

Granite State College



ANDRE
M.S. in Project
Management



Granite State College

GRADUATE STUDIES 2018-2019 CATALOG

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 and beyond.

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.

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.

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JOANNE
M.S. in Instruction
and Leadership

2 | GENERAL INFORMATION

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 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

Granite State College was first established as The School of Continuing Studies of the University of New Hampshire System by a vote of the Board of Trustees on August 5th, 1972. The purpose of "SOCS" was to expand the educational services provided by the University System—thereby increasing the variety and availability of educational options throughout the State.

In 1979 the institution was renamed the College for Lifelong Learning, and in 1999 the College began offering coursework fully online, becoming one of the first institutions in the state to do so. The College has been accredited by the New England Association of Schools and Colleges (NEASC) continuously since 1981. That year also featured the College's first formal Commencement ceremony.

In January 2005 Governor John Lynch signed House Bill 99, changing the name again to Granite State College, noting that the new name "really does reflect the mission of the college to educate nontraditional students of all ages."

Beginning in 2010 the College began expanding the number of undergraduate degrees offered, and in 2011 requested and received NEASC approval to offer Master's Degrees, both in response to statewide, regional, and national trends in workforce demand. The School of Education was founded in 2012, also in response to a demand for more credentialed educators in public schools.

The Concord facility moved to its current Hall St. location in 2012. The College currently retains a statewide footprint with multiple instructional locations, in addition to the potential for a global presence online. In each of those locations, the College seeks to serve as a partner and a resource, contributing space—not simply as a commodity, but as an aspirational destination—financial support (when appropriate), and service and intellectual capital.

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

INSTITUTIONAL LEARNING OUTCOMES

At Granite State College, at all levels and in all programs, we provide opportunities for students to learn to:

Communicate: To successfully receive and deliver messages through a variety of means (such as verbal, non-verbal, written, and visual) using the appropriate tools and practices for a given professional or community-based situation.

Think Critically and Comprehensively: To effectively collect, evaluate, and analyze information; define problems; make judgments; and draw conclusions that matter in real-world settings.

Apply Knowledge to Workplace and Community: To engage with diverse individuals, groups, or cultural frameworks; develop solutions to shared challenges; and reflect on professional practice and community engagement.

Gain Specialized Knowledge: To use essential frameworks, research methods, and professional practices of a field or discipline to further personal and professional growth.

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

In addition to individual student assessment and grading, learning outcomes assessment is conducted in all graduate programs to ensure the quality of our programs and to prompt ongoing improvements in teaching and 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. 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 the "Online Resources" section.

Every state has the authority to regulate higher education delivered within its borders, including online education. The National Council for State Authorization and 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. Granite State College has been approved by the State of New Hampshire to participate as a SARA institution. SARA approval does not extend to professional degree programs such as education or nursing. If a student moves to another state while enrolled in a professional degree program, please check the availability of the program in the new location. To find out if a program is offered in a particular state, go to <https://www.granite.edu/about/online-programs-state/>. 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 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.

DEGREE OUTCOMES

Based in our commitment to our students through our mission, vision and values, every graduate degree program at Granite State College provides students with opportunities to learn and demonstrate their abilities to do the following:

Communicate, particularly

- Communicate effectively—orally and written—with respect to theories, arguments, methods, and concepts, using supplemental materials and technology as appropriate.

- Disaggregate, reformulate and adapt principle ideas, techniques or methods when completing a paper or project.
- Contribute to, expand, evaluate or refine the scholarship within the field of study.
- Collaborate with diverse people and teams using elements of effective team dynamics to effectively and appropriately structure team work.

Think critically and comprehensively, particularly

- Demonstrate analytical skills needed to gather and assess information to influence data-driven decision making.
- Exhibit a conceptual understanding of the most widely applicable methodologies of decision-making; for example, employ creative problem solving for strategic planning.
- Demonstrate critical thinking, appropriate analytical models, and critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options in furtherance of effective decision making.

Apply knowledge to workplace and community, particularly

- Display competency and appropriate skills for working effectively with people from diverse backgrounds and orientations.
- Effectively engage in one's broader community through various forms of outreach.
- Design and implement a project that requires the application of advanced knowledge to a practical challenge and articulate the insights gained from the experience.

Gain specialized knowledge, particularly

- Demonstrate proficiency in specialized skills and technologies needed to participate in the intellectual and organizational aspects of one's profession.

COURSE DELIVERY FORMATS

Granite State College offers multiple course schedules and modalities. 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.

Face-to-Face (F2)

Meet every week of the term on campus for face-to-face instruction between students and instructors.

Online (OL)

Course instruction occurs completely online. There is no face-to-face requirement.

Blended (BL)

Combination of face-to-face and online. Meet every week on campus and remaining instruction occurs online.

Hybrid (HY)

Meet on campus during certain pre-selected weeks during the term. Remaining instruction occurs online.

Intensives (IN)

Individual class time is longer, but the course takes place over a shorter time period.

Field-Based (FB)

1:1 weekly meetings during the course based on times mutually determined by student and faculty.

Online Blended (OB)

Course instruction occurs completely online throughout the term and includes weekly scheduled live video sessions (ET) between students and the instructor.

Online Hybrid (OH)

Course instruction occurs completely online throughout the term and incorporates several live video sessions between students and the instructor. Please check the course schedule for the specific dates and times of the live video sessions (ET).

COURSE EVALUATION INFORMATION

End-of-term course evaluations are typically made available to students two weeks prior to the end of the course. Students will receive an email with a link to complete the evaluations online through CoursEval. Evaluations are a critical tool for continuous improvement of GSC courses, and students are encouraged to complete an evaluation for each course they are enrolled in. All responses are confidential and only made available to instructors after grades are submitted.

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

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
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
HMG	Hospitality Management
HRM	Human Resource Management
HUMN	Humanities
IDIS	Interdisciplinary Studies
INST	Instructional

LD	Leadership
MATH	Mathematics
MGMT	Management
MKTG	Marketing
NUR	Nursing
PM	Project Management
POL	Political Science
PSY	Psychology
SCI	Science



HOLLY
Field Placement Faculty

6 | POST-BACCALAUREATE TEACHER CERTIFICATIONS

Students living outside of New Hampshire should check with an Academic Advisor about the availability of programs in their states. For students seeking a program that leads to a professional license or certification, the College highly recommends contacting the appropriate licensing agency in the state for additional guidance before beginning the program. A list of agencies may be found at: https://my.granite.edu/sites/my.granite.edu/files/media/PDFs/sara_agency_by_state.pdf

INITIAL CERTIFICATIONS

- General Special Education
- General Special Education and Elementary Education
- Early Childhood Education and Early Childhood Special Education
- Mathematics for Grades 5-8
- Secondary Mathematics for Grades 7-12
- Blind and Vision Disabilities
- Deaf and Hearing Disabilities

ADDITIONAL CERTIFICATIONS *(for already certified teachers)*

- Elementary Education
- General Special Education
- Early Childhood Education and Early Childhood Special Education
- Mathematics for Grades 5-8
- Secondary Math for Grades 7-12
- Reading and Writing Teacher
- Reading and Writing Specialist
- Educational Technology Integrator
- Blind and Vision Disabilities
- Deaf and Hearing Disabilities

ADVANCED ENDORSEMENTS *(for special education teachers)*

- Specific Learning Disabilities (LD)
- Emotional and Behavioral Disabilities (EBD)
- Intellectual and Developmental Disabilities (IDD)

GRADUATION PLANNING SYSTEM

The Graduation Planning System (GPS) pages represent the College's approved curricula, including credit, GPA, general education, and major requirements.

Once the student is fully admitted into the program, a personalized degree audit will be completed that will account for any credits granted through transfer and/or prior learning. The student's personalized degree plan will be available at my.granite.edu. More information may be found at <https://my.granite.edu/frequently-asked-questions-about-gps>.

POST-BACCALAUREATE TEACHER CERTIFICATION IN GENERAL 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.

Graduation Planning System

Student View A0002efT as of 05/23/2018 at 13:20			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc General Special Education Program
Class	Graduate non-degree	Major	Post-Bacc General Special Education
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



<input type="checkbox"/> Post Bac General Special Ed (K-12)	Catalog Year:	2018-2019
	GPA:	0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/> Major Requirements	Still Needed:	See Major in SPED Cert - Post Bac section
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section

<input type="checkbox"/> Major in SPED Cert - Post Bac		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> The Dynamic Role of the Special Educator	Still Needed:	1 Class in EDU 701*
<input type="checkbox"/> Instructional Methods, Strategies, & Technologies for Students	Still Needed:	1 Class in EDU 703*
<input type="checkbox"/> Assessment of Students with Disabilities	Still Needed:	1 Class in EDU 705*
<input type="checkbox"/> Transition Planning & Developing IEP's	Still Needed:	1 Class in EDU 706*

<input type="checkbox"/>	Managing Student Behavior	Still Needed:	1 Class in EDU 707*
<input type="checkbox"/>	Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Specialized Content Exam	Still Needed:	Praxis II-Specialized Content Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

Students are encouraged to use this degree audit report as a guide when planning progress towards completion of the above requirements. Please contact your Academic Advisor for any assistance that may be needed to interpret this report. This audit is not your academic transcript and it is not official notification of completion of degree requirements. Please contact the Registrar's office regarding your official degree completion status or to request a copy of your official academic transcript.

POST-BACCALAUREATE TEACHER CERTIFICATION IN GENERAL SPECIAL EDUCATION *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.

Graduation Planning System

Student View		A0002efo as of 05/23/2018 at 13:29	
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc General Special Education Program
Class	Graduate non-degree	Major	Post-Bacc AD:General Special Education (K-12)
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



Post Bac General Special Ed (K-12)		Catalog Year:	2018-2019
		GPA:	0.00
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in SPED CERT for Already Certified Teachers section
<input type="checkbox"/>	State Certification Requirements	Still Needed:	See PB State Certification Requirements section

Major in SPED CERT for Already Certified Teachers	
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A minimum grade of C is required in all Major coursework.

<input type="checkbox"/>	Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/>	Dynamic Role of the Special Educator	Still Needed:	1 Class in EDU 701*
<input type="checkbox"/>	Instructional Methods, Strategies, & Technologies for Students	Still Needed:	1 Class in EDU 703*
<input type="checkbox"/>	Assessment of Students with Disabilities	Still Needed:	1 Class in EDU 705*
<input type="checkbox"/>	Transition Planning & Developing IEP's	Still Needed:	1 Class in EDU 706*

<input type="checkbox"/>	Managing Student Behavior	Still Needed:	1 Class in EDU 707*
<input type="checkbox"/>	Teaching Lang Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Specialized Content Exam	Still Needed:	Praxis II-Specialized Content Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

Students are encouraged to use this degree audit report as a guide when planning progress towards completion of the above requirements. Please contact your Academic Advisor for any assistance that may be needed to interpret this report. This audit is not your academic transcript and it is not official notification of completion of degree requirements. Please contact the Registrar's office regarding your official degree completion status or to request a copy of your official academic transcript.

POST-BACCALAUREATE TEACHER CERTIFICATION IN 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.

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.

Graduation Planning System

Student View A0002efV as of 05/23/2018 at 13:21			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Gen Special Ed and Elementary Education
Class	Graduate non-degree	Major	Post-Bacc Gen Spec Ed & Elementary Education
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



<input type="checkbox"/> Post Bac General Special Ed / Elementary Ed	Catalog Year:	2018-2019
	GPA:	0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/> Major Requirements	Still Needed:	See Major in CERT GSE/EE - POST BAC section
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section

<input type="checkbox"/> Major in CERT GSE/EE - POST BAC		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> The Dynamic Role of the Special Educator	Still Needed:	1 Class in EDU 701*
<input type="checkbox"/> Using Technology to Teach Social Studies	Still Needed:	1 Class in EDU 702*
<input type="checkbox"/> Strategies for Teaching Science	Still Needed:	1 Class in EDU 704*
<input type="checkbox"/> Assessment of Students with Disabilities	Still Needed:	1 Class in EDU 705*
<input type="checkbox"/> Transition Planning & Developing IEP's	Still Needed:	1 Class in EDU 706*
<input type="checkbox"/> Managing Student Behavior	Still Needed:	1 Class in EDU 707*

<input type="checkbox"/>	Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Elementary School Mathematics Methods	Still Needed:	1 Class in EDU 732*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Elementary Education Multiple Subject Exam	Still Needed:	Praxis II-Elementary Education Multiple Subjects Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.
Remark: Candidates who qualify for K-8 certification must also complete Praxis II- Middle School Content Exam			
<input type="checkbox"/>	Pearson Foundations of Reading Exam	Still Needed:	Pearson Foundations of Reading Exam Required. Students must attempt to pass Pearson Foundations of Reading Exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

Students are encouraged to use this degree audit report as a guide when planning progress towards completion of the above requirements. Please contact your Academic Advisor for any assistance that may be needed to interpret this report. This audit is not your academic transcript and it is not official notification of completion of degree requirements. Please contact the Registrar's office regarding your official degree completion status or to request a copy of your official academic transcript.

POST-BACCALAUREATE TEACHER CERTIFICATION IN 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.

Graduation Planning System

Student View A0002efR as of 05/23/2018 at 13:19			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Early Childhd Ed & Early Chld Special Ed
Class	Graduate non-degree	Major	Post-Bacc Early Childhood Education & EC SPED Ed
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



<input type="checkbox"/> Post Bac Early Childhood Ed / Early Child. Spec Ed	Catalog Year:	2018-2019
	GPA:	0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/> Major Requirements	Still Needed:	See Post Bac - ECE / ECSPED section
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section

<input type="checkbox"/> Post Bac - ECE / ECSPED		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> The Dynamic Role of the Special Educator	Still Needed:	1 Class in EDU 701*
<input type="checkbox"/> Teaching Language Arts & Literacy in ECE-SPED	Still Needed:	1 Class in EDU 710A*
<input type="checkbox"/> Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/> Young Children with Special Needs	Still Needed:	1 Class in EDU 761*
<input type="checkbox"/> Assessment of Children in EC/ECSPED	Still Needed:	1 Class in EDU 763*

<input type="checkbox"/>	Science, Technology, Engineering, & Mathematics in EC/ECSPED	Still Needed:	1 Class in EDU 764S*
<input type="checkbox"/>	Curriculum/Assessment/Instruction in EC/ECSPED	Still Needed:	1 Class in EDU 765*
<input type="checkbox"/>	Collaboration, Consultation & Teaming	Still Needed:	1 Class in EDU 766*
<input type="checkbox"/>	IFSP's, IEP's, and Transition Plans in EC/ECSPED	Still Needed:	1 Class in EDU 767*
<input type="checkbox"/>	Behavior Interventions for Young Children	Still Needed:	1 Class in EDU 768*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-EC Education of Young Children Exam	Still Needed:	Praxis II-EC Education of Young Children Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.
<input type="checkbox"/>	Pearson Foundations of Reading Exam	Still Needed:	Pearson Foundations of Reading Exam Required. Students must attempt to pass Pearson Foundations of Reading Exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete		Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete		Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION

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.

Graduation Planning System

Student View		A0002efd as of 05/23/2018 at 13:25	
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Early Childhd Ed & Early Chld Special Ed
Class	Graduate non-degree	Major	Post-Bacc AD: Early Childhood & ECE SPED
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac Early Childhood Ed / Early Child. Spec Ed	Catalog Year: 2018-2019	GPA: 0.00
------------------------------------------------------------------------------------	-------------------------	-----------

- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Major in EC & EC SPED for Already Cert Teachers** section
- State Certification Requirements Still Needed: See **PB State Certification Requirements** section

<input type="checkbox"/> Major in EC & EC SPED for Already Cert Teachers

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- The Dynamic Role of the Special Educator Still Needed: 1 Class in **EDU 701***
- Teaching Language Arts & Literacy in ECE-SPED Still Needed: 1 Class in **EDU 710A***
- Special Education Law Still Needed: 1 Class in **EDU 721***
- Young Children with Special Needs Still Needed: 1 Class in **EDU 761***

<input type="checkbox"/>	Assessment of Children in EC/ECSPED	Still Needed:	1 Class in EDU 763*
<input type="checkbox"/>	Science, Technology, Engineering, & Mathematics in EC/ECSPED	Still Needed:	1 Class in EDU 764S*
<input type="checkbox"/>	Curriculum/Assessment/Instruction in EC/ECSPED	Still Needed:	1 Class in EDU 765*
<input type="checkbox"/>	Collaboration, Consultation & Teaming	Still Needed:	1 Class in EDU 766*
<input type="checkbox"/>	IFSP's, IEP's, and Transition Plans in EC/ECSPED	Still Needed:	1 Class in EDU 767*
<input type="checkbox"/>	Behavior Interventions for Young Children	Still Needed:	1 Class in EDU 768*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-EC Education of Young Children Exam	Still Needed:	Praxis II-EC Education of Young Children Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.
<input type="checkbox"/>	Pearson Foundations of Reading Exam	Still Needed:	Pearson Foundations of Reading Exam Required. Students must attempt to pass Pearson Foundations of Reading Exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN MATHEMATICS FOR GRADES 5-8

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.

Graduation Planning System

Student View A0002efW as of 05/23/2018 at 13:21			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Mathematics for Grades 5-8 Program
Class	Graduate non-degree	Major	Post-Bacc Mathematics, Grades 5-8
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac General Special Education / Math (5-8)	Catalog Year: 2018-2019
	GPA: 0.00

- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Major in CERT Mathematics (grades 5-8) Post Bac** section
- State Certification Requirements Still Needed: See **PB State Certification Requirements** section

Major in CERT Mathematics (grades 5-8) Post Bac

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Managing Student Behavior Still Needed: 1 Class in **EDU 707***
- Middle School Mathematics Methods Still Needed: 1 Class in **EDU 733***
- Aspects of Mathematics Learning Still Needed: 1 Class in **EDU 752***
- Reading/Writing in the Math Content Area Still Needed: 1 Class in **EDU 753***
- Logic and Proof Still Needed: 1 Class in **MATH 700**

<input type="checkbox"/>	Number Systems	Still Needed:	1 Class in MATH 701*
<input type="checkbox"/>	Geometric Structures	Still Needed:	1 Class in MATH 702*
<input type="checkbox"/>	Statistics and Probability	Still Needed:	1 Class in MATH 703*
<input type="checkbox"/>	Discrete Mathematics	Still Needed:	1 Class in MATH 705*
<input type="checkbox"/>	Calculus I	Still Needed:	1 Class in MATH 706
<input type="checkbox"/>	History of Math	Still Needed:	1 Class in MATH 708*
<input type="checkbox"/>	Algebra Theory for Teachers	Still Needed:	1 Class in MATH 709*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Middle School Math Exam	Still Needed:	Praxis II-Middle School Math Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN MATHEMATICS FOR GRADES 5-8 *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.

