**Mission Statement**

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

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

**Accreditation**

Granite State College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.
Catalog Limitations
This catalog describes policies, programs and procedures of Granite State College that are in effect at the time of its preparation, July 2008. 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 a Granite State College academic advisor. 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.
# Table of Contents

General Information 2  
Online Degrees 3  
Degree and Programs of Study 4  
  General Education 4  
  Associate in Arts 6  
  Associate in Science 7  
  Bachelor of Arts 8  
  Bachelor of Science 9  
  Minors 15  
  Post-Baccalaureate Teacher Certificate Program 16  
Courses 17  
  Course Delivery Options 17  
  USNH Course Numbering 17  
  Course Index 19  
  Course Descriptions 22  
Admission 47  
  Credit for Prior Learning 48  
  Examination Programs 49  
Financial Aid 52  
  Federal Aid 52  
  Institutional Aid 52  
  Other Sources of Aid 52  
  Federal Financial Aid Application Process 53  
Registration, Tuition and Fees 56  
  Registration 56  
  USNH Policies 58  
  Tuition and Fees 58  
  Refunds 59  
  Student Accounts 60  
Resources and Support Services 61  
  Learner Services 61  
  Support Services 61  
  Disabilities 62  
  Career Planning 63  
  Library Services 63  
  Alumni/Learner Association 63  
  Community Partnerships 64  
Academic Policies and Procedures 65  
  Academic Honesty Policy 65  
  Copyright Policy and Procedures 66  
  Academic Integrity 66  
  Human Participant Research 66  
  Code of Conduct 66  
  Academic Petitions and Appeals 67  
  Grievance Policy 67  
  Honor Society and Dean's List 68  
  Grading and Evaluation 68  
  Grade Appeal Policy 70  
  Academic Standing 70  
  Degree Status 71  
  Graduation 71  
Records 72  
Trustees and GSC Principal Officers 73  
Faculty 74  
Index 79  
Center Locations and Administrative Offices 81  
Academic Calendar 82
Welcome to Granite State College

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

Mission and History

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

The college achieves this mission by offering degree, and contract programs of excellence that serve our communities through learner 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.

More than thirty years ago, the Trustees of the University System of New Hampshire (USNH) anticipated a change in higher education which has since become an established trend—more and more adults in their mid-twenties and older are going back to college or starting for the first time. In 1972, USNH created the School of Continuing Studies (SOCS). The idea was to deliver USNH programs to adults across the state in the communities where they live and work. Later renamed the College for Lifelong Learning (CLL), the institution grew into a college serving more than 4,000 adult learners each year. In the spring of 2005 a statewide needs assessment was commissioned by the University System of New Hampshire. The resulting report by MGT of America, Inc. supported an expanded mission for the college and a refocus on providing greater access to other university system programs and services.

Vision Statement and Values

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

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

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

Granite State College is accredited by the New England Association of Schools and Colleges (NEASC) and offers a variety of bachelor’s and associate degrees and is the University System’s leader in delivering online education making it possible for people to earn a degree totally online. Part-time faculty are also employed in their professional fields and enhance the classroom with relevant real-life experience.

As a degree granting institution our greatest concern is that our graduates master a specific group of skills and competencies which they can use in their careers and life work. That is why our degree and course requirements, while still maintaining high academic standards, can be more flexible—an outcome-based degree program. Granite State believes that you have a better chance of succeeding when you have a clearer sense of goals—the outcomes of your learning experiences.

An outcome-based degree program promotes quality in performance because it:

- provides you with standards to be met in demonstrating competence
- gives you a base from which to design self-directed learning activities such as learning contracts
- gives you the ability to make judgements concerning the appropriateness of prior learning that can be demonstrated through a variety of options.

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 learner achievement of broad educational outcomes as well as specific program and course outcomes, and an examination of the effectiveness of teaching and learning environments as well as services that support learning.

The goal of the assessment process is to provide research-based information that leads to continuous program involvement and enhanced educational services for adults.
Community College System of New Hampshire
Transfer articulation agreements between the two systems have created a virtually seamless transfer process between many degree programs. Based on the education foundation you have built at a CCSNH institution, you can continue your studies at a four-year USNH college to earn a bachelor's degree and enjoy a smooth transfer of course credits. In order to further expand access to higher education Granite State College is co-located with White Mountains Community College in Berlin and Littleton. Articulation agreements are also in place with the Community Colleges System in Laconia, Stratham, Manchester, Claremont, and the New Hampshire Technical Institute in Concord. Visit www.nhtransfer.org for more information.

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

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

Online Degrees and Courses
Granite State College offers nine accredited totally online degrees plus a wide variety of courses. Online degrees provide the flexibility to complete your work from wherever you have internet access. Students have access to an online community of faculty, course materials, library resources, and fellow students.

Online degrees are available in:
- A.A. in General Studies
- A.S. in Behavioral Science
- A.S. in Business
- B.A. in Liberal Studies: Self-Design
- B.S. in Applied Studies
- B.S. in Behavioral Science
- B.S. in Business Management
- B.S. in Criminal Justice Administration
- B.S. in Self-Design

MyGranite Portal and Blackboard
MyGranite, the college’s portal, is powered by Blackboard. MyGranite provides quick access to WebROCK (courses, grades, registration, financial aid, enrollment verifications, etc), all courses using Blackboard including the Online Interactive Courses (OICs), GSC email, important student information, announcements and quick links to available services. It is also available from the GSC website: www.granite.edu.

Students should possess basic computer skills including file organization, attaching files, editing, word processing, email and familiarity with the Internet.

If needed, computers are available to students during specified hours at each Granite State College Center. Technical assistance is available for all students taking online courses. See MyGranite Technical Assistance on page 62.
Granite State College Offers the Following Academic Programs:

### Associate in Arts
- General Studies

### Associate in Science
- Behavioral Science
- Business
- Early Childhood Education

### Bachelor of Arts
- Liberal Studies: Self-Design
- Liberal Studies: Self-Design Language Arts

### Bachelor of Science
- Applied Studies
  - Option in Allied Health Services
  - Option in Education and Training
  - Option in Management
- Behavioral Science
- Business Management
- Criminal Justice
  - Option in Criminal Justice Administration
- Early Childhood Education
- Self-Design
- Self-Design: Special Education and Elementary Education

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

### Post-Baccalaureate Teacher Certification Program
- Early Childhood Special Education
- General Special Education and Elementary Education
- General Special Education
- Reading Specialist
- Advanced Endorsements
  - Emotional/Behavioral Disorders
  - Intellectual/Developmental Disabilities
  - Learning Disabilities

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**Degrees and Programs of Study**

### Degree Program Requirements

The College offers Associate in Arts, Associate in Science, Bachelor of Arts, and Bachelor of Science degrees designed to provide adult learners with a set of competencies in the areas of skills and discipline-based and interdisciplinary learning.

Adult learners succeed when they have a clear educational goal or intent—a learning outcome—in mind. The college’s outcome-based degree programs promote quality of performance because they:

1. provide standards you will meet while demonstrating competencies.
2. give you and your advisor a basis from which to plan learning activities, including independent learning contracts.
3. allow you and your advisor to judge how your prior learning can be assessed and documented for credit through the portfolio process, testing and/or validation.

### General Education

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

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

*Bachelor’s degree students only; not required of associate degree students.

**2 courses required for the Bachelor’s degree

**Note:** Associate degree students choose:

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

Associate and bachelor’s degree candidates are required to complete Critical Thinking, Written Communication, and Quantitative Reasoning with a grade of “C” or better within the first twenty-four credits with GSC after date of application. Placement will be required for these three categories.

Decisions regarding the transfer of credits, testing, and choices for new learning to meet general education requirements must be based on the outcomes for the particular area.

No learning experience less than 3 credits may be used in the following areas: Critical Thinking, Written Communication, Quantitative Reasoning, Oral Communication, and Information Technology Literacy.

### Critical Thinking

**Learners will:**

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

**Course:**

CRIT 500 Critical Thinking

### Written Communication

**Learners will:**

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

**Course:**

ENG 500 The Writing Process

### Quantitative Reasoning

**Learners will:**

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

**Courses:** (select one)

- MATH 502 Contemporary College Mathematics
- MATH 504 Introduction to Statistics
- MATH 505 College Algebra
- MATH 506 Business Statistics
Oral Communication
Learners will:
• listen well, respond appropriately, and communicate effectively with a given audience.

Courses: (select one)
COMM 550 Interpersonal Communication
COMM 551 Small Group Communication
COMM 553 Presentational Communication

Information Technology Literacy
Learners will:
• demonstrate proficiency in using the tools of an information society.
• conduct research responsibly; critically evaluate informational technologies.

Courses: (select one)
CMPL 511 Software Tools
CMPL 612 Advanced Software Tools

Self-Directed Learning (optional)
The learner will be able to:
• articulate and evaluate personal and academic strengths and weaknesses.
• identify and employ appropriate learning strategies in the achievement of learning outcomes.
• set and periodically evaluate personal, academic, and/or career goals and objectives using self-reflection as well as feedback from others, e.g., mentors, peers, and instructors.
• access, evaluate, and utilize information from a variety of sources toward the completion of projects, reports, and other learning goals.
• develop, implement, and evaluate specific learning outcomes for independent learning projects.
• reflect on and evaluate one’s own thinking processes and assume personal responsibility for achieving learning outcomes and career goals.

Courses: (optional)
SDLR 501 Assessment of Prior Learning
SDLR 550 Self-Design Seminar

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

Select One of the Following Approved Courses. (In transfer, a minimum of 3 credits is required)
ARTS 501 Introduction to Drawing
ARTS 503 Introduction to Watercolor Painting
ARTS 510 Introduction to Ceramics
ARTS 511 Introduction to Sculpture
ARTS 515 Introduction to Photography
ARTS 518 Experiencing the Arts
ARTS 520 Creative Process in Art
ARTS 521 Art and Craft: Creating the American Experience
ARTS 524 The Viewer and the Visual Arts
ARTS 525 Art and Craft of Film
ARTS 526 Modern America and the Movies
ARTS 530 Fundamentals of Acting
ARTS 537 Creative Process in Music
ARTS 538 Understanding and Experiencing Music
ARTS 550 Art History: Western World
ARTS 551 Survey of World Architecture (GP*)
ARTS 601 Creativity: The Untapped Potential
ENG 603 Creative Nonfiction
ENG 604 Creative Writing
HUMN 502 American Popular Culture
HUMN 550 Introductory American Sign Language (GP*)
HUMN 551 Intermediate American Sign Language (GP*)
HUMN 560 Spanish I (GP*)
HUMN 561 Spanish II (GP*)
*Meets Global Perspectives Requirement.

Literature and Ideas
Learners will:
• name some of the major questions that have been posed about the meaning and value of human life and activity.
• survey the diversity of particular intellectual traditions and works of literature.

Select One of the Following Approved Courses. (In transfer, a minimum of 3 credits is required)
ENG 510 Survey of American Literature
ENG 512 British Literature I
ENG 513 British Literature II
ENG 555 Perspectives on Children’s Literature
ENG 620 Multicultural Perspectives Through Literature (GP*)
ENG 621 Philosophical Issues Through Literature
ENG 622 Nature Writing and the Environment
ENG 624 Women’s Literature
ENG 625 Readings in World Literature (GP*)
ENG 632 Autobiography as Literature
ENG 633 Short Fiction
ENG 634 Major American Poets
ENG 638 A, The Modern Novel: North American, British, or Global (GP*)
ENG 640 Shakespeare
HUMN 501 Humanities in an Age of Technology
HUMN 502 American Popular Culture
HUMN 504 Comparative Religions (GP*)
HUMN 505 Introduction to Ethics
HUMN 507 Introduction to Philosophy
*Meets Global Perspectives requirement.

History and Politics
Learners will:
• recognize major periods and movements within human history.
• critically analyze both the context(s) for historical developments and the particulars of history.

Select One of the Following Approved Courses. (In transfer, a minimum of 3 credits is required)
CRIM 607 Constitutional Law
HIS 502 Great Civilizations (GP*)
HIS 510 U.S. History to 1865
HIS 511 U.S. History: 1865 to Present
HIS 512 European History: Renaissance through the Industrial Revolution
HIS 513 European History: The 19th and 20th Centuries
HIS 601 Maritime History and Culture of New England
HIS 602 History of New England
HIS 611 A, B, C British, or Global (GP*)
HIS 618 History of World War II (GP*)
HIS 627 Vietnam War: An Historical Perspective (GP*)
HIS 630 19th Century Ideas That Shaped Modern America
POL 550 American Government and Politics
POL 554 Law and Society
POL 577 Campaigns, Elections, and Political Parties
POL 600 The US in World Affairs (GP*)
SOSC 570 Introduction to Historical Archeology (GP*)
*Meets Global Perspectives Requirement.

Social Science
Learners will:
• recognize how individual development, human behavior, and social values are shaped by groups and institutions.
• define research and employ methods used by social/behavioral scientists.

Select One of the Following Approved Courses. (In transfer, a minimum of 3 credits is required)
CRIM 500 Introduction to Criminology
ECO 512 Principles of Economics
Degrees and Programs of Study

ECO 600 International Economics (GP*)
POL 554 Law and Society
PSY 501 Intro to Psychology
PSY 508 Child Development
PSY 509 Human Development
PSY 510 Infant and Toddler Development
PSY 511 School Age and Adolescent Development
PSY 521 Language Acquisition
PSY 550 Grief and Loss
PSY 602 Theories of Personality
PSY 606 Educational Psychology
PSY 607 Developmental Perspectives on Adolescence
PSY 608 Social Psychology
PSY 615 Psychology of Adulthood
SOC 501 Introduction to Sociology
SOC 504 Sociology of the Media
SOC 553 Social Problems
SOC 557 Violence in American Society
SOC 560 Gender and Race in the US
SOC 601 Society and the Individual
SOC 603 Work and Society
SOSC 500 Introduction to Anthropology (GP*)
SOSC 519 Living in a Digital Democracy
SOSC 562 Introduction to Gender Studies
SOSC 570 Introduction to Historical Archaeology
SOSC 500 Introduction to Anthropology (GP*)
SOSC 541 Environmental Heritage
SOSC 600 Cultural Geography
SOSC 603 Cultural Geography
SOSC 602 Men and Women in Cross-Cultural Development
SOSC 600 Cultural Geography (GP*)
SOSC 602 Men and Women in Cross-Cultural Perspectives (GP*)
SOSC 604 Dynamics of Family Relationships
SOSC 605 Stress: Its Impact on the Family
SOSC 606 Addictions and Family Dynamics
SOSC 630 Aspects of Aging in Modern Society

*Meets Global Perspectives requirement.

Science
Learners will:
• recognize and employ the methods of scientific inquiry.
• develop a general knowledge of laws and theories in at least one branch of science.

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

Select Two of the Following Approved Courses:

SCI 501 Current Topics in Biology
SCI 502 Nutrition Concepts and Controversies
SCI 505 Human Biology
SCI 506 Physiology of Wellness
SCI 507 Introduction to Human Genetics
SCI 508 Issues in Women’s Health
SCI 509 Diseases of the 21st Century (GP*)
SCI 510 Concepts in Physics

SCI 511 Observational Astronomy
SCI 512 Introduction to Astronomy
SCI 513 Introduction to Meteorology
SCI 515 Introduction to Geology
SCI 518 Physical Geography
SCI 520 Introduction to Oceanography
SCI 522 Biogeography: World Distribution of Plants and Animals
SCI 523 General Ecology
SCI 528 Natural History of Northern New England
SCI 530 Plant Propagation and Growth
SCI 531 Applied Botany
SCI 532 Field Botany of the White Mountains
SCI 534 Bird Ecology and Migration
SCI 539 Energy and the Environment
SCI 540 Environmental Heritage
SCI 541 Environmental Pollution and Protection (GP*)
SCI 542 Current Issues in Forestry
SCI 600 The Human Brain

*Meets Global Perspectives requirement.

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

Learners will:
• appreciate the impact of cultural differences in contemporary life.
• articulate the significance of diverse perspectives in a global context.

