIONS

The course descriptions provide a summary of course content. Detailed information including course outcomes is available from the Office of Academic Affairs or online at granite.edu.

GRANITE STATE COLLEGE COURSE NUMBERING SYSTEM

400-499 Developmental skills—credits may not be applied to a degree program
500-599 Introductory undergraduate courses
600-649 Advanced undergraduate courses
650-699 Integrative courses
700-799 Post-Baccalaureate courses
800-899 Graduate courses

CURRICULUM DESIGNATIONS

ABA Applied Behavioral Analysis
ACCT Accounting
APST Applied Studies
ARTS Arts and Culture
BEHS Behavioral Sciences
CIS Computer Information Systems
CMPL Computers/Information Technology
COMM Communication
CRIM Criminal Justice
CRIT Critical Inquiry
ECO Economics
EDU Education
ENG English
HIS History
HLTC Health Care & Human Services
HRM Human Resource Management
HUMN Humanities
IDIS Interdisciplinary Studies
INST Instructional
LD Leadership
LIS Library & Media Services
MATH Mathematics
MGMT Management
MKTG Marketing
NUR Nursing
PM Project Management
POL Political Science
PSY Psychology
SCI Science
SDLR Self-Directed Learning
SOC Sociology
SOSC Social Science
TCHM Technology Management
Post-Baccalaureate Teacher Certifications

- Early Childhood Education (N-3) and Early Childhood Special Education (0-8)
- English for Speakers of Other Languages (K-12)
- General Special Education (K-12)
- General Special Education (K-12) and Elementary Education
- General Special Education (K-12): Pathway to Advanced Endorsement (LD, EBD, or IDD)
- Mathematics for Grades 5-8
- Secondary Mathematics for Grades 7-12

Additional Certifications
- Reading and Writing Specialist (K-12)
- Reading and Writing Teacher (K-12)

Advanced Endorsements
- Blind and Vision Disabilities
- Deaf and Hearing Disabilities
- Educational Technology Integrator
- Emotional and Behavioral Disabilities/EBD (K-12)
- Intellectual and Developmental Disabilities/IDD (K-12)
- Specific Learning Disabilities/LD (K-12)
POST-BACCALAUREATE: EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification. The Post-Baccalaureate Teacher Certification program is designed for 21st Century Educators, providing an in-depth focus on the critical issues that are transforming the landscape of education—innovation, critical thinking, problem solving and collaboration.

Students will
- Be reflective and knowledgeable about learners and are able to employ instructional methods, strategies and technologies to meet the needs of all students;
- Have a rich understanding of the subject/s that they teach;
- Employ best practices in the planning, delivery and assessment of instruction to improve learning achievement of Pre-K-12 students.

NOTE: Please see the Teacher Education Resource page (my.granite.edu/teacher-education-resources) and/or the SOE student handbooks for all testing requirements and information.

### POST-BACCALAUREATE: EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION (EC/ECSPED)

A Minimum GPA of 3.0 is Required

<table>
<thead>
<tr>
<th>MAJOR REQUIREMENTS: EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION (EC/ECSPED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum grade of C is required in all Major coursework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Prerequisite/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Core Academic Skills for Educators Exam Required</td>
<td>Passing Praxis Core Exam scores must be submitted prior to EDU 700</td>
</tr>
<tr>
<td>Pearson Foundations of Reading Required</td>
<td>Pearson Foundations of Reading scores indicating an attempt must be submitted before taking EDU 750</td>
</tr>
<tr>
<td>Praxis II Required</td>
<td>Praxis II scores indicating an attempt must be submitted before taking EDU 750</td>
</tr>
<tr>
<td>Introduction to Field Experience and Program Requirements</td>
<td>EDU 700</td>
</tr>
<tr>
<td>The Dynamic Role of the Special Educator</td>
<td>EDU 701*</td>
</tr>
<tr>
<td>Teaching Language Arts &amp; Literacy in EC/ECSPED</td>
<td>EDU 710A*</td>
</tr>
<tr>
<td>Special Education Law</td>
<td>EDU 721*</td>
</tr>
<tr>
<td>Young Children with Special Needs</td>
<td>EDU 761*</td>
</tr>
<tr>
<td>Assessment of Children in EC/ECSPED</td>
<td>EDU 763*</td>
</tr>
<tr>
<td>Science, Technology, Engineering, &amp; Mathematics in EC/ECSPED</td>
<td>EDU 764S*</td>
</tr>
<tr>
<td>Curriculum/Assessment/Instruction in EC/ECSPED</td>
<td>EDU 765*</td>
</tr>
<tr>
<td>Collaboration, Consultation &amp; Teaming</td>
<td>EDU 766*</td>
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<tr>
<td>IFSP’s, IEP’s, and Transition Plans in EC/ECSPED</td>
<td>EDU 767*</td>
</tr>
<tr>
<td>Behavior Interventions for Young Children</td>
<td>EDU 768*</td>
</tr>
<tr>
<td>Culminating Teaching Experience &amp; Seminar</td>
<td>EDU 750 (Should be taken as the last course)</td>
</tr>
</tbody>
</table>

* Associated Prerequisite
POST-BACCALAUREATE: EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION (EC/ECSPED)

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS:
EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION FOR ALREADY CERTIFIED TEACHERS
A minimum grade of C is required in all Major coursework.

<table>
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<tr>
<th>Praxis Core Academic Skills for Educators Exam Required</th>
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<td>Pearson Foundations of Reading Required</td>
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<td>EDU 768*</td>
</tr>
<tr>
<td>Culminating Teaching Experience &amp; Seminar</td>
<td>EDU 750A (Should be taken as the last course)</td>
</tr>
</tbody>
</table>

* Associated Prerequisite
POST-BACCALAUREATE: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification. The Post-Baccalaureate Teacher Certification program is designed for 21st Century Educators, providing an in-depth focus on the critical issues that are transforming the landscape of education—innovation, critical thinking, problem solving and collaboration.

Students will
• Be reflective and knowledgeable about learners and are able to employ instructional methods, strategies and technologies to meet the needs of all students;
• Have a rich understanding of the subject/s that they teach;
• Employ best practices in the planning, delivery and assessment of instruction to improve learning achievement of Pre-K-12 students.

NOTE: Please see the Teacher Education Resource page (my.granite.edu/teacher-education-resources) and/or the SOE student handbooks for all testing requirements and information.

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<tr>
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<td>A minimum grade of C is required in all Major coursework.</td>
</tr>
</tbody>
</table>

| Praxis Core Academic Skills for Educators Exam Required     | Passing Praxis Core Exam scores must be submitted prior to EDU 700 |
|------------------------------------------------------------|
| Praxis II Required                                          | Praxis II scores indicating an attempt must be submitted before taking |
|                                                            | EDU 750                                                          |
| Introduction to Field Experience and Program Requirements   | EDU 700*                                                         |
| Instructional Methods, Strategies, & Technologies for Students | EDU 703*                                                     |
| Managing Student Behavior                                   | EDU 707*                                                        |
| Teaching Language Arts & Literacy                           | EDU 710*                                                        |
| Foundations in the Education of Second Language Learners    | EDU 729*                                                        |
| Multicultural Perspectives                                  | EDU 731*                                                        |
| Assessment of Students with Cultural & Linguistical Diversity | EDU 746*                                                      |
| Content Area Literacy for Speakers of Other Languages       | EDU 747*                                                        |
| Culminating Teaching Experience & Seminar                   | EDU 750* (Should be taken as the last course)                   |

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE ELECTIVE - Choose from 1 of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Spanish I &amp; Elementary Spanish II</td>
</tr>
<tr>
<td>American Sign Language I &amp; American Sign Language II</td>
</tr>
<tr>
<td>Two Semesters of Same Foreign Language in Transfer</td>
</tr>
</tbody>
</table>

* Associated Prerequisite
**POST-BACCALAUREATE: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

*for Already Certified Teachers*

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification. The Post-Baccalaureate Teacher Certification program is designed for 21st Century Educators, providing an in-depth focus on the critical issues that are transforming the landscape of education—innovation, critical thinking, problem solving and collaboration.

Students will

- Be reflective and knowledgeable about learners and are able to employ instructional methods, strategies and technologies to meet the needs of all students;
- Have a rich understanding of the subject/s that they teach;
- Employ best practices in the planning, delivery and assessment of instruction to improve learning achievement of Pre-K-12 students.

**NOTE:** Please see the Teacher Education Resource page (my.granite.edu/teacher-education-resources) and/or the SOE student handbooks for all testing requirements and information.

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**POST-BACCALAUREATE: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

A Minimum GPA of 3.0 is Required

**MAJOR REQUIREMENTS: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES FOR ALREADY CERTIFIED TEACHERS**

A minimum grade of C is required in all Major coursework.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Praxis Core Academic Skills for Educators Exam Required</td>
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<td>Praxis II or Pearson Foundations of Reading Required</td>
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<tr>
<td>Instructional Methods, Strategies, &amp; Technologies for Students</td>
<td>EDU 703*</td>
<td></td>
</tr>
<tr>
<td>Managing Student Behavior</td>
<td>EDU 707*</td>
<td></td>
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<td>Teaching Language Arts &amp; Literacy</td>
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<tr>
<td>Elementary Spanish I &amp; Elementary Spanish II</td>
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* Associated Prerequisite
POST-BACCALAUREATE: GENERAL SPECIAL EDUCATION AND ELEMENTARY EDUCATION

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification. The Post-Baccalaureate Teacher Certification program is designed for 21st Century Educators, providing an in-depth focus on the critical issues that are transforming the landscape of education—innovation, critical thinking, problem solving and collaboration.

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POST-BACCALAUREATE: GENERAL SPECIAL EDUCATION AND ELEMENTARY EDUCATION

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: GENERAL SPECIAL EDUCATION AND ELEMENTARY EDUCATION
A minimum grade of C is required in all Major coursework.

<table>
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<td>Introduction to Field Experience and Program Requirements</td>
<td>EDU 700</td>
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<tr>
<td>The Dynamic Role of the Special Educator</td>
<td>EDU 701*</td>
</tr>
<tr>
<td>Using Technology to Teach Social Studies</td>
<td>EDU 702*</td>
</tr>
<tr>
<td>Strategies for Teaching Science</td>
<td>EDU 704*</td>
</tr>
<tr>
<td>Assessment of Students with Disabilities</td>
<td>EDU 705*</td>
</tr>
<tr>
<td>Transition Planning &amp; Developing IEP’s</td>
<td>EDU 706*</td>
</tr>
<tr>
<td>Managing Student Behavior</td>
<td>EDU 707*</td>
</tr>
<tr>
<td>Teaching Language Arts &amp; Literacy</td>
<td>EDU 710*</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>EDU 717*</td>
</tr>
<tr>
<td>Special Education Law</td>
<td>EDU 721*</td>
</tr>
<tr>
<td>Elementary School Mathematics Methods</td>
<td>EDU 732*</td>
</tr>
<tr>
<td>Culminating Teaching Experience &amp; Seminar</td>
<td>EDU 750* (Should be taken as the last course)</td>
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* Associated Prerequisite
POST-BACCALAUREATE: GENERAL SPECIAL EDUCATION

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Students will
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• Employ best practices in the planning, delivery and assessment of instruction to improve learning achievement of Pre-K-12 students.

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POST-BACCALAUREATE: GENERAL SPECIAL EDUCATION

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: GENERAL SPECIAL EDUCATION
A minimum grade of C is required in all Major coursework.

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<tr>
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</tr>
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</table>

* Associated Prerequisite
POST-BACCALAUREATE: GENERAL SPECIAL EDUCATION (K-12)
for Already Certified Teachers

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### POST-BACCALAUREATE: GENERAL SPECIAL EDUCATION (K-12) - PATHWAY TO ADVANCED ENDORSEMENT

A Minimum GPA of 3.0 is Required

**MAJOR REQUIREMENTS: GENERAL SPECIAL EDUCATION (K-12) PATHWAY TO ADVANCED ENDORSEMENT**

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<td>EDU 721*</td>
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<tr>
<td>Behavioral Supports for Complex Behaviors</td>
<td>EDU 737*</td>
</tr>
<tr>
<td>Advanced Assistive and Educational Technology</td>
<td>EDU 738*</td>
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<td>EDU 750* (Should be taken as the last course)</td>
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* Associated Prerequisite
**POST-BACCALAUREATE: MATHEMATICS FOR GRADES 5-8**

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### POST-BACCALAUREATE: MATHEMATICS FOR GRADES 5-8

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**MAJOR REQUIREMENTS: MATHEMATICS FOR GRADES 5-8**

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| Praxis II scores indicating an attempt must be submitted before taking EDU 750 |
| EDU 700 |
| EDU 707* |
| EDU 733* |
| EDU 752* |
| EDU 753* |
| MATH 700 |
| MATH 701 |
| MATH 702* |
| MATH 703 |
| MATH 705* |
| MATH 706 |
| MATH 708 |
| MATH 709* |
| EDU 750* (Should be taken as the last course) |

* Associated Prerequisite
POST-BACCALAUREATE: MATHEMATICS FOR GRADES 5-8
for Already Certified Teachers

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POST-BACCALAUREATE: MATHEMATICS FOR GRADES 5-8

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: MATHEMATICS FOR GRADES 5-8 FOR ALREADY CERTIFIED TEACHERS
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* Associated Prerequisite
POST-BACCALAUREATE: SECONDARY MATH FOR GRADES 7-12

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* Associated Prerequisite
POST-BACCALAUREATE: SECONDARY MATH FOR GRDE 7-12
for Already Certified Teachers

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POST-BACCALAUREATE: SECONDARY MATH FOR GRADES 7-12

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: SECONDARY MATH FOR GRADES 7-12 FOR ALREADY CERTIFIED TEACHERS
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* Associated Prerequisite
POST-BACCALAUREATE READING AND WRITING SPECIALIST
for Already Certified Teachers

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**MAJOR REQUIREMENTS: READING AND WRITING SPECIALIST FOR ALREADY CERTIFIED TEACHERS**
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<td>Pearson Foundations of Reading scores indicating an attempt must be submitted after taking EDU 710 and before taking EDU 711</td>
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<td>Teaching Language Arts &amp; Literacy EDU 710*</td>
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<tr>
<td>Roles &amp; Responsibilities of Reading Specialist: Practicum I EDU 711*</td>
</tr>
<tr>
<td>Reading &amp; Writing Disabilities, Assessment &amp; Instruction EDU 712*</td>
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<tr>
<td>Content Area Literacy EDU 713*</td>
</tr>
<tr>
<td>Foundations of Languages &amp; Literacy Development EDU 730*</td>
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POST-BACCALAUREATE READING AND WRITING TEACHER
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### POST-BACCALAUREATE GENERAL SPECIAL EDUCATION/READING AND WRITING TEACHER

**Prerequisite:** Master’s Degree and 2 Years Teaching Experience

A Minimum GPA of 3.0 is Required

### MAJOR REQUIREMENTS: READING AND WRITING TEACHER FOR ALREADY CERTIFIED TEACHERS

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<tr>
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<td>EDU 748*</td>
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* Associated Prerequisite
POST-BACCALAUREATE: BLIND AND VISION DISABILITIES

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POST-BACCALAUREATE: BLIND AND VISION DISABILITIES CERTIFICATION

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: BLIND AND VISION DISABILITIES CERTIFICATION

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* Associated Prerequisite
POST-BACCALAUREATE: BLIND AND VISION DISABILITIES for Already Certified Teachers

Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing teacher certification. The Post-Baccalaureate Teacher Certification program is designed for 21st Century Educators, providing an in-depth focus on the critical issues that are transforming the landscape of education—innovation, critical thinking, problem solving and collaboration.

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### POST-BACCALAUREATE: BLIND AND VISION DISABILITIES CERTIFICATION

A Minimum GPA of 3.0 is Required

### MAJOR REQUIREMENTS: BLIND AND VISION DISABILITIES CERTIFICATION FOR ALREADY CERTIFIED TEACHERS

A minimum grade of C is required in all Major coursework.