Graduation Planning System

Student View A0002efv as of 05/23/2018 at 13:33			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Mathematics for Grades 5-8 Program
Class	Graduate non-degree	Major	Post-Bacc AD:Mathematics (Grades 5-8)
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac General Special Education / Math (5-8)	Catalog Year: 2018-2019	GPA: 0.00
---------------------------------------------------------------------------------	-------------------------	-----------

- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Major in Math (Gr. 5-8) for Already Cert Teachers** section
- State Certification Requirements Still Needed: See **PB State Certification Requirements** section

<input type="checkbox"/> Major in Math (Gr. 5-8) for Already Cert Teachers

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Managing Student Behavior Still Needed: 1 Class in **EDU 707***
- Middle School Mathematics Methods Still Needed: 1 Class in **EDU 733***
- Aspects of Mathematics Learning Still Needed: 1 Class in **EDU 752***
- Reading/Writing in the Math Content Area Still Needed: 1 Class in **EDU 753***

<input type="checkbox"/>	Logic and Proof	Still Needed:	1 Class in MATH 700
<input type="checkbox"/>	Number Systems	Still Needed:	1 Class in MATH 701*
<input type="checkbox"/>	Geometric Structures	Still Needed:	1 Class in MATH 702*
<input type="checkbox"/>	Statistics and Probability	Still Needed:	1 Class in MATH 703*
<input type="checkbox"/>	Discrete Mathematics	Still Needed:	1 Class in MATH 705*
<input type="checkbox"/>	Calculus I	Still Needed:	1 Class in MATH 706
<input type="checkbox"/>	History of Math	Still Needed:	1 Class in MATH 708*
<input type="checkbox"/>	Algebra Theory for Teachers	Still Needed:	1 Class in MATH 709*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Middle School Math Exam	Still Needed:	Praxis II-Middle School Math Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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POST-BACCALAUREATE TEACHER CERTIFICATION IN SECONDARY MATH FOR GRADES 7-12

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.

Graduation Planning System

Student View A0002efY as of 05/23/2018 at 13:22			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Secondary Math for Grades 7-12 Program
Class	Graduate non-degree	Major	Post-Bacc Secondary Mathematics, Grades 7-12
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



Post Bac General Special Ed / Secondary Math	Catalog Year:	2018-2019
	GPA:	0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/> Major Requirements	Still Needed:	See Post Bac - Secondary Math (Grades 7-12) section
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section

Post Bac - Secondary Math (Grades 7-12)		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> Managing Student Behavior	Still Needed:	1 Class in EDU 707*
<input type="checkbox"/> Secondary School Mathematics Methods	Still Needed:	1 Class in EDU 734*
<input type="checkbox"/> Aspects of Mathematics Learning	Still Needed:	1 Class in EDU 752*
<input type="checkbox"/> Reading/Writing in the Math Content Area	Still Needed:	1 Class in EDU 753*
<input type="checkbox"/> Logic and Proof	Still Needed:	1 Class in MATH 700

<input type="checkbox"/>	Number Systems	Still Needed:	1 Class in MATH 701*
<input type="checkbox"/>	Geometric Structures	Still Needed:	1 Class in MATH 702*
<input type="checkbox"/>	Statistics and Probability	Still Needed:	1 Class in MATH 703*
<input type="checkbox"/>	Linear & Abstract Algebra	Still Needed:	1 Class in MATH 704*
<input type="checkbox"/>	Discrete Mathematics	Still Needed:	1 Class in MATH 705*
<input type="checkbox"/>	Calculus I	Still Needed:	1 Class in MATH 706
<input type="checkbox"/>	Calculus II	Still Needed:	1 Class in MATH 707*
<input type="checkbox"/>	History of Math	Still Needed:	1 Class in MATH 708*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Math Content Knowledge Exam	Still Needed:	Praxis II-Math Content Knowledge Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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POST-BACCALAUREATE TEACHER CERTIFICATION IN SECONDARY MATH FOR GRADES 7-12 *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.

Graduation Planning System

Student View A0002eg3 as of 05/23/2018 at 13:37			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Secondary Math for Grades 7-12 Program
Class	Graduate non-degree	Major	Post-Bacc AD Secondary Math (Grades 7-12)
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



<input type="checkbox"/> Post Bac General Special Ed / Secondary Math	Catalog Year: 2018-2019
	GPA: 0.00

- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Major in SECONDARY MATH for Already Cert Teachers** section
- State Certification Requirements Still Needed: See **PB State Certification Requirements** section

<input type="checkbox"/> Major in SECONDARY MATH for Already Cert Teachers

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Managing Student Behavior Still Needed: 1 Class in **EDU 707***
- Secondary School Mathematics Methods Still Needed: 1 Class in **EDU 734***
- Aspects of Mathematics Learning Still Needed: 1 Class in **EDU 752***
- Reading/Writing in the Math Content Area Still Needed: 1 Class in **EDU 753***

<input type="checkbox"/>	Logic and Proof	Still Needed:	1 Class in MATH 700
<input type="checkbox"/>	Number Systems	Still Needed:	1 Class in MATH 701*
<input type="checkbox"/>	Geometric Structures	Still Needed:	1 Class in MATH 702*
<input type="checkbox"/>	Statistics and Probability	Still Needed:	1 Class in MATH 703*
<input type="checkbox"/>	Linear & Abstract Algebra	Still Needed:	1 Class in MATH 704*
<input type="checkbox"/>	Discrete Mathematics	Still Needed:	1 Class in MATH 705*
<input type="checkbox"/>	Calculus I	Still Needed:	1 Class in MATH 706
<input type="checkbox"/>	Calculus II	Still Needed:	1 Class in MATH 707*
<input type="checkbox"/>	History of Math	Still Needed:	1 Class in MATH 708*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Math Content Knowledge Exam	Still Needed:	Praxis II-Math Content Knowledge Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN BLIND AND VISION DISABILITIES

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.

Graduation Planning System

Student View		A0002efO as of 05/23/2018 at 13:18	
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post Bacc Blind & Vision Disabilities
Class	Graduate non-degree	Major	Post Bacc Blind & Vision Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



Post-Bacc Blind and Vision Disabilities Cert Catalog Year: 2018-2019
GPA: 0.00

- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Major in Blind and Vision Disabilities Cert** section
- State Certification Requirements Still Needed: See **PB State Certification Requirements** section

Major in Blind and Vision Disabilities Cert

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Instructional Methods/Strategies/Technologies Still Needed: 1 Class in **EDU 703***
- Assessment of Students with Disabilities Still Needed: 1 Class in **EDU 705***
- Transition Planning/IEP Still Needed: 1 Class in **EDU 706***
- Teaching Language Arts & Literacy Still Needed: 1 Class in **EDU 710***
- Students with Disabilities Still Needed: 1 Class in **EDU 717***

<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Foundations of Ed of Students with Blindness/Visual Impairments	Still Needed:	1 Class in EDU 790*
<input type="checkbox"/>	Anatomy and Physiology of the Eye	Still Needed:	1 Class in EDU 791*
<input type="checkbox"/>	Braille I: Reading, Writing and Technology	Still Needed:	1 Class in EDU 792*
<input type="checkbox"/>	Math Access: Nemeth Code, Abacus & Tactile Graphics	Still Needed:	1 Class in EDU 793*
<input type="checkbox"/>	Expanded Core Curriculum	Still Needed:	1 Class in EDU 794*
<input type="checkbox"/>	Assessment & Inst. Strat for Teaching Students with Impairment	Still Needed:	1 Class in EDU 795*
<input type="checkbox"/>	Teaching Students with Visual Impairments & Addtnl Disabilities	Still Needed:	1 Class in EDU 796*
<input type="checkbox"/>	Culminating Experience/Itinerant Teaching	Still Needed:	1 Class in EDU 797*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
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Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN 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.

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.

Graduation Planning System

Student View A0002efa as of 05/23/2018 at 13:23			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post Bacc Blind & Vision Disabilities
Class	Graduate non-degree	Major	Post Bacc AD: Blind & Vision Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post-Bacc Blind and Vision Disabilities Cert	Catalog Year: 2018-2019 GPA: 0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met	
<input type="checkbox"/> Major Requirements	Still Needed: See Major in Blind & Vision Disabilities Cert for ACT section
<input type="checkbox"/> State Certification Requirements	Still Needed: See PB State Certification Requirements section

<input type="checkbox"/> Major in Blind & Vision Disabilities Cert for ACT	
A minimum grade of C is required in all Major coursework.	
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed: 1 Class in EDU 700
<input type="checkbox"/> Instructional Methods/Strategies/Technologies	Still Needed: 1 Class in EDU 703*
<input type="checkbox"/> Assessment of Students with Disabilities	Still Needed: 1 Class in EDU 705*
<input type="checkbox"/> Transition Planning/IEP	Still Needed: 1 Class in EDU 706*
<input type="checkbox"/> Teaching Language Arts & Literacy	Still Needed: 1 Class in EDU 710*

<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Foundations of Ed of Students with Blindness/Visual Impairments	Still Needed:	1 Class in EDU 790*
<input type="checkbox"/>	Anatomy and Physiology of the Eye	Still Needed:	1 Class in EDU 791*
<input type="checkbox"/>	Braille I: Reading, Writing and Technology	Still Needed:	1 Class in EDU 792*
<input type="checkbox"/>	Math Access: Nemeth Code, Abacus & Tactile Graphics	Still Needed:	1 Class in EDU 793*
<input type="checkbox"/>	Expanded Core Curriculum	Still Needed:	1 Class in EDU 794*
<input type="checkbox"/>	Assessment & Inst. Strat for Teaching Students with Impairment	Still Needed:	1 Class in EDU 795*
<input type="checkbox"/>	Teaching Students with Visual Impairments & Addtnl Disabilities	Still Needed:	1 Class in EDU 796*
<input type="checkbox"/>	Culminating Experience/Itinerant Teaching	Still Needed:	1 Class in EDU 797*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
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Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN DEAF AND HEARING DISABILITIES

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.

Graduation Planning System

Student View A0002efQ as of 05/23/2018 at 13:18			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post Bacc Deaf & Hearing Disabilities
Class	Graduate non-degree	Major	Post Bacc Deaf & Hearing Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



Post-Bacc Deaf and Hearing Disabilities Cert		Catalog Year:	2018-2019
		GPA:	0.00
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Deaf and Hearing Disabilities- Post Bacc section
<input type="checkbox"/>	State Certification Requirements	Still Needed:	See PB State Certification Requirements section

Major in Deaf and Hearing Disabilities- Post Bacc			
A minimum grade of C is required in all Major coursework.			
<input type="checkbox"/>	Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/>	Instructional Methods/Strategies/Technologies	Still Needed:	1 Class in EDU 703*
<input type="checkbox"/>	Assessment of Students with Disabilities	Still Needed:	1 Class in EDU 705*
<input type="checkbox"/>	Transition Planning/IEP	Still Needed:	1 Class in EDU 706*
<input type="checkbox"/>	Managing Student Behavior	Still Needed:	1 Class in EDU 707*

<input type="checkbox"/>	Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Foundations for Teaching Deaf and Hard of Hearing	Still Needed:	1 Class in EDU 780*
<input type="checkbox"/>	Audiology and Assistive Technology	Still Needed:	1 Class in EDU 781*
<input type="checkbox"/>	Social and Emotional Aspects of Deafness	Still Needed:	1 Class in EDU 782*
<input type="checkbox"/>	ASL I	Still Needed:	1 Class in EDU 783*
<input type="checkbox"/>	ASL II	Still Needed:	1 Class in EDU 784*
<input type="checkbox"/>	Speaking and Listening	Still Needed:	1 Class in EDU 785*
<input type="checkbox"/>	Language Arts & Lit for Deaf and Hard of Hearing	Still Needed:	1 Class in EDU 786*
<input type="checkbox"/>	Strat for Teaching Curriculum for Deaf and Hard of Hearing	Still Needed:	1 Class in EDU 787*
<input type="checkbox"/>	Teaching Deaf and Hard of Hearing with Additn Disabilities	Still Needed:	1 Class in EDU 788*
<input type="checkbox"/>	Culminating Experience/Itinerant Teaching	Still Needed:	1 Class in EDU 789*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
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Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN DEAF AND HEARING 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.

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.

Graduation Planning System

Student View A0002efc as of 05/23/2018 at 13:24			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post Bacc Deaf & Hearing Disabilities
Class	Graduate non-degree	Major	Post Bacc AD: Deaf & Hearing Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post-Bacc Deaf and Hearing Disabilities Cert	Catalog Year: 2018-2019 GPA: 0.00
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- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Major in Deaf and Hearing Disabilities for ACT** section
- State Certification Requirements Still Needed: See **PB State Certification Requirements** section

<input type="checkbox"/> Major in Deaf and Hearing Disabilities for ACT

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Instructional Methods/Strategies/Technologies Still Needed: 1 Class in **EDU 703***
- Assessment of Students with Disabilities Still Needed: 1 Class in **EDU 705***
- Transition Planning/IEP Still Needed: 1 Class in **EDU 706***

<input type="checkbox"/>	Managing Student Behavior	Still Needed:	1 Class in EDU 707*
<input type="checkbox"/>	Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Foundations for Teaching Deaf and Hard of Hearing	Still Needed:	1 Class in EDU 780*
<input type="checkbox"/>	Audiology and Assistive Technology	Still Needed:	1 Class in EDU 781*
<input type="checkbox"/>	Social and Emotional Aspects of Deafness	Still Needed:	1 Class in EDU 782*
<input type="checkbox"/>	ASL I	Still Needed:	1 Class in EDU 783*
<input type="checkbox"/>	ASL II	Still Needed:	1 Class in EDU 784*
<input type="checkbox"/>	Speaking and Listening	Still Needed:	1 Class in EDU 785*
<input type="checkbox"/>	Language Arts & Lit for Deaf and Hard of Hearing	Still Needed:	1 Class in EDU 786*
<input type="checkbox"/>	Strat for Teaching Curriculum for Deaf and Hard of Hearing	Still Needed:	1 Class in EDU 787*
<input type="checkbox"/>	Teaching Deaf and Hard of Hearing with Additn Disabilities	Still Needed:	1 Class in EDU 788*
<input type="checkbox"/>	Culminating Experience/Itinerant Teaching	Still Needed:	1 Class in EDU 789*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
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Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN ELEMENTARY EDUCATION *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.

Graduation Planning System

Student View A0002efi as of 05/23/2018 at 13:27			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Elementary Education Program
Class	Graduate non-degree	Major	Post-Bacc AD Elementary Education
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post-Bacc Elementary Ed for Already Cert Teachers	Catalog Year: 2018-2019
	GPA: 0.00

<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/> Major Requirements	Still Needed:	See Major in ELEMENTARY ED for Already Cert Teachers section
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section

<input type="checkbox"/> Major in ELEMENTARY ED for Already Cert Teachers

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

<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> The Dynamic Role of the Special Educator	Still Needed:	1 Class in EDU 701*
<input type="checkbox"/> Using Technology to Teach Social Studies	Still Needed:	1 Class in EDU 702*
<input type="checkbox"/> Strategies for Teaching Science	Still Needed:	1 Class in EDU 704*
<input type="checkbox"/> Assessment of Students with Disabilities	Still Needed:	1 Class in EDU 705*

<input type="checkbox"/>	Transition Planning & Developing IEP's	Still Needed:	1 Class in EDU 706*
<input type="checkbox"/>	Managing Student Behavior	Still Needed:	1 Class in EDU 707*
<input type="checkbox"/>	Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/>	Students with Disabilities	Still Needed:	1 Class in EDU 717*
<input type="checkbox"/>	Special Education Law	Still Needed:	1 Class in EDU 721*
<input type="checkbox"/>	Elementary Math Methods	Still Needed:	1 Class in EDU 732*
<input type="checkbox"/>	Culminating Teaching Experience & Seminar	Still Needed:	1 Class in EDU 750*

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

<input type="checkbox"/>	Praxis Core Academic Skills for Educators Exam	Still Needed:	Praxis Core Academic Skills For Educators Exam Required. Passing Praxis Core Exam Scores, NH DOE Waiver or Current NH Teaching Certification must be submitted prior to completion of EDU 700 to continue with clinical courses.
<input type="checkbox"/>	Praxis II-Elementary Education Multiple Subject Exam	Still Needed:	Praxis II-Elementary Education Multiple Subjects Exam Required. Students must attempt to pass Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.
Remark: Candidates who qualify for K-8 certification must also complete Praxis II- Middle School Content Exam			
<input type="checkbox"/>	Pearson Foundations of Reading Exam	Still Needed:	Pearson Foundations of Reading Exam Required. Students must attempt to pass Pearson Foundations of Reading Exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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POST-BACCALAUREATE TEACHER CERTIFICATION IN READING AND WRITING SPECIALIST *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.

Graduation Planning System

Student View A0002eyd as of 05/29/2018 at 11:14			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Reading and Writing Teacher Program
Class	Graduate non-degree	Major	Post-Bacc Reading & Writing Specialist
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac Gen. Spec. Ed / Reading & Writing Teacher		Catalog Year:	2018-2019
		GPA:	0.00
Unmet conditions for this set of requirements:		Your GPA is 0; a GPA of 3.0 is required	
<input type="checkbox"/> Major Requirements	Still Needed:	See Post Bac Reading & Writing Specialist section	
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section	

<input type="checkbox"/> Post Bac Reading & Writing Specialist		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*
<input type="checkbox"/> Roles & Responsibilities of Reading Specialist: Practicum I	Still Needed:	1 Class in EDU 711*
<input type="checkbox"/> Reading & Writing Disabilities, Assessment & Instruction	Still Needed:	1 Class in EDU 712*
<input type="checkbox"/> Content Area Literacy	Still Needed:	1 Class in EDU 713*

Foundations of Languages & Literacy Development **Still Needed:** 1 Class in **EDU 730***

Roles & Responsibilities of Reading Specialist: Practicum II **Still Needed:** 1 Class in **EDU 711A***

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

Pearson Foundations of Reading Exam **Still Needed:** Pearson Foundations of Reading Exam Required. Students must attempt to pass Pearson Foundations of Reading Exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> Complete except for classes in-progress	(T) Transfer Class	REG Registered or Inprogress
<input type="checkbox"/> Not Complete	<input type="checkbox"/> Contact the Registrar's Office	@ See Help	* Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN READING AND WRITING TEACHER *FOR ALREADY CERTIFIED TEACHERS*

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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.

Graduation Planning System

Student View A0002eya as of 05/29/2018 at 11:13			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Reading and Writing Teacher Program
Class	Graduate non-degree	Major	Post-Bacc Reading and Writing Teacher
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac Gen. Spec. Ed / Reading & Writing Teacher		Catalog Year:	2018-2019
		GPA:	0.00
Unmet conditions for this set of requirements:		Your GPA is 0; a GPA of 3.0 is required	
<input type="checkbox"/> Major Requirements	Still Needed:	See Post Bac - Reading & Writing Teacher section	
<input type="checkbox"/> State Certification Requirements	Still Needed:	See PB State Certification Requirements section	

<input type="checkbox"/> Post Bac - Reading & Writing Teacher			
A minimum grade of C is required in all Major coursework.			
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700	
<input type="checkbox"/> Teaching Language Arts & Literacy	Still Needed:	1 Class in EDU 710*	
<input type="checkbox"/> Reading & Writing Disabilities, Assessment & Instruction	Still Needed:	1 Class in EDU 712*	
<input type="checkbox"/> Content Area Literacy	Still Needed:	1 Class in EDU 713*	
<input type="checkbox"/> Foundations of Languages & Literacy Development	Still Needed:	1 Class in EDU 730*	

Developing Literate Students, Grades K - 12 **Still Needed:** 1 Class in **EDU 748***

Culminating Teaching Experience and Seminar **Still Needed:** 1 Class in **EDU 750***

PB State Certification Requirements

The following requirements must be completed in order to be recommended to the state for Teacher Certification

Pearson Foundations of Reading Exam

Still Needed:

Pearson Foundations of Reading Exam Required. Students must attempt to pass Pearson Foundations of Reading Exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for State Certification.