Global Perspective Courses:

ARTS 551 Survey of World Architecture
BEHS 605 East West Approaches to Psychotherapy
ECO 600 International Economics
ENG 620 Multicultural Perspectives through Literature
ENG 625 Readings in World Literature
ENG 638C The Modern Novel: Global
HIS 502 Great Civilizations
HIS 611 A, B, C, D
HIS 618 History of World War II
HIS 627 Vietnam War: An Historical Perspective

HUMN 504 Comparative Religions
HUMN 550 Introductory American Sign Language
HUMN 551 Intermediate American Sign Language
HUMN 560 Elementary Spanish I
HUMN 561 Elementary Spanish II
MGMT 608 Managing Diversity
MGMT 629 Global Marketing
POL 600 The US in World Affairs
SCI 509 Diseases of the 21st Century
SCI 541 Environmental Pollution and Protection
SOSC 500 Intro to Anthropology
SOSC 570 Intro to Historical Archaeology
SOSC 600 Cultural Geography
SOSC 602 Men and Women in Cross-Cultural Perspectives

Associate Degrees

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

Requirements
The outcomes and requirements for general education can be found on pages 4-6. A grade of “C” or better must be earned for the core general education courses and all coursework within an area of concentration.

Associate in Arts

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

You must complete 64 semester hours of credit for the A.A. as follows:

A.A. in General Studies

General Education Core Courses 16 credits
* CRIT 500 Critical Thinking
* ENG 500 The Writing Process
* MATH MATH 502, 504, 505, or 506
CMPL 511 Software Tools

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

**Additional General Education Requirements**
- Arts and Culture OR
- Literature and Ideas 4 cr
- History and Politics OR
- Social Science 4 cr
- Science 4 cr

**Concentration: General Studies**

The concentration consists of a minimum of 24 credits in the liberal arts which can provide cultural broadening, personal enrichment, or general background for further study at the baccalaureate level.

**Electives**

Select additional courses of interest to complete the total number of required credits.

Transfer courses may be used to meet these requirements.

---

**A.S. in Science**

The college has three options for focused study at the associate level: Behavioral Science, Business, and Early Childhood Education. A grade of “C” or better must be earned for all courses in the concentration.

**Electives**

You may choose additional courses of interest to complete the total number of required credits.

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**A.S. in Behavioral Science**

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

**General Education Core Courses** 16 credits
- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH 502, 504, 505, or 506
- CMPL 511 Software Tools

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

**Additional General Education Requirements**
- Arts and Culture OR
- Literature and Ideas 4 cr
- History and Politics OR
- Social Science 4 cr
- Science 4 cr

**Concentration: Behavioral Science**

28 cr

**Electives** variable

**Total** 64 credits (minimum)

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**Required Courses in the Concentration:**
- BEHS 501 Introduction to Research in Behavioral Science
- PSY 501 Introduction to Psychology
- PSY 509 Human Development
- SCI 505 Human Biology
- SOC 501 Introduction to Sociology
- Two Behavioral Science electives

Transfer courses may be used to meet these requirements.

---

**A.S. in Business**

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

This degree prepares students for a smooth transition into the B.S. in Business Management degree. The program includes an overview of general management theory and principles and introduces students to the fundamental business concepts of economics, marketing, finance, and organizational behavior.

Similar to the B.S. degree, courses are built upon a foundation of six essential competencies that are integrated throughout the curriculum: critical thinking, effective oral and written communication, applied quantitative analysis, managing in a global environment, ethical practice, and leadership.

**General Education Core Courses** 16 credits
- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH 502, 504, 505, or 506
- CMPL 511 Software Tools

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

**Additional General Education Requirements**
- Arts and Culture OR
- Literature and Ideas 4 cr
- History and Politics OR
- Social Science 4 cr
- Science 4 cr

**Concentration: Business**

24 cr

**Electives** variable

**Total** 64 credits (minimum)

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**Required Courses in the Concentration:**
- ECO 512 Principles of Economics
- MGMT 500 Principles of Management
- MGMT 511 Financial Accounting
- MGMT 514 Principles of Marketing
- MGMT 566 Organizational Behavior
- One Business Management elective

Transfer courses may be used to meet these requirements.
A.S. in Early Childhood Education

The Associate in Science degree in Early Childhood Education has been designed to provide a solid, thorough understanding of the young child. Each component of the program supports the next course to create a broad perspective on normal and abnormal child and family development patterns in today's society. The degree program enables you to acquire skills necessary to guide the child toward his or her most productive growth.

**General Education Core Courses** 16 credits

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH MATH 502, 504, 505, or 506
- CMPL 511 Software Tools

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

**Additional General Education Requirements**

- Arts and Culture OR
  Literature and Ideas 4 cr
- History and Politics OR
  Social Science 4 cr
  Science 4 cr
- Concentration: Early Childhood Education 28 cr
- Electives variable

**Total** 64 credits (minimum)

**Required Courses in the Concentration:**

- EDU 550 Foundations of Early Childhood Education
- EDU 551 Learning and Early Childhood Environments*
- EDU 553 Creative Arts in Early Childhood Education*
- EDU 555 Language and Literacy Development*
- EDU 600 Mathematics and Science in Early Childhood Education
- PSY 508 Child Development (may be used as a social science gen ed)

**And One Additional Course of Your Choice in the Field of Early Childhood Education, for Example:**

- EDU 601 Observation and Assessment in Early Childhood Education*
- EDU 602 Young Children with Special Needs*
- EDU 603 Family and Community Relations
- EDU 604 Enhancing Supervision Through Mentoring
- EDU 605 Early Childhood Program Administration

**PSY 510 Infant and Toddler Development**
**PSY 521 Language Acquisition**

Transfer courses may be used to meet these requirements.

Completion of an associate degree in Early Childhood Education qualifies you for an Early Childhood Credential through the Child Development Bureau, Division of Children, Youth and Families, Department of Health and Human Services. This degree does not lead to public school certification through the Department of Education.

*Note: These courses have prerequisites.

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**Bachelor's Degrees**

**Residency**

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

**Requirements**

The outcomes and requirements for general education can be found on pages 4-6.

A grade of “C” or better must be earned for the core general education courses and all coursework in the major.

---

**Bachelor of Arts**

The Bachelor of Arts is a flexible program that allows you to individualize a major with a focus on liberal studies. There is an additional self-design fee of $100 due at the time of application.

You must complete 124 semester hours of credit as follows:

**General Education Core Courses** 20 credits

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH MATH 502, 504, 505, or 506
- CMPL 511 Software Tools
  COMM COMM 550, 551, or 553

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

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**Additional General Education Requirements**

- SDLR 550: Self-Design Seminar 2 cr
- Global Perspectives 4 cr
- Arts and Culture 4 cr
- Literature and Ideas 4 cr
- History and Politics 4 cr
- Social Science 4 cr
- Science 8 cr

**Major** 32 credits (minimum)

**Electives** variable

**Total** 124 credits (minimum)

Transfer courses may be used to meet these requirements.

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**B.A. in Liberal Studies: Self-Design**

If you choose a B.A. in Liberal Studies degree you will enroll in SDLR 550: Self-Design Seminar to research and plan your major in a field of liberal studies. You can individualize your major based on the demands of your own academic and personal goals. Examples of programs which have been approved are: Creative Writing, American Studies, and Literature and the Arts.

You will plan your major with guidance in SDLR 550 and submit a proposal for approval by Academic Affairs at the Administrative Center in Concord. Information on the liberal studies major is available from academic advisors in each of our centers. See page 14-15 for specific guidelines for self-design programs.

- Foundation Courses 12-24 cr
- Specialized Courses 16-24 cr
- Integrative Experience 3-4 cr

*Note: A minimum of five courses in the major must be at the upper level, including ENG 600 Expository Writing.

Transfer courses may be used to meet these requirements.

**Electives**

You may choose additional courses of interest to complete the total number of required credits.

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**B.A. in Liberal Studies: Self-Design-Language Arts**

The Bachelor of Arts in Liberal Studies: Self-Design-Language Arts gives prospective teachers of children with special needs a content area that will meet the federal Highly Qualified Teacher requirement. The
following course sequence was developed to address the New Hampshire Department of Education’s Curriculum Frameworks for Reading and Writing and the NHDOE competencies for Educator in English Language Arts for Grades 5-12, as well as recommendations from the National Council of Teachers of English for highly-qualified English teachers. The Liberal Studies: Self-Design-Language Arts major meets the requirement for a content area needed to gain admission into Granite State College’s Post-Baccalaureate Teacher Certification Program in either General Special Education K-12 or Elementary Education and General Special Education K-12. (SDLR 550 Self-Design Seminar is not required).

**General Education Core Courses** 20 credits

* CRIT 500  Critical Thinking
* ENG 500  The Writing Process
* MATH 502, 504, 505, or 506
* CMPL 511  Software Tools
* COMM 550  Interpersonal Communication

*These three courses are to be completed within the first 24 credits with GSC after date of application. Placement will be required for CRIT 500, ENG 500, and MATH 502.

**Additional General Education Requirements**

- Global Perspectives 4 cr
- Arts and Culture 4 cr
- Literature and Ideas—ENG 510 4 cr
- History and Politics 4 cr
- Social Science 4 cr
- Science 8 cr

**Major**

ENG 620  Multicultural Perspectives through Literature (GP) OR
ENG 625  Readings in World Literature (GP)
ENG 633  Short Fiction
EDU 670A  Integrative Experience in Language Arts

The B.A. in Liberal Studies - Language Arts degree does not lead to public school certification through the New Hampshire Department of Education, but may be used as a foundation for certain GSC Post-Baccalaureate Teacher Certification programs.

Note: In addition to Granite State College general education requirements, the New Hampshire Department of Education (NHDOE) requires that specific topics be addressed in the student’s program in order to be eligible for Alternative 1 Teacher Certification. In some cases, courses for GSC Core Requirements or General Education also satisfy some of the NHDOE requirements; in some cases, additional courses will be needed for NHDOE certification. Students must check with their advisor to clarify and determine how best to meet these requirements.

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**Bachelor of Science**

The Bachelor of Science (B.S.) is an undergraduate program that allows you to focus on a major usually related to professional goals and to gain a basic interdisciplinary education in areas essential to successful college learning and job performance.

You must complete 124 semester hours of credit.

**Major**

The focus of the B.S. program is an area of inquiry and study, usually directly related to present or projected career goals. Majors may be interdisciplinary and involve the integration of theory, applications, and related work experience.

The major can be in an already established area such as business management or behavioral sciences, or it can be an approved self-design major leading to a specific educational or professional goal. Majors are structured to include some required course work, seminars, or other learning activities, as well as individualized components in the plan of study.

A minimum of 32 to 44 credits, with at least five learning experiences at the upper level, are required. A grade of “C” or better must be completed for all courses in the major.

On the following pages the Applied Studies, Behavioral Science, Business Management, Criminal Justice, Early Childhood Education, and Self-Design majors are explained.

**Electives**

You may choose additional courses of interest to complete the total number of required credits.

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**B.S. in Applied Studies**

This program is designed for graduates of associate degree programs with a technical or career focus, or for those associate degree holders whose academic and professional goals can best be advanced through the Applied Studies program. First developed in collaboration with the Community College System of New Hampshire (CCSNH), the Bachelor of Science in Applied Studies offers a seamless transition from an Associate in Science or Associate in Applied Science to a bachelor's degree at Granite State College. Some examples of technical associate degrees that transition into the Bachelor of Science in Applied Studies program might include computer technology, fire science, automotive technology, or others. Examples of highly specific, career-focused associate degrees that are also well-suited to this bachelor's degree program might include interior design, personnel administration, nursing, culinary arts, or others.

The program builds upon a background in technical or other highly specific fields, providing further education in broad areas such as critical thinking, written and oral communication, and strategic problem-solving that can be applied within a variety of professions. Individuals who have succeeded as associate degree graduates in a given field are prepared through one of three options within Granite State College’s Applied Studies program to move into professional managerial, education and training, or allied health roles and to pursue career paths that require bachelor’s degrees. Note: Those whose academic and professional goals are not addressed by one of the above Bachelor of Science in Applied Studies options may want to consider the Bachelor of Science in Self-Design program.

Admission to the Applied Studies program requires an associate degree or the equivalent in a field of technology or in a highly specific field, or permission of Academic Affairs.
**B.S. in Applied Studies**

Option in Allied Health Services

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

**Learners will:**
- combine knowledge in an applied health care field with a broader understanding of the industry in order to be an effective professional in community care settings.
- employ an understanding of the dynamics and complexity of the health care industry to enhance professional effectiveness as a health care manager, staff member, human resources manager, or other role in this field.

**General Education Core Courses**

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH MATH 502, 504, 505, or 506
- CMPL 511 Software Tools
- COMM COMM 550, 551, or 553

These three core courses are to be completed within the first twenty-four credits with GSC after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

**Additional General Education Requirements**

- Global Perspectives 4 cr
- Arts and Culture 4 cr
- Literature and Ideas 4 cr
- History and Politics 4 cr
- Social Science 4 cr
- Science 8 cr

**Major** 32-44 credits (depending on the major)

**Electives** variable

**Total** 124 credits (minimum)

**Major Requirements**

**Foundation Courses**

Courses from the associate degree concentration meet this requirement.

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**Specialized Courses**

**Required Courses in the Major**

- HLTC 550 Emerging US Health Care Industry
- Select 4 to 6 courses in health care or management with advisor approval, with at least 16 credits at the upper level.

**Possible Choices Include**

- HLTC 600 Continuous Quality Improvement in Health Care
- HLTC 601 Physical Change, Health and Aging
- HLTC 626 Principles of Case Management
- HLTC 627 Reimbursement and Financing Techniques in Health Care
- HLTC 629 Legal and Ethical Issues in Health and Human Services
- MGMT 613 Financial Management
- PSY 616 Psychology of Occupational Stress
- PSY 620 Psychology of Health and Wellness

Transfer courses may be used to meet these requirements.

**Integrative Experience**

- HLTC 650 Health Care Policy or Independent Learning Contract

*Note: These courses have prerequisites.*

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**B.S. in Applied Studies**

Option in Education and Training

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

**Learners will:**
- combine knowledge of an applied field with an understanding of the elements related to adult learning to become an effective teacher or trainer in a particular field.
- design teaching or training that integrates adult learning principles in a specialized applied field.
- understand and apply knowledge of other important factors that are part of adult learning (i.e., diversity, workplace learning, collaborative learning) to training/teaching in a particular applied field.

**General Education Core Courses**

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH MATH 502, 504, 505, or 506
- CMPL 511 Software Tools
- COMM COMM 550, 551, or 553

These three core courses are to be completed within the first twenty-four credits with GSC after date of application. Placement will be required for CRIT 500, ENG 500, and math courses.

**Additional General Education Requirements**

- Global Perspectives 4 cr
- Arts and Culture 4 cr
- Literature and Ideas 4 cr
- History and Politics 4 cr
- Social Science 4 cr
- Science 8 cr

**Major** 32-44 credits (depending on the major)

**Electives** variable

**Total** 124 credits (minimum)

**Major Requirements**

**Foundation Courses**

Courses from the associate degree concentration meet this requirement.

---

**Specialized Courses**

**Possible Choices Include**

- HLTC 600 Continuous Quality Improvement in Health Care
- HLTC 601 Physical Change, Health and Aging
- HLTC 626 Principles of Case Management
- HLTC 627 Reimbursement and Financing Techniques in Health Care
- HLTC 629 Legal and Ethical Issues in Health and Human Services
- MGMT 613 Financial Management
- PSY 616 Psychology of Occupational Stress
- PSY 620 Psychology of Health and Wellness

Transfer courses may be used to meet these requirements.

**Integrative Experience**

- HLTC 650 Health Care Policy or Independent Learning Contract

*Note: These courses have prerequisites.*

---

**B.S. in Applied Studies**

Option in Management

This option is designed for the person whose career plans include a move into a management or supervisory position. Bachelor's level studies may focus on finance, marketing, human resources, or leadership.

**Learners will:**
- combine knowledge of an applied field, critical thinking, problem solving and communication skills and build upon...
these skills to enhance business performance.

• relate management theories to a specific applied field to improve efficiency and effectiveness of business organizations.

• integrate knowledge of an applied field with interpersonal, group, and leadership skills to enhance organizational performance.

• extend skills in an applied field by developing the knowledge and abilities necessary to become an effective manager.

General Education Core Courses 20 credits
* CRIT 500 Critical Thinking
* ENG 500 The Writing Process
* MATH MATH 502, 504, 505, or 506
CMPL 511 Software Tools
COMM COMM 550, 551, or 553

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

Additional General Education Requirements
Global Perspectives 4 cr
Arts and Culture 4 cr
Literature and Ideas 4 cr
History and Politics 4 cr
Social Science 4 cr
Science 8 cr
Major 32-44 credits (depending on the major)
Electives variable
Total 124 credits (minimum)

Major Requirements
Foundation Courses
Courses from the associate degree concentration meet this requirement.

Specialized Courses
Required Courses in the Major
MGMT 500 Principles of Management
MGMT 566 Organizational Behavior*

Select 4-6 courses in management or a related area with advisor approval, with at least 16 credits at the upper level.