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POST-BACCALAUREATE: DEAF AND HEARING DISABILITIES

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* Associated Prerequisite
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POST-BACCALAUREATE: DEAF AND HEARING DISABILITIES CERTIFICATION

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: DEAF AND HEARING DISABILITIES CERTIFICATION FOR ALREADY CERTIFIED TEACHERS

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POST-BACCALAUREATE: EDUCATION TECHNOLOGY INTEGRATOR
for Already Certified Teachers

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<tr>
<td>Clinical Synthesis and Implementation of Tech Integration EDU 775*</td>
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* Associated Prerequisite
POST-BACCALAUREATE: EMOTIONAL AND BEHAVIORAL DISABILITIES (K-12) for Already Certified Teachers

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<td>Advanced Programming for Students with EBD</td>
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<tr>
<td>Advanced Curriculum, Assessment, &amp; Instruction for EBD Students</td>
<td>EDU 742* (Should be taken as the last course)</td>
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* Associated Prerequisite
POST-BACCALAUREATE: INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
for Already Certified Teachers

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POST-BACCALAUREATE: INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (IDD)

A Minimum GPA of 3.0 is Required

MAJOR REQUIREMENTS: INTELLECTUAL AND DEVELOPMENTAL DISABILITIES FOR ALREADY CERTIFIED TEACHERS
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<td>Advanced Programming for Students with IDD</td>
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POST-BACCALAUREATE: SPECIFIC LEARNING DISABILITIES
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POST-BACCALAUREATE: SPECIFIC LEARNING DISABILITIES (LD)

A Minimum GPA of 3.0 is Required

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*Prerequisite* | *Non-Degree courses. See "Non-Degree/Special Status" section for more information.*
ABA 701 Principles of Applied Behavior Analysis
In this course, students will learn the basic principles of behavior, identify how environmental events influence human behavior, and delineate the basic behavior modification procedures and strategies. Students will (a) define and provide examples of key terms utilized in Applied Behavior Analysis, (b) develop and implement behavior modification strategies, (c) conduct formal observations, (d) identify target behaviors and contingencies, and (d) establish operations, and potential reinforcers. Additionally, students will practice collecting, graphing, and analyzing behavioral data. 3 credits

ABA 702 Evaluation of Behavior
In this course, students will work with a Board Certified Behavior Analyst (BCBA) faculty mentor and a BCBA field supervisor. Students in the BCBA Program will (a) study the ethical guideline for the Behavior Analyst including background for ethics in behavior analysis, responsibility to clients and ethics regarding research, (b) learn how to target behaviors interfering with major life activities and prioritize behaviors that need to be taught and/or changed, (c) focus on data collection procedures with emphasis on gathering valid data efficiently and accurately, and (d) study and learn how to visually display data in a clear and useful manner. Reversal and alternate treatment designs, multiple baseline designs and assessing existing research will be studied. Implementation of assignments in the field may only be done under the supervision/approval of the BCBA field supervisor/BCBA faculty mentor. 3 credits

ABA 703 Applied Behavior Analysis, Interventions & Support Systems
In this course, students will become familiar with procedures behavioral analysts use to modify behavior including how to use reinforcement, punishment, stimulus control, imitation, shaping, chaining, extinction, verbal analysis, contingency contracts, token economies and generalization. These are strategies that can be used with in schools with students who have a variety of difficulties, such as learning, behavioral, emotional or developmental disabilities. 3 credits

PREREQUISITE: ABA 701 Principles of Applied Behavior Analysis

ABA 704 Application of Applied Behavior Analysis
In this course, students will learn applications of behavior analytic theories, procedures and methods as it pertains to special populations. Specific behavioral challenges and research in selected topics will be reviewed. Students will develop and implement behavior modification strategies to effectively “change” behavior. Students will conduct formal observations and identify target behaviors and contingencies, and establish operations, and potential reinforcers. Students will practice collecting, graphing, and analyzing behavioral data. Given the focus on application, students will be required to conduct and complete a comprehensive written project utilizing behavior analytic principles. 3 credits


ABA 705 Professional and Ethical Practice for the Behavior Analyst
This final course is intended for students to prepare to sit for the Board Certified Behavior Analyst Exam. Through the assignments, students will review content areas of the Board Exam Task List, complete practice modules to obtain subject area fluency and review real world applications of applied behavior analysis. 3 credits


ABA 740, 741 & 742 Clinical Practicum I, II & III
The Clinical experiences require the completion of activities under the direct supervision of a Board Certified Behavior Analyst (BCBA). Clinical practicum experiences and seminars will follow the experience guidelines of the Behavior Analysis Certification Board. Each practicum and seminar will include a practicum project to include a client profile, a functional and/or descriptive assessment and appropriate intervention work. Additionally, each practicum requires 375 hours of documented clinical experience. 3 credits each

ABA 750 Applied Behavior Analysis Integrative Capstone
This integrative course is the final course in the Post-Baccalaureate Program in Applied Behavior Analysis and requires 375 hours of documented clinical experience. Students apply the principles learned and demonstrate competence by integrating and applying skills to real-world scenarios. All other coursework must be completed prior to this course. 3 credits

EDU 700 Introduction to Field Experience and Program Requirements
This course is required for all students enrolled in teaching certification programs. Students work with Field Placement Faculty to complete the application requirements (including passing Praxis Core Academic Skills for Educators or providing a copy of current teacher certification) to complete a field placement plan and placement necessary to develop the skills in teaching, and to gain technical and/or professional competence. 1 credit

PREREQUISITE: Praxis Core

EDU 701 The Dynamic Role of the Special Educator
In this clinical 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 Digital 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

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 702 Using Technology to Teach Social Studies
Technology is a necessary tool in teaching today’s youth. In this clinical course, students develop, teach and evaluate Social Studies curriculum, integrating different types of educational technology to meet individual and classroom needs. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.
EDU 703 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students

In this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 704 Strategies for Teaching Science

This clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 705 Assessment of Students with Disabilities

This 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 706 Transition Planning and Developing IEPs

This clinical 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. 2 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 707 Managing Student Behavior

In this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.

EDU 710A Teaching Language Arts and Literacy, K-8

In this clinical course, students explore, develop and evaluate a variety of strategies to teach language arts to diverse learners. Students 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. 6 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

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

In this clinical 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 caregivers 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. 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 711 Role of the Reading and Writing Specialist I-Practicum

This course is the first of a two semester practicum sequence in which students gain meaningful work experience and apply knowledge from previous coursework. The learner 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. 6 credits

PREREQUISITES: EDU 700 Introduction to Field Experience and Program Requirements, EDU 730 Foundations of Language and Literacy Development, EDU 712 Reading and Writing Disabilities: Assessment and Instruction, and EDU 713 Content Area Literacy.

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

This is the second semester of a two course, 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 learner 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. 6 credits

PREREQUISITES: EDU 700 Introduction to Field Experience and Program Requirements, EDU 711 Role of the Reading and Writing Specialist I-Practicum.
EDU 712 Reading and Writing Disabilities: Assessment and Instruction
In this clinical 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 713 Content Area Literacy
In this clinical 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

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. 4 credits
PREREQUISITE: PSY 509: Human Development or PSY 508: Child Development.

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 writing intensive 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 729 Foundations in the Education of Second Language Learners
In this clinical 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 730 Foundations of Language and Literacy
In this 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 731 Multicultural Perspectives
In this 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. 4 credits

EDU 732 Elementary School Mathematics Methods
This clinical 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 733 Middle School Mathematics Methods
This clinical 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.
EDU 734 Secondary School Mathematics Methods
This clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 736 Dynamic Assessment: Complexity of Identification of Learning, Emotional/Behavioral and Intellectual/Developmental Disabilities
Teacher candidates who complete this clinical 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. 6 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 737 Behavioral Supports for Complex Behaviors
Teacher candidates who complete this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 738 Advanced Assistive and Educational Technology
Teacher candidates who complete this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 739 Advanced Programming for Learning Disabilities
Teacher candidates who complete this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 740 Advanced Curriculum, Assessment and Instruction for Students with Learning Disabilities
Teacher candidates who complete this clinical 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. This is the culminating teaching experience for the LD endorsement. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 741 Advanced Programming for Emotional/Behavioral Disabilities
Teacher candidates who complete this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 742 Advanced Curriculum, Assessment and Instruction for Emotional/Behavioral Disabilities
Teacher candidates who complete this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 743 Advanced Programming for Intellectual/Developmental Disabilities
Teacher candidates who complete this clinical 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. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 744 Special Topics
A study of current and variable topics in Education. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1-6 credits

EDU 745 Advanced Curriculum, Assessment and Instruction for Intellectual/Developmental Disabilities
Teacher candidates who complete this clinical 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. This is the culminating teaching experience for the IDD endorsement. 4 credits

PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.
EDU 746 Assessment of Students who are Culturally and Linguistically Diverse
In this clinical 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: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 747 Content Area Literacy for English Speakers of Other Languages
In this clinical 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: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 748 Developing Literate Students, K-12
This clinical 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: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 750A Culminating Teaching Experience and Seminar for Certified Teachers
This clinical course is the culminating experience in the plan of study toward the NH teacher certification. This course gives teacher candidates an opportunity to be mentored in their field of certification by experienced educators and to practice the variety of methods and strategies studied in the teacher preparation program. Teacher candidates enrolled in this course may be at different stages of acquiring the required hours of supervised teaching experience. Additionally, teacher candidates prepare and present the Credentialing e-Portfolio during the Exit Interview.
PREREQUISITE: Full admission to the GSC Post-baccalaureate Teacher Certification Program and completion of all program requirements. This is the final course in the teacher candidate’s plan of study. The student must complete all New Hampshire Department of Education test requirements and receive approval from Field Placement Faculty prior to registering for this course.

EDU 751 Young Children with Exceptionalities, Birth through Age 3
In this course, students examine typical and non-typical development of children from birth through age 3. 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.
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 752 Aspects of Mathematics Learning
This clinical course is designed to provide prospective secondary 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: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 753 Reading and Writing in the Mathematics Content Area
This clinical 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: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 754A Culminating Teaching Experience and Seminar for Certified Teachers
This clinical course is the culminating experience in the plan of study toward the NH teacher certification. This course gives teacher candidates an opportunity to be mentored in their field of certification by experienced educators and to practice the variety of methods and strategies studied in the teacher preparation program. Teacher candidates enrolled in this course may be at different stages of acquiring the required hours of supervised teaching experience. Additionally, teacher candidates prepare and present the Credentialing e-Portfolio during the Exit Interview.
PREREQUISITE: Full admission to the GSC Post-baccalaureate Teacher Certification Program and completion of all program requirements. This is the final course in the teacher candidate’s plan of study. The student must complete all New Hampshire Department of Education test requirements and receive approval from Field Placement Faculty prior to registering for this course.

EDU 755A Young Children with Exceptionalities, Birth through Age 8
In this 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.
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.
EDU 763 Assessment of Young Children in Early Childhood/ Early Childhood Special Education: Birth Through Age 8
In this 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 764S Science, Technology, Engineering and Mathematics in Early Childhood/ Early Childhood Special Education: Birth Through Age 8
In this clinical course, students focus on STEM content, effective practice, instructional strategies, materials and curriculum integration, based on standards, inquiry, and connections to the real world. STEM concepts of curiosity, creativity, collaboration and critical thinking are researched and explored. Students will learn about the Scientific Method, as well as the roles of observation, classification, description, experimentation, application and imagination. Students will learn how to use technology and interactive media in the early childhood classroom to support learning. The role of engineering in the curriculum will be investigated, including design of methods and ideas for product development. Students will understand and apply math process standards of problem-solving, reasoning and proof, communication, connection, and representation. The course emphasizes application of principles in order to investigate and create experiences which employ STEM concepts and teaching strategies. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 765 Curriculum, Assessment and Instruction in Early Childhood/ Early Childhood Special Education: Birth through Age 8
In this clinical course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, for young children from birth 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 766 Collaboration, Consultation, and Teaming in Early Childhood/ Early Childhood Special Education
In this 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 767 IFSP, IEP, and Transition Plans, Birth through Age 8
This clinical 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. 2 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 768 Behavior Interventions for Young Children
In this clinical 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. 4 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 770 Introduction to Technological Integration
This is an introductory, fast-paced course on the role of the education technology integrator and the available technology tools to improve teaching and learning. Candidates will formulate a vision for what type of technology integrator to become. Individually and collaboratively, candidates will reduce fear, embrace exploration of technology in all facets and manifestations while building practical technical skills. Candidates will learn to find and evaluate resources, applications, tools and software both for teaching and their own learning, continuing to build skills through habits of on-going ‘self-propelled’ professional development. Candidates reflect on experience of learning technical integration through a blending of theory with hands-on application and exploration of available technologies. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 771 Curricular Theory of Technological Integration
Students develop sophisticated understandings of conceptually-based constructivist curriculum and how this theory is the basis of inquiry-based/project-based learning through differentiated instruction and assessment. Students build understandings of technology as a learning tool for gathering resources, processing, and demonstration of understandings and how technical integration is required and natural for learning. Students recognize the automatic alignment of such a curriculum with CCSS. Students build and pilot curriculum 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.
EDU 772 Pedagogical Practice & Management of Technological Integration
Based on their understandings built in the two previous courses, students build understandings and practical pedagogical skills/strategies for effective implementation of a constructivist curriculum including management of cooperative learning groups, project-based learning and assessment, and multi-discipline/literacy integrated curriculum. The teacher’s role as a collaborative learner with students is explored, reflected upon, and practiced. Students learn effective e-pedagogy, lesson design, and graphics/video/audio. Students reflect upon their previous curriculum pilot and use these understandings as a launch to build and implement improved curriculum. Students explore and use performance assessment, all within the technologically integrated classroom. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 773 Meeting the Needs of All Learners Through Technological Integration
Continuing their practical work combining theory and pedagogy, students expand their understandings and use of formative, diagnostic, and summative assessments and creating effective parallel learning experiences to give all learners access to the curriculum while meeting their varied needs. Students learn how to use technology for assessment and record keeping. Students learn about assistive technology and how to continue building expertise in constantly developing assistive technology innovations. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 774 Professionalism, Leadership and Administrative Understandings and Practice for Technological Integration
Students learn theory of school culture, reform, and group processing to build teacher leadership/administrative leadership skills to spearhead and steer effective technological integration in their school communities. Students learn to collaborate, use modeling, reflection, and self-assessment to support collegial and peer development toward full technical integration. Students learn to use collegial and collaborative resources with peers world-wide toward continued growth and reflection. Students become fully able to help others understand how technical integration meets local, state, and national standards. In this course, students will complete a project which requires them to learn how to assess and prioritize technological needs, inventory current and immediately pending technology owned by the district, acquire (when necessary) and plan the effective use of technology to meet a school need, justify the reform, prepare and support teachers/learners/community members, and assess effectiveness along with resources and strategies for funding educational technology, including grant writing and management. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 775 Culminating Teaching Experience: Clinical Synthesis and Implementation of Technological Integration
In this clinical classroom experience, candidates will develop and implement a comprehensive instructional project demonstrating full understanding and application of instructional technological integration. Candidates will develop and implement a comprehensive technology growth project demonstrating full understanding and application of technical integration leadership. Candidates will reflect, revise, self-assess, and evaluate their instruction and leadership based on student learning and positive school change. Candidates will complete digital portfolio. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 778 Foundations for Teaching Students who are Deaf/HH
This course examines and discusses significant historical and contemporary trends and issues in deaf education. Social, educational and scientific perspectives of hearing loss and culture values will be explored. A primary focus of the course is on educational/methodological models, information technology, Deaf Culture and the development of legal rights of deaf and hard-of-hearing individuals and their families. Topics presented also include: current issues, methods and materials involved in providing successful educational programming for students with hearing loss both in specialized programs for deaf children and in mainstream/inclusion settings. Fundamental premises of the roles and services of various individuals and organizations serving deaf children, their families and teachers are presented and discussed. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 781 Audiology and Assistive Technology
This course provides an overview of hearing loss. It will expose students to sound, hearing development, audiological assessment and management of hearing technology. Students will be engaged in assignments and projects that allow them to (re)consider the “learning” process for children with hearing loss in their classrooms. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 782 Social & Emotional Aspects of Deafness
The cultural, educational, political and legal influences that affect the lives of people who are deaf and hard of hearing including those who are recipients of cochlear implants. The impact of pre-lingual and post-lingual deafness on an individual’s psychosocial and emotional functioning will be covered in this course. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 783 ASL I and EDU 784 ASL II
This sequence of courses is designed to provide a basic understanding of American Sign Language (ASL). In addition to developing a foundation of basic signs, these courses will focus on learning the fingerspelling alphabet, the development of proper fingerspelling techniques, proper ASL syntax, and appropriate facial expressions (WH-Questions & Y/N Questions). Emphasis will be placed on developing both expressive and receptive sign language skills. Additional topics will include the history and origin of signs and Deaf Culture in America. Upon completion of the course, students will be able to communicate on a basic level with Deaf individuals using American Sign Language as their mode of communication. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 785 Speaking and Listening
This course will provide information regarding the etiology and age of onset of hearing loss, anatomy and physiology of the hearing mechanism, degree and type of hearing loss, and interpretation of audiological results. The course will also offer information on auditory skill development, the utilization of various forms of amplification including hearing aids, cochlear implants, and FM systems, and the relationship of classroom acoustics to auditory access. Additionally, information in the area of spoken language development will be provided, including speech sound acquisition, development of vocabulary, syntax and pragmatics, and the relationship of listening and spoken language to literacy. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.
EDU 786 Language Arts & Literacy for the Deaf and Hard of Hearing
This course will introduce candidates to the components of language, normal developmental language sequences in children, and the impact of hearing loss upon language acquisition. Auditory and visual strategies for facilitating language acquisition among students who are deaf and hard of hearing will be included, as will protocols for integrating language instruction into academic content area instruction. Students will be introduced to the array of communication options available to families of children who are deaf and hard of hearing, early communication behaviors expressed by young children, and strategies for supporting families making communication decisions. This clinical course addresses scientifically based reading research and principles of effective language arts & literacy instruction. Students examine reading programs created for students who are deaf and hard of hearing, create lesson plans, select websites and technology tools available online to support these lessons and practice using scoring rubrics. Students will develop, implement and evaluate their teaching and the learning of their students. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 787 Strategies for Teaching Across the Curriculum for Students who are Deaf and Hard of Hearing
This course content will cover what teachers of students who are deaf and hard of hearing need to know in order to choose and effectively implement the most appropriate methodology, evaluation procedures, goal/objective sets and lesson plans. Ongoing assessment measures to monitor student progress and to validate the effectiveness of specific instructional methods and materials through data collection will be addressed. Attention will be given to how curriculum and instruction are differentiated through the service delivery spectrum: consultation, itinerant, resource room and full time class (supplemental) instruction. This clinical course utilizes scientifically based research and principles of high impact, effective instruction. Candidates will develop, implement and evaluate their teaching and the learning of their students. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 788 Teaching Students who are Deaf and Hard of Hearing with Additional Disabilities
This course provides an overview of educational disabilities and the implications for students who are deaf and hard of hearing. Students examine definitions, characteristics, and teaching strategies for deaf and hard of hearing students, P-21, who have a variety of special needs. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 789 Culminating Experience and Itinerant Teaching
This clinical course is the culminating experience in the plan of study toward NH teacher certification. This course gives candidates an opportunity to be mentored in their field of certification by experienced teachers holding graduate degrees, to practice a variety of methods and strategies studied in their certification program, and to prepare and present their credentialing portfolio. 2 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 790 Foundations of Education of Students with Blindness and Visual Impairment
This course is designed to provide an overview of the various components involved in educating students who are blind and visually impaired. You will explore the history, definitions, legislation, federal entitlements, organizations, publications, and services that pertain to the education of students with blindness and vision impairments. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 791 Anatomy and Physiology of the Eye
This hybrid course will meet a minimum of three times face-to-face at a time, date and GSC location to be determined. Each module is designed to provide the student with a basic understanding of the structures and functions of the human eye as well as common diseases that affect the eye and the functional/educational implications of these diseases. It will also provide an understanding of how to interpret an eye report and common ophthalmic terminology. Topics include: structures of the eye, pathologies that affect the visual system, functional implications of these diseases, functions of the brain and visual pathways, interpreting eye reports, and ophthalmic terminology. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 792 Braille I: Reading, Writing and Technology
This course is designed to train students to become proficient in the reading and writing of contracted literary Braille. Throughout the course, students will have extensive practice in producing Braille with a Perkins Brailler, electronically, and with a slate and stylus. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

