

# TABLE OF CONTENTS

Graduate .....	2	Human Services Administration (M.S.) .....	25
General Information .....	2	Instruction and Leadership (M.S.) .....	26
Post-Baccalaureate Teacher Certifications .....	5	Leadership (M.S.) .....	27
Digital Learning Specialist (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	7	Nursing Health Care Education (M.S.) .....	27
Early Childhood Education and Early Childhood Special Education (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	8	Nursing Health Care Leadership (M.S.) .....	29
Early Childhood Education and Early Childhood Special Education (Post-Baccalaureate Teacher Certification) .....	9	Project Management (M.S.) .....	30
Elementary Education (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	10	Admission .....	31
Emotional and Behavioral Disabilities (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	11	Tuition & Fees .....	35
General Special Education (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	12	Financial Aid .....	37
General Special Education (Post-Baccalaureate Teacher Certification) .....	12	Registration .....	42
General Special Education and Elementary Education (Post- Baccalaureate Teacher Certification) .....	13	Student Support & Campus Resources .....	47
Intellectual and Developmental Disabilities (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	14	Academic Policies & Procedures .....	50
Mathematics Middle Level (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	15	Academic Calendar .....	58
Mathematics Middle Level (Post-Baccalaureate Teacher Certification) .....	16	Records .....	59
Mathematics Upper Level (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	17	Community Partnerships .....	61
Mathematics Upper Level (Post-Baccalaureate Teacher Certification) .....	18	Faculty .....	62
Reading and Writing Specialist (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	19	Trustees & Granite State College Executive Administration .....	65
Reading and Writing Teacher (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	20	Applied Studies (APST) .....	66
Specific Learning Disabilities (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	20	Communication (COMM) .....	66
Graduate Certificates .....	21	Education (EDU) .....	69
Administration of Online Education for Adult Learners (Graduate Certificate) .....	21	Healthcare (HLTC) .....	82
Health Care Management (Graduate Certificate) .....	22	Human Services (HMSV) .....	84
Human Services Administration (Graduate Certificate) .....	22	Interdisciplinary Studies (IDIS) .....	85
Nonprofit Leadership (Graduate Certificate) .....	23	Instruction (INST) .....	86
Operations Management (Graduate Certificate) .....	23	Leadership (LD) .....	88
Project Management (Graduate Certificate) .....	23	Math (MATH) .....	89
Master of Science Degrees .....	24	Management (MGMT) .....	92
Health Care Management (M.S.) .....	25	Marketing (MKTG) .....	95
		Nursing (NUR) .....	97
		Operations Management (OPS) .....	99
		Project Management (PM) .....	99
		Supply Chain Management (SCM) .....	100
		Index .....	102

# GRADUATE

## 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 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](mailto:info@neche.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](mailto:maggie.hyndman@granite.edu).

The Title IX Coordinator for Granite State College is the Director of Student Affairs. Inquiries may be directed to [gsc.titleIX@granite.edu](mailto:gsc.titleIX@granite.edu) or 603-513-1328.

This catalog is true and correct in content and policy.

## General Information

Granite State College is committed to empowering and educating students in New Hampshire and beyond by delivering 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 online and in classrooms, offering Associate, Bachelor's and Master's Degrees, workforce-aligned certificates and professional development programs, 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 Commission of Higher Education (NECHE) — formerly the New England Association of Schools and Colleges — continuously since 1981. That year also featured the College's first formal Commencement ceremony.

In January 2005 Governor John Lynch signed House Bill 99, again changing the name 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 established in 2012, also in response to a demand for more effectively prepared and appropriately credentialed educators in public schools.

The Concord facility moved to its current Hall St. location in 2012. The College currently retains a statewide presence through multiple instructional locations, partnerships with the Community College System of New Hampshire, and online capabilities that create the potential for a global reach.

## Vision

While the mission of the College is singular and concise, the vision that drives the College is shaped by two converging forces. First, the explicit

reference to public higher education informs the vision for the College on several levels. As a public institution:

- We are inclusive rather than exclusive, making our programs available and accessible to everyone who has the potential to benefit from our work;
- We offer programs that serve the civic and economic interests of the State and anticipate the emerging needs of the communities of New Hampshire and beyond, thus ensuring the relevance of our work and its alignment with the purposes for which our students pursue their education; and
- We recognize that the College and those who conduct its work are accountable and that our decisions and our actions must always demonstrate integrity that honors the public trust.

Further, as an adult-serving institution, our vision is to evolve teaching and learning as respectful and collaborative processes that allow us to provide high quality educational programs and services by:

- Building on the foundation of documented knowledge that each student brings to the College in pursuit of their unique educational goals, thus facilitating efficient and affordable pathways without sacrificing quality;
- Incorporating innovative and data-informed instructional design, teaching, and technologies, congruent with the leading edge of adult learning, and supported by ongoing assessments of learning outcomes;
- Leveraging professionally-engaged faculty, workplace-based learning opportunities, and meaningful partnerships with employers and other organizations to continuously strengthen the connection between a Granite State College education and the knowledge and competencies that our students will need for effective economic and civic engagement; and
- Delivering educational programs in formats that are directly responsive to the needs of our students and other stakeholders, whether in the form of individual courses, certificates, degree programs or other modular components that align with the evolving marketplace for credentials.

Through pursuit of this vision in support of our mission, Granite State College, on behalf of the University System of New Hampshire, will be a valued resource for the State of New Hampshire and its citizens, and nationally recognized as a model for meeting the learning needs of adult students with programs and services of the highest quality to address the educational and workforce priorities of our state and regions. Our statewide presence, innovative programs, and responsive delivery models will enable us to scale as needed to serve larger (and smaller) as well as more diverse groups of students with meaningful, measurable, and impactful 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.

## Values

The mission and vision 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 diversity and the educational value that inclusion brings to the learning experience;
- Our commitment to ensure access to high quality education for all students who desire a college education, and the consequent commitment to make college affordable and available, but never at the expense of quality;
- 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 recognition that staff and faculty are vital members of our community and the College respects and values their essential contribution to the education of our students. Hence, the College will support the lifelong learning goals of our staff and faculty.

## Outcomes-Based Learning

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

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 programs to ensure the quality of our programs and to prompt ongoing improvements in teaching and learning.

## 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.

## 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 has no effect on state professional licensing requirements. Any program designed to lead to professional licensure or certification must satisfy state requirements for licensure. 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 and credentials 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 meaningful 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.

Type	Description
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 Granite State College 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](http://granite.edu) (<http://granite.edu>).

## Granite State College Course Numbering System

Number	Description
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

Type	Description
ACCT	Accounting
APST	Applied Studies
ARTS	Arts and Culture
BEHS	Behavioral Sciences
COMM	Communication
CMPL	Computers/Information Technology
CRIM	Criminal Justice
CRIT	Critical Inquiry
DATA	Data
ECO	Economics
EDU	Education
ENG	English
ENT	Entrepreneurship
FSA	Fire Service Administration
HIS	History

HLTC	Health Care and Human Services
HRM	Human Resource Management
HRT	Hotel, Restaurant, Travel
HMSV	Human Services
HUMN	Humanities
IDIS	Interdisciplinary Studies
INST	Instructional
LD	Leadership
MATH	Mathematics
MGMT	Management
MKTG	Marketing
NUR	Nursing
OPS	Operations Management
PADM	Public Administration
PM	Project Management
POL	Political Science
PSY	Psychology
SCI	Science
SOSC	Social Science
SOC	Sociology
SCM	Supply Chain Management
TCHM	Technology Management

## 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://www.granite.edu/about/online-programs-state/>.

## Initial Certifications

- Early Childhood Education and Early Childhood Special Education
- General Special Education
- General Special Education and Elementary Education
- Mathematics Middle Level
- Mathematics Upper Level

## Additional Certifications

(for already certified teachers)

- Digital Learning Specialist
- Early Childhood Education and Early Childhood Special Education
- Elementary Education
- General Special Education
- Mathematics Middle Level
- Mathematics Upper Level
- Reading and Writing Specialist
- Reading and Writing Teacher

## Advanced Endorsements

(for special education teachers)

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

## 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 in WebROCK. More information may be found at <https://www.granite.edu/current-students/academics/degree-planning-tools/>.

## Post-Baccalaureate Teacher Certification Course Index

Code	Title	Credits
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 701	The Dynamic Role of the Special Educator <sup>1</sup>	4
EDU 702	Using Technology to Teach Social Studies <sup>1</sup>	4
EDU 703	Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students <sup>1</sup>	4
EDU 704	Strategies for Teaching Science <sup>1</sup>	4
EDU 705	Assessment of Students with Disabilities <sup>1</sup>	4
EDU 706	Transition Planning and Developing IEPs <sup>1</sup>	2
EDU 707	Managing Student Behavior <sup>1</sup>	4
EDU 710	Teaching Language Arts and Literacy <sup>1</sup>	6
EDU 710A	Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education <sup>1</sup>	6
EDU 711	Role of the Reading and Writing Specialist I - Practicum <sup>1</sup>	6
EDU 711A	Role of the Reading and Writing Specialist II - Practicum <sup>1</sup>	6
EDU 712	Reading and Writing Disabilities: Assessment and Instruction <sup>1</sup>	4
EDU 713	Content Area Literacy <sup>1</sup>	4
EDU 717	Students with Disabilities	4
EDU 721	Special Education Law	4
EDU 730	Foundations of Language and Literacy Development <sup>1</sup>	4
EDU 732	Elementary School Mathematics Methods <sup>1</sup>	4
EDU 733	Middle School Mathematics Methods <sup>1</sup>	4
EDU 734	Secondary School Mathematics Methods <sup>1</sup>	4
EDU 736	Dynamic Assessment: Complexities of Identification in LD, EBD, and IDD <sup>1</sup>	6
EDU 737	Behavioral Supports for Complex Behaviors <sup>1</sup>	4
EDU 738	Advanced Assistive and Educational Technology <sup>1</sup>	4
EDU 739	Advanced Programming for Students with Learning Disabilities <sup>1</sup>	4
EDU 740	Advanced Curriculum, Assessment, and Instruction for Students with Learning Disabilities <sup>1</sup>	4
EDU 741	Advanced Programming for Emotional and Behavioral Disabilities <sup>1</sup>	4
EDU 742	Advanced Curriculum, Assessment, and Instruction for Emotional and Behavioral Disabilities <sup>1</sup>	4
EDU 743	Advanced Programming for Intellectual and Developmental Disabilities <sup>1</sup>	4
EDU 745	Advanced Curriculum, Assessment, and Instruction for Intellectual and Developmental Disabilities <sup>1</sup>	4
EDU 748	Developing Literate Students, K-12 <sup>1</sup>	4
EDU 750	Culminating Teaching Experience and Seminar <sup>1</sup>	4
EDU 750A	Culminating Teaching Experience and Seminar for Certified Teachers <sup>1</sup>	1
EDU 752	Aspects of Mathematics Learning <sup>1</sup>	4
EDU 753	Reading and Writing in the Mathematics Content Area <sup>1</sup>	4
EDU 761	Young Children with Exceptionalities, Birth-Age 8 <sup>1</sup>	4
EDU 763	Assessment of Young Children in EC and ECSPED, Birth-Age 8 <sup>1</sup>	4
EDU 764S	Science, Technology, Engineering, and Mathematics in Early Childhood and Early Child Special Ed <sup>1</sup>	4
EDU 765	Curriculum, Assessment, and Instruction in Early Childhood and Early Childhood SPED, Birth-Age 8 <sup>1</sup>	4
EDU 766	Collaboration, Consultation, and Teaming In Early Childhood and Early Childhood Special Education <sup>1</sup>	4
EDU 767	IFSP, IEP, and Transition Plans, Birth-Age 8 <sup>1</sup>	2
EDU 768	Behavior Interventions for Young Children <sup>1</sup>	4
EDU 770	Introduction to Digital Learning <sup>1</sup>	3
EDU 771	Curricular Theory of Technological Integration <sup>1</sup>	3
EDU 772	Pedagogical Practice and Management of Technological Integration <sup>1</sup>	3
EDU 773	Meeting the Needs of All Learners Through Technological Integration <sup>1</sup>	3
EDU 774	Professionalism, Leadership, and Administrative Understandings and Practice for Technological Integr <sup>1</sup>	3
EDU 775	Culminating Teaching Experience: Clinical Synthesis and Implementation of Technological Integration <sup>1</sup>	3
EDU 780	Foundations for Teaching Students who are Deaf and Hard of Hearing <sup>1</sup>	3
EDU 781	Audiology and Assistive Technology <sup>1</sup>	3

EDU 782	Social and Emotional Aspects of Deafness <sup>1</sup>	3
EDU 783	ASL I <sup>1</sup>	3
EDU 784	ASL II <sup>1</sup>	3
EDU 785	Speaking and Listening <sup>1</sup>	3
EDU 786	Language Arts and Literacy for the Deaf and Hard of Hearing <sup>1</sup>	3
EDU 787	Strategies for Teaching Across the Curriculum for Students who are Deaf and Hard of Hearing <sup>1</sup>	3
EDU 788	Teaching Students who are Deaf and Hard of Hearing with Additional Disabilities <sup>1</sup>	3
EDU 789	Culminating Experience and Itinerant Teaching <sup>1</sup>	2
EDU 790	Foundations of Education of Students with Blindness and Visual Impairment <sup>1</sup>	3
EDU 791	Anatomy and Physiology of the Eye <sup>1</sup>	3
EDU 792	Braille I: Reading, Writing and Technology <sup>1</sup>	3
EDU 793	Math Access: Nemeth Code, Abacus and Tactile Graphics <sup>1</sup>	3
EDU 794	Expanded Core Curriculum <sup>1</sup>	3
EDU 795	Assessment and Instructional Strategies for Teaching Students with Blindness and Visual Impairment <sup>1</sup>	3
EDU 796	Teaching Students with Visual Impairment and Additional Disabilities <sup>1</sup>	3
EDU 797	Culminating Experience / Itinerant Teaching <sup>1</sup>	2
INST 710	Engaging Adult Learners in the Digital Age	4
INST 720	Make Learning Matter: A Choose Your Own Adventure Journey	4
MATH 700	Mathematical Proof for Educators <sup>1</sup>	4
MATH 701	Number Systems <sup>1</sup>	4
MATH 702	Geometric Structures for Teachers <sup>1</sup>	4
MATH 703	Probability and Statistics <sup>1</sup>	4
MATH 704	Linear Algebra <sup>1</sup>	4
MATH 705	Discrete Mathematics <sup>1</sup>	4
MATH 706	Calculus I <sup>1</sup>	4
MATH 707	Calculus II <sup>1</sup>	4
MATH 708	History of Mathematics <sup>1</sup>	4
MATH 709	Algebra Theory for Teachers <sup>1</sup>	4

Prerequisite

## Digital Learning Specialist (Post-Baccalaureate Teacher Certification - 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.

## Admission

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: <https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in Digital Learning Specialist for ACT<sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1

EDU 770	Introduction to Digital Learning	3
EDU 771	Curricular Theory of Technological Integration	3
<i>Intermediate Level Education Courses</i>		
EDU 772	Pedagogical Practice and Management of Technological Integration	3
EDU 773	Meeting the Needs of All Learners Through Technological Integration	3
<i>Advanced Level Education Courses</i>		
EDU 774	Professionalism, Leadership, and Administrative Understandings and Practice for Technological Integr	3
EDU 775	Culminating Teaching Experience: Clinical Synthesis and Implementation of Technological Integration	3
<b>Total Credits</b>		<b>19</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## Early Childhood Education and Early Childhood Special Education (Post-Baccalaureate Teacher Certification - 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.

## Admission

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: <https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in EC &amp; EC SPED for Already Cert Teachers <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 721	Special Education Law	4
EDU 761	Young Children with Exceptionalities, Birth-Age 8	4
EDU 701	The Dynamic Role of the Special Educator	4
<i>Intermediate Level Education Courses</i>		
EDU 763	Assessment of Young Children in EC and ECSPED, Birth-Age 8	4
EDU 766	Collaboration, Consultation, and Teaming In Early Childhood and Early Childhood Special Education	4
EDU 767	IFSP, IEP, and Transition Plans, Birth-Age 8	2
EDU 768	Behavior Interventions for Young Children	4
<i>Advanced Level Education Courses</i>		
EDU 764S	Science, Technology, Engineering, and Mathematics in Early Childhood and Early Child Special Ed	4
EDU 710A	Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education	6
EDU 765	Curriculum, Assessment, and Instruction in Early Childhood and Early Childhood SPED, Birth-Age 8	4



EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>45</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) EDU 700 Introduction to Field Experience and Program Requirements (1 s.h.) EDU 700 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **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.
- **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.

## Early Childhood Education and Early Childhood Special Education (Post-Baccalaureate Teacher Certification)

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.

## Admission

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: <https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Post Bac - ECE &amp; ECSPED <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 721	Special Education Law	4
EDU 761	Young Children with Exceptionalities, Birth-Age 8	4
EDU 701	The Dynamic Role of the Special Educator	4
<i>Intermediate Level Education Courses</i>		
EDU 763	Assessment of Young Children in EC and ECSPED, Birth-Age 8	4
EDU 766	Collaboration, Consultation, and Teaming In Early Childhood and Early Childhood Special Education	4
EDU 767	IFSP, IEP, and Transition Plans, Birth-Age 8	2
EDU 768	Behavior Interventions for Young Children	4
<i>Advanced Level Education Courses</i>		
EDU 764S	Science, Technology, Engineering, and Mathematics in Early Childhood and Early Child Special Ed	4
EDU 710A	Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education	6

EDU 765	Curriculum, Assessment, and Instruction in Early Childhood and Early Childhood SPED, Birth-Age 8	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>45</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) EDU 700 Introduction to Field Experience and Program Requirements (1 s.h.) EDU 700 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **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.
- **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.

# Elementary Education (Post-Baccalaureate Teacher Certification - 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.

## Admission

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: <https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>)

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in Elementary ED for Already Cert Teachers <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 717	Students with Disabilities	4
EDU 721	Special Education Law	4
EDU 701	The Dynamic Role of the Special Educator	4
EDU 707	Managing Student Behavior	4
<i>Intermediate Level Education Courses</i>		
EDU 705	Assessment of Students with Disabilities	4
EDU 702	Using Technology to Teach Social Studies	4
EDU 704	Strategies for Teaching Science	4
EDU 706	Transition Planning and Developing IEPs	2
<i>Advanced Level Education Courses</i>		
EDU 710	Teaching Language Arts and Literacy	6
EDU 732	Elementary School Mathematics Methods	4

EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>45</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

Candidates who qualify for K-8 certification must also complete Praxis II- Middle School Content Exam.

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **Praxis II-Elementary Education Multiple Subject 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. Candidates who qualify for K-8 certification must also complete Praxis II- Middle School Content Exam.
- **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.

## Emotional and Behavioral Disabilities (Post-Baccalaureate Teacher Certification - 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.

## Admission

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/>)<https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Post Bac Emotional/Behavioral Disabilities <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
<i>Intermediate Level Education Courses</i>		
EDU 736	Dynamic Assessment: Complexities of Identification in LD, EBD, and IDD	6
EDU 737	Behavioral Supports for Complex Behaviors	4
EDU 738	Advanced Assistive and Educational Technology	4
<i>Advanced Level Education Courses</i>		
EDU 741	Advanced Programming for Emotional and Behavioral Disabilities	4
EDU 742	Advanced Curriculum, Assessment, and Instruction for Emotional and Behavioral Disabilities	4
<b>Total Credits</b>		<b>23</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## General Special Education (Post-Baccalaureate Teacher Certification - 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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in SPED CERT for Already Cert Teachers <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 717	Students with Disabilities	4
EDU 721	Special Education Law	4
EDU 701	The Dynamic Role of the Special Educator	4
EDU 707	Managing Student Behavior	4
<i>Intermediate Level Education Courses</i>		
EDU 703	Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students	4
EDU 705	Assessment of Students with Disabilities	4
EDU 706	Transition Planning and Developing IEPs	2
<i>Advanced Level Education Courses</i>		
EDU 710	Teaching Language Arts and Literacy	6
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>37</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

### State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.

## General Special Education (Post-Baccalaureate Teacher Certification)

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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in SPED Cert - Post Bac <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 717	Students with Disabilities	4
EDU 721	Special Education Law	4
EDU 701	The Dynamic Role of the Special Educator	4
EDU 707	Managing Student Behavior	4

<i>Intermediate Level Education Courses</i>		
EDU 703	Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students	4
EDU 705	Assessment of Students with Disabilities	4
EDU 706	Transition Planning and Developing IEPs	2
<i>Advanced Level Education Courses</i>		
EDU 710	Teaching Language Arts and Literacy	6
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>37</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

### State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.

## General Special Education and Elementary Education (Post-Baccalaureate Teacher Certification)

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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in EC &amp; EC SPED for Already Cert Teachers <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 717	Students with Disabilities	4
EDU 721	Special Education Law	4
EDU 701	The Dynamic Role of the Special Educator	4
EDU 707	Managing Student Behavior	4
<i>Intermediate Level Education Courses</i>		
EDU 706	Transition Planning and Developing IEPs	2
EDU 702	Using Technology to Teach Social Studies	4
EDU 705	Assessment of Students with Disabilities	4
EDU 704	Strategies for Teaching Science	4
<i>Advanced Level Education Courses</i>		
EDU 710	Teaching Language Arts and Literacy	6
EDU 732	Elementary School Mathematics Methods	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>45</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

Candidates who qualify for K-8 certification must also complete Praxis II-Middle School Content Exam.

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **Praxis II-Elementary Education Multiple Subject Exam** required. Students must attempt to pass a Praxis II exam prior to taking the Culminating Teaching Experience & Seminar. Passing exam scores are required for state certification. Candidates who qualify for K-8 certification must also complete Praxis II- Middle School Content Exam.
- **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.

## Intellectual and Developmental Disabilities (Post-Baccalaureate Teacher Certification - 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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Post Bac Intellectual/ Developmental Disabilities</b> <sup>1</sup>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
<i>Intermediate Level Education Courses</i>		
EDU 736	Dynamic Assessment: Complexities of Identification in LD, EBD, and IDD	6
EDU 737	Behavioral Supports for Complex Behaviors	4
EDU 738	Advanced Assistive and Educational Technology	4
<i>Advanced Level Education Courses</i>		
EDU 743	Advanced Programming for Intellectual and Developmental Disabilities	4
EDU 745	Advanced Curriculum, Assessment, and Instruction for Intellectual and Developmental Disabilities	4
<b>Total Credits</b>		<b>23</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## Mathematics Middle Level (Post-Baccalaureate Teacher Certification - 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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in Math Middle Level for ACT <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
MATH 703	Probability and Statistics	4
EDU 707	Managing Student Behavior	4
EDU 752	Aspects of Mathematics Learning	4
<i>Intermediate Level Education Courses</i>		
MATH 700	Mathematical Proof for Educators	4
MATH 701	Number Systems	4
MATH 702	Geometric Structures for Teachers	4
MATH 706	Calculus I	4
MATH 708	History of Mathematics	4
EDU 753	Reading and Writing in the Mathematics Content Area	4
<i>Advanced Level Education Courses</i>		
MATH 705	Discrete Mathematics	4
MATH 709	Algebra Theory for Teachers	4
EDU 733	Middle School Mathematics Methods	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>53</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **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.

## Mathematics Middle Level (Post-Baccalaureate Teacher Certification)

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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0



Code	Title	Credits
<b>Major in Post-Bacc Cert Mathematics Middle Level <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
MATH 703	Probability and Statistics	4
EDU 707	Managing Student Behavior	4
EDU 752	Aspects of Mathematics Learning	4
<i>Intermediate Level Education Courses</i>		
MATH 700	Mathematical Proof for Educators	4
MATH 701	Number Systems	4
MATH 702	Geometric Structures for Teachers	4
MATH 706	Calculus I	4
MATH 708	History of Mathematics	4
EDU 753	Reading and Writing in the Mathematics Content Area	4
<i>Advanced Level Education Courses</i>		
MATH 705	Discrete Mathematics	4
MATH 709	Algebra Theory for Teachers	4
EDU 733	Middle School Mathematics Methods	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>53</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **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.

## Mathematics Upper Level (Post-Baccalaureate Teacher Certification - 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.

## Admission

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/>)<https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in Math Upper Level for ACT <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
MATH 703	Probability and Statistics	4
EDU 707	Managing Student Behavior	4
EDU 752	Aspects of Mathematics Learning	4
<i>Intermediate Level Education Courses</i>		

MATH 700	Mathematical Proof for Educators	4
MATH 701	Number Systems	4
MATH 702	Geometric Structures for Teachers	4
MATH 706	Calculus I	4
MATH 708	History of Mathematics	4
EDU 753	Reading and Writing in the Mathematics Content Area	4
<i>Advanced Level Education Courses</i>		
MATH 704	Linear Algebra	4
MATH 705	Discrete Mathematics	4
MATH 707	Calculus II	4
EDU 734	Secondary School Mathematics Methods	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>57</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **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.

## Mathematics Upper Level (Post-Baccalaureate Teacher Certification)

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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Major in Math Upper Level <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
MATH 703	Probability and Statistics	4
EDU 707	Managing Student Behavior	4
EDU 752	Aspects of Mathematics Learning	4
<i>Intermediate Level Education Courses</i>		
MATH 700	Mathematical Proof for Educators	4
MATH 701	Number Systems	4
MATH 702	Geometric Structures for Teachers	4
MATH 706	Calculus I	4
MATH 708	History of Mathematics	4
EDU 753	Reading and Writing in the Mathematics Content Area	4
<i>Advanced Level Education Courses</i>		
MATH 704	Linear Algebra	4
MATH 705	Discrete Mathematics	4

MATH 707	Calculus II	4
EDU 734	Secondary School Mathematics Methods	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>57</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## State Certification Requirements

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

- **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 Introduction to Field Experience and Program Requirements (1 s.h.) to continue with clinical courses.
- **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.

## Reading and Writing Specialist (Post-Baccalaureate Teacher Certification - 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.

## Admission

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: <https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDCClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Post Bac Reading &amp; Writing Specialist <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 710	Teaching Language Arts and Literacy	6
EDU 730	Foundations of Language and Literacy Development	4
<i>Intermediate Level Education Courses</i>		
EDU 712	Reading and Writing Disabilities: Assessment and Instruction	4
EDU 713	Content Area Literacy	4
<i>Advanced Level Education Courses</i>		
EDU 711	Role of the Reading and Writing Specialist I - Practicum	6
EDU 711A	Role of the Reading and Writing Specialist II - Practicum	6
<b>Total Credits</b>		<b>31</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## 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** 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.

## Reading and Writing Teacher (Post-Baccalaureate Teacher Certification - 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.

## Admission

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/>)<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Post Bac Reading &amp; Writing Teacher <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
EDU 710	Teaching Language Arts and Literacy	6
<i>Intermediate Level Education Courses</i>		
EDU 730	Foundations of Language and Literacy Development	4
EDU 712	Reading and Writing Disabilities: Assessment and Instruction	4
EDU 713	Content Area Literacy	4
<i>Advanced Level Education Courses</i>		
EDU 748	Developing Literate Students, K-12	4
EDU 750	Culminating Teaching Experience and Seminar	4
<b>Total Credits</b>		<b>27</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## 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** 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.