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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POST-BACCALAUREATE TEACHER CERTIFICATION IN EDUCATION TECHNOLOGY INTEGRATOR *FOR ALREADY CERTIFIED TEACHERS*

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- 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.

Graduation Planning System

Student View A0002efh as of 05/23/2018 at 13:26			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Education Technology Integrator Program
Class	Graduate non-degree	Major	Post-Bacc AD: Education Technology Integrator
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac Education Technology Integrator	Catalog Year: 2018-2019 GPA: 0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met	
<input type="checkbox"/> Major Requirements	Still Needed: See Major in Ed Tech Integrator for Already Cert Teach section

<input type="checkbox"/> Major in Ed Tech Integrator for Already Cert Teach		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> Introduction to Technological Integration	Still Needed:	1 Class in EDU 770*
<input type="checkbox"/> Curricular Theory of Technological Integration	Still Needed:	1 Class in EDU 771*
<input type="checkbox"/> Pedagogical Practice & Mgmt of Tech Integration	Still Needed:	1 Class in EDU 772*
<input type="checkbox"/> Meeting Needs of Learners through Tech Integration	Still Needed:	1 Class in EDU 773*

<input type="checkbox"/>	Professionalism, Ldrshp, Admin Understanding and Practice	Still Needed:	1 Class in EDU 774*
<input type="checkbox"/>	Clinical Synthesis and Implementation of Tech Integrn	Still Needed:	1 Class in EDU 775*

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN EMOTIONAL AND BEHAVIORAL 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.

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.

Graduation Planning System

Student View A0002efm as of 05/23/2018 at 13:28			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Emotional & Behavioral Disabilities K-12
Class	Graduate non-degree	Major	Post-Bacc Emotional & Behavioral Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			



<input type="checkbox"/> Post Bac Emotional Behavioral Dis Adv. Endorsement	Catalog Year: 2018-2019
	GPA: 0.00





- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Post Bac Emotional/Behavioral Disabilities** section

<input type="checkbox"/> Post Bac Emotional/Behavioral Disabilities

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Dynamic Assessment: Complexities of Identification of LD, BD, & ID Still Needed: 1 Class in **EDU 736***
- Behavioral Supports for Complex Behaviors Still Needed: 1 Class in **EDU 737***
- Advanced & Assistive Educational Technology Still Needed: 1 Class in **EDU 738***
- Advanced Programming for Students with EBD Still Needed: 1 Class in **EDU 741***
- Advanced Curriculum, Assessment, & Instruction for EBD Students Still Needed: 1 Class in **EDU 742***

Legend

	Complete		Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
	Not Complete		Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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POST-BACCALAUREATE TEACHER CERTIFICATION IN INTELLECTUAL AND DEVELOPMENTAL 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.

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.

Graduation Planning System

Student View		A0002efq as of 05/23/2018 at 13:30	
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Intellectual & Developmntl Dis Progr
Class	Graduate non-degree	Major	Post-Bacc Intellectual & Developmental Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac General Special Ed / ID Adv. Endorsement	Catalog Year: 2018-2019 GPA: 0.00
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- Minimum GPA Requirement of 3.0 Not Met
- Major Requirements Still Needed: See **Post Bac Intellectual / Developmental Disabilities** section

<input type="checkbox"/> Post Bac Intellectual / Developmental Disabilities

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

- Introduction to Field Experience and Program Requirements Still Needed: 1 Class in **EDU 700**
- Dynamic Assessment: Complexities of Identification of LD, BD, & ID Still Needed: 1 Class in **EDU 736***
- Behavioral Supports for Complex Behaviors Still Needed: 1 Class in **EDU 737***
- Advanced & Assistive Educational Technology Still Needed: 1 Class in **EDU 738***

<input type="checkbox"/>	Advanced Programming for Students with IDD	Still Needed:	1 Class in EDU 743*
<input type="checkbox"/>	Advanced Curriculum, Assessment, & Instruction for IDD Students	Still Needed:	1 Class in EDU 745*

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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POST-BACCALAUREATE TEACHER CERTIFICATION IN SPECIFIC LEARNING 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.

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.

Graduation Planning System

Student View A0002efr as of 05/23/2018 at 13:31			
Student	New, Student	Level	Graduate non-degree
ID	996736965	Degree	Post-Bacc Learning Disabilites Program
Class	Graduate non-degree	Major	Post-Bacc Specific Learning Disabilities
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress



<input type="checkbox"/> Post Bac General Special Ed / LD Adv. Endorsement	Catalog Year: 2018-2019	GPA: 0.00
<input type="checkbox"/> Minimum GPA Requirement of 3.0 Not Met		
<input type="checkbox"/> Major Requirements	Still Needed:	See Post Bac - Specific Learning Disabilities section

<input type="checkbox"/> Post Bac - Specific Learning Disabilities		
A minimum grade of C is required in all Major coursework.		
<input type="checkbox"/> Introduction to Field Experience and Program Requirements	Still Needed:	1 Class in EDU 700
<input type="checkbox"/> Dynamic Assessment: Complexities of Identification of LD, BD, & ID	Still Needed:	1 Class in EDU 736*
<input type="checkbox"/> Behavioral Supports for Complex Behaviors	Still Needed:	1 Class in EDU 737*
<input type="checkbox"/> Advanced & Assitive Educational Technology	Still Needed:	1 Class in EDU 738*

<input type="checkbox"/>	Advanced Programming for Students with Learning Disabilities	Still Needed:	1 Class in EDU 739*
<input type="checkbox"/>	Advanced Curriculum, Assessment, & Instructional for LD Students	Still Needed:	1 Class in EDU 740*

Legend

<input checked="" type="checkbox"/>	Complete		Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete		Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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LAURA
M.S. in Project
Management

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P	EDU 704	Strategies for Teaching Science
P	EDU 705	Assessment of Students with Disabilities
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P	EDU 707	Managing Student Behavior
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P	EDU 747	Content Area Literacy for English Speakers of Other Languages
P	EDU 748	Developing Literate Students, K-12

P Prerequisite

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P	EDU 773	Meeting the Needs of All Learners through Technological Integration
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P	EDU 793	Math Access: Nemeth Code, Abacus & Tactile Graphics
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P	MATH 703	Statistics and Probability
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P	MATH 705	Discrete and Abstract Mathematics for Teachers
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P	MATH 708	History of Mathematics
P	MATH 709	Algebra Theory for Teachers

EDU 700 Introduction to Field Experience/Program Requirements

This course is required for all students enrolled in teaching certification programs. Students work with Field Placement Faculty to create a field experience plan, develop prerequisite lesson planning and formative assessment skills, and gain the technical and professional understandings required for successful completion of teacher certification programs. *PREREQUISITE: Praxis Core.* 1 Credit

EDU 701 The Dynamic Role of the Special Educator

In this clinical course, students will examine the multifaceted role of the special education teacher as evaluator, consultant, case manager and teacher. Courses taken throughout the teacher certification program support the development of skills for each of these roles. This is an introductory course designed to accomplish the following outcomes: (a) explore the GSC Digital Library; (b) introduce the American Psychological Association annotation and format requirements; (c) provide a beginning teacher with an organizational framework for the varying roles of a special education teacher; (d) provide an in-depth understanding of their case management responsibilities; (e) plan for the effective supervision of paraeducators; (f) introduce the reflective analysis of student work teaching and assessment cycle; and (g) apply the components of systematic direct instruction in lesson plan development. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 702 Using Technology to Teach Social Studies

Technology is a necessary tool in teaching today's youth. In this clinical course, students focus on developing three broad skills: (1) how to design and teach an integrated social studies unit plan that challenges and assists K-8 students to think deeply, (2) how to incorporate into the plan a wide range of mostly constructivist instructional strategies, and (3) how to integrate a rich array of technology tools and digital educational content into the unit plan. *PREREQUISITE: Admission to the teacher certification program and EDU 700 Introduction to Field Experiences and Program Requirements.* 4 Credits

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

In this clinical course, students develop knowledge and expertise using a variety of instructional methods and research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. Students will research strategy based instruction and meta-cognition to determine its effectiveness in increasing independence, enhancing learning and developing thinking skills. Math will be the content area focus, including: standards based instruction, assessment, unit development and teaching, and technology integration. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 4 Credits

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 their clinical placements, 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 STEM curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan, teach and evaluate an integrated/thematic unit with lessons that align with Next Generation Science Standards. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 4 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Placement and Program Requirements.* 4 Credits

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 supervising practitioner, 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. During the culminating activity of the course, students develop an IEP and transition plan as a vehicle for exploring the legal and ethical considerations and implications in the development, implementation, and evaluation of IEPs. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 2 Credits

EDU 707 Managing Student Behavior

In this clinical course, students explore theory of social emotional development, preventative intervention strategies, and the characteristics of safe and supportive learning communities. Students examine specific strategies for motivating students and promoting positive relationships between colleagues, students, and parents in an effort to enhance learning. Students conduct a functional behavior assessment as they develop a comprehensive perspective on classroom culture through the development of proactive management skills and intervention strategies. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 4 Credits

EDU 710 Teaching Language Arts and Literacy

In this clinical course, students explore, develop, implement 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. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 6 Credits

EDU 710A Teaching Language Arts and Literacy in Early Childhood and 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 care givers as partners in promoting literacy. The key components of reading (e.g. word recognition, fluency, phonological awareness, etc.) identified by the National Reading Panel for this age level are studied in depth. Students apply their knowledge of how young children develop their own reading skills using these key components of the reading process. Students then evaluate the effectiveness of their instruction. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 6 Credits

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 student works with a school-based literacy team to conduct a needs-assessment, prepares guidelines for selection of materials, develops a 2-year plan consistent with current research, and conducts in-service training. This course follows the K-12 academic calendar. *PREREQUISITES: EDU 700 Introduction to Field Experiences and Program Requirements, EDU 730 Language Arts and Literacy for the Reading and Writing Specialist, EDU 712 Reading and Writing Disabilities: Assessment and Instruction, and EDU 713 Content Area Literacy.* 6 Credits

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

This culminating experience is the second semester of a two course, practicum sequence in which students gain meaningful work experience and apply knowledge from previous coursework. This capstone 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. *PREREQUISITES: EDU 700 Introduction to Field Experience and Program Requirements and EDU 711 Role of the Reading and Writing Specialist I-Practicum.* 6 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 4 Credits

EDU 717 Students with Disabilities

This course provides an overview of the 13 Individuals with Disabilities Education Act (IDEA) educational disabilities and the opportunity to explore the implications of disability on learning. Students will develop knowledge of specific disabilities including: definition, diagnosis, etiology, prevalence, characteristics, adaptive behavior, and systems of support and resources. Students will explore how disability impacts learning and access to the general education curriculum. Students will research and identify teaching strategies, Universal Design for Learning (UDL) strategies, interventions, and educational and assistive technologies to enhance learning and provide equity in the classroom for students with disabilities. 4 Credits

EDU 721 Special Education Law

The current field of special education was established by law and further refined through the courts in litigation. In this writing intensive class, students trace the historical development of federal, state, and local laws and regulations such as the Individuals with Disabilities Education Act (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 ever changing, complex nature of special education law. 4 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 730 Foundations of Language and Literacy Development

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 students develops a personal three-year professional development plan to address areas of needed growth. *PREREQUISITES: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 731 Multicultural Perspectives

In this course, student will demonstrate an understanding of the major principles, theories, and research pertaining to the influence of cultural groups on language learning, school achievements, 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 a clinical 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 Common Core State Standards in Mathematics guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan two 5-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements.* 4 Credits

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 supervised teaching. 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 two, 5-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units. Depending on the certification program, a range of fifty to ninety supervised clinical hours are required. *PREREQUISITE: EDU 700 Introduction to Field Experiences*

and Program Requirements and EDU 753 Reading and Writing in the Mathematics Classroom. 4 Credits

EDU 734 Secondary School Mathematics Methods

This clinical course focuses on mathematics learning theories and their application to secondary mathematics instruction. Students examine a variety of instructional strategies through readings, observation and supervised teaching. 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 two, 5-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units. Depending on the certification program, a range of fifty to ninety supervised clinical hours are required. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements and EDU 753 Reading and Writing in the Mathematics Classroom.* 4 Credits

EDU 736 Dynamic Assessment: Complexities of Identification in LD,EBD, and IDD

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 6 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 739 Advanced Programming for Students with 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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, and requires completion of the Teacher Candidate Assessment of Performance (TCAP). *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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

Teacher candidates who complete this clinical course develop a comprehensive understanding of the theories, programs and effective practices for students with emotional/behavioral disabilities. These practices will focus on prevention and remediation of difficulties in literacy, mathematics, and science, that include appropriate supports and accommodations and that promote access to, and participation within, the general education curriculum. This is the culminating teaching experience for the EBD endorsement, and requires completion of the Teacher Candidate Assessment of Performance (TCAP). *PREREQUISITES: EDU 700 Introduction to Field Experience and Program Requirements and EDU 736 Dynamic Assessment: Complexities of Identification in LD, EBD, and IDD, and EDU 737 Behavioral Supports for Complex Behaviors, and EDU 738 Advanced Assistive and Educational Technology, and EDU 741 Advanced Programming for Emotional/Behavioral Disabilities.* 4 Credits

EDU 743 Advanced Programming for Intellectual and 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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 to 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, and requires completion of the Teacher Candidate Assessment of Performance (TCAP). *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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.* 4 Credits

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.* 4 Credits

EDU 748 Developing Literate Students, K-12

This clinical course provides preparation for teaching literacy and critical thinking in the 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 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.* 4 Credits

EDU 750 Culminating Teaching Experience and Seminar

This clinical course is the culminating experience in the plan of study towards NH teacher certification. The culminating teaching experience meets the state standards for certification. The course gives students an opportunity to be mentored in their field of certification by experienced teachers and to practice the variety of methods and strategies that they have studied in their education program. Students have the opportunity to share their experiences, beliefs and best practices with other students during the culminating experience. Students enrolled in this course may be at different stages of acquiring the 360-400 minimum hours of clinical experience. *PREREQUISITE: Full admission to the post-baccalaureate teacher certification program and completion of all program requirements. This is the final course in the student'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.* 4 Credits

EDU 750A Culminating Teaching Experience and Seminar for Certified Teachers

This 1-credit course is the culminating experience in the plan of study toward additional NH teacher certification for already certified teachers. The course gives students 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.* 1 Credit

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.* 4 Credits

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 population within the contemporary pluralistic classroom, including differentiated learning styles through socioeconomic status, gender, and heritage will be emphasized. Ninety supervised clinical hours are required. *PREREQUISITE: EDU 700 Introduction to Field Experiences and Program Requirements and EDU 752 Aspects of Mathematics Learning.* 4 Credits

EDU 761 Young Children with Exceptionalities, Birth to 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.* 4 Credits

EDU 763 Assessment of Young Children in Early Childhood and Early Childhood Special Education, Birth to 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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

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

EDU 764S Science, Technology, Engineering, and Mathematics in Early Childhood and Early Childhood Special Education, 0- 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 765 Curriculum, Assessment and Instruction in Early Childhood and Early Childhood Special Education, Birth to 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 birth through age 8 (grade 3). Students use district and state curriculum and integrate subjects with one another. Learners Students develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 766 Collaboration, Consultation and Teaming In Early Childhood and 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

EDU 767 IFSP, IEP, and Transition Plans, Birth to 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 2 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 4 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 3 Credits

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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.* 3 Credits

EDU 772 Pedagogical Practice and 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.*

3 Credits

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

3 Credits

EDU 774 Professionalism, Leadership and Administrative Understandings and Practice for Tech. 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.*

3 Credits

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

3 Credits

EDU 780 Foundations for Teaching Students who are Deaf and Hard of Hearing

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

3 Credits

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

3 Credits

EDU 782 Social and 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.*

3 Credits

EDU 783 ASL I

Together with 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 sequence, students will be able to communicate on a basic level with Deaf individuals using American Sign Language as their mode of communication. *PREREQUISITES: EDU 700 Introduction to Field Placement and Program Requirements.*

3 Credits

EDU 784 ASL II

Together with EDU 783 ASL I, 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 sequence, students will be able to communicate on a basic level with Deaf individuals using American Sign Language as their mode of communication. *PREREQUISITES: EDU 700 Introduction to Field Experience and Program Requirements, and EDU 783 ASL I.*

3 Credits

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

3 Credits

EDU 786 Language Arts and 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. *PREREQUISITE: EDU 700 Introduction to Field Placement and Program Requirements.*

3 Credits

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

3 Credits

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

3 Credits

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

2 Credits

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

3 Credits

EDU 791 Anatomy and Physiology of the Eye

This course is designed to provide the student with a basic understanding of the structures and functions of the human eye as well as the 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: structure 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. *PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.*

3 Credits

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 Braille, electronically, and with a slate and stylus. *PREREQUISITE: EDU 700 Introduction to Field Placement and Program Requirements.*

3 Credits

EDU 793 Math Access: Nemeth Code, Abacus and Tactile Graphics

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

3 Credits

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

3 Credits

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

3 Credits

EDU 796 Teaching Students with Visual Impairment 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 Placement and Program Requirements.*

3 Credits

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.*

2 Credits

MATH 700 Mathematical Proof for Educators

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 solving problems. 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.*

4 Credits

MATH 701 Number Systems

This course examines the structure and properties of mathematics while focusing on the development of mental mathematics strategies and problem solving skills. Topics include sets, functions, applications of rational numbers, integers, fractions, decimals, percentages, and number theory. Appropriate grade level techniques are utilized to investigate algorithms, probability and statistics, counting techniques, scientific notation, complex numbers, exponents, geometry, and measurement. Students will also investigate ratios, proportion, data analysis, patterns, and the connections to algebra and geometry topics in the context of the 5-12 grades mathematics curriculum. *PREREQUISITE: Successful completion of PreCalculus.*

4 Credits

MATH 702 Geometric Structures

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

MATH 703 Statistics and Probability

In this course students 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, regress and correlation, and possible other topics. A standards statistical software package is used throughout the course to support the course format that includes: 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 are given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. *PREREQUISITE: Successful completion of PreCalculus.* 4 Credits

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. Students enrolled in this course at the 700 level will meet additional academic requirements including an applied project. *PREREQUISITES: MATH 700 Mathematical Proof and MATH 707 Calculus II.* 4 Credits

MATH 705 Discrete and Abstract Mathematics for Teachers

This course is designed to introduce students to discrete and abstract mathematical topics. Topics include 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 study number systems, mathematical induction, algorithms and complex number systems, matrix manipulation, combinatorics, graph theory, and finite differences. Course activities are based on secondary and middle school mathematics curricula. This course considers the basic objects of mathematics through real-world examples and the methods used to elucidate their properties. *PREREQUISITE: MATH 706 Calculus I.* 4 Credits

MATH 706 Calculus I

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

MATH 707 Calculus II

This course is the second semester of a calculus sequence dealing with applications of differential and multivariable calculus. Topics include the calculus of transcendental functions, applications of integration, some differential equations, sequences and series, differentiation and integration of trigonometric functions multidimensional calculus with applications, and an introduction to multivariable calculus. Throughout the course students are given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts. *PREREQUISITE: MATH 706 Calculus I.* 4 Credits

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. *PREREQUISITE: MATH 706 Calculus I.* 4 Credits

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. *PREREQUISITES: MATH 700 Mathematical Proof and MATH 706 Calculus I.* 4 Credits



VICKI
M.S. in
Leadership

MASTER OF SCIENCE DEGREES

Granite State College cannot confirm whether any particular program meets requirements for professional licensure in states other than New Hampshire. If you plan to seek licensure or certification after you complete your degree, contact that state's licensing board to determine if the GSC program meets licensure requirements in that state. Note that licensures and certifications may require exams, background checks or additional coursework not included in the GSC program.