This course will cover the Nemeth Braille Code for Math with opportunities for practicing writing math problems in Braille. An overview of teaching the Cranmer abacus and creating tactile graphics. Some instructional strategies and resources will be covered. This is a hybrid course with 3 face to face classes. A field experience (five observation hours) is required. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 794 Expanded Core Curriculum
This course addresses the Expanded Core Curriculum (ECC) that blind and visually impaired students need in addition to their core curriculum classes in which all students participate. These areas include Compensatory or Functional Academic skills, including Communication Modes, Orientation and Mobility, Social Interaction, Independent Living, Recreation and Leisure, Career Education, Technology, Visual Efficiency and Self-Determination skills. An overview of each area will be provided with best practices given to assist the prospective Teacher of Visual Impairment in teaching these concepts as well as provide an understanding of other professionals who provide specific training in certain areas. There will be three face to face sessions. Observation hours (18) will be linked to the course. 3 credits
PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

EDU 795 Assessment and Instructional Strategies for Teaching Students with Blindness and Visual Impairment
This hybrid course, including three face to face classes, will provide students with the opportunity to acquire assessment and instructional strategies for working with those students who are blind and visually impaired. Coursework and experiences will include administration
of a Functional Vision Assessment and a Learning Media Assessment. Students will demonstrate an understanding of strategies through hands on experiences. These activities will enable participants to design and identify appropriate environmental, instructional and material adaptations as well as inclusion strategies.

**EDU 796 Teaching Students with Visual Impairments and Additional Disabilities**

This course is designed to prepare practitioners to address the varied and complex needs of children and youth with vision loss and additional disabilities, and specific to the following skill areas: communication/language, social interactions, literacy, and life skills. Course content will address common etiologies and neurological conditions, critical vision loss and additional disabilities, and the roles of team members in adapting curricula and learning environments. In addition, students will learn strategies for assisting the Educational Team in the process of developing communication skills for children with vision loss and additional disabilities.

**PREREQUISITE:** EDU 700 Introduction to Field Experience and Program Requirements.

**EDU 797 Culminating Experience / Itinerant Teaching**

This course delineates the documentation needed for the culminating experience as outlined in the New Hampshire State Standards for teacher certification. Certification candidates construct a credentialing/professional electronic portfolio that reflects the full range of experiences based on the standards for certification in their program of study and the professional education standards for all teachers.

Teacher candidates build their teaching capacity throughout their plan of study. The field experiences are embedded in the methods courses, and provide opportunities to be mentored in their field of certification by master teachers, and to practice the variety of methods and strategies studied in the education program. Candidates will share their experiences, beliefs and best practices with other candidates during this culminating experience. Candidates enrolled in this course may be at different stages of acquiring one semester or its equivalent as a beginning educator. In this culminating course, candidates will complete all requirements for teacher certification, document the completion of these requirements and develop a Five-Year Professional Plan with goals, via the electronic credentialing/professional portfolio, and present the portfolio in an exit interview.

**PREREQUISITE:** EDU 700 Introduction to Field Experience and Program Requirements.

**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:** Pre-calculus.

**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:** Pre-calculus.

**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.

**PREREQUISITE:** MATH 700 Mathematical Proof.

**MATH 703 Statistics and Probability**

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.

**MATH 704 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 700 Mathematical Proof.
enrolled in this course at the 700 level will meet additional academic requirements including an applied project.  

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. 

4 credits

**PREREQUISITES:** MATH 700 Mathematical Proof and MATH 707 Calculus II.

**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. 

4 credits

**PREREQUISITE:** Pre-calculus.

**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 requirements including an applied project. 

4 credits

**PREREQUISITE:** MATH 706 Calculus I.

**MATH 708 History of Mathematics**

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. 

4 credits

**PREREQUISITE:** Pre-calculus.

**MATH 709 Algebra Theory for Teachers**

This course will examine concepts in Algebra including patterns, functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common division, inequalities, basic properties of groups and fields and polynomial arithmetic and algebra. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. 

4 credits

**PREREQUISITES:** MATH 700 Mathematical Proof and MATH 706 Calculus I.
Master of Science Degrees

- Instruction and Leadership
- Leadership
- Management
- Project Management
- School Leadership with School Librarian Certification
- School Leadership with School Principal Certification
MASTER OF SCIENCE IN INSTRUCTION AND LEADERSHIP

The Master of Science in Instruction and Leadership is designed as a capstone degree for certified teachers who are interested in improving their effectiveness as a teacher and who want to become effective innovators, focused on the improved learning of their P-20 students. Graduate students in this program learn from research-based techniques to collaborate with peers to create positive change and to promote increased student success.

Graduates will:
• Understand how to develop and support a dynamic teaching and learning environment.
• Promote and support a professional culture to nurture all learners.
• Focus on leadership from a peer perspective.

### DEGREE IN MASTER OF SCIENCE

#### 36 CREDITS NEEDED

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Minimum Residency Requirement</td>
<td>A minimum of 12 credits must be taken at Granite State College.</td>
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<tr>
<td>A Minimum Cumulative GPA of 3.0 is Required</td>
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</table>

#### MAJOR REQUIREMENTS: M.S. IN INSTRUCTION AND LEADERSHIP

A minimum grade of C is required in all Major coursework.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Specialization Component</td>
<td>The Specialization Component of this program is made up of 24 graduate credits and may include a School of Education approved post-baccalaureate and/or an SOE approved graduate content area. Contact your program director to determine your Specialization Component for this program.</td>
</tr>
<tr>
<td>Leadership Essentials: Evaluation of Teaching</td>
<td>EDU 803*</td>
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<tr>
<td>and Learning</td>
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<tr>
<td>Leadership Essentials: Develop &amp; Support a</td>
<td>EDU 804*</td>
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<tr>
<td>Professional Culture</td>
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<tr>
<td>Leadership Essentials: Strategically Think,</td>
<td>EDU 807A</td>
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<tr>
<td>Plan, Implement, and Evaluate</td>
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<tr>
<td>Leadership Essentials: Strategically Think,</td>
<td>EDU 807B* (Should be taken as the last course)</td>
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<tr>
<td>Plan, Implement, and Evaluate and Evaluate</td>
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<tr>
<td>Leadership Project</td>
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* Associated Prerequisite
MASTER OF SCIENCE IN LEADERSHIP

Granite State College’s Master of Science in Leadership (MSLD) is designed to meet the needs of professionals in every industry who want to enhance their leadership skills while also gaining a deeper perspective of organizational management.

Graduates will:
• Assess and enrich their capacity to function as a leader in today’s environment.
• Develop an appreciation of how to become leaderful.
• Determine organizational relationships to facilitate organizational effectiveness.
• Assess their ethical framework in the context of an effective leadership model.
• Augment their ability to lead people and teams to excellence in projects and organizational settings.
• Conduct visionary exercises to facilitate in the environment of an organization and actualize organizational vision.
• Invent new ways to respond to changes in the environment of an organization and actualize organizational vision.

<table>
<thead>
<tr>
<th>DEGREE IN MASTER OF SCIENCE</th>
<th>30 CREDITS NEEDED</th>
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<tbody>
<tr>
<td>Minimum Residency Requirement</td>
<td>A minimum of 30 credits must be taken at Granite State College.</td>
</tr>
<tr>
<td>A Minimum Cumulative GPA of 3.0 is Required</td>
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MAJOR REQUIREMENTS: M.S. IN LEADERSHIP
A minimum grade of C is required in all Major coursework.

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Foundations of Organizational Communication</td>
<td>COMM 800</td>
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<tr>
<td>Cultivating Your Leadership Capabilities</td>
<td>LD 820</td>
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<tr>
<td>Ethical Decision-Making</td>
<td>LD 821</td>
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<tr>
<td>Maximizing Your Organization’s Potential</td>
<td>LD 822</td>
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<tr>
<td>Emergence of a Strategic Leader</td>
<td>LD 823</td>
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<tr>
<td>Leading Teams</td>
<td>PM 804</td>
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<tr>
<td>Change Management and Communication</td>
<td>PM 810</td>
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ELECTIVE OPTIONS: Choose from 1 of the following:

<table>
<thead>
<tr>
<th>Group Title</th>
<th>Course Codes</th>
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<tbody>
<tr>
<td>Business Group</td>
<td>(ACCT 810 and MGMT 824*) or</td>
</tr>
<tr>
<td>Project Management Group</td>
<td>(PM 800 and 801*) or</td>
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<tr>
<td>Human Resources Group</td>
<td>(HRM 810 and 820 ) or</td>
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<tr>
<td>Public/Non-profit Leadership Group</td>
<td>(LD 830 &amp; LD 831) or</td>
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<tr>
<td>Organizational Diversity &amp; Behavior Group</td>
<td>(LD 832 and MGMT 805 )</td>
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CAPSTONE

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<th>Course Title</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Leadership Integrative Capstone</td>
<td>LD 850* (Should be taken as the last course)</td>
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</table>

* Associated Prerequisite
MASTER OF SCIENCE IN MANAGEMENT

Granite State College’s Master of Science in Management (MSM) is designed to provide a comprehensive business education for managers and aspiring managers in all types of organizations. The principles of management, when mastered, are applicable in any sector of business: commerce, education, health care, government, or social services. This advanced management program prepares professionals for career opportunities and growth. Students learn specialized skills and how to apply them so they can contribute immediately and effectively to the management and growth of an organization. This professional Master’s Degree program is suitable for participants who already hold managerial positions or aspire to move into one.

Graduates will:
• Increase their capacity to lead in organizational situations.
• Apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
• Adapt and innovate to solve problems.
• Learn how to cope with unforeseen events and manage unpredictable environments.
• Understand management issues from a global perspective.

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<thead>
<tr>
<th>DEGREE IN MASTER OF SCIENCE</th>
<th>30 CREDITS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Residency Requirement</td>
<td>A minimum of 30 credits must be taken at Granite State College.</td>
</tr>
<tr>
<td>A Minimum Cumulative GPA of 3.0 is Required</td>
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<thead>
<tr>
<th>MAJOR REQUIREMENTS: M.S. IN MANAGEMENT</th>
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<tbody>
<tr>
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<td>MGMT 835</td>
</tr>
<tr>
<td>Change Management and Communication</td>
<td>PM 810</td>
</tr>
<tr>
<td>Elective Course</td>
<td>1 Class in HRM 820 or LD 822 or 823 or 832 or PM 800 or 804</td>
</tr>
<tr>
<td>Strategic Management Integrative Capstone</td>
<td>MGMT 850* (Should be taken as the last course)</td>
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</table>

* Associated Prerequisite
MASTER OF SCIENCE 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).

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MAJOR REQUIREMENTS: M.S. IN PROJECT MANAGEMENT
A minimum grade of C is required in all Major coursework.

- Project Management Seminar PM 800
- Project Planning and Scheduling PM 801*
- Risk Management PM 802*
- Cost and Budget Management PM 803*
- Leading Teams PM 804
- Negotiation, Contracting and Procurement PM 805*
- Managing Project Portfolios PM 806*
- Project Quality Management PM 807*
- Elective Course 1 Class in PM 809 or 810 or LD 832
- Project Management Integrative Capstone PM 808* (Should be taken as the last course)

* Associated Prerequisite
The Master of Science in School Leadership with School Librarian Certification is centered on the foundational belief that School Librarians are essential, integral and transformational leaders and focuses on preparing school librarians as catalysts for school change and learning for the digital age. In addition to developing the requisite skill sets and knowledge base needed to perform at top levels, there is an emphasis on the development of dispositions and attitudes such as initiative, creativity, self-direction, resilience, flexibility and intellectual curiosity that are crucial in assisting learning communities to engage in continuous improvement, innovation and reflective practice.

This competency-based program centers around a five-strand framework model, plus a capstone experience to provide opportunities for candidates to explore educational and information theory, research and methods, as well as best practice, facilitated through rich field experiences, connections with exemplary programs, and colleagues who are making strides in the development and delivery of programs and services in flexible learning environments. This is accomplished through the use of an iterative self-assessment tool that allows each candidate to develop a Personal Plan for Learning which addresses the National Policy Board for Educational Administration’s Professional Standards for Educational Leaders and the American Association of School Librarians Standards for Initial Preparation for School Librarians. Candidates receive ongoing support in the use of this tool from content and clinical faculty and school librarian mentors in order to demonstrate proficiency in each standard.

Graduates will:
- Create policies and procedures for development and assessment of school library collections.
- Facilitate web and content curation and access to resources.
- Examine and address reference issues.
- Communicate legal and ethical policies.
- Develop and apply a systematic framework for resource organization to include description, elements, tools, rationale and evaluation for effectiveness.
- Facilitate flexible and open access to resources, services and information for all members of the learning community.
- Understand the roles and responsibilities of the school librarian and management of school library programs and services and employ practice best practice to assess effectiveness of programs, services, budget and policies and procedures.
- Use knowledge/data and develop a mindset and dispositions focused on instructional design in service of student learning.
- Be recognized as instructional leaders and innovators who are data focused, supportive of addressing learning community priorities and the development of a professional culture.
- Understand core requirements to support learner development, learning differences, effective learning environments and interface with information/information processing via inquiry learning.
- Demonstrate knowledge of children’s, young adult, and professional literature to guide and support multiple literacies.
- Be reflective practitioners who attain proficiency in meeting identified professional standards but also address the need for continuous improvement and life-long learning.

### MAJOR REQUIREMENTS: M.S. IN SCHOOL LEADERSHIP WITH SCHOOL LIBRARIAN CERTIFICATION

<table>
<thead>
<tr>
<th>Degree in Master of Science</th>
<th>37 Credits Needed</th>
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<tbody>
<tr>
<td>Minimum Residency Requirement</td>
<td>A minimum of 28 credits must be taken at Granite State College.</td>
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**A Minimum Cumulative GPA of 3.0 is Required**

<table>
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<td>Foundational Issues in the Organization/Management of Info I</td>
<td>LIS 801</td>
</tr>
<tr>
<td>Foundational Issues in the Organization/Management of Info II</td>
<td>LIS 801A*</td>
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<td>Leadership Essentials: Instructional Leadership</td>
<td>LIS 802*</td>
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<tr>
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<tr>
<td>Leadership Essentials: Strategically Think, Plan, Implement, and Evaluate Project</td>
<td>LIS 806* (Should be taken as the last course)</td>
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</tbody>
</table>

* Associated Prerequisite
MASTER OF SCIENCE IN SCHOOL LEADERSHIP WITH SCHOOL PRINCIPAL CERTIFICATION

The School Principal Program at Granite State College builds upon the foundational belief that Principals are essential, integral, and transformational leaders who are:

- Innovators – moving from vision to action
- Instructional Leaders – focusing on leadership toward best practice
- 21st Century Leaders – viewing technology as an imperative to prepare students for 21C
- Data-Focused – using data to drive culture, school, and learning
- Supportive of State Reform Priorities – welcoming educational improvement
- Knowledgeable in School Law – upholding educational justice

This competency-based program blends online learning and in-school clinical experience throughout the entire course of study. Two faculty and an on-site Principal mentor support theoretical and project-based learning.

Learning focuses on five strands resulting in a capstone experience:

- School Management and Administration
- Instructional Leadership
- Evaluation of Teaching and Learning
- Development of Professional Culture
- Leading Organizational Change

Each strand educates pre-service principals to be innovators, instructional leaders, 21st Century visionaries, data-focused, conversant in school law, and supportive of national and New Hampshire reform efforts. A Master’s degree and demonstration of proficiency in the National Educational Leader Preparation Standards established by the National Policy Board for Educational Administration is required for recommendation for principal certification.