## Specific Learning Disabilities (Post-Baccalaureate Teacher Certification - 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.

## Admission

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: <https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=3240> (<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet/?ID=3240>).

Students are also required to attend a New Student Orientation.

Additional Requirements Completed in EDU 700 Introduction to Field Experience/Program Requirements (1 s.h.) Include:

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

Minimum GPA requirement of 3.0

Code	Title	Credits
<b>Post Bac - Specific Learning Disabilities <sup>1</sup></b>		
<i>Introductory Level Education Courses</i>		
EDU 700	Introduction to Field Experience and Program Requirements	1
<i>Intermediate Level Education Courses</i>		
EDU 736	Dynamic Assessment: Complexities of Identification in LD, EBD, and IDD	6
EDU 737	Behavioral Supports for Complex Behaviors	4
EDU 738	Advanced Assistive and Educational Technology	4
<i>Advanced Level Education Courses</i>		

EDU 739	Advanced Programming for Students with Learning Disabilities	4
EDU 740	Advanced Curriculum, Assessment, and Instruction for Students with Learning Disabilities	4
<b>Total Credits</b>		<b>23</b>

<sup>1</sup> A minimum grade of C is required in all Major coursework.

## Graduate Certificates

- Administration of Online Education for Adult Learners (Graduate Certificate) (p. 21)
- Health Care Management (Graduate Certificate) (p. 22)
- Human Services Administration (Graduate Certificate) (p. 22)
- Nonprofit Leadership (Graduate Certificate) (p. 23)
- Operations Management (Graduate Certificate) (p. 23)
- Project Management (Graduate Certificate) (p. 23)

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 or certificate, contact that state's licensing board to determine if the Granite State College program meets licensure requirements in that state. Note that licensures and certifications may require exams, background checks or additional coursework not included in the College program.

## 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. The student's personalized degree plan will be available in WebROCK. More information may be found at <https://www.granite.edu/current-students/academics/degree-planning-tools/>

## Administration of Online Education for Adult Learners (Graduate Certificate)

Online education options are on the rise in human resource development and training fields across all private and public industries. From learning workplace environments and self-directed professional development pursuits to college and university settings, online education options can be an engaging and effective way to develop individuals and teams. And yet, developing an effective online education certificate for adult learners is not simply about taking traditional face-to-face education and putting it online. There are a variety of critical skills and roles that comprise effective online education efforts.

Whether you are part of a team that oversees online education efforts, are currently in charge of online training and education, or want to transfer existing education skills to begin a new career path in online education, this certificate provides an intensive yet flexible approach for individuals across a variety of adult education roles to take your aspirations, knowledge, and skills to the next level. Granite State College

has been at the forefront of online education for more than 25 years, and this certificate will connect you with experts in the field and provide opportunities for real-world experience.

Students will have the opportunity to:

1. Identify critical roles and resources needed for effective administration of online adult education certificates.
2. Develop essential tools and strategies to monitor and evaluate online adult education certificates.
3. Describe and apply key theories, models, and trends related to effective online adult education certificates.
4. Demonstrate application of new knowledge related to diverse skill sets that enhance online education certificates.
5. Engage with a network of active practitioners who are involved in online adult education efforts across a variety of disciplines.

### Certificate Requirements

Minimum grade of C required for all coursework  
Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Administration of Online Education for Adult Learners-Graduate Certificate</b>		
INST 803	Foundations of Program Planning and Evaluation	1
INST 805	Foundations of Adult Learning Theory	1
INST 807	Foundations of Finance, Contracts and Legal Issues	1
INST 809	Foundations of Program Feasibility	1
INST 811	Foundations of The Learning Workplace	1
INST 813	Foundations of Education Technology	1
INST 815	Resiliency: A Futurist Approach	1
INST 817	Roles and Skills Primer: Administration of Online Programs	2
INST 819	Engaging Adult Learners in the Digital Age	2
INST 821	Administration of Online Education: Self-Designed Topic	2
INST 823	Program Planning and Evaluation: Project	2
INST 850	Integrative Capstone: Administration of Online Education	3
<b>Total Credits</b>		<b>18</b>

## Health Care Management (Graduate Certificate)

The Graduate Certificate in Health Care Management is designed for individuals seeking professional development or specialized knowledge in healthcare management.

Students will have the opportunity to:

1. Develop new skill sets in the area of their specialization.
2. Acquire a credential and specialized knowledge in health care management.

3. Grow as a leader in the health care management field.

### Certificate Requirements

Minimum grade of C required for all coursework  
Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Healthcare Management-Graduate Certificate</b>		
<i>Select three of the following:</i>		<b>9</b>
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 and Informatics	

## Human Services Administration (Graduate Certificate)

The Graduate Certificate in Human Services Administration is designed to prepare individuals seeking management or administrative positions at human service agencies within the communities they serve. Whether seeking professional development or interested in transitioning to a leadership role in a human services field, this certificate provides students the opportunity to develop additional knowledge and skills tailored to their interests and career goals.

Students will have the opportunity to:

1. Develop new skills in a human services administration specialization.
2. Acquire a credential and specialized knowledge in the human services field.
3. Grow as a leader in the human services field.

### Certificate Requirements

Minimum grade of C required for all coursework  
Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Human Services Administration-Graduate Certificate</b>		
HMSV 800	Principles of Human Service Management	3
HMSV 803	Administration of Human Service Organizations	3
HMSV 805	Ethical and Legal Practices in Human Services	3
<i>Complete three credits from the following:</i>		<b>3</b>
APST 805	Grant Writing	
COMM 800	Foundations of Organizational Communication	
INST 803	Foundations of Program Planning and Evaluation	
INST 823	Program Planning and Evaluation: Project	
LD 810	Change Management and Communication	
LD 827	Leading and Governing Nonprofit Organizations	
LD 831	Conflict Management and Negotiation	

LD 832	Building Diverse and Inclusive Organizations
MGMT 815	Financial Management for Nonprofit Organizations

**Total Credits** 12

## Nonprofit Leadership (Graduate Certificate)

The Graduate Certificate in Nonprofit Leadership is designed for nonprofit leaders and managers and those seeking to transition to nonprofit to earn a credential related to their work. Students will gain a deeper understanding of the skills and knowledge needed to solve problems and to specialize in an area of interest in nonprofit program development, financial planning and management, program evaluation, or volunteer recruitment and retention.

Students will have the opportunity to:

1. Develop as successful professionals for highly competitive positions in nonprofit organizations;
2. Assess and enrich their capacity to function as a leader in today's business environment;
3. Demonstrate an understanding of nonprofit organizations, their structure, their legal and social responsibilities.

### Certificate Requirements

Minimum grade of C required for all coursework  
Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Nonprofit Leadership-Graduate Certificate</b>		
LD 820	Cultivating Your Leadership Capabilities	3
LD 827	Leading and Governing Nonprofit Organizations	3
LD 821	Ethical Decision-Making	3
<i>Complete 3 credits from the following:</i>		3
APST 805	Grant Writing	
IDIS 805	Evidence-Based Decision-Making	
LD 806	Fundraising and Resource Development	
LD 825	Volunteer Leadership	
MKTG 805	Marketing for Nonprofits	
MGMT 815	Financial Management for Nonprofit Organizations	
<b>Total Credits</b>		<b>12</b>

## Operations Management (Graduate Certificate)

This Operations Management Graduate Certificate program is designed to provide an interdisciplinary approach to operations management, ranging from manufacturing to healthcare. Participants will gain an understanding and appreciation of the functions an operations manager provides to their organization. They will acquire knowledge of the essentials of business operations, including project management, supply

chain management. We recognize the differences in quality management between business and healthcare by providing students a choice of quality management courses.

Students will have the opportunity to:

1. Acquire new skills in support of managing an organization's operational functions;
2. Demonstrate the application of new knowledge of operations management functions and their support to an organization;
3. Establish themselves as a credible professional in operations management.

### Certificate Requirements

Minimum grade of C required for all coursework  
Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Operations Management-Graduate Certificate</b>		
OPS 800	Principles of Operations Management	3
PM 800	Introduction to Project Management	3
<i>Complete three credits from the following:</i>		3
HLTC 810	Health Care Quality and Safety	
PM 819	Total Quality Management	
<i>Choose three credits from the following:</i>		3
SCM 805	Supply Chain Management	
PM 820	Introduction to Lean Practices	
PM 821	Introduction to Theory of Constraints	
<b>Total Credits</b>		<b>12</b>

## Project Management (Graduate Certificate)

The Graduate Certificate in Project Management is designed for individuals seeking professional development or foundational knowledge in project management.

Students will have the opportunity to:

1. Develop new skills in support of planning and leading projects;
2. Acquire a credential and foundational knowledge in project management;
3. Establish themselves as a knowledgeable project manager.

### Certificate Requirements

Minimum grade of C required for all coursework  
Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Project Management-Graduate Certificate</b>		
PM 800	Introduction to Project Management	3
PM 811	Project Chartering and Planning	3
PM 813	Delivering Business Value	3
LD 804	Leading Teams	3
<b>Total Credits</b>		<b>12</b>

## Master of Science Degrees

- Health Care Management (M.S.) (p. 25)
- Human Services Administration (M.S.) (p. 25)
- Instruction and Leadership (M.S.) (p. 26)
- Leadership (M.S.) (p. 27)
- Nursing Health Care Education (M.S.) (p. 27)
- Nursing Health Care Leadership (M.S.) (p. 29)
- Project Management (M.S.) (p. 30)

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 Granite State College program meets licensure requirements in that state. Note that licensures and certifications may require exams, background checks or additional coursework not included in the College program.

## 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. The student's personalized degree plan will be available in WebROCK. More information may be found at <https://www.granite.edu/current-students/academics/degree-planning-tools/>

Code	Title	Credits
APST 805	Grant Writing	3
COMM 800	Foundations of Organizational Communication	3
EDU 803	Leadership Essentials: Evaluation of Teaching and Learning	3
EDU 804	Leadership Essentials to Develop and Support a Professional Culture	3
EDU 807A	Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement, and Evaluate <sup>1</sup>	3
EDU 807B	Capstone Project II: Leadership Essentials to Strategically Think, Plan, Implement, and Evaluate	3
HLTC 800	Health Care Delivery and Innovations	3
HLTC 801	Health Care Financial Management	3
HLTC 802	Advocacy and Health Policy	3
HLTC 810	Health Care Quality and Safety	3
HLTC 811	Health Care Technology and Informatics	3
HLTC 850	Health Care Management Integrative Capstone	3
HMSV 800	Principles of Human Service Management	3
HMSV 803	Administration of Human Service Organizations	3
HMSV 805	Ethical and Legal Practices in Human Services	3

HMSV 850	Human Services Administration Integrative Capstone	3
IDIS 805	Evidence-Based Decision-Making	3
INST 803	Foundations of Program Planning and Evaluation	1
INST 805	Foundations of Adult Learning Theory	1
INST 807	Foundations of Finance, Contracts and Legal Issues	1
INST 809	Foundations of Program Feasibility	1
INST 811	Foundations of The Learning Workplace	1
INST 813	Foundations of Education Technology	1
INST 815	Resiliency: A Futurist Approach	1
INST 817	Roles and Skills Primer: Administration of Online Programs	2
INST 819	Engaging Adult Learners in the Digital Age	2
INST 821	Administration of Online Education: Self-Designed Topic	2
INST 823	Program Planning and Evaluation: Project	2
INST 850	Integrative Capstone: Administration of Online Education	3
LD 804	Leading Teams	3
LD 810	Change Management and Communication	3
LD 820	Cultivating Your Leadership Capabilities <sup>1</sup>	3
LD 821	Ethical Decision-Making	3
LD 823	Emergence of a Strategic Leader	3
LD 825	Volunteer Leadership	3
LD 827	Leading and Governing Nonprofit Organizations	3
LD 831	Conflict Management and Negotiation	3
LD 832	Building Diverse and Inclusive Organizations	3
LD 850	Leadership Integrative Capstone	3
MGMT 805	Organizational Behavior	3
MGMT 815	Financial Management for Nonprofit Organizations	3
MGMT 850	Strategic Management Integrative Capstone	3
MKTG 805	Marketing for Nonprofits	3
NUR 802	Translating and Integrating Research into Nursing Practice	3
NUR 812	Interprofessional Collaboration for Population Health	3
NUR 817	Advanced Health Assessment for Nurse Educators	2
NUR 820	Advanced Pathopharmacology for Nurse Educators	4
NUR 825	Foundational Skills for Nurse Educators	3
NUR 830	Curriculum Development, Teaching Methods, and Integrating Technology in Nursing Education	3
NUR 833	Assessment and Evaluation in Nursing Education	3
NUR 850	Integrative Clinical Capstone for Nursing Leaders	6



NUR 851	Integrated Capstone Practicum in Nursing Education	6
OPS 800	Principles of Operations Management	3
PM 800	Introduction to Project Management	3
PM 811	Project Chartering and Planning	3
PM 813	Delivering Business Value	3
PM 815	Negotiation, Contracting and Procurement	3
PM 817	Managing Project Portfolios	3
PM 819	Total Quality Management	3
PM 820	Introduction to Lean Practices	1
PM 821	Introduction to Theory of Constraints	2
PM 850	Project Management Capstone	3
SCM 805	Supply Chain Management	2

- 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.

### Degree Requirements

Minimum Credit Requirement: 30 credits  
 Minimum Residency Requirement: 30 credits must be taken at Granite State College  
 Minimum GPA Requirement: 3.0

## Health Care Management (M.S.)

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.

Students will have the opportunity to:

1. Identify and analyze the organizational, economic, political and legal components of health care delivery systems in the United States;
2. Evaluate ethical issues relevant to the policies, practices, and management of health care ethics;
3. 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;
4. Conduct financial analysis, explain financial and accounting information for a health care organization;
5. Synthesize and assimilate an understanding of the environmental factors and management skills required to be innovative and successful in the health care field;
6. Apply project management and quality improvement tools to evaluate and improve health care delivery.

### Admissions Criteria

- Completed Admissions Application
- Bachelor’s Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate), **or** Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the degree, and relevant formal or informal experiences.

Code	Title	Credits
<b>Major in Health Care Management <sup>1</sup></b>		
LD 821	Ethical Decision-Making	3
PM 800	Introduction to Project Management	3
MGMT 805	Organizational Behavior	3
HLTC 800	Health Care Delivery and Innovations	3
HLTC 802	Advocacy and Health Policy	3
HLTC 810	Health Care Quality and Safety	3
HLTC 811	Health Care Technology and Informatics	3
HLTC 801	Health Care Financial Management	3
<i>Complete three credits from the following:</i>		
LD 810	Change Management and Communication	
LD 831	Conflict Management and Negotiation	
IDIS 805	Evidence-Based Decision-Making	
<b>Integrative Capstone:</b>		
HLTC 850	Health Care Management Integrative Capstone	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

## Human Services Administration (M.S.)

The Master of Science in Human Services Administration (MSHSA) prepares graduates with the knowledge, skills, and values needed to lead in human services agencies or organizations. Students will integrate methods of leadership, management and administration, ethical decision making, and program planning and evaluation in an interprofessional learning environment. The MSHSA provides graduates with the education needed to assume roles as administrators, managers, or leaders within the human service industry.

Students will have the opportunity to:

1. Integrate historical perspectives and emerging trends related to human services;
2. Evaluate the interaction of human systems including individual, interpersonal, group, family, organizational, community, and societal.
3. Compare and contrast human services delivery systems and organizations;

4. Develop knowledge and skill in disciplined inquiry and information literacy;
5. Develop program planning and evaluation that assist individuals and groups in promoting optimal functioning, growth, and goal attainment;
6. Integrate knowledge, theory, and skills in administrative aspects of human services;
7. Apply legal and ethical standards relevant to human service delivery;
8. Synthesize the knowledge, theory, skills, and professional behaviors that are congruent with the human services profession.

### Admissions Criteria

- Completed Admissions Application
- Bachelor's Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate),  
or Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 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.

### Degree Requirements

Minimum Credit Requirement: 30 credits

Minimum Residency Requirement: 30 credits must be taken at Granite State College

Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Major in Human Services Administration</b> <sup>1</sup>		
HMSV 800	Principles of Human Service Management	3
HMSV 803	Administration of Human Service Organizations	3
HMSV 805	Ethical and Legal Practices in Human Services	3
INST 803	Foundations of Program Planning and Evaluation	1
INST 823	Program Planning and Evaluation: Project	2
LD 827	Leading and Governing Nonprofit Organizations	3
LD 832	Building Diverse and Inclusive Organizations	3
<i>Select three from the following:</i>		9
MGMT 815	Financial Management for Nonprofit Organizations	
HLTC 800	Health Care Delivery and Innovations	
HLTC 802	Advocacy and Health Policy	
COMM 800	Foundations of Organizational Communication	

### Integrative Capstone:

HMSV 850	Human Services Administration Integrative Capstone	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

## Instruction and Leadership (M.S.)

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-12 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.

Students will have the opportunity to:

1. Understand how to develop and support a dynamic teaching and learning environment;
2. Promote and support a professional culture to nurture all learners;
3. Focus on leadership from a peer perspective.

### Admissions Criteria

- Completed Admissions Application
- Bachelor's Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate),  
or Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 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.

### Additional requirements for Master of Science in Instruction and Leadership:

- Successful completion of a post-baccalaureate certification at Granite State College with a minimum of 24 credits earned.

### Degree Requirements

Minimum Credit Requirement: 36 credits

Minimum Residency Requirement: 12 credits must be taken at Granite State College

Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Major in Instruction and Leadership</b> <sup>1</sup>		
<b>Specialization Component</b> <sup>2</sup>		24
EDU 803	Leadership Essentials: Evaluation of Teaching and Learning	3

EDU 804	Leadership Essentials to Develop and Support a Professional Culture	3
EDU 807A	Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement, and Evaluate	3
<b>Integrative Capstone:</b>		
EDU 807B	Capstone Project II: Leadership Essentials to Strategically Think, Plan, Implement, and Evaluate	3
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

<sup>2</sup> 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.

## Leadership (M.S.)

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.

Students will have the opportunity to:

1. Assess and enrich their capacity to lead in today’s environment;
2. Identify the components of leadership practice and present ways to implement them;
3. Evaluate organizational relationships and their ability to contribute to organizational effectiveness;
4. Assess their ethical framework in the context of an effective leadership model;
5. Augment their ability to lead people and teams to excellence in projects and organizational settings;
6. Develop theoretically-grounded plans to manage change and actualize vision within organizations.

### Admissions Criteria

- Completed Admissions Application
- Bachelor’s Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate), or Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 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.

## Degree Requirements

Minimum Credit Requirement: 30 credits

Minimum Residency Requirement: 30 credits must be taken at Granite State College

Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Major in Leadership <sup>1</sup></b>		
LD 820	Cultivating Your Leadership Capabilities	3
LD 821	Ethical Decision-Making	3
COMM 800	Foundations of Organizational Communication	3
IDIS 805	Evidence-Based Decision-Making	3
LD 823	Emergence of a Strategic Leader	3
LD 804	Leading Teams	3
LD 810	Change Management and Communication	3
<b>Elective Options</b>		
Complete six credits from the following:		6
APST 805	Grant Writing	
INST 803	Foundations of Program Planning and Evaluation	
INST 823	Program Planning and Evaluation: Project	
LD 806	Fundraising and Resource Development	
LD 825	Volunteer Leadership	
LD 827	Leading and Governing Nonprofit Organizations	
LD 831	Conflict Management and Negotiation	
LD 832	Building Diverse and Inclusive Organizations	
MGMT 805	Organizational Behavior	
MGMT 815	Financial Management for Nonprofit Organizations	
MKTG 805	Marketing for Nonprofits	
PM 800	Introduction to Project Management	
PM 811	Project Chartering and Planning	
<b>Integrative Capstone:</b>		
LD 850	Leadership Integrative Capstone	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

## Nursing Health Care Education (M.S.)

The Master of Science in Nursing Health Care Education degree provides opportunities for nurses to address one of the more critical shortages in health care today. Nursing educator shortage continues to limit student capacity at a time when the need for registered nurses continues to grow. This program challenges the nurse to engage in learning the critical components needed to teach nurses in today’s challenging health care environment.

### Learning Outcomes

1. 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;
2. Apply leadership competencies in the provision of safe, high quality, and cost-effective care to individuals, populations, or communities within the health care system;
  3. Analyze information from health care information systems related to quality initiatives that promote improved quality, cost, safety and health care outcomes;
  4. Communicate research and practice outcomes to advance clinical practice;
  5. Demonstrate competence in the analysis of current and emerging technologies that impact health care outcomes;
  6. Advocate for policies that lead to improved population health outcomes or the improvement of the quality of the health care system;
  7. Demonstrate caring, culturally responsive leadership communication both written and verbally, capable of effectively leading interprofessional teams;
  8. Advocate for ethical health care practice through effective communication with interprofessional teams and stakeholders;
  9. Demonstrate competence in the advanced practice as a nursing leader to promote improvement in health care outcomes for individuals, systems, or populations.

#### Nurse Educator Concentration Expected Student Learning Outcomes

1. Demonstrate nurse educator competencies through integration of advanced principles and theories in nursing education;
2. Develop relevant and meaningful curricular practices that utilize technology and appropriate teaching and learning methodologies;
3. Critically appraise the process of assessment and evaluation in nursing education.

#### Health, Character, and Technical Standards

Technical standards have been established to inform the student of minimum standards needed to satisfactorily function in the program and ultimately succeed in the profession. Applicants who feel they may not be able to meet one or more of the technical standards listed should contact the Director to discuss individual cases. All academically qualified candidates will be considered for admission provided the technical standards for classroom and practice experiences can be met with reasonable accommodations. Subsequent evidence that a matriculated student is unable/unwilling to meet one or more of the standards, and thus unable to meet course objectives, may result in dismissal from the program.

The College must ensure that patients/clients of clinical affiliates are not placed in jeopardy by students during practice experiences. Therefore, students in practice experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and rapidly-changing circumstances that characterize the responsibilities of patient/client care. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor, staff nurse, or faculty member, establish rapport, and maintain sensitive interpersonal relationships with patients, their families, agency staff, faculty, and classmates. Applicants must also be in good physical and mental health to meet program objectives. Participation in classes and clinical experiences is expected. Technical standards are listed below:

1. Sufficient hearing to assess patients' health, understand instructions, identify emergency signals, and engage in telephone conversation;

2. Sufficient visual acuity to observe patients, interpret data, ensure a safe environment, and read fine print;
3. Sufficient speech and language ability to read, express, comprehend, and exchange information and ideas in English verbally, non-verbally, and in writing, and to interact clearly and logically with patients, health care professionals, family members, faculty, and peers;
4. Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations, and to cope with variations in workload and stress levels;
5. Sufficient emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in online, classroom, and clinical settings, and to integrate direction, instruction, and criticism into behavior;
6. Sufficient strength, endurance, and motor coordination to participate in course requirements;
7. Sufficient information technology skills to complete assignments according to program standards;
8. Personal transportation to and from clinical experiences;
9. Compliance with health and immunization requirements and criminal background check verification process.

#### Admissions Criteria

- Completed Admissions Application
- Bachelor's Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate),  
or Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 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.

#### Additional requirements for Master of Science in Nursing Health Care Education:

- Bachelor's Degree in Nursing;
- Licensed as a registered nurse in the state of practice;
- See the *Health, Character, and Technical Standards* in the above Overview tab (<https://catalog.granite.edu/graduate/master-science-degrees/nursing-health-care-education-ms/>).

#### Degree Requirements

Minimum Credit Requirement: 30 credits

Minimum Residency Requirement: 30 credits must be taken at Granite State College

Minimum GPA Requirement: 3.0

Code	Title	Credits
Major in Health Care Education <sup>1</sup>		
HLTC 802	Advocacy and Health Policy	3
HLTC 810	Health Care Quality and Safety	3
HLTC 811	Health Care Technology and Informatics	3

NUR 802	Translating and Integrating Research into Nursing Practice	3
NUR 812	Interprofessional Collaboration for Population Health	3
NUR 817	Advanced Health Assessment for Nurse Educators	2
NUR 820	Advanced Pathopharmacology for Nurse Educators	4
NUR 825	Foundational Skills for Nurse Educators	3
NUR 830	Curriculum Development, Teaching Methods, and Integrating Technology in Nursing Education	3
NUR 833	Assessment and Evaluation in Nursing Education	3
NUR 851	Integrated Capstone Practicum in Nursing Education	6
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

## Nursing Health Care Leadership (M.S.)

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 and is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### Learning Outcomes

Students will have the opportunity to:

1. 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;
2. Apply leadership competencies in the provision of safe, high quality and cost effective care to individuals, populations, or communities within the health care system;
3. Analyze information from health care information systems related to quality initiatives that promote improved quality, cost, safety and health care outcomes;
4. Communicate research and practice outcomes to advance clinical practice;
5. Demonstrate competence in the analysis of current and emerging technologies that impact health care outcomes;
6. Advocate for policies that lead to improved population health outcomes or the improvement of the quality of the health care system;
7. Demonstrate caring, culturally responsive leadership communication both written and verbally, capable of effectively leading interprofessional teams;
8. Advocate for ethical health care practice through effective communication with interprofessional teams and stakeholders;

9. Demonstrate competence in the advanced practice as a nursing leader to promote improvement in health care outcomes for individuals, systems, or populations.

### Nurse Leadership Concentration Expected Student Learning Outcomes

1. Demonstrate ability to lead initiatives that promote culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities;
2. Implement and evaluate practice change based on innovative evidence-based nursing practice;
3. Demonstrate competency in financial management, human resource management, and strategic and operational planning within the health care setting.

### Health, Character, and Technical Standards

Technical standards have been established to inform the student of minimum standards needed to satisfactorily function in the program and ultimately succeed in the profession. Applicants who feel they may not be able to meet one or more of the technical standards listed should contact the Director to discuss individual cases. All academically qualified candidates will be considered for admission provided the technical standards for classroom and practice experiences can be met with reasonable accommodations. Subsequent evidence that a matriculated student is unable/unwilling to meet one or more of the standards, and thus unable to meet course objectives, may result in dismissal from the program.

The College must ensure that patients/clients of clinical affiliates are not placed in jeopardy by students during practice experiences. Therefore, students in practice experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and rapidly-changing circumstances that characterize the responsibilities of patient/client care. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor, staff nurse, or faculty member, establish rapport, and maintain sensitive interpersonal relationships with patients, their families, agency staff, faculty, and classmates. Applicants must also be in good physical and mental health to meet program objectives. Participation in classes and clinical experiences is expected. Technical standards are listed below:

1. Sufficient hearing to assess patients' health, understand instructions, identify emergency signals, and engage in telephone conversation;
2. Sufficient visual acuity to observe patients, interpret data, ensure a safe environment, and read fine print;
3. Sufficient speech and language ability to read, express, comprehend, and exchange information and ideas in English verbally, non-verbally, and in writing, and to interact clearly and logically with patients, health care professionals, family members, faculty, and peers;
4. Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations, and to cope with variations in workload and stress levels;
5. Sufficient emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in online, classroom, and clinical settings, and to integrate direction, instruction, and criticism into behavior;
6. Sufficient strength, endurance, and motor coordination to participate in course requirements;
7. Sufficient information technology skills to complete assignments according to program standards;
8. Personal transportation to and from clinical experiences;

9. Compliance with health and immunization requirements and criminal background check verification process.

### Admissions Criteria

- Completed Admissions Application
- Bachelor's Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate),  
or Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 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.