Possible Choices Include
MGMT 511 Financial Accounting*
MGMT 514 Principles of Marketing
MGMT 518 Human Resource Administration
MGMT 601 Contemporary Management Issues*
MGMT 602 Seminar: Leadership*
MGMT 606 Human Resources and Organizational Development*
MGMT 607 Human Resources and the Law*
MGMT 608 Managing Diversity (GP)*

MGMT 611 Money and Banking*
MGMT 613 Financial Management*
MGMT 616 Advertising and Promotion Management*
MGMT 617 Consumer Behavior*
MGMT 620 Effecting Positive Change in Organizations
MGMT 621 Managing Conflict
PSY 616 Psychology of Occupational Stress

Transfer courses may be used to meet these requirements.

Integrative Experience: 4 credit capstone course taken at or near the end of the bachelor’s degree.

*Note: These courses have prerequisites.

B.S. in Behavioral Science

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

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

Learners will:
• differentiate and critically analyze biological, psychological, social, cultural and contextual constructs that provide an understanding of human behavior within a global world view, and communicate this knowledge effectively.

• compare and contrast theoretical assumptions underlying disciplines of behavioral sciences.

• use computer technology, as well as quantitative and scientific reasoning, to function as informed consumers of behavioral science research.

• analyze human behavior using theories and concepts that focus on both individual dynamics and group and system dynamics.

• apply ethical principles that guide and inform the conduct of research and clinical practice.

• apply behavioral science concepts, principles, skills and methods in field settings.

General Education Core Courses 20 credits
* CRIT 500 Critical Thinking
* ENG 500 The Writing Process
* MATH MATH 502, 504, 505, or 506
CMPL 511 Software Tools
COMM COMM 550, 551, or 553

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

Additional General Education Requirements
Global Perspectives 4 cr
Arts and Culture 4 cr
Literature and Ideas 4 cr
History and Politics 4 cr
Social Science 4 cr
Science 8 cr
Major 32-44 credits (depending on the major)
Electives variable
Total 124 credits (minimum)

Required Courses in the Major
BEHS 501 Introduction to Research in Behavioral Science*
MATH 504 Statistics*
PSY 501 Introduction to Psychology
PSY 509 Human Development
SCI 600 The Human Brain
SOC 501 Introduction to Sociology

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

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

Two upper level Behavioral Science-related electives (BEHS, PSY, SOC, SOSC)

Transfer courses may be used to meet these requirements.

Integrative Experience
BEHS 650 Seminar in Behavioral Science

*Note: These courses have prerequisites.
B.S. in Business Management

Granite State College’s Bachelor of Science degree in Business Management offers students the appropriate breadth and depth of study in their major. The two elective courses in the major provide flexibility to pursue other areas of interest in management. This degree is responsive to the education needs of businesses and includes an appropriate foundation for further graduate study. The outcomes-based program is built upon a foundation of six essential competencies that are integrated throughout the curriculum: critical thinking, effective oral and written communication, applied quantitative analysis, managing in a global environment, ethical practice, and leadership.

Learners will:

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

General Education Core Courses 20 credits

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH MATH 502, 504, 505, or 506
- CMPL 511 Software Tools
- COMM COMM 550, 551, or 553

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

B.S. in Criminal Justice

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

Learners will:

- possess a broad and interdisciplinary understanding of the psychosocial, cultural, ethical, and political dimensions of criminal justice in contemporary society.
- demonstrate effective critical thinking and problem-solving skills.
- demonstrate effective written and verbal communication skills.
- understand and be able to utilize information technology effectively.
- demonstrate an ability to understand and apply ethical thinking and behavior as it relates to their work environment.

- demonstrate an understanding of research methodology and the interpretation of statistics as it applies to criminal justice.
- demonstrate a working knowledge of: - criminology - criminal justice administration - law enforcement - ethics - corrections - psychology and sociology - probation/parole - US and NH constitutional law - advocacy

Learners in the Bachelor of Science Criminal Justice programs are encouraged to select the following courses to meet a portion of their general education requirements.

General Education Core Courses 20 credits

- CRIT 500 Critical Thinking
- ENG 500 The Writing Process
- MATH MATH 502, 504, 505, or 506
- CMPL 511 Software Tools
- COMM COMM 550, 551, or 553

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

Additional General Education Requirements

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

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

Required Courses in the Major

- ECO 512 Principles of Economics
- MGMT 500 Principles of Management
- MGMT 506 Business Statistics*
- MGMT 511 Financial Accounting*
- MGMT 514 Principles of Marketing
- MGMT 566 Organizational Behavior
- MGMT 613 Financial Management*
- MGMT 625 Legal Issues in Business Management

Two upper level Business Management-related electives

Transfer courses may be used to meet these requirements.

Integrative Experience

MGMT 650 Seminar: Strategic Management

*Note: These courses have prerequisites.
Degrees and Programs of Study

B.S. in Early Childhood Education

Granite State College’s Bachelor of Science degree in Early Childhood Education prepares individuals to be qualified early childhood educators and child care providers. The demand for early childhood professionals is increasing with the growing need for child care outside the home. As preschool and child care centers increase in number and size, the need for early childhood professionals with administrative and managerial skills will grow significantly.

Learners will:
• demonstrate expertise in early childhood education
• promote child development and learning
• use developmentally appropriate practices
• apply content knowledge in early education
• build meaningful curriculum
• support children with special needs
• develop family and community relationships
• observe, document, and assess young children
• recognize and appreciate diversity of children and families
• create a professional development credentialing plan.

This major offers a model curriculum which addresses standards set by the National Association for the Education of Young Children.

General Education Core Courses 20 credits

* CRIT 500 Critical Thinking
* ENG 500 The Writing Process
* MATH MATH 502, 504, 505, or 506
CMPL 511 Software Tools
COMM COMM 550, 551, or 553

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

Additional General Education Requirements

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

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

Required Courses in the Major:

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

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

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

EDU 650 Practicum: Professionalism in Education*

Those interested in administration may also take EDU 604 Enhancing Supervision through Mentoring and EDU 605 Early Childhood Program Administration.

Completion of a B.S. in Early Childhood Education qualifies you for the Early Childhood Credential through the N.H. Child Development Bureau, Department of Health and Human Services.

This degree does not lead to public school certification through the N.H. Department of Education. It does qualify for admission to the GSC Post-Baccalaureate Special Education Certification program.

*Note: These courses have prerequisites.
B.S. in Self-Design

The Self-Design major gives you an opportunity to develop an area of study that integrates your own personal interests, academic objectives, and career goals with courses taken from the College’s regular offerings in Adult Learning and Development, Behavioral Science, Business Management, Criminal Justice, Education, or Health Care Administration. Examples of programs which have been approved: Emergency Services Administration, Child Advocacy, and Entrepreneurship.

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

There is a Self-Design fee of $100 due at the time of application.

Your self-design major is researched and planned during SDLR 550 Self-Design Seminar.

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

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

General Education Core Courses 20 credits

* CRIT 500 Critical Thinking
* ENG 500 The Writing Process
* MATH MATH 502, 504, 505, or 506
* CMPL 511 Software Tools
* COMM COMM 550, 551, or 553

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

Additional General Education Requirements

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>SDLR 550 Self-Design Seminar</td>
<td>2 cr</td>
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<tr>
<td>Global Perspectives</td>
<td>4 cr</td>
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<tr>
<td>Arts and Culture</td>
<td>4 cr</td>
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<tr>
<td>Literature and Ideas</td>
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<td>History and Politics</td>
<td>4 cr</td>
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<tr>
<td>Social Science</td>
<td>4 cr</td>
</tr>
<tr>
<td>Science</td>
<td>8 cr</td>
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</tbody>
</table>

Major 32-44 credits (depending on the major)

Electives variable

Total 124 credits (minimum)

The Self-Design Seminar
This course is for those who are interested in individualizing a bachelor’s degree major in their area of interest. You will determine your individual academic objectives and activities, review your prior learning experiences, broaden your understanding of trends in your field, and design an individualized major.

You will have the opportunity to develop a network of colleagues and professional contacts in your field who can act as mentors and guides.

In addition to the completion of General Education Requirements, there are three components to the Self-Design major:

Major Requirements

Foundation Courses
You will select courses which provide the fundamentals in your major. The content should include the major theories and concepts which direct the thinking in the field, usually 4-6 courses totaling 12-24 credits. The Self-Design major must include a discipline-specific methods course in which you learn the methods of inquiry and use of information resources pertinent to your discipline.

Specialized Courses
You will select 4-6 interrelated courses at the advanced level which represent your individualized focus for your major. (12-24 credits, total)

Transfer courses may be used to meet these requirements.

Integrative Experience
The Self-Design major culminates in a capstone experience which includes integration of learning from coursework in the major. You should be able to demonstrate the ability to reflect, analyze, and evaluate theories and research from your field and apply them to a focus of study. A minimum of 3 credits is required for the integrative experience.

B.S. in Self-Design: Special Education & Elementary Education

Granite State College’s Bachelor of Science degree in Self-Design: Special Education and Elementary Education is a double major in elementary education and a content area taught in a K-12 school setting. A content area may include language arts, social studies, mathematics or general science. This is a structured curriculum which provides a good foundation for individuals seeking teacher certification. Completion of this program ensures students meet the highly qualified teacher requirements in a content area and prepares students for the PRAXIS II in Elementary Education. (SDLR 550 Self-Design Seminar is not required).

General Education Core Courses 20 credits

* CRIT 500 Critical Thinking
* ENG 500 The Writing Process
* MATH MATH 502, 504, 505, or 506
* CMPL 511 Software Tools
* COMM COMM 550, 551, or 553

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

Additional General Education Requirements

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Global Perspectives</td>
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<td>Arts and Culture</td>
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<td>History and Politics</td>
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<tr>
<td>Social Science</td>
<td>4 cr</td>
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<tr>
<td>Science</td>
<td>8 cr</td>
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</tbody>
</table>

Major 70 credits

Electives variable

Total 124 credits (minimum)

Elementary Education Major Options

* Elementary Education and Language Arts
* Elementary Education and Social Studies
* Elementary Education and Mathematics
* Elementary Education and General Science
Each content area requires 30 credits specific to the content discipline.

**Required Courses in the Second Major**

- EDU 510 Foundations of Education
- EDU 512 Instructional Methods and Strategies
- EDU 610 Teaching Reading and Writing K-6
- EDU 603 Family and Community Relations
- EDU 619 Managing Student Behavior
- EDU 717 Students with Disabilities
- EDU 720 Standards-Based Curriculum Design and Assessment
- INST 610 Principles of Instructional Design and Educational Technology
- PSY 509 Human Development
- PSY 606 Educational Psychology

Transfer courses may be used to meet these requirements.

These undergraduate degrees in elementary education do not lead to public school certification through the New Hampshire Department of Education, but may be used as a foundation for Post-Baccalaureate Teacher Certification Programs at Granite State College or Plymouth State University.

**Note:** In addition to Granite State College general education requirements, the New Hampshire Department of Education (NHDOE) requires that specific topics be addressed in the student's program in order to be eligible for Alternative I Teacher Certification. In some cases, courses for GSC Core Requirements or General Education also satisfy some of the NHDOE requirements; in some cases, additional courses will be needed for NHDOE certification. Students must check with their advisor to clarify and determine how best to meet these requirements.

**Teacher Certification Options** (after the completion of a Bachelor of Science in Self-Design: Elementary Education)

- Granite State College Post-Baccalaureate Teacher Certification in General Special Education and Elementary Education
- Plymouth State University PLUS ONE Elementary Education Conversion Program leading to certification in elementary education.

**Minors**

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

**Adult Learning and Development**

This minor provides instructors of adults techniques to maximize adult learning in different training, consulting, or instructional environments. Students will develop an understanding of the unique qualities, motivations, and capabilities of the adult learner.

- INST 605 Teaching and Learning in Adulthood
- PSY 606 Educational Psychology OR
- PSY 609 Cognition and Learning
- PSY 615 Psychology of Adulthood
  Two approved electives

**Family Studies**

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

- PSY 509 Human Development
- SOSC 604 Dynamics of Family Relationships
- SOSC 605 Stress: Its Impact on the Family
  Two approved electives

**Finance**

This minor provides the essential finance skills needed to work in investment and financial management, securities trading, or banking. It can also prepare someone to be a member of the financial management team in small or mid-sized enterprises.

- MGMT 611 Money and Banking
- MGMT 612 Investment Principles
- MGMT 613 Financial Management
  Two approved electives

**Health Care**

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

- HLTC 550 Emerging Health Care Industry
- HLTC 600 Continuous Quality Improvement in Health Care
- HLTC 627 Reimbursement and Financing Techniques in Health Care

**Human Development**

The human development minor provides a closer look at the development of the individual from conception to death. Learners will be able to gain an overall perspective on human development as well as to specialize studies on a particular age range. This minor is essential for work in developmental and educational service organizations and provides a foundation for advanced studies in social work or human services.

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

**Human Resources**

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

- MGMT 518 Human Resource Administration
- MGMT 566 Organizational Behavior
- MGMT 606 Human Resources and Organizational Development
- MGMT 607 Human Resources and the Law
  One approved elective

**Human Services**

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

- BEHS 502 Introduction to Human Services and the Helping Process
- PSY 603 Crisis Intervention
- PSY 604 Counseling Theories
  Two approved electives
Information Technology
This minor enables managers at any level to understand and use information technology as a resource to improve an organization’s efficiency.

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

Management
(for non-Business Management majors)
This minor provides a foundation in management theory and practice for those interested in public or private sector management. Learners may choose electives that complement their career interests and primary area of study.

MGMT 500 Principles of Management OR
MGMT 501 Introduction to Public Administration
MGMT 511 Financial Accounting
Three approved electives, two at the upper level.

Post-Baccalaureate Teacher Certification Program
Granite State College offers a Post-Baccalaureate Program for candidates interested in pursuing a teacher’s certification in the following areas:
• Early Childhood Special Education
• General Special Education and Elementary Education
• General Special Education
• Advanced Endorsements: Learning Disabilities, Emotional/Behavioral Disorders and Mental Retardation (Intellectual/Developmental Disabilities)
• Reading Specialist.

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

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

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

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

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

General Special Education and Elementary Education
Required Courses for Certification
EDU 701 Roles and Responsibilities of Teachers
EDU 702 Using Technology to Teach Social Studies
EDU 704 Strategies for Teaching Science
EDU 705 Assessment of Students with Disabilities
EDU 706 Transition Planning and Developing Individual Education Plans, K-5
EDU 707 Classroom Management
EDU 708 Collaboration and Consultation for Inclusive Instruction
EDU 710 Teaching Language Arts and Literacy
EDU 717 Students with Disabilities
EDU 720 Standards-Based Curriculum, Design and Assessment
EDU 721 Special Education Law
EDU 732 Elementary School Mathematics Methods

EDU 733 Middle School Mathematics Methods
EDU 750 Culminating Field Based Teaching Experience and Seminar

General Special Education
Required Courses for Certification
EDU 701 Roles and Responsibilities of the Special Education Teacher
EDU 702 Using Technology to Teach Social Studies
EDU 703 Instructional Methods and Strategies in Special Education
EDU 705 Assessment of Students with Disabilities
EDU 706 Transition Planning and Developing IEPs
EDU 707 Classroom Management
EDU 708 Co-Teaching for Inclusive Instruction
EDU 710 Teaching Language Arts and Literacy
EDU 717 Students with Disabilities
EDU 719 Assistive Technology
EDU 720 Standards-Based Curriculum: Design and Assessment
EDU 721 Special Education Law

Courses for Certification in the Advanced Endorsements May Include:
EDU 714 Identifying Students with Learning Disabilities
EDU 715 Identifying Students with Emotional/Behavioral Disorders
EDU 716 Models of Behavior Management
EDU 718 Supporting Communication in Inclusive Settings
EDU 719 Assistive Technology
EDU 722 Informal Assessment and Instruction-Academics
EDU 723 Identifying Students with Mental Retardation
EDU 724 Informal Assessment and Instruction-Functional Curricula
EDU 725 Developing Transition Teams
EDU 726 Applied Behavioral Analysis
EDU 727 Strategies for Effective Differentiated Instruction
EDU 728 Researching Critical Issues in Special Education

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

According to the New Hampshire Department of Education, 93% of candidates who complete this program are hired as teachers in New Hampshire.
Course Delivery Options
Granite State College offers flexible course schedules. Classes are offered in our local centers around the state, as well as many off-site locations. Courses are available in the evening, as well as intensive (Weekend and Saturday), online, and independent study.