Candidates focus on each strand by blending theoretical concepts, clinical implementation, and research. A final six-credit capstone action research project synthesizes all theoretical and practical aspects of principalship.

Graduates will:
- Demonstrate full competence in National Educational Leadership Preparation Standards for Building-Level Leaders.
- Use understanding and empathy to lead the process of shifting from traditional models of education to 21st century education.
- Pursue school administrative employment with confidence based on authentic leadership experience.
- Apply understanding of organizational change to implement national, state, and local school reform efforts.
- Retain and utilize vital networks with both colleagues and recognized leaders in the profession.
- Employ habits of mind for leadership grounded in professional reflection, collaboration, and research-based inquiry.

### DEGREE IN MASTER OF SCIENCE

<table>
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### MAJOR REQUIREMENTS: M.S. IN SCHOOL LEADERSHIP WITH PRINCIPAL CERTIFICATION

A minimum grade of C is required in all Major coursework.

<table>
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* Associated Prerequisite
### COURSE INDEX

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</tr>
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<td>COMM 800</td>
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<td>EDU 800</td>
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<td>P EDU 801</td>
<td>Leadership Essentials: Fundamentals of School Management and Administration*</td>
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<td>HRM 810</td>
<td>Applied Human Resources: A Strategic Approach</td>
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<tr>
<td>HRM 820</td>
<td>Employee and Labor Relations</td>
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<td>LD 820</td>
<td>Cultivating Your Leadership Capabilities*</td>
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<td>LD 821</td>
<td>Ethical Decision-Making*</td>
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<td>Maximizing Your Organization's Potential</td>
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<td>LD 823</td>
<td>Emergence of a Strategic Leader</td>
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<td>LD 831</td>
<td>Conflict Management &amp; Negotiation</td>
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<td>PM 809</td>
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<td>PM 810</td>
<td>Change Management and Communication*</td>
</tr>
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</table>

* Prerequisite

* Non-Degree courses. See "Non-Degree/Special Status" section for more information..
ACCT 810 – Management Accounting
In this course, students will build on traditional concepts of managerial accounting (break-even analysis, alternative choice decisions, profit planning, and transfer pricing) and develop the skills that an executive needs in strategic cost analysis. In addition, emphasis on using managerial accounting data in executive planning and control along with an exploration in strategic decisions of value chains and activity-based management will occur. 3 credits

COMM 800 Foundations of Organizational Communications
This course examines fundamental principles and theories of organizational communication. Students analyze the effects of communication on organizational quality; discuss specific skill sets necessary for effective internal communication; analyze methods of managing information; discuss the value and methods used to create organizational networks; and study the influence of organizational culture on organizational communication. Crisis communication, intercultural communication, and communication assessment are introduced. 3 credits

EDU 800 Introduction to Field Experience and Program Requirements
This course is required of all students enrolled in teaching certification programs. Students work with Field Placement Faculty to complete the application requirements, to complete a field placement plan and placement necessary to develop the skills in teaching, and to gain technical and/or professional competence. This course is a pre/co-requisite for all clinical courses. Non-Clinical Course. 1 credit

EDU 801 Leadership Essentials: Fundamentals of School Management and Administration
This will be the first course in the sequence of study, and provide the practical skills of day-to-day building management that underpins all subsequent study, reflection, and field experiences toward instructional leadership. The candidate will research and collaborate with peers to identify and implement the skills and knowledge needed to be a proficient building administrator. 3 credits

PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.

EDU 802 Leadership Essentials: Instructional Leadership
This will be the first course in the sequence of study, and will lay the foundation for all subsequent study, reflection and field experiences toward instructional leadership. The candidate will research and collaborate with peers to identify and implement the skills and knowledge needed to be a thoughtful and reflective principal, to include instructional leadership, innovation, 21st Century demands, technology integration, data-driven decision making and support of NH State Reform priorities. The candidate will develop a rubric for personal evaluation. May be taken concurrently with EDU 800. 3 credits

PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.

EDU 802A Leadership Essentials: Self-Assessment and Development of Personal Plan for Instructional Leadership
The identification of the skills and knowledge will be the platform for self-examination and the identification of personal strengths, weaknesses, and future focus of coursework and field experiences for instructional leadership development. All program projects and discussions will be linked to the Candidate’s Personal Plan for Instructional Leadership. May be taken concurrently with EDU 800 and EDU 802. 3 credits

PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements, EDU 802 Leadership Essentials – Instructional Leadership.

EDU 803 Leadership Essentials: Evaluation of Teaching and Learning
The instructional leader promotes the learning and growth of all students and the success of all staff, cultivating a shared vision, to make powerful teaching and learning the central focus of schooling. Candidates will identify the skills and knowledge needed to develop and support a dynamic teaching and learning environment, to include instructional leadership, innovation, 21st Century demands, technology integration, data-driven decision making and support of NH State Reform priorities. The primary focus will be a data-informed assessment and evaluation of curriculum and instruction. 3 credits

PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.

EDU 803A Leadership Essential: Evaluation of Teaching and Learning Project
Using the personal plan for instructional leadership, the candidate, with the support of the professor, clinical supervisor and cooperating administrator will identify the appropriate project/activities to evaluate teaching and learning within the context of the field experience. May be taken concurrently with EDU 800 and EDU 803. 3 credits

PREREQUISITES: EDU 800 Introduction to Field Experience and Program Requirements, EDU 803 Leadership Essentials: Evaluation of Teaching and Learning.

EDU 804 Leadership Essentials to Develop and Support a Professional Culture
Instructional leaders promote the success for all students by nurturing and sustaining a school culture of reflective practice, high expectations and continuous learning for staff, to include instructional leadership, innovation, 21st Century demands, technology integration, data-driven decision making and support of NH State Reform priorities. The primary focus will be a commitment to high standards, cultural proficiency, communications, continuous learning, shared vision, risk-taking and problem solving. 3 credits

PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.

EDU 804A Leadership Essentials to Develop and Support a Professional Culture Project
Using the personal plan for instructional leadership, the candidate, with the support of the professor, clinical supervisor and cooperating administrator will identify the appropriate project/activities to evaluate the development and support of a professional culture within the context of the field experience. May be taken concurrently with EDU 800 and EDU 804. 3 credits

PREREQUISITES: EDU 800 Introduction to Field Experience and Program Requirements, EDU 804 Leadership Essentials to Develop and Support a Professional Culture.

EDU 805 Leadership Essentials to Leading Organizational Change
Effective Leaders know how to lead and manage large organizations and the people who work within the organization, and the constituents who support the organization. Candidates will develop their abilities as thoughtful and entrepreneurial leaders, creating authentic learning organizations that perform at high levels. This will address strategy, entrepreneurial leadership, managing organizational change, leading the learning organization while supporting a safe, dynamic, efficient and effective learning environment, to include human resource management/development, scheduling, information systems, law, ethics and policies. Additionally, a focus will address leaders as effective communicators and collaborators, supporting engagement of all constituents (students, teachers, administrators, families and community organizations and
other stakeholders), engendering shared responsibility while strategically moving the organization toward a shared goal and vision. 3 credits

**EDU 805A Leadership Essential: Leading Organizational Change Project**
Using the personal plan for instructional leadership, the candidate, with the support of the professor, clinical supervisor and cooperating administrator, will identify the appropriate project/activities to develop a plan for organizational change and evaluate the implementation of the plan within the context of the field experience. May be taken concurrently with EDU 800 and EDU 805. 3 credits

**PREREQUISITES: EDU 800 Introduction to Field Experience and Program Requirements, EDU 805 Leadership Essentials to Leading Organizational Change.**

**EDU 806 Leadership Essentials to Strategically Think, Plan, Implement and Evaluate Education Reform Project**
Effective Instructional Leaders align educational reform initiatives to instructional leadership, evaluation of teaching and learning, development of a professional culture and organizational change. Effective leaders are effective communicators and collaborators, supporting engagement of all constituents (students, teachers, administrators, families and community organizations and other stakeholders), engendering shared responsibility while strategically moving the organization toward a shared goal and vision.

Using the persona plan for instructional leadership, develop an authentic, critical, participatory action research project aligned to a NHDOE reform initiative to address instructional leadership, evaluation of teaching and learning, development of professional culture, within the context of organizational change. Address innovation, meeting 21st Century demands, integrating technology and data-driven decision making.

6 credits

**PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.**

**EDU 807A Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate a Teacher Leadership Project**
This course is the first of a two term capstone sequence in which graduate candidates gain meaningful experience and apply knowledge from previous coursework. The candidate develops an authentic, critical, participatory action research project to include evaluation of teaching and learning and development of a professional culture to promote student success. Effective teacher are effective communicators and collaborators, supporting engagement, engendering shared responsibility while strategically supporting a shared goal and vision. 3 credits

**EDU 807B Capstone Project II: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate a Teacher Leadership Project**
This course is the second of a two term capstone sequence in which graduate candidates implement an authentic, critical, participatory action research project to include evaluation of teaching and learning and development of a professional culture to promote student success. Effective teacher are effective communicators and collaborators, supporting engagement, engendering shared responsibility while strategically supporting a shared goal and vision. 3 credits

**HRM 810 Applied Human Resources: A Strategic Approach**
This course will explore current theories and practical skills related to human resource development, management and leadership. It will provide students with an in-depth analysis of the role of leadership within human resource management. Key functions and issues facing the human resource professional and organizations will be identified and explored. 3 credits

**HRM 820 Employee and Labor Relations**
This course will focus on the rights and responsibilities of employees and organizations in union and nonunion environments in the United States. The federal legal framework for collective bargaining is reviewed. Topics include common employment contract trends, topics, and issues, as well as all phases of unionization, from organizing through contract maintenance. Emphasis is on conflict management, negotiation, and alternate dispute resolution. 3 credits

**LD 820 Cultivating Your Leadership Capabilities**
In this course the student is introduced to a variety of unique perspectives about leadership, which are drawn from different traditions in the literature, and from which the student selects to develop his or her own model of leadership. An action-based learning approach is conducted by each student to connect personal experiences with the theoretical construct. 3 credits

**LD 821 Ethical Decision-Making**
This course focuses on the conflicts which arise when an individual’s ethics are counter to the organization’s practices. A historical review of various leader’s actions taken and consequences faced when confronted with an ethical dilemma is conducted. Each student assesses their ethical framework in context to an effective leadership model. 3 credits

**LD 822 Maximizing Your Organization’s Potential**
This course focuses on the choices that are important for cultivating and sustaining an effective and efficient organization. A company’s profitability and success, the engagement of the employees, and consumer satisfaction are all impacted by the leadership’s actions. Therefore, in order to ensure long term growth, it is necessary for a company to create a healthy organizational identity. This is predicated on the pipeline of leadership talent within the organization. Succession planning requires a proactive approach. This class focuses on the best practices for developing and coaching leaders as well as the creation of organizational systems that ensure the company has strong leadership talent for future success. 3 credits

**LD 823 Emergence of a Strategic Leader**
This course focuses on the strategy making process. Strategic leaders must consider multiple aspects when developing a strategic approach. Strategic leaders must evaluate the external and internal environment to determine the right course of action. Students investigate core concepts of strategy-making to aid in their development of a strategic mindset. 3 credits

**LD 830 Leading in Public and Non-Profit Organizations**
This course examines the diverse political, economic and social contexts of how to lead in Public and Non-Profit Organizations. Conceptual frameworks and theories of leadership effectiveness in the public and non-profit sectors will be identified and discussed, as well as the strategies and practices of successful public and non-profit leaders. 3 credits
**LD 831 Conflict Management & Negotiation**
Students will be introduced to different perspectives of conflict management and negotiation. Conflict will be explored in different contexts, including but not limited to intergroup conflict, cross-cultural conflict, and interpersonal conflict. An emphasis will be placed on interpersonal conflict. The course will utilize an applied approach by identifying effective strategies to manage conflict and negotiation, and provide appropriate methodologies for implementation. 3 credits

**LD 832 Building Diverse and Multicultural Organizations**
Successful leaders must learn to integrate different viewpoints to enhance creative problem solving, leadership ability and organizational effectiveness. This course will provide an overview of cultural diversity and multiculturalism in today's organizations. Students will be exposed to key concepts, models and issues of diversity in the organization and global society. The ethical and legal implications of managing cultures and diversity will be examined. 3 credits

**LD 850 Leadership Integrative Capstone**
This integrative course is the final course in the Master of Science in Leadership. All other required coursework must have been completed prior to receiving approval to register for this course. Students during the capstone experience form e-learning teams of approximately 6-9 participants who contract to support each other in their workplace project activity. Learning teams' members, often assisted by a facilitator or coach, help each other make sense of their action learning project experiences in light of relevant theory. Set members become skilled in the art of questioning in order to challenge the assumptions underlying planned interventions in members' projects. Subsequent analysis and actions taken tend to be clearer, better informed, and more defensible as a result of the team dialogue. After documenting the above, students discuss and defend their project orally. 3 credits

**PREREQUISITE: All required coursework must be completed.**

**LIS 801 Foundational Issues in the Organization/Management of Information I: Use of Meta Data, Cataloging, Classification and Organization by Genre**
An overview of the importance of the need to organize and provide access (intellectual and physical) to a wide variety of resources (print, multimedia and digital) and a review of the various means of cataloging and classification, indexing, methods for authority and nomenclature control (subject heading, tagging, etc.) as well as organizational schema selected for use depending on environment such as metadata used in digital environments and genre schema used increasingly in schools. Non-Clinical Course 3 credits

**LIS 801A Foundational Issues in the Organization/Management of Information II: Reference, Intellectual Freedom and Collection Development**
This course emphasizes three critical core areas of library science: (1) Reference methods including: tools; the reference interview; and search strategies; (2) Intellectual Freedom: in the concept and practice as a key component in academic communities; and the need to be well-versed with policy, legalities and technological influences; (3) Collection Development: analysis of learning community needs and input/participation in the process; criteria and methods for acquisition/selection; ongoing evaluation and related de-selection; technical services and management procedures. May be taken concurrently with LIS 801. Non-Clinical Course. 3 credits

**PREREQUISITE: LIS 801 Foundational Issues in the Organization/Management of Information I.**

**LIS 802 Leadership Essentials: Instructional Leadership**
This course will examine and analyze the roles and responsibilities in the educational environment and the management of school library programs and services in collaboration with members of the learning community. Strategic planning for the continuous improvement of the program aligned with national and state standards, as well as school and district efforts and effective management principles in developing and implementing program goals and objectives are explored. Non-Clinical Course 3 credits

**PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.**

**LIS 802A Leadership Essentials: Self Assessment and Development of Personal Plan**
The identification of the leadership skills and knowledge will be the platform for self-examination and the identification of personal strengths, weaknesses and the future focus of coursework and field experiences for instructional leadership development. All program projects and discussions will be linked to the Candidate's Personal Plan for Instructional Leadership. Through clinically-based experiences in a school library and residencies in identified best-practice locations, candidates are provided with the opportunity to become familiar with a variety of approaches used to assess the effectiveness of a school library's programs, services, budget, policies and procedures. National and state school library standards and requirement and used as a framework for understanding the components of an effective, quality school media program. May be taken concurrently with LIS 802. Clinical Course 3 credits

**PREREQUISITE: LIS 802 Leadership Essentials: Instructional Leadership.**

**LIS 803 Leadership Essentials: Evaluation of Teaching and Learning**
This course will research and analyze inquiry learning, multiple literacies and delivery platforms and the importance of reading as the core foundational skill in the development of teacher and student information and research proficiencies. There is a strong emphasis on generating and using data and evidence of practice, particularly in terms of learning outcomes, to support and improve program goals and planning, and demonstrate the efficacy and relevance of the school library instructional program. Non-Clinical Course 3 credits

**PREREQUISITE: EDU 800 Introduction to Field Experience and Program Requirements.**

**LIS 803A Leadership Essentials: Evaluation of Teaching and Learning Project**
Using the personal plan for instructional leadership, the candidate, with the support of the professor, clinical supervisor and supervising practitioner will identify the appropriate project/activities to evaluate teaching and learning within the context of the field experience.

Through clinically-based experiences in a school library and residencies in identified best-practice locations, students are provided with the opportunity to become familiar with a student-centered approach to design information literacy lesson plans and assess student learning outcomes based upon NH standards and AASL's Standards for the 21st Century Learner as well as research-based inquiry models. Candidates will engage in an interactive professional learning community and receive feedback from practitioners and peers. Discussions focus on problem solving, collection development for the various disciplines, curriculum design, delivery and assessment. In addition, through discussions and clinically-based experiences students learn how to select, evaluate, and promote materials as well as create programs for children and young adults. Discussions in this area are focused on the psychology, learning styles, lifestyles, and interests of children and adolescents and how these relate to their reading and viewing habits. May be taken concurrently with LIS 803. Clinical Course 3 credits

**PREREQUISITE: LIS 803 Leadership Essentials: Evaluation of Teaching and Learning.**
LIS 804 Leadership Essentials: Development of Professional Culture
This course will provide opportunities to research and examine collaboration, communication, effective curation and shared responsibility for the selection, utilization and evaluation of various resources, technologies and content. In addition critical issues such as equity, intellectual freedom, access and ethical use of ideas and information are studied. Non-Clinical Course. 3 credits
PREREQUISITES: EDU 800 Introduction to Field Experience and Program Requirements.