### Additional requirements for Master of Science in Nursing Health Care Management:

- Bachelor's Degree in Nursing
- Licensed as a registered nurse in the state of practice
- See the *Health, Character, and Technical Standards* in the Overview tab (<https://catalog.granite.edu/graduate/master-science-degrees/nursing-health-care-education-ms/>).

### Degree Requirements

Minimum Credit Requirement: 30 credits

Minimum Residency Requirement: 30 credits must be taken at Granite State College

Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Major in Nursing Health Care Leadership <sup>1</sup></b>		
NUR 802	Translating and Integrating Research into Nursing Practice	3
LD 820	Cultivating Your Leadership Capabilities	3
HLTC 802	Advocacy and Health Policy	3
HLTC 801	Health Care Financial Management	3
HLTC 810	Health Care Quality and Safety	3
HLTC 811	Health Care Technology and Informatics	3
NUR 812	Interprofessional Collaboration for Population Health	3
<b>Elective Course</b>		
Select one of the following:		3
LD 804	Leading Teams	
LD 832	Building Diverse and Inclusive Organizations	
<b>Integrative Capstone:</b>		
NUR 850	Integrative Clinical Capstone for Nursing Leaders	6
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

## Project Management (M.S.)

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 plan and lead complex projects, motivate people, and deliver the desired business value associated with the project.

Students will have the opportunity to:

1. Effectively employ strategies for managing projects through the entire project cycle;
2. Acquire, deploy, and monitor resources to maximum benefit;
3. Determine and manage risk for strategic and ethical decision-making;
4. Manage changing project management environments including human resources, cost, timelines, and workflow;
5. Lead people and teams to excellence in projects and organizational settings;
6. Communicate effectively throughout the project management cycle;
7. Assess and evaluate project management processes to continuously improve;
8. Apply project management knowledge for quality assurance in real-world settings;
9. Attain competency in the components of project management required for certification as a Certified Associate in Project Management (CAPM®) or Project Management Professional (PMP®).

### Admissions Criteria

- Completed Admissions Application
- Bachelor's Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate),  
or Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- 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.

### Degree Requirements

Minimum Credit Requirement: 30 credits

Minimum Residency Requirement: 30 credits must be taken at Granite State College

Minimum GPA Requirement: 3.0

Code	Title	Credits
<b>Major in Project Management <sup>1</sup></b>		
PM 800	Introduction to Project Management	3
PM 811	Project Chartering and Planning	3

PM 813	Delivering Business Value	3
PM 815	Negotiation, Contracting and Procurement	3
PM 817	Managing Project Portfolios	3
PM 819	Total Quality Management	3
LD 804	Leading Teams	3
<b>Elective Course(s)</b>		
Complete 6 credits from the following:		6
LD 810	Change Management and Communication	
LD 821	Ethical Decision-Making	
LD 832	Building Diverse and Inclusive Organizations	
OPS 800	Principles of Operations Management	
PM 820	Introduction to Lean Practices	
PM 821	Introduction to Theory of Constraints	
<b>Integrative Capstone:</b>		
PM 850	Project Management Capstone	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> A minimum grade of C is required in all coursework.

## Admission

### 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. Applications may be submitted online at <https://www.granite.edu/become-a-student/apply-now> (<https://www.granite.edu/become-a-student/apply-now/>).

Applications from prospective students will be reviewed by the School of Education. A complete application includes the following Granite State College 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 (<https://www.granite.edu/become-a-student/apply-now/graduate-apply-now/> Graduate Apply Now - Granite State College Apply for Masters degree online and become a student at Granite State College. [www.granite.edu](http://www.granite.edu)).
- 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the degree, and relevant formal or informal experiences.
- Two completed recommendation forms of professional or academic reference.
- 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 (1 s.h.) include:

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

### 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 Granite State College'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  $\geq 3.0$ .

### Transcripts

Post-baccalaureate students must ensure that all official previous college transcripts are received by the 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](mailto:gsc.admissions@granite.edu). Paper transcripts should be mailed to:

Admissions Office  
Granite State College  
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 Graduate Certificate 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 may be submitted online at <https://www.granite.edu/become-a-student/apply-now> (<https://www.granite.edu/become-a-student/apply-now/>).

Applications from prospective certificate students will be reviewed by the appropriate Graduate Program Director. A complete application and proof of Bachelor's degree completion is required. For full admission, official transcripts from the institution that conferred the bachelor's or graduate degree is required.

Students will work with their Academic Advisor for suitable course options.

Students may continue taking courses upon completion of a graduate certificate to pursue the related Master's degree by applying and meeting the Master's degree admission criteria; see the "Application Procedures for Master's Programs" section.

## 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 may be submitted online at <https://www.granite.edu/become-a-student/apply-now> (<https://www.granite.edu/become-a-student/apply-now/>).

Applications from prospective degree students will be reviewed by the appropriate Graduate Program Director. A complete application includes the following Granite State College graduate studies admission criteria:

- Bachelor's Degree from a regionally accredited college or university with a: 3.0 GPA minimum for the last 60 credit hours attempted, or 3.0 GPA minimum overall (undergraduate),  
**or**
- Graduate Degree completed from a regionally accredited college or university with a 3.0 GPA minimum overall.
- Completed application (<https://www.granite.edu/become-a-student/apply-now/graduate-apply-now/>).
- 500-1000 word statement which includes professional goals and aspirations, motivation for applying for the degree, and relevant formal or informal experiences.
- Two completed recommendation forms of professional or academic reference.
- Current resume.
- Official transcripts of all previous college work (with translation and evaluation if completed outside of the United States) sent directly to the Admissions Office, by the Registrar of the colleges or universities attended.

*Additional requirements for the following programs:*

- Master of Science in Instruction and Leadership
  - Successful completion of a Post-Baccalaureate Certificate at Granite State College with a minimum of 24 credits earned; or
  - Successful completion of the Administration of Online Education for Adult Learners Graduate Certificate at Granite State College.
- Master of Science in Health Care Management
  - After admission, see "Capstone Requirements" section and program specific information.
- Master of Science in Nursing Health Care Leadership or Nursing Health Care Education
  - Bachelor's Degree in Nursing.
  - Licensed as a registered nurse in the state of practice.
  - After admission, see "Capstone Requirements" section and program specific information.

Materials should be submitted to:

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 and Dean. The student will receive notification of full acceptance via email.

## Conditional Acceptance Status

The Dean can grant conditional acceptance for a student who has not fully completed the application process or met the College's Graduate Studies admission criteria. A student may enroll in a graduate program for a specified number of courses being conditionally accepted to the program. Please see the table below for individual program limits.

Program	Maximum Credits
MS in Health Care Management	12
MS in Human Services Administration	12
MS in Instruction and Leadership	6
MS in Leadership	12
MS in Management	12
MS in Nursing Health Care Education	12
MS in Nursing Health Care Leadership	12
MS in Project Management	12
Graduate Certificate in Administration of Online Education for Adult Learners	3
Graduate Certificate in Health Care Management	3
Graduate Certificate in Human Services Management	3
Graduate Certificate in Nonprofit Leadership	3
Graduate Certificate in Operations Management	3
Graduate Certificate in Project Management	3

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  $\geq 3.0$ .

## 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 accepted to the graduate program. See the table below for individual program limits.

Courses for	Maximum Credits
MS in Health Care Management	12
MS in Human Services Administration	12
MS in Leadership	12
MS in Management	12



MS in Nursing Health Care Education	12
MS in Nursing 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 their Academic Advisor for suitable course options. Students seeking to continue taking courses past the program’s limit (see table above), must meet Granite State College’s graduate admission criteria and must matriculate in a program by applying, see “Application Procedures for Master’s Programs” or “Application Procedures for Graduate Certificate Programs” section.

**Transfer Credits**

Graduate Studies does not accept transfer credits. 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 Granite State required or elective course, from another accredited institution in the past seven years.

Program	Course Waiver	Residency	Program Credits
MS in Health Care Management	Accepted	30	30
MS in Human Services Administration	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 Education	Accepted	30	36
MS in Nursing Health Care Leadership	Accepted	30	30
MS in Project Management	Accepted	30	30
Graduate Certificate in Administration of Online Education for Adult Learners	Accepted	18	18
Graduate Certificate in Health Care Management	Accepted	9	9
Graduate Certificate in Human Services Administration	Accepted	12	12

Graduate Certificate in Nonprofit Leadership	Accepted	12	12
Graduate Certificate in Operations Management	Accepted	12	12
Graduate Certificate in Project Management	Accepted	12	12

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 may award course waivers for courses earned at the graduate level from regionally and programmatically accredited institutions. In specific cases, Granite State College undergraduate classes that have been co-listed with graduate courses may be considered for a course waiver if the student earned a B+ or better in the course. 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 graduate program and has submitted the Graduate Course Waiver Form, and after all previous official transcripts, course descriptions, and syllabi are received by Graduate Studies. Graduate courses will not be evaluated for a course waiver if they were earned to fulfill an academic requirement for a graduate program. All graduate course waiver awards are made on a case-by-case basis at the discretion of the Office of Academic Affairs.

**Transcripts**

Master’s degree candidates must ensure that all official previous college transcripts are received by the Admissions Office.

Graduate certificate candidates must submit the official transcript from the institution that conferred their bachelor’s or prior master’s degree.

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](mailto:gsc.admissions@granite.edu). Paper transcripts should be mailed to the:

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

Candidates who have earned a Bachelor’s or prior Master’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.

**Capstone Requirements**  
**Capstone Presentations**

All Master of Science students with the exception of those in the M.S. Instruction and Leadership program are required to participate in

capstone course presentations held the week prior to the end of the term. Accommodations can be arranged for out-of-state students to participate virtually. Dates for the practice night and event night are found in the course schedule's listing of the capstone course.

### Master of Science in Health Care Management Additional Requirements

Prior to the capstone course HLTC 850 Health Care Management Integrative Capstone (3 s.h.), the following is required:

- Must demonstrate compliance with health and immunization requirements;
- Successful completion of a criminal background check prior to participation in the capstone course. Cost of the vendor sponsored criminal background and health requirements tracking is the responsibility of the student (cost varies by state). More information will be provided prior to registering for the capstone course.

### Master of Science in Nursing Health Care Leadership Additional Requirements

Refer to the "Health, Character, and Technical Standards" in the Master of Science in Nursing Health Care Leadership (<https://catalog.granite.edu/graduate/master-science-degrees/nursing-health-care-leadership-ms/>) page under Master of Science Degrees.

### Master of Science in Nursing Health Care Education Additional Requirements

Refer to the "Health, Character, and Technical Standards" in the Master of Science in Nursing Health Care Education (<https://catalog.granite.edu/graduate/master-science-degrees/nursing-health-care-education-ms/>) page under Master of Science Degrees.

## Earning a Second Master's Degree at Granite State College

### Consecutive Master's Degrees

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

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:

- a. New Personal Statement.
  - b. Updated resume, if applicable.
  - c. At least one new recommendation form for the second degree.
  - d. 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 applicable credits from the first program within five years of admission to the second Master's Degree program.
  6. Will receive separate diplomas for each degree program.

## Degree Status in More Than One Program at Granite State College

A student may only be fully accepted to one degree program at a time. However, students nearing completion of their Baccalaureate degree or higher at Granite State may apply for admission to one of the College's Master's Degree programs.

## Application Procedures for Post-Baccalaureate Teacher Certifications and Master's Programs

### Inactivation of Applications

Applications that are not completed within a year from the date of submission will be inactivated. After that time, prospective students will need to reapply. Previously received official transcripts do not need to be resubmitted.

### 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 or certificate 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 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 one of the following:

- a minimum Test of English as a Foreign Language (TOEFL) score of 80 (Internet-based) with a writing portion of 20;
- a minimum International English Test System (IELTS) score of 6.5, with no band lower than 6.0;
- an official 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/>

## Veterans or Active Duty Military Applicants

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.

Granite State College does not engage in high-pressure recruitment tactics to secure servicemember enrollments.

All contact with potential students who are servicemembers is initiated by student inquiries who voluntarily provide contact information. The College does not initiate or make any unsolicited contacts with servicemembers, nor does it use third-party contact lists or host events with incentives to recruit servicemembers.

The College does not provide commission, bonus, or other incentive payment based directly or indirectly on securing servicemember enrollments or federal financial aid to any person or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance.

Users provide consent for Granite State College to contact them directly. Once subscribed to receive communication, individuals may update their email preferences or opt out of communications at any time.

## 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/>

## Tuition & Fees

### 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 2021 term charges unless otherwise noted.

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

### Post-Baccalaureate Teacher Certification Fees

Fee	Amount
<b>Per Credit Hour</b>	
Resident	\$314
Non-resident	\$365
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.	
<b>Application</b>	
Online Application	No Charge
<b>Academic Services Fee</b>	
Per term for 4 credits or more	\$45
This fee supports the information technology infrastructure of the College, including computer labs and the digital library.	
<b>Registration Fee Per Term</b>	\$40
Registration fees help to cover the data entry and record keeping expenses related to maintaining accurate academic transcripts.	
<b>Materials</b>	Variable
The Post-Baccalaureate program requires all students to purchase a subscription with an e-Portfolio system for the duration of their plan of study at Granite State College. 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.	
<b>Clinical Mentoring Fee</b>	\$250

Any field-based course that requires oversight of a Granite State College 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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<b>Training Portfolio</b>	<b>\$350</b>
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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.

<b>Returned Checks</b>	<b>\$25</b>
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Personal checks returned by the bank.

<b>Re-registration Fee</b>	<b>\$25</b>
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## Master's and Graduate Certificate Fees

Fee	Amount
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#### Per Credit Hour

Resident	\$538
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Non-resident	\$590
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#### Application

Online Application	No Charge
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<b>Materials</b>	<b>Variable<sup>1</sup></b>
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Graduate programs (with the exception of School of Education programs) require all students to maintain an ePortfolio account with the ePortfolio provider for the duration of their plan of study at Granite State College. Visit <http://granite.edu/books> (<http://granite.edu/books/>) for access code fees.

#### Overdue Accounts

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

<b>Returned Checks</b>	<b>\$25</b>
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Personal checks returned by the bank

<b>Re-registration Fee</b>	<b>\$25</b>
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<sup>1</sup> 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.

## 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 <https://www.granite.edu/become-a-student/calendars/academic-calendar/>. 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 Nelnet Campus Commerce 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.*

## Statement 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. Students may do so at time of application or visit WebROCK and select "Registration," "Student Accounts," or the "View Holds" menu options. The agreement may also be found by going to <https://www.granite.edu/current-students/student-accounts-office/payment-policies-faqs/>.

## 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 <https://www.granite.edu/current-students/>
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 academic calendar on [granite.edu](http://granite.edu) (<http://granite.edu>).

**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](http://go.granite.edu) account is the preferred method of communication, but students are responsible for monitoring their personal accounts for College 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 Granite State College accounts may be found at <http://it.granite.edu/create-your-gsc-account> (<http://it.granite.edu/create-your-gsc-account/>). IT support may be accessed 24/7 via the following:

Email: [GSC.Help@granite.edu](mailto:GSC.Help@granite.edu)  
Internet: IT Help Request  
Telephone: 1-888-372-4270

## Financial Aid

### 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 regarding financial aid, please visit <https://www.granite.edu/tuition-aid> (<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 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 (Direct Stafford, Direct 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 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 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 Stafford:** 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 educational 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.

## 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 Source 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](http://www.nhcf.org) (<http://www.nhcf.org/>).

### Veterans Benefits

Veterans are encouraged to take advantage of the benefits provided by the GI Bill®. All the College's degree programs are approved for veteran's benefits.

If you are a beneficiary of Vocational Rehabilitation and Employment or the GI Bill® and provided a valid VA Form 28-1905, you may attend the course(s) without penalty while the VA processes payment to Granite State College.

For more information, please contact:

#### Department of Veterans Affairs

888-GIBILL-1

[www.gibill.va.gov](http://www.gibill.va.gov) (<https://catalog.granite.edu/graduate/financial-aid/>  
[www.gibill.va.gov](http://www.gibill.va.gov))

#### VA Vocational Rehabilitation

Manchester, NH 800-827-1000

#### Granite State College Veterans Point of Contacts

Granite State College Military Outreach and Support Specialist:  
603-513-1364

#### Granite State College School Certifying

603-513-1330

[gsc.veterans@granite.edu](mailto:gsc.veterans@granite.edu) (%E2%80%8Bgsc.veterans@granite.edu)

**Note:** *GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>).*

## Vocational Rehabilitation Programs

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

## Online Scholarship Search Engines

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

## Monthly Payment Options

The College offers a payment plan option at a nominal cost. This interest-free plan allows payments in monthly installments for a single term within the same academic year. The plan is administered for the College by Nelnet Campus Commerce. For further information, contact Nelnet at 800-609-8056 or <https://mycollegepaymentplan.com/granite> (<https://catalog.granite.edu/graduate/financial-aid/www.MyCollegePaymentPlan.com/Granite/>).

## 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 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 <https://studentaid.gov> (<https://studentaid.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 [granite.edu/current-students/](https://www.granite.edu/current-students/) (<https://www.granite.edu/current-students/>) 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 steps at <https://studentaid.gov> (<https://studentaid.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. Financial aid notification. Our goal is to award financial aid to meet the tuition, fees, and book expenses for up to 6 credits for Graduate students and 8 credits for Post-Baccalaureate students 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 6 or 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. A student should complete verification as soon as possible after notification but must complete the process prior to the last day they are enrolled at least half-time.

## 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. A student should complete verification as soon as possible after notification but must complete the process prior to the last day they are enrolled 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).

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.

- Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
- If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the

institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publicly disclosed. Borrowers will not be auto-assigned to any particular lender.

- A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
- No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).

2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.

3. Institutional financial aid offers and/or other institutionally provided materials shall include the following:

- A breakdown of individual components of the institution's Cost of Attendance, designating all potential billable charges.
- Clear identification of each aid being offered, indicating type of aid, i.e. gift aid (grant, scholarship), work, or loan.
- Standard terminology and definitions, using NASFAA's glossary of terms.
- Renewal requirements for each aid being offered.

4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."

5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

## Important Dates

The Academic 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: <https://www.granite.edu/become-a-student/calendars/academic-calendar/>.

## 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 Granite State College 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 Granite State 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 Granite State College 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

Courses 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 Granite State College 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 Granite State College 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 Granite State 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 enrolled in programs that are 24 credits or less, who do not meet the minimum SAP standard after the warning period, will be placed on Financial Aid suspension.

Students enrolled in programs of more than 24 credits, 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.

Granite State College 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 Granite State College 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 within the next four consecutive terms. 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.

# Registration

## Course Selection

Students should log into WebROCK to access the degree audit in the 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 Granite State College post-baccalaureate coursework.
- Must provide a rationale for the request.

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 Granite State College graduate coursework.
- Must provide a rationale for the request.

Students may complete and submit a course overload form to the Program Director for approval. The course overload form can be obtained at <https://www.granite.edu/current-students/registrar/forms-faqs/>.

## Registration

- 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. Prerequisite courses are listed in each course description within this catalog.

- Register online at <https://www.granite.edu/become-a-student/take-a-course/> **or**
- Complete a registration form and fax, mail, phone, or drop it off at a local Campus.

Students are officially registered when all tuition and fees are either paid in full or when payment arrangement has been confirmed. This process must occur by the term's posted payment due date to avoid being dropped from courses. Once payment or payment arrangement is confirmed, students will be contacted only if the course for which they have registered is cancelled or moved to an alternative day or time.

## Dual Credit Policy

Undergraduate Bachelor of Science in Nursing students may enroll in up to 6 credits of graduate-level courses prior to completing their bachelor's degree. To enroll in dual credit courses, students must have earned at least 90 credits, have at least a 3.0 cumulative GPA, and have received a B+ or better in NUR602. These dual credits may be counted toward both the undergraduate and the graduate degree. Courses eligible for dual credit will be determined by the Graduate Program Director. Students must meet minimum grade requirements for the course to count toward graduation at each level. Dual credit courses will count toward the residency requirement within the undergraduate degree but will not count toward the minimum 30 credit residency requirement for graduate degrees. Dual credit courses will be included in cumulative GPA at both the undergraduate and graduate levels.

## 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](http://www.granite.edu/books) (<https://catalog.granite.edu/graduate/registrar/www.granite.edu/books/>).

## Student Identifier Number

All students who wish to register for credit bearing courses at Granite State 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. Granite State College protects confidential information by complying with the Family Education Rights and Privacy Act of 1974.

A unique Granite State 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 at <https://www.granite.edu/current-students/registrar/forms-faqs/>

under "Add/Drop/Withdrawal". If a student doesn't have access to a computer or the internet and are unable to complete the online form they should contact their advisor for assistance. Students considering adding a course after the term begins should contact their advisor 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 <https://www.granite.edu/become-a-student/calendars/academic-calendar/>.

To drop a course:

1. Complete the add/drop/withdrawal form (using the drop section) at <https://www.granite.edu/current-students/registrar/forms-faqs/> (<https://www.granite.edu/current-students/registrar/add-drop-withdraw-from-a-course/>), under Add/Drop/Withdrawal. If a student does not have access to a computer or the internet and are unable to complete the online form they should contact their advisor for assistance.
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 [granite.edu/current-students](http://granite.edu/current-students) (<https://catalog.granite.edu/graduate/registrar/granite.edu/current-students/>).

## 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 contact your advisor.

To withdraw from a course, submit a completed Course Withdrawal Form located at <http://granite.edu/current-students/registrar/add-drop-withdraw-from-a-course/> (<https://www.granite.edu/current-students/registrar/forms-faqs> (under Add/Drop/Withdrawal) 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. If a student does not have access to a computer or the internet and are unable to complete the online form they should contact their advisor for assistance. 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:** 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 complete coursework for a term may file a petition for a Late Drop or Withdrawal Past Deadline for the current term through a written petition process facilitated by the student's Academic Advisor. Extreme extenuating circumstances are situations such as hospitalization, serious illness of the student or an immediate family member, or a death in the immediate family. While the College acknowledges that difficult life circumstances such as marital problems, job loss, changes in work schedule, or problems with child care can impede or preclude the successful completion of a course are unfortunate and deserving of support, but do not absolve students of their responsibility to meet deadlines for dropping or withdrawing from courses. Approval of a late drop or withdrawal past deadline does not guarantee return of funds. The Petition Committee, consisting of College administrators, rules on change in enrollment status petitions. The petitioning student is notified by letter of the decision.

### Late Drop for the Current Term

This petition option is for students with extreme extenuating circumstances who have been unable to participate in a course in the current term (i.e., never logged in to an online class or attended a face-to-face class).

### Withdrawal Past Deadline for the Current Term

This petition option is for students who have participated in a course in the current term but are unable to complete it due to extenuating circumstances.

In cases of extreme extenuating circumstances, students also have the option of also requesting financial relief. Financial relief is generally used to clear a balance due as the result of a withdrawal.

### Appeal of Petition Committee Decision

If a student believes that reconsideration of the decision is warranted due to the availability of additional information, the need to further clarify information previously presented, or the decision of the Petition Committee was made contrary to college policy and/ or made without reasonable process, he or she may appeal the decision to the Provost. The student must do so in writing within fifteen (15) working days of the date of the decision. The appeal should clearly state the ground(s) on which the student is asking to have the decision reviewed and any relevant new information. The Petition Committee will forward all materials concerning steps already taken and information received to the

Provost. The Provost will review the appeal and will provide to the student 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 secure an accommodation plan as part of re-admittance to Granite State College.

## 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 and Program Director. 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 completing a course as audit cannot count that course towards their residency in a GSC graduate program. Many institutions do not accept audits in transfer.

## 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<sup>1</sup> 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 Granite State College.

<sup>1</sup> This applies to credit-bearing courses offered online and at Granite State 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: <https://www.granite.edu/current-students/registrar/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 [granite.edu/current-students](http://granite.edu/current-students) (<http://granite.edu/current-students/>) 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;
- 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 un-emancipated person; or
- An individual who can claim the student as a dependent on his or 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 or her first admission to the University System unit. The decision shall be made by the dean or director of admissions of the appropriate division in the first instance based upon information furnished by the student’s application and other relevant information available to the dean or director.

## Application Form

Anyone applying for in-state status for tuition purposes at the same time he or she is applying for admission shall complete and submit the form “Notarized Residency Statement for New Hampshire Residents”, which shall include a sworn statement certifying that the applicant is legally domiciled within the State of New Hampshire and is a lawful resident of the United States. 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, the campus residency officer can require submission of additional information establishing domicile 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 dean or director of admissions 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 the dean or director of admissions 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 dean or director of admissions classifying him or 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.

# Student Support & Campus Resources

## 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 Academic Advisor 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.

Granite State College 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 so advisors can deal objectively and impartially with issues
- 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

Graduate Studies provides the following orientations sessions for students:

- GSC Orientation – Self-paced online orientation providing a valuable introduction & preparation to the College
- Graduate Student Orientation - Canvas self-paced orientation providing information on graduate programs, purchasing books, faculty and courses, course work and e-Portfolios, accessing library resources, and strategies for success.
- Canvas – is available for students new to online learning or Canvas as well as those who may need a refresher. In this orientation students will be introduced to Canvas, the learning management system used by Granite State College for course delivery, and gain comfort in using the various online tools and resources. This orientation is available in three formats: online live webinars offered at the start of the term, a recorded Canvas Orientation webinar and a

self-paced tutorial. Staff are also available to help students who are new to online learning navigate their courses.

Look for these orientations through <https://www.granite.edu/become-a-student/accepted-students/orientation/> and in the term course schedules. Orientations are also available on electronic resources including [granite.edu/current-students](https://www.granite.edu/current-students/) (<https://www.granite.edu/current-students/>), Canvas and WebROCK.

## 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:

Granite State College Student Disability Services  
25 Hall Street  
Concord NH 03301  
Phone: 603-513-1140  
Email: [GSC.SDS@granite.edu](mailto:GSC.SDS@granite.edu)

Applications for accommodations can be downloaded at <http://granite.edu/current-students/advising-support/disability-services/>.

## Granite State College Library

The Granite State College Library is 100% digital and available 24/7. It provides access to millions of full-text scholarly journals and over 250,000 e-books that support the College's curriculum. These resources include special collections in Management and Leadership, Education, Healthcare and more. Assistance is available whenever students need it via email, live chat, or phone. Visit the library website to learn more at <http://library.granite.edu/>.

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.