Evening Courses
Over a 12 week term, evening courses meet one night per week in a local center. Small class size encourages an active learning environment and stimulates discussion.

Intensives
Instead of spanning twelve weeks, an intensive may last only four weekends or six Saturdays. Or, it may be a long weekend educational retreat held offsite.

Online Interactive Courses (OIC)
Totally Online Interactive Courses (OIC) are taught in an innovative and dynamic learning environment. While taking online courses, learners and instructors build a community where ideas are discussed and exchanged using a variety of educational technology tools and resources.

Online Degrees and Courses
Granite State College offers several accredited totally online degrees plus a wide variety of courses. Online degrees provide the flexibility to complete your work from wherever you have online access. Technical assistance is available from Granite State College support staff.

Online degrees are available in:
A.A. in General Studies
A.S. in Behavioral Science
A.S. in Business
B.A. in Liberal Studies
B.S. in Applied Studies
B.S. in Behavioral Science
B.S. in Business Management
B.S. in Criminal Justice
B.S. in Self-Design

Independent Study: Independent studies are initiated and designed by students in collaboration with their advisor and faculty mentor. This option allows you to explore unique topics of interest that are unavailable in a traditional class format.

Course Descriptions
Courses grouped by curriculum areas appear on the following pages. The course descriptions give you details about each course.

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

Course Numbering System
Lower Division
400-499 Developmental Skills—credits may not be applied to a degree program
500-599 Introductory undergraduate courses

Upper Division
600-649 Advanced level undergraduate courses open to those with junior status or permission
650-799 Advanced/Integrative and/or post-baccalaureate level

USNH Course Numbering System
Keene State College
The courses are numbered as follows:
100/200-level courses are introductory and intermediate courses usually taken during the freshman and sophomore years.
300/400-level courses are upper division courses, usually taken by juniors and seniors.
500-level courses are graduate courses but are open to senior undergraduates with permission of the appropriate Keene State College Dean.
600-level courses are graduate courses only; they are not open to undergraduates.

Plymouth State University
Courses are numbered for the convenience of the faculty and students to help in the proper selection of courses. Students should be careful to note whether or not they are eligible to take specific courses.
First-year: courses numbered 1000-1990. Introductory courses for the general student population.
Sophomore: courses numbered 2000-2990. Introductory courses generally for the majors and courses which serve other majors.
Junior: courses numbered 3000-3990. Upper-level courses which usually have at least one prerequisite.
Senior: courses numbered 4000-4990. Typically reserved for capstone courses in the majors. They would usually have at least one prerequisite.
Graduate: courses numbered 5000-8990.
Note: Special permission required for first-year students to take 3000-4000 level courses, and for sophomores to take 4000-level courses.
University of New Hampshire

The system of numeric designation is as follows:

200-299: Courses in Thompson School of Applied Science.

300-399: Associate in arts/associate in sciences courses. Courses may be taken for credit only by associate degree or non-degree students. Credits may not be applied to baccalaureate degrees.

400-499: Introductory courses not carrying prerequisites and generally falling within University and college requirements.

500-599: Intermediate-level courses for undergraduate credit only.

600-699: Advanced-level undergraduate courses. Entrance to course number 600 and above normally requires junior standing.

700-799: Advanced-level undergraduate courses. Ordinarily not open to freshmen and sophomores.

800-899: Courses that carry graduate credit only and therefore are open only to admitted or special graduate students.

Note: University System of New Hampshire policy states that courses taken at any of the institutions will transfer to the other institutions depending upon institutional program requirements and providing that the grade earned meets the policy of the college or university. Use in transfer will be determined by the receiving institution. Anyone taking a course from another institution needs to verify its use in his/her program with the department or assigned advisor prior to registration.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>APST 505</td>
<td>Career Development and Life Planning</td>
</tr>
<tr>
<td>APST 513</td>
<td>Business Writing</td>
</tr>
<tr>
<td>APST 515</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>APST 550</td>
<td>Applied Group Dynamics</td>
</tr>
<tr>
<td>ARTS 501</td>
<td>Introduction to Drawing</td>
</tr>
<tr>
<td>ARTS 502</td>
<td>Painting and Composition</td>
</tr>
<tr>
<td>ARTS 503</td>
<td>Introduction to Watercolor</td>
</tr>
<tr>
<td>ARTS 510</td>
<td>Introduction to Ceramics</td>
</tr>
<tr>
<td>ARTS 511</td>
<td>Introduction to Sculpture</td>
</tr>
<tr>
<td>ARTS 515</td>
<td>Introduction to Photography</td>
</tr>
<tr>
<td>ARTS 518</td>
<td>Experiencing the Arts</td>
</tr>
<tr>
<td>ARTS 520</td>
<td>Creative Process in Art</td>
</tr>
<tr>
<td>ARTS 521</td>
<td>Art and Craft: Creating the American Experience</td>
</tr>
<tr>
<td>ARTS 524</td>
<td>The Viewer and the Visual Arts</td>
</tr>
<tr>
<td>ARTS 525</td>
<td>Art and Craft of Film</td>
</tr>
<tr>
<td>ARTS 526</td>
<td>Modern America &amp; the Movies</td>
</tr>
<tr>
<td>ARTS 530</td>
<td>Fundamentals of Acting</td>
</tr>
<tr>
<td>ARTS 537</td>
<td>Creative Process in Music</td>
</tr>
<tr>
<td>ARTS 538</td>
<td>Understanding and Experiencing Music</td>
</tr>
<tr>
<td>ARTS 544</td>
<td>Special Topics Lower Level</td>
</tr>
<tr>
<td>ARTS 550</td>
<td>Art History: Western World</td>
</tr>
<tr>
<td>ARTS 551</td>
<td>Survey of World Architecture</td>
</tr>
<tr>
<td>ARTS 601</td>
<td>Creativity: The Untapped Potential</td>
</tr>
<tr>
<td>ARTS 644</td>
<td>Special Topics Upper Level</td>
</tr>
<tr>
<td>BEHS 501</td>
<td>Introduction to Research in Behavioral Science</td>
</tr>
<tr>
<td>BEHS 502</td>
<td>Human Services and the Helping Process</td>
</tr>
<tr>
<td>BEHS 540</td>
<td>Practicum in Behavioral Science</td>
</tr>
<tr>
<td>BEHS 544</td>
<td>Special Topics: Lower Level</td>
</tr>
<tr>
<td>BEHS 605</td>
<td>East/West Approaches to Psychotherapy</td>
</tr>
<tr>
<td>BEHS 608</td>
<td>Social Research in the Behavioral Sciences</td>
</tr>
<tr>
<td>BEHS 620</td>
<td>Survivor to Thriver: Well-being after Addiction</td>
</tr>
<tr>
<td>BEHS 640</td>
<td>Internship in Behavioral Science</td>
</tr>
<tr>
<td>BEHS 644</td>
<td>Special Topics: Upper Level</td>
</tr>
<tr>
<td>CHCP 516</td>
<td>Young Children with Special Needs</td>
</tr>
<tr>
<td>CMPL 510</td>
<td>Introduction to Computers</td>
</tr>
<tr>
<td>CMPL 511</td>
<td>Software Tools</td>
</tr>
<tr>
<td>CMPL 515</td>
<td>Programming Fundamentals</td>
</tr>
<tr>
<td>CMPL 518</td>
<td>Visual Programming I</td>
</tr>
<tr>
<td>CMPL 520</td>
<td>User-Centered Web Development</td>
</tr>
<tr>
<td>CMPL 544</td>
<td>Special Topics: Lower Level</td>
</tr>
<tr>
<td>CMPL 560</td>
<td>Introduction to Computer Communications and the Internet</td>
</tr>
<tr>
<td>CMPL 561</td>
<td>Graphic Design and Desktop Publishing</td>
</tr>
<tr>
<td>CMPL 562</td>
<td>Web Sites that Work: Concept, Design and Construction</td>
</tr>
<tr>
<td>CMPL 612</td>
<td>Advanced Software Tools</td>
</tr>
<tr>
<td>CMPL 614</td>
<td>Computer and Network Systems</td>
</tr>
<tr>
<td>CMPL 618</td>
<td>Visual Programming II</td>
</tr>
<tr>
<td>CMPL 622</td>
<td>Human Computer Interaction</td>
</tr>
<tr>
<td>CMPL 628</td>
<td>Visual Programming III</td>
</tr>
<tr>
<td>CMPL 644</td>
<td>Special Topics: Upper Level</td>
</tr>
<tr>
<td>CMPL 650</td>
<td>Best Practices in Information Technology</td>
</tr>
<tr>
<td>COMM 544</td>
<td>Special Topics: Lower Level</td>
</tr>
<tr>
<td>COMM 550</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COMM 551</td>
<td>Small Group Communications</td>
</tr>
<tr>
<td>COMM 553</td>
<td>Presentational Communication</td>
</tr>
<tr>
<td>COMM 644</td>
<td>Special Topics: Upper Level</td>
</tr>
<tr>
<td>CRIM 500</td>
<td>Introduction to Criminology</td>
</tr>
<tr>
<td>CRIM 544</td>
<td>Special Topics: Lower Level</td>
</tr>
<tr>
<td>CRIM 551</td>
<td>Juvenile Delinquency: Causes, Prevention and Treatment</td>
</tr>
<tr>
<td>CRIM 555</td>
<td>The Criminal Justice System</td>
</tr>
<tr>
<td>CRIM 600</td>
<td>Crime Prevention and Control</td>
</tr>
<tr>
<td>CRIM 603</td>
<td>Victim Rights and Advocacy</td>
</tr>
<tr>
<td>CRIM 606</td>
<td>Corrections, Probation and Parole</td>
</tr>
<tr>
<td>CRIM 607</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>CRIM 644</td>
<td>Special Topics: Upper Level</td>
</tr>
<tr>
<td>CRIM 650</td>
<td>Integrative Seminar in Criminal Justice</td>
</tr>
<tr>
<td>CRIT 500</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>ECO 512</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>ECO 600</td>
<td>International Economics</td>
</tr>
<tr>
<td>EDU 500</td>
<td>Special Education Paraprofessional Training</td>
</tr>
<tr>
<td>EDU 501</td>
<td>Option C Portfolio</td>
</tr>
<tr>
<td>EDU 505</td>
<td>Introduction to Adapted Instruction</td>
</tr>
<tr>
<td>EDU 510</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>EDU 512</td>
<td>Instructional Methods and Strategies</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Foundations of Early Childhood Education</td>
</tr>
<tr>
<td>EDU 551</td>
<td>Learning &amp; Early Childhood Environments</td>
</tr>
<tr>
<td>EDU 553</td>
<td>Creative Arts in Early Childhood Education</td>
</tr>
<tr>
<td>EDU 555</td>
<td>Language and Literacy Development</td>
</tr>
<tr>
<td>EDU 600</td>
<td>Mathematics and Science in Early Childhood</td>
</tr>
<tr>
<td>EDU 601</td>
<td>Observation &amp; Assessment in Early Childhood</td>
</tr>
<tr>
<td>EDU 602</td>
<td>Young Children with Special Needs</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Family and Community Relations in Early Childhood Education</td>
</tr>
<tr>
<td>EDU 604</td>
<td>Enhancing Supervision through Mentoring</td>
</tr>
<tr>
<td>EDU 605</td>
<td>Early Childhood Program Administration</td>
</tr>
<tr>
<td>EDU 610</td>
<td>Teaching Reading &amp; Writing in Grades K-6</td>
</tr>
<tr>
<td>EDU 619</td>
<td>Managing Student Behavior</td>
</tr>
<tr>
<td>EDU 632</td>
<td>Elementary School Mathematics Methods</td>
</tr>
<tr>
<td>EDU 633</td>
<td>Middle School Mathematics Methods</td>
</tr>
<tr>
<td>EDU 650</td>
<td>Practicum: Professionalism in Education</td>
</tr>
<tr>
<td>EDU 701</td>
<td>Roles and Responsibilities of the Special Education Teacher</td>
</tr>
<tr>
<td>EDU 702</td>
<td>Using Technology to Teach Social Studies</td>
</tr>
<tr>
<td>EDU 703</td>
<td>Instructional Methods and Strategies in Special Education</td>
</tr>
<tr>
<td>EDU 704</td>
<td>Strategies for Teaching Science</td>
</tr>
<tr>
<td>EDU 705</td>
<td>Assessment of Students with Disabilities</td>
</tr>
<tr>
<td>EDU 706</td>
<td>Transition Planning and Developing IEPs</td>
</tr>
<tr>
<td>EDU 707</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>EDU 708</td>
<td>Co-Teaching for Inclusive Instruction</td>
</tr>
<tr>
<td>EDU 710</td>
<td>Teaching Language Arts and Literacy</td>
</tr>
<tr>
<td>EDU 710A</td>
<td>Teaching Language Arts and Literacy in Early Childhood Special Education</td>
</tr>
<tr>
<td>EDU 711</td>
<td>Role of the Reading Specialist I - Practicum</td>
</tr>
<tr>
<td>EDU 711A</td>
<td>Role of the Reading Specialist II - Practicum</td>
</tr>
<tr>
<td>EDU 712</td>
<td>Reading Disabilities: Assessment and Instruction</td>
</tr>
<tr>
<td>EDU 713</td>
<td>Content Area Literacy</td>
</tr>
<tr>
<td>EDU 714</td>
<td>Identifying Students with Learning Disabilities</td>
</tr>
<tr>
<td>EDU 715</td>
<td>Identifying Students with Emotional and Behavioral Disorders</td>
</tr>
<tr>
<td>EDU 716</td>
<td>Models of Behavior Management</td>
</tr>
<tr>
<td>EDU 717</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>EDU 718</td>
<td>Supporting Communication in Inclusive Settings</td>
</tr>
<tr>
<td>EDU 719</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>EDU 720</td>
<td>Standards-Based Curriculum: Design and Assessment</td>
</tr>
<tr>
<td>EDU 721</td>
<td>Special Education Law</td>
</tr>
<tr>
<td>EDU 722</td>
<td>Informal Assessment and Instruction: Academic Curricula</td>
</tr>
<tr>
<td>EDU 723</td>
<td>Identifying Students with Mental Retardation</td>
</tr>
<tr>
<td>EDU 724</td>
<td>Informal Assessment &amp; Instruction: Functional Curricula</td>
</tr>
<tr>
<td>EDU 725</td>
<td>Developing Transition Teams</td>
</tr>
</tbody>
</table>