LIS 804A Leadership Essentials: Development of Professional Culture Project
Using the personal plan for instructional leadership, the candidate, with the support of professor, clinical supervisor and the supervising practitioner will identify the appropriate project/activities to implement and evaluate professional cultures that support teaching and learning.

Students engage in clinical preparation by observing leadership and management skills of a seasoned practitioner as s/he works within the school culture to foster curiosity in student and staff learners by providing a variety of innovative formats to teach, enrich and expand critical, creative, and independent thinking; especially as it relates to the concepts of ethical use of ideas and information and digital citizenship. Discussions take place on topics related to data-driven instruction, differentiated instruction, information literacy, social needs, assessments, collaboration, co-teaching and on-going professional development. Experiences in programs that emphasize and promote a culture of inquiry and ethical and safe behaviors - especially within the learning and digital landscape - are provided. 'May be taken concurrently with LIS 804. Clinical Course. 3 credits
PREREQUISITES: LIS 804 Leadership Essentials: Development of Professional Culture.

LIS 805 Leadership Essentials: Leading Organizational Change
This course will research and analyze the demands of the evolving learning landscape and the need to address personalized learning for students designed to prepare them for success in college, careers and citizenship. Digital conversion models and the role of the school librarian as a teacher of teachers and professional development providers are emphasized. Non-Clinical Course. 3 credits
PREREQUISITES: EDU 800 Introduction to Field Experience and Program Requirements.

LIS 805A Leadership Essentials: Leading Organizational Change Project
Using the personal plan for instructional leadership, the candidate, with the support of professor, clinical supervisor and the supervising practitioner will identify the appropriate project/activities to implement and evaluate A Leading Organizational Change Project to improve teaching and learning.

We reflect on the nature of leadership, from the roles that leaders play in organizations, to the traits that leaders exhibit to the specific work of leadership. We also consider the status of leadership in the field of libraries and information services. In the context of leadership, we also consider models for decision making within organizations – particularly approaches to making challenging decisions in turbulent environments. May be taken concurrently with LIS 805. Clinical Course. 3 credits
PREREQUISITES: LIS 805 Leadership Essentials: Leading Organizational Change.

LIS 806 Capstone Project: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate Learning Resources, Professional Development and Learning Environments for the Digital Age
Effective School Librarians align educational reform initiatives to instructional leadership, evaluation of teaching and learning, development of a professional culture and organizational change. They are effective communicators and collaborators, supporting engagement of all constituents (students, teachers, administrators, families and community organizations and other stakeholders), engaging shared responsibility while strategically moving the organization toward a shared goal and vision.

Using the personal plan for instructional leadership, an authentic, critical, participatory action research project aligned to a NHDOE reform initiative will be planned and initiated to address: instructional leadership; evaluation of teaching and learning; and development of professional culture, within the context of organizational change. In addition, the project will address innovation, meeting 21st Century demands, integrating technology and data-driven decision making. This course will provide the opportunity to reflect on personal growth and development through the entirety of the program. Individual assessment and analysis of reflections, projects and artifacts collected in each candidate’s personal plan for instructional leadership will occur and be addressed in additional discussion as to the extent to which they demonstrate attainment of program goals and professional standards. Clinical Course. 6 credits
PREREQUISITES: All program requirements must be met.

MGMT 805 Organizational Behavior
The aim of this course is to provide an overview of the fundamental concepts of organizational theory and design in the context of a postindustrial and increasingly global society. The study of organizations encompasses several key knowledge areas essential to today's manager: the impact of technological and workforce changes on society, organizational ethics and social responsibility, global issues, history of management thought and its relevance for managers today, and systems thinking and the challenges of managing in today's complex and rapidly changing environment. Discussion addresses essential concepts in organizational theory and design, including measuring effectiveness, organizational life cycles, options for organizational structure, and becoming the learning organization. 3 credits

MGMT 810 Marketing Management
This course will concentrate on an analytical approach to the study of marketing problems. Examine the influence of the marketplace and the marketing environment on marketing decision making: the determination of the organization's products, prices, channels and communication strategies; and the organization's system for planning and controlling its marketing effort. 3 credits

MGMT 824 Financial Management
This course focuses on managerial finance from both domestic and international perspectives. Topics include valuation, capital budgeting, capital structure and financial leverage, long-term financing decisions, cost of capital, mergers and acquisitions, international finance, and risk management. Students use spreadsheets and financial calculators to apply course concepts to real world examples. 3 credits
PREREQUISITE: ACCT 810 Management Accounting.
**MGMT 830 Changing Economics**
Current issues in economics and their relationship to the achievement of organizational goals will be discussed. The impact of economic reality on real organizations will be analyzed. 3 credits

**MGMT 835 Decision Analysis for Managers**
The aim of this course is to provide an introduction to the methodology of decision analysis using computer based techniques and systems analysis. Concepts of modeling, probability, and choice will be introduced. The philosophy and detailed methods involved in decision analysis will be reviewed. The methods reviewed will be applied to address routine and special business decisions. 3 credits

**MGMT 850 Strategic Management Integrative Capstone**
The capstone course brings together the knowledge and skills needed to be successful in the global marketplace. The focus of the course is on defining and researching a practical business problem or entrepreneurial opportunity. The research project provides the opportunity to utilize strategy, research skills, analytical tools and models, as well as decision sciences with a culminating business project that can be of strategic benefit to the student and/or a current organization. The capstone is based on an e-learning team approach, in which team members and team processes become essential to the strength of the subsequent workplace project. The project requires documentation of the above process and an oral project presentation component. 3 credits

**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. 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. 3 credits

**PM 804 Leading Teams**
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 manager, is dependent upon the manager’s ability to assess the team as a whole, (strengths and weaknesses), and to then apply that analysis to the individual team member. Within the course, students will survey and discuss multiple methodologies used to evaluate teams. We will analyze how organizational dynamics and structure impact the manager, limit or increase their power, and 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. 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 subjective 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. 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. 3 credits

PREREQUISITE: PM 800 Project Management Seminar.

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. 3 credits

PREREQUISITE: All required coursework must be completed.

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 the communication tools necessary to implement change effectively. Issues regarding client satisfaction, vendor satisfaction, morale and relationships will be explored. The effective manager must possess skills in adaptability to ensure that projects are responsive to changing conditions. This course develops a thorough understanding of strategic change within organizations. 3 credits
APPLICATION PROCEDURES FOR POST-BACCALAUREATE TEACHER CERTIFICATIONS

The application process for the Post-Baccalaureate Teacher Certification Programs is a two-part application process. 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. Please see page 81 for the Academic Calendar.

Application for Admission
Part I is Due at Admission.

Supporting Documents
Part II is completed in EDU 700 Introduction to Field Experience and Program Requirements, and includes the following:
• Official transcripts of all previous colleges attended, documenting a 3.0 GPA on last degree completed
• Resume
• Essay
• Signed Letters/Forms of Recommendation
• Passing PRAXIS CORE Academic Skills for Educators scores or current teacher certification
• Identification of Field Placement and Supervising Practitioner or Mentor

Additional Requirements Completed in EDU 700 Introduction to Field Experience and Program Requirements Include:
• Criminal History Records Check
• TaskStream Subscription
• Purchase Educator Toolkit

Students who do not satisfy Part II of the application process in EDU 700 will not receive a passing grade, and will not be eligible to continue with the program or register for subsequent courses.

TRANSCRIPTS
Post-baccalaureate students must ensure that all official previous college transcripts are received by the Graduate Admissions Office. Contact the Registrar’s Office at the previous 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. Electronic transcripts are accepted from prior institutions that use 3rd party vendors for delivery. Transcripts can be sent to gsc.admissions@granite.edu. Candidates who have received a Bachelor’s Degree from Granite State College do not need to request their official transcript(s). The Admission’s Office will obtain the transcript(s) through the Registrar’s Office. Official transcripts must be sent directly to:
Admissions Office
25 Hall Street, Concord, NH 03301
APPLICATION PROCEDURES FOR MASTER’S PROGRAMS

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. Please see page 81 for the Academic Calendar.

Applications from prospective degree students will be reviewed by the Graduate Program Director or Vice Provost for Academic Affairs. A complete application includes the following GSC graduate studies admission criteria:

- Bachelor’s Degree with a 3.0 GPA average for the last 60 credit hours, or a 3.0 GPA at the graduate level, from a regionally accredited college or university.
- Completed application form. (http://www.granite.edu/students/prospect/getstarted/admissions.php)
- 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the degree, and relevant formal or informal experiences.
- Two signed 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 Graduate Admissions Office, by the Registrar of the colleges or universities attended.

Materials should be submitted to:
Graduate Admissions Office
Granite State College
25 Hall Street
Concord, NH 03301

PROGRAMS WITH ADDITIONAL ADMISSIONS REQUIREMENTS

The Master of Science in School Leadership programs (with School Librarian or with School Principal certification) require completion of Part III of the application, including:

- Successful completion of EDU 800
- Letter of Sponsorship from the sending School District
- Current Educator Certification
- Documentation of five years teaching
- Identification of field placement and Principal Mentor
- Criminal Background Check
- Admission Interview: Face-to-face or virtual

FULL ACCEPTANCE STATUS

Full acceptance status is attained when all application materials have been received and approved by the Graduate Program Director. The Master of Science in School Leadership degrees within the School of Education require the successful completion of EDU 800 as a condition of full admission. Students will receive notification in writing or by email within two business days of the College’s receipt of the completed application. The student will receive a full acceptance letter and be able to view their official degree evaluation through the WebROCK secure student portal.

CONDITIONAL ACCEPTANCE STATUS

The Graduate Program Director or Vice Provost for Academic Affairs can grant conditional acceptance for a student who has not completed the application process or met GSC’s Graduate Studies admission criteria. A student may enroll in a graduate program for a specified number of courses without being fully accepted to the degree program. Please see the table below for individual program limits.

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Instruction and Leadership</td>
<td>6</td>
</tr>
<tr>
<td>MS in Leadership</td>
<td>12</td>
</tr>
<tr>
<td>MS in Management</td>
<td>12</td>
</tr>
<tr>
<td>MS in Project Management</td>
<td>12</td>
</tr>
<tr>
<td>MS in School Leadership with School Librarian Certification</td>
<td>7</td>
</tr>
<tr>
<td>MS in School Leadership with School Principal Certification</td>
<td>7</td>
</tr>
</tbody>
</table>

The conditional accepted status will be changed to full acceptance 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.

NON-DEGREE/SPECIAL STATUS

A student with proof of Bachelor’s degree completion may enroll in up to a specified number of credits without being fully accepted to the degree program. See the table below for individual program limits.

<table>
<thead>
<tr>
<th>Courses For</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Instruction and Leadership</td>
<td>6</td>
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<td>12</td>
</tr>
<tr>
<td>MS in Project Management</td>
<td>12</td>
</tr>
<tr>
<td>MS in School Leadership with School Librarian Certification</td>
<td>7</td>
</tr>
<tr>
<td>MS in School Leadership with School Principal Certification</td>
<td>7</td>
</tr>
</tbody>
</table>

Financial aid is not available for courses taken under non-degree status. Non-degree status students will work with the Program Director for suitable course options. Students seeking to continue taking courses past the program’s limit (see above), must meet GSC’s graduate admission criteria and must matriculate in a program by applying, see “Application Procedures for Master’s Programs” section.
INACTIVATION OF APPLICATIONS
Applications that have been inactive for a year from the date of submission will be inactivated. After that time, prospective degree students will need to reapply. Previously received official transcripts do not need to be resubmitted.

TRANSFER CREDITS
Students may transfer credits depending upon the desired master’s programs, see table below. To be eligible for consideration, these credits must be:
- graduate level;
- from a regionally accredited college or university;
- a final grade of B or better;
- related to the student’s program/content area; and
- no more than seven years old at the time of the student’s admission to the graduate program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Waiver</th>
<th>Residency</th>
<th>Degree Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Instruction and Leadership</td>
<td>Not Accepted</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>MS in Leadership</td>
<td>Accepted</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>MS in Management</td>
<td>Accepted</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>MS in Project Management</td>
<td>Accepted</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>MS in School Leadership with School Librarian Certification</td>
<td>Not Accepted</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>MS in School Leadership with School Principal Certification</td>
<td>Not Accepted</td>
<td>28</td>
<td>34</td>
</tr>
</tbody>
</table>

A student begins the transfer request process by having the official transcript and course syllabus of all credits he/she wishes to have considered sent to the Program Director during the time of application.

An appeal to the decision not accepting transfer credits may be made, in writing, to the Vice Provost for Academic Affairs, or designee, at graduate.studies@granite.edu. If this is unsuccessful, a final appeal may be made in writing, to the Provost and Vice President for Academic Affairs.

COURSE WAIVER
A course waiver may be awarded to a student who has completed the equivalent course content of a GSC required or elective course, from another accredited institution in the past seven years.

Students in the graduate programs notated above may request to waive one required or elective course in the program. The waiver will exempt the student from completing the required course. The student will complete another course, as approved by the Program Director, to satisfy the number of credits required for the program. Granite State College awards course waivers for courses taken at regionally and programatically accredited institutions. Information about the organizations responsible for these two kinds 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 previous 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 Vice Provost for Academic Affairs.

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 status students.

CHANGE OF PROGRAM
A graduate student matriculated in a degree program who would like to change their program of study to a different graduate program needs to follow these steps:

1. Notify their current Program Director of the request to change degree program.
2. Submit the following documents to the Graduate Admissions Office:
   a. Completed Graduate Change of Program Form
   b. A 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the new degree, and relevant formal or informal experiences
   c. Updated resume
3. For a change of program to the MS in School Leadership with School Librarian Certification or with School Principal Certification, then the additional admission requirements for these programs must also be met. Submissions will be reviewed and approved by the Program Director in charge of the new degree program. Previously awarded transfer credit awards are subject to change.

TRANSCRIPTS
Master's Degree candidates must ensure that all official previous college transcripts are received by the Graduate Admissions Office. Contact the Registrar's Office at the previous 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. Electronic transcripts are accepted from prior institutions that use 3rd party vendors for delivery. Transcripts can be sent to gsc.admissions@granite.edu. Candidates who have received a Bachelor's Degree from Granite State College do not need to request their official transcript(s). The Admissions Office will obtain the transcript(s) through the Registrar's Office.

EARNING A SECOND MASTER’S DEGREE AT GSC

Consecutive Master’s Degrees
Enrollment in consecutive Master's Degrees refers to admission and matriculation in a second Master's Degree program at Granite State College after the completion of the requirements for a first Master's Degree earned at Granite State College. When an individual seeks to earn a second Master's Degree in a discipline closely related to that of his/her first Granite State College Master's Degree, it is not uncommon for the individual to request that he/she be allowed to apply some of the credits earned in the first program toward the requirements in the second program. However, the College has an obligation to ensure that each of its degrees reflects a significant immersion of the individual in a relevant, concentrated course of study. A student may apply up to 9 credits earned in the first Master's Degree awarded at Granite State College toward a second Master's Degree with approval of the student's graduate program director in the second Master's program. Such credit will be granted only for graded course work completed with a grade of “B” (3.0 on a scale of 4.0) or higher.

To this end, a student:
1. Must formally apply and be accepted for admission to the second graduate program.
   Components of application
   i. New Personal Statement
   ii. Updated resume, if applicable
   iii. At least one letter of reference for the second degree
   iv. Additional program requirements specific to the degree program.
2. Must obtain the second program's approval for the courses to be “accepted” from the other degree because certain course credits (e.g., electives) may not be sufficiently relevant to the second degree. The second program will determine which courses from the first program, up to a maximum of 9 credits, will be accepted toward the second Master's Degree.

3. Must complete any specific requirements beyond coursework in the second program.
4. Must complete the capstone requirements for both programs.
5. Must earn all credits for their second Master's Degree within the five calendar years immediately preceding the receipt of the first degree.
6. Will receive separate diplomas for each degree program.

DEGREE STATUS IN MORE THAN ONE PROGRAM AT GSC
A student may only be fully accepted to one degree program at a time. However, students nearing completion of their Baccalaureate degree at GSC may apply for admission to one of the College's Master's degree programs.

INTERNATIONAL STUDENT ADMISSION
International students studying from their home country are eligible for acceptance to fully online programs. Individuals who are already in the U.S. with permanent resident status are eligible for acceptance.

Note: Granite State College does not currently accept students needing J-1, F-1, or M-1 visa status requirements.

TRANSCRIPTS FROM OTHER COUNTRIES
Applicants who attended a college or university in a foreign country must have their transcript translated and evaluated prior to full acceptance. The College utilizes the Center for Educational Documentation to perform international credential evaluation. A fee, based upon the extent of the evaluation, will be charged by CED and must be paid for by the student. For additional information services, fees, and application process visit the CED website at www.cedevaluations.com.

Although CED is the College’s preferred foreign transcript service, official evaluations from the following agencies are accepted.