## Online Resources

### Granite.edu, Canvas and WebROCK

Granite.edu's "Current Student" section 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, Canvas, the college Library, IT Help and Granite email. Visit <https://www.granite.edu/current-students/>.

Canvas 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. Canvas also offers access to e-portfolios, Zoom web-conferencing, Turnitin, and Kaltura, a streaming server for audio and video files.



A Granite email account is provided to every active student and faculty member at the college. Granite email offers each user 100 GB of email storage as well as the full Office365 Suite for download, including Word, Excel, PowerPoint, Teams, OneDrive and other applications. This email address is associated with the Canvas account. Course notifications, messages, announcements as well as other college communications will be sent to this email account. For more information on the Granite email including how to forward this email, see the IT Help Desk: <https://it.granite.edu> (<https://it.granite.edu/>) and look for the Quick Link: About Granite Email.

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
- Access the tax information the College has sent to the IRS

## Technical Requirements to Take 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 students to create and submit work online and a web-camera with microphone for synchronous online meetings.

**Mobile Devices:** While it is possible to access and participate in some components of an online course using a mobile device, a computer is required for completing some assignments. Some courses may require additional software, hardware, plugins or applications which will be specified in the syllabus.

**Chromebooks:** Chromebooks, and other similar notebooks, do not support any software programs other than those that are cloud-based and supported by Chromebooks. This is a limitation if you need specific software for a course or your program. It will be your responsibility to consider other options for accessing that software.

For more information and the most up-to-date technical requirements, search for “*Canvas & Zoom Technical Requirements*” in the IT Knowledge Base found on the on IT Help Desk: <https://IT.granite.edu> (<https://it.granite.edu/>).

## Technical Assistance

For support documentation, account set up and answers to frequently asked questions, visit the IT Help Desk at: <https://it.granite.edu> (<https://it.granite.edu/>). Use the search function to find specific documentation (Knowledge Base articles) or submit an online help request. You can also call 1-888-372-4270. Visit the IT Help Desk for hours of operation.

For technical assistance with Canvas, use the Help menu in the global navigation. Support includes live chat, a toll-free hotline and links to Canvas specific documentation.

## 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 Academic Advisor to set up an appointment with a Career Counselor to create your personal career plan.

## Awato, Career Planning Software System

Awato is a career pathfinding program that utilizes assessments to help you understand more about your career. Assessing your interests, inclinations, and values can provide useful feedback and help you to align your academic and professional goals. Awato assists you with exploring degrees and careers that match your interests, helps you to build a resume, and identify and apply for jobs and field-based experiential learning opportunities. Contact your Academic Advisor to set up an appointment with a Career Counselor to learn more.

## Alumni Association

Alumni have made a significant impact on the State of New Hampshire’s economy for more than forty-five years. Numbering over 7000, Granite State 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 <https://www.granite.edu/about/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 Policies & Procedures

### Academic Integrity

Academic integrity and intellectual truth are among the foremost priorities in institutions of higher learning. Without these, there is no real learning, critical thinking, creativity, or development of new knowledge. Therefore, the Trustees of the University System of New Hampshire confirm their commitment to these principles, and express their expectation that, in the pursuit of learning, students and faculty in the various institutions commit themselves completely to integrity in the pursuit of truth.

### 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 Granite State College Library has a number of resources, including a workshop, to help students avoid plagiarism. Contact the library at [gsc.library@granite.edu](mailto:gsc.library@granite.edu) for more information.

### Cheating

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

### Policy

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

### Procedures

A faculty member who suspects a violation of the academic honesty policy will take reasonable measures to ascertain the validity of those suspicions, including but not limited to checking primary and secondary sources, comparing student papers and/or answers, conferring with other faculty and the Program Director, or verifying inappropriate similarities in style or content. When the faculty member has reasonable evidence that academic dishonesty has occurred, the following procedures will be followed:

1. The faculty member contacts the student for discussion of the possible violation of the academic honesty policy within one week of discovering the incident.
2. Regardless of whether the incident is deemed to be intentional on the part of the student or not, if the instructor remains convinced after discussion with the student that a violation of the academic honesty policy has taken place, he or she contacts the Program Director promptly after the discussion with the student to report the incident and discuss next steps.
3. The Program Director will review the incident with the instructor, who has the option of assigning a failing grade for the assignment 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 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 his/her discretion. 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:

1. summarizes the evidence of the second charge;
2. provides a rational basis for the decision; and
3. 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 lasts 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](mailto:gsc.library@granite.edu).

## Human Participant Research and Institutional Review Board (IRB) Policy

Granite State College is committed to the protection of the rights and welfare of the participants in research investigations conducted under the jurisdiction of the College. Granite State College believes that review independent of the investigator is necessary to safeguard the rights and welfare of human participants. All research involving human participants is conducted in accordance with federal regulations, including Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46).

The review process is outlined in the Granite State College Guidelines for Protection of Human Participants in Research Information. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the College. Documents are available at <https://www.granite.edu/current-students/academics/research-information/human-participants-irb/>.

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 the Office of Academic Affairs administrator any injuries or other unanticipated problems involving risks to participants and others.
6. Research investigators will submit completed Research Proposal Forms and Final Review Form to GSC.IRB@granite.edu, and to their instructor or designated Academic Affairs administrator. Forms and guidelines are located at <https://www.granite.edu/current-students/academics/research-information/human-participants-irb/>.

## Code of Conduct

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of the 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 Granite State College Code of Conduct Policy and Process please refer to the student handbook: <https://www.granite.edu/current-students/academics/academic-resources/student-handbooks/>. Any student with conduct questions or to report an incident may contact the Director of Student Affairs/ Title IX Coordinator at 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 Title IX rights, the College's Sexual Misconduct Policy and reporting options, please refer to the student handbook found here <https://www.granite.edu/current-students/academics/academic-resources/student-handbooks/> or contact the Director of Student Affairs/ Title IX Coordinator at 603-513-1328 or at [gsc.titleIX@granite.edu](mailto: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](mailto: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. Visit <https://www.granite.edu/current-students/academics/state-authorizations-and-complaint-resolution> (<https://www.granite.edu/current-students/academics/state-authorizations-and-complaint-resolution/>).

## 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:

Course	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.

### Letter Grades/Grading Scale

The following is the grading system used by the School of Education and 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 <sup>1</sup>
C-	70-73	1.67	
F	69	0	Failure, no credit

<sup>1</sup> A grade of C or better must be earned to meet the credit requirements for the degree at Granite State College.

## Accessing Grades

1. 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.
2. Students may access their grades and other records by logging into WebROCK via <https://www.granite.edu/current-students/>. College policy prevents staff from releasing grades over the telephone. See the "Online Resources" section for more information about online resources.

## Academic Abbreviations

Abbreviation	Description
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 officially 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 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

Deadline	Activity
<b>Fall Term</b>	
February 1	Work due from student to faculty
February 14	Grades due from faculty to <a href="mailto:gsc.grades@granite.edu">gsc.grades@granite.edu</a>
<b>Winter Term</b>	
June 1	Work due from student to faculty
June 14	Grades due from faculty to <a href="mailto:gsc.grades@granite.edu">gsc.grades@granite.edu</a>
<b>Spring Term</b>	
September 1	Work due from student to faculty
September 14	Grades due from faculty to <a href="mailto:gsc.grades@granite.edu">gsc.grades@granite.edu</a>
<b>Summer Term</b>	
November 1	Work due from student to faculty
November 14	Grades due from faculty to <a href="mailto:gsc.grades@granite.edu">gsc.grades@granite.edu</a>

## 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](mailto: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 <https://www.granite.edu/current-students/registrar/forms-faqs/>.

## Course 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 and Program Director. 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 completing a course as audit cannot count that course towards their residency in a GSC graduate program. Many institutions do not accept audits in transfer.

## 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](mailto: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 WebROCK 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 Academic 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 petition process facilitated by the student's Academic Advisor. Academic Honesty violations, Grade Appeals, and Grievances are addressed through specific procedures outlined in the catalog and are not subject to Academic Petitions. The college will only consider appeals that include all the required documentation.

### Procedures

#### Step 1: Petition Submitted Through Graduation Planning System (GPS)

Petitions for course substitutions, course waivers, transfer credit re-evaluation, and prerequisite requirements (except for capstone prerequisites) are submitted through the Graduation Planning System (GPS). The student's advisor facilitates this process by providing a written rationale for the petition request. Petition decisions are made within 15 working days by the appropriate Academic Affairs official and students are notified of petition decision via e-mail. All other Petitions for Exceptions to Academic Policy should begin at Step 2.

#### Step 2: Academic Exceptions Committee

Re-consideration of decisions from Step 1 and all other Petitions for Exceptions to Academic Policy are considered by the Academic Exceptions Committee through a written petition process facilitated by the student's Academic Advisor. Reconsideration of petitions from Step 1 must be submitted within 15 working days of the decision being posted within GPS. Dissatisfaction with the Step 1 Decision is insufficient

grounds for petition unless there is additional evidence or rationale that was not considered in the initial decision.

The petition letter should include a brief statement and rationale as to why the exception to academic policy or procedure should be considered, as well as additional supporting evidence. Students should include their Student ID number and their signature on their petition letter. The advisor will forward the petition letter to the Academic Exceptions Committee.

The Academic Exceptions Committee will consist of three members of the Office of Academic Affairs, including at least one Dean or Assistant/Associate Dean. Every effort will be made to handle the appeal within 15 working days. The student will be notified in writing of the decision.

### Step 3: Provost

If a student believes that reconsideration of the decision is warranted due to the availability of additional information, the need to further clarify information previously presented, or the Step 2 decision was made contrary to college policy and/or made without reasonable process, he or she may appeal the decision to the Provost. The student must do so in writing within fifteen working days of the date of the decision. The appeal should clearly state the ground(s) on which the student is asking to have the decision reviewed and any relevant new information. The Academic Exceptions Committee will forward all materials concerning steps already taken and information received to the Provost. The Provost will review the appeal and will provide to the student a final written decision.

**Note:** *If a non-disclosed disability is the reasoning given for the petition or appeal, the student will be required to meet with the Student Disability Services Coordinator to secure an accommodation plan before enrolling in future courses at Granite State College.*

## Academic Standing

Graduate students 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 or complete a program.

### 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/program audit. This allows the student to review and predict their GPA. Withdrawals (W) are considered a graded credit is not included in the calculation of the GPA.

- 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 Granite State.
- 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 removed once an academic success plan is developed with their advisor and the student returns to good standing.

## 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.

A registration restriction is placed on the student's account and removed once an updated academic success plan is developed with their advisor and approved by the Dean of Graduate Studies and the student returns to good standing.

## 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 Granite State College with cumulative GPA less than 3.0, registration restriction, academic success plan required for registration)
3. Academic probation (an additional 6 graded credits at Granite State College with cumulative GPA less than 3.0 while on academic warning, registration restriction, approved academic success plan required for registration)
4. Academic dismissal (an additional 6 graded credits at Granite State 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 Teaching 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 Introduction to Field Experience and Program Requirements (1 s.h.).

#### 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 Requirements for Graduate 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 graduate 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.

## Graduate Program Status Inactivation and Withdrawal

Granite State College monitors the progress of graduate program candidates. If a student is not actively involved in learning experiences

in a graduate program for a period of three consecutive terms, s/he will be inactivated. A student may voluntarily withdraw from a graduate program by notifying the College in writing. If requesting withdrawal from a graduate 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 Advisor and will be readmitted under original graduate program 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 Advisor. If approved, students will be admitted into the current program 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 Granite State College's authorization in a state. Students in professional licensure or certification programs may not be eligible to return to active status if the College is no longer authorized to offer a program in their state.

### Change of Program

A graduate student matriculated in a program who would like to change their program of study to a different graduate program should initiate that process with an email to the current Academic Advisor or Program Director. The student will be asked to provide a reason for the change and may be asked to provide an updated personal statement, resume, and current contact information. Students seeking a change of program must meet the new program's admission requirements. The request will be reviewed by the Director of the new program and the student will be notified of a decision. Previously awarded course waivers are subject to change.

### 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 Academic Advisor 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.

- Students who are deployed for longer than one year will be allowed to reactivate into original program requirements as long as they can provide official orders corresponding with their absence from the college.

## 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 the 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 degree 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.

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.

### Deadlines for Applying to Graduate:

Deadline	Activity
September 10	For September 30 conferral
December 10	For December 30 conferral
March 25	For March 30 conferral
June 24	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 the spring. Students who intend to apply for the June 30 conferral date and who also wish to attend the spring 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.)

## 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	Residency	Degree Credits
MS in Health Care Management	0	30	30
MS in Human Services Administration	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 Education	6	30	36
MS in Nursing Health Care Leadership	0	30	30
MS in Project Management	0	30	30

## Commencement

Candidates for graduation from Master's degree programs are encouraged to attend the commencement ceremony, which is held in the spring 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

### Fall 2021 (202101) – 12 Weeks

Date	Activity
July 13 (T)	Registration Opens
Sept. 8 (Wed.)	Tuition & Fees Payment Due for first 6-week and 12 week classes no later than or by 5:00pm (EST)
Sept. 20 (M)	First day of fall term
Sept. 28 (T)	Last day to add/drop first half 6-week course
Oct. 1 (F)	Last day to add/drop 12-week course
Oct. 13 (W)	Last day to withdraw from first 6 week course
Oct. 20 (W)	Tuition & Fees Payment due for second 6-week term classes no later than 5:00pm (EST)
Oct. 25- Oct. 29 (M-F)	Last week of 1st six week term
Nov. 1 (M)	First day of second 6-week term classes
Nov. 1 (M)	Final grades due to Registrar for first 6-week classes
Nov. 5 (F)	Last day to withdraw from 12-week classes
Nov. 9 (T)	Last day to add/drop second 6-week classes
Nov. 11 (TH)	Veterans Holiday (College closed)
Nov. 24 (W)	Last day to withdraw from second 6-week class
Nov. 25-26 (TH-F)	Closed for Thanksgiving break. <b>The College is closed Thursday and Friday.</b>
Dec. 6-10 (M-F)	Last week of fall term
Dec. 13 (M)	Final deadline to report grades for 12-week and second 6-week classes

### Winter 2022 (202102) – 12 Weeks

Date	Activity
Oct. 26 (T)	Registration Opens
Dec. 20 (M)	Tuition & Fees Payment Due for first 6-week and 12 week classes no later than or by 5:00pm (EST)
Jan. 3 (M)	First day of winter term
Jan. 11 (T)	Last day to add/drop first half 6-week course
Jan. 14 (F)	Last day to add/drop 12-week course
Jan. 17 (M)	Martin Luther King, Jr. Holiday (College closed)
Jan. 26 (W)	Last day to withdraw from first 6 week course
Feb. 2 (W)	Tuition & Fees Payment due for second 6-week term classes no later than 5:00pm (EST)
Feb. 7-11 (M-F)	Last week of 1st six week term

Feb. 14 (M)	First day of second 6-week term classes
Feb. 14 (M)	Final grades due to Registrar for first 6-week classes
Feb. 18 (F)	Last day to withdraw from 12-week classes
Feb. 22 (T)	Last day to add/drop second 6-week classes
Mar. 9 (W)	Last day to withdraw from second 6-week class
Mar. 21-25 (M-F)	Last week of winter term classes
Mar. 28 (M)	Final deadline to report grades for 12-week and second 6-week classes.

### Spring 2022 (202103) – 12 Weeks

Date	Activity
Feb. 1 (T)	Registration Opens
Mar. 23 (W)	Tuition and fee payments or documented payment arrangements, (including financial aid), are due for all students registered prior to March 25 th for first 6-week and 12-week classes. Due by 5:00pm ET.
Apr. 4 (M)	First day of spring term
Apr. 12 (T)	Last day to add/drop first half 6-week course
Apr. 15 (F)	Last day to add/drop 12-week course
Apr. 27 (W)	Last day to withdraw for first 6 week course
May 4 (W)	Tuition & Fees Payment due for second 6-week term classes. Due by 5:00pm ET.
May 9-13 (M-F)	Last week of first six week term
May 16 (M)	First day of second 6-week term classes
May 16 (M)	Final grades due to Registrar from first 6-week classes
May 20 (F)	Last day to withdraw from 12-week classes
May 24 (T)	Last day to add/drop second 6-week classes
May 30 (M)	Memorial Day Holiday (College closed)
June 8 (W)	Last day to withdraw from second 6-week class
June 20 (M)	Closed for Observation of Juneteenth Holiday
June 21-24 (T-F)	Last week of spring term classes
June 27 (M)	Final deadline to report grades for 12-week and second 6-week classes.

### Summer 2022 (202104) – 10 Weeks

Date	Activity
May 3 (T)	Registration Opens
Jun. 22 (W)	Tuition and fee payments or documented payment arrangements, (including financial aid), are due for all students registered prior to June 24 th for first 6-week and 12-week classes. Due by 5:00pm ET.
July 4 (M)	July 4th Holiday – (College closed)
July 5 (T)	First day of summer term
July 12 (T)	Last day to add/drop 6 week course
July 15 (F)	Last day to add/drop 10 week course

July 27 (W)	Last day to withdraw from 6-week course
Aug. 12 (F)	Last day to withdraw from 10 week course
Aug. 15 (M)	Final grades due to Registrar from first 6-week classes
Sept. 5 (M)	Labor Day Holiday (College closed)
Sept. 5-10 (M-F)	Last week of summer term classes
Sept. 12 (M)	Final deadline to report grades for 6 and 10 week classes

## Records

### Privacy Rights (FERPA, Buckley Amendment)

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA/ The Buckley Amendment), it is the policy of the College to protect the education records of its students, former students, and alumni. All personally identifiable information in an education record is considered confidential. Students have the right to inspect and review their education record, the right to seek to have the records amended, and the right to have some control over the disclosure of information from their records.

It is the College's practice not to release any information other than directory to non-institutional persons or organizations, except as expressly allowed by this law. No one, other than third parties allowed by the Act, will have access to such records without the student's written consent.

The rights guaranteed under this policy do not extend to those who have applied to the College but do not enroll in courses. Exceptions to the consent requirement are:

1. Granite State College administrative employees who have legitimate educational interest in seeing the record.
2. Authorized federal and state officials auditing or evaluating federally and/or state supported educational programs.
3. Persons processing a student's financial aid application.
4. Recognized accrediting organizations carrying out their accrediting functions.
5. Federal or state law enforcement officials pursuant to a lawfully-issued subpoena or court order or in response to a federal grand jury subpoena.
6. In an emergency, other appropriate individuals (as determined by the keeper of the records), if that information is necessary to protect the health and safety of the student or other persons

### Privacy Policy

Granite State College values the privacy of 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 such as name, address, phone number, and email address. The College does not collect personal

information unless a student voluntarily provides 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. a student has 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 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 a 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 at <https://www.granite.edu/current-students/registrar/forms-faqs/>.

### Changing 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, Divorce 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.

The legal name change request form is available at <https://www.granite.edu/current-students/registrar/forms-faqs/>.

## Preferred First Name Policy

To foster a campus environment that is inclusive and that encourages self-expression, Granite State College has established a policy whereby any current student may use a preferred or chosen first name. We strive to have this name used wherever a legal name is not necessary. For more details, please visit the full policy at <https://www.granite.edu/current-students/registrar/preferred-first-name/>.

## 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 a computer that maintain preferences between browsing sessions. The College uses information stored in cookies to enhance and improve the 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 choose to be notified when a Granite State College website attempts to send you a cookie. This could, however, reduce the quality of the 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 Granite State College 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.

## Granite State College 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 through Credentials Inc., the provider of the College's authorized online transcript ordering system, at <https://www.granite.edu/current-students/registrar/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 \$3 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 \$6 with payment by check or money order only; Payment must be made before the transcript is released. Please note that walk-in requests brought directly to the College Administrative campus in Concord will be available for pick-up on the following business day.

For more information on the transcript request process, please see <https://www.granite.edu/current-students/registrar/transcript-request-information/>.

## Institutional Name Change

In 1972, the Board of Trustees of the University System of New Hampshire established the School of Continuing Studies in order to extend the educational resources of the University System to all areas of the state. Seven years later in 1979, the name was changed to the School for Lifelong Learning. In 1993, the School became the College for Lifelong Learning. As a reflection of its expanded mission in providing statewide access to public higher education, on May 9, 2005, the name was changed to Granite State College. Transcripts are issued under

the name of Granite State College. Diplomas and certificates awarded before the name change will be re-issued under the name of Granite State College for a \$20.00 fee.

## Community Partnerships

### Child Welfare Education Partnership

Granite State College has contracted with the New Hampshire Division for Children, Youth and Families (DCYF) to provide education and training to foster and adoptive parents, residential child care staff, non-licensed relative caregivers, and other eligible community members. DCYF staff members are encouraged to join caregivers as a matter of best practice.

#### Mission Statement

The Child Welfare Education Partnership strives to enhance the quality of care for children in placement by providing competency based, accessible, and local training. Curricula is developed responsively, collaboratively, and in a manner designed to maximize adult learning. Whether classroom based, workbook based or online; courses are delivered in a supportive atmosphere that recognizes participants' level of experience. The Child Welfare Education Partnership embraces a system of quality improvement and program evaluation that is both proactive and comprehensive.

#### Programs

##### Foster and Adoptive Care Essentials (FACES)

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 Education (COT)

The goal of Caregiver Ongoing Training(COT) is to enhance the quality of care for children living outside of their own homes and to provide the skills and mutual support necessary to address the daily issues that confront substitute caregivers. It is the mission of the Child Welfare Education Partnership to help children and strengthen families through well trained and supported caregivers. Courses are offered for Continuing Education Units (CEUs) and are designed to meet the requirements for:

- Foster parent re-licensure
- Emergency Foster Care
- Specialized Care
- Staff development

##### Residential Counselor Core Training (RCCT)

Residential Counselor Core Training (RCCT) is offered to residential counselors in preparation for their work with children and youth in care in any eligible New Hampshire residential facility. The intent of the RCCT program is to ensure that participants receive peer support and high quality, transferable training that addresses the universal knowledge and skills applicable to the position of residential counselor in any facility throughout the State.

The 30-hour competency-based series consists of five modules – each six hours in length. The program provides generalized training that addresses the basic knowledge, skills, and abilities essential to the

position of residential counselor. Participants are introduced to the spectrum of out-of-home care options, the basic principles of child growth and development, abuse and neglect, and the need for cultural competence in working with children and families. Course content also focuses on the influence of trauma on youth while addressing the variety of roles and responsibilities residential care providers may assume as counselors.

##### Core Academy

A wide range of adult learning modalities are used to provide over 200 hours of pre service training to Child Protection, Juvenile Justice, Nurses, Parent Partners, and Legal staff employed by DCYF in partnership with coaching from an Instructor Coach and a trained DCYF mentor.

##### DCYF Advanced Training

On-going learning is offered to all DCYF staff to provide enhanced skill development, address DCYF quality improvement priorities, refresh key skills and knowledge of staff, and include needs assessment data from the field. On-going training is offered to be accessible, needs-based, outcomes-focused, and provided virtually or in local District Offices.

##### Supervisory Core

A supervisory pre-service training incorporating DCYF supervisory standards and best practices and in conjunction with DHHS supervisory expectations is provided to the field. This 6-day training was piloted and is now in the process of being updated and finalized this fiscal year for delivery to all new DCYF supervisors.

##### Better Together

Through an intensive two-day workshop facilitated by one birth parent/ foster parent and/or one staff/ally, Better Together with Foster and Birth Parents adheres to a guiding set of principles that includes honoring parent voices and promoting parent leadership; shared decision-making; acknowledging shared purposes and common values; engaging extended family members and other supporters within the community; understanding and then overcoming the disparity in power between parents, staff and allies; and providing parents with a forum in which they can express what they need.

##### Relatively Speaking

An online curriculum designed to respond to the needs of relative caregivers. Relatively Speaking classes may be substituted for specific FACES modules. Substitution of courses for required licensing hours is determined by an individual's DCYF resource worker. Relative caregivers need not be licensed or intend to be licensed to be eligible to take classes.

##### Youth Summit

An annual conference planned and facilitated by young people who have in the past or currently are in the custody of DCYF. The conference is geared toward youth development and learning.

##### Caregiver Conference

An annual conference for caregivers around the state to increase their skill levels in working with children and young people in the custody of DCYF, as well as make connections and build a supportive network with each other.

### Osher Lifelong Learning Institute (OLLI)

OLLI at Granite State College is a "learning for the fun of it," member-driven, volunteer-based, educational program for lifelong learners, age 50 and better. Members explore ideas and interests with their peers in traditional classrooms, on-line, and out in the community. Social

events, travel, special interest groups (SIGS) and a wide array of volunteer opportunities enhance member benefits. Volunteers develop our non-credit programs in response to member interests. There are never any tests, grades, or prerequisites.

OLLI programs are offered via Zoom on Granite State College campuses and in accessible community locations. Courses are facilitated by volunteers who enjoy sharing their specific expertise with learners whose life experiences enrich an open exchange of ideas.

OLLI values include high standards of program excellence with an emphasis on educational and social enrichment, volunteerism, fiscal sustainability, a diverse membership, mutual respect and member safety.

OLLI at Granite State College is one of 124 OLLIs at colleges and universities nationwide, representing more than 170,339 members, serving 394 cities and towns.

## Faculty

The faculty represents one of the most important dimensions of academic quality in colleges and universities.