- Health Care Management
- Instruction and Leadership
- Leadership
- Management
- Nursing Health Care Leadership
- Project Management

GRADUATION PLANNING SYSTEM

The Graduation Planning System (GPS) pages represent the College's approved curricula, including credit, GPA, general education, and major requirements.

Once the student is fully admitted into the program, a personalized degree audit will be completed that will account for any credits granted through transfer and/or prior learning. The student's personalized degree plan will be available at my.granite.edu. More information may be found at <https://my.granite.edu/frequently-asked-questions-about-gps>.

MASTER OF SCIENCE IN HEALTH CARE MANAGEMENT

The Master of Science in Health Care Management (MSHM) is designed to prepare individuals to make a career change or seek promotion to a mid-level or upper-level management position in the private or public sector of the health care industry, including hospitals, health system management, position practices, and government and non-government agencies. The MSHM program emphasizes strategic and analytical skills required to understand and manage in today's health care organizations. Students will have the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management.

GRADUATES WILL:

- Identify and analyze the organizational, economic, political and legal components of health care delivery systems in the United States;
- Evaluate ethical issues relevant to the policies, practices, and management of health care ethics;
- Acquire functional knowledge of current health care management policies, practices and theory and develop, and communicate design solutions that guide health care organizations to change and adapt to future challenges;
- Conduct financial analysis, explain financial and accounting information for a health care organization;
- Synthesize and assimilate an understanding of the environmental factors and management skills required to be innovative and successful in the health care field;
- Apply project management and quality improvement tools to evaluate and improve health care delivery.

Graduation Planning System

Student View A0002AXZ as of 07/17/2018 at 10:08			
Student	New, Student	Level	Graduate degree
ID	996736965	Degree	Master of Science
Class		Major	MS Health Care Management
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree in Master of Science		Catalog Year:	2018-2019	Credits Required:	30
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits. A minimum of 30 credits must be taken at Granite State College.			
<input type="checkbox"/>	Minimum Credit Requirement	Reason:	A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits.		
<input type="checkbox"/>	Minimum Residency Requirement	Reason:	A minimum of 30 credits must be taken at Granite State College.		
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met				
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Health Care Management section		

Major in Health Care Management

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

<input type="checkbox"/>	Ethical Decision-Making	Still Needed:	1 Class in LD 821
<input type="checkbox"/>	Project Management Seminar	Still Needed:	1 Class in PM 800
<input type="checkbox"/>	Organizational Behavior	Still Needed:	1 Class in MGMT 805
<input type="checkbox"/>	Health Care Delivery and Innovations	Still Needed:	1 Class in HLTC 800
<input type="checkbox"/>	Advocacy and Health Policy	Still Needed:	1 Class in HLTC 802
<input type="checkbox"/>	Health Care Quality and Safety	Still Needed:	1 Class in HLTC 810
<input type="checkbox"/>	Health Care Technology and Informatics	Still Needed:	1 Class in HLTC 811
<input type="checkbox"/>	Health Care Financial Management	Still Needed:	1 Class in HLTC 801
<input type="checkbox"/>	Elective Course	Still Needed:	1 Class in PM 810 or LD 831
<input type="checkbox"/>	Health Care Management Integrative Capstone	Still Needed:	1 Class in HLTC 850

Legend: Below is a list of the various symbols that may be included within your audit. Next to each symbol there is a definition or action that should be taken. The symbols are located on the left hand side of your audit

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

Disclaimer

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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.

Graduation Planning System

Student View A0002eg6 as of 05/23/2018 at 13:38			
Student	New, Student	Level	Graduate degree
ID	996736965	Degree	Master of Science
Class		Major	MS Instruction & Leadership
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress

Requirements 0%

Degree in Master of Science		Catalog Year:	2018-2019	Credits Required:	36
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		A minimum of 36 credits is required.			
Unmet conditions for this set of requirements:		You currently have 0;			
Unmet conditions for this set of requirements:		you still need at least 36 more credits.			
Unmet conditions for this set of requirements:		A minimum of 12 credits must be taken at Granite State College.			
<input type="checkbox"/>	Minimum Credit Requirement	Reason:	A minimum of 36 credits is required. You currently have 0; you still need at least 36 more credits.		
<input type="checkbox"/>	Minimum Residency Requirement	Reason:	A minimum of 12 credits must be taken at Granite State College.		
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met				
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Instruction and Leadership section		
Major in Instruction and Leadership					
A minimum grade of C is required in all courses.					
<input type="checkbox"/>	Specialization Component	Still Needed:	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.		

<input type="checkbox"/>	LE:Evaluation of Teaching and Learning	Still Needed: 1 Class in EDU 803*
<input type="checkbox"/>	LE:Develop and Support a Professional Culture	Still Needed: 1 Class in EDU 804*
<input type="checkbox"/>	LE:Strategically Think, Plan, Implement, and Eval	Still Needed: 1 Class in EDU 807A
<input type="checkbox"/>	LE:Strtgc Think, Plan, Implmnt,& Eval Ldrshp Project	Still Needed: 1 Class in EDU 807B*

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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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.

Graduation Planning System

Student View A0002eg9 as of 05/23/2018 at 13:38			
Student	New, Student	Level	Graduate degree
ID	996736965	Degree	Master of Science
Class		Major	MS Leadership
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress

Requirements 0%

Degree in Master of Science		Catalog Year:	2018-2019	Credits Required:	30
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		A minimum of 30 credits is required.			
Unmet conditions for this set of requirements:		You currently have 0;			
Unmet conditions for this set of requirements:		you still need at least 30 more credits.			
Unmet conditions for this set of requirements:		A minimum of 30 credits must be taken at Granite State College.			
<input type="checkbox"/>	Minimum Credit Requirement	Reason:	A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits.		
<input type="checkbox"/>	Minimum Residency Requirement	Reason:	A minimum of 30 credits must be taken at Granite State College.		
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met				
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Leadership section		

Major in Leadership

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

<input type="checkbox"/>	Foundations of Organizational Communication	Still Needed:	1 Class in COMM 800
<input type="checkbox"/>	Cultivating Your Leadership Capabilities	Still Needed:	1 Class in LD 820
<input type="checkbox"/>	Ethical Decision-Making	Still Needed:	1 Class in LD 821
<input type="checkbox"/>	Maximizing Your Organization's Potential	Still Needed:	1 Class in LD 822
<input type="checkbox"/>	Emergence of a Strategic Leader	Still Needed:	1 Class in LD 823
<input type="checkbox"/>	Leading Teams	Still Needed:	1 Class in PM 804
<input type="checkbox"/>	Change Management and Communication	Still Needed:	1 Class in PM 810
<input type="checkbox"/>	ELECTIVE OPTIONS	Still Needed:	Choose from 1 of the following:
<input type="checkbox"/>	Business Group	Still Needed:	(2 Classes in ACCT 810 and MGMT 824*) or
<input type="checkbox"/>	Project Management Group	Still Needed:	(2 Classes in PM 800 and 801*) or
<input type="checkbox"/>	Human Resources Group	Still Needed:	(2 Classes in HRM 810 and 820) or
<input type="checkbox"/>	Public/Non-profit Leadership Group	Still Needed:	(2 Classes in LD 830 and 831) or
<input type="checkbox"/>	Organizational Diversity & Behavior	Still Needed:	(2 Classes in LD 832 and MGMT 805)
<input type="checkbox"/>	Leadership Integrative Capstone	Still Needed:	1 Class in LD 850*

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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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.

Graduation Planning System

Student View A0002egA as of 05/23/2018 at 13:39			
Student	New, Student	Level	Graduate degree
ID	996736965	Degree	Master of Science
Class		Major	MS Management
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress

Requirements 0%

Degree in Master of Science		Catalog Year:	2018-2019	Credits Required:	30
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		A minimum of 30 credits is required.			
Unmet conditions for this set of requirements:		You currently have 0;			
Unmet conditions for this set of requirements:		you still need at least 30 more credits.			
Unmet conditions for this set of requirements:		A minimum of 30 credits must be taken at Granite State College.			
<input type="checkbox"/>	Minimum Credit Requirement	Reason:	A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits.		
<input type="checkbox"/>	Minimum Residency Requirement	Reason:	A minimum of 30 credits must be taken at Granite State College.		
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met				
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Management section		

Major in Management

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

<input type="checkbox"/>	Management Accounting	Still Needed:	1 Class in ACCT 810
<input type="checkbox"/>	Ethical Decision-Making	Still Needed:	1 Class in LD 821
<input type="checkbox"/>	Organizational Behavior	Still Needed:	1 Class in MGMT 805
<input type="checkbox"/>	Marketing Management	Still Needed:	1 Class in MGMT 810
<input type="checkbox"/>	Financial Management	Still Needed:	1 Class in MGMT 824*
<input type="checkbox"/>	Changing Economics	Still Needed:	1 Class in MGMT 830
<input type="checkbox"/>	Decision Analysis for Managers	Still Needed:	1 Class in MGMT 835
<input type="checkbox"/>	Change Management and Communication	Still Needed:	1 Class in PM 810
<input type="checkbox"/>	Elective Course	Still Needed:	1 Class in HRM 820 or LD 822 or 823 or 832 or PM 800 or 804
<input type="checkbox"/>	Strategic Management Integrative Capstone	Still Needed:	1 Class in MGMT 850

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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MASTER OF SCIENCE IN NURSING HEALTH CARE LEADERSHIP

The Master of Science in Nursing Health Care Leadership provides opportunities to the registered nurses in New Hampshire and across the nation to earn a meaningful degree that will provide a clear pathway to work collaboratively with other professionals to improve health outcomes across diverse populations. The program is designed specifically from the American Association of Colleges of Nursing (AACN) Essentials Series.

GRADUATES WILL:

- Integrate the practice of nursing with sciences and humanities to assess the unique needs of a diverse population and design, implement and evaluate a plan to impact the outcomes of nursing care within the population;
- Apply leadership competencies in the provision of safe, high quality and cost effective care to individuals, populations, or communities within the health care system;
- Analyze information from health care information systems related to quality initiatives that promote improved quality, cost, safety and health care outcomes;
- Communicate research and practice outcomes to advance clinical practice;
- Demonstrate competence in the analysis of current and emerging technologies that impact health care outcomes;
- Advocate for policy change that leads to improved population health outcomes or the improvement of the quality of the health care system;
- Demonstrate caring, culturally responsive leadership through effective written and verbal communication, capable of effectively leading interprofessional teams;
- Lead and advocate for culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities.

Graduation Planning System

Student View A0002AXU as of 07/17/2018 at 10:06			
Student	New, Student	Level	Graduate degree
ID	996736965	Degree	Master of Science
Class		Major	MS Nursing Health Care Leadership
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree in Master of Science		Catalog Year:	2018-2019	Credits Required:	30
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits. A minimum of 30 credits must be taken at Granite State College.			
<input type="checkbox"/>	Minimum Credit Requirement	Reason:	A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits.		
<input type="checkbox"/>	Minimum Residency Requirement	Reason:	A minimum of 30 credits must be taken at Granite State College.		
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met				
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Nursing Health Care Leadership section		

Major in Nursing Health Care Leadership

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

<input type="checkbox"/>	Translating & Integrating Research Into Nursing Practice	Still Needed:	1 Class in NUR 802
<input type="checkbox"/>	Maximizing Your Organization's Potential	Still Needed:	1 Class in LD 822
<input type="checkbox"/>	Advocacy and Health Policy	Still Needed:	1 Class in HLTC 802
<input type="checkbox"/>	Health Care Financial Management	Still Needed:	1 Class in HLTC 801
<input type="checkbox"/>	Health Care Quality and Safety	Still Needed:	1 Class in HLTC 810
<input type="checkbox"/>	Health Care Technology and Informatics	Still Needed:	1 Class in HLTC 811
<input type="checkbox"/>	Interprofessional Collaboration for Population Health	Still Needed:	1 Class in NUR 812
<input type="checkbox"/>	Elective Course	Still Needed:	1 Class in LD 820 or 832 or PM 804
<input type="checkbox"/>	Integrated Clinical Capstone for Nursing Leaders	Still Needed:	1 Class in NUR 850

Legend: Below is a list of the various symbols that may be included within your audit. Next to each symbol there is a definition or action that should be taken. The symbols are located on the left hand side of your audit

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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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).

Graduation Planning System

Student View A0002egB as of 05/23/2018 at 13:39			
Student	New, Student	Level	Graduate degree
ID	996736965	Degree	Master of Science
Class		Major	MS Project Management
Advisor		Concentration	
Overall GPA	0.00	Minor	
Holds	Financial Responsibility Agree	Credits in Transfer	
Confidential	N	Program Status	
Academic Standing			

Degree Progress

Requirements 0%

Degree in Master of Science		Catalog Year:	2018-2019	Credits Required:	30
		GPA:	0.00	Credits Applied:	0
Unmet conditions for this set of requirements:		A minimum of 30 credits is required.			
Unmet conditions for this set of requirements:		You currently have 0;			
Unmet conditions for this set of requirements:		you still need at least 30 more credits.			
Unmet conditions for this set of requirements:		A minimum of 30 credits must be taken at Granite State College.			
<input type="checkbox"/>	Minimum Credit Requirement	Reason:	A minimum of 30 credits is required. You currently have 0; you still need at least 30 more credits.		
<input type="checkbox"/>	Minimum Residency Requirement	Reason:	A minimum of 30 credits must be taken at Granite State College.		
<input type="checkbox"/>	Minimum GPA Requirement of 3.0 Not Met				
<input type="checkbox"/>	Major Requirements	Still Needed:	See Major in Project Management section		

Major in Project Management

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

<input type="checkbox"/>	Project Management Seminar	Still Needed:	1 Class in PM 800
<input type="checkbox"/>	Project Planning and Scheduling	Still Needed:	1 Class in PM 801*
<input type="checkbox"/>	Risk Management	Still Needed:	1 Class in PM 802*
<input type="checkbox"/>	Cost and Budget Management	Still Needed:	1 Class in PM 803*
<input type="checkbox"/>	Leading Teams	Still Needed:	1 Class in PM 804
<input type="checkbox"/>	Negotiation, Contracting and Procurement	Still Needed:	1 Class in PM 805*
<input type="checkbox"/>	Managing Project Portfolios	Still Needed:	1 Class in PM 806*
<input type="checkbox"/>	Project Quality Management	Still Needed:	1 Class in PM 807*
<input type="checkbox"/>	Elective Course	Still Needed:	1 Class in PM 809 or 810 or LD 832
<input type="checkbox"/>	Project Management Integrative Capstone	Still Needed:	1 Class in PM 808*

Legend

<input checked="" type="checkbox"/>	Complete	<input type="checkbox"/>	Complete except for classes in-progress	(T)	Transfer Class	REG	Registered or Inprogress
<input type="checkbox"/>	Not Complete	<input type="checkbox"/>	Contact the Registrar's Office	@	See Help	*	Associated Prerequisite

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	ACCT 810	Management Accounting*
	COMM 800	Foundations of Organizational Communication*
	EDU 803	Leadership Essentials: Evaluation of Teaching and Learning*
	EDU 804	Leadership Essentials to Develop and Support a Professional Culture
	EDU 807A	Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate Teacher Leadership*
P	EDU 807B	Capstone Project II: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate a Teacher Leadership Project
	HLTC 800	Health Care Delivery and Innovations
	HLTC 801	Health Care Financial Management
	HLTC 802	Advocacy and Health Policy
	HLTC 810	Health Care Quality and Safety
	HLTC 811	Health Care Technology & Informatics
P	HLTC 850	Health Care Management Integrative Capstone
	HRM 810	Applied Human Resources: A Strategic Approach
	HRM 820	Employee and Labor Relations
	LD 820	Cultivating Your Leadership Capabilities*
	LD 821	Ethical Decision-Making*
	LD 822	Maximizing Your Organization's Potential
	LD 823	Emergence of a Strategic Leader
	LD 830	Leading in Public and Non-Profit Organizations
	LD 831	Conflict Management & Negotiation
	LD 832	Building Diverse and Multicultural Organizations
P	LD 850	Leadership Integrative Capstone
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	MGMT 810	Marketing Management
P	MGMT 824	Financial Management*
	MGMT 830	Changing Economics
	MGMT 835	Decision Analysis for Managers
P	MGMT 850	Strategic Management Integrative Capstone
	NUR 802	Translating & Integrating Research Into Nursing Practice
	NUR 812	Interprofessional Collaboration for Population Health
P	NUR 850	Integrated Clinical Capstone for Nursing Leaders

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

ACCT 810 Management Accounting

In this course, students will build on traditional concepts of managerial accounting (break-even analysis, alternate 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 Communication

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 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

EDU 804 Leadership Essentials to Develop and Support a Professional Culture

Effective 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

EDU 807A Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate

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

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. *PREREQUISITE: EDU 807A Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement and Evaluate*

3 Credits

HLTC 800 Health Care Delivery and Innovations

The course examines the political, legal, economic and fiscal components that impact and influence health care delivery systems. A focus within the course will be on developing and managing innovations that improve the value of health care. Management challenges and barriers to implementing change within the system will also be examined.

3 Credits

HLTC 801 Health Care Financial Management

This course provides a critical introduction to the financial structure and challenges of health care finance. The student will learn the impact of current changes in health care and the need for clinical and financial integration. Content includes information specific to revenue cycles, billing compliance, charity care, bad debt and payers (private and government). The student will understand the unique budgeting processes and financial reporting requirements of health care organizations. The course discusses the interprofessional roles in the day to day financial operations. High level communication skills in finance to engage in dialogue with stakeholders will be required.