**Notes:**
- **P** Prerequisite
- **GP** Global Perspective
Course Index

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 726</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>EDU 727</td>
<td>Strategies for Effective Differentiated Instruction</td>
</tr>
<tr>
<td>EDU 728</td>
<td>Researching Critical Issues in Special Education</td>
</tr>
<tr>
<td>EDU 729</td>
<td>Instructional Methods and Strategies for Special Education</td>
</tr>
<tr>
<td>EDU 730</td>
<td>Language Arts and Literacy for Reading Specialist</td>
</tr>
<tr>
<td>EDU 732</td>
<td>Elementary School Mathematics Methods</td>
</tr>
<tr>
<td>EDU 733</td>
<td>Middle School Mathematics Methods</td>
</tr>
<tr>
<td>EDU 750</td>
<td>Culminating Teaching Experience and Seminar</td>
</tr>
<tr>
<td>EDU 761</td>
<td>Young Children with Exceptionalities: Birth through Age 8</td>
</tr>
<tr>
<td>EDU 763</td>
<td>Assessment of Young Children in Early Childhood Special Education: Birth Through Age 8</td>
</tr>
<tr>
<td>EDU 764</td>
<td>Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5</td>
</tr>
<tr>
<td>EDU 765</td>
<td>Curriculum, Assessment and Instruction in Early Childhood Special Education: K through Age 8</td>
</tr>
<tr>
<td>EDU 766</td>
<td>Collaboration, Consultation, and Teaming in Early Childhood Special Education</td>
</tr>
<tr>
<td>EDU 767</td>
<td>IFSP, IEP, and Planning Transitions: Birth through Age 8</td>
</tr>
<tr>
<td>EDU 768</td>
<td>Behavior Interventions for Young Children with Exceptionalities</td>
</tr>
<tr>
<td>ENG 402</td>
<td>Developmental Reading</td>
</tr>
<tr>
<td>ENG 405</td>
<td>Developmental Writing</td>
</tr>
<tr>
<td>ENG 500</td>
<td>The Writing Process</td>
</tr>
<tr>
<td>ENG 510</td>
<td>Survey of American Literature</td>
</tr>
<tr>
<td>ENG 512</td>
<td>British Literature I</td>
</tr>
<tr>
<td>ENG 513</td>
<td>British Literature II</td>
</tr>
<tr>
<td>ENG 544</td>
<td>Special Topics: Lower Level</td>
</tr>
<tr>
<td>ENG 555</td>
<td>Perspectives on Children’s Literature</td>
</tr>
<tr>
<td>ENG 600</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>ENG 603</td>
<td>Creative Nonfiction</td>
</tr>
<tr>
<td>ENG 604</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENG 620</td>
<td>Multicultural Perspectives through Literature</td>
</tr>
<tr>
<td>ENG 621</td>
<td>Philosophical Issues through Literature</td>
</tr>
<tr>
<td>ENG 622</td>
<td>Nature Writing and the Environment</td>
</tr>
<tr>
<td>ENG 624</td>
<td>Women’s Literature</td>
</tr>
<tr>
<td>ENG 625</td>
<td>Readings in World Literature</td>
</tr>
<tr>
<td>ENG 632</td>
<td>Autobiography as Literature</td>
</tr>
<tr>
<td>ENG 633</td>
<td>Short Fiction</td>
</tr>
<tr>
<td>ENG 634</td>
<td>Major American Poets</td>
</tr>
<tr>
<td>ENG 638A</td>
<td>The Modern Novel: North America</td>
</tr>
<tr>
<td>ENG 638B</td>
<td>The Modern Novel: British</td>
</tr>
<tr>
<td>ENG 638C</td>
<td>The Modern Novel: Global</td>
</tr>
<tr>
<td>ENG 640</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENG 644</td>
<td>Special Topics: Upper Level</td>
</tr>
<tr>
<td>HIS 502</td>
<td>Great Civilizations</td>
</tr>
<tr>
<td>HIS 510</td>
<td>United States History to 1865</td>
</tr>
<tr>
<td>HIS 511</td>
<td>United States History: 1865 to the Present</td>
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<td>European History: Renaissance through the Industrial Revolution</td>
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<td>HIS 513</td>
<td>European History: 19th &amp; 20th Centuries</td>
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<td>Maritime History &amp; Culture of New England</td>
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<td>History of New England</td>
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<td>HIS 611A</td>
<td>Regions of the World: History and Current Issues, East Asia</td>
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<td>Regions of the World: History and Current Issues, Middle East</td>
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<td>Regions of the World: History and Current Issues, Africa</td>
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<td>HIS 611D</td>
<td>Regions of the World: History and Current Issues, Latin America</td>
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<td>HIS 618</td>
<td>History of World War II</td>
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<td>HIS 627</td>
<td>Vietnam War: An Historical Perspective</td>
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<tr>
<td>HIS 630</td>
<td>19th Century Ideas that Shaped Modern America</td>
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<td>HLTC 515</td>
<td>Meditation</td>
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<td>HLTC 520</td>
<td>Topics in Alternative Health and Healing</td>
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<tr>
<td>HLTC 544</td>
<td>Special Topics: Lower Level</td>
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<td>HLTC 550</td>
<td>The Emerging U.S. Health Care System</td>
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<td>HLTC 600</td>
<td>Continuous Quality Improvement in Health Care</td>
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<td>HLTC 601</td>
<td>Physical Change, Health and Aging</td>
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<td>HLTC 610</td>
<td>Spiritual Wellbeing</td>
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<td>HLTC 626</td>
<td>Principles of Case Management</td>
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<td>HLTC 627</td>
<td>Reimbursement and Financing Techniques in Health Care</td>
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<td>HLTC 629</td>
<td>Legal &amp; Ethical Issues in Health and Human Services</td>
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<td>HUMN 501</td>
<td>Humanities in an Age of Technology</td>
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<td>American Popular Culture</td>
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<td>HUMN 504</td>
<td>Comparative Religions</td>
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<td>HUMN 505</td>
<td>Introduction to Ethics</td>
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<td>HUMN 507</td>
<td>Introduction to Philosophy</td>
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<td>HUMN 550</td>
<td>American Sign Language I</td>
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<td>American Sign Language II</td>
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<td>HUMN 560</td>
<td>Elementary Spanish I</td>
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<td>HUMN 561</td>
<td>Elementary Spanish II</td>
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<tr>
<td>INST 544</td>
<td>Special Topics: Lower Level</td>
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<td>INST 603</td>
<td>Educating for Adult Literacy</td>
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<tr>
<td>INST 605</td>
<td>Teaching and Learning in Adulthood</td>
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<td>INST 606</td>
<td>Program Design and Evaluation in Adult Learning</td>
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<td>INST 607</td>
<td>The Learning Workplace</td>
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<td>INST 610</td>
<td>Principles of Instruction Design and Educational Technology</td>
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<td>MATH 402</td>
<td>Basic Mathematics</td>
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<td>Developmental Algebra</td>
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<td>MATH 502</td>
<td>Contemporary College Mathematics</td>
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<td>MATH 504</td>
<td>Introduction to Statistics</td>
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<td>MATH 505</td>
<td>College Algebra</td>
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<td>Business Statistics</td>
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<td>MATH 510</td>
<td>Pre-Calculus</td>
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<td>MATH 512</td>
<td>Foundations of Geometry</td>
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<td>MATH 515</td>
<td>Calculus I</td>
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<td>MATH 544</td>
<td>Special Topics: Lower Level</td>
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<td>MGMT 500</td>
<td>Principles of Management</td>
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<td>MGMT 501</td>
<td>Introduction to Public Administration</td>
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<td>MGMT 505</td>
<td>Planning for New Business Ventures</td>
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<td>MGMT 508</td>
<td>Introduction to Hotel and Restaurant Management</td>
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<td>MGMT 509</td>
<td>Personal Finance</td>
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<td>MGMT 511</td>
<td>Financial Accounting</td>
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<td>MGMT 514</td>
<td>Principles of Marketing</td>
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<td>MGMT 518</td>
<td>Human Resource Administration</td>
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<td>MGMT 523</td>
<td>Business Law</td>
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<td>MGMT 544</td>
<td>Special Topics: Lower Level</td>
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<td>MGMT 554</td>
<td>Small Business Finance</td>
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<tr>
<td>MGMT 566</td>
<td>Organizational Behavior</td>
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<td>MGMT 567</td>
<td>Human Behavior &amp; Supervision</td>
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<tr>
<td>MGMT 601</td>
<td>Seminar: Contemporary Management Issues</td>
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<td>MGMT 602</td>
<td>Seminar: Leadership</td>
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<td>MGMT 605</td>
<td>Operations Management</td>
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<td>MGMT 606</td>
<td>Human Resources and Organizational Development</td>
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<td>MGMT 607</td>
<td>Human Resources and the Law</td>
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<td>MGMT 608</td>
<td>Managing Diversity</td>
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<td>Money and Banking</td>
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<td>MGMT 612</td>
<td>Investment Principles</td>
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<td>MGMT 613</td>
<td>Financial Management</td>
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<td>MGMT 616</td>
<td>Advertising and Promotion Management</td>
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<td>MGMT 617</td>
<td>Consumer Behavior</td>
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<td>MGMT 620</td>
<td>Effecting Positive Change in Organizations</td>
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<td>MGMT 621</td>
<td>Managing Conflict</td>
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<td>MGMT 622</td>
<td>Database Management Systems</td>
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<td>MGMT 623</td>
<td>Systems Analysis and Design</td>
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<td>MGMT 625</td>
<td>Legal Issues in Business and Management</td>
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<tr>
<td>MGMT 629</td>
<td>Global Marketing</td>
</tr>
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<td>MGMT 644</td>
<td>Special Topics: Upper Level</td>
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<td>MGMT 650</td>
<td>Seminar: Strategic Management</td>
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<tr>
<td>POL 550</td>
<td>American Government and Politics</td>
</tr>
<tr>
<td>POL 554</td>
<td>Law and Society</td>
</tr>
<tr>
<td>POL 577</td>
<td>Campaigns, Elections, and Political Parties</td>
</tr>
<tr>
<td>POL 600</td>
<td>The US in World Affairs</td>
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<tr>
<td>PSY 501</td>
<td>Introduction to Psychology</td>
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<td>PSY 508</td>
<td>Child Development</td>
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<td>PSY 509</td>
<td>Human Development</td>
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<td>PSY 510</td>
<td>Infant &amp; Toddler Development</td>
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<td>PSY 511</td>
<td>School-Age and Adolescent Development</td>
</tr>
<tr>
<td>PSY 514A</td>
<td>Mentoring Adolescents I</td>
</tr>
<tr>
<td>PSY 514B</td>
<td>Mentoring Adolescents II</td>
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<tr>
<td>PSY 521</td>
<td>Language Acquisition</td>
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<tr>
<td>PSY 550</td>
<td>Grief and Loss</td>
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<td>PSY 552</td>
<td>Art Therapy</td>
</tr>
<tr>
<td>PSY 562</td>
<td>Theories of Personality</td>
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<tr>
<td>PSY 563</td>
<td>Crisis Intervention</td>
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<tr>
<td>PSY 564</td>
<td>Counseling Theories</td>
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<td>PSY 565</td>
<td>Principles of Assessment</td>
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<td>PSY 566</td>
<td>Educational Psychology</td>
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<tr>
<td>PSY 607</td>
<td>Developmental Perspectives on Adolescence</td>
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<tr>
<td>PSY 608</td>
<td>Social Psychology</td>
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<td>PSY 609</td>
<td>Cognition and Learning</td>
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<td>PSY 615</td>
<td>Psychology of Adulthood</td>
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<td>PSY 616</td>
<td>Psychology of Occupational Stress</td>
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<td>PSY 617</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY 620</td>
<td>Psychology of Health and Wellness</td>
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<tr>
<td>SCI 501</td>
<td>Current Topics in Biology</td>
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<td>SCI 502</td>
<td>Nutrition Concepts and Controversies</td>
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<td>SCI 505</td>
<td>Human Biology</td>
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<td>SCI 506</td>
<td>Physiology of Wellness</td>
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<td>SCI 507</td>
<td>Introduction to Human Genetics</td>
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<tr>
<td>SCI 508</td>
<td>Issues in Women’s Health</td>
</tr>
<tr>
<td>SCI 509</td>
<td>Diseases of the 21st Century</td>
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<td>SCI 510</td>
<td>Concepts in Physics</td>
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<td>SCI 511</td>
<td>Observational Astronomy</td>
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<td>SCI 512</td>
<td>Introduction to Astronomy</td>
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<td>SCI 513</td>
<td>Introduction to Meteorology</td>
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<td>SCI 515</td>
<td>Introduction to Geology</td>
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<td>SCI 518</td>
<td>Physical Geography</td>
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<td>SCI 520</td>
<td>Introduction to Oceanography</td>
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<td>SCI 522</td>
<td>Biogeography: World Distribution of Plants and Animals</td>
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<tr>
<td>SCI 523</td>
<td>General Ecology</td>
</tr>
<tr>
<td>SCI 528</td>
<td>Natural History of Northern New England</td>
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<tr>
<td>SCI 530</td>
<td>Plant Propagation and Growth</td>
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<tr>
<td>SCI 531</td>
<td>Applied Botany</td>
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<tr>
<td>SCI 532</td>
<td>Field Botany of the White Mountains</td>
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<tr>
<td>SCI 534</td>
<td>Bird Ecology and Migration</td>
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<td>SCI 539</td>
<td>Energy and the Environment</td>
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<td>SCI 540</td>
<td>Environmental Heritage</td>
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<tr>
<td>SCI 541</td>
<td>Environmental Pollution and Protection</td>
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<tr>
<td>SCI 542</td>
<td>Current Issues in Forestry</td>
</tr>
<tr>
<td>SCI 544</td>
<td>Special Topics: Lower Level</td>
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<tr>
<td>SCI 600</td>
<td>The Human Brain</td>
</tr>
<tr>
<td>SCI 644</td>
<td>Special Topics: Upper Level</td>
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<td>SDLR 500</td>
<td>Introduction to College Learning: Strategies for Success</td>
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<td>SDLR 501</td>
<td>Assessment of Prior Learning</td>
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<td>SDLR 550</td>
<td>Self-Design Seminar</td>
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<td>SOC 501</td>
<td>Introduction to Sociology</td>
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<td>SOC 504</td>
<td>Sociology of the Media</td>
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<td>SOC 553</td>
<td>Social Problems</td>
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<td>SOC 554</td>
<td>Child Abuse and Neglect</td>
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<td>SOC 557</td>
<td>Violence in American Society</td>
</tr>
<tr>
<td>SOC 560</td>
<td>Gender and Race in the United States</td>
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<td>SOC 601</td>
<td>Society and the Individual</td>
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<td>SOC 603</td>
<td>Work and Society</td>
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<td>SOC 602</td>
<td>Cultural Geography</td>
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<td>SOC 602</td>
<td>Men and Women in Cross-Cultural Perspectives</td>
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<td>SOC 604</td>
<td>Dynamics of Family Relationships</td>
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<td>SOC 605</td>
<td>Stress: Its Impact on the Family</td>
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<td>SOC 606</td>
<td>Addictions and Family Dynamics</td>
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<tr>
<td>SOC 630</td>
<td>Aspects of Aging in a Modern Society</td>
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<td>SOC 644</td>
<td>Special Topics: Upper Level</td>
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**Notes:**
- **P** indicates a prerequisite.
- **GP** indicates a global perspective course.
APST 505 Career Development and Life Planning
This course engages participants in the career development and life planning process. Structured exercises, presentations, and readings are used to help learners explore and apply to their own life situations knowledge of adult and career development and the skills and methods of career planning. The course includes self-assessment, researching career information, decision making, goal setting, and job search strategies.
2 credits

APST 513 Business Writing
An introduction to the skills and techniques involved in planning, drafting, and revising effective letters, memos, reports, proposals, and other written messages commonly found in the workplace. Through readings, lecture/discussion, study of examples, and writing assignments, students learn to define specific topics and focus on key points, phrase clearly and succinctly, synthesize data effectively, and communicate complex or technical information comprehensively.
4 credits

APST 515 Grant Writing
This course prepares participants to effectively research, write, and submit grant proposals to various funding sources, including federal, state, and private agencies. Course emphasis is on developing the practical skills necessary for successful integration of the three phases of the grant development process: planning a program; researching sources of funding; and writing and presenting a proposal. Students develop several grant proposals for submission to public and private funding sources.
4 credits

APST 523 School-Age Child Development
This course focuses on theories of development, developmental milestones and temperamental traits of school-age children (ages 6-12). Physical, cognitive, social and emotional development are discussed. Emphasis is placed on issues arising when school-age children enter foster placement, the impact that separation from the primary family has on developmental stages, and techniques which promote healthy development.
1 credit

APST 550 Applied Group Dynamics
Students explore how the dynamics of human behavior and interpersonal communication can impede or enhance overall group effectiveness, as well as, the levels of productivity and satisfaction that individuals experience in groups. Class sessions include highly experiential group problem-solving activities and may include high-rope events.
1 credit

APST 501 Introduction to Drawing
This course is a studio art course in which the learner is involved in a hands-on approach to basic drawing and composition. The course encourages the learner to explore, comprehend, and employ the basic elements and principles of art; to use various graphic media and to become familiar with the vocabulary, concepts and techniques of drawing. The learner is given opportunities to explore individual problems and materials. He/she will become a participant in the art process rather than a viewer.
4 credits

ARTS 502 Painting and Composition
This studio course in painting and composition places emphasis on creative problem solving from initial perception and conceptualization to realization of the completed work of art. Individualized instruction allows the learner to choose either oil, acrylic, or watercolor paint medium, and to base the subject of work on personal experiences or encounters with visual phenomena, whether landscape or still life material.
2 credits

ARTS 503 Introduction to Watercolor
This is a course for all levels of learners, including students with no previous studio art experience. The course introduces and exposes students to a variety of approaches to watercolor medium through the use of hands-on experience, demonstrations, critiques and an introduction to the variety of approaches to watercolor painting. Sessions are held in the studio and outside on location (weather permitting).
4 credits

ARTS 504 Introduction to Ceramics
This course explores the use of clay as a visual art form through demonstrations, hands-on experimentation, critiques, and reading. The class will include hand building and wheel throwing of both functional and sculptural clay pieces, along with an introduction to the use of various clay bodies, glazes, and firing processes. This is a studio art course for all levels of learners including those with no studio art background.
2 credits

ARTS 511 Introduction to Sculpture
This studio art course encourages the learner to explore, comprehend, and employ the basic elements and principles of three dimensional art; to use various mediums; and to become familiar with the vocabulary, concepts, and techniques involved in sculpture. Learners are given opportunities to explore individual problems and materials. They utilize individual skills of perception and artistic judgment in making art rather than just viewing it.
4 credits