The faculty of Granite State College is comprised of a group of dedicated instructors and independent scholars representing many businesses and professions. At Granite State College, Senior Lecturers, Lecturers, and Adjunct Faculty teach with expertise and enthusiasm. Faculty provide a supportive yet academically challenging environment for the adult student. Active faculty as of February are:

### A

**Gina Abudi**

M.B.A., Simmons College  
Business, Management & Finance

**Amy L. Allen**

M.S.W., University of New Hampshire  
Education & Training

**Michael Ammons**

Ed.D., Liberty University  
Business, Management & Finance

### B

**Susan E. Bradley**

M.Ed., University of Pittsburgh  
Education & Training

**Christopher T. Brooks**

M.Ed., University of New Hampshire  
Business, Management & Finance

**Kathleen Burns**

M.Ed., Boston University

### C

**Tammy L. Carnevale**

M.Ed., Plymouth State University  
Education & Training

**Justin C. Chase**

M.S., Granite State College

Education & Training

**Tobi G. Chassie**

M.Ed., Plymouth State University  
Education & Training

**Elizabeth Colantuonio**

M.Ed., Emmanuel College  
Education & Training

**Tracey Collins**

D.N.P., Simmons College  
Nursing

**Carolyn N. Cormier**

M.Ed., New England College  
Education & Training

**Linda M. Couture**

M.Ed., Notre Dame College  
Education & Training

### D

**Susan R. Dame**

M.Ed., Rhode Island College  
Education & Training

**Diane Davis**

D.N.P., University of Massachusetts - Amherst  
Nursing

**Kathy L. DesRoches**

Ed.D., Plymouth State University  
Business, Management & Finance

**Hannah M. Dul**

M.Ed., Keene State College  
Education & Training

### E

**Allison Eley**

M.A., Grand Canyon University

**Patricia A. Erwin-Ploog**

MLIS, Indiana University Marlboro College  
Human Services & Public Safety

### F

**Sandra T. Found**

M.A., University of Massachusetts - Amherst  
Education & Training

**Mark J. Fournier**

M.S., Southern New Hampshire University  
Business, Management & Finance

**Nicole G. Fragala**

M.Ed. CAGS, University of New Hampshire  
Education & Training

**Carmen J. Frederico**

M.B.A., Bentley College  
Business, Management & Finance

**Mark G. Friedman**

M.I.A., Columbia University - School of International Affairs  
Business, Management & Finance

**G****John M. Gagnon**

M.B.A., Plymouth State University  
Business, Management & Finance

**Emily M. Gannon**

M.Ed., Southern New Hampshire University  
Education & Training

**Kelly Grady**

Ph.D., Boston College - Connell School of Nursing  
Nursing

**Kari Grimes**

J.D., New England School of Law  
Education & Training

**H****Kristen A. Heath**

M.Ed., University of New Hampshire  
Education & Training

**Patricia S. Hodgdon**

Ph.D., Psy.S., Gallaudet University  
Education & Training

**Mary Hunting**

D.A., Salus University  
Education & Training

**J****Mark F. Jewell**

N.D., Clayton College of Natural Health  
Business, Management & Finance

**K****Erika Kaftan**

M.Ed., Boston University  
Education & Training

**Elizabeth A. Kennedy**

M.S., New England College  
Education & Training

**Teresa R. Knight**

M.S.N., St. Joseph's College Maine  
Nursing

**Deborah G. Kolling**

M.Ed., Providence College  
Education & Training

**Amy O. Kopp**

MEd., Plymouth State University  
Education & Training

**Barbara D. Krol-Sinclair**

Ed.D., Boston University

Communications & Media

**Paul F. Kuliga**

M.Ed., Rivier College  
Education & Training

**L****Robert P. Levey**

M.B.A., Western Governors University  
Business, Management & Finance

**Charles R. Lloyd**

Ed.D., Northeastern University  
Business, Management & Finance

**Paula B. Lombardi**

M.Ed., Notre Dame College  
Education & Training

**Tracy E. Luiselli**

Ed.D., University of Massachusetts  
Education & Training

**M****Angela D. Manning-Welch**

M.Ed., Southern New Hampshire University  
Education & Training

**Nicholas W. Marks**

Ed.D., Plymouth State University  
Business, Management & Finance

**Susan H. Martin**

M.B.A., Frankin Pierce University  
Business, Management & Finance

**Dennis Martino**

M.Ed., Rivier College  
Business, Management & Finance

**Tessa H. McDonnell**

M.Ed., University of New Hampshire  
Education & Training

**Beth W. McKenna**

Ed.D., University of Massachusetts  
Education & Training

**Joseph Mews**

Ph.D., University of Cumberlands  
Business, Management & Finance

**Sarah E. Miner**

M.Ed., University of New Hampshire  
Education & Training

**Rosalyn Moriarty**

M.Ed., University of Massachusetts - Boston

**Teresa Morin Bailey**

M.Ed., Notre Dame College  
Education & Training

**Julie A. Moser**

Ed.D., University of New Hampshire

Education & Training

**Joanne B. Mulligan**

M.Ed., Breenau University  
Education & Training

**N**

**Kathleen Norris**

Ed.D., University of Sarasota  
Business, Management & Finance

**O**

**Beth O. Odell**

M.Ed., Boston College  
Education & Training

**P**

**Kathleen Patenaude**

Ed.D., Plymouth State University  
Business, Management & Finance

**Jackie L. Perry**

M.Ed., Cambridge College  
Education & Training

**Gail B. Poitras**

Ed.D., Plymouth State University  
Liberal Arts

**Donna Proulx**

Ph.D., University of Massachusetts - Lowell  
Nursing

**Lauren E. Provost**

Ph.D., University of New Hampshire  
Education & Training

**R**

**Christine J. Rand**

Ed.S., Walden University  
Education & Training

**Elizabeth K. Reed**

M.Ed., Plymouth State University  
Education & Training

**Courtney Rice**

M.S., University of Maine  
Health & Wellness

**Deborah Riley**

M.Ed., University of Tennessee  
Education & Training

**Allyson Ryder**

MPPM, University of Southern Maine  
Business, Management & Finance

**S**

**Jillian R. Schenck**

M.Ed., Keene State College

Business, Management & Finance

**Carina E. Self**

Ph.D., University of New Hampshire  
Liberal Arts

**Paula Shafer**

M.S., Johns Hopkins University  
Business, Management & Finance

**Adrienne A. Shoemaker**

M.Ed., University of Massachusetts - Boston  
Education & Training

**Kathleen S. Shumway**

B.S., Holy Cross College  
Education & Training

**Anthony Sulpizio**

M.B.A., Grantham University  
Business, Management & Finance

**T**

**Christine L. Tate**

M.Ed., Rivier College  
Education & Training

**Zsuzsanna Toth-Laughland**

M.Ed., University of New Hampshire  
Liberal Arts

**V**

**Arti Varshney**

M.S., Birla Institute of Technology & Science  
Business, Management & Finance

**W**

**Jane Ward Guaraldi**

M.Ed., Lesley University  
Education & Training

**Kathryn Whitcomb**

D.N.P., Tech University Health Science Center  
Nursing

**Karen R. White**

D.B.A., University of Management and Technology  
Business, Management & Finance

**Josh Wymer**

M.S., Granite State College  
Business, Management & Finance

**Z**

**Julie A. Zink**

Ph.D., University of South Alabama  
Communications & Media



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## Granite State College Executive Administration

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## Applied Studies (APST)

### APST 505 Career Development and Life Planning (2 Credits)

This course engages participants in the career development and life planning process. Structured exercises, presentations, and readings are used to help students explore and apply to their own life situations knowledge of adult and career development and the skills and methods of career planning. The course includes self-assessment, researching career information, decision-making, goal setting, and job search strategies. NOTE: Students in the A.S. Business Administration and B.S. Business Management programs should take APST 505 and CMPL 502 together.

### APST 615 Grant Writing (4 Credits)

This course prepares participants to effectively research, write, and submit grant proposals to various funding sources, including federal, state, and private agencies. Course emphasis is on developing the practical skills necessary for successful integration of the three phases of the grant development process: planning a program, researching sources of funding, and writing and presenting a proposal. Students develop grant proposals for submission to public and private funding sources. PREREQUISITE(S): ENG 500 The Writing Process

### APST 635D Independent Learning Contract (4 Credits)

#### APST 805 Grant Writing (3 Credits)

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

## Communication (COMM)

### COMM 504 Web Development I (4 Credits)

This course is an introduction to multimedia design with an emphasis on website creation. Students gain an understanding of the terminology, development tools, and fundamental skills related to designing a successful website. Current software applications are learned as appropriate to the process.

### COMM 505 Visual Media Production (4 Credits)

COMM 505 focuses on how to create visual narratives through digital media. Course projects and use of visual media production software provide an opportunity to carefully execute each step of the production process, to include: conceptualizing, outlining, writing script for voiceover, creating the storyboard, recording, editing, and sharing. Attention to copyright, attribution, and other ethical considerations are also addressed. RECOMMENDED: COMM 543 Visual Communication.

### COMM 510 Communication Theory (2 Credits)

This course introduces students to the major theories of communication that are foundational to the discipline. Students will conceptualize how theory can be used to describe, analyze, and explain communication issues and events. Attention is also given to the ethical implications of theory in various contexts.

### COMM 511 Role of the Speech-Language Assistant (4 Credits)

(Formerly INST 511) This course is designed to provide students with an overview of the profession of a Speech-Language Assistant. Topics include professional ethics, the American Speech-Language Hearing Association (ASHA), and gaining familiarity with the association's guidelines for becoming a registered Speech Language Assistant. Also discussed are roles and responsibilities such as observing, documenting, defining, and understanding goals and objectives in educational and medical settings; implementing both immediate and long-term accommodations; working as part of a team; practicing appropriate health and safety precautions; and working effectively with cultural differences in diverse populations.

### COMM 512 Survey of Communication Disorders (4 Credits)

(Formerly INST 512) This course provides students with knowledge of the basic components and development of speech and language. Historical aspects of Speech-Language and Audiology are addressed. Various disorders including language, articulation, voice, fluency, and hearing are explored.

**Prerequisite(s):** COMM 511 Role of the Speech-Language Pathologist.

### COMM 513 Anatomy and Physiology of Speech and Hearing (4 Credits)

(Formerly INST 513) This course is designed to provide students in the speech-language concentration with knowledge of the basic anatomy and physiology of the speech production and perception systems to support understanding of directions from a Speech-Language Pathologist. The focus is on those aspects of anatomy and physiology that are critical for clinical implementation. Measurement tools and instrumentation used in the field are discussed.

**Prerequisite(s):** COMM 512 Survey of Communication Disorders.

### COMM 514 Articulation and Phonological Disorders (4 Credits)

(Formerly INST 514) This course introduces phonetic principles, categorization of sounds, and various applications of these concepts. Students become familiar with the International Phonetic Alphabet (IPA), learn to read a Speech-Language Pathologist's transcription, and develop their own transcription skills. Articulation and phonological disorders are presented and distinctions and direct connections discussed, with the primary emphasis on intervention and remediation strategies. Additional topics include children and adults for whom English is a second language, and individuals with dialectic and/or cultural differences.

**Prerequisite(s):** COMM 513 Anatomy of Physiology of Speech and Hearing.

### COMM 515 Introduction to Audiology and Aural Rehabilitation (4 Credits)

(Formerly INST 515) This course is designed to equip Speech-Language Assistant concentration students with knowledge of the hearing process, symptoms of hearing impairment, basic methods by which an audiologist diagnoses hearing difficulties, and elements of rehabilitative approaches for persons with hearing impairment. An overview of various causes of hearing impairment is explored.

**Prerequisite(s):** COMM 514 Articulation and Phonological Disorders.

**COMM 516 Clinical Practicum I (2 Credits)**

(Formerly INST 516) This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

**Prerequisite(s):** COMM 511 Role of the Speech-Language Assistant.

**COMM 516A Clinical Practicum II (2 Credits)**

(Formerly INST 516A) This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

**Prerequisite(s):** COMM 516 Clinical Practicum I.

**COMM 516B Clinical Practicum III (2 Credits)**

(Formerly INST 516B) This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

**Prerequisite(s):** COMM 516A Clinical Practicum II.

**COMM 516C Clinical Practicum IV (2 Credits)**

(Formerly INST 516C) This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty.

**Prerequisite(s):** COMM 516B Clinical Practicum III.

**COMM 540 Persuasive Communication (4 Credits)**

This course provides an in-depth understanding of persuasive principles with the purpose of identifying and critiquing communication strategies encountered on a daily basis. Students are introduced to the theory and practice of persuasive communication with an understanding of how classical modes of rhetoric offer an excellent framework for improving information-age communication skills. Speaking, listening, leading, motivating, negotiating, creating and delivering a message, and engaging with an audience are emphasized as key elements of persuasive communication. Students will be able to recognize the persuasive strategies used in interpersonal and mass communication settings, critique the effectiveness of the strategies used, and develop persuasive strategies for themselves.

**COMM 542 Interpersonal Communication and Group Dynamics (4 Credits)**

Designed to provide both a theoretical and practical introduction to interpersonal communication and group dynamics, this course provides an awareness of the unique process, purposes, problems and possibilities of communication. Emphasis is placed on participation and awareness of communication behaviors, both in interpersonal settings and in small groups, as portrayed in the generic roles of member, leader, and process observer. The course helps students to understand the complex nature of relationships through analysis of the concepts of collaboration, cohesiveness, group decision-making, conflict resolution, the function of teams, and the role of facilitation. COMM 542 students are guided in developing basic interpersonal, intercultural, and group communication skills that they can apply to personal and professional encounters in everyday life.

**COMM 543 Visual Communication (4 Credits)**

Communication in the twenty-first century relies largely on images to deliver and enhance messages. In academic, workplace, and civic settings, visual media are used to illustrate concepts, present data, explain processes, forward critiques and commentary, and provide supporting evidence for arguments. Images are also integral to effective persuasive presentations. In this course, students explore how images function in the aforementioned ways, and they practice curating images and using visual media to deliver a focused presentation to a clearly-defined audience.

**COMM 545 Digital Illustration (4 Credits)**

This course introduces Adobe Photoshop and Illustrator. Course assignments focus on creating and preparing raster and vector-based images for print and web. Students will have the opportunity to attain basic proficiency with both software programs while applying knowledge and skill to a variety of projects. Concepts such as photo manipulation, use of digital illustration in layout, basic animation, storage and file management, and copyright and ethical issues are addressed.

**Prerequisite(s):** ARTS 512 Fundamentals of Design

**COMM 547 Writing for Visual Media (4 Credits)**

By emphasizing the interplay between text and image in the production of meaning, this course introduces students to the unique attributes of writing for visual media. In a workshop format, students will refine skills in areas such as blogging, copy writing, landing pages, social media, and public relations. The course surveys various stages in the writing process, to include concept, drafting, integrating stakeholder feedback, and revision, in order to produce a final product.

**COMM 560 Intercultural Communication (2 Credits)**

Effective intercultural communication skills are important in a multicultural society, particularly for those individuals working in positions that require effective interactions with people from diverse cultures. This course is a study of cross-cultural contacts and will include analysis of verbal and nonverbal communication and related factors within and between various cultures, predictions of patterns and effects, and communication barriers. The course provides opportunities for students to develop both an appreciation for cultural differences and effective intercultural communication skills. NOTE: COMM 560 Intercultural Communication and COMM 562 Gender and Communication are recommended elective choices for Professional Communication majors.

**COMM 562 Gender and Communication (2 Credits)**

In this course, students examine multiple influences that have shaped definitions of masculinity and femininity over time. Students explore the impact of these definitions on "appropriate" prescriptions for verbal and nonverbal communication, and on interactions in personal and professional contexts. Through the analysis and critique of the effects of gender on communication in diverse relationships (family, friendships, romantic, professional) and in diverse contexts (personal and professional spheres), as well as how gender is depicted in the media, students recognize the profound impact that gender has upon our lives. NOTE: COMM562 Gender and Communication and COMM560 Intercultural Communication are recommended elective choices for Professional Communication majors.

**COMM 565 Strategic Communication (4 Credits)**

In contrast to Organizational Communication, the study of Strategic Communication focuses on how organizations communicate with their external publics, to include vendors, clients, and shareholders, among others. This course surveys public relations, insofar as it explores how an organization crafts, maintains, and redefines its image, in times of success as well as crisis. Students practice producing reliable strategic writing in the form of press releases, newsletters, and brochures, with particular emphasis upon skills in instant response, clarifying and simplifying complex information, as well as considerations of privacy, ethics, and legality.

**COMM 601 Trends in Digital and Social Media (4 Credits)**

This course explores emerging trends in digital media, providing an opportunity for students to understand, deploy, and reflect upon the tools available for communication, business, nonprofit, educational, civic/political, and personal use. The course surveys past, current, and predicted future trends as well as selected theories and research on the impact of these communication technologies. Critical reflection upon the norms, risks, and opportunities of digital and social media is a core component of the course.

**COMM 602 Media and Strategic Communication (4 Credits)**

This course explores the use of media in strategic communication toward the attainment of organizational objectives. Students will explore the impact of public relations, media outreach, marketing, branding, and leadership communication on both internal and external audiences in a variety of settings and sectors. The role and purpose of the organizational spokesperson, the function of the leader as the chief communicator, the strategic alignment of message and messenger, and effective use of technology in business communications will be discussed. This course provides knowledge of opportunities and pitfalls of the media environment, particularly in the digital, 24-hour news cycle age.

**COMM 604 Web Development II (4 Credits)**

Building on skills learned in Web Development I, students continue to gain an understanding of the terminology, development tools, and fundamental skills related to designing a successful website. Current software applications are learned as appropriate to the process.

**Prerequisite(s):** COMM 504 Web Development I.

**COMM 605 Professional Communication (4 Credits)**

This course prepares students to navigate the complexity of professional communication in the 21st-century workplace, with a particular emphasis upon refining the writing skills that are essential to clear, concise, and professional communication. The types of professional writing addressed may include: proposals, emails, newsletters, presentations, and agendas, among others. Emphasis is also placed upon how to discern which channel—written, verbal, or digital—is most appropriate relative to content, purpose, and audience. **PREREQUISITES:** ENG 500 The Writing Process, COMM 542 Interpersonal Communication and Group Dynamics or Associate's/Bachelor's Degree in transfer.

**COMM 607 Communication for Training and Performance Improvement (2 Credits)**

The ability to write, design, speak, and record media for the purpose of training instruction draws upon specialized communication skills and knowledge of a systematic creative process. This course prepares students to contribute meaningfully to teams and organizations by introducing them to the foundational principles of instructional design as a form of communication, and then facilitates practice in the technical skills to produce media for the purpose of addressing a training or performance improvement need.

**Prerequisite(s):** COMM 505 Foundations of Digital Media Production.

**COMM 610 Managerial Communication (4 Credits)**

Managerial roles increasingly emphasize negotiation, coaching, collaboration, and consensus building. Situational analysis and planning are key attributes of effective managerial communication. As such, COMM 610 develops and sharpens students' decision-making, team-building, and analytical problem-solving abilities. The course also embraces peer and instructor feedback as tools to refine students' impromptu and formal presentation skills in managerial contexts.

**Prerequisite(s):** COMM 605 Professional Communication.

**COMM 615 Advanced Visual Communication (4 Credits)**

This course builds upon the foundation in analyzing and curating visual media established in COMM 543 by focusing on how to compose, design, and deliver presentations using industry standard software (such as Microsoft PowerPoint) and web-based tools (such as Zoom, Screencast-o-matic and Prezi), among others. Equal time is devoted to each of the three stages of producing effective presentations—writing, technological design, and delivery—all of which contribute to achieving the intended purpose.

**Prerequisite(s):** COMM 543 Visual Communication or Conferred Associate Degree.

**COMM 620 Organizational Communication (4 Credits)**

Organizations are a fundamental component of human life: from schools, to workplaces, as well as volunteer and recreational groups, we all function within in organizations. This course examines the multi-level communication that occurs within organizations—among leaders, members, committees, teams, and departments—as vital to its success and longevity. Students analyze how organizations rely upon effective communication to anticipate and mitigate conflict. Students also devise strategies to utilize various forms of communication to contribute uniquely and meaningfully to organizations.

**COMM 643 Synthetic Media and the Construction of Reality (4 Credits)**

In the past 25 years, electronic media, mobile devices, and algorithmically optimized information networks have intensified how humans have engaged with mediated information. This course examines the collateral effects of this phenomenon on our habits, norms, beliefs, and cognitive processing. Students will study the historical, political, and theoretical narrative that has led to questions about the construction of social worlds, the construct of reality, and the legitimacy of information. A special focus will be made in studying the implications of synthetic “deepfake” and AI-driven text generating systems in accelerating these effects.

**COMM 645 Advanced Digital Illustration (4 Credits)**

This course builds upon COMM 545 Digital Illustration by challenging students to advance their skills in Adobe Photoshop and Illustrator. Course projects entail combining vector and raster images, advanced image manipulation, and utilizing web graphics, print images, and interactive motion graphics for web and video. Effective application of design elements and principles in concept generation will be emphasized. Through peer review, instructor feedback, and reflection, students explore each phase of the design process in depth. Strategies for assembling a digital portfolio are also explored.

**Prerequisite(s):** COMM 545 Digital Illustration

**COMM 648 Writing for Voiceover (2 Credits)**

Writing and performing voiceover audio is a specialty skill all media producers will be called upon to develop. A well-written script for voiceover will enable the audience to clearly understand messages and meaning according to the producer’s goal. This course introduces students to the foundational principles of writing voiceover copy and provides opportunities to refine voiceover performances to engage the audience and establish credibility. Through a workshop format, students will create original works and performances as well as adapt and refine works written by others.

**COMM 650 Integrative Capstone: Project in Professional Communication (4 Credits)**

This capstone course for the Communication Studies major builds on previous study in the field and provides an opportunity to apply learning in an in-depth project. Projects must employ applied research, demonstrate knowledge of communication theory, and integrate reflection on cultural and/or organizational dimensions of communication. Students synthesize their knowledge of theory and practice to develop and implement a project in their own area of professional interest.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**COMM 651 Integrative Capstone: Project in Digital Communication Design (4 Credits)**

This capstone course for the Digital Communication Design major builds on previous study in the field and provides an opportunity to apply learning in an in-depth e-portfolio project. Projects must employ applied research, demonstrate knowledge of digital and social media theory, and integrate reflection on cultural and/or organizational dimensions of communication. Students synthesize their knowledge of theory and practice by developing an e-portfolio project in their area of professional interest.

**Prerequisite(s):** CRIT 602 Conducting Critical Inquiry, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the College before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**COMM 800 Foundations of Organizational Communication (3 Credits)**

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.

## Education (EDU)

**EDU 510 Foundations of Education (4 Credits)**

This course is the introductory course to the education programs at Granite State College. The purpose is to examine the theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Students develop their own educational philosophy and compare it to the philosophies which have shaped American education. A twenty-hour practicum is required.

**EDU 535D Independent Learning Contract (2-9 Credits)****EDU 550 Foundations of Early Childhood Education (4 Credits)**

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

**Prerequisite(s):** PSY 508 Child Development.

**EDU 551 Learning and Early Childhood Environments (4 Credits)**

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

**Prerequisite(s):** PSY 508 Child Development.

**EDU 553 Creative Arts in Early Childhood Education (4 Credits)**

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

**Prerequisite(s):** PSY 508 Child Development.

**EDU 555 Language and Literacy Development (4 Credits)**

This course provides in-depth study of the development of children's language and communication skills from birth through age eight. Students identify the various developmental levels exhibited by children, and choose and create diverse materials to enhance language and literacy development. The course focuses on analyzing and creating language-rich programs designed to foster listening, oral and written language, and pre-reading and reading skills at the appropriate developmental level. Students formulate developmentally appropriate questions and responses to enrich the child's experience. The course addresses how everyday experiences can present opportunities for creating meaningful communication between children, their peers, and adults.

**Prerequisite(s):** PSY 508 Child Development or PSY 509 Human Development.

**EDU 556 Health, Safety, and Nutrition in Early Childhood Settings (4 Credits)**

This course provides a comprehensive overview of health, safety and nutrition best practices in early care and education group settings. How best to promote the physical, mental, and emotional health of each child will be explored. State regulations, program procedures, and curriculum integration will be the focus of the course.

**EDU 560 Positive Behavior Guidance in Early Childhood Education (4 Credits)**

This course provides an overview of children's social and emotional development and an exploration of factors that influence behavior. Topics include the impact of differing development, external factors, relationships, and stress and trauma on child development. Participants will analyze children's behavior in a variety of situations and reflect on how children respond to stimuli. The role of adults in affecting positive development will be explored. Evidence based strategies and techniques for guiding positive behavior will be applied.

**EDU 600 Mathematics and Science in Early Childhood Education (4 Credits)**

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

**Prerequisite(s):** PSY 508 Child Development.

**EDU 601 Observation and Assessment in Early Childhood Education (4 Credits)**

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

**Prerequisite(s):** PSY 508 Child Development. NOTE: Prior completion of EDU 551 Learning and Early Childhood Environments is recommended.

**EDU 602 Young Children with Exceptionalities, Birth-Age 8 (4 Credits)**

This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on a foundation of child development and the components of high-quality early childhood programs, students investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. Students observe children with special needs in order to design adaptations in the curriculum and environment. Students develop strategies for collaborating with families and community services providers, based on a knowledge of legislative mandates regarding special education.

**Prerequisite(s):** PSY 508 Child Development.

**EDU 603 Family and Community Relations in Early Childhood Education (4 Credits)**

This course examines various ways of enhancing the young child's development through promoting positive interrelationships among child care providers, parents, and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. Students develop skills needed for communicating effectively with families, facilitating parent education, and promoting family involvement with child care settings as well as utilization of community resources. NOTE: Prior completion of SOSC 604 Dynamics of Family Relationships is recommended.

**EDU 604 Enhancing Supervision through Mentoring (4 Credits)**

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

**EDU 605 Early Childhood Program Administration (4 Credits)**

This course provides an overview of the various policies, procedures, and leadership practices that relate to the administration of quality early childhood programs. Topics include program development, budgeting and financial management, organizational structures, and staffing and supervision. The role of directors as leaders is explored. This course is designed for early childhood administrators, as well as for those aspiring to be directors. PREREQUISITE: EDU 550 Foundations of Early Childhood. NOTE: Prior completion of EDU 603 Family and Community Relations in ECE and EDU 551 Learning and Early Childhood Environments is recommended.

**EDU 606 The Dynamic Role of the Special Educator (4 Credits)**

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 Granite State College 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(s):** EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 607 Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students (4 Credits)**

Through the development of lesson plans in this clinical course, students demonstrate knowledge and expertise of a variety of instructional methods and research-based strategies to improve learning for diverse student populations facing complex individual learning challenges.

Students will research instructional strategies and metacognition to determine its effectiveness in increasing independence, enhancing learning, and developing thinking skills in mathematics. Through their understanding of the principles of instruction, assessment, remediation, and technology integration, students develop a comprehensive math unit.

**Prerequisite(s):** EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 607A Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students - Non Clinical (4 Credits)**

In this non-clinical course, students develop expertise in using a variety of research-based strategies to improve learning for a diverse student population facing complex individual learning challenges. The use of technology is embedded throughout the course and is utilized and evaluated as a tool to enhance learning and teaching. Through their understanding of the principles of how human beings acquire language, reading, and mathematics skills, students determine the most efficient teaching methods to use with a student who requires specialized instruction.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 609 Transition Planning and Developing IEPs (2 Credits)**

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(s):** EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 610 Teaching Language Arts and Literacy (6 Credits)**

This clinical course examines the theoretical foundations of reading and the range of approaches to literacy instruction in the United States. Students explore the interrelated components of reading and writing and develop comprehensive strategies for supporting reading development for all children in grades K-8. In this course students observe classroom instruction in literacy, have opportunities to engage with children in using literacy strategies, and use a range of strategies to assess students' reading and writing. Fifty to sixty supervised clinical hours are required.

**Prerequisite(s):** EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 610A Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education (6 Credits)**

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. Granite State College 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(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 611 Assessment of Students with Disabilities (4 Credits)**

This clinical 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 administrator 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(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 612 Using Technology to Teach Social Studies (4 Credits)**

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 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 in a way that amplifies student learning.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 613 Strategies for Teaching Science (4 Credits)**

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(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 614 Middle School Mathematics Methods (4 Credits)**

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, five-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(s):** EDU 622 Introduction to Field Experiences and Program Requirements and EDU 653 Reading and Writing in the Mathematics Classroom.

**EDU 615 Secondary School Mathematics Methods (4 Credits)**

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(s):** EDU622 Introduction to Field Experiences and Program Requirements and EDU 653 Reading and Writing in the Mathematics Classroom.