3 Credits

HLTC 802 Advocacy and Health Policy

This course requires the student to employ analytical skills to evaluate the impact of institutional, regulatory and political policies on financial and health outcomes. Interprofessional health care roles will be introduced and integrated into decision making and advocacy in health care. Issues specific to health insurance, socioeconomic challenges and barriers to health care will be included. The student will examine the impact of emerging regulations, organizational and political change to health care quality and cost.

3 Credits

HLTC 810 Health Care Quality and Safety

This course provides an in-depth analysis of the quality and safety priorities in the current health care environments. Students will contrast the strengths and weaknesses of current quality improvement models including aspects related to efficiency, accuracy, and timeliness as well as being ethical and culturally responsible. The master's student will engage in the promotion of high level communications and advocacy that are necessary for quality and safety initiatives. The course includes the impact of regulatory organizations in health care quality. The student will be prepared to plan, implement and evaluate the results of a quality improvement and specifically address the improvements to health care outcomes.

3 Credits

HLTC 811 Health Care Technology and Informatics

This course provides students with the opportunity to ethically manage data, information, knowledge, and technology. Students will focus upon the development and quality of data driven outcomes. Students will critique and utilize research and evidence from data to inform decisions that impact the health care outcomes. In addition, the student will analyze emerging health care technologies as they are applied to environments, safety, cost and improvement of health. Ethics and privacy are emphasized in the evaluation of technology in health care. 3 Credits

HLTC 850 Health Care Management Integrative Capstone

This integrative course is the culminating course in the Master of Science in Health Care Management. All other required coursework must have been completed prior to receiving approval to register for this course. Students during the capstone experience will integrate health care management competencies, and acquired knowledge and skills that combine health care perspectives, theories, skills, and tools in an applied format. Final products include a comprehensive project that incorporates strategic and organizational components designed specific to health care systems. After documenting the above, students will discuss and defend their project orally. *PREREQUISITE: All required coursework must be completed.* 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

An investigation of 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 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

The course focuses on the conflicts which arise when an individual's ethics are counter to the organization's practices. An 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 and Negotiation

Students will be introduced to different perspectives on 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 problems 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. *PREREQUISITE: All required coursework must be completed.* 3 Credits

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. *PREREQUISITE: ACCT 810 Management Accounting.* 3 Credits

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. *PREREQUISITE: All required coursework must be completed.* 3 Credits

NUR 802 Translating and Integrating Research into Nursing Practice

This course provides the foundations for master's level nursing practice to advance nursing practice. The student is required to integrate theory, evidence, clinical judgment and research to improve population health outcomes. Evidence-based practice is applied to the role of the master's level nurse and will examine the ethical implications of research and translational scholarship. The student must be able to articulate how evidence is the basis for practice decisions and include the credibility and relevance of the sources. Practice guidelines will be discussed and their impact on health outcomes. 3 Credits

NUR 812 Interprofessional Collaboration for Population Health

This course discusses the value of interprofessional teams to develop and evaluate preventative interventions to improve population health. The role of the nurse within these teams are viewed in terms of advocacy, value and leadership. The course requires the student to utilize effective communication techniques to engage and lead these teams. The student will utilize data sources and evidence-based practice to develop culturally relevant and linguistically appropriate health education strategies. 3 Credits

NUR 850 Integrated Clinical Capstone for Nursing Leaders

This integrative clinical capstone is the final course in the Master of Science in Nursing Health Care Leadership. 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. The student will be required to secure a clinical site and preceptor for this course. The course will culminate in a project focused on enhancing nursing

practice by improving population health outcomes. Student will be required to verbally present and defend their project and achieved outcomes. *PREREQUISITE: All required coursework must be completed.*
6 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 pre-requisite to other courses in the degree program unless permission is granted based on previous work and/or academic experience. The student is introduced to the Project Management Body of Knowledge (PMBOK® Guide), published by the Project Management Institute. The course examines 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 are 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 addresses 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 examines state of the art planning and scheduling tools and techniques. It also explores 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 is given to current deterministic and probabilistic scheduling techniques. Students 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 is discussed in detail. *PREREQUISITE: PM 800 Project Management Seminar.*
3 Credits

PM 802 Risk Management

This course will focus on the importance of risk assessment in the overall project decision-making process. It will explore and evaluate multiple methodologies to identify and evaluate the overall risk posture of a project and investigate current risk scoring techniques. Students will learn the application of multiple risk response techniques, secondary risk avoidance and residual risk monitoring. Risk exposure cost estimating and contingency budget application will also be addressed within a systematic risk management framework. *PREREQUISITE: PM 800 Project Management Seminar.*
3 Credits

PM 803 Cost and Budget Management

Cost and Budget Management will examine current cost estimating techniques and commonly used tools that can be applied to evaluate project alternatives: break-even, life cycle costing, net present value and others. Students will learn to apply the earned value methodology to describe a project status for both schedule and cost in terms of the dollar value of work performed. Students will also investigate how financial elements such as cost categorization, depreciation, net present value and project duration can impact the project decision making process.
3 Credits

PM 804 Leading Teams

Project leadership is the process of motivating people to achieve project goals, usually in a dotted-line organizational setting. The success or failure of the project, and by extension the project manager, is dependent upon the project manager's ability to assess the team as a whole (strengths and weaknesses), and then apply that analysis to the individual team members and to the project. Within the course, students survey and discuss multiple methodologies used to evaluate project teams. Students analyze how organizational dynamics and structure impact the project manager, limit or increase their power, and influence their ability to perform their job.
3 Credits

PM 805 Negotiation, Contracting and Procurement

Outsourcing is becoming more and more critical in today's economic environment making it essential that a project manager in the multi-national marketplace have a firm understanding of the negotiating, contracting and procurement environment and potential pitfalls. This course will address the interdependence of the make-or-buy decision-making process and the success of many projects in terms of risk management as well as achieving acceptable financial goals. Students will explore contracting pitfalls by addressing and proving an understanding of the key factors, regulations, and vocabulary which are critical for the project manager to be able to employ in their business dealings with contracting and legal departments. *PREREQUISITE: PM 801 Project Planning & Scheduling and PM 802 Risk Management.*
3 Credits

PM 806 Managing Project Portfolios

This course addresses the processes and techniques used in strategic management of project portfolios. Students examine the decision making tools, techniques, and rationale used to reach consensus for funding specific programs and projects and to bring them into the tactical layer for execution. The course reviews objective methodologies and benefit measurement techniques as well as market analytics, competitive analysis and market driven approaches. Elements of requirements gathering techniques as addressed by the International Institute of Business Analysis will be investigated and analyzed. *PREREQUISITE: PM 800 Project Management Seminar.*
3 Credits

PM 807 Project Quality Management

Project Quality Management is critical in today's complex project management endeavors. It is also a dual track effort as it must address both project quality and project management quality. Students will review the history of the quality efforts from Deming,

Juran, and Crosby in the setting of the original quality efforts, international competition, and the concept of six-sigma as initiated by the Motorola Corporation in response to that threat. Students will examine multiple quality process improvement efforts and their impact on the business world: Prevention over Inspection, Continuous Improvement, Voice of the Customer, Just in Time, and others. This course is compatible with and will cover a subset of the Six-Sigma methodologies and practices. *PREREQUISITE: PM 800 Project Management Seminar.* 3 Credits

PM 808 Project Management 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 to the entire program of study and will demonstrate competence by integrating and applying those skills to a real-world scenario. Students will apply knowledge in a group case study setting while documenting the decision making process, and will analyze methodologies and rationale for selecting those methodologies in a project log including templates designed and used, case study analytical results, and decision outcome analysis/ results. *PREREQUISITE: All required coursework must be completed.*

3 Credits

PM 809 Global Project Management

Global Project Management addresses the growing demand for project management across international boundaries. The environment requires project managers and their teams to develop an awareness of and sensitivity to a field which is becoming increasingly more diverse through the lenses of culture, economics, and politics. Students will examine multiple distribution channels, outsourcing and unique pricing policies. Students will also discuss the need for adaptive procedures to account for unique sales and management styles, legal settings, and the expectation of the target environments.

3 Credits

PM 810 Change Management and Communication

This course provides students with an understanding of the principles of assessing change, managing change and employing the communication tools necessary to implement change effectively. Issues regarding client satisfaction, morale and relationships will be explored. The effective project manager must possess skills in adaptability to ensure that projects are responsive to changing conditions and that all stakeholders receive appropriate communication. This course develops a thorough understanding of strategic change and communication within organizations.

3 Credits



SHELIA
M.S. in Leadership

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 the "Academic Calendar" section.

Application for Admission

Part I is due at Admission.

Supporting Documents

Part II is required for full admission and includes the following:

- 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.
- 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
- Passing PRAXIS CORE Academic Skills for Educators scores or current teacher certification
- Criminal History Records Check
- Means for meeting minimal technical requirements: <http://it.granite.edu/moodle-technical-requirements>

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience and Program Requirements Include:

- Personal Plan of Study
- TaskStream Subscription
- Identification of Field Placement and Supervising Practitioner or Mentor

Students who do not satisfy Part II of the application process will receive conditional admittance and will not be eligible to continue with the program or register for clinical courses until fully admitted.

CONDITIONAL ACCEPTANCE STATUS

The Dean of the School of Education can grant conditional acceptance for a student who has not fully completed the application process or met GSC's Post-Baccalaureate Teacher Certification Program admission criteria. A student may enroll in a certification program for non-clinical courses after being conditionally accepted to the degree program.

The conditional accepted status will be changed to full acceptance status once the application has been completed and the required conditions have been met. Required conditions may include successful completion of several courses while maintaining a GPA ≥ 3.0 .

TRANSCRIPTS

Post-baccalaureate students must ensure that all official previous college transcripts are received by the Graduate Admissions Office. In order for a transcript to be "official," it must be in a sealed envelope from the college or university. Electronic transcripts are also accepted from prior institutions that use 3rd party vendors for delivery. Electronic Transcripts can be sent to gsc.admissions@granite.edu. Paper transcripts should be mailed to the Graduate Admissions Office, 25 Hall Street, Concord, NH 03301. Candidates who have earned 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.

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 in any term during the year. There are four start dates (Fall, Winter, Spring, and Summer) throughout the academic year. Please see the "Academic Calendar" section.

Applications from prospective degree students will be reviewed by the Graduate Program Director. 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.
- Master of Science in Instruction and Leadership additional requirements: Successful completion of a post-baccalaureate certification at Granite State College with a minimum of 24 credits earned.
- Master of Science in Nursing Health Care Leadership additional requirements:
 - Bachelor's Degree in Nursing
 - Licensed as a registered nurse in the state of practice

Materials should be submitted to:

Graduate Admissions Office
Granite State College
25 Hall Street
Concord, NH 03301

FULL ACCEPTANCE STATUS

Full acceptance status is attained when all application materials have been received and approved by the Graduate Program Director. Students will receive notification in writing or by email 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 Dean can grant conditional acceptance for a student who has not fully 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 being conditionally accepted to the degree program. Please see the table below for individual program limits.

Program	Maximum Credits
MS in Health Care Management	12
MS in Instruction and Leadership	6
MS in Leadership	12
MS in Management	12
MSN in Health Care Leadership	12
MS in Project Management	12

The conditional accepted status will be changed to full acceptance status once the application has been completed and 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.

Courses For	Maximum Credits
MS in Health Care Management	12
MS in Instruction and Leadership	6
MS in Leadership	12
MS in Management	12
MSN in Health Care Leadership	12
MS in Project Management	12

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 table 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 are not completed within 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

The Office of Graduate Studies does not accept transfer credits, with the exception of the Master of Science in Instruction and Leadership which requires completion of a post-baccalaureate teacher certification at GSC with a minimum of 24 credits earned prior to admission into the program.

For all other Master of Science programs, if a student has completed the equivalent course content of one course from another accredited institution in the past seven years, a course waiver may be appropriate during the time of application.

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.

Program	Course Waiver	Residency	Degree Credits
MS in Health Care Management	Accepted	30	30
MS in Instruction and Leadership	Not Accepted	12	36
MS in Leadership	Accepted	30	30
MS in Management	Accepted	30	30
MS in Nursing Health Care Leadership	Accepted	30	30
MS in Project Management	Accepted	30	30

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 programmatically accredited institutions. Information about regionally and programmatically accredited institutions is provided by the Council for Higher Education Accreditation.

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 are 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 Office of Academic Affairs.

DEGREE CANDIDATES

Students who apply to and are accepted into a degree program at the College are classified as degree candidates. All others attending the College are 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

Submissions will be reviewed and approved by the Program Director overseeing 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. In order for a transcript to be "official" it must be in a sealed envelope from the college or university. Electronic transcripts are also accepted from prior institutions that use 3rd party vendors for delivery. Electronic transcripts can be sent to gsc.admissions@granite.edu. Paper transcripts should be mailed to the Graduate Admissions Office, 25 Hall Street, Concord, NH 03301. Candidates who have earned 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

Master's Degree candidates must ensure that all official previous college transcripts are received by the Graduate Admissions Office. In order for a transcript to be "official" it must be in a sealed envelope from the college or university. Electronic transcripts are also accepted from prior institutions that use 3rd party vendors for delivery. Electronic Transcripts can be sent to gsc.admissions@granite.edu. Paper transcripts should be mailed to the Graduate Admissions Office, 25 Hall Street, Concord, NH 03301. Candidates who have earned 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. (3.0 on a scale of 4.0) or higher.

Exceptions to a second master's degree: Master of Science in Nursing Health Care Leadership students are not eligible for a second degree in M.S. in Health Care Management program. Master of Science in Health Care Management students not eligible for a second degree in M.S.N. in Health Care Leadership program.

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. Several countries will not recognize foreign online degrees, which may affect employment or further education. It is the student's responsibility to understand whether the chosen online degree will be recognized in the student's home country or the country in which they intend to work; whether their country of residence will levy taxes in addition to the price of tuition, and how individual student data may be used in that country. *Granite State College does not sponsor visas.*

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 will accept foreign transcript evaluation from members of NACES (National Association of Credential Evaluation Services). For a complete list of members please visit <http://naces.org>. Each member of NACES has their own fee structure for the translation and evaluation and those charges must be paid for by the student. The College recommends that students obtain a course by course (sometimes called a comprehensive) evaluation.

The transcript must be sent directly from the evaluating agency to the Graduate Admissions Office to be considered official.

ENGLISH PROFICIENCY

Applicants for whom English is not the primary language must demonstrate proficiency in English. Adequate proficiency is demonstrated by a minimum Test of English as a Foreign Language (TOEFL) score:

- Internet-based test (IBT) minimum score: 80

The College also accepts the International English Language Testing System (IELTS). Students must achieve an overall band score of 6.5. Any student not demonstrating adequate proficiency will be referred to an institution that offers courses in English for Speakers of Other Languages. Scores must be sent directly from the testing agency to the Admissions Office. Use code 0458.

<http://www.toeflgoanywhere.org/>

<http://www.ielts.org/>

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 is below.

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

CCAF (Air University):
<https://www.au.af.mil/au/>

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.



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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 2018 term charges unless otherwise noted.

For current tuition rates visit <https://www.granite.edu/tuition-aid/tuition-fees/>.

POST-BACCALAUREATE TEACHER CERTIFICATION FEES

Per Credit Hour

Resident	\$314
Non-resident	\$355

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
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Academic Services Fee

Per term for 4 credits or more	\$40
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This fee supports the information technology infrastructure of the College, including computer labs and the electronic library.

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

Materials	Variable
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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. Additional technologies, educational applications, supplementary materials and other charges are required beyond tuition. These fees are assessed on a course-by-course and program basis.

Clinical Mentoring Fee	\$250
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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
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Training Portfolio	\$350
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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.

Returned Checks	\$25
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Personal checks returned by the bank.

Re-registration Fee	\$25
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MASTER'S FEES**Per Credit Hour**

Resident	\$538
Non-resident	\$575

Application

Online Application	No Charge
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Conferral Fee

\$150

This fee covers the costs of degree audits, degree certification and diploma printing.

Materials

Variable

The Master's programs require all students to purchase a subscription with the E-portfolio Provider for the duration of their plan of study at GSC. Visit <http://bookstore.mbsdirect.net/gsc.htm> for subscription rates.

NOTE: When applicable, Master's Degree programs require students to purchase memberships to professional organizations related to their degree program. Additionally, some courses require supplementary materials or other charges beyond tuition. These fees are assessed on a course by course basis and will be specified during the course registration period.

Overdue Accounts

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

Returned Checks

\$25

Personal checks returned by the bank.

Re-registration Fee

\$25

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 the "Dropping Courses" section.

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 policies 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 <https://my.granite.edu/student-accounts>.

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.

COMMUNICATIONS POLICY

Granite State College uses multiple methods of communication with students. The College-provided go.granite.edu account is the preferred method of communication, but students are responsible for monitoring their personal accounts for GSC correspondence, as well as the following:

- Billing statements, unofficial transcripts, registration information, grades, and financial information are available via the College's secure web portal, WebROCK.
- In some instances, students will receive email correspondence directing them to WebROCK, where they can access confidential information only after logging into their secure account.
- Course materials are available via the electronic learning platform eLearning+(Moodle).
- Some documents (i.e. diplomas, transcripts) may be sent to the student's permanent postal address. It is the student's responsibility to notify the College of a change to this address via WebROCK.

Instructions on creating GSC accounts may be found at <http://it.granite.edu/create-your-gsc-account>. IT support may be accessed 24/7 via the following:

- Email: GSC.Help@granite.edu
- Internet: IT Help Request
- Telephone: 1.888.372.4270



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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 visit <https://www.granite.edu/tuition-aid> or contact the Office of Financial Aid at 603.513.1392.

FEDERAL FINANCIAL AID ELIGIBILITY

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

- Be a U.S. citizen or eligible non-citizen; and
- Have a high school diploma or equivalent, 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 attending 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.

ADVANCED BOOK FUNDS

Federal aid (Pell, SEOG, Stafford, PLUS) recipients may be eligible to receive funds before the start of the term to cover the average cost for books and supplies (\$150 per registered class) if, after direct charges have been paid, there is a remaining credit balance on the student account.

To be eligible, a student must be registered for classes and have aid ready to be disbursed at the time the Advanced Funds process runs 10-days prior to the term start. Generally, checks are mailed the Tuesday prior to the start of the term. Direct deposits are made the Wednesday prior to the start of the term.

Students who have a previous account balance are not eligible for Advanced Funds. Students are responsible for repayment of funds if they dropped from any or all coursework. Students may opt out of this process by submitting the Opt Out of Advanced Funds form.

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 dependent 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 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 foundation. 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

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 1.800.722.4867 or visit <https://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 an estimated financial aid award within 2 weeks. Awards will be issued beginning early May.
2. Complete the admissions application. Once processed, this will give access to move forward with financial aid: <https://www.granite.edu/become-a-student/apply-now/>.
3. Check <http://my.granite.edu> and click the WebROCK button often for any additional requirements. Requirements will vary from student to student and may include submitting additional

documentation. Students may also be subject to additional verification procedures, and the award may change as a result of the verification process, so check for updates and respond to any changes. All additional documents must be submitted before any financial aid can be finalized.