• World Education Services (WES) http://www.west.org
• Educational Credential Evaluators (ECE) http://www.ece.org
• Josef Silny and Associates (AES) http://www.jsilny.com
• Academic Evaluation Services http://www.aes-edu.org
• Global Services Associates http://www.globaleval.org
• SpanTran Evaluation Services http://en.spantran-edu.com

The college will also accept official evaluations from any organization that is current a member of National Association of Credential Evaluation Services. For a full list of members, visit http://www.naces.org.
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) with a writing portion of 20; or a minimum International English Language Test System (IELTS) score of 6.5 with no band lower than 6.0. 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 center to the Graduate Admissions Office. Use code 0458.

http://www.toeflgoanywhere.org/
http://www.ielts.org/

VETERANS OR ACTIVE DUTY MILITARY APPLICANTS

To meet admissions requirements, applicants utilizing veteran or active duty military benefits must submit all official previous college transcripts including military transcripts to the college within two terms of admission or start of coursework.

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: http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx. Official transcripts are required for evaluation of transfer credit. Information about military transcripts and how to request them are below.

Army/Navy/US Coast Guard/Marine Corps:
https://jst.doded.mil

CCAF (Air University):
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 Summer 2016 term charges unless otherwise noted.
Visit http://granite.edu/students/prospect/tuition.php for current tuition rates and fee information.

POST-BACCALAUREATE TEACHER CERTIFICATION FEES

<table>
<thead>
<tr>
<th>Per Credit Hour</th>
<th>Resident</th>
<th>$300</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-resident</td>
<td>$335</td>
</tr>
</tbody>
</table>

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.

Application
Online Application No Charge

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.

Registration Fee Per Term $35
Registration fees help cover the data entry and record keeping expenses related to maintaining accurate academic transcripts.

Materials Variable
The Post-Baccalaureate program requires all students to purchase a subscription with an e-Portfolio system for the duration of their plan of study at GSC. Visit http://bookstore.mbsdirect.net/gsc.htm for subscription rates.

Clinical Mentoring Fee $250
Any field-based course that requires oversight of a GSC field-mentor will have an additional fee assessed.

Testing
Fee is charged to individuals taking tests at the College test sites:
CLEP per test $105
DSST per test $110

Training Portfolio $250
Flat fee for review of professional training programs (e.g., corporate, organizational, governmental, medical, educational) or of individual training experiences.

Overdue Accounts
All costs, including attorney fees associated with the collection of an overdue account, will be charged to the student.

FINANCIAL AID REFUNDS
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 67.

AID RETURNS FOR WITHDRAWALS
If a student receiving federal financial aid officially (W) or unofficially (AF) withdraws from coursework in a term or from a degree program, return policies designated by the U.S. Department of Education will apply. A prorated 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.

Students receiving aid through the Department of Defense’s (DoD) Federal Tuition Assistance program are subject to the same prorated schedule of returning unearned aid if the student officially or unofficially withdraws for a course(s). The calculation will be based on the student’s last date of attendance in the course(s). The unearned aid will be returned to the DoD. Students are responsible for any balance that results from the calculation. The only exception is when the student stops attending due to military obligation.

Questions on these polices may be directed to:
Office of Financial Aid
603.513.1392
OR
Student Accounts Office
603.513.1330

**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**
Before registering for courses, students must submit a Student Financial Responsibility Agreement, acknowledging the understanding and agreement to the terms and conditions of financial responsibility. To complete the form visit WebROCK and select “Registration,” “Student Accounts,” or the “View Holds” menu options. The agreement may be found by going to: http://my.granite.edu/paying-your-bill#financialresponsibility.

**BILL PAYMENT**
The College accepts personal checks, money orders and credit cards (American Express, Discover, Master Card and Visa).

**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
2. Login to WebROCK
3. Select Student Accounts
4. Select Make an Online payment

**Payments by Phone:** Students may make credit card payments (American Express, Discover, Master Card and Visa) by phone at 603.513.1330.

**Payments by Mail:** Send a check or credit payment to:
Student Accounts
Granite State College
25 Hall Street
Concord, NH 03301

**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.

**CANCELLATION FOR NON-PAYMENT**
Payment for all classes must be made or payment arrangement confirmed in order to remain enrolled. Students will be dropped from classes if payment arrangements are not made by the published due date for the term. Students may re-register once payment arrangement has been confirmed. A $25 re-registration fee will be assessed.

Please refer to the to the student account calendar at http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studentservicescalendar20162017.pdf

Accounts are considered paid 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

**Admitted Degree Candidates Using Financial Aid**
- Financial Aid is finalized and covers all charges, or
- Financial Aid is finalized; however the award does not cover all charges and a payment arrangement with the Student Accounts Office is approved.

*Note:* New degree candidate, or individuals applying for a subsequent degree, must have all admissions and financial aid documentation in by the published due date for the term. If you wish to register and apply for admission and financial aid after the published due date for the term, another form of payment must be secured at the time of registration. Students may receive reimbursement after admissions and financial aid award is determined and funds disbursed to account.
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 work study (part-time employment while enrolled), and loans (borrowed money that must be repaid with interest).

For full descriptions, disclosures, deadlines, and information for any financial aid listing, please contact the Office of Financial Aid at 603.513.1392 or visit www.granite.edu/finaid.php

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, 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 during any term. Half time is defined as 4 credits for post-baccalaureate programs and 3 credits for graduate programs; 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 DIRECT LOAN PROGRAM
Direct Loans are low-interest loans for students and/or parents 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. Available to eligible students enrolled in an undergraduate or eligible post-baccalaureate program.

Unsubsidized: Loans that are not based on financial need. Interest is charged during all periods, even during the time a student is in school. Available to eligible students enrolled in an undergraduate, eligible post-baccalaureate or graduate program.

PARENT PLUS: Loans that are not based on financial need which help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods, even during the time a student is in school. To be eligible the borrower cannot have an adverse credit history and the student must have a valid FAFSA on file. Available to eligible parents of dependents students enrolled in undergraduate and eligible post-baccalaureate program.
GRAD PLUS: Loans that are not based on financial need which help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods, even during the time a student is in school. To be eligible the borrower cannot have an adverse credit history. Available to eligible students enrolled in a graduate program.

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.

FEDERAL FINANCIAL AID PENALTIES FOR DRUG CONVICTIONS
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.

INSTITUTIONAL AID
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.

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.

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’S BENEFITS
Veterans are encouraged to take advantage of the benefits provided by the GI Bill®. All of the College’s degree programs are approved for veteran’s benefits. For more information, please contact:

Department of Veterans Affairs
888-GIBILL-1
www.gibill.va.gov

VA Vocational Rehabilitation
Manchester, NH
800. 827. 1000

GSC Veterans Point of Contacts
Claremont: 603.542.3841
Concord: 603.513.1398
Conway: 603.447.3970
Rochester: 603.332.8335

GSC Military Outreach and Support Specialist
603.513.1365

GSC School Certifying Official
603.513.1330

gsc.veterans@granite.edu

MONTHLY PAYMENT OPTIONS
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 or visit granite.afford.com.

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.

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 interest rates that may be fixed or variable (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.

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.
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.

FINANCIAL AID APPLICATION PROCESS
1. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov
   Receive your estimated financial aid award within 2 weeks. Awards will be issued beginning early May.
2. Complete Your Admissions Application. Once processed, this will give you access to WebROCK to move forward with your financial aid. www.granite.edu/students/prospect/getstarted/admissions.php
3. Check WebROCK Often for any Additional Requirements.
   Requirements will vary from student to student and may include submitting an extra document or two, or you might find that you’ve been chosen for Verification. Your award may change as a result of the Verification process, so check WebROCK for updates and respond to any changes. All additional documents must be submitted before any financial aid can be finalized.
   For all new GSC Federal Student Loan Borrowers, complete the following two steps in order to begin classes:
   a) Stafford Loan Entrance Counseling: Learn your rights and responsibilities associated with borrowing Federal Direct Loan funds.
   b) Master Promissory Note (MPN) with Direct Lending: a legal document you sign which explains the terms and conditions of your loan, as well as your repayment responsibilities.
5. We Assume You Accept all Loans and Grants, as Offered, Unless You Inform Us, in Writing, Otherwise.
   Please complete an Award Revision Request form if you wish to: decline all or a portion of your loans, are requesting, or are attending fewer terms than are reflected on your award. Please allow sufficient time for us to process these change requests. Typically, changes are completed in 3-5 business days. During peak times, the 3 weeks prior to each term start, processing times may be longer.

VERIFICATION
Federal regulations require verification to be completed for some applicants and they may be selected by the U.S. Department of Education 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.

Requirements for verification must be completed before aid is finalized or disbursed.

APPLICATION PROCESSING TIMELINE
Applications are accepted on a rolling basis. Student aid is packaged when the student has been accepted into an eligible post-baccalaureate or graduate program. Financial aid application processing may take up to fourteen days once the FAFSA results 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. 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 PLUS Loans 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 may require 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.

IMPORTANT DATES 2016-17
The Student Accounts calendar includes important dates such as financial aid deadlines, disbursement of funds and credit balance issue dates. It applies to standard term courses.

The calendar can be found at: http://my.granite.edu

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 FOR FINANCIAL AID
Federal regulations require that all financial aid recipients progress at a reasonable rate (satisfactory academic progress - SAP) toward achieving and completing their degree level.

This requirement applies to all students receiving federal financial aid. Students are expected to meet the minimum SAP standards outlined below during each scheduled review. These standards have qualitative (GPA) and quantitative (pace) components that ensure that students will meet the graduation requirements and complete their programs 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 for Master's Degree and Post-Baccalaureate students are:

1. Maintaining a cumulative GPA of 3.00 or better.
2. Successfully complete 67% of the course credits attempted.
3. Students may not receive Title IV financial aid for courses that do not count toward completing their current degree 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 Master's Degree requires 30 credits; students may not exceed 45 credits attempted to earn a Master's Degree. A certificate program that requires 24 credits; students may not exceed 36 credits attempted to earn the certificate.

Credit hours attempted will include completed credits, incompletes, withdrawals, transfer credits applicable to the student’s degree, and repeated or failed courses. 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 the calculation of hours attempted. It will count in the calculation of completed hours earned if the student receives a passing grade. 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.

SAP REVIEW
Graduate and Post-Baccalaureate students are reviewed annually at the end of the Spring term with the exception of students enrolled in teacher certification programs containing less than 24 credits. These students are reviewed at the end of each term.

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, the student may continue to take courses using their own resources to pay the costs unless the student is academically suspended from the college.

SAP APPEAL
A student whose eligibility is suspended may request an appeal if he/she feels that extenuating 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 circumstance must exist and be supported by additional documentation to file an SAP appeal. An extenuating circumstance may include an injury, illness, the death of a relative, or other extenuating circumstance. Circumstances do not include a lack of dedication to his/her studies, not understanding the impact of withdrawals, etc. All submitted documentation of extenuating circumstances is confidential and only used to verify and support a student's extenuating 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 is to include an explanation of what has changed in relation to the extenuating circumstance(s) that will allow the student to achieve the minimum SAP standards upon the next review and an academic plan approved by an Academic advisor. All plans must demonstrate that the student will achieve the required SAP standards by the next scheduled review. The Appeal Form is available at granite.edu/pdf/SAPAppealForm.pdf.

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. 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. 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 SAP Appeal Committee who will determine a student's eligibility or ineligibility for continued financial aid. 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 Academic advisor 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 “B” 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 Academic advisor. 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 “B” in each course attempted while completing 100% of the credits in the academic plan. Any higher expectations will be communicated in writing.
COURSE SELECTION
Students should log into My.Granite to access the Graduation Planning System (GPS). The degree evaluation will identify courses that are still needed to meet degree requirements. Specific questions can be addressed and answered by your Program Director or Field Placement Faculty.

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.

ENROLLMENT STATUS
Post-Baccalaureate Teacher Certification Students
Post-Baccalaureate Students who are registered for at least four (4) credits in Fall, Winter, Spring or Summer term are considered to be enrolled as part-time post baccalaureate students. Those who are registered for at least eight (8) credits in a term are considered to be enrolled as full-time post-baccalaureate students.

Graduate Students
Students who are registered for at least three (3) credits in Fall, Winter, Spring or Summer term are considered to be enrolled as part-time graduate students. Those who are registered for at least six (6) credits in a term are considered to be enrolled as full-time graduate students.

GRADUATE COURSE OVERLOAD POLICY
Post-Baccalaureate Teacher Certification Students
A full load for post-baccalaureate students is at least eight semester hours taken concurrently.

To be eligible for an overload (greater than eight semester hours concurrently), a post-baccalaureate student must satisfy the following criteria:
• Must have a record of successful study at Granite State College
• Must have a GPA of 3.00 or higher in GSC post-baccalaureate coursework.

Students may request a course overload form to the School of Education for approval.

Graduate Students
A full load for graduate students is at least six semester hours taken concurrently.

To be eligible for an overload (greater than six 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 in GSC graduate coursework.

Students may complete and submit a course overload form to the program director for approval. The course overload form can be obtained at http://my.granite.edu/forms-faqs.

REGISTRATION
Students can register for courses online via WebROCK at my.granite.edu, or by completing the respective Registration form and faxing, mailing, or dropping it off at a local campus. Non-matriculated students at the graduate level need Program Director approval to register for classes.

The college reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or prerequisites. For each course, check to ensure all prerequisites have been satisfied.

Students are officially registered when all tuition and fees are either paid in full or when financial clearance has been confirmed.
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 Direct 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 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. Students will receive their SID on the Acceptance letter. Students who need assistance identifying their SID should contact the Registrar’s Office.

CANCELLATION FOR NON-PAYMENT
Payment for all classes must be made or payment arrangement confirmed in order to remain enrolled. Students will be dropped from classes if payment arrangements are not made by the published due date for the term. Students may re-register once payment arrangement has been confirmed. A $25 re-registration fee will be assessed.

Please refer to the student account calendar at:
http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studentservicescalendar20162017.pdf

Accounts are Considered Paid 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

Admitted Degree Candidates Using Financial Aid
• Financial Aid is finalized and covers all charges, or
• Financial Aid is finalized; however the award does not cover all charges and a payment arrangement with the Student Accounts Office is approved.

Notes: New degree candidates, or individuals applying for a subsequent degree, must have all admissions and financial aid documentation in by the published due date for the term. If you wish to register and apply for admission and financial aid after the published due date for the term, another form of payment must be secured at the time of registration. Students may receive reimbursement after admissions and financial aid award is determined and funds disbursed to account.

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 completing the Course Add/Drop Form located at my.granite.edu. See the following sections 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.

ADDING COURSES
Students may add a course up to the end of the specified add/drop period:
• By completing a Course Add/Drop Form at http://my.granite.edu/registrationchange and faxing it to the Registrar’s Office at 603.513.1386.
• Via WebROCK, prior to the tuition payment deadline.

Students seeking to repeat a course should consult their program director prior to registration.

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 during the official add/drop periods, only tuition is refunded. Fees and charges other than tuition are nonrefundable after the start of the term. Notification of a drop after the start of the term must be received in the Registrar’s Office during the official add/drop period.

To drop a course after the start of the term:
• Complete a Course Add/Drop Form at http://my.granite.edu/registrationchange and fax it to the Registrar’s Office at 603.513.1386.
• Visit WebROCK, prior to the tuition payment deadline.

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 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/registrationchange before the last published day to withdraw. Withdrawal from course(s) is official once a signed form has been received by 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 a Program Director or Field Placement Faculty and the Office of Financial Aid 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 U.S. Department of Education in accordance with 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. If federal aid has been received, it will be returned to the U.S. Department of Education in accordance with regulations in effect at the time of the unofficial withdrawal.

**Note:** For purposes of adding, dropping, or withdrawing from a 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.

### 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 Field Placement Faculty or 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 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/petition-guidelines-and-forms
- 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 College’s Petition Committee for review. The Committee will consist of two other members of the Office of Academic Affairs staff and the Provost.
- The decision by the Committee is final, and the student will be notified immediately in writing.

### 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. A request to change from an audit status to a credit-bearing status or vice versa must be submitted to the Registrar’s office 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 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. Students taking a course as audit most likely cannot transfer that course to another institutional.

### PASS/FAIL

The Pass/Fail 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. The Pass/Fail option can only be used for elective credits. The grade earned will not be calculated into the GPA, but a grade of P or F will appear on the transcript. Students earning a passing grade will receive the assigned credits towards degree requirements while students earning a failing grade will not receive credit. The minimum Granite State College grade accepted for a learning activity taken as Pass/Fail at the graduate level is C.

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 approval signature on the registration form that authorizes the Pass/Fail registration status. Instructors are not notified if students have chosen the Pass/Fail option. Courses from other USNH institutions offered at Granite State cannot be taken as Pass/Fail.

### SENIOR CITIZENS

New Hampshire residents 65 years and older are encouraged to participate in courses. The college provides tuition remission on a space available basis. Space available means that a seat is available without excluding paying students. Official verification of age is required. Two options are available to senior citizens:

1. The college has a limited number of Senior Tuition Waivers for those enrolling for credit. The Registrar’s Office must approve all Senior Tuition Waivers before the registration can be processed. Senior Tuition waiver registrations will be processed after the payment due date each term to ensure that paying students are not excluded from the class. Once the Senior Tuition waiver is approved, the Registrar’s Office will
contact the student to notify them that their registration has been processed.

Students using the Senior Tuition Waiver to take credit bearing courses may not be currently enrolled in a Granite State College degree program and will not be permitted to use this coursework to apply to a future degree at Granite State College.

An 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 fees or charges is required. Senior Tuition Waiver requests are available online at http://www.granite.edu/pdf/SeniorTuitionWaiverRequest.pdf.