**EDU 616 Elementary School Mathematics Methods (4 Credits)**

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 five-lesson mathematics units for two different grade levels, teaching and reflecting on lessons taught in one of the units.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 617 Students with Disabilities (4 Credits)**

This course provides an overview of the thirteen 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.

**EDU 619 Managing Student Behavior (4 Credits)**

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(s):** EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 621 Special Education Law (4 Credits)**

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.



**EDU 622 Introduction to Field Experience and Program Requirements (1 Credit)**

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. This is a pre-requisite course for all clinical field-based courses.

**EDU 623 Managing Student Behavior (non-clinical) (4 Credits)**

This course is designed for non-teacher preparatory candidates to provide an overview of classroom behavior management. Students observe effective teachers using instructional management strategies. They administer and interpret questionnaires to analyze the classroom environment and identify student needs. They identify strategies to help students meet these needs, to increase motivation, to develop positive peer relationships, and to minimize disruption.

**Prerequisite(s):** PSY 509 Human Development or PSY 508 Child development or PSY 501 Introduction to Psychology.

**EDU 624 Assessment of Young Children in Early Childhood and Early Childhood Special Education, Birth-Age 8 (4 Credits)**

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 eight. 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(s):** EDU 622 Introduction to Field Experience/Program Requirements.

**EDU 625S Science, Technology, Engineering, and Mathematics in Early Childhood and Early Childhood Special Ed (4 Credits)**

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(s):** MATH 502 Contemporary College Math or other college level math and EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 626 Curriculum, Assessment, and Instruction in Early Childhood and Early Childhood SPED, Birth-Age 8 (4 Credits)**

In this clinical course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood and special education settings, for young children age five (kindergarten) through age eight (grade 3). Students use district and state curriculum and integrate subjects with one another. Students develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children, ages five through eight.

**Prerequisite(s):** EDU 622 Introduction to Field Experience and Program Requirements.

**EDU 627 Collaboration, Consultation, and Teaming In Early Childhood and Early Childhood Special Education (4 Credits)**

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. Fifty to sixty supervised clinical hours are required.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 628 IFSPs, IEPs, and Transition Planning, Birth-Age 8 (2 Credits)**

This clinical course focuses on the components and processes involved in the legal aspects and development of Individualized Family Service Plans (IFSPs) 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, students, 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 an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs. Fifty to sixty supervised clinical hours are required.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 630 Behavior Interventions for Young Children in Early Childhood and Early Childhood Special Education (4 Credits)**

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 Granite State College student documents the use of individual activities and/or classroom strategies in a professional portfolio. Fifty to sixty supervised clinical hours are required.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 631 Multicultural Perspectives (4 Credits)**

In this course, students will demonstrate an understanding of the major principles, theories, and research pertaining to the influence of cultural groups and subgroups on language learning, school achievement, and acculturation. Students will explore the role of cultural and social identities and demonstrate the ability to apply this knowledge in identifying environments that support both students' identities and academic needs. The role of the dominant culture and its impact on students will be explored.

**Prerequisite(s):** PSY 501 or SOC 501.

**EDU 635D Independent Learning Contract (2-9 Credits)****EDU 650 Practicum: Professionalism in Early Childhood Education (4 Credits)**

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

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed.

**EDU 651 Culminating Teaching Experience and Seminar (4 Credits)**

This course is the culminating experience in the plan of study toward NH teacher certification. This course gives teacher candidates an opportunity to be mentored in their field of certification by experienced teachers holding graduate degrees 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 three hundred sixty to four hundred forty hours of supervised teaching experience. Additionally, teacher candidates will use the Teacher Candidate Assessment of Performance process to develop a final culminating document that demonstrates their proficiency in the areas of contextualization, planning and preparation, instruction, academic language, assessment, and reflection.

**EDU 652 Aspects of Mathematics Learning (4 Credits)**

The clinical course is designed to provide prospective secondary school and middle school teachers with the skills to develop an integrated approach to teaching and learning. It will cover cultural and psychological aspects of learning mathematics, models of instruction and planning, teaching and learning styles, assessment strategies, models and organization and selection of curriculum materials, classroom management, and the role of technology and media within these. Ninety supervised clinical hours are required.

**Prerequisite(s):** EDU 622 Introduction to Field Experiences and Program Requirements.

**EDU 653 Reading and Writing in the Mathematics Classroom (4 Credits)**

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(s):** EDU 622 Introduction to Field Experiences and Program Requirements and EDU 652 Aspects of Mathematics Learning.

**EDU 660 Integrative: English Language Arts (4 Credits)**

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

**Prerequisite(s):** All courses in the English Language Arts major.

**EDU 661 Integrative: Social Studies (4 Credits)**

This capstone course in Social Studies builds on all previous work in both education and Social Studies. Students explore current research in the field of Social Studies and synthesize their knowledge to build effective instructional practices that support children's learning.

**Prerequisite(s):** All courses in the Social Studies major.

**EDU 665 Integrative: Mathematics Studies (4 Credits)**

This capstone course in Math Studies builds on all previous work in both education and Math Studies. Students explore current research in the field of Math and synthesize their knowledge to build effective instructional practices that support children's learning.

**Prerequisite(s):** All courses in the Math Studies major.

**EDU 700 Introduction to Field Experience and Program Requirements (1 Credit)**

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

**EDU 701 The Dynamic Role of the Special Educator (4 Credits)**

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 Granite State College 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.

**EDU 702 Using Technology to Teach Social Studies (4 Credits)**

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.

**EDU 703 Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students (4 Credits)**

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

**EDU 704 Strategies for Teaching Science (4 Credits)**

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.

**EDU 705 Assessment of Students with Disabilities (4 Credits)**

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.

**EDU 706 Transition Planning and Developing IEPs (2 Credits)**

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 Placement and Program Requirements.

**EDU 707 Managing Student Behavior (4 Credits)**

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

**EDU 710 Teaching Language Arts and Literacy (6 Credits)**

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.

**EDU 710A Teaching Language Arts and Literacy in Early Childhood and Early Childhood Special Education (6 Credits)**

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.

**EDU 711 Role of the Reading and Writing Specialist I - Practicum (6 Credits)**

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.

**EDU 711A Role of the Reading and Writing Specialist II - Practicum (6 Credits)**

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.

**EDU 712 Reading and Writing Disabilities: Assessment and Instruction (4 Credits)**

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.

**EDU 713 Content Area Literacy (4 Credits)**

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.

**EDU 717 Students with Disabilities (4 Credits)**

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.

**EDU 721 Special Education Law (4 Credits)**

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.

**EDU 730 Foundations of Language and Literacy Development (4 Credits)**

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.

**EDU 732 Elementary School Mathematics Methods (4 Credits)**

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

**EDU 733 Middle School Mathematics Methods (4 Credits)**

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.

**EDU 734 Secondary School Mathematics Methods (4 Credits)**

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.

**EDU 735D Independent Learning Contract (2-9 Credits)****EDU 736 Dynamic Assessment: Complexities of Identification in LD, EBD, and IDD (6 Credits)**

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.

**EDU 737 Behavioral Supports for Complex Behaviors (4 Credits)**

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

**EDU 738 Advanced Assistive and Educational Technology (4 Credits)**

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.

**EDU 739 Advanced Programming for Students with Learning Disabilities (4 Credits)**

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

**EDU 740 Advanced Curriculum, Assessment, and Instruction for Students with Learning Disabilities (4 Credits)**

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

**EDU 741 Advanced Programming for Emotional and Behavioral Disabilities (4 Credits)**

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

**EDU 742 Advanced Curriculum, Assessment, and Instruction for Emotional and Behavioral Disabilities (4 Credits)**

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.

**EDU 743 Advanced Programming for Intellectual and Developmental Disabilities (4 Credits)**

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

**EDU 745 Advanced Curriculum, Assessment, and Instruction for Intellectual and Developmental Disabilities (4 Credits)**

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.

**EDU 748 Developing Literate Students, K-12 (4 Credits)**

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

**EDU 750 Culminating Teaching Experience and Seminar (4 Credits)**

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.

**EDU 750A Culminating Teaching Experience and Seminar for Certified Teachers (1 Credit)**

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 Granite State College post-baccalaureate teacher certification program and completion of all program requirements. This is the final course in the teacher candidate's plan of study. The student must complete all New Hampshire Department of Education test requirements and receive approval from Field Placement Faculty prior to registering for this course.

**EDU 752 Aspects of Mathematics Learning (4 Credits)**

This clinical course is designed to provide prospective secondary and middle school teachers with the skills to develop an integrated approach to teaching and learning. It will cover cultural and psychological aspects of learning mathematics, models of instruction and planning, teaching and learning styles, assessment strategies, models and organization and selection of curriculum materials, classroom management, and the role of technology and media within these. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements

**EDU 753 Reading and Writing in the Mathematics Content Area (4 Credits)**

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.

**EDU 761 Young Children with Exceptionalities, Birth-Age 8 (4 Credits)**

In this course, students examine typical and non-typical development of children from birth through age 8. This is a time of rapid brain growth and overall development that forms the foundation for all learning. For young children who have exceptionalities in the physical, behavioral, developmental, or learning domains, these years are even more critical. The purpose of this course is to provide current, research-based knowledge and resources for professionals and their families who nurture, support, and provide services to exceptional children. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements

**EDU 763 Assessment of Young Children in EC and ECSPED, Birth-Age 8 (4 Credits)**

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

**EDU 764S Science, Technology, Engineering, and Mathematics in Early Childhood and Early Child Special Ed (4 Credits)**

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

**EDU 765 Curriculum, Assessment, and Instruction in Early Childhood and Early Childhood SPED, Birth-Age 8 (4 Credits)**

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. 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.

**EDU 766 Collaboration, Consultation, and Teaming In Early Childhood and Early Childhood Special Education (4 Credits)**

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

**EDU 767 IFSP, IEP, and Transition Plans, Birth-Age 8 (2 Credits)**

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

**EDU 768 Behavior Interventions for Young Children (4 Credits)**

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 Granite State College 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.

**EDU 770 Introduction to Digital Learning (3 Credits)**

This is an introductory, fast-paced course on the role of the digital learning specialist and the available technology tools to improve teaching and learning. Candidates will formulate a vision for what type of digital learning specialist they will 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. The class emphasizes the development of on-going 'self-propelled' professional development and reflection habits. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

**EDU 771 Curricular Theory of Technological Integration (3 Credits)**

Candidates will explore how to effectively use technology with differentiation, rigor, relevance, and engaging learning experiences to enhance existing curriculum. Candidates will gain knowledge of digital tools to model, promote, and facilitate experiences that advance learner competency, creativity, and innovation in both face-to-face and virtual environments. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

**EDU 772 Pedagogical Practice and Management of Technological Integration (3 Credits)**

Candidates build understandings and practical pedagogical skills/strategies for effective implementation of a constructivist curriculum including management of cooperative learning groups, project-based learning, and inquiry-based learning. Teacher candidates will explore strategies to properly carry out this type of learning and assessment in the classroom setting. Various technological tools and resources will be explored and shared. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

**EDU 773 Meeting the Needs of All Learners Through Technological Integration (3 Credits)**

This course investigates the principles of Universal Design for Learning (UDL) as a tool to meet the needs of all learners in the classroom. Candidates explore the UDL framework and examine how designing lessons with the UDL guidelines can improve and optimize learning for all students. Candidates research the use of assistive technologies to allow every student access to the curriculum, as well as determine what assistive technology is appropriate for overcoming barriers to learning. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements

**EDU 774 Professionalism, Leadership, and Administrative Understandings and Practice for Technological Integr (3 Credits)**

In this course students will be exposed to the current theories in educational leadership, discover and explore their own leadership styles, and develop strategies to promote and participate in the development and implementation of technology to foster excellence to support transformational change throughout the instructional environment. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

**EDU 775 Culminating Teaching Experience: Clinical Synthesis and Implementation of Technological Integration (3 Credits)**

In this culminating clinical experience, the candidate will develop and implement a comprehensive instructional project demonstrating full understanding and application of instructional technological integration leadership. Candidates will reflect, revise, self-assess, and evaluate their instruction and leadership based on student learning and positive school change.

**EDU 780 Foundations for Teaching Students who are Deaf and Hard of Hearing (3 Credits)**

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.

**EDU 781 Audiology and Assistive Technology (3 Credits)**

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.

**EDU 782 Social and Emotional Aspects of Deafness (3 Credits)**

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

**EDU 783 ASL I (3 Credits)**

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 & and Y/N Questions). Emphasis will be placed on developing both expressive and receptive sign language skills. Additional topics will include the history and origin of signs and Deaf Culture in America. Upon completion of the course, students will be able to communicate on a basic level with Deaf individuals using American Sign Language as their mode of communication. PREREQUISITE: EDU 700 Introduction to Field Placement and Program Requirements.

**EDU 784 ASL II (3 Credits)**

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 and Y/N Questions). Emphasis will be placed on developing both expressive and receptive sign language skills. Additional topics will include the history and origin of signs and Deaf Culture in America. Upon completion of the course, students will be able to communicate on a basic level with Deaf individuals using American Sign Language as their mode of communication. PREREQUISITE: EDU 700 Introduction to Field Experience and Program Requirements.

**EDU 785 Speaking and Listening (3 Credits)**

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.

**EDU 786 Language Arts and Literacy for the Deaf and Hard of Hearing (3 Credits)**

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 & and 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.

**EDU 787 Strategies for Teaching Across the Curriculum for Students who are Deaf and Hard of Hearing (3 Credits)**

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.



**EDU 788 Teaching Students who are Deaf and Hard of Hearing with Additional Disabilities (3 Credits)**

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.

**EDU 789 Culminating Experience and Itinerant Teaching (2 Credits)**

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.

**EDU 790 Foundations of Education of Students with Blindness and Visual Impairment (3 Credits)**

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

**EDU 791 Anatomy and Physiology of the Eye (3 Credits)**

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.

**EDU 792 Braille I: Reading, Writing and Technology (3 Credits)**

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.

**EDU 793 Math Access: Nemeth Code, Abacus and Tactile Graphics (3 Credits)**

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

**EDU 794 Expanded Core Curriculum (3 Credits)**

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.

**EDU 795 Assessment and Instructional Strategies for Teaching Students with Blindness and Visual Impairment (3 Credits)**

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.

**EDU 796 Teaching Students with Visual Impairment and Additional Disabilities (3 Credits)**

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.

**EDU 797 Culminating Experience / Itinerant Teaching (2 Credits)**

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.

**EDU 803 Leadership Essentials: Evaluation of Teaching and Learning (3 Credits)**

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.

**EDU 804 Leadership Essentials to Develop and Support a Professional Culture (3 Credits)**

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.

**EDU 807A Capstone Project I: Leadership Essentials to Strategically Think, Plan, Implement, and Evaluate (3 Credits)**

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.

**EDU 807B Capstone Project II: Leadership Essentials to Strategically Think, Plan, Implement, and Evaluate (3 Credits)**

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

**EDU 844 Special Topics (1-6 Credits)**

## Healthcare (HLTC)

**HLTC 540 Practicum in Health Care (4 Credits)**

This project-based practicum is an entry-level field experience designed to assist health care-related majors in exploring career and vocational settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage for the internship of HLTC 651 or to investigate an evidence-based health and wellness topic for HLTC 652. **PREREQUISITE:** HLTC 550 Emerging U.S. Health Care System. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines apply. Please consult your advisor.

**HLTC 550 The Emerging U.S. Health Care System (4 Credits)**

This course traces the evolution of the U.S. health care delivery system over the last century with a focus on the structure and function of the contemporary managed care system. The course examines a wide range of factors (sociocultural, political, economic, legal and technical) which have impacted the evolution of the current system. Economic factors related to the delivery of health care services are extensively covered. Comparative health care systems are examined. The impact of the changing demographics of the U.S. population on the design and delivery of health care is reviewed.

**HLTC 555 Introduction to Fiscal Management in Health Care (4 Credits)**

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

**HLTC 560 Health Behaviors: Theoretical Foundations for Health Education (4 Credits)**

This course explores how psychological theories and techniques can minimize unnecessary morbidity and premature mortality. Applied behavioral and cognitive techniques that target primary and secondary prevention efforts are identified through theory and research. Effective health coaching and education techniques that support the compliance of healthy behaviors will be introduced.

**HLTC 612 Population Health (4 Credits)**

This course outlines how health education delivery for various populations and communities has evolved. Topics include health behaviors, social determinants of health, cultural influences, health policy and economics, and how frameworks for health care systems influence disease prevention strategies. This course analyzes population health issues from multiple perspectives and examines community assessment strategies. The course also emphasizes the promotion of a healthy lifestyle for the individual and populations to reduce morbidity and mortality rates.

**Prerequisite(s):** HLTC 550 The Emerging U.S. Health Care System or HMSV 500 Human Services and the Helping Process.

**HLTC 620 Needs Assessment and Strategies for Health Education and Promotion (4 Credits)**

This course addresses the principles of development, implementation and evaluation of health promotion programs with an emphasis on addressing community health frameworks, individual health and lifestyle risk factors, and the appropriate interventions to manage these risks. Coaching techniques to support compliance of health behavior change and capacity building with stakeholders will also be topics.

**Prerequisite(s):** Math 504 Statistics

**HLTC 627 Reimbursement and Financing Techniques in Health Care (4 Credits)**

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

**Prerequisite(s):** HLTC 555 Introduction to Fiscal Management in Health Care.

**HLTC 629 Law and Ethics for Healthcare and Human Services (4 Credits)**

This course provides students with a framework for working through increasingly complex legal and ethical issues that affect Health and Human Services professionals. This framework and broadened perspective will help practitioners recognize and respond to dilemmas in the field. Through an overview of regulatory action and the legislative and judicial processes, students will become familiar with how lawmakers confront changes brought on by pervasive issues such as patient rights, technological advances, and managed care. Following an initial overview of ethical theory, students will analyze precedent setting cases related to such topics as research and individual rights vs. the public good. Based on their own work or current issues in the field, students will apply these concepts to actual situations.

**HLTC 635 Independent Learning Contract (4 Credits)****HLTC 637 Informatics for Health Professionals (4 Credits)**

Health care professionals interact with patients, families, communities, and populations in technology rich environments. This course provides students with the opportunity to explore communication technologies and informatics tools integral to the health care system. Students will investigate how data is collected and utilized to inform decisions. Consideration of the impacts of information and communication technologies relative to ethical standards, quality improvement, regulations, and the experience of patients and providers shall be explored by students.

**HLTC 638 Health Care Policy (4 Credits)**

This course explores the multifaceted issues affecting health care policy in the United States. The course reviews the history of health care policy and provides students with an understanding of how it has shaped our current health care delivery system. Major health care policies and initiatives are reviewed. The course also explores the many political challenges (state and national), political process, impact of the presidential administration, and political interest groups. Students examine the impact that various parties have on health care policy and the challenges facing reform efforts.

**Prerequisite(s):** HLTC 550 The Emerging U.S. Health Care System and HLTC 629 Law and Ethics for Health Care and Human Services.

**HLTC 640 Internship or Project in Health Care/Human Services (4 Credits)**

This upper level course is a field-based experience designed to develop and hone the practical application skills of a health care, human services, or wellness-related major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the auspices of their Granite State College internship mentor. The internship requires documented evidence of eighty hours of supervised experience and practice in a field setting where health care, human services, or wellness-related knowledge and skills are applied. A non-field-based project may be substituted with approval of the Office of Academic Affairs. NOTE: Registration for this course as an internship is by permission of the Office of Academic Affairs. Early registration deadlines may apply.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed.

**HLTC 650 Integrative: Health Care Management (4 Credits)**

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

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**HLTC 651 Integrative Capstone: Internship in Health and Wellness (4 Credits)**

This upper level course is a field-based experience designed to develop and hone the practical application skills of a health care, or wellness-related major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the auspices of their Granite State College internship mentor. The internship requires documented evidence of eighty hours of supervised experience and practice in a field setting where health care, or wellness-related knowledge and skills are applied. This course is the capstone for the BS in Health and Wellness. NOTE: Registration for this course as an internship is by permission of the Office of Academic Affairs. Early registration deadlines may apply.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**HLTC 652 Integrative: Project in Health and Wellness (4 Credits)**

This capstone course requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Conforming to the clinical, research and ethical health standards, students will complete an independent project, which includes the written analysis and synthesis integrating theory and practice.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students must adhere to all relevant Institutional Review Board policies and procedures regarding research activities. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601..

**HLTC 800 Health Care Delivery and Innovations (3 Credits)**

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.

**HLTC 801 Health Care Financial Management (3 Credits)**

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.

**HLTC 802 Advocacy and Health Policy (3 Credits)**

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.

**HLTC 810 Health Care Quality and Safety (3 Credits)**

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.

**HLTC 811 Health Care Technology and Informatics (3 Credits)**

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.

**HLTC 850 Health Care Management Integrative Capstone (3 Credits)**

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(s):** All program requirements must be met.

## Human Services (HMSV)

**HMSV 500 Human Services and the Helping Process (4 Credits)**

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

**HMSV 501 Case Management (4 Credits)**

This course examines the theories, roles, and functions of case management. Students study and practice examples of case management to include the professional skills necessary to be a successful case manager. The course explores case management issues with special populations and includes a discussion of the importance of ethics and the essential elements of case-note documentation along with challenges and legal issues that case managers are faced with in organizations. Prerequisite(s): HMSV 500 (BEHS502) AND PSY501 or SOC501.

**HMSV 540 Field Based Practicum in Human Services (4 Credits)**

This field-based practicum is an entry-level field experience designed to assist Human Services majors in exploring career and vocational settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Human Services Internship. NOTE: Registration for this course, a field-based experience, is by permission of the Office of Academic Affairs. Early registration deadlines may apply.

**Prerequisite(s):** HMSV501 Case Management

**HMSV 541 Project-Based Practicum in Human Services (4 Credits)**

This project-based practicum is an entry-level experience designed to assist Human Services majors in exploring career and vocational settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Human Services Internship. NOTE: Students must follow Granite State College policy that all research activities which involve human participants, regardless of the level of risk foreseen, require review and written approval by the College's Institutional Review Board prior to the initiation of the activity.

**Prerequisite(s):** HMSV 501 Case Management

**HMSV 650 Integrative: Project in Human Services (4 Credits)**

This project-based integrative capstone course in Human Services focuses on the concepts and techniques of successful Human Services practitioners. Students integrate the knowledge and skills gained from other courses in the Human Services program and demonstrate the ability to apply knowledge to new subject matter and practical situations. Students develop and implement a project within their chosen concentration (professional interest) that includes an applied research project, a written rationale, and synthesis of theory and practice. NOTE: Students must follow Granite State College policy that all research activities which involve human participants, regardless of the level of risk foreseen, require review and written approval by the College's Institutional Review Board prior to the initiation of the activity.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**HMSV 651 Integrative Capstone: Internship in Human Services (4 Credits)**

This capstone course is a field-based internship designed to develop and hone the practical application skills of a Human Services major. The course requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to practical situations. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their Granite State College mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where behavioral science-related knowledge and skills are applied. NOTE: Registration for this course, a field-based experience, is by permission of the Office of Academic Affairs. Early registration deadlines will apply.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**HMSV 800 Principles of Human Service Management (3 Credits)**

This course examines the key concepts of human services management and provides a broad overview of the history, purpose, theory, and current trends in the human services field. Students study various issues that impact the management of human services and gain an understanding of the role of the human services manager. An emphasis is placed on examining social systems, ethics, and skills related to human service delivery to individuals, groups, families, organizations, communities, and society in diverse practice settings.

**HMSV 803 Administration of Human Service Organizations (3 Credits)**

This course explores the knowledge, theory, and skills in the administrative aspects of the human service delivery system. Issues of supervision, management, and development of paid and volunteer staff will be addressed. The concepts of coalition building, legislative advocacy and community organizing, and funding will also be introduced. The differences and similarities between the administration of public organizations and non-profit organizations will also be reviewed.

**HMSV 805 Ethical and Legal Practices in Human Services (3 Credits)**

This course explores the concepts related to ethical competence in decision-making, policymaking, and ensuring the rights and wellbeing of clients and staff. It further examines current laws and regulations that dictate codes of ethics and levels of professionalism. Ethical dilemmas faced by leaders and their impact on the organization and the broader community are investigated through case studies and critical thinking through dialogue.

**HMSV 850 Human Services Administration Integrative Capstone (3 Credits)**

This integrative course is the culminating experience for the Master of Science in Human Services Administration degree. All other required coursework must have been completed prior to receiving approval to register for this course. This course builds on the knowledge and skills learned through the degree program allowing the student to demonstrate competency in translating theory into practice. The course combines traditional coursework with a field-based experience, providing direct exposure to the field of human services administration. Final products include a comprehensive project to demonstrate mastery of professional practice. After documenting the above, students will discuss and defend their project orally.

## Interdisciplinary Studies (IDIS)

**IDIS 501 Research Methods (4 Credits)**

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

**Prerequisite(s):** ENG 500 The Writing Process, CRIT 501 Introduction to Critical Inquiry, MATH 504 Statistics, and one of the following: PSY 501 Introduction to Psychology, SOC 501 Introduction to Sociology, or CRIM 500 Introduction to Criminology, or EDU 510 Foundations of Education.

**IDIS 502 College Success Seminar (2 Credits)**

College Success Seminar provides the foundation for an informed and meaningful college experience. In the seminar, students discover how their individual capacities position them for the attainment of their goals within the academic community of Granite State College. The course broadens understanding of key concepts common to integrative learning within higher education settings, particularly focusing on the ways multiple academic disciplines can improve success in applied careers. It empowers students to become informed users of information as well as engage in research and planning for subsequent courses. Students in this course will consider the ways various learning opportunities relate to one another and to the individual's personal, academic, and career goals. College Seminar fosters the self-awareness and intellectual perspective that are the hallmarks of well-educated persons and lifelong, engaged learners. For students in the AA General Studies program, this course will also guide students in developing their twenty credit academic concentration within the associate degree.

**IDIS 601 Interdisciplinary Seminar (4 Credits)**

Many problems in today's society are complex with no simple method of solving them. It is therefore imperative for civic-minded people to explore issues from multiple viewpoints and frameworks. The course analyzes specific themes as they relate to local or global communities while encouraging civil discourse among classmates. The seminar's specific topic varies by individual course section. Students approach a contemporary issue or problem and explore its causes and significance. Students are asked to use advanced problem-solving skills and methodologies to reflect on the topic, discuss possible approaches with peers, and investigate solutions using interdisciplinary research and analysis. The final product for this course contains a presentational component.

**Prerequisite(s):** All General Education Requirements including CRIT 602.

**IDIS 805 Evidence-Based Decision-Making (3 Credits)**

This course will guide students as they develop the necessary skills to identify, access, and incorporate the best available evidence using valid and reliable sources to make informed decisions. Students will explore the process of developing knowledge, innovation, and quality improvement principles of evidence-based decision-making. Ethical standards for protecting human subjects are integrated throughout the course.

## Instruction (INST)

**INST 540 Practicum in Education & Training (4 Credits)**

This project-based practicum is an entry-level field experience designed to assist applied science education and training majors in exploring career settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Education and Training Internship.