4. Complete Federal Student Loan Requirements, if applicable. For all new Federal Student Loan Borrowers, complete the following two steps at www.studentloans.gov in order to begin classes:
 - a) Stafford Loan Entrance Counseling: Learn the rights and responsibilities associated with borrowing Federal Direct Loan funds.
 - b) Master Promissory Note (MPN) with Direct Lending: a legal document which explains the terms and conditions of the loan, as well as repayment responsibilities.
5. Award. Our goal is to award tuition, fees, and books for 8 credits per term for those who are eligible. We assume acceptance of all loans and grants as offered, unless informed in writing otherwise. Awards will be adjusted down for actual enrollment at the time of disbursement unless we are notified otherwise via the Award Revision Request. Please complete an Award Revision Request form to: decline all or a portion of loans, request aid for more than 8 credits, or attend fewer terms or credits that are reflected on the 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. Verification documents must be submitted by the earlier of 120 days after the student's last date of enrollment or September 22.

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 2018-19

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.

FINANCIAL AID ELIGIBILITY FOR REPEATED COURSEWORK

Students are eligible to use federal financial aid to pay to retake a previously passed course for which they earned credit only one time in an attempt to better their grade. Students are eligible to use federal financial aid to retake a failed course repeatedly (please note that eligibility based on Satisfactory Academic Progress standards still apply). However, if a student earns credit for a course and then retakes the course but fails in the second attempt, the student will not be able to receive aid to retake that course again.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID

All GSC students are required to achieve minimum SAP standards to receive financial aid. Graduate and Post Baccalaureate students must maintain a cumulative GPA of at least 3.0, a 67 % completion rate, and be able to complete their program within 150% of the published length.

Qualitative Measure (GPA)

The qualitative measure requires a minimum cumulative GPA of 3.0.

Quantitative Measure (Pace)

The quantitative measure requires a completion rate of at least 67% for all attempted credits. Credit hours attempted include completed credits, incompletes, withdrawals, repeated for failed classes, as well as transfer credits. Also included are all credits attempted at GSC at the same academic level (i.e. Graduate or Post Baccalaureate).

Maximum Timeframe (in credits)

The timeframe for degree completion is limited by federal regulations to 150% of the published credit length of the program. For example, a graduate program may have a published length of 30 credits. The maximum timeframe for completion of that program is 45 credits.

The maximum number of credits attempted includes transfer credits and all credits attempted while enrolled at GSC at the same academic level. If due to withdrawals, failed courses, change in program, etc, it becomes mathematically impossible for the student to complete his/her program within the maximum number of attempted credits for the program, then he/she will no longer be eligible for financial aid for any future terms.

Coursework Definitions

Definitions of coursework and how they affect various categories when reviewing financial aid SAP.

Credits Attempted but not Completed

The following count as credits attempted, but not considered as credits successfully completed. "F" and "AF" grades are counted in the GPA calculation.

"F" failing grade

"AF" administrative failure

"IC" incomplete

"W" withdrawal

Dropped Coursework

Course that are dropped during the official add/drop period are not included in the evaluation of SAP.

Audit Coursework

Audited coursework receives no credit and is not counted in the evaluation of SAP.

Repeated Coursework

Courses that are repeated will count as hours attempted and completed if the student receives a passing grade; however, only the last grade earned is calculated in the GPA.

Pass/Fail Coursework

Pass/Fail coursework is not calculated in the cumulative GPA, but will be counted as credits attempted. If the coursework is passed, the credits will also be counted as completed.

Transfer Coursework

Transfer credits that are applicable to the student's degree program are counted as credits attempted and completed.

Consortium Coursework

Coursework at another institution under a consortium agreement, while a GSC student is enrolled in an eligible program, will be counted in the GPA and as credits attempted (and completed if a grade other than the equivalent of "F" or "AF" is issued).

Subsequent Program

Students who earn a graduate degree at GSC will have their maximum timeframe clock reset one time when they come back for a subsequent graduate degree.

Students who complete coursework for a teaching credential at GSC will have their maximum timeframe clock reset when they come back for an additional certification, up to two times.

SAP REVIEW TIMEFRAME

Granite State College will review SAP eligibility on an annual basis at the end of each Spring payment period for all programs that are more than 24 credits. Programs that are 24 credits or less will be reviewed after each payment period.

FINANCIAL AID WARNING

Students who are reviewed after each payment period, who do not meet the minimum SAP standards will be placed on financial aid warning beginning with their next term of enrollment. Students on Financial Aid warning are eligible for aid.

FINANCIAL AID SUSPENSION

Students who do not meet the minimum SAP standard after the warning period will be placed on Financial Aid suspension.

Students who do not meet the minimum SAP standards during the annual review will be placed on Financial Aid suspension beginning with the summer term. Financial aid suspended students are not eligible for financial aid which will result in the loss of all federal, state and institutional aid, including grants, scholarships, loans, and work study.

SAP APPEAL

Granite State College will allow an appeal process for students in suspended status for receipt of aid. A student whose eligibility is suspended may request an appeal if he/she feels that extenuating circumstances existed that affected the student's ability to achieve the minimum SAP qualitative (GPA) and/or quantitative standards (completion rate). 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 in order to file an appeal to regain financial aid eligibility. An extenuating circumstance may include:

- Injury
- Illness
- Divorce
- Death of an immediate family member, or
- Other extenuating circumstance.

Extenuating 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 appeal. All documentation will be filed in the student's financial aid records.

GSC students may appeal a SAP suspension for reentry in the Summer, Fall, Winter, and Spring terms. All appeals will include an academic plan that must demonstrate that the minimum SAP standards will be achieved by the next scheduled review. Official deadlines will be published annually on the aid-year specific Financial Aid Satisfactory Academic Progress Appeal Form.

APPEAL REVIEW

All SAP appeals will be reviewed by the SAP Appeal Committee, which is made up of representatives from the Office of Financial Aid and the Registrar's Office. The Committee will determine a student's eligibility or ineligibility for continued aid. Any incomplete appeals will not be reviewed. As a result the student will not be eligible for aid. Students must have a current FAFSA on file, resolve any defaulted federal student loans, and pay any outstanding balance due to GSC before an appeal will be considered for review.

APPEAL APPROVAL

An appeal may only be approved if there is sufficient documentation of extenuating circumstance, an explicit statement of what has changed, and an academic plan that demonstrates the student will be able to achieve the requirements of SAP by the end of the financial aid year. Decisions for academic plans may involve, but are not limited to, a reduced course load, specific courses, a required GPA by term, etc. Academic plans cannot include more than 8 credits per term. The student and the advisor will be informed in writing of the decision, any additional requirements, and the consequences of failing to follow the academic plan.

Approved students will be required to achieve at least a “B” in each course while completing 100% of the credits in the academic plan. No incompletes, failures, or withdrawals will be accepted. Any higher expectations will be communicated to the student in writing. If the student does not meet or exceed this requirement their aid will again be suspended the following term.

If a student’s appeal is approved, but the student does not attend the subsequent payment period, the student’s aid will be once again suspended and must submit a revised academic plan for approval.

FINANCIAL AID PROBATION

A student who is approved through the appeal process will be placed on financial aid probation for their first term back.

Students who achieve the minimum SAP standards after the probation term will have their eligibility reinstated and will not be required to continue to follow the established academic plan, however following the plan is recommended. The student will be reviewed again for SAP at the next scheduled review.

If the student is unable to achieve the minimum SAP standards after probation, the student will be placed on his/her approved academic plan and continue to receive aid if the student achieves the minimum grade required in each course while completing 100% of the credits attempted during probation. Otherwise, the student’s aid will be suspended.

ACADEMIC PLAN

A student who successfully completes probation and did not achieve the minimum SAP standards will follow the academic plan created by his/her advisor and approved by the Committee. Progress will be reviewed on a term by term basis in accordance with the academic plan. Students who fail to meet the requirements of the academic plan will have their aid suspended.

NUMBER OF APPEALS

Students that are reviewed annually are allowed to appeal at two different times during their academic career at Granite State College, however, students cannot appeal in successive aid years. Post-baccalaureate students who are reviewed term by term may only appeal once.

Students who fail to meet the requirements of an approved appeal will have their aid suspended again. The student must, on their own, work to achieve the standard to regain eligibility. If the student then, after regaining eligibility, is suspended again, that student may appeal once more.

APPEAL DENIAL

If an appeal is denied, the student may not submit another appeal. The student must, on their own, work to achieve the standard to regain eligibility. If the student then, after regaining eligibility, is suspended again, that student may appeal once more.

RE-ESTABLISHING ELIGIBILITY WITHOUT AN APPEAL

Once suspended students meet SAP requirements, they may regain aid eligibility during the next scheduled review.

If they wish to regain aid eligibility sooner they may submit the Request for Reinstatement of Suspended Aid form. This form is used to alert the Office of Financial Aid that the student now meets SAP requirements and wishes to have their eligibility reinstated. The student will be placed on Probation for the subsequent payment period and must continue to meet SAP standards at the end of that payment period. If they do not meet the standards, they will once again be suspended.

COURSE SELECTION

Students should log into WebROCK to access the degree audit in either CAPP or Graduation Planning System (GPS). The degree audit will identify courses that are still needed to meet degree requirements. For each course, check prerequisites to ensure all have been completed. Specific questions can be addressed and answered by an Academic Advisor, Field Placement Faculty, or Program Director should the need arise.

PREREQUISITES

Course prerequisites are those courses that are required to have been successfully completed prior to enrolling in another course. Before registering for a course, students should check the course description or their degree audit to determine course prerequisites. This policy applies to degree and non-degree students.

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.

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 3.0 or higher in GSC post-baccalaureate coursework.

Students may request a course overload by contacting the Associate Dean of the School of Education.

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 3.5 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.

ADDING COURSES

Students may add a course during the specified drop/add period via WebROCK or by completing a Course Add/Drop Form. Form is available on my.granite.edu and can be faxed to the Registrar's Office at 603.513.1386 or email the completed, signed form to registrars.office@granite.edu. Students considering adding a course after the term begins should contact their Field Placement Faculty or Program Director before registering.

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. Notification of a drop must be received by the Registrar's Office during the official add/drop period; the last day to drop a twelve week course is the end of the second week of the term. For courses that do not follow the twelve week schedule, specific drop dates are posted on <http://my.granite.edu>.

To drop a course:

1. Complete the add/drop/withdrawal form (using the drop section) at <https://my.granite.edu/registrationchange> and forward it to the Registrar's Office via fax (603-513-1386), email (registrars.office@granite.edu), or dropping it off or mailing it to our administrative center at 25 Hall Street, Concord, NH 03301.

2. Visit WebROCK prior to the payment due date for the term and drop online via the Registration menu

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.

NOTE: For purposes of adding or dropping a standard twelve week course, the end of the week is considered Friday. For all other non-standard classes please refer to the published academic calendar on my.granite.edu.

WITHDRAWING FROM COURSES

A withdrawal is a change in registration after the official add/drop deadline. A Withdrawal (W) will be noted on the transcript indicating that an individual did not complete the course. To determine the last day to withdraw from a regularly scheduled six-week or twelve-week course see the Academic Calendar published on the College website. To withdraw from a course that does not follow a six-week or twelve-week schedule, please consult <http://my.granite.edu>.

To withdraw from a course, submit a completed Course Withdrawal Form located at <http://my.granite.edu> 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. The form should be faxed to the Registrar's Office at 603.513.1386 or scanned and emailed to either the Registrar's Office at registrars.office@granite.edu or can be sent to the student's advisor for processing. The date of official withdrawal is the day that the completed form is received by the College. There is NO refund of tuition or fees for withdrawals. If a student is receiving financial aid, (grants and/or loans) the student should consult with the Office of Financial Aid before withdrawing. Depending on the aid received a student may be responsible for repaying some or all of the aid to the College. If federal financial aid has been received, it will be returned to the 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 the College. Failure to officially withdraw will result in an AF grade, which is maintained on the official student record and included in the grade point average (GPA). Not attending classes does not constitute an automatic withdrawal.

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 over auditors in registration. A request to change from an audit status to a credit-bearing status or vice versa may be submitted to the Registrar's Office via an updated registration form before the final day of the official add/drop period for the course. To be eligible to receive academic credit all prerequisites and placement requirements for the course must be met.

It is not expected when auditing a course that a student will be evaluated in any way. The extent to which auditors will participate in the course will be at the complete discretion of the instructor. A grade of AU will be entered on the official student record. An audit will not be included in the calculation of GPA, for satisfactory academic progress, for determining full or part-time status, or for financial aid eligibility. Students taking a course as audit most likely cannot transfer that course to another institution.

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 who are age 65 or older and are not enrolled in a degree program are eligible to take a maximum of two credit-bearing courses* per academic year (Summer, Fall Winter, Spring) tuition-free. Students are responsible for all other costs of attendance, including fees. Prospective students who will be age 65 or older as of the first day of the semester, or term in which they wish to take a course may register on a space-available basis and must provide proof of age and New Hampshire residency. Waivers will only be granted at the time of registration (not retroactively). Non-credit courses, workshops, etc. are not covered by this tuition waiver. As these courses are intended for personal interest and fulfillment, courses taken under this program are not applicable toward a degree at GSC.

*This applies to credit-bearing courses offered online and at GSC locations within the State of New Hampshire. Select courses offered offsite – such as Isles of Shoals—are not covered by the tuition waiver.

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.

Senior Tuition Waiver requests are available online at: <http://my.granite.edu/forms-faqs>.

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 <http://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 suspension entered upon finding of responsibility for violation of the institution's code of student conduct shall be ineligible to register for or attend classes at any other USNH institution during the entire period of suspension.

A student ineligible to register for or attend classes at any one USNH institution because of permanent expulsion entered upon finding of responsibility for violation of the institution's code of student conduct shall be ineligible to register for or attend classes at any other USNH institution for a period of two (2) years following the date on which the student was permanently expelled.

A student ineligible to register for or attend classes at any one USNH institution because of a pending student disciplinary charge shall be ineligible to register for or attend classes at any other USNH institution for as long as the charge remains pending.

NEW HAMPSHIRE RESIDENCY DOMICILE

In-State Tuition Status

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.

Definitions

"Parent" means the individual or individuals named on the student's birth certificate; or the student's legal guardian or legal custodian provided that there are no circumstances indicating that such guardianship or custodianship was created primarily for the purpose of conferring the status of an in-state student on the unemancipated person; or an individual who can claim the student as a dependent on his/her IRS 1040 tax return.

"Domicile" means a person's true, fixed and permanent home and place of habitation, to the exclusion of all others. It is the place where the person intends to remain and to which s/he expects to return when s/he leaves without intending to establish a new domicile elsewhere.

"Veteran" shall have the same meaning as defined in RSA 21:50, I.

Determination of Student Status

A student shall be classified as in-state or out-of-state for tuition purposes at the time of his/her first admission. The decision shall be made by the AVP of Enrollment Operations in the first instance based upon information furnished by the student's application and other relevant information available.

Application Forms

Anyone applying for in-state status for tuition purposes at the same time he or she is applying for admission shall submit an application on forms to be prescribed by the dean or director of admissions which shall include a sworn statement certifying that the applicant is legally domiciled within the State of New Hampshire. The application shall also include such additional information as the dean or director may require in support of the affidavit of domicile. In the event the campus residency officer possesses facts or information indicating that a student's status should be changed from in-state to out-of-state, whether or not the information was received from the student in compliance with notification requirements set forth in BOT IV.E.13, in his/her discretion, the campus residency officer may require resubmission of an application form from any in-state student prior to the commencement of each semester the student plans to attend the university system unit.

Burden of Proof

In all cases of application for in-state status for tuition purposes, the burden of proof shall be on the applicant. At the applicant's request the AVP of Enrollment Operations shall state the reason or reasons for the decision in writing.

Determination of Domicile

No person shall be eligible for in-state status unless s/he is domiciled within New Hampshire. For University System purposes, a person does not acquire a domicile in New Hampshire until s/he has been a resident of the state for 12 consecutive months immediately preceding registration for the term for which in-state status is claimed and meets all other requirements for 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.

No unemancipated person shall be eligible for in-state tuition status unless his/her parent(s), as defined in BOT IV.E.2.1, shall have established domicile in this state.

No person shall be eligible for in-state tuition status unless s/he establishes that his/her residence in New Hampshire is for some purpose other than the temporary or primary one of obtaining an education.

When a person has established eligibility for in-state tuition based on his/her parent's domicile and the parent subsequently establishes domicile outside of New Hampshire, the person shall be eligible for in-state tuition for one academic semester following the academic semester during which the parent established out-of-state domicile. It shall be the student's responsibility pursuant to BOT IV.E.13 to notify the campus residency officer of any changes affecting his or her eligibility for the in-state tuition rate.

All evidence relevant to determining domicile shall be considered. Evidence of the following shall, in any case, be relevant, but not necessarily conclusive:

- Payment or non-payment of any tax levied by the State of New Hampshire or any political subdivision on persons resident or domiciled thereon;

- Residence reported on any federal or state tax return;
- Registration of one's automobile;
- State issuing one's driver's license;
- Receipt of support from parents who are resident or domiciled outside the State of New Hampshire;
- Voting residence;
- Claim by any non-resident parent that the applicant is a dependent for tax or any other financial purpose;
- Regular departure by an applicant from the State of New Hampshire during recesses or vacations from the University System unit;
- The filing of any claim for benefits under any policy of insurance or any federal, state or local benefit legislation based on residence or domicile outside the State of New Hampshire; or
- Status in some other state which would qualify a person for in-state tuition in that state.

Emancipation

No person shall be deemed to be emancipated unless his/her parent, as defined in BOT IV.E.2.1 above, has entirely surrendered the right to the care, custody and earnings of such person and unless his/her parent is no longer under any legal obligation to support or maintain such person or, having supported and maintained such person even though under no legal obligation to do so, has ceased to support or maintain such person. Emancipation shall not be found unless all such tests are met.

Evidence of the following shall be submitted by an applicant and requested by the dean or director of admissions:

- Lack of financial support of the person by the parents;
- Lack of contribution by the parents to any earnings or other income received by the person;
- Failure of the parent to claim the person as a dependent on his/her income or other tax returns;
- Establishment by the person of a domicile separate and apart from that of the parent; and
- Failure of the person to return to the home of the parent during vacations and other recesses from school.

Presumptions

Unless the contrary appears to the satisfaction of the dean or director of admissions in individual cases, the following presumptions shall prevail:

- A student is presumed to be emancipated from his/her parent(s) when he or she reaches the age of twenty-four (24).
- The domicile of an unemancipated person shall be that of his/her parent(s), as defined in BOT IV.E.2.1.
- The domicile of any person who first enters the University System from the domicile of his/her parent(s), as defined in BOT IV.E.2.1 above is that of the parent until s/he abandons such domicile and, for purposes other than that of education, acquires a new domicile;
- The domicile of any person who first enters the University System from a domicile other than New Hampshire is such a domicile until s/he abandons such domicile and, for purposes other than that of his/her education, acquires a new domicile; and

- Attendance at a unit of the University System or at any other educational institution in this state in itself shall not be evidence of intention to establish or establishment of a domicile in this state.