2. A Senior Audit plan allows for a course audit (no credit awarded) with a payment of a registration fee and any other fees or charges if applicable. In order to request an a Senior Audit, please contact the registrar’s office prior to submitting the registration form to identify that you are interested in auditing the course instead of taking it for credit.

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 certification 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.

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 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 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.

NEW HAMPSHIRE RESIDENCY DOMICILE

In-State Tuition Status: Classification of Students for Tuition Purposes (Residency Rules)

The Classification of Students for Tuition Purposes (Residency Rules) states 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 else-where shall pay the out-of-state rate.

Residency is determined at the time of admission for degree students and at registration for non-degree students. To qualify for In-State tuition status a student must physically reside in New Hampshire for no less than twelve continuous months prior to the term for which In-state status is desired, must reside in New Hampshire for some purpose other than attending the University, and meet all the other requirements set forth in the tuition rules.

Students who become New Hampshire residents after admission may apply for a change in tuition status by completing the Request for In-State Residency form found on my.granite.edu. All students applying for in-state status for tuition purposes must fully complete the application (including supporting documents) before it will be accepted. Providing full information will aid in presenting clear and convincing evidence of your status.

MILITARY DOMICILE RULE

Resident Tuition Rates for Active Duty, Veterans and their Dependent, Veterans Access, Choice and Accountability Act of 2014

Granite State College is compliant with Section 702 of the Veterans Access, Choice and Accountability Act of 2014.

USNH BOT.IV.E 6.1.1 Determination of Domicile

In accordance with RSA 187-A:20-c, any veteran of the armed forces who establishes a residence in New Hampshire is eligible immediately for the in-state rate, and the twelve-month waiting period for establishing domicile shall not apply.

USNH BOT. IV.E. 10 Military Personnel

10.1 A member of the Armed Forces of the United States stationed in this state under military orders shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as the member remains on active duty in this state pursuant to such orders.

10.2 Individuals receiving educational assistance under 38 U.S.C. § 3001 et seq. or 38 U.S.C. § 3301 et seq., including children or spouses of active service members or veterans eligible for educational assistance under 38 U.S.C. § 3311(b)(9) or 38 U.S.C. § 3319, shall be eligible for the in-state rate while living in this state.
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 and Field Placement Faculty 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.

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 students. 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. Interact 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
The Office of Graduate Studies provides orientation sessions for students. Included in these orientations is information on degree programs, purchasing books, faculty and courses, course work and e-Portfolios, accessing library resources, and strategies for success.

Students in the School of Education programs are oriented through EDU 700 course, Introduction to Field Experience and Program Requirements and the EDU 800 course for M.S. School Leadership graduate programs.

Orientations are also available on electronic resources including the MyGranite portal, eLearning+, and WebROCK. Look for announcements of these orientation sessions through the MyGranite portal at http://my.granite.edu/orientation and in the term course schedules.

Library Research Seminars provide an introduction to the Library’s services and resources. Offered each term F2F and online, they provide an overview of our digital library, research support provided by the Library, and students may more strategically address their research assignments. The Library orientation schedule is found on the Library’s Event Calendar: library.granite.edu/calendar/
STUDENT DISABILITIES SERVICES
Granite State College Student Disability Services is committed to helping students become engaged, self-advocating, independent learners. We seek to promote accessible learning environments where students with disabilities experience equal access and full participation.

Granite State College, in accordance with the American Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, will provide eligible students with a documented disability reasonable accommodation in order to ensure equal access to college programs and activities.

Students who would like more information on disability services or to apply for accommodations may contact the Student Disability Services directly:
GSC Student Disability Services
25 Hall Street
Concord NH 03301
Phone: 603-513-1140
Email: GSC.SDS@granite.edu

Applications for accommodations can be downloaded at my.granite.edu/student-disability-services. Please see the GSC Student Handbook for further description of the accommodations process and rights and responsibilities at my.granite.edu/student-handbooks.

LIBRARY AND RESEARCH COMMONS
At Granite State College we believe that proactive delivery of library services is fundamental to a student’s academic success. The GSC Library and Research Commons (LRC) seeks to be a nexus of virtual and innovative learning and research services that support the GSC community. Our approach to services reflects this mission. The LRC website is at: http://library.granite.edu/.

LRC offers online research assistance- anything from how to access databases to developing a full research paper – when you need it. A student-centered approach guarantees that you will receive assistance within 24 hrs. of submitting a request for help. Research help is available to students directly from their online classes, via the website, and by phone.

The Library offers Library Research Success seminars throughout the state and online. These 55 minutes seminars are a great way to prepare for the research assignment students will encounter in their classes.

The Library Research Guide walks a student through the research process, from when an assignment is first made, and the questions a student should ask, to the final editing, proofreading, and physical presentation of the research paper. Included in the toolkit are guides to help students determine how to plot a research strategy, craft a successful database search, evaluate websites, and accurately document citations for resources used. The Research Toolkit overview is at: http://library.granite.edu/overviewresearchtool/.

The GSC Discovery Service (our digital library) is available 24/7, a necessity for busy students and faculty. It provides access to millions of full-text scholarly journals and over 170,000 e-books that support the College’s curriculum. These resources include special collections in Management and Leadership, Education, and Healthcare. The Library also provides access to large collections of Open Educational Resources in a variety of formats, as well as an electronic reference room of dictionaries, maps, and news sources.

The LRC is committed to working with faculty to meet the information and research needs of our students. We support faculty in a number of ways. Faculty can schedule an online or F2F tutorial for their class, collaborate with the College Librarian on a student research assignment, or have a special research guide prepared for the class. Faculty are encouraged to suggest new resources for the digital library.

As part of Granite State College’s membership in the New Hampshire College and University Council (NHCUC) students may use resources, and borrow books from other NHCUC libraries.

NHCUC Libraries
Colby-Sawyer College, New London
Community Colleges of New Hampshire
Dartmouth College, Hanover (no borrowing privileges)
Franklin Pierce University, Rindge
Keene State College, Keene
New England College, Henniker
Plymouth State University, Plymouth
Rivier University, Nashua
Saint Anselm College, Manchester
Southern New Hampshire University, Manchester
University of New Hampshire, Durham
UNH-Manchester, Manchester
UNH Law, Concord

To learn more about the LRC’s services contact the College Librarian at gsc.library@granite.edu, or 603.728.8140.

ONLINE RESOURCES
MyGranite, eLearning+ and WebROCK
MyGranite is the go-to resource for current student information and support services. It is also the launch pad to other online college resources such as WebROCK, eLearning+, the GSC Library and Research Commons, IT Help and Go.Granite email. MyGranite can be found at: http://my.granite.edu.

eLearning+, powered by Moodle, is the college’s learning management system for delivering course content and learning activities online. It is used for online, hybrid, blended and classroom based courses. eLearning+ also offers access to e-portfolios, a file repository accessible from multiple courses and a streaming server for audio and video files.

Each faculty and student receive a Go.Granite email account which includes a suite of applications such as scheduling, reminders, file storage and sharing, instant messaging, remote access and collaboration. This email address is directly linked to the eLearning+ account.
WebROCK provides direct access to student records and registration. Once logged on, students can:

- Register for courses
- Make e-payments
- Request official transcripts
- Verify enrollments
- View financial aid information
- View academic history
- View account information
- Access the tax information the College has sent to the IRS

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/GSC.htm

REQUIREMENTS FOR TAKING AN ONLINE COURSE
The minimal technical requirements to take an online course include: a computer running a current operating system, Internet access (DSL or broadband recommended), a current browser (Firefox recommended), anti-virus software with current updates, and a word-processing program, such as Microsoft Word, which allows you to create and submit your work online. White it is possible to access and participate in some components of an online course using a mobile device; you will need a computer for completing some assignments. Some courses may require additional software, hardware, plugins or applications which will be specified in the syllabus. For more information and the most up-to-date technical requirements, see IT Support: http://it.granite.edu/moodle-technical-requirements

TECHNICAL ASSISTANCE
For general information, account set up and answers to frequently asked questions, visit the IT Help site at: http://it.granite.edu. To request assistance in regard to any of these online resources, submit an online help request form on this help site or call 1.888.372.4270 during regular business hours. Visit the IT Help site for hours of operation.

UNIVERSITY SYSTEM STUDENT BOARD
The University System Student Board (USSB) is an advisory board to the USNH Board of Trustees, comprised of one student 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 Trustee’s committees.

For more information on the USSB responsibilities, nomination and selection process please refer to the GSC Student Handbook at http://my.granite.edu/student-handbooks

INDIVIDUAL CAREER PLANNING
Granite State College is committed to seeing students advance in their chosen fields. Contact a campus to set up an appointment with a career advisor to create your personal career plan. Help is available with résumé and cover letter writing, job search and interview skills, self-assessment and more.

KUDER JOURNEY CAREER PLANNING SOFTWARE SYSTEM
Granite State College uses the Kuder Journey web-based career planning system. Based on your specific needs, Kuder Journey provides reliable, up to date tools to assess your interests, explore career options, prepare you for the job search and connect you to today's jobs. Contact your Academic Advisor for more information.

ALUMNI ASSOCIATION
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 alumni network provides an excellent opportunity to meet other alumni and continue an important connection with Granite State College.

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 the Alumni Association will make a 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 annually.
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 the unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student’s own. Plagiarism includes, but is not limited to the following:
1. The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student’s own;
2. The representation of the ideas, data, or writing of another person as the student’s own work, even though some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;
3. Concealment of the true sources of information, ideas, or argument in any piece of work.

The GSC Library has a number of resources, including a workshop, to help students avoid plagiarism. Contact the library at gsc.library@granite.edu for more information.

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 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 faculty member’s written report will be placed on file, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted. The Vice Provost or Dean of the School of Education 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 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 Provost for 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 Provost for 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 Provost for 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 Provost for 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 Provost for Academic Affairs will be placed in the student’s official file.

When a student has received notification from the Provost for Academic Affairs of a second charge of academic dishonesty, the student has the option of making a request in writing to the Vice Provost or Dean of the School of Education 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 Provost for Academic Affairs, with others in attendance at the discretion of the Provost for 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 Provost for 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 AND FAIR USE
POLICY
Copyright is a limited set of rights granted to authors, artists, and other creators of intellectual works to control the reproduction, creation of derivatives, distribution, performance, or display of those works. Copyright owners may transfer all or some of these rights to someone else, either temporarily or permanently.

Most intellectual works are protected by copyright, including books, articles, images, music, software, and architecture, even if these works do not display a copyright statement or symbol. The purpose of copyright is to benefit society by encouraging people to create and share scientific and cultural works.

Granite State College expects its students, faculty, and administrators to understand and adhere to copyright laws, or seek guidance when questions arise.

PUBLIC DOMAIN
While copyright protection last for many years, it eventually expires and previously protected works enter the public domain. Works in the public domain can be used without the permission of the creator. Some works are always in the public domain, such as certain U.S. government publications; however, the copyright status of state government documents varies by state (http://copyright.lib.harvard.edu/states/). Ideas, facts, discoveries, and methods are not protected by copyright.
FAIR USE
Although copyright owners have the right to control the use of their works, copyright law also allows libraries and classroom teachers to use copyrighted works in specific ways. Other uses of copyrighted works, such as quoting or commenting on a work in a research paper, are considered “fair use” and do not require the copyright holder’s permission.

Some applications of fair use require an analysis based on four factors outlined in copyright law:
• the purpose of the use
• the nature of the use
• the amount of the work that is used
• the impact of the use on the market for the work.

Copyright, Public Domain, and Fair Use can be complex. For more guidance on specific situations students, faculty, and administrators may contact the Library at gsc.library@granite.edu.

HUMAN PARTICIPANT 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. Documents for Human Participants and Institutional Review Board (IRB) can be found on MyGranite.edu under the Academics tab.

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 and for obtaining documented consent from all participants.
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.
6. Research investigators will submit the completed Research Proposal Form and Final Review Form to gsc.irb@granite.edu and to their instructor or designated Academic Affairs Administrator. Forms and guidelines are located at http://my.granite.edu/human-participants-and-institutional-review-board-irb

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.

For a complete description of the GSC Code of Conduct Policy and Process please refer to the student handbook http://my.granite.edu/student-handbooks. Any student with conduct questions or to report an incident may contact the Director of Student Affairs by calling 603.513.1328.

TITLE IX AND SEXUAL MISCONDUCT
Title IX of the Educational Amendments of 1972, 20 U.S.C. section 1681 is a federal civil rights law prohibiting the discrimination on the basis of sex in education programs and activities. This includes all forms of gender and sex based discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking. Granite State College maintains a zero tolerance policy for sexual misconduct. For more information on your Title IX rights, the GSC Sexual Misconduct Policy and reporting options please refer to the student handbook found here http://my.granite.edu/student-handbooks or call the Director of Student Affairs/Title IX Coordinator at 603.513.1328.

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.
GRIEVANCE POLICY AND PROCEDURES
GCS students who feel their rights have been violated under
GSC and USNH policies have the right to file a grievance and
be provided a prompt and equitable process for determining a
finding or resolution. This grievance policy and procedures do not
apply to grievances concerning grades or other decisions made
by the Office of Academic Affairs. To view the full grievance
policy and process, please refer to the student handbook found at
http://my.granite.edu/student-handbooks.

GRADING AND EVALUATION
The following is the grading system used by the College:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade Points</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.0</td>
<td>*Below Average</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69</td>
<td>0</td>
<td>Failure, no credit</td>
</tr>
</tbody>
</table>

* A grade of C or better is required to meet the credit requirements for
degree at GSC.

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.

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 but is
considered an unofficial withdrawal.

An AF grade can have financial implications for students utilizing
Federal Financial Aid programs as well as Veteran and/or Military
benefits. Please refer to the “Aid Returns for Withdrawals” section
for additional information.

INCOMPLETES (IC)
In extenuating circumstances an Incomplete (“IC”) grade may
be assigned at the instructor’s discretion, and in accordance with
the eligibility requirements set forth below. Students may request
an “IC” grade for more time to complete required coursework,
which s/he was prevented from completing in a timely way due to
non-academic reasons. Students will be asked for documentation
to justify the request, though it is important to remember that
such documentation does not automatically validate the request.
Other circumstances may be taken into consideration, such as the
pattern of performance and participation in the course, and any
additional factors that the instructor deems relevant. To be eligible
for an “IC” grade, students must be passing the course at the time of
the request, and must have completed at least 75 percent of the
major coursework as specified in the syllabus.

All “IC” grades require a written agreement specifying the
remaining coursework required for completion and timeline for
removal of the “IC” grade. This agreement must receive approval
of the instructor and the Associate Dean, or assigned designee, of
the department or program. If the coursework is not completed
within the prescribed timeframe, the “IC” will automatically
change to an “F”. The exact timeline is at the instructor’s discretion
however the maximum time to complete all coursework is as
follows.

TERM DEADLINE REQUIREMENT
Fall Term
- February 1st     Work due from student to faculty
- February 14th    Grades due from faculty to gsc.grades@granite.edu
Winter Term
- June 1st        Work due from student to faculty
- June 14th       Grades due from faculty to gsc.grades@granite.edu
Spring Term
- September 1st   Work due from student to faculty
- September 14th  Grades due from faculty to gsc.grades@granite.edu
Summer Term
- November 1st    Work due from student to faculty
- November 14th   Grades due from faculty to gsc.grades@granite.edu

ELIGIBILITY REQUIREMENTS
1. A student who has experienced a documented extenuating
circumstance that has prevented him or her from completing
coursework and who has successfully completed 75% of the
coursework is eligible to petition for the grade of incomplete.
Eligible students must follow the procedures stated above or
negate eligibility.

2. Students who are graduating seniors cannot receive a grade
of Incomplete and graduate. An incomplete grade
automatically postpones graduation.

For more information on how to request an incomplete, please
visit http://my.granite.edu/forms-faqs.

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. Students who receive a failing grade (F or AF)
are required 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 as 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. The student must contact the faculty member within 14 days of the grade posting.

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. Vice Provost for Academic Affairs
If the student wishes to appeal the Program Director’s decision to the Vice Provost for Academic Affairs, 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 Vice Provost. The Vice Provost will review the appeal in consultation with the Provost for Academic Affairs and will provide to the student and faculty member a final written decision. If a non-disclosed disability is the reasoning given for the appeal or petition, the student will be required to meet with the Student Disability Services Coordinator to discuss an accommodation plan.

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.

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 three members of the Office of Academic Affairs and at least one Dean. 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.
5. If a non-disclosed disability is the reasoning given for the appeal or petition, the student will be required to meet with the Student Disability Services Coordinator to discuss an accommodation plan.
ACADEMIC STANDING
Graduate students (Master and Post-Baccalaureate) must maintain the following academic standing expectations to be considered in good standing. The academic standing expectations for graduate students are to maintain at least a:

- 3.00 cumulative GPA after their first 6 graded credits at GSC.
- cumulative 3.00 GPA to remain a Granite State College student in good academic standing.
- cumulative 3.00 GPA to graduate.

ACADEMIC WARNING
A student who has completed at least 6 credits at Granite State College and has a GPA below 3.0, the student is placed on academic warning. A registration restriction will be placed on the student's account and an academic success plan developed with their advisor is required to register for the next term.

ACADEMIC PROBATION
If a student who is on academic warning still has a GPA of less than 3.00 after earning an additional 6 credits at Granite State College (i.e., after earning a total of at least 12 graded credits at Granite State College), the student is placed on academic probation. Again, a registration restriction will placed on the student's account and completion of an academic success plan with the respective advisor is required to register for the next term.