**Prerequisite(s):** PSY 615 Psychology of Adulthood and INST 605 Teaching and Learning in Adulthood. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.

**INST 605 Teaching and Learning in Adulthood (4 Credits)**

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

**INST 607 The Learning Workplace (4 Credits)**

This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their on-going involvement in both their jobs and in formal, informal, and non-formal learning situations. Careful attention is given to understanding and applying effective transfer of learning strategies. The roles of in-house training, corporate university, individualized learning, distance learning, online learning, and external providers are also examined.

**INST 609 Current and Emerging Topics in Teaching and Learning in Adulthood (4 Credits)**

This course explores current topics in teaching and learning in adulthood. Beginning with a brief overview of the historical frameworks posed about the nature and process of teaching and learning in adulthood, this course will focus on current and emerging theories and philosophies of adult learning. Course topics focus on teaching adults in formal, informal, and non-formal settings and provide opportunities for real-world application of theories for learner success.

**INST 610 Instructional Design and Interactive Learning (4 Credits)**

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

**INST 615 Engaging Adult Learners in the Digital Age (4 Credits)**

Educators and trainers often feel compelled to use the latest technologies in their teaching practice to keep pace with culture and attract learners. Yet technology for technology's sake doesn't automatically help learners meet learning outcomes and can have an unintended negative impact on learning experiences if not selected properly. This course will provide guided practice-based learning activities to develop the skills needed to review, analyze, and select appropriate educational technologies for engaging education experiences for adult learners in a variety of settings.

**INST 620 Make Learning Matter: A Choose-Your-Own-Adventure Journey (4 Credits)**

How do adults learn? This course provides students with the resources, supports and guidance needed to explore effective adult learning strategies. This course provides essential resources, personal learning opportunities, peer collaboration, and coaching feedback to help students design effective learning experiences for other adult learners or to help them get the most out of their own learning journey at Granite State College (or both!).

**INST 640 Internship in Education and Training (4 Credits)**

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

**INST 650 Program Development and Learning (4 Credits)**

This course encompasses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time for the education and training of adults. This project-based course serves as the Integrative Capstone and is designed to provide an opportunity to apply and practice theories, skills, and principles to a variety of situations adult educators may encounter in practice.

**Prerequisite(s):** All Major Requirements including CRIT 502 Conducting Critical Inquiry must be completed prior to enrollment in this course. Approval from academic advisor is required prior to registration.

**INST 710 Engaging Adult Learners in the Digital Age (4 Credits)**

Educators and trainers often feel compelled to use the latest technologies in their teaching practice to keep pace with culture and attract learners. Yet technology for technology's sake doesn't automatically help learners meet learning outcomes and can have an unintended negative impact on learning experiences if not selected properly. This course will provide guided practice-based learning activities to develop the skills needed to review, analyze, and select appropriate educational technologies for engaging education experiences for adult learners in a variety of settings.

**INST 715 Current and Emerging Topics in Teaching and Learning in Adulthood (4 Credits)**

This course explores current topics in teaching and learning in adulthood. Beginning with a brief overview of the historical frameworks posed about the nature and process of teaching and learning in adulthood, this course will focus on current and emerging theories and philosophies of adult learning. Course topics focus on teaching adults in formal, informal, and non-formal settings and provide opportunities for real-world application of theories for learner success.

**INST 720 Make Learning Matter: A Choose Your Own Adventure Journey (4 Credits)**

How do adults learn? This course provides students with the resources, supports and guidance needed to explore effective adult learning strategies. This course provides essential resources, personal learning opportunities, peer collaboration, and coaching feedback to help students design effective learning experiences for other adult learners or to help them get the most out of their own learning journey at Granite State College (or both!).

**INST 803 Foundations of Program Planning and Evaluation (1 Credit)**

Effective programs share common themes: they clearly identify why they are needed, who they are targeted to, how they will evaluate activities, and what types of relevant activities and assignments will help participants succeed based on evidence. Weaving these elements together using persuasive and effective communication is an essential skill for anyone involved in program planning and evaluation. This course will provide a primer on essential steps in program planning and evaluation.

**INST 805 Foundations of Adult Learning Theory (1 Credit)**

How do adults learn? This course provides students with the resources, supports and guidance needed to explore effective adult learning strategies. This course provides essential resources, personal learning opportunities, peer collaboration, and coaching feedback to help students design effective learning experiences for other adult learners and to help them get the most out of their own learning journey at Granite State College.

**INST 807 Foundations of Finance, Contracts and Legal Issues (1 Credit)**

Program administration requires that staff are familiar with terminology and application of financial reports, contract language, and legal protocols. This course provides a primer on key terminology and processes, as well as real-world examples and practice opportunities with common themes and templates that program administrators encounter.

**INST 809 Foundations of Program Feasibility (1 Credit)**

Program planning requires extensive and ongoing understanding of market conditions. This course will provide a primer on basic skills needed to research and analyze market trends to develop and maintain effective programs.

**INST 811 Foundations of The Learning Workplace (1 Credit)**

This course examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their ongoing involvement in both their jobs and in formal, informal, and non-formal learning situations. The roles of in-house training, corporate university, individualized learning, distance learning, online learning, and external providers are also examined.

**INST 813 Foundations of Education Technology (1 Credit)**

Online education for adult learners typically uses education technology. This course provides a primer on the common learning management systems used in a variety of contexts and helps learners practice with basic research and evaluation skills related to education technology.

**INST 815 Resiliency: A Futurist Approach (1 Credit)**

Effective program planners understand how to develop and evaluate effective programs for today, while also being able to forecast and respond to emerging needs. One skill that helps program administrators develop a realistic and effective vision is through the activity of futuring. This course provides a primer on the activity of futuring and provides multiple opportunities to practice with activities and skills such as research around economic, demographic, technological, consumer and social factors.

**INST 817 Roles and Skills Primer: Administration of Online Programs (2 Credits)**

Overseeing online education programs for adult learners requires individuals and teams to be skilled in multiple roles. For some programs, all roles are handled by one individual. Other programs have multiple individuals who serve in specific roles, whereas other programs have a cross-trained team approach to roles to engage in continuous improvement. This course will provide a primer on the key roles and competencies that should be considered in relation to the effective administration of online education for adult learners.

**INST 819 Engaging Adult Learners in the Digital Age (2 Credits)**

Education and training programs often feel compelled to use the latest technologies in their teaching practice to keep pace with culture and attract learners. Yet technology for technology's sake doesn't automatically help learners meet learning outcomes and can have an unintended negative impact on learning experiences if not selected properly. This course provides students with guided practice-based learning activities. Through these activities students will develop the skills needed to review, analyze, and select appropriate educational technologies for engaging education experiences for adult learners in a variety of settings.

**INST 821 Administration of Online Education: Self-Designed Topic (2 Credits)**

This course explores current topics in the administration of online adult education programs. Course topics focus on teaching adults in formal, informal, and non-formal settings and provide opportunities for real-world application of theories for learner success.

**INST 823 Program Planning and Evaluation: Project (2 Credits)**

Effective programs begin by clearly identifying why they are needed, who they are targeted to, how they will evaluate activities, and what types of relevant activities and projects will help participants succeed. Selecting an appropriate evaluation strategy at the outset is critical to program design and development. This course will provide essential resources, practice opportunities, peer collaboration and coaching feedback to help learners develop a comprehensive program plan and evaluation strategy.

**Prerequisite(s):** INST 803 Foundations of Program Planning and Evaluation.

**INST 850 Integrative Capstone: Administration of Online Education (3 Credits)**

This integrative capstone is the final course in the Administration of Online Education for Adult Learners certificate. 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. A final culminating project provides the opportunity to apply program outcomes, strategy, research skills, analytical and decision-making processes 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.

## Leadership (LD)

**LD 600 Becoming an Effective Leader (4 Credits)**

This course is focused on the strengths and characteristics of effective leaders. Topics include self-leadership, the difference between leadership and management, the importance of communication, trust, team building, systems leadership, change leadership and conflict resolution. Students will assess personal leadership styles and the leadership of others.

**LD 602 Leadership Theory (4 Credits)**

This course guides participants in developing lifelong learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and current leadership theory and practice are explored. By taking an active leadership role in this course, students examine the issues, challenges, and practical skills of leadership in today's workplace. Presentations, team activities, reflection, interviewing, and feedback which are all examples of developmental components within the course.

**Prerequisite(s):** LD 600 Becoming an Effective Leader

**LD 605 Leading Teams (4 Credits)**

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

**Prerequisite(s):** LD 600 Becoming a Leader and LD 602 Leadership Theory or MGMT 566 Organizational Behavior.

**LD 625 Volunteer Leadership (4 Credits)**

Volunteers are increasingly important in the United States. Not only do financially strapped organizations use volunteers to enhance their capacity, but policy makers and community leaders see volunteering as a vehicle to improve communities and solve public problems. This course covers topics of volunteer administration: planning, marketing, recruitment, screening and selection, training, supervision, evaluation, and recognition. Students will gain an understanding of how the demographic of today's volunteer is changing, how best to deploy the talents of multi-generational volunteers, and how to provide a structured, objective framework to be accomplished by the volunteer corps. Legal issues surrounding the use of volunteers and designing effective volunteer policies are also discussed.

**LD 804 Leading Teams (3 Credits)**

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



**LD 806 Fundraising and Resource Development (3 Credits)**

Fundraising is the act of soliciting contributions or pledges. Development refers to nurturing and building relationships over time between donors/philanthropists and organizations. The purpose of this course is to differentiate between fundraising, grant writing, and development strategies in organizations. This course will review ethics and transparency within fundraising, technology to facilitate resource development, social and business trends, and organizational adaptation.

**LD 810 Change Management and Communication (3 Credits)**

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

**LD 820 Cultivating Your Leadership Capabilities (3 Credits)**

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.

**LD 821 Ethical Decision-Making (3 Credits)**

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.

**LD 823 Emergence of a Strategic Leader (3 Credits)**

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.

**LD 825 Volunteer Leadership (3 Credits)**

Volunteers are increasingly important in the United States. Not only do financially strapped organizations use volunteers to enhance their capacity, but policy-makers and community leaders see volunteering as a vehicle to improve communities and solve public problems. This course covers topics of volunteer administration -planning, marketing, recruitment, screening and selection, training, supervision, evaluation and recognition. Students will gain an understanding of how the demographic of today's volunteers is changing, how best to deploy the talents of multi-generational volunteers, and understand how to provide a structured objective framework to be accomplished by the volunteer corps. Legal issues surrounding the use of volunteers and designing effective volunteer policies are also discussed.

**LD 827 Leading and Governing Nonprofit Organizations (3 Credits)**

This course guides participants in understanding nonprofit organizations and their management. Topics include motivations for starting nonprofit organizations as well as theories and strategies to balance the unique needs of nonprofits within market economies. This course covers considerations for staffing and volunteer management, funding sources, asset management, program evaluation and leadership structures as elements of identifying qualities of successful nonprofit organizations at various stages of development. Projects may include interviewing, building a nonprofit business plan, and presentations.

**LD 831 Conflict Management and Negotiation (3 Credits)**

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.

**LD 832 Building Diverse and Inclusive Organizations (3 Credits)**

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.

**LD 850 Leadership Integrative Capstone (3 Credits)**

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. The focus of the course is on defining and researching a leadership issue or problem. The applied research provides the opportunity to utilize strategy, research skills, analytical tools and models, as well as decision sciences with a culminating research project that can be of strategic benefit to the student and/or a current organization. After documenting the above, students will discuss and defend their project orally. PREREQUISITE: All required coursework must be completed.

## Math (MATH)

**MATH 502 Math for Our World (4 Credits)**

This course takes an integrated approach to the study of mathematics, combining mathematical concepts with applications in the real world. It addresses topics in mathematics necessary in a college education, providing the reasoning strategies needed for mathematical problem solving in the workplace, the media, and everyday life. The course serves as the foundation for higher-level math courses and provides the quantitative skills necessary to be adequately prepared for coursework in other academic areas. The overarching goal is to learn to interpret quantitative and statistical information that we encounter daily. Students will understand how real-world problems can be analyzed using the power and rigor of mathematical and statistical models. Topics include: problem solving, math of finance, geometry, basic probability, and beginning statistical concepts with an emphasis on real world applications and interpreting information. The use of Excel will be incorporated into the topics of this course.

**Prerequisite(s):** Acceptable scores on Accuplacer Arithmetic and Elementary Algebra Accuplacer Classic or Next Generation Accuplacer assessments; or approved exemption based on previous high school transcripts: a grade of C or better in both Algebra and Geometry taken within the last five years; or SAT Math score of 500+ or ACT Math score of 18+ taken within five years of registration; or successful completion of the ALEKS Program Math Tutorial as determined by Granite State College Math faculty. Accuplacer or ALEKS assessments should be completed within five years of registering for course.

**MATH 504 Statistics (4 Credits)**

This course addresses introductory statistical concepts, methods, and procedures important for making well informed decisions in real world settings. It provides students with both theoretical principles and practical skills in statistics. Topics include an overview of descriptive and inferential statistics, specifically sampling, measurements of central tendency and dispersion, frequency distributions, graphing techniques, probability theory, hypothesis testing, normal distribution, regression and correlation, t-tests, and analysis of variance.

**Prerequisite(s):** MATH 502 Math for Our World or an acceptable score on the Classic or Next Generation Accuplacer arithmetic and elementary algebra assessment. Accuplacer assessments should be completed within five years of registering for course. NOTE: Excel proficiency is expected prior to enrollment in this course.

**MATH 510 Pre-Calculus (4 Credits)**

This course is intended as a bridge course between algebra and calculus. The course focuses on strengthening the student's mathematical problem solving skills and developing a firm understanding of functions, their graphical representation, their behavior, and their use to model real-life situations. Various classes of functions will be highlighted: polynomials, rational, exponential, logarithmic, and trigonometric. Topics may also include: algebraic concepts, real number system, systems of equations and inequalities, complex numbers, and polar coordinates.

**Prerequisite(s):** MATH 502 Math for Our World or an acceptable score on the Classic or Next Generation Accuplacer assessment(s). Accuplacer assessments should be completed within five years of registering for course. A graphing calculator is required.

**MATH 600 Mathematical Proof (4 Credits)**

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

**Prerequisite(s):** MATH 510 Pre-Calculus.

**MATH 601 Number Systems (4 Credits)**

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(s):** MATH 510 Pre-Calculus.

**MATH 602 Geometric Structures (4 Credits)**

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(s):** MATH 510 Pre-Calculus.

**MATH 603 Probability and Statistics (4 Credits)**

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(s):** MATH 502 Math for Our World.

**MATH 604 Linear Algebra (4 Credits)**

This course examines concepts in algebra including: patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greater 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. The course develops the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, systems of linear equations, and linear transformations. Students 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 are given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

**Prerequisite(s):** MATH 607 Calculus II.

**MATH 605 Discrete Mathematics (4 Credits)**

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(s):** MATH 606 Calculus I.

**MATH 606 Calculus I (4 Credits)**

This course is the first semester of a calculus sequence dealing with applications and modeling of the differential and integral calculus. The course focuses 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 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(s):** MATH 510 Pre-Calculus or equivalent.

**MATH 607 Calculus II (4 Credits)**

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(s):** MATH 606 Calculus I.

**MATH 608 History of Mathematics (4 Credits)**

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(S):** MATH 606 Calculus I.

**MATH 609 Algebra Theory for Middle School Teachers (4 Credits)**

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, basic properties of groups and fields, and polynomial arithmetic and algebra. This course will develop mathematical structures, algebraic properties, and applications of matrices. Students will engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in 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(s):** MATH 502: Math for Our World and MATH 606 Calculus I.

**MATH 700 Mathematical Proof for Educators (4 Credits)**

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

**MATH 701 Number Systems (4 Credits)**

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.

**MATH 702 Geometric Structures for Teachers (4 Credits)**

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.

**MATH 703 Probability and Statistics (4 Credits)**

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.

**MATH 704 Linear Algebra (4 Credits)**

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.

**MATH 705 Discrete Mathematics (4 Credits)**

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.

**MATH 706 Calculus I (4 Credits)**

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

**MATH 707 Calculus II (4 Credits)**

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.

**MATH 708 History of Mathematics (4 Credits)**

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.

**MATH 709 Algebra Theory for Teachers (4 Credits)**

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.

## Management (MGMT)

**MGMT 500 Principles of Management (4 Credits)**

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

**MGMT 540 Practicum in Management (4 Credits)**

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

**MGMT 566 Organizational Behavior (4 Credits)**

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

**MGMT 569 Budget Management (4 Credits)**

One of the primary roles of a manager is to manage budgets and to communicate with accounting and finance professionals. This course is designed to provide budgeting skills to managers, enabling them to help in the decision-making process related to the financial health of their organizations. Students will have the opportunity to become familiar with processes related to development and management of the budgeting process, accounting practices, and financial oversight.

**Prerequisite(s):** CMPL 502 Excel or CMPL 612 Advanced Software Tools

**MGMT 601 Contemporary Management Issues (4 Credits)**

In this course, students examine how such issues as globalization, technology, the environment, business ethics, and business-government relations impact how businesses are managed. They also examine how leaders manage leaner and flatter organizations comprised of diverse employees working in teams. Students explore the broad impacts of these contemporary management issues through reading, research, case studies, and active discussions.

**Prerequisite(s):** MGMT 500 Principles of Management or PADM 500 Introduction to Public Administration

**MGMT 602 Leadership (4 Credits)**

This course guides participants in developing lifelong learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and current leadership theory and practice are explored. By taking an active leadership role in this course, students examine the issues, challenges, and practical skills of leadership in today's workplace. Presentations, team activities, reflection, interviewing, and feedback which are all examples of developmental components within the course.

**Prerequisite(s):** MGMT 600 Becoming an Effective Leader.

**MGMT 604 International and Cross-Cultural Management (4 Credits)**

Globalization, remote work environments, outsourcing, new technology, supply chains and current business practices require working across time zones, countries, and cultural norms, all of which challenge traditional assumptions about how to manage people and organizations. Students will study how growing worldwide interconnections impact globalization on managing organizations and people worldwide. This course reflects new and emerging individual and interrelated factors influencing international managers which may include legal, political, economic, competitive, socio/cultural, technological, and environmental factors. The class incorporates real-world examples, research, and practical application, allowing students to adjust, adapt, and navigate the changing global business landscape, assessing opportunities and addressing potential challenges.

**MGMT 605 Fundraising and Resource Development (4 Credits)**

Fundraising is the act of soliciting for contributions or pledges. Development, on the other hand, refers to nurturing and building relationships over time between donors/philanthropists and organizations. The purpose of this course is to differentiate fundraising, grantwriting, and development strategies in organizations. This course will review ethics and transparency within fundraising, technology to facilitate resource development, social and business trends, and organizational adaptation.

**MGMT 608 Fostering Inclusion and Diversity in the Workplace (4 Credits)**

Today's workforce is diverse; individuals are frequently interacting with peers, managers and customers, each with different backgrounds, experiences, group affiliations, neurodiversity, sexual orientations, religions, and identities. With equity and respect, these differences can enhance performance and creativity; workplace diversity can also help to increase employee and customer engagement, contentment, and inclusion. This course explores ways in which employees and managers can cultivate an inclusive workplace culture and offers means for expanding appreciation of each individual's uniqueness. This course will also review paradigms that limit and promote inclusion, such as unconscious biases, behavioral change, leadership, acknowledgement of the dimensions of diversity, and enforcement of patterns by employers, employees, and society as a whole. **RECOMMENDED:** MGMT 566 Organizational Behavior.

**MGMT 611 Money and Banking (4 Credits)**

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

**Prerequisite(s):** ECO 512 Principles of Economics. NOTE: ECO 600 International Economics is recommended.

**MGMT 612 Investment Principles (4 Credits)**

This course provides the learner with a thorough overview of investments. Topics include the analysis of investment vehicles (such as stocks, bonds, money markets, and mutual funds), consideration of risk and expected rates of return, time value of money applications, and the principles of asset allocation, risk tolerance, and diversification.

**Prerequisite(s):** MATH 502 Math for Our World and MATH 504 Statistics.

**MGMT 613 Financial Management (4 Credits)**

A successful financial manager focuses on maximizing shareholder wealth, while also considering other stakeholders such as employees and communities. This course utilizes financial formulas, tables, and spreadsheets to focus on the financial functions of analysis, planning and decision-making, and control. Major topics include financial statement analysis and forecasting, working capital policy, cost of capital and capital budgeting techniques, interaction with financial markets, and time value of money techniques.

**Prerequisite(s):** ACCT 511 Financial Accounting OR MGMT 569 Budget Management and ECO 512 Principles of Economics. NOTE: MATH 504 Statistics is recommended.

**MGMT 615 Financial Modeling and Decision-Making (4 Credits)**

This course prepares managers to develop real-world financial models and to interpret financial information for effective business decision making. It builds upon knowledge in accounting, finance, and economics and emphasizes the strategic application of such knowledge in the corporate setting. Students employ the tools of analysts to develop their understanding of how managers use financial data to guide decisions and to increase value. Topics include capital budgeting, strategic investments, financial risk, and debt.

**Prerequisite(s):** ACCT 511 Financial Accounting OR MGMT 569 Budget Management and ECO 512 Principles of Economics. NOTE: MATH 504 Statistics is recommended.

**MGMT 622 Database Management Systems (4 Credits)**

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

**Prerequisite(s):** CMPL 515 Programming Fundamentals and CMPL 612 Advanced Software Tools.

**MGMT 623 Systems Analysis and Design (4 Credits)**

This hands-on course introduces students to the role of the systems analyst in the development of information systems for organizations. The systems analyst is a problem-solver. As such, this course emphasizes development of effective solutions and communicating those solutions to the development team. Use of accepted design techniques, project management approaches, written and verbal communication, collaboration and teamwork, and organizational tools prepares the learner for the many demands of an entry-level systems analyst.

**Prerequisite(s):** MATH 502 Math for Our World, MATH 504 Statistics, and CMPL 612 Advanced Software Tools or CMPL 515 Programming Fundamentals.

**MGMT 624 Managing Information Technology (4 Credits)**

This course helps students understand the important role of information technology in business strategy. Emphasizing the management of information technology rather than specific technical aspects, students explore the alignment of information technology with organizational goals, efficiencies gained through technology solutions, project management and the implementation of information technology, and organizational and industry changes driven by information technology. Investments in information technology for competitive advantage, the positioning of information technology in the organization, the pace of innovation in a digital economy, and emerging trends in information technology are discussed.

**Prerequisite(s):** MGMT 500 Principles of Management OR PADM 500 Introduction to Public Administration OR MGMT 566 Organizational Behavior.

**MGMT 625 Legal and Ethical Issues in Business Management (4 Credits)**

This course addresses the nature, functions, and operations of the legal system and how legal rules affect business operations. Students examine the legal framework of laws, rules, health and safety regulations, and judicial opinions that have direct and profound impacts on managerial decision-making and practice. Considerable emphasis is placed on the federal, state, and local regulations that directly impact business practice; consumer laws, labor and employment law; and the social and ethical environment of business policy and management practice.

**Prerequisite(s):** MGMT 500 Principles of Management OR PADM 500 Introduction to Public Administration OR MGMT 566 Organizational Behavior.

**MGMT 626 Project Management Strategies (4 Credits)**

This course examines tools and methods used to manage projects of varying size and scope, and explores how these tools can be deployed to plan, schedule, execute, and assess projects from start to finish. Topics include cost, risk, and quality management frameworks. While designed primarily for students in management-related and technology-related fields, the course takes a broad approach, recognizing the diversity of professions which require project management skills and knowledge. Students will be introduced to the roles and responsibilities of project and program managers in various settings, to the knowledge areas of the Project Management Institute, and to the significance of project management teams.

**Prerequisite(s):** PADM 500 Introduction to Public Administration or MGMT 500 Principles of Management

**MGMT 632 Global Innovation (4 Credits)**

This course recognizes the deep connection between global trade, technology, and innovation. Combining studies in global business and its responsible management with the specialized knowledge of technology and global innovation management gives students the opportunity to prepare for successful careers in a global environment for firms that compete on the basis of innovation in products and services. **PREQUISITE(S):** MGMT 500 Principles of Management.

**MGMT 633 Global Business (4 Credits)**

This course introduces the concept of global business as a system and the theories which underlie it; institutions that are visual evidences of it; production, marketing, financial, legal, human resource management, culture, politics and other subsystems which comprise the total system. It also examines national governmental and international institutional controls and constraints, which impact the environment in which the system operates. Students will examine growing worldwide interconnections to gauge the impact of globalization on managing organizations and people worldwide. Global business has an impact on all businesses, regardless of size or location of your business.

**MGMT 638 Nonprofit Management (4 Credits)**

This course guides participants in understanding nonprofit organizations and their management. Topics include motivations for starting nonprofit organizations as well as theories and strategies to balance the unique needs of nonprofits within market economies. This course covers considerations for staffing and volunteer management, funding sources, asset management, program evaluation and leadership structures as elements of identifying qualities of successful nonprofit organizations at various stages of development. Projects may include interviewing, building a nonprofit business plan, and presentations.

**Prerequisite(s):** MGMT 500 Principles of Management or MGMT 566 Organizational Behavior.

**MGMT 639 Financial Management for Nonprofit Organizations (4 Credits)**

Nonprofit management is becoming a recognized specialty, with a growing number of individuals and entities specializing in nonprofit financial management. Concepts cover financial management considerations related to ethics, governance, policy and mission frameworks that are unique to nonprofit organizations and practices.

**Prerequisite(s):** ACCT 511 Financial Accounting and MGMT 638 Nonprofit Management.

**MGMT 640 Internship in Management (4 Credits)**

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

**MGMT 650 Integrative Capstone: Strategic Management Experience (4 Credits)**

This capstone course focuses on the concepts and techniques of business management. It analyzes the process of developing and executing strategies designed to maximize a company's competitive advantage. With this information, students will develop skills to determine the appropriate strategy to fit the company's unique resources and environment. Students will have the opportunity to participate in experiential learning that will allow them to apply previous learning and degree content by crafting and executing strategy. They will also apply their knowledge of strategic management to their own field of professional interest by completing a course project. Students will also be required to submit professional documents such as a cover letter, resume, and professional portfolio as part of the course.

**Prerequisite(s):** CRIT 602 Advanced Critical Analysis and Strategic Thinking, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the College before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**MGMT 651 Integrative Capstone: Industry-Based Internship (4 Credits)**

This capstone course is a field-based internship designed to develop and hone the practical application skills of a Business Management major. The course requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the auspices of their Granite State College mentor. The internship requires documented evidence of eighty hours of supervised experience and practice in a field setting where management-related knowledge and skills are applied. Students will also be required to submit professional documents such as a cover letter, resume, and professional portfolio as part of the course. NOTE: Registration for this course, an internship, is by permission of the Office of Academic Affairs. Early registration deadlines may apply.