ARTS 510 Introduction to Ceramics
This course is an introduction to film studies. The focus is on the history and aesthetics of cinema as both an artistic and entertainment...
medium. Through viewing and analyzing feature-length films, as well as representative film segments, learners refine their visual literacy skills. Learners acquire the basic vocabulary of film and write analyses of films based on the aesthetic, political, historical, and social elements inherent in the art of cinema. Learners are also required to make a short narrative film, in video format, in which they apply the aesthetic principles learned in the course. 4 credits

ARTS 526 Modern America & the Movies
Since the development of the film industry in Hollywood at the beginning of the twentieth-century, American cinema has entertained and educated the American public, upheld or objected to widespread prejudices, glamorized immorality or preached conventional pieties. This course examines the central role of movies in American culture, in depicting and influencing political conformity and dissent, law and lawlessness, war and peace, conflicts of class, race, and gender, and the place of reality and fantasy in Americans understanding of themselves and their culture. 4 credits

ARTS 530 Fundamentals of Acting
This course introduces the craft of acting, with attention paid to the history and theories of acting as well as play reading. The course surveys various acting styles, focusing on naturalistic, realistic principles. The course will include physical, emotional, vocal and sense memory exercises aimed at exploring the imagination and opening up the human instrument to the possibilities of playing in the realm of imaginary circumstances. The student actors learn how to create roles and build rich emotional lives as characters through frequent improvisations, theatre games, and monologues and scene study. 4 credits

ARTS 537 Creative Process in Music
An introductory survey of the fundamental components and design features of music, this course is intended for adults who want to learn or improve their understanding of music through direct experience. The course covers musical notation, pitch, rhythm, tonal systems, form, and instrumentation from historical and cross cultural perspectives. NOTE: No previous musical training is required. 4 credits

ARTS 538 Understanding and Experiencing Music
Designed for the non-musician, this course explores music as a living force among the peoples of the world through guided listening experiences selected from a broad spectrum of folk and art music. Musical elements, processes, and materials are studied in the context of various musical works of Western and non-Western origin as well as through experiential components intended to reinforce musical learnings and further enhance music listening pleasure. NOTE: No previous musical experience necessary. 4 credits

ARTS 544 Special Topics (Lower Level)
A study of current and variable topics in the Arts and Culture. Course content changes from term to term. 1 to 4 credits

ARTS 550 Art History: Western World
The primary goal of this course is to develop an appreciation of the important role that the arts and the individual artist have played through the ages, giving the learner a more complete understanding of the role arts and artists in our present day society. The course examines the formal qualities and technical achievements of important works from each major period in Western art, as well as the prevailing attitudes of the society in which they were created. 4 credits

ARTS 551 Survey of World Architecture (GP)
This course is designed as an introduction to the principles of architecture and a survey of the important structures and sites from around the world. The course is organized chronologically, tracing the development of architectural styles and the forces that shaped them, beginning with ancient civilizations and ending with modern times. Special emphasis is given to increasing the learner’s awareness of the built environment by connecting the study of world architecture to the learner’s own experience of architecture. Through the exploration of pyramids of Egypt to the skyscrapers of New York City, students will explore timeless questions like the meaning of architecture, the reasons why building forms change from period to period, and how does one talk about architecture? 4 credits

ARTS 601 Creativity: The Untapped Potential
This course focuses on the process of human creativity. Learners examine various contemporary published theories and studies of the dynamics of creativity. The thrust of the course is experiential. Through active immersion in various creative modalities—drama, singing, poetry, sculpture, games, alter ego role-play—learners delve into the emotional, psychological, intuitive, and cognitive nature of creativity. 4 credits

ARTS 604 Special Topics (Upper Level)
A study of current and variable topics in the Arts and Culture. Course content changes from term to term. 1 to 4 credits

BEHS 501 Introduction to Research in Behavioral Science
This course serves as an introduction to the scientific process, providing students with the tools needed to critically read and analyze behavioral science research literature. It informs learners about various approaches used to understand various approaches and methods used to study human behavior. The course explores current and controversial topics in the behavioral sciences. PREREQUISITES: CRIT 500 Critical Thinking, ENG 500 The Writing Process and (SOC 501 Introduction to Sociology or PSY 501 Introduction to Psychology). 4 credits

BEHS 540 Practicum in Behavioral Science
This practicum is an entry-level field experience designed to assist Behavioral Science majors in exploring career and vocational settings in which they can use and apply their behavioral science knowledge and skills. The nature of the practicum is exploratory in nature, involves extensive learner initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum instructor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the learner may engage in an upper level Behavioral Science Internship. PREREQUISITES: PSY 501 Introduction to Psychology; SOC 501 Introduction to Sociology. 4 credits

BEHS 544 Special Topics (Lower Level)
A study of current and variable topics in Behavioral Science. Course content changes from term to term. 1 to 4 credits

BEHS 605 East/West Approaches to Psychotherapy (GP)
Based on a holistic awareness that one’s mind, body, and spirit must be addressed in mental/emotional healing, this experiential course offers an overview of Eastern and Western psychological models. The philosophy, history, concepts, techniques, and applications of each are explored along with analysis of similarities and differences of each theory. Students develop skills in self-inquiry through meditation and...
other self-discovery techniques. PREREQUISITES: PSY 501 Introduction to Psychology. NOTE: Prior completion of BEHS 502 Human Services and the Helping Process or PSY 604 Counseling Theories is recommended. 4 credits

BEHS 608 Social Research in the Behavioral Sciences
Social scientists conduct research to answer questions about human and animal behavior. This course extends learners' critical thinking skills by developing proficiency in using research methods. Although quantitative models of research design are emphasized, qualitative approaches are also examined. The course emphasizes ethical standards developed by the American Psychological Association to ensure the welfare of research participants. Learners develop a research proposal as an important component of this course. This project enables learners to apply abstract research principles to real-world situations. PREREQUISITES: BEHS 501 Introduction to Research in Behavioral Science, MATH 504 Introduction to Statistics, and CMPL 511 Software Tools. 4 credits

BEHS 620 Survivor to Thriver: Well-being after Addiction and Trauma
This course goes beyond the problem orientation and the treatment requirements of early crisis intervention. It focuses on cognitive and behavioral strategies that, when utilized by survivors and treatment agents, will facilitate the transformation of a person from a “survivor” to a “thriving.” This process is characterized in part by a change from a self-protective mode to one of comfort in community. NOTE: Prior coursework in addiction, crisis, and trauma are recommended. 4 credits

BEHS 640 Internship in Behavioral Science
The upper level Behavioral Science Internship is a field-based experience designed to develop and hone the practical application skills of a Behavioral Science major. Learners apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their GSC internship mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where behavioral science-related knowledge and skills are applied. NOTE: It is recommended that learners have completed a significant amount of upper level course work in their major prior to enrolling in this course. 4 credits

BEHS 644 Special Topics (Upper Level)
A study of current and variable topics in Behavioral Science. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1 to 4 credits

BEHS 650 Integrative Seminar in Behavioral Science
This capstone course in the Behavioral Science degree program requires students to integrate the knowledge and skills gained from other courses in the program and to demonstrate the ability to apply their knowledge to new subject matter and practical situations. Conforming to the American Psychological Association (APA) Ethical Standards, learners will complete an independent project, which includes the written analysis and synthesis integrating theory and practice. PREREQUISITES: BEHS 501 Introduction to Research in Behavioral Science, MATH 504 Introduction to Statistics, and the completion of no fewer than 32-credit hours in the Major. BEHS 608 Social Research in the Behavioral Sciences is highly recommended. 4 credits

CHCP 516 Young Children with Special Needs
Strategies available for working with preschool children with special needs in child care settings. Topics covered include physical and emotional handicaps, learning disabilities, and mental retardation. Strategies for helping children cope with differences are explored as well as activities to foster educational development. Participants learn how to observe behavior and identify potential learning problems. 1 credit

CMPL 510 Introduction to Computers
An introductory course for students with little or no previous exposure to computers. The course covers the basics concepts of operation and use. Through lecture and laboratory, students learn the basics of computer hardware and application software, an operating system, word processor, spreadsheet, graphics application, and the Internet. No prerequisites. Note: May not be taken for credit toward a degree if prior credit for computer course work has been earned. This course does not satisfy the computer skills requirement. 2 credits

CMPL 511 Software Tools
This introductory course is for students with some previous knowledge and exposure to computers and serves as a foundation course for all other computer courses. The focus of the course is on personal computers and their applications, concentrating on computers using a Windows operating system. Basic hardware and software concepts are reviewed and examined in depth. The lab activities concentrate on gaining proficiency in the use of 1) a common operating system; 2) software applications, including word-processing, spreadsheets, and presentation software; 3) tools such as the World Wide Web including electronic mail; and 4) information resources and research databases. Students are introduced to databases and networking. Through readings and discussion, students explore the social and ethical aspects of the computerization of society. RECOMMENDED: CMPL 510 Introduction to Computers or equivalent experience. 4 credits

CMPL 515 Programming Fundamentals
The course is designed to provide learners with a sound background in structured programming logic and design. These foundational concepts can be applied regardless of which programming languages a learner eventually uses to write programs. The demonstration language for programming concepts will be Microsoft’s QBASIC. The course covers the key mathematical and logical constructs that are the basis of much programming. Topics include the software development life cycle, particularly the programming phase; structured programming techniques; problem-solving and algorithm development; decision control structures, including selection (IF/CASE) and repetition (looping) structures; variables and arrays; and data structures. PREREQUISITES: MATH 502, Introduction to College Math and CMPL 511, Software Tools 4 credits

CMPL 518 Visual Programming I
This course introduces programming in the Windows graphical user interface environment, focusing on modular and object-oriented design, event driven activity, the use of controls, and integration with the .NET framework architecture. Upon completion of this course learners will be able to develop programs that incorporate visual programming conventions, user interaction and interface, database interaction and interface, and other tools fundamental to visual programming. PREREQUISITE: CMPL 515 Programming Fundamentals 4 credits

CMPL 520 User-Centered Web Development
This course provides an introduction to the fundamentals of designing a website that recognizes and responds to the user’s needs. Topics include website strategy, user-centered design, usability testing, publishing a website, web design ethics (copyright, privacy and freedom of speech) and security and maintenance planning. Learners acquire the basics of HTML and use professional grade HTML editing and graphics applications. Current software in the field will be used. PREREQUISITE: CMPL 612 Advanced Software Tools. 4 credits

CMPL 544 Special Topics (Lower Level)
A study of current and variable topics in Computer Science. Course content changes from term to term. 1 to 4 credits
CMPL 560  Introduction to Computer Communications and the Internet  
This course is an introduction to the computer as a communications tool. Students learn how computers interact and the purpose and operation of communications hardware and software. Online services are discussed and used for locating and downloading information, including library catalogue data. Internet is introduced and some of the basic services, such as gopher, file transfer service (FTP), electronic mail. USENET and the newest information server are explained and used. PREREQUISITE: An introductory computer course. 2 credits

CMPL 561  Graphic Design and Desktop Publishing  
Emphasis is placed on the understanding and application of graphic arts techniques and procedures to create and produce high quality graphics with the assistance of a computer. This course develops an awareness of the creative process and production procedures. Learners use a variety of computer publishing software to develop many projects from start to finish. PREREQUISITE: An introductory computer course. NOTE: This course cannot be used to meet a Humanities or Computer requirement for learners admitted to a degree program. 4 credits

CMPL 562  Web Sites that Work: Concept, Design and Construction  
This hands-on, workshop-format course will outline the fundamentals of web design and HTML. Working with a basic editor, learners will explore layout, graphics, text, hexadecimal color, links, tables, frames and content. Learners will review and analyze successful websites on the Internet, and design a simple website of their own, as well as examine publication and promotion options. 2 credits

CMPL 612  Advanced Software Tools  
This is a project-oriented software applications course to help the student gain competency with advanced features of office productivity software and to introduce more advanced database application concepts. PREREQUISITE: CMPL 511 Software Tools, or comparable prior learning or course work. 4 credits

CMPL 614  Computer and Network Systems  
This course offers a practical study of the hardware and software of modern computing systems and networks. Participants increase their knowledge of hardware and operating system software by studying the functions and interactions of computer and peripheral components such as CPUs(Central Processing Units), memory, storage, print engines, etc. Learners will also study the workings of network components such as protocols, hubs, routers and switches. Through exposure to a mix of theory, extensive vocabulary, as well as specific knowledge about trends in contemporary systems, learners will be able to communicate effectively with others when involved in the specification, purchase and installation of a modern office or home computer system/network. PREREQUISITE: CMPL 515 Programming Fundamentals, or CMPL 612 Advanced Software Tools. 4 credits

CMPL 618  Visual Programming II  
This course introduces learners to advanced programming techniques in the Visual Studio.NET environment. Topics include object-oriented implementation through class development, ADO.NET interaction with multiple database sources, XML, ASP.NET, and application deployment. Upon completion learners will be able to develop complex programs using advanced tools available in the Visual Studio.NET framework. PREREQUISITE: CMPL 518 Visual Programming I 4 credits

CMPL 622  Human Computer Interaction  
This course builds an understanding of human behavior with interactive objects, focusing on how to develop and evaluate interactive software using a human-centered approach. This includes examining the many different types of interactive software, understanding the principles of effective graphical user interface design, evaluating human-centered software and software development and exploring aspects of collaboration and communication as they affect individual and group interaction with software systems. PREREQUISITE: CMPL 515 Programming Fundamentals, or equivalent. 4 credits

CMPL 628  Visual Programming III  
This course introduces learners to a robust tool for creating high performance applications for the Windows Graphical User Interface and for the World Wide Web. The tools presented in this course prepare the learner for participation in large, potentially mission-critical projects at the enterprise level. Application of advanced algorithmic and programming techniques is expected. PREREQUISITE: CMPL 618 Visual Programming II or equivalent. 4 credits

CMPL 644  Special Topics (Upper Level)  
The study of current and variable topics in Computer Science. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1 to 4 credits

CMPL 650  Best Practices in Information Technology  
This course is a project-oriented capstone learning experience that is designed to integrate learning from coursework with related work or other experience. Learners focus on best practices in information technology and project management, with specific attention to their area of specialty. Learners will complete an integrative project related to their program option and career interests. PREREQUISITE: All required courses in degree option or relevant courses in self-design. 4 credits

COMM 544  Special Topics (Lower Level)  
A study of current and variable topics in Communication. Course content changes from term to term. 1 to 4 credits

COMM 550  Interpersonal Communication  
Good interpersonal relationships require effective communication. From political rhetoric to the most intimate dialogue, we know that what we say and how we say it matters deeply. Principles and rules of interpersonal and intrapersonal communication are largely unspoken in our culture. This class demystifies the communication process and helps students to understand the complex nature of relationship, to develop basic interpersonal communication concepts, and to apply them to everyday life. 4 credits

COMM 551  Small Group Communications  
This course provides an awareness of the unique process, purposes, problems and possibilities of communication in small groups. It is designed to provide both a theoretical and practical introduction to group process and group dynamics. Emphasis is placed on participation and awareness of communication behaviors in small groups as portrayed in the generic roles of member, leader and process observer. 4 credits

COMM 553  Presentational Communication  
This course provides students the opportunity to improve their public presentation skills by studying current theory and applying it in the classroom. The workshop approach gives students many opportunities to apply theory to practice to develop their potential as public communicators. Speaking, listening, creating and delivering a message, and engaging with an audience are the elements of communication, and each learner’s work for this class is to learn to express oneself publicly with meaning, depth, and confidence. NOTE: Prior completion of CMPL 511 Software Tools is recommended. 4 credits

COMM 644  Special Topics (Upper Level)  
The study of current and variable topics in Communication. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1 to 4 credits

CRIM 500  Introduction to Criminology  
This course introduces the learner to the field of criminology by reviewing the historical underpinnings of the modern-day study of crime and criminals, examining the theoretical causes of
crime and criminality, and evaluating society’s responses to crime. Learners are introduced to the sociological, biological, and psychological schools of criminological thought. Topics include crime statistics and social and legal mechanisms used to address criminal activity and the individual criminal. 4 credits

CRIM 544 Special Topics (Lower Level)
A study of current and variable topics in Criminology. Course content changes from term to term. 1 to 4 credits

CRIM 551 Juvenile Delinquency: Causes, Prevention and Treatment
Participants in this course study the principal theories of delinquency causation and develop their relevance to the present day. Various methods and theoretical models of delinquency prevention are compared and evaluated. Treatment modalities and methods are studied with a view toward enabling the student to critically evaluate programs. 4 credits