Waiver

Nothing contained in these rules shall preclude AVP of Enrollment Operations or campus residency officer from waiving any requirements hereof under special circumstances in individual cases. Waivers shall not be routinely granted.

Military Personnel

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.

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.

Review of Student Status

Any student who is aggrieved by the decision of the AVP of Enrollment Operations classifying him/her as an out-of-state student for tuition purposes may appeal to the campus residency officer on forms and in accordance with procedures which shall be made available to the student in the office of the dean or director of admissions. Any student aggrieved by the campus residency officer's decision may appeal that decision to the University System's Residency Appeals Board (the "Board").

The student may present to the Board such additional evidence as s/he may deem appropriate in processing his/her appeal and may appear before the Board and be heard. The decision of the Board shall be the final decision of the University System.

The University System Residency Appeals Board shall be comprised of four members who shall be designated by the presidents of each of the System's institutions. At the first meeting of each academic year, the Board members shall designate one member to serve as chair for the remainder of the academic year and until a successor has been designated for the following year. The chair may delegate authority to chair particular meetings of the Board to any member of the Board.

Change in Status

Any student who has, on his/her first admission to the University System, been classified as out-of-state for tuition purposes may apply to the campus residency officer for a change in status.

Students applying for a change in status shall file their applications with the campus residency officer prior to the first day of the semester for which the student is seeking the in-state tuition rate. Applications shall be considered in the chronological order in which they are presented. No changes approved during a semester shall be effective until the beginning of the next following semester.

However, where a change of status from out-of-state to in-state has been denied by the campus residency officer prior to the commencement of a semester, and that decision is reversed by the Residency Appeals Board during the semester, the student's status shall be effective as of the commencement of the semester.

In the event the campus residency officer possesses any fact or information indicating that a student's status should be changed from in-state to out-of-state, the student shall be informed in writing of the change of status. The student may appeal the decision of the campus residency officer as set forth in BOT IV.E.11.1. No such change made by the campus residency officer after the commencement of any semester shall be effective until the beginning of the next semester. Change to out-of-state status made by the campus residency officer prior to the commencement of any semester, but reversed during the semester by the Residency Appeals Board shall be effective as of the commencement of the semester.

Student Responsibility to Notify Institution of Changes in Status

It shall be the responsibility of students on all campuses to notify the campus residency officer of any change in their eligibility for the in-state tuition rate as a result of:

- Change in the domicile of their parents; or
- Change in their own domicile

Failure to notify the campus residency officer of any changes affecting eligibility for the in-state tuition rate may subject a student to disciplinary action under the provisions of the code of student conduct and/or to such actions that may be available under law, or both.



TERESA
Director of Nursing Programs

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ACADEMIC ADVISING

Academic advising is a critical component of all students' educational experiences. Through advising, students are empowered to develop and implement sound academic plans that are consistent with their personal values, goals and career plans. The purpose is to guide students to become self-directed learners and decision makers. Advising is a shared partnership between a student and Field Placement Faculty or Program Director with the purpose of reaching education and career goals. Using the framework of the Appreciative Advising model, Academic Advisors build trust and rapport with students, help students uncover their strengths and skills, and co-construct action plans to reach goals. Ultimately, the responsibility to make decisions that affect their life goals is that of the student.

GSC Academic Advising follows the guidelines by the Council for Academic Standards and National Academic Advising Association to:

- Maintain confidentiality (compliance with FERPA)
- Serve students on a fair and equitable basis
- Avoid any personal conflict of interest to advisors can deal objectively and impartially with issues
- Handle funds responsibly
- Refrain from any form of harassment
- Recognize their advising expertise and refer students when necessary
- Impart accurate information while complying with institutional policies and rules (CAS Standards 2005).
- Treat students and colleagues with respect
- Honor the concept of academic freedom
- Learn about and understand the institutional mission, culture, and expectations and interpret the institution's values, mission, and goals to the community
- Obtain education and training (NACADA Core Values, 2004 and Nutt, 2007, Legal and Ethical Issues).

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.

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: <http://granite.libcal.com>.

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 to eligible students with a documented disability a reasonable accommodation plan 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

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 research services that support the GSC community. The services reflects this mission. The LRC website is at: <http://granite.libcal.com/>.

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 hours 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-minute 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
- 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 Information 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 courses and course related content online. It is used for online, hybrid, blended and classroom based courses. eLearning+ also offers access to e-portfolios, web-conferencing, Turnitin, and a streaming server for audio and video files.

A go.granite email account is provided to every student and faculty member at the college. Go.granite offers each user 50 GB of email storage as well as the full Office365 Suite for download, including Word, Excel, Powerpoint and other applications. This email address is associated with the eLearning+ account. Course notifications and announcements as well as some college communications will be sent to this email account. For more information on go.granite email see the IT Support site: <http://it.granite.edu>.

WebROCK provides direct access to student records and registration. Once logged on, students can:

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

TEXTBOOKS

Students are responsible for purchasing textbooks and materials. Students receiving federal financial aid may be eligible to receive funds prior to the start of the term to assist in the purchase of textbooks. MBS Direct is the authorized textbook supplier for the college. Detailed information on required books, including ISBN, is listed at: www.granite.edu/books.

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, 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. While 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 supporting documentation, account set up and answers to frequently asked questions, visit the IT Help site at: <https://it.granite.edu>. To request assistance regarding 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

There shall be a University System Student Board ("USSB") to advise the Board of Trustees and each of its committees on all topics and matters of interest to the students of any or all of the component institutions of USNH. The USSB shall be comprised of eight students, two from each of the USNH component institutions, including the two Student Trustees serving under RSA 187-A:13, III. Each institution shall establish an appropriate procedure for the election of one representative to the USSB for years in which the institution elects a Student Trustee and two representatives in other years. Each institution may but is not required to reserve one (but no more than one) representative position for a graduate student. Members of the USSB will serve from July 1 of the year in which they are elected to the following June 30. The members of the USSB shall elect a Chair from among themselves. The USSB will meet at the call of the USSB Chair to consider and make recommendations to the Board

or any of the Board's committees. Each USSB member is entitled to one vote on all matters coming before the USSB, five members shall constitute a sufficient quorum for the conduct of business, and all votes shall be decided by majority rule. The Officers of the Board of Trustees shall appoint each of the USSB members to one or more of the Board's committees. The Student Trustees, elected and serving under RSA 187-A:13, III, shall be full voting members of the committees to which they are appointed. The other members of the USSB shall be non-voting members of the committees to which they are appointed, entitled to participate in all committee business and activities, including non-public sessions.

INDIVIDUAL CAREER PLANNING

Granite State College is committed to student advancement in their chosen career field. The college offers a variety of resources to assist students at all stages of career development including self-assessment, major decision making, resume and cover letter writing, building relevant experience, job search and interview skills and more. Contact your local campus to set up an appointment with a Career Counselor to create your personal career plan. Appointments and events are held in-person or virtually.

KUDER JOURNEY CAREER PLANNING SOFTWARE SYSTEM

Granite State College offers students access to Kuder Journey, a web-based career planning system. Use is based on each student's individual needs and can include career assessments to indicate interests, skills and work values, occupational exploration and more. Students can contact an Academic Advisor for more information.

ALUMNI ASSOCIATION

Alumni have made a significant impact on the State of New Hampshire's economy over the past forty five years. Numbering more than 7000, GSC alumni work in business, health care, education and many other fields. The alumni association provides an excellent opportunity to meet other alumni and continue an important connection with Granite State College. For more information on how to join, go to granite.edu/alumni.

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. For more information contact the library at gsc.library@granite.edu.

CHEATING

Cheating involves turning in work that is not one's own, as in giving, receiving, or using assistance not explicitly sanctioned by the instructor on exams, quizzes, projects, written assignments, and so forth. Other forms of cheating include purchasing assignments, unauthorized collaboration, and turning in the same work for more than one course when the faculty members involved have not given their explicit permission to do so.

POLICY

Plagiarism and cheating are unacceptable in any form. They are serious violations of academic honesty and will not be tolerated by the College. Students who engage in such activities will be subject to serious disciplinary action.

PROCEDURES

A faculty member who suspects a violation of the academic honesty policy will take reasonable measures to ascertain the validity of those suspicions, including but not limited to checking primary and secondary sources, comparing student papers and/or answers, conferring with other faculty and the 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 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 Office of Academic Affairs 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 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 my.granite.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 <https://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: <http://my.granite.edu/student-handbooks> or contact the Director of Student Affairs/Title IX Coordinator at 603.513.1328 or at gsc.titleIX@granite.edu.

GRIEVANCE POLICY AND PROCEDURES

A grievance is defined by Granite State College as a formal complaint made by a student arising from an issue that falls outside established dispute resolution procedures outlined in the College catalogs and/or handbooks (e.g. academic and conduct matters). Generally, a grievance concerns instances where a student feels that a College policy has been applied unfairly, incorrectly, or unreasonably.

If no established dispute resolution procedure is available, the student must make a reasonable effort to resolve the matter before initiating a grievance. If the dispute remains unresolved, the student may initiate a grievance hearing by submitting a written request to the Director of Student Affairs (email is acceptable). A grievance hearing committee consisting of personnel with no previous involvement in the matter will be formed and chaired by the director or designee, who will serve as a non-voting member. Should the grievance concern the director, the committee will be chaired by another member of the Student Conduct Team. The decision of the committee will be by majority vote and is final. The decision will be communicated to the student by the Director of Student Affairs, or by the chair of the committee if the grievance involves the director.

The U.S. Department of Education's Program Integrity Rule obligates institutions providing online education to share contact information of the state agency that handles complaints against those institutions within that state.

Granite State College is ready to provide guidance should a student wish to file a grievance during study in one of its online programs. If the issue is unresolved after communicating directly with an instructor, a student may:

- Contact Granite State College at GSC.online@granite.edu
- Contact the New Hampshire Department of Education, Division of Higher Education, (<http://education.nh.gov/highered/compliance-allegation.htm>), or
- If you live outside New Hampshire, you may contact the appropriate agency in your state https://my.granite.edu/sites/my.granite.edu/files/media/PDFs/sara_agency_by_state.pdf).

ACADEMIC CREDIT HOUR

Granite State College adheres to the federal definition of credit hour. For each credit hour, the College requires, at a minimum, 37.5 hours of total instructional engagement. In general, about one-third of this work will be direct faculty instruction, and two-thirds will be comprised of other academic activities. Direct faculty instruction may include, but is not limited to, classroom instruction, e-learning, laboratory work, studio work, field work, clinicals, performance, internships, and practica. Other academic activities may include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Regardless of instructional delivery method

and length of term, students are required to meet the course's learning outcomes and the minimum amount of total instructional engagement for each credit hour.

GRADING AND EVALUATION

GRADE POINT AVERAGE

The grade point average (GPA) is determined by dividing the sum of the grade quality points (QP) by the sum of the semester hours (SH), (or GPA hours).

A sample GPA calculation:

	Grade	QP	SH	Total GP
ENG 500	A-	3.67	x 3	11.01
CRIT 501	A	4.0	x 3	12.00
MATH 502	B	3.0	x 3	9.00
			9	32.01

$$32.01 \div 9 = 3.55 \text{ GPA}$$

The cumulative GPA is calculated beginning with the first course taken at Granite State College.

The following is the grading system used by the School of Education and Office of Graduate Studies:

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

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

ACCESSING GRADES

- All faculty enter final grades via WebROCK and are required to report grades no later than the Monday evening following the last day of the term.
- Students may access their grades and other records by logging into WebROCK via the MyGranite portal at my.granite.edu. College policy prevents staff from releasing grades over the telephone. See the "Online Resources" section for more information about online resources.

ACADEMIC ABBREVIATIONS

CR	Credit
NC	No Credit
AF	Administrative Failure
P	Pass
W	Withdrawn
IC	Incomplete

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 an Incomplete Grade Contract specifying the remaining coursework required for completion and timeline for removal of the "IC" grade. This contract 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 1	Work due from student to faculty
February 14	Grades due from faculty to gsc.grades@granite.edu

Winter Term

June 1	Work due from student to faculty
June 14	Grades due from faculty to gsc.grades@granite.edu

Spring Term

September 1	Work due from student to faculty
September 14	Grades due from faculty to gsc.grades@granite.edu

Summer Term

November 1	Work due from student to faculty
November 14	Grades due from faculty to gsc.grades@granite.edu

Extension of Incomplete: A request to extend an incomplete after the above deadlines must be submitted by the faculty via an "Incomplete Grade Contract – Extension" form to gsc.incompletes@

granite.edu for approval from the Office of Academic Affairs. The faculty will be notified of a decision by the Office of Academic Affairs.

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 (IC) grade and to download the Incomplete Grade Contract, visit <http://my.granite.edu/forms-faqs>.

REPEATING A COURSE

When a student repeats a course, the second course grade will be computed into the total GPA, whether it is higher than, the same as, or lower than the first course grade. While the first course grade will not be computed into the total GPA, it will continue to appear on the transcript. Repeated courses may not be taken Pass/Fail. Students seeking to repeat a course should meet with their Academic Advisor or Program Director prior to registration to determine potential impact to financial aid.

GRADE CORRECTIONS

The Registrar's Office is responsible for making corrections to grades reported in error. Please contact the Registrar by emailing gsc.grades@granite.edu. The processing of the grade will be researched, and the grade will be corrected, if indeed there was a reporting error. Students who want to appeal the grade reported should refer to the section on grade appeals.

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.

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 reconsideration 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, or School of Education Dean.

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 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 Director may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Director will respond in writing to the student with a copy to the faculty member and the student's advisor within 14 days of receiving the appeal to either:

1. Inform the student that there is not adequate reason to reconsider the grade.
2. Request that the faculty member reconsider the grade based on the criteria of a lack of reasonable process in assigning the grade, and/or a lapse of professional judgment.

If the student is not satisfied with the decision, he or she may proceed to Step III.

Step III. Dean of Graduate Studies

If the student wishes to appeal the Director's decision to the Dean, he or she must do so in writing within seven calendar days of the date of the 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 Director will forward all materials concerning steps already taken and information received in Step II to the Dean. The Dean will review the appeal in consultation with the 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 believes 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 and at my.granite.edu.
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 secure an accommodation plan as part of re-admittance to Granite State College.
6. If the student wishes to appeal the Committee's decision to the Provost, he or she must do so in writing within seven calendar days of the date of the initial decision. The appeal should clearly state the ground(s) on which the student is asking to have the decision reviewed and any relevant information. The Committee will forward all materials concerning steps already taken and information received in Step 3 to the Provost. The Provost will review the appeal and will provide to the student and faculty member a final written decision.

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:

- cumulative 3.00 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.

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 the "Grading and Evaluation" section of the catalog.
- 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. Withdrawals (W) are considered a graded credit.

- The College calculates a cumulative GPA based on institutional credits at the end of the first term and 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 WebROCK.

ACADEMIC WARNING

A student who has completed at least 6 credits at Granite State College and has a cumulative GPA below 3.0, 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 cumulative 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 is 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 cumulative 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 18 graded credits at Granite State College), the student is academically dismissed from the college.

GRADUATE ACADEMIC STANDING LEVELS

1. Good standing (cumulative 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.

COMPLETING PROGRAM REQUIREMENTS FOR TEACHER CERTIFICATION

Upon full acceptance to the program, teacher candidates will receive a letter of acceptance. GPS will list all program requirements, including unmet prerequisites, 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 the exemption requirements are met.

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 testing requirements, students 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 3.0 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 degree program for a period of two consecutive terms, s/he will be inactivated. A student may voluntarily withdraw from a degree program by notifying the College in writing. If requesting withdrawal from a degree program, a student will be considered inactive.

REACTIVATION

Students who have been inactivated for a period of less than one year will complete a Request for Reactivation Form with their Program Director and will be readmitted under original degree requirements, following all policies and procedures in effect at the time of inactivation.

Students requesting readmission one year or more after the date of inactivation complete a Request for Reactivation Form with their Program Director. Students will be admitted into the current degree requirements in effect at the time of reactivation.

To protect the privacy of student data, Granite State College follows a record retention schedule and transcripts from other institutions are periodically destroyed in that process. Students who return to Granite State College after an extended absence may be asked to resubmit official transcripts from any previously attended institutions.

States occasionally change their rules and regulations regarding professional licensure and certifications, and may affect GSC's authorization in a state. Students in professional licensure or certification degree programs may not be eligible to return to active status if the College is no longer authorized to offer a program in their state.

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 Program Director or 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 an 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 by the terms about attendance as explained in the course syllabus. Unexplained absence from classes or failure to meet an assignment deadline may seriously affect the student's academic standing and may result in a final grade of "F" or unofficial withdrawal (AF).

EXTENDED ABSENCE BECAUSE OF ILLNESS

A student who is absent from school for an extended period of time must inform his or her college by letter, message, or telephone.

ABSENCE BECAUSE OF JURY DUTY

Students who miss classes because of this obligation must notify their instructors in writing, explaining which classes will be missed on which days. The instructors will work with students to make up missed assignments or exams. Upon completion of their jury duty, students must bring a copy of the documentation of their service to the appropriate instructors. Students on co-op or internship are expected to inform their supervisors if called to jury duty.

GRADUATION/CONFERRAL

GRADUATION PROCEDURE

The College will invite students to apply for graduation via e-mail when 6 credits or fewer remain to be earned towards the minimum required for their degree program. Students must file their Intent to Graduate through WebROCK. A standard conferral fee is required; see page 78 for fees.

All remaining coursework must be completed prior to the conferral date. All previous college transcripts, CLEP and DSST test scores, validation, and portfolio requests must have been received by the deadlines for applying to graduate in order for the student's degree to be conferred for the date selected.

Students who apply to graduate and are unable to complete their remaining requirements by the published conferral date will have their Intent to Graduate date moved to a future date as a one-time courtesy. Subsequent adjustments to the conferral date will result in the student needing to re-file the Intent to Graduate through WebROCK and will result in an additional conferral fee being charged.

Deadlines for applying to graduate:

- August 31 for September 30 conferral
- December 7 for December 30 conferral
- March 29 for March 30 conferral
- June 28 for June 30 conferral

The application to apply to graduate in WebROCK will be unavailable from April 1 through June 15 in preparation for the annual commencement ceremony held in June. Students who intend to apply for the June 30 conferral date and who also wish to attend the June commencement ceremony must file their Intent to Graduate by April 1 to be eligible. Students applying to graduate for the September 30th conferral date will be eligible to attend the following year's commencement ceremony.

GRADUATION REQUIREMENTS

To graduate from a Granite State College graduate degree program students must:

- Earn an overall 3.0 cumulative grade point average.
- Have a minimum grade of C in all courses
- Meet all curriculum and residency requirements.

DIPLOMA

The diploma will state Granite State College, Degree (Master of Science), and Major (Leadership, Project Management, 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.