**Prerequisite(s):** CRIT 602 Conducting Critical Inquiry, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Student who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**MGMT 660 Integrative Capstone: Industry-Based Project (4 Credits)**

This capstone course builds on all previous coursework. By completing a course project, students synthesize practical knowledge and academic theories to develop and implement effective managerial strategies in their own field of professional interest. Students will have the opportunity to explore current research in the field of management to meet their personal professional goals and goals of their organizations. Professional documents such as a cover letter, resume, and professional portfolio are developed by students in this course.

**Prerequisite(s):** CRIT 602 Conducting Critical Inquiry, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**MGMT 805 Organizational Behavior (3 Credits)**

This course reviews the fundamental concepts of organizational behavior in the context of an increasingly diverse and evolving society. The study of organizations encompasses several key knowledge areas essential to today's managers and leaders: Social diversity, perceptions and behaviors, culture, team and group dynamics, conflict and negotiation, decision-making, motivational factors, communication methods, change management, and organizational design and structure. Through various modes of engagement, these areas are analyzed to better understand and identify the influential components of organizational behavior as they relate to effectiveness and sustainability.

**MGMT 815 Financial Management for Nonprofit Organizations (3 Credits)**

Nonprofit management is becoming a recognized specialty, and there are a growing number of individuals and entities specializing in nonprofit financial management as well. With this growth in numbers comes a comparable growth in the demand for sophisticated management. No longer is it enough just for one's financial records to be in order; one must be able to demonstrate good financial systems to meet all the other rising demands on today's nonprofit.

**MGMT 850 Strategic Management Integrative Capstone (3 Credits)**

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. After documenting the above, students will discuss and defend their project orally. PREREQUISITE: All required coursework must be completed.

## Marketing (MKTG)

**MKTG 514 Principles of Marketing (4 Credits)**

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

**MKTG 515 Marketing Research (4 Credits)**

In this course, students explore the theories and techniques of planning, conducting, analyzing, and presenting market studies. Students will study different methodologies with emphasis on primary research, including questionnaire design. The course addresses the growing role that technology plays in predicting marketing trends, addressing marketing problems, and the development of new products and services.

**Prerequisite(s):** MKTG 514 Principles of Marketing.

**MKTG 520 Social Media Marketing (4 Credits)**

This course is designed to build students' social media marketing, advertising, and communication skills by utilizing projects that give students hands-on experience implementing social media marketing strategies. The focus of this course will be understanding social media, developing social media marketing strategies, and tracking their effectiveness in an effort to maximize marketing efforts for businesses. It is expected that students have a basic understanding of various social media platforms. This course is NOT about how to use social media; rather it looks at how we can use social media for marketing efforts. NOTE: MKTG 514 Principles of Marketing is recommended.

**MKTG 523 Introduction to Professional Sales (4 Credits)**

This course presents students with current knowledge, data, and skills that are applicable in today's competitive business environments. The course provides students with an in-depth awareness of the sales discovery and presentation process within the professional selling environment. Students demonstrate their persuasive skills in the context of a hypothetical job interview.

**MKTG 525 Presentation Excellence in Sales (4 Credits)**

This hands-on, highly interactive course prepares students to effectively develop, organize, present, support, and close a powerful program and presentation with confidence and conviction. The focus draws upon listening skill sets, oratory, personal communication social styles, and persuasive/informative techniques that result in the presenter engaging the audience. The course helps students to build competence and confidence through feedback and practice. The course prepares students to deliver persuasive and informative presentations that promote a specific outcome.

**MKTG 605 Marketing for Nonprofits (4 Credits)**

The course explores the use of traditional and nontraditional channels to promote nonprofits to an array of actual and potential audiences for a variety of purposes. Most nonprofit organizations must be visible to the public in order to fulfill their missions. Thus, nonprofit leaders must know how to promote their organizations to current and potential supporters, the broader public, and the mass media. Topics include program and organizational branding, targeting respective audiences, preparing materials for greatest effect, and applying social media as appropriate.

**Prerequisite(s):** None

**MKTG 610 Marketing Hospitality Organizations (4 Credits)**

This course provides a comprehensive overview of the role of marketing in the hotel, restaurant, and travel industries. Students in this course will use case studies and real-world events to explore the theories, principles, and application of both traditional and digital forms of marketing to select groups. This is an experiential course that may include assignments such as the creation of a marketing plan, advertising campaign or social media strategies for a partner organization. The focus of this course centers on the planning, implementation, and evaluating of marketing plans, strategies, budgets, and campaigns.

**Prerequisite(s):** MKTG 514 Principles of Marketing.

**MKTG 612 Agile Marketing (4 Credits)**

Marketing plays a fundamental role within an organization, yet in many organizations, marketing is siloed from other business units, teams, or departments. A successful marketing department must strategically place themselves into the business with innovation and adaptivity. This course will explore agile marketing techniques including outcomes, continuous improvement, and customer needs.

**Prerequisite(s):** MKTG 514 Principles of Marketing

**MKTG 615 Digital Storytelling and Brand Management (4 Credits)**

This course introduces the role and philosophy of brand management in the strategic marketing process and the resulting effects on strategic and marketing decisions. Students learn to identify and establish brand positioning and values, design branding strategies, and grow and sustain brand equity. Topics include the strategic brand building process, segmentation and positioning for building brands, consumer behavior, brand information systems, building brand equity, and the application of brand management using marketing principles. Through a combination of case studies of leading brands, lecture, discussion, role playing, student presentations, and guest speakers, students explore the critical role of brand management in successful marketing strategies.

**Prerequisite(s):** MGMT 500 Principles of Management Or MKTG 612 Agile Marketing and MKTG 514 Principles of Marketing.

**MKTG 617 Consumer Behavior (4 Credits)**

This course focuses on consumer behavior in a variety of contexts. Understanding the decision process, attitude, and behavior of buyers is essential to developing marketing plans in today's competitive marketplace; sophisticated customer relationship management approaches are dependent upon knowing the customer. Students consider the major theoretical approaches to consumer behavior and examine how the concepts of affect and cognition, behavior, learning, and the environment can be used to design and maintain an effective marketing strategy. The course also offers students an opportunity to gain a better understanding of their own buying behavior.

**Prerequisite(s):** MKTG 514 Principles of Marketing. NOTE: PSY 501 Introduction to Psychology and SOC 501 Introduction to Sociology are recommended.

**MKTG 618 Sales Management (4 Credits)**

This course focuses on the strategic and tactical aspects of selling and salesforce management. The course develops an analytical understanding of the concepts, tools, and techniques of sales management, using "real-world" marketing problems. Issues concerning international sales, social responsibility, and ethical considerations as they relate to sales management are addressed.

**Prerequisite(s):** MGMT 500 Principles of Management and MKTG 514 Principles of Marketing.

**MKTG 620 Digital Advertising (4 Credits)**

Digital technologies have become an integral component of daily life for many organizations and consumers. This class will provide the student with the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping the student with the skills needed to perform vital daily functions. The course will cover a wide spectrum of topics, including marketing strategic approaches on the internet, analytics, online reputation management (ORM), digital positioning and branding, email marketing, paid search marketing, and integrated communications on digital media. Prerequisites: MKTG 514 Principles of Marketing AND MKTG 617 Consumer Behavior.



**MKTG 623 Marketing Design and Usability (4 Credits)**

In the field of marketing, creating intuitive market interfaces (website, mobile applications, and e-commerce) is imperative for consumer engagement and retention. This course will explore web design, user interface (UI), user experience (UX), and experiential design principles within the context of digital marketing. Successful design leads to data-driven results. Students will also have the opportunity to analyze universal web standards, design fundamentals, interface, usability, and design issues to enhance search engine optimization (SEO) and search engine marketing (SEM).

**Prerequisite(s):** MKTG 514 Principles of Marketing

**MKTG 805 Marketing for Nonprofits (3 Credits)**

The course explores the use of traditional and nontraditional channels to promote nonprofits to an array of actual and potential audiences for a variety of purposes. Most nonprofit organizations must be visible to the public in order to fulfill their missions. Nonprofit leaders must know how to promote their organizations to current and potential supporters, the broader public, and the mass media. Topics include program and organizational branding, targeting respective audiences, preparing materials for greatest effect, applying social media as appropriate.

## Nursing (NUR)

**NUR 600 Enhancing Your Nursing Career (2 Credits)**

This course provides the RN to BSN student the opportunity to explore the contemporary nursing issues related to the major concepts that form a basis for the program outcomes and the additional nursing courses. Nursing knowledge is gained through a combination of experiential, evidence based, and classroom experiences. This course introduces the structure of evaluation and includes emphasis on evidence based practice, professional trends, and an opportunity to explore potential capstone project ideas.

**NUR 602 Evidence-Based Nursing (4 Credits)**

The contemporary nurse is continually faced with a wide variety of problems encountered in the care of patients. Thus the nurse must have a repertoire of problem-solving skills that is based on sound evidence. Identification, evaluation, application, and/or compilation of evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care delivery system are essential tools of the contemporary nurse. Students will identify problems encountered in practice and find pertinent resources to assist in resolving them. The student will apply specific criteria to assess the quality of evidence, and as part of a team, will discuss whether it could feasibly and ethically be applied to care of patients. In addition, students will identify a problem or aspect of a problem to be researched, find relevant resources and/or literature, and determine what additional information is needed to resolve the problem. In collaboration with team members, a method of gathering pertinent data will be developed.

**Prerequisite(s):** Active R.N. License, NUR 600 Enhancing Your Nursing Career, and MATH 504 Statistics or transfer credit in Statistics.

**NUR 603 Nursing Care of Populations (4 Credits)**

This course expands the student's focus from the care of individual patients to the care of aggregates. Aggregates may range from small to large, and include families, groups, communities, and the global population. Students will investigate the concept of community assessment and use a systems-based epidemiological model to organize data about health problems and populations at risk. Health challenges of specific diverse populations will be investigated along with resources for change and health promotion within the community. Students will perform a problem-focused literature review about a selected problem and create a community-based plan of care. Students will also become familiar with public health resources and functions. This course involves a clinical experience which comprises thirty hours spent in virtual simulation.

**Prerequisite(s):** NUR 602 Evidence-Based Nursing Care.

**NUR 606 The Nurse as Leader (4 Credits)**

The nurse of today and tomorrow must inevitably be a leader, whether at the bedside in assisting an individual patient toward enhanced health or leading health care organizations, public policy initiatives, and professional associations to maximize their contributions to the health of the nation. The nurse, as the most plentiful, versatile, and wide-spread of health care providers, must be prepared to develop and implement new visions and models of care delivery, applications of technology, stewardship of costly resources, evaluation and improvement of health care quality, and delivery of safe, effective health care in a variety of settings. The student will explore leadership theories and styles, evaluate appropriate application of several leadership approaches, practice the leadership role in a project to create a health-care related change, and offer collegial peer evaluation of classmates' work.

**Prerequisite(s):** Active R.N. License and NUR 602 Evidence-Based Nursing.

**NUR 607 Nursing Implications of Genetics and Genomics (4 Credits)**

The human genome project has forever changed the understanding of human nature, health, illness, and approaches to patient care. During this course, topics will include current applications of genomic information and genetic interventions in health care. Students will learn to assess patients for possible genetic risk factors, genetic mutations occurring as a consequence of person-environment interaction, and specific health problems with known genetic bases. The nurse's role in assessment, case-finding, referral, and intervention will be emphasized. Students will also determine present regional applications of genetic medicine and familiarize themselves with existing community resources for assisting individuals with genetic issues.

**Prerequisite(s):** NUR 602 Evidence-Based Nursing Care.

**NUR 610 Nursing Care of Vulnerable Populations (4 Credits)**

Nursing care of vulnerable populations requires the nurse to integrate concepts of vulnerability, disparities, and social determinants of health with prior knowledge in caring for individuals and populations. This course includes information from different cultures and at-risk groups of individuals considered to be vulnerable. Key concepts to be covered include, understanding of the unique challenges in caring for the vulnerable, relevant health care research, and skills required to work with and advocate for vulnerable populations.

**Prerequisite(s):** NUR 603 Nursing Care of Populations.

**NUR 650 Nursing Capstone Practicum (6 Credits)**

This final course offers the opportunity to develop and implement a personalized precepted experience. The experience will include a project designed to solve an evidence-based problem or improve the quality of an aspect of nursing practice in the workplace. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the B.S.N. program. The role of the faculty will be that of consultant. The project will be presented and/or implemented in the workplace as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project's quality. Students should not register for this course until all program course requirements have been met. NOTE: All major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**NUR 655 Integrative: Nursing Practicum (4 Credits)**

This course offers the opportunity to develop and implement a personalized precepted experience. The experience will include a project designed to solve an evidence-based problem or improve the quality of an aspect of nursing practice in the work place. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the B.S.N. program. The role of the faculty will be that of consultant. The project will be presented and/or implemented in the work place as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project's quality. Active R.N. License and CRIT 602 Conducting Critical Inquiry, IDIS 601 Interdisciplinary Seminar, and all major requirements must be completed prior to enrollment in this course. Academic Advisor approval is required for registration to be processed. NOTE: Students who were admitted to the college before Fall 2019 and have remained active in their original catalog year are not required to take IDIS 601.

**NUR 802 Translating and Integrating Research into Nursing Practice (3 Credits)**

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.

**NUR 812 Interprofessional Collaboration for Population Health (3 Credits)**

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.

**NUR 817 Advanced Health Assessment for Nurse Educators (2 Credits)**

This course builds upon the nurses' prior knowledge of health assessment to focus on the advanced application of this knowledge in clinical and didactic settings. The course will include comprehensive and focused data collection culminating in a differential diagnosis. An overview of appropriate protocols for performing health screening and interpreting diagnostic data is a critical focus. The advanced practice nurse educator must demonstrate these advanced skills.

**NUR 820 Advanced Pathopharmacology for Nurse Educators (4 Credits)**

This course builds upon the nurse's prior knowledge of pathophysiology and pharmacology to focus on advanced application of this knowledge in clinical settings. The course will address physiological and biological manifestations to include adaptive and maladaptive changes that occur in diseases. Advanced concepts in pharmacology are presented to provide the nurse a foundation for managing population health and within the role of a nurse educator.

**Prerequisite(s):** NUR 833 Assessment and Evaluation in Nursing Education.

**NUR 825 Foundational Skills for Nurse Educators (3 Credits)**

This course explores the process of teaching and learning in nursing education. The role of the nurse educator is examined along with relevant theories of adult learning and the process of curricular development in nursing. The role of the advanced practice nurse educator is emphasized specific to the competencies associated with teaching, scholarship, and service.

**Prerequisite(s):** NUR 833 Assessment and Evaluation in Nursing Education.

**NUR 830 Curriculum Development, Teaching Methods, and Integrating Technology in Nursing Education (3 Credits)**

Teaching strategies based on theory and evidence are the foundation of nursing education. Students are expected to consider the unique teaching environments in nursing specific to the diverse needs of the students in the development of curriculum and provision of quality education. Utilization of current technologies to enhance the teaching learning process is required.

**Prerequisite(s):** NUR 825 Foundational Skills for Nurse Educators .

**NUR 833 Assessment and Evaluation in Nursing Education (3 Credits)**

The student will engage in the process of assessment and evaluation in nursing education, and explore the role of the nurse educator in program evaluation. Students will be asked to critically evaluate current trends in nursing education including competence assessment and evaluation methods.

**Prerequisite(s):** NUR 825 Foundational Skills for Nurse Educators.

**NUR 850 Integrative Clinical Capstone for Nursing Leaders (6 Credits)**

This integrative clinical capstone is the final course in the Master of Science in Nursing Health Care Leadership program. All other required coursework must have been completed prior to receiving approval to register for this course. Students in this course will have the opportunity to apply the principles learned in the entire program of study and will demonstrate competence by integrating and applying those skills to a real-world scenario. The course culminates 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(s):** All required coursework must be completed.

**NUR 851 Integrated Capstone Practicum in Nursing Education (6 Credits)**

This practicum experience requires the advanced level registered nurse to actively engage in a clinical or academic education setting. The student will integrate prior learning in the program to demonstrate competencies required of an advanced practice registered nurse. Specific opportunities for application of the NLN Core Competencies for Nurse Educators is the focus of this course. Current RN licensure and clinical clearance is required for this course.

**Prerequisite(s):** All required coursework must be completed.

## Operations Management (OPS)

**OPS 610 Sustainable Facility Operations (4 Credits)**

This course provides an overview of the role of an operations manager in facility and venue management. Sustainable facility management includes maintenance, cleaning/housekeeping, engineering, heating, ventilation, and air conditioning (HVAC), utility usage management, budgets, security, crisis management/emergency management, and production. This course covers the general systems and processes related to the planning, programming, design, construction, and occupancy of facilities, including long-range, strategic and tactical planning, the relationship between facility planning and business planning, organization of sites, and buildings.

**Prerequisite(s):** DATA 510 Introduction to Data Analytics

**OPS 619 Quality Management (4 Credits)**

This course provides students with understanding and knowledge of the philosophies and methods used to improve effectiveness and efficiency of organizational processes for businesses. Topics include statistical methods for quality improvement in manufacturing and service operations. Emphasis is given to both the technical and managerial issues in understanding and implementing quality as a component for success in today's global business environment.

**Prerequisite(s):** MGMT 500 Principles of Management and MATH 504 Statistics

**OPS 627 Operations Management (4 Credits)**

This course analyzes complex operating situations faced by technical and business managers. Students learn the role of the operations manager in the enterprise as well as demonstrate an understanding of the scope of an operations strategy. Students develop operations strategies to meet organizational requirements while analyzing operations processes. The course also offers students an opportunity to apply knowledge that contributes to the operations success of organizations.

**Prerequisite(s):** MGMT 500 Principles of Management.

**OPS 628 Fundamentals of LEAN Process Improvement (4 Credits)**

This course promotes an understanding of the theoretical and practical aspects of LEAN processes, and how LEAN thinking can be applied in a variety of contexts and applications. Students will be exposed to a range of LEAN tools that prepare learners to actively participate in LEAN processes and events in support of the development of a LEAN organizational culture. Developing capacity in facilitation and change management, students will prepare to become LEAN practitioners, learning to guide a group through problem solving circumstances, while considering the challenges of organizational change.

**OPS 800 Principles of Operations Management (3 Credits)**

The purpose of this elective within the MSPM program is to enable students an opportunity to learn about the functions an operations manager provides and the different purposes of each function. In this course, students will explore the multidisciplinary roles of operations managers including budgetary obligations, performance management, and a variety of objectives to achieve in support of the organization's operational and strategic goals. The course will provide opportunities to integrate functions and processes such as determining resource requirements, risk analyses, and budgets, with similar functions required of an operations manager.

## Project Management (PM)

**PM 800 Introduction to Project Management (3 Credits)**

This 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 is a prerequisite to other courses in the degree program unless permission is granted. The student is introduced to the Project Management Body of Knowledge, (PMBOK® Guide), as well as other international standards. Students will examine key tools and methodologies in use to manage large, complex projects and explore how these tools and techniques can be used to assess the project's overall status, its variance from the project plan and evaluate alternative recovery scenarios. Students will be introduced to the roles of project and program managers in today's enterprise and the tradeoffs they make among triple constraints of scope, time and cost.

**PM 803 Cost and Budget Management (3 Credits)**

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. **PREREQUISITE:** PM 801 Project Planning and Scheduling and PM 802 Risk Management.

**PM 811 Project Chartering and Planning (3 Credits)**

Studies have shown that nearly 75% of commercial projects are deemed to have not met the expectations of their funding sponsors. As professionals committed to effective project management, how do we change this paradigm? In this course, students start by learning how a project charter refines a project idea in a more concrete project narrative. Students develop a project's work breakdown structure and establish a realistic project schedule and budget. Students conduct project risk identification and assessment sessions to evaluate the overall risk posture of the project. Students will define the communications and change control plans.

**Prerequisite(s):** PM 800 Introduction to Project Management.

**PM 813 Delivering Business Value (3 Credits)**

This course provides students insight into the techniques and tools that can be applied to evaluate a project and the project's true status. Students will apply the earned value methodology to determine a project's true status for both schedule and cost in terms of the dollar value of work performed. Students will explore risk management and other techniques used to ensure project success. Within this course, students will have the opportunity to apply the various methods and tools used in a successful project to classroom assignments, in preparation for doing the same within their capstone projects. Students consider how projects can be accomplished within an agile or adaptive project management methodology.

**Prerequisite(s):** PM 811 Project Chartering and Planning.

**PM 815 Negotiation, Contracting and Procurement (3 Credits)**

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(s):** PM 800 Introduction to Project Management.

**PM 817 Managing Project Portfolios (3 Credits)**

This course addresses the processes and techniques used in the strategic management of project portfolios. Students examine the decision-making tools, techniques, and rationale used to reach consensus for funding specific programs and projects and to bring them into the tactical layer for execution. Students will study various objective methodologies, benefit measurement techniques as well as market analytics, competitive analysis, and market driven approaches. Strategic planning and management, and its link to Project Portfolio Management, will also be discussed during this course. Students identify their capstone project and create the associated Proposal/Business Case and Project Charter.

**Prerequisite(s):** PM 813 Delivering Business Value.

**PM 819 Total Quality Management (3 Credits)**

A sound quality management strategy and plan are critical in today's complex business organizations and projects. Students in this course will review the history of 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 competition. The use of the Baldrige Excellence Framework for designing, implementing, and improving project and organizational practices that influence quality will be explored. Students will examine multiple specific process improvement approaches they could apply within their organizational / project quality plans, approaches such as preventions over Inspection and continuous Improvement of processes.

**PM 820 Introduction to Lean Practices (1 Credit)**

A knowledge of lean management and how it enhances business operations is required for today's project managers and operational managers. In this introductory course, students will explore the concepts and principles associated with lean management approaches. Through the study of actual lean implementations, students will develop an understanding of the relationship between lean management and agile management.

**PM 821 Introduction to Theory of Constraints (2 Credits)**

In this 2-credit introductory course, students will develop an understanding of the concepts and principles associated with the Theory of Constraints and Critical Chain thinking. We will explore the proposition that project managers should focus on those activities that are resource-constrained as opposed to the project's critical path when monitoring project progress. We will analyse case studies that test and extend these ideas in real-world scenarios. Through the review of these case studies, students will develop an understanding of the principles associated with the theory of constraints, critical chain approaches, and how they might be used within project management.

**PM 850 Project Management Capstone (3 Credits)**

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.

## Supply Chain Management (SCM)

**SCM 510 Supply Chain Purchasing Management (4 Credits)**

In this course, students will learn how purchasing and supply management have become increasingly visible in a world where supply is a major determinant of corporate survival and success. Supply chain performance and influences will be examined as they are not only operational and financial risks but also reputational risk. Extending the supply chain globally into emerging regions places new responsibilities on the supplier and supply, not only to monitor environmental, social, political, and security concerns, but also to influence them. Thus, students will develop a more in-depth understanding of the job of the supply manager of today as they go beyond the scope of supply chain efficiency and value for money spent to search for competitive advantage in the supply chain.

**Prerequisite(s):** MGMT 500 Principles of Management.

**SCM 610 Supply Chain Management (4 Credits)**

This course explores the management and flow of materials in a typical enterprise supply chain. Students examine a complete overview of material flow, from internal and external suppliers, to and from the enterprise. Topics covered include basic elements of the supply chain, just-in-time (JIT), total quality management (TQM), enterprise resource planning (ERP), demand planning, and capacity management.

**Prerequisite(s):** MGMT 500 Principles of Management, MGMT 502 Excel and MATH 502 Math in Our World.

**SCM 615 Logistics Management (4 Credits)**

Logistics is planning and managing the movement of goods along the supply chain. This course provides students opportunity to identify and apply logistical and advanced managerial terms and theories. Designing effective development and management of the supply chain network is an invaluable source of sustainable, competitive advantage in today's turbulent global marketplace. In the contemporary scenario, demand is difficult to predict and the supply chain needs to be more flexible and customer-focused. PREREQUISITE: SCM 610 Supply Chain Management.

**SCM 805 Supply Chain Management (2 Credits)**

In this course, students explore the management and flow of materials in a typical enterprise supply chain, be it within a production facility or the health care industry. Students examine a complete overview of material flow, from internal and external sources, to and from the enterprise, and the impact a global supply chain can have on an organization's success in meeting demands. Topics covered include basic elements of a supply chain, enterprise resource planning (ERP), demand planning, capacity management, and inventory control.

# INDEX

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## A

Academic Calendar .....	58
Academic Policies & Procedures .....	50
Administration of Online Education for Adult Learners (Graduate Certificate) .....	21
Admission .....	31
Applied Studies (APST) .....	66

## C

Communication (COMM) .....	66
Community Partnerships .....	61

## D

Digital Learning Specialist (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	7
---	---

## E

Early Childhood Education and Early Childhood Special Education (Post-Baccalaureate Teacher Certification) .....	9
Early Childhood Education and Early Childhood Special Education (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) ....	8
Education (EDU) .....	69
Elementary Education (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	10
Emotional and Behavioral Disabilities (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	11

## F

Faculty .....	62
Financial Aid .....	37

## G

General Information .....	2
General Special Education and Elementary Education (Post-Baccalaureate Teacher Certification) .....	13
General Special Education (Post-Baccalaureate Teacher Certification) ..	12
General Special Education (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	12
Graduate .....	2
Graduate Certificates .....	21

## H

Health Care Management (Graduate Certificate) .....	22
Health Care Management (M.S.) .....	25
Healthcare (HLTC) .....	82
Human Services Administration (Graduate Certificate) .....	22
Human Services Administration (M.S.) .....	25
Human Services (HMSV) .....	84

## I

Instruction and Leadership (M.S.) .....	26
Instruction (INST) .....	86
Intellectual and Developmental Disabilities (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	14
Interdisciplinary Studies (IDIS) .....	85

## L

Leadership (LD) .....	88
Leadership (M.S.) .....	27

## M

Management (MGMT) .....	92
Marketing (MKTG) .....	95
Master of Science Degrees .....	24
Math (MATH) .....	89
Mathematics Middle Level (Post-Baccalaureate Teacher Certification) ..	16
Mathematics Middle Level (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	15
Mathematics Upper Level (Post-Baccalaureate Teacher Certification) ..	18
Mathematics Upper Level (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	17

## N

Nonprofit Leadership (Graduate Certificate) .....	23
Nursing Health Care Education (M.S.) .....	27
Nursing Health Care Leadership (M.S.) .....	29
Nursing (NUR) .....	97

## O

Operations Management (Graduate Certificate) .....	23
Operations Management (OPS) .....	99

## P

Post-Baccalaureate Teacher Certifications .....	5
Project Management (Graduate Certificate) .....	23
Project Management (M.S.) .....	30
Project Management (PM) .....	99

## R

Reading and Writing Specialist (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	19
Reading and Writing Teacher (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	20
Records .....	59
Registration .....	42

## S

Specific Learning Disabilities (Post-Baccalaureate Teacher Certification - For Already Certified Teachers) .....	20
--	----

Student Support & Campus Resources ..... 47  
Supply Chain Management (SCM) ..... 100

**T**

Trustees & Granite State College Executive Administration ..... 65  
Tuition & Fees ..... 35