CRIM 555 The Criminal Justice System
This course presents an overview of the criminal and juvenile justice systems and the variety of agencies charged with the detection, prosecution, and subsequent application of penalties. The course begins with an examination of the extent and nature of crime in the U.S. It then moves on to review the “subsystems” associated with the criminal and juvenile justice fields, including the police, criminal and juvenile courts, and corrections and treatment processes. The review of each subsystem includes a discussion of its historical development as well as issues currently confronting the profession. Learners also explore and evaluate differing philosophies underlying corrections. The course concludes with an examination of the future of the criminal and juvenile justice systems from political and sociological perspectives. PREREQUISITE: CRIM 500 Introduction to Criminology. A solid understanding of criminology theory is essential for successful completion of this course. 4 credits

CRIM 600 Crime Prevention and Control
This course focuses on situational crime prevention by both law enforcement personnel and the general public. Theoretical and practical aspects of techniques of situational prevention are examined. Learners formulate their own theories on crime prevention and control, and evaluate methods for the reduction of crime and corresponding financial and social costs. 4 credits

CRIM 603 Victim Rights and Advocacy
The course examines the various relationships of police, courts, advocates, and other agencies such as the media with the crime victim. Specific categories of crime victims are studied, including drunk driving victims, sexual assault victims, domestic violence and stalking victims, hate crime victims and child and elderly victims. 4 credits

CRIM 606 Corrections, Probation and Parole
This course presents an extensive examination of the organization and operations of correctional, probation and parole agencies as particular segments of the United States criminal justice system. Learners study corrections, probation and parole from a variety of standpoints, including historical and philosophical foundations, the theoretical concerns that the options present, as well as the practical aspects of those services. Other topics include a review of community-based corrections, options for treatment and intermediate sanctions, issues surrounding court orders and pre-sentence reports, and an examination of correctional and probation and parole officers’ professional roles, and the legal decisions affecting practice in this field. Learners review the relevant research in the field in order to answer the question: incarceration, probation and parole: success or failure? PREREQUISITES: CRIM 500: Introduction to Criminology and CRIM 555: The Criminal Justice System. 4 credits

CRIM 607 Constitutional Law
This course examines the United States Constitution and the New Hampshire Constitution using a substantive approach. Learners participate in a critical analysis of how both the United States Supreme Court and the New Hampshire Supreme Court deal with constitutional issues of major societal importance. The course also focuses on the historical development of constitutional law by studying the many diverse and often controversial matters with which the U.S. and N.H. Supreme Courts deal. An emphasis is placed on reading and analyzing leading constitutional case law and gaining in-depth knowledge of the relationship between the N.H. and U.S. Constitutions. PREREQUISITES: POL 554: Law and Society, or a lower-level constitutional law course. 4 credits

CRIM 644 Special Topics (Upper Level)
A study of current and variable topics in Criminology. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1 to 4 credits

CRIM 650 Integrative Seminar in Criminal Justice
This final course in the Criminal Justice degree program is designed to offer learners the opportunity to reflect upon and synthesize prior learning and to apply it at a higher level of understanding. Knowledge and skills from other courses in the program and from experience are integrated in focused individual projects. Such projects might include independent research, an internship or practicum, or a work-related or other applied project. Analysis of the individual project in light of theory and research in the field is a key component of this course. PREREQUISITE: Completion of all other coursework in the major. 4 credits

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

ECO 512 Principles of Economics
Economics is the study of how we coordinate our wants and needs as a society. The economic perspective includes three main concepts: scarcity and choice, rational behavior, and marginal analysis. Pertinent and relevant examples of current events are utilized to illustrate economic principles. This survey course addresses both macroeconomic and microeconomic principles. 4 credits

ECO 600 International Economics (GP)
This course takes an in-depth look at how the international market for goods and services works. Starting from the concept of comparative advantage, learners investigate the workings of tariffs and non-tariff restrictions on trade, trade regulations and industrial policies, first in the developed economies and then in the developing countries. Regional and multilateral trade agreements are examined. The course concludes with an investigation of international monetary relationships, including balance of payments, foreign exchange and exchange rate of determinants, and how balance of payments adjustments are made. PREREQUISITE: ECO 512 Principles of Economics. 4 credits

EDU 500 Special Education
Paraprofessional Training
This course is designed for learners who are currently employed as paraprofessionals, or who seek to be employed as paraprofessionals, in the public school setting to work with children from preschool through the secondary level. The course focuses on the role of the paraprofessional
with regard to educational professionalism, the special education process, child development relevant to the delivery of support services, problem solving approaches to communications and behavioral management, and health and safety issues. The course is designed to assist the learner in understanding the public education system in order to perform the role of paraprofessional as outlined in the New Hampshire Standards.

**EDU 501 Option C Portfolio**
This course provides a structure for paraeducators to document through portfolio development the mastery of the basic skills essential to their work. Learners demonstrate their knowledge in reading, writing, and mathematics, the ability to assist in reading, writing, and mathematics instruction. Learners also document their mastery of effective classroom management skills and their understanding of professionalism in education. This course is intended for paraeducators with limited or no college background. **PREREQUISITE:** High school diploma. 4 credits

**EDU 505 Introduction to Adapted Instruction**
This course introduces learners to modifications and adaptations for students with disabilities that address their socio-emotional, physical, and instructional needs. Discussions include the theoretical foundations and practicality of adaptations and modifications designed to enhance student achievement. 4 credits

**EDU 510 Foundations of Education**
This course is the introductory course to the education programs at Granite State College. The purpose is twofold: (1) to explain the requirements of the GSC education programs, practicum, and portfolio; and (2) to examine the theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Learners develop their own educational philosophy and compare it to the philosophies which have shaped American education. 4 credits

**EDU 512 Instructional Methods and Strategies**
This course focuses on theories of instruction and their application in educational settings. Learners examine through observation and participation a variety of instructional strategies to differentiate the appropriateness of each in the learning process. Topics include matching instructional approaches to a variety of learning parameters, including diverse populations and content areas. Additional topics include integrated curricula and appropriate assessment strategies. Learners plan and evaluate lessons that align with state curriculum standards for different content areas. A 20-hour practicum is required. **PREREQUISITES:** PSY 508 Child Development or PSY 509 Human Development, and EDU 510 Foundations of Education. 4 credits

**EDU 550 Foundations of Early Childhood Education**
This course provides an overview of the historical, philosophical and social foundations of the early childhood profession and how these roots influence current practice. Learners 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. Learners establish their own sense of professionalism with connections to the literature, organizations, and resources in the field and by articulating their personal philosophies of early childhood education. 4 credits

**EDU 551 Learning and Early Childhood Environments**
This course addresses how to optimize children’s learning through play and daily routines. Using theories of child development, participants analyze how the physical arrangement of the classroom and outdoor area can maximize development. Learners 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. Learners apply practices to environments that are both developmentally and culturally inclusive. **PREREQUISITE:** PSY 508 Child Development. 4 credits

**EDU 553 Creative Arts in Early Childhood Education**
This course provides a hands-on approach to facilitating the creative development of children. Learners 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:** PSY 508 Child Development. 4 credits

**EDU 555 Language and Literacy Development**
This course provides in-depth study of the development of children’s language and communication skills from birth through age 8. Learners identify the various developmental levels exhibited by children, and choose and create diverse materials to enhance language and literacy development. In addition, the course focuses on analyzing and creating language-rich programs designed to foster listening, oral and written language, and pre-reading and reading skills at the appropriate developmental level. In addition, learners 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:** PSY 508 Child Development or PSY 509 Human Development. 4 credits

**EDU 600 Mathematics and Science in Early Childhood Education**
The course focuses on the cognitive development of children birth to age 8 with emphasis upon the development and interrelatedness of math and science concepts. Using a hands-on approach, learners explore the various materials used in learning centers to stimulate and develop children’s logico-mathematical thinking. Learners 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. **PREREQUISITES:** PSY 508 Child Development and MATH 502 Contemporary College Mathematics or other college level math. 4 credits

**EDU 601 Observation and Assessment in Early Childhood Education**
This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Learners 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. **PREREQUISITES:** PSY 508 Child Development. **NOTE:** Prior completion of EDU 551 Learning and Early Childhood Environments is recommended. 4 credits

**EDU 602 Young Children with Special Needs**
This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on a foundation of child development and the components of high quality early childhood programs, learners investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child’s
EDU 603 Family and Community Relations in Early Childhood Education
This course examines various ways of enhancing the young child’s development through promoting positive interrelationships among child care providers, parents, and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. Learners 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. 4 credits

EDU 604 Enhancing Supervision through Mentoring
In this course Early Childhood educators who are primary supervisors of teachers or assistant teachers explore the various dimensions of their role. Based on concepts of adult development and the stages of teacher development, participants learn how to establish mentoring relationships and balance supervisory responsibilities as they gain skills to guide new employees, set goals, provide feedback on performance, resolve conflicts and create positive working environments. 4 credits

EDU 605 Early Childhood Program Administration
This course provides an overview of the various policies, procedures, and leadership practices that relate to the administration of quality early childhood programs. Topics include program development, budgeting and financial management, organizational structures, and staffing and supervision. The role of directors as leaders is explored. This course is designed for early childhood administrators, as well as for those aspiring to be directors. NOTE: Prior completion of EDU 603 Family and Community Relations in ECE and EDU 551 Learning and Early Childhood Environments is recommended. 4 credits

EDU 610 Teaching Reading and Writing in Grades K-6
This course examines the theoretical foundations of reading and the range of approaches to literacy instruction in the United States. Learners explore the interconnected components of reading and writing and develop comprehensive strategies for supporting reading development for all children in grades K-6. This course includes a 20-hour practicum in which learners observe classroom instruction in literacy. They have opportunities to engage with children in using literacy strategies, and use a range of strategies to assess students’ reading and writing. PREREQUISITE: EDU 555 Language and Literacy Development. 4 credits

EDU 619 Managing Student Behavior
This course is designed to provide an overview of classroom behavior management. Students observe effective teachers using instructional management strategies. They administer and interpret questionnaires to analyze the classroom environment and identify student needs. They identify strategies to help students meet these needs, to increase motivation, to develop positive peer relationships, and to minimize disruption. PREREQUISITES: EDU 500 Special Education Paraprofessional Training, or PSY 509 Human Development, or PSY 508 Child Development, or PSY 501 Introduction to Psychology. 4 credits

EDU 632 Elementary School Mathematics Methods
This course focuses on learning theories and their application to elementary school mathematics instruction. Learners research a variety of instructional strategies through readings, observation and participation in the field-based placement and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Learners plan and evaluate an integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for elementary school instruction. PREREQUISITES: EDU 510 Foundations of Education, and (PSY 508 Child Development or PSY 509 Human Development). 4 credits

EDU 633 Middle School Mathematics Methods
This course focuses on mathematics learning theories and their application to middle school mathematics instruction. Learners examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Learners plan and evaluate an integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. PREREQUISITES: EDU 510 Foundations of Education, and (PSY 508 Child Development or PSY 509 Human Development). 4 credits

EDU 650 Practicum: Professionalism in Education
In this field-based capstone course learners apply educational theory to practice in an approved education setting (early childhood center, elementary, middle, high school and/or private school). Learners participate at an approved site where they plan and implement curriculum under the supervision of an experienced and certified teacher. This upper level experience allows the learner to integrate undergraduate education course work in their chosen field within a school setting. In addition, learners meet in a seminar to reflect and analyze field experiences. CAPSTONE REQUIREMENT: Completion of education-related coursework for Bachelor’s degree. 4 credits

EDU 701 Roles and Responsibilities of the Special Education Teacher
In this field-based course, learners examine the multifaceted role of the special education teacher as evaluator, consultant, case manager and teacher. Courses taken throughout the Post Baccalaureate Teacher Certification (PBTC) program support the development of skills for each of these roles. This is an introductory course designed to accomplish the following outcomes: (a) acquaint the learner with the overall program requirements and resources within the PBTC program including specific formats and documentation; (b) explore the GSC Virtual Library; (c) introduce the American Psychological Association annotation and format requirements; (d) review the critical elements of effective research and writing skills; (e) provide a beginning teacher with an organizational framework for the varying roles of a special education teacher; (f) provide an in-depth understanding of their case management responsibilities; and (g) plan for the effective supervision of para-educators. 4 credits

EDU 702 Using Technology to Teach Social Studies
Technology is a necessary tool in teaching today’s youth. In this course, learners develop, teach and evaluate Social Studies curriculum, integrating...
different types of educational technology to meet individual and classroom needs. **PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.** 4 credits

**EDU 703 Instructional Methods and Strategies in Special Education**

In this field-based course, learners develop expertise in using a variety of research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. Through their understanding of the principles of how human beings acquire language, reading, and mathematics skills, learners determine the most efficient teaching methods to use with a student who requires specialized instruction. **PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program.** 4 credits

**EDU 704 Strategies for Teaching Science**

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

**EDU 705 Assessment of Students with Disabilities**

This field-based course focuses on the tools and procedures involved in the evaluation and determination of education disabilities. Under the supervision of the district mentor, students review school records, observe an evaluation team meeting, consult with district evaluators, review a variety of assessment tools and evaluation reports, and develop the skills necessary to administer and interpret some of the assessments commonly used by special education teachers. The culminating activity of the course is the development of a formal assessment report. **PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program and EDU 717 Students with Disabilities.** 4 credits

**EDU 706 Transition Planning and Developing IEPs**

This field-based course focuses on the components and processes involved in the development of Individualized Education Programs (IEPs). Under the supervision of a district mentor, learners review school records, observe IEP team meetings, consult with district evaluators, student and parents, analyze previously written IEPs and progress reports, and develop the skills necessary to prepare IEPs inclusive of transition plans. The culminating activity of the course is the development of two IEPs and a 3-5 page essay that addresses the legal and ethical considerations and implications in the development, implementation and evaluation of IEPs. **PREREQUISITES: Admission to the GSC Post-Baccalaureate Teacher Certification Program.** 4 credits

**EDU 707 Classroom Management**

In this field-based course, learners examine the basic principles and components of the four traditional models of the etiology of human behavior, develop a repertoire of effective and productive classroom management skills, and evaluate the implementation of these skills. This includes strategies to motivate their classroom students, help them to develop positive peer relationships, address emotional needs, minimize disruptions and increase learning. The learner documents the use of individual and classroom strategies in a management portfolio. **PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.** 4 credits

**EDU 708 Co-Teaching for Inclusive Instruction**

In this field-based course, learners examine, implement and evaluate research-based practices to support the social, psychological, emotional, physical, and instructional needs of students with disabilities. Learners observe school-age students, interview parents and teachers, and examine current evaluation reports and IEPs to determine appropriate adaptations to accommodate the learning needs of students in inclusive settings. **PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.** 4 credits

**EDU 710 Teaching Language Arts and Literacy**

In this field-based course, students explore, develop, implement and evaluate a variety of strategies to teach language arts to diverse learners. The GSC learner analyzes a language arts series in relation to the National Council of Teachers of English standards, and the National Reading Panel’s recommendations in each of the following areas: phonemic awareness, phonics, fluency, comprehension of vocabulary and text. **PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program.** 4 credits

**EDU 711A Role of the Reading Specialist I - Practicum**

This course is the first of a two semester field-based practicum sequence to gain meaningful work experience and to apply knowledge learned in previous course work. The learner works with a school-based literacy team to conduct a needs-assessment, prepares guidelines for selection of materials, develops a 2-year plan consistent with current research, and conducts in-service training. This course follows the K-12 academic calendar. **PREREQUISITES: EDU 712 Reading Disabilities: Assessment and Instruction, EDU 713 Content Area Literacy, and EDU 730 Language Arts and Literacy for Reading Specialist.** 6 credits