ACADEMIC DISMISSAL
If a student who is on academic probation still has a cGPA of less than 3.00 after earning an additional 6 credits at Granite State College (i.e., after earning a total of at least 18 graded credits at Granite State College), the student is academically dismissed from the college.

GRADUATE ACADEMIC STANDING LEVELS
1. Good standing (GPA of 3.0 or greater)
2. Academic warning (minimum of 6 graded credits at GSC with cumulative GPA less than 3.0, registration restriction, academic success plan required for registration)
3. Academic probation (an additional 6 graded credits at GSC with cumulative GPA less than 3.0 while on academic warning, registration restriction, academic success plan required for registration)
4. Academic dismissal (an additional 6 graded credits at GSC with cumulative GPA less than 3.0 while on academic probation, registration restriction)

In most cases it is advisable for the student to repeat a course when a failing grade is earned. More information on repeating a course can be found in the catalog.

RESCINDING AN ACADEMIC STANDING LEVEL
An academic standing level (i.e. academic warning) is in effect until it is rescinded or elevated to the point where the student is academically dismissed. The college rescinds the academic standing level in writing when the student's GPA returns to the good academic standing level. The Provost academically dismisses the student if the student's GPA does not return to a satisfactory level within the next 18 graded credits for the student.

Key Points:
- Course completion rates and passing grades in every term are important. Grades not only affect the GPA, but will also affect the student's eligibility for financial aid due to Satisfactory Academic Progress (SAP) requirements.
- Eligibility to receive financial aid may be impacted by a student's academic performance in terms of grades and completion rates. Good Academic standing and financial aid eligibility based on the SAP criteria may not always align. For more information, please see the Satisfactory Academic Progress - Graduate Students Policy on Graduate Satisfactory Academic Progress and the statements on Eligibility for Federal Financial Aid.
- Information on Grade Point Average and grading can be found in this catalog, Grading and Evaluation section.
- Term GPA and cumulative GPA are available in each student's degree audit accessible in WebROCK. A GPA calculator is available in the online degree audit. This allows the student to review and predict their GPA.
- The college calculates a cumulative GPA based on institutional credits at the end of the first term. The college recalculates it at the end of every term of enrollment thereafter. If the student receives a new grades for a course in a previous term, the GPA is recalculated when the grade is submitted.
- An academic standing review occurs for each student after every 6 additional graded institutional credits at GSC.
- An unofficial transcript can be obtained in the student's online degree audit.

COMPLETING PROGRAM REQUIREMENTS FOR TEACHER CERTIFICATION
Upon full acceptance to the program, teacher candidates will receive a letter of acceptance and their Individualized Professional Development Plan (IPDP). The IPDP will list all program requirements, which will include unmet pre-requisites, required courses and testing requirements as identified by the New Hampshire Department of Education (NHDOE). The NHDOE has the following testing requirements:

TESTING REQUIREMENTS
All candidates for certification are required to submit to educational testing unless you meet the exemption requirements.
PRAXIS CORE ACADEMIC SKILLS (or equivalent testing)
PRAXIS Core is a basic skills testing in Reading, Writing and Mathematics and is required for all educators. The successful completion of the Praxis Core Academic Skills for Educators exam is prior to EDU 700.

PRAXIS II (or equivalent testing)
PRAXIS II testing is content specific. It is required for Chemistry, Early Childhood Education, Earth/Space Science, Elementary Education, English/Language Arts, Life Science, Middle School English/Language Arts, Middle School Mathematics, Middle School Science, Middle School Social Studies, Physics, Secondary Mathematics, Social Studies and World Language (French, German and Spanish). It is required for all educators who do not hold a Master's Degree in the core content area or do not meet one of the exemptions.

Pearson Foundations of Reading Exam
The Pearson Foundations of Reading exam is required for the following certifications:
Elementary Education, Early Childhood, Reading and Writing Specialist, Reading and Writing Teacher

Upon successful completion of all program and admissions requirements, including PRAXIS Core, PRAXIS II, and the Pearson Foundations of Reading exam, students will be eligible to register for Culminating Teaching Experience. In the Culminating Teaching Experience, each teacher candidate will develop his/her portfolio and will present the Credentialing Portfolio during the exit interview. Exit interviews are held at the end of each term.

Upon successful completion of the exit interview, the teacher candidate will be recommended to the New Hampshire Department of Education for certification.

COMPLETING DEGREE REQUIREMENTS FOR 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 three 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 requesting readmission two years or more after the date of inactivation must reapply to the college.

MILITARY DEPLOYMENT
Granite State College recognizes the importance of supporting our military students that are deployed in the service of this country. Students that are called to duty will need to present a copy of their deployment orders and work with their Graduate Program Director or Associate Dean of the School of Education to decide the best option for them to explore. When a student is called to active duty in a term they may select from two options:

• A student can elect to accept an incomplete grade, which will be recorded at the end of the term, provided that more than half of the class meetings have passed and both the student and faculty agree to this option. A student selecting this option will have 90 days after the completion of active duty to complete any missing assignments. Faculty of students electing the incomplete grade option must complete an incomplete grade contract that is an agreement of the terms and specifics about the deadlines and assignments. A student who does not complete the work within the 90 day period will need to repeat the course; in this case, the incomplete grade will be treated as a F and the student will not be refunded any tuition or fees.

• A student can elect to withdraw from one or more courses with a grade of “W” if the official add/drop period for the college has passed. A student electing this option will have his tuition refunded or credited, whichever is deemed appropriate, without credits awarded.

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
GRADUATION REQUIREMENTS FOR GRADUATE STUDENTS
To graduate from a Granite State College degree program students must:
1. Earn an overall 3.0 or better cumulative grade point average.
2. Have a minimum grade of C in all courses.
3. Meet all curriculum and residency requirements.

DIPLOMA
The diploma will state Granite State College, Degree (Bachelors of Science, Bachelor of Arts, Masters of Science, Associates of Science), and Major (Business, Project Management, General Studies, Applied Studies, etc.) If applicable, concentrations and / or minors will appear on the official transcript but not on the diploma.

RESIDENCY
The specific residency requirements for the Master's degrees are listed below. Prior Granite State College credits earned in non-degree status or in post-baccalaureate certificates will apply to the residency requirements if the credit is applicable to the student's approved degree program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum Transfer Credit</th>
<th>Residency</th>
<th>Degree Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Instruction and Leadership</td>
<td>24</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>MS in School Leadership with School Librarian Certification</td>
<td>9</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>MS in School Leadership</td>
<td>6</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>MS in Leadership with School Principal Certification</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>MS in Leadership</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>MS in Project Management</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>MS in Management</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

COMMENCEMENT
Candidates for graduation are encouraged to attend the 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, March, June graduates of the current year. In order to participate in the commencement ceremony, students pending conferral for June 30th must have met at least one of the following conditions:
1. File an Intent to Graduate no later than April 1st.
2. Completion of all requirements for a Master's Degree.
3. Enrollment in the courses necessary to complete all degree requirements by the end of the spring term.
# Academic Calendar 2016-2017

## Fall Term 2016: September 12 - December 9, 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 18</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>August 31</td>
<td>All Tuition &amp; Fees Payment Due</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Labor Day Holiday (GSC Closed)</td>
</tr>
<tr>
<td>Sept. 12-16</td>
<td>First week of fall term</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>Last day to drop / add first half 6-week course</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Last day to drop / add 12-week course</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Last day to withdraw from first 6 week course</td>
</tr>
<tr>
<td>Oct. 24-28</td>
<td>First week of second 6-week term classes</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Final grades due to Registrar for first 6-week classes</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Last day to withdraw from 12-week classes</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Last day to drop / add second 6-week classes</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Veteran’s Holiday Observed. Classes must be rescheduled (GSC closed)</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Last day to withdraw from second 6-week class</td>
</tr>
<tr>
<td>Nov. 21-25</td>
<td>Thanksgiving Break – NO CLASSES ALL WEEK</td>
</tr>
<tr>
<td>Dec. 5 - 9</td>
<td>Last week of fall term</td>
</tr>
<tr>
<td>Dec. 16</td>
<td>Final deadline to report grades for 12-week and second 6-week classes.</td>
</tr>
</tbody>
</table>

## Winter 2017: January 9 - March 31, 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 14</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>Dec. 28</td>
<td>All Tuition &amp; Fees Payment Due</td>
</tr>
<tr>
<td>Jan. 9-13</td>
<td>First week of winter term</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Martin Luther King Holiday. Classes must be rescheduled (GSC closed)</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Last day to drop / add first half 6-week course</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Last day to drop / add 12-week course</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Last day to withdraw from first 6 week course</td>
</tr>
<tr>
<td>Feb. 20-24</td>
<td>First week of second 6-week term classes</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>Final grades due to Registrar for first 6-week classes</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Last day to withdraw from 12-week classes</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Last day to drop / add second 6-week classes</td>
</tr>
<tr>
<td>Mar. 15</td>
<td>Last day to withdraw from second 6-week class</td>
</tr>
<tr>
<td>Mar. 27 - 31</td>
<td>Last week of winter term</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Final deadline to report grades for 12-week and second 6-week classes.</td>
</tr>
</tbody>
</table>

## Spring Term 2017: April 10 - June 30, 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 13</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>Mar. 29</td>
<td>All Tuition &amp; Fees Payment Due</td>
</tr>
<tr>
<td>Apr. 10-14</td>
<td>First week of spring term</td>
</tr>
<tr>
<td>Apr. 18</td>
<td>Last day to drop / add first half 6-week course</td>
</tr>
<tr>
<td>Apr. 21</td>
<td>Last day to drop / add 12-week course</td>
</tr>
<tr>
<td>May 1</td>
<td>Last day to withdraw for first 6 week course</td>
</tr>
<tr>
<td>May 22 - 26</td>
<td>First week of second 6-week term classes</td>
</tr>
<tr>
<td>May 26</td>
<td>Final grades due to Registrar from first 6-week classes</td>
</tr>
<tr>
<td>May 29</td>
<td>Last day to withdraw from 12-week classes</td>
</tr>
<tr>
<td>May 29</td>
<td>Memorial Day Holiday. Classes must be rescheduled (GSC closed)</td>
</tr>
<tr>
<td>May 30</td>
<td>Last day to drop / add second 6-week classes</td>
</tr>
<tr>
<td>June 14</td>
<td>Last day to withdraw from second 6-week class</td>
</tr>
<tr>
<td>June 26 - 30</td>
<td>Last week of spring term classes</td>
</tr>
<tr>
<td>July 7</td>
<td>Final deadline to report grades for 12-week and second 6-week classes.</td>
</tr>
</tbody>
</table>

## Summer 2017: July 10 - September 1, 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>June 28</td>
<td>All Tuition &amp; Fees Payment Due</td>
</tr>
<tr>
<td>July 4</td>
<td>July 4th Holiday – GSC closed</td>
</tr>
<tr>
<td>July 10-14</td>
<td>First week of summer term</td>
</tr>
<tr>
<td>July 14</td>
<td>Last day to drop / add 6 and 8-week classes</td>
</tr>
<tr>
<td>Aug. 2</td>
<td>Last day to withdraw from first 6-week course</td>
</tr>
<tr>
<td>Aug. 10</td>
<td>Last day to withdraw from 8-week classes</td>
</tr>
<tr>
<td>Aug. 28-Sept. 1</td>
<td>Last week of summer term classes</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Final deadline to report grades for 6 and 8-week classes.</td>
</tr>
</tbody>
</table>
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 non-institutional 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 to the college but do not enroll in 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
- Film, video or electronic image
- 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.

CHANGING YOUR LEGAL NAME
When a student has a legal name change it must be brought to the attention of the Registrar’s Office. The student must provide a legal document with the new name. Acceptable legal documents include: Marriage License, Divorcee Decree, Social Security Card, or Valid Driver’s License.

Returning students with records under their former name must provide an acceptable legal document to update their record.

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.

GSC TRANSCRIPTS
Official academic records are maintained in the Office of the Registrar, Granite State College, 25 Hall Street, Concord, NH 03301. All financial obligations to Granite State College must be met before an official transcript can be released.

Current enrolled students may request official transcripts by logging on to the College’s secure portal and entering their request through WebROCK. Alumni may request a transcript by creating an account with Credentials e-Script Safe, the provider of the College’s authorized online transcript ordering system, at https://iwantmytranscript.com/granite. Students must pay by credit or debit card to order online, and may choose one recipient per order (multiple copies may be sent to the same recipient, and multiple orders may be placed). The cost per electronic (official emailed copy) transcript is $3. The cost per paper transcript is $2 per copy, plus the $3 processing fee.

Students may choose from a variety of expedited shipping options, the prices of which are subject to change depending on current rates offered by the U.S. Postal Service. There is no additional cost for Domestic U.S. First Class Mail (regular shipping).

For students who do not have the use of a credit or debit card, a paper form is available online at the webpage below. Completed request forms should be returned to the Office of the Registrar by mail or in person. Only one copy to one addressee may be requested per form using this method. The cost per official transcript is $5 with payment by check or money order only; Payment must be made before the transcript is released.

For more information on the transcript request process, please see http://my.granite.edu/transcript-request-information.

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.
COMMUNITY PARTNERSHIPS

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)

OLLI at Granite State College (GSC) is a ‘learning for the fun of it’ educational program for lifelong learners age 50+. Volunteer curriculum committees develop programs in response to member interests. Courses, events and social activities are non-credit, and there are no tests, grades, or college prerequisites.

Most OLLI programs are held at GSC facilities or at easily accessible community sites in the greater Concord, Conway, Manchester and Seacoast regions. Classes are led by volunteer presenters and community leaders who enjoy sharing their expertise with members.

OLLI at GSC is one of 119 OLLIs at colleges and universities nationwide. It is a self-sustaining organization that is supported by its membership, in-kind contributions from GSC, endowment gifts from the Bernard Osher Foundation, and donors who believe in the mission of the program.

EDUCATION AND TRAINING PARTNERSHIP (ETP)
The Education and Training Partnership (ETP) 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 ETP 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 ETP embraces a system of quality improvement and program evaluation that is both proactive and comprehensive.
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 February 2016 are:

Jeannemarie Ackerman  
M.Ed., Simmons College

Gina Abudi  
M.B.A, Simmons College

Amy Allen  
Ph.D., Capella University

Cathy Apfel  
M.Ed., Georgia State University

Vicky Bailey  
M.Ed., Plymouth State University

Susan Ballard  
M.S., Simmons College

Kristen Bequeath  
D.A., Franklin Pierce University

Robert Bennett  
M.Ed., New England College

Marsha Biron  
M.Ed., Keene State College

Lisa Bogner  
Ph.D., Capella University

Dennis Bradley  
MA, Northeastern University

Miiko Bradley  
M.B.A., Plymouth State University

Nancy Brogden  
Ph.D., Syracuse University

Christopher Brooks  
M.Ed., University of New Hampshire

Jeffrey Brown  
M.B.A., University of Phoenix

Tammy Carnevale  
M.Ed., Plymouth State University

Roberto Castaneda  
D.B.A., Argosy University

Robert Christensen  
M.A., Liberty University  
C.A.G.S., Plymouth State University

Barbara Christina  
Ph.D., Nova Southeastern University

Thomas Conomacos  
M.B.A., Rivier University

Bari Courts  
Ph.D., Capella University

Paul Dann  
Ph.D., Fielding Graduate University

Kathy DesRoches  
Ed.D., Plymouth State University

Elaine Dodge  
M.Ed., University of New Hampshire

Hannah Dul  
M.Ed., Keene State College

Patricia Eddy  
M.Ed., Plymouth State University

Anne Elser  
M.Ed., Rivier College

Katherine Enwright  
M.Ed., Notre Dame College / NH

Jolene Fernald  
M.S., University of New Hampshire

Mark Fournier  
M.S., Southern New Hampshire University

Kim France  
M.S., New England College

Carmen Frederico  
M.B.A., Bentley University

John Gagnon  
M.B.A, Plymouth State University

Carrie Gendreau  
M.S., Springfield College

Connie George  
M.Ed., Keene State College

Robert Greenleaf  
Ed.D., Vanderbilt University

Johanna Herrick-Phelps  
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M.Ed., Notre Dame

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M.P.A, University of New Hampshire

Gail Poitrast  
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Eileen Leavitt  
M.Ed., University of New Hampshire

Ann Spencer  
Ed.D., Binghamton University

Paula Lombardi  
M.Ed., Notre Dame College / NH

Christine Tate  
M.Ed., Rivier College

Meghan Mahoney  
M.B.A., Northeastern University

Jane Ward Guaraldi  
M.Ed., Lesley University

Heidi Marcotte  
M.Ed., Antioch Graduate School

Lori Weaver  
M.H.S.A, Antioch University

Dennis Martino  
M.Ed., Rivier College

Michele Whitehouse  
M.S., George Washington University

Robert McLaughlin  
Ph.D., Ohio State University

Jeffrey Williams  
M.B.A., Rivier College

Michael McMurray  
Ed.D., Walden University

Carmen Young  
M.Ed., Antioch University

Mary Beth McNicholas  
M.B.A., Youngstown State University

Julie Zink  
Ph.D., University of South Alabama

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Bette Papa  
M.Ed., Tufts University

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J.D., Franklin Pierce Law Center
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