Program	Maximum Transfer Credit	Residency	Degree Credits
MS in Health Care Management	0	30	30
MS in Instruction and Leadership	24	12	36
MS in Leadership	0	30	30
MS in Management	0	30	30
MS in Nursing Health Care Leadership	0	30	30
MS in Project Management	0	30	30

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 and June graduates of the current year.

In order to participate in the commencement ceremony, students pending conferral for June 30 must meet the following conditions:

1. File an Intent to Graduate no later than April 1.
2. Completion of all requirements, by the end of the spring term, for an Associate, Bachelor, or Master's Degree.

ACADEMIC CALENDAR 2018-2019**Fall 2018 (201801) – 12 Weeks**

July 16 (M)	Registration Opens
Sept. 12 (W)	Tuition & Fees Payment due for first 6-week and 12 week classes no later than or by 5:00 pm (EST)
Sept. 24–28 (M-F)	First week of Fall Term
Oct. 2 (T)	Last day to drop / add first half 6-week course
Oct. 5 (F)	Last day to drop / add 12-week course
Oct. 17 (W)	Last day to withdraw from first 6-week course
Oct. 24 (W)	Tuition & Fees Payment due for second 6-week term classes no later than 5:00pm (EST)
Oct. 29–Nov. 2 (M-F)	Last week of first 6-week term classes
Nov. 5–Nov. 9 (M-F)	First week of second 6-week term classes
Nov. 5 (M)	Final grades due to Registrar for first 6-week classes
Nov. 8 (Th)	Last day to withdraw from 12-week classes
Nov. 12 (M)	Veterans Day Observed. Classes must be rescheduled (Closed)
Nov. 13 (T)	Last day to drop / add second 6-week classes
Nov. 21-23 (W-F)	Thanksgiving Break – Classes held Monday and Tuesday. NO EVENING CLASSES Wednesday, Thursday and Friday GSC is Closed.
Nov. 28 (W)	Last day to withdraw from second 6-week class
Dec. 10–14 (M-F)	Last week of fall term classes
Dec. 17 (M)	Final deadline to report grades for 12-week and second 6-week classes

Winter 2019 (201802) – 12 Weeks

Oct. 29 (M)	Registration Opens
Dec. 27 (Th)	Tuition & Fees Payment due for 12-week and first 6-week courses no later than or by 5:00 pm (EST)
Jan. 7-11 (M-F)	First week of Winter Term
Jan. 15 (T)	Last day to drop / add first half 6-week course
Jan. 18 (F)	Last day to drop / add 12-week courses
Jan. 21 (M)	Martin Luther King, Jr. Holiday. Classes must be rescheduled (Closed)
Jan. 30 (W)	Last day to withdraw from first 6-week course
Feb. 11-15 (M-F)	Last week of first 6-week course
Feb. 18-22 (M-F)	First week of second 6-week term classes
Feb. 18 (M)	Final grades due to Registrar for first 6-week classes
Feb. 22 (F)	Last day to withdraw from 12-week classes
Feb. 26 (T)	Last day to drop / add second 6-week classes
Mar. 13 (W)	Last day to withdraw from second 6-week class
Mar. 25–29 (M-F)	Last week of Winter Term classes
Apr. 1 (M)	Final deadline to report grades for 12-week and second 6-week classes

Spring 2019 (201803) – 12 Weeks

Jan. 30 (W)	Registration Opens
Mar. 27 (W)	All Tuition & Fees Payment due no later than or by 5:00 pm (EST)
Apr. 8-12 (M-F)	First week of Spring Term
Apr. 16 (T)	Last day to drop / add first half 6-week course
Apr. 19 (F)	Last day to drop / add 12-week course
May 1 (W)	Last day to withdraw for first 6-week course
May 13–17 (M-F)	Last week of first 6-week term classes
May 20–24 (M-F)	First week of second 6-week term classes
May 20 (M)	Final grades due to Registrar from first 6-week classes
May 24 (F)	Last day to withdraw from 12-week classes
May 27 (M)	Memorial Day Holiday. Classes must be rescheduled (Closed)
May 28 (T)	Last day to drop / add second 6-week classes
June 12 (W)	Last day to withdraw from second 6-week class
June 24–28 (M-F)	Last week of Spring Term classes
July 1 (M)	Final deadline to report grades for 12-week and second 6-week classes

Summer 2019 (201804) – 10 Weeks

May 1 (W)	Registration Opens
June 26 (W)	All Tuition & Fees Payment due no later than or by 5:00 pm (EST)
July 4 (T)	Independence Day Holiday (Closed)
July 8-12 (M-F)	First week of Summer Term
July 12 (F)	Last day to drop / add 6-week classes
July 19 (F)	Last day to drop / add 10-week classes
July 31 (W)	Last day to withdraw from 6-week classes
Aug. 16 (F)	Last day to withdraw from 10-week classes
Aug. 19 (M)	Final day grades due to Registrar from first 6-week classes
Sept 2 (M)	Labor Day Holiday (Closed)
Sept. 9–13 (M-F)	Last week of Summer Term classes
Sept. 16 (M)	Final deadline to report grades



KATHY
Program Director for
M.S. in Leadership

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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 person 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.

PRIVACY POLICY

Granite State College values the privacy of your personal information. This policy outlines the College's information gathering and dissemination practices.

STUDENT INFORMATION

Student information is protected by the Federal Family Educational Rights & Privacy Act (FERPA).

PERSONAL INFORMATION

Personal information is unique information about you such as your name, address, phone number, and email address. The College does not collect personal information unless you voluntarily provide it by, for example, completing an application for admission or registering for a course. Once such information is collected, it is never sold to or shared with third parties unless 1) you have given permission, or 2) it is required in order to comply with state laws, federal law, or other legal processes. Submitting a form on any Granite State College website constitutes your express written consent to receive e-mails, texts, and phone messages from the College.

NON-PERSONAL INFORMATION

Non-personal information is information generally associated with your computer, such as its IP address and location. This information may be collected for internal purposes such as analyzing website usage and effectiveness, demographic analysis, and market trends. Like personal information, this is never sold to or shared with third parties except in the circumstances described above.

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
- E-mail address
- Dates of attendance
- Concentration or Major
- Degrees and awards received
- Film, video, or electronic images

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. Students who wish to withhold directory information must complete and submit the Confidentiality Request Form available on my.granite.edu.

CHANGING YOUR LEGAL NAME

A legal name change 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.

COOKIES

Cookies are small text files stored on your computer that maintain your preferences between browsing sessions. The College uses information stored in cookies to enhance and improve your experience with the website. Cookies may also store any personal information provided to the College. You may choose to adjust or disable cookies on your web browser, or notify you when a GSC website attempts to send you a cookie. This could, however, reduce the quality of your experience with the College's website and student portal.

GOOGLE ADWORDS

The College uses the Google AdWords remarketing service to advertise on third party websites (including Google) to previous visitors to our site. It could mean that we advertise to previous visitors who haven't completed a task on our site, for example using the contact form to make an inquiry. This could be in the form of an advertisement on the Google search results page, or a site in the Google Display Network. Third-party vendors, including Google, use cookies to serve ads based on someone's past visits to the Granite State College website. Any data collected will be used in accordance with this privacy policy and Google's privacy policy.

SECURITY

Granite State College follows industry-standard security measures, to protect the loss, misuse and alteration of the information under our control, including the use of encryption/security software. Please note that any emails you send to the College may not be secure or encrypted, so we recommend using caution when emailing sensitive information such as social security numbers.

LINKS TO EXTERNAL WEBSITES

The GSC website contains links to various third-party websites, such as the U.S. Department of Education. The College is not responsible for the privacy policies or practices of those websites.

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://my.granite.edu/transcript-request-information>. 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.



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, adoptive, and relative caregivers of children in care. The program also provides professional development for DCYF staff and the staff of residential facilities throughout the state.

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.

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 80 different classes in a variety of topics including abuse/neglect/trauma/behavior management, child development, and working with birth families. Courses are offered online and face to face across the state. COT training hours fulfill NH foster licensing requirements.

Residential Counselor Core Training (RCCT) is offered to residential staff in preparation for their work New Hampshire's residential facilities for children in care. RCCT is a 30-hour competency-based training series consisting of five modules. 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, travel 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 120 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.



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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 2018 are:

Gina Abudi
M.B.A, Simmons College

Amy Allen
Ph.D, Capella University

Susan Ballard
M.S., Simmons College

David Bickford
Ph.D., Harvard University

Susan Bradley
M.Ed., University of Pittsburgh

Christopher Brooks
M.Ed., University of New Hampshire

Tammy Carnevale
M.Ed., Plymouth State University

Tobi Chassie
M.Ed., Plymouth State University

Robert Christensen
D.A., Franklin Pierce University

Kelly Clark
Ph.D., Fielding University

Thomas Conomacos
M.B.A., Rivier University

Patricia Corbett
Ph.D., Northeastern University

Carolyn Cormier
M.Ed., New England College

Bari Courts
Ph.D., Capella University

Linda Couture
M.Ed., Notre Dame

Elizabeth Crockford
Ph.D., Capella University

David Czesniuk
M.B.A., Northeastern University

Susan Dame
M.Ed., Rhode Island College

Kathy DesRoches
Ed.D., Plymouth State University

Hannah Dul
M.Ed., Keene State College

Patricia Erwin-Ploog
M.L.I.S., Indiana University

John Ford
M.S., Antioch University

Sandra Found
M.A., University of Massachusetts

Mark Fournier
M.S., Southern New Hampshire
University

Nicole Fragala
M.Ed. CAGS, University of New
Hampshire Florida Technical Institute

Carmen Frederico
M.B.A., Bentley University

Mark Friedman
M.I.A., Columbia University - School
of International Affairs

John Gagnon
M.B.A, Plymouth State University

Emily Gannon
M.Ed., Southern New Hampshire
University

Carrie Gendreau
M.S., Springfield College

Robert Greenleaf
Ed.D., Vanderbilt University

Ronda Gregg
Ed.D., Argosy University

Amy Halloran
B.S., Kutztown University

Kristen Heath
M.Ed., University of New Hampshire

Patricia Hodgdon
Ph.D., Psy.S., Gallaudet University

Craig Hovey
Ph.D., Union Graduate School

Brenda Jones
MA, University of Hawaii

Joelle Judge
J.D., Vermont Law School

Carol Kilmister
M.S., Rivier College

Jonathan Kipp
M.P.A., University of New Hampshire

Deborah Kolling
M.Ed., Providence College

Amy Kopp
MEd., Plymouth State University

Paul Kuliga
M.Ed., Rivier College

Christian Lagarde
M.B.A., University of New Orleans

Theresa Lemaire
M.Ed., Boston College

Charles Lloyd
Ed.D., Northeastern University

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

Jennifer Lowton
M.Ed., Regent University

Gail March
M.A., University of Missouri

Nicholas Marks
Ed.D., Plymouth State University

Dennis Martino
M.Ed., Rivier College

Mikiko McGee
M.Ed., Plymouth State University

Beth McKenna
Ed.D., University of Massachusetts

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

Suzanne Moberly
Ed.D., Plymouth State University

Nicole Monmaney
B.S., University of Maine at Farmington

Teresa Morin Bailey
M.Ed., Notre Dame College

Julie Moser
M.A., University of New Hampshire

Joanne Mulligan
M.Ed., Breneau University

Beth Odell
M.Ed., Boston College

Krista Olsen
M.S., Emmanuel College

Paul Paquette
J.D., Franklin Pierce Law Center

Jackie Perry
M.Ed., Cambridge College

Jo-Ann Peterson
Ph.D., University of New Hampshire

Virginia Phinney
M.Ed., Notre Dame

Gail Poittrast
M.Ed., Plymouth State University

Nicole Ponti
M.Ed., University of New Hampshire

Lauren Provost
Ph.D., University of New Hampshire

Christine Rand
Ed.S., Walden University

Elizabeth Reed
M.Ed., Plymouth State University

Danial Salvucci
M.E.d., Smith College

Jillian Schenck
M.Ed., Keene State College

Paula Shafer
M.S., Johns Hopkins University

Adrienne Shoemaker
M.Ed., UMASS - Boston

Christine Tate
M.Ed., Rivier College

Christine Thompson
M.Ed., New England College

Zsuzsanna Toth-Laughland
M.Ed., University of New Hampshire

Arti Varshney
M.S., Birla Institute of Technology
& Science

Tamara Von George
Ph.D., University of Massachusetts

Jane Ward Guaraldi
M.Ed., Lesley University

Elizabeth Wellington-Gammon
M.Ed., Notre Dame College

Michele Whitehouse
M.S., George Washington University

Jeffrey Williams
M.B.A., Rivier College

Jesse Wood
M.Ed., Ashford University

Julie Zink
Ph.D., University of South Alabama



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**UNIVERSITY SYSTEM OF NEW HAMPSHIRE
BOARD OF TRUSTEES**

OFFICERS OF THE BOARD

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John W. Small
Gubernatorial Appointee, 2010 – 2019

Vice-Chair of the Board

Joseph G. Morone
Gubernatorial Appointee, 2013 – 2018

Secretary of the Board

Amy Begg
PSU Alumni-Elected, 2015 – 2019

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The Honorable Christopher Sununu
Governor of New Hampshire (ex-officio), January 2017

Kassandra S. Ardinger
Gubernatorial Appointee, 2016 – 2020

Robert A. Baines
KSC Alumni-Elected, 2011 – 2019

Donald L. Birx
President, Plymouth State University (ex-officio), July 2015

Todd R. Black
UNH Alumni-Elected, 2014 – 2018

James P. Burnett, III
Gubernatorial Appointee, 2017 – 2018

James W. Dean, Jr.
President, University of New Hampshire (ex-officio), June 2018

Frederick C. Dey
UNH Alumni-Elected, 2011 – 2019

M. Jacqueline Eastwood
Gubernatorial Appointee, 2017 – 2021

Frank L. Edelblut
Commissioner of Education (ex-officio), February 2017 – March 2021

Suzanne M. Foster
Gubernatorial Appointee, 2017 – 2020

James P. Gray
*Designee for Senate President (ex-officio, non-voting)
Nov. 2017 – Dec. 2018*

Cathy J. Green
UNH Alumni-Elected, 2017 – 2021

Nadia Hasan
KSC Student Trustee, 2018 – 2019

Shawn N. Jasper
*Commissioner, New Hampshire Department of Agriculture, Markets
and Foods (ex-officio), November 2017 – November 2022
Speaker of the House (ex-officio, non-voting) 2015 – 2017*

Richard M. Ladd
*Designee for Speaker of the House of Representatives
(ex-officio, non-voting)
December 2017 – December 2018*

Todd J. Leach
Chancellor, University System of New Hampshire (ex-officio), July 2010

Scott R. Mason
Gubernatorial Appointee, 2017 – 2021

Christian E. Merheb
UNH Student Trustee, 2018 – 2019

Kenneth C. Moulton
Gubernatorial Appointee, 2012 – 2019

Christopher M. Pope
GSC Alumni, 2016 - 2021

Mark Rubinstein
President, Granite State College (ex-officio), March 2015

J. Morgan Rutman
UNH Alumni-Elected, 2016 – 2020

Wallace R. Stevens
Gubernatorial Appointee 2015 – 2021
PSU Alumni-Elected 2011 – 2015

Melinda D. Treadwell
Interim President, Keene State College (ex-officio), July 2017

Alexander J. Walker, Jr.
Gubernatorial Appointee, 2016 - 2020

GRANITE STATE COLLEGE EXECUTIVE ADMINISTRATION

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President

Scott A. Stanley
Provost and Vice President for Academic Affairs

Tara Payne
Vice President of Enrollment Management

Lisa L. Shawney
Vice President of Finance, Technology and Infrastructure

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Visit our campuses or call to ask questions, register for upcoming classes, meet with advisors, and attend classes.

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25 Hall Street, Concord, NH 03301
 603-513-1398

CONWAY

53 Technology Lane, Suite 150, Conway, NH 03818
 603-447-3970

MANCHESTER

Mill West Building
 195 McGregor Street, Manchester, NH 03102
 603-626-7714

ROCHESTER

35E Industrial Way, Rochester, NH 03867
 603-332-8335

PORTSMOUTH

Pease International Tradeport
 51 International Drive, Portsmouth, NH 03801
 603-334-6061

Co-Locations

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Co-located at River Valley Community College
 15 Hanover Street
 Lebanon, NH 03766

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Co-located at Nashua Community College
 505 Amherst Street
 Nashua, NH 03063

ADMINISTRATIVE CAMPUS

25 Hall Street
 Concord, NH 03301
 603-228-3000
 888-228-3000
 Fax: 603-513-1389

ADMINISTRATIVE OFFICES

Academic Affairs

603-513-1310
 Fax: 603-513-1387

Admissions

603-513-1339
 Fax: 603-513-1386

Education and Training Partnership

603-513-1397
 Fax: 603-513-1389

Financial Aid

603-513-1392
 Fax: 603-513-1386

Graduate Studies

603-513-1334
 Fax: 603-513-1387

Human Resources

603-513-1332
 Fax: 603-228-1067

Marketing

603-513-1331
 Fax: 603-513-1389

Osher Lifelong Learning Institute

603-513-1377
 Fax: 603-513-1389

President's Office

603-513-1307
 Fax: 603-513-1395

Registrar

603-513-1391
 Fax: 603-513-1386

School of Education

603-822-5431
 Fax: 603-822-5448

Student Accounts

603-513-1330
 Fax: 603-513-1386

Student Affairs & Disability Services

603-513-1140
 Fax: 603-513-1389

Student Information Center

855-472-4255
ask.granite@granite.edu

Tech Support

603-513-1361
 888-372-4270
 Fax: 603-513-1389

Undergraduate Studies

603-822-5419
 Fax: 603-822-5449

Granite State College

October 2018 Addendum

The following is an update to the 2018-2019 Graduate Studies Catalog. Effective October 2018.

➔ **The following Accreditation section has been amended to reflect a name change from the New England Association of Schools and Colleges, Inc. to the New England Commission of Higher Education.**

Accreditation

Page i

Granite State College is accredited by the New England Commission of Higher Education (formerly 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:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

➔ **The English Proficiency requirements have been clarified.**

English Proficiency

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Applicants for whom English is not the primary language must demonstrate proficiency in English.

Adequate proficiency is demonstrated by a minimum Test of English as a Foreign Language (TOEFL) score:

- Internet-based test (IBT) minimum score: 80
- Paper-based test (PBT) minimum score: 550
- Computer-based text (CBT) minimum score: 213

The College also accepts the International English Language Testing System (IELTS). Students must achieve an overall band score of 6.5, or present a foreign high school or college-level transcript from a school where courses were conducted entirely in English. Any student not demonstrating adequate proficiency will be referred to an institution that offers courses in English for Speakers of Other Languages. Scores must be sent directly from the testing agency to the Admissions Office. Use code 0458.

<http://www.toeflgoanywhere.org/>

<http://www.ielts.org/>

➔ **The tuition and fees payment deadline for the Winter 2019 term changed from December 26 to December 27.** Page 109