**EDU 711A Role of the Reading Specialist II - Practicum**

This course is the second semester field-based practicum to gain meaningful work experience and to apply knowledge in previous course work. This course builds upon the previous practicum, refining previous understanding, and requires the learner to apply the essential competencies of a reading specialist and to evaluate their performance and progress. This course follows the K-12 academic calendar. **PREREQUISITE: EDU 711 Role of the Reading Specialist I - Practicum.** 6 credits
EDU 712 Reading Disabilities: Assessment and Instruction
In this field-based course, learners examine, implement and evaluate both traditional and contemporary means of assessing reading/writing strengths and needs, as well as research-based developmental and corrective instruction for struggling readers and writers, kindergarten through grade 12. PREREQUISITES: Admission to the GSC Reading Specialist Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 713 Content Area Literacy
In this field-based course, learners examine, develop, implement and evaluate a variety of strategies to teach reading and writing in content areas. Additionally, they examine the critical role that all teachers play in developing literacy and thinking. PREREQUISITES: Admission to the GSC Reading Specialist Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 714 Identifying Students with Learning Disabilities
In this field-based course, learners examine the nature, causes, assessment and treatment of learning disabilities. Learners collaborate with an educational team to assess students, determine the existence of learning disabilities, and design appropriate instruction. Learners incorporate assessment results and professional recommendations in educational reports, and develop and evaluate appropriate educational goals, objectives, and benchmarks for effective instructional design. PREREQUISITE: Admission to the GSC Learning Disabilities Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 715 Identifying Students with Emotional and Behavioral Disorders
In this field-based course, learners examine the nature, causes, assessment and treatment of emotional and behavioral disorders. Learners collaborate with an educational team to assess K-12 students, to determine the existence of emotional and behavioral disorders, and to design appropriate instruction. Learners incorporate assessment results and professional recommendations in educational reports and interpret the reports to develop and evaluate appropriate educational goals and objectives or benchmarks for effective instruction. PREREQUISITE: Admission to the GSC Emotional and Behavioral Disabilities Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 716 Models of Behavior Management
In this field-based course, learners review curricula and apply teaching techniques associated with the following theories of emotional and behavioral disorders: behavioral and social learning theories; psychodynamic and cognitive theories; and environmental and biological theories. Learners will employ specialized curriculum, measurement, management and teaching methods to address the learning difficulties of emotionally and/or behaviorally disordered students. GSC learners assess the theoretical approaches and consider techniques for involving families in the educational process. PREREQUISITES: General Special Education Certification 4 credits

EDU 717 Students with Disabilities
This course provides an overview of educational disabilities and the opportunity to explore their implications for learning. Learners examine definitions, characteristics, and teaching strategies for students from preschool through secondary school who have a variety of special needs. Learners research the following educational disabilities: learning disabilities, speech and language impairments, mental retardation, emotional and/or behavioral disorders, physical, health and low incidence disabilities, sensory impairments, autistic spectrum disorders, low vision and blindness, and deafness and hard of hearing. PREREQUISITES: PSY 509 Human Development or PSY 508 Child Development. 4 credits

EDU 718 Supporting Communication in Inclusive Settings
In this field-based course, learners identify a K-12 student with communication difficulties and work with a school-based team to develop, implement and evaluate an individualized education plan to improve communication in inclusive settings based on an ecological assessment-planning process. PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 719 Assistive Technology
In this course the learner conducts observations and interviews to examine a variety of assistive technology applications and factors affecting success of K-12 students with severe communication disorders. The learner investigates and evaluates accessible educational software programs. PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 720 Standards-Based Curriculum: Design and Assessment
The focus of this course is connecting state and local standards with writing and assessing student outcomes. As learners become familiar with the New Hampshire Curriculum Frameworks, they explore the relationships among state standards, local curriculum, and daily lesson plans. Based upon this new knowledge, learners develop a yearly curriculum, one extensive unit and a detailed lesson plan at varying grade levels and within varying content areas. Additionally, learners apply their understanding of the connection between curriculum and assessment by designing curricula and assessment strategies that address a variety of learning styles and intelligences. PREREQUISITE: EDU 512 Instructional Methods and Strategies. 4 credits

EDU 721 Special Education Law
The current field of special education was established by law and further refined though the courts in litigation. In this class, students trace the historical development of federal, state, and local laws and regulations such as the Individuals with Disabilities Education Acts (IDEA) and the New Hampshire Standards for the Education of Students with Disabilities. Learners will gain an understanding of the relationship between constitutional law, statutory law, regulatory law and case law as it relates to current special education law. The focus on policies and procedures provides the background future teachers and paraprofessionals need to fulfill their legal and ethical responsibilities and to understand the changing dynamics of special education law. PREREQUISITIES: EDU 510 Foundations of Education and (PSY 509 Human Development or PSY 508 Child Development). 4 credits

EDU 722 Informal Assessment and Instruction: Academic Curricula
In this field-based course learners assess individual performance of students in specific academic areas. This includes the development, implementation and evaluation of lessons in reading, writing, mathematics, science, social studies and oral language to improve student performance outcomes. PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 723 Identifying Students with Mental Retardation (Intellectual and Developmental Disabilities)
In this field-based course, learners examine the nature, causes, assessment and treatment of mental retardation. Learners collaborate with an educational team to assess K-12 students, to determine the existence of mental retardation, and to design appropriate instruction. Learners incorporate assessment results and professional recommendations in educational reports and interpret the reports to develop and evaluate appropriate educational goals and objectives or benchmarks for effective instruction. PREREQUISITE: Admission to the GSC Mental Retardation (Intellectual and Developmental Disabilities) Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 724 Informal Assessment and Instruction: Functional Curricula
In this field-based course, the learner works with a school-based team to assess the individual performance of identified students in specific
EDU 725 Developing Transition Teams
In this field-based course, the learner researches and analyzes transition service models. The learner leads a transition team and collaborates with high school students, their families, educational professionals, community members and agencies to develop effective transition plans for identified secondary students transitioning from high school to higher education, to the world of work, and/or to their community. PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 726 Applied Behavior Analysis
In this field-based course, learners conduct two applied behavior analysis interventions. Applied behavior analysis is a technique for observing behavior and monitoring the effectiveness of behavioral interventions that has strong research support. Learners identify target behaviors, conduct behavioral assessment, and develop, implement, and evaluate applied behavior analysis intervention. PREREQUISITE: Admission to the GSC Emotional and Behavioral Disorders, Learning Disabilities, or Mental Retardation (Intellectual/Developmental Disabilities) Post-Baccalaureate Teacher Certification Programs. 4 credits

EDU 727 Strategies for Effective Differentiated Instruction
In this field-based course, learners differentiate instruction to ensure that students with disabilities have optimal learning opportunities within the core academic curriculum, have a high level of participation and learn according to their individual needs. Within this course, the learner develops, implements, and evaluates lessons to improve student performance in academic and social-emotional domains. PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 728 Researching Critical Issues in Special Education
In this course learners explore and evaluate critical issues in special education. Application of theory and research to classroom practice is emphasized. In addition, issues surrounding research methodology are addressed. PREREQUISITES: Admission to the GSC Emotional and Behavioral Disorders, Learning Disabilities, or Mental Retardation (Intellectual/Developmental Disabilities) Post-Baccalaureate Teacher Certification Programs. 4 credits

EDU 729 Instructional Methods and Strategies for Special Education
In this field-based course, learners develop expertise in using a variety of research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. Through their understanding of the principles of how human beings acquire language, reading, and mathematics skills, learners determine the most efficient teaching methods to use with a student who requires specialized instruction. PREREQUISITE: Admission to the GSC Post-Baccalaureate Special Education Teacher Certification Program. 4 credits

EDU 730 Language Arts and Literacy for Reading Specialist
In this field-based course, learners 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 learner develops a personal three-year professional development plan to address areas of needed growth. PREREQUISITES: Admission to the GSC Reading Specialist Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 732 Elementary School Mathematics Methods
This course focuses on learning theories and their application to elementary school mathematics instruction. Learners research a variety of instructional strategies through readings, observation and participation in the field-based placement and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Learners plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. Learners implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. PREREQUISITES: EDU 510 Foundations of Education and (PSY 508 Child Development or PSY 509 Human Development). 4 credits

EDU 733 Middle School Mathematics Methods
This course focuses on mathematics learning theories and their application to middle school mathematics instruction. Learners examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Learners plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. Learners implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. PREREQUISITES: EDU 510 Foundations of Education and (PSY 508 Child Development or PSY 509 Human Development). 4 credits

EDU 750 Culminating Teaching Experience and Seminar
This field-based course is the culminating experience in the plan of study toward NH teacher certification. The culminating teaching experience meets the state standards for certification. The course gives students an opportunity to be mentored in their field of certification by experienced teachers holding masters degrees and to practice the variety of methods and strategies that they have studied in their education program. Students have the opportunity to share their experiences, beliefs and best practices with other students during the culminating experience. Students enrolled in this course may be at different stages of acquiring 400 minimum hours of teaching experience. PREREQUISITE: Admission to the GSC Post-Baccalaureate Teacher Certification Program. This is the final course in the student’s plan of study. The student must be recommended by his/her college advisor and be approved by the Coordinator of Field Placement. 4 credits

EDU 761 Young Children with Exceptionalities, Birth through Age 8
In this field-based course, learners 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
Courses

EDU 764 Curriculum, Assessment, and Instruction in Early Childhood Special Education: Birth through Age 5
In this field-based course, learners examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, birth through age 5. Emphasis is placed on creating and advocating for healthy, supportive, respectful, and challenging learning environments for all children, birth through age 5. **PREREQUISITE:** Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 765 Curriculum, Assessment and Instruction in Early Childhood Special Education: K through Age 8
In this field-based course, learners examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, for young children ages 5 (kindergarten) through age 8 (grade 3). Learners use district and state curriculum and integrate subjects with one another. Learners develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children, ages 5 through 8. **PREREQUISITE:** Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 767 IFSP, IEP, and Transition Plans, Birth through Age 8
This field-based course focuses on the components and processes involved in the legal aspects and development of Individual Family Service Plans (IFSP) and Individualized Education Programs (IEPs). Under the supervision of a district mentor, learners review school records, observe IFSP/IEP team meetings, consult with district evaluators, student and parents, analyze previously written IFSPs/IEPs and progress reports, and develop the skills necessary to prepare IFSPs/IEPs inclusive of transition plans and/or services. The culminating activities of the course include the development of an IFSP and an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs. **PREREQUISITES:** Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 768 Behavior Interventions for Young Children with Exceptionalities
In this field-based course, learners 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 learner develops and implements a variety of activities and lesson plans to teach young children these critical life skills. Learners develop strategies to be used with young children receiving early intervention services and/or to motivate young children in their preschool programs/classrooms by facilitating the development of positive peer relationships, addressing emotional needs, and minimizing disruptions resulting in increased learning. The GSC learner documents the use of individual activities and/or classroom strategies in a professional portfolio. **PREREQUISITE:** Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

EDU 766 Collaboration, Consultation, and Teaming in Early Childhood Special Education
In this field-based course, learners 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. Learners, using knowledge acquired in areas of collaboration, consultation and teaming, construct service delivery models to support young children with diverse needs and their families. **PREREQUISITES:** Admission to the GSC Post-Baccalaureate Teacher Certification Program. 4 credits

ENG 402 Developmental Reading
This course focuses on helping learners develop strategies for comprehending and responding to reading tasks required in college courses. Learners read a range of typical college-level texts, including textbook chapters, a novel, and a non-fiction text. They explore different text structures as they acquire and apply different strategies for understanding what they read. In addition, learners collaborate with peers to examine different ways in which readers can respond to what they read through discussion and writing. This course fulfills the reading comprehension skills level prerequisite for CRIT 500: Critical Thinking when passed with a minimum of a B grade. Course may be repeated. Credits do not apply to degree requirements. **PREREQUISITE:** Acceptable scores on Accuplacer assessments. 4 credits

ENG 405 Developmental Writing
This course focuses on two major developmental phases of writing. The initial phase involves writing the sentence, linking sentences together in a coherent paragraph, and joining related paragraphs with smooth transitions to express progressive aspects of a single idea. The next phase involves comprehending and critically discussing short published pieces. Learners practice developing, expanding, and supporting a thesis in coherent essays in response to readings. This course fulfills the writing skills prerequisite for CRIT 500: Critical Thinking when passed with a minimum of a B grade. Course may be repeated. Credits do not apply to degree requirements. **PREREQUISITE:** Acceptable scores on Accuplacer assessments. 4 credits

ENG 500 The Writing Process
Approaches writing as a process based on the ability to engage in critical thinking and involving a sequence of stages, including prewriting, initial drafting, and rewriting. This course seeks to develop written communication skills by emphasizing both the writing process and the final product. A cumulative learning experience in the form of a research essay provides learners with the opportunity to integrate critical thinking, reading, and writing skills. **PREREQUISITE:** CRIT 500 Critical Thinking. 4 credits

ENG 510 Survey of American Literature
This course provides a broad overview of significant American authors and representative texts from the Colonial period to the present. Learners become familiar with key figures and movements in the nation’s literary heritage and examine how historical, political, and social forces have influenced the development and expression of a uniquely American perspective. **PREREQUISITE:** ENG 500 The Writing Process. 4 credits
ENG 512 British Literature I
This course provides an overview of the major works of British literature of the Anglo-Saxon period through the 18th century. Exploring poetic, prose, and dramatic works, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political events and forces. Emphasis is placed on the central works of major writers. Although British Literature II is not required following this course, the two together provide a comprehensive overview of the evolution of British literature and culture. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 513 British Literature II
This course provides an overview of the major works of British literature of the Romantic period through the present day. Exploring poetry, essays, and fiction, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political forces. The central works of major writers are emphasized, but attention is also directed toward the contribution of underrepresented authors. Although British Literature I is not a prerequisite for this course, the two courses combine to form a comprehensive overview of British literature and culture. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 544 Special Topics (Lower Level)
A study of current and variable topics in English. Course content changes from term to term. 1 to 4 credits

ENG 555 Perspectives on Children’s Literature
What are the qualities that make a particular work of children’s literature endure? Why do deceptively simple books remain favorites for years? Citing the work of depth psychologists, art historians, educators and authors, students will explore this and similar questions. We will begin with traditional literature, move on to picture books and finally work our way through Young Adult novels as we ask ourselves what role these books play in helping children to become healthy, fulfilled adults. While students will prepare annotated bibliographies of various genres, this is not a survey course. Rather it is an in-depth, personal look at the important role particular books play in the moral and social development of the children in our lives. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 600 Expository Writing
This course extends and refines writing, reading, and critical thinking skills through analysis of texts, study of language as a symbol system, and exploration of advanced expository and persuasive techniques. Learners examine prose models to discover effective strategies for communicating, influencing, and intensifying meaning and incorporate some of these strategies into their own essays. Writing within the course integrates research and citation in ways that are appropriate to the learner’s chosen field of study. The course’s workshop format includes class discussions, individual conferences with the instructor and peer critiques of compositions in progress. PREREQUISITES: CRIT 500 Critical Thinking, and ENG 500 The Writing Process. 4 credits

ENG 603 Creative Nonfiction
Grounded in a process approach to composing, this course helps students use writing as a tool to explore their world through engagement with the genre of creative nonfiction. Creative nonfiction is writing that tells dramatic, true stories using scenes, dialogue, detailed descriptions, and other techniques. By drawing from and synthesizing the techniques of other genres to revisit and re-vision personal events, memories, observations, and supplemental research, learners create a unique discourse that redefines their subject in a more meaningful way for themselves and for their readers. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 604 Creative Writing
The goal of this course is to allow the learner to become immersed in a variety of creative writing experiences. Writing in different forms or genres allows the learner to explore the language she or he already possesses by putting that language into new patterns and shapes. Some of the forms featured in the course are poetry, short stories, selections from screenplays and plays, advertising copy, speeches, and sermons. The purpose of both the learner’s own writing and assigned reading is always to explore form as it shapes and creates content. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 620 Multicultural Perspectives through Literature (GP)
As the new realities of the global village erode longstanding assumptions about discrete nationhood and fixed cultures, the concept of what it means to be an “American” is also shifting. Through representative literary works, this course explores the challenges individuals from various ethnic, racial, and cultural backgrounds confront within a pluralistic society. Learners construct a more inclusive definition of “culture,” assess traditional attitudes about race and ethnicity, and appreciate just how deeply Native, African, Hispanic, Asian, and European Americans have enriched our national identity. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 621 Philosophical Issues through Literature
Through study of selected works of drama, fiction, and poetry drawn from the Western literary tradition, this course continues a debate, waged since Socrates attracted students to philosophy, over the ways in which philosophers and artists deal with important theoretical and practical questions. Among these are our ability to know and express the good, the true, and the beautiful; the meaning of life and death; the link between mind and body; and the relationship of human beings to nature and to each other. Learners analyze the relative merits of philosophy and literature as means of conveying perceived truth. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 622 Nature Writing and the Environment
Over the centuries and across cultures, nature writing has been a means for poets, novelists, scientists, theologians, and other thinkers to explore humanity’s often fragile interrelationship with the natural world. Through readings in poetry, fiction, and non-fiction of various types, this course examines the complex intersections of literary expression with scientific theories, spiritual myths, social activism, and global ecological change. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 624 Women’s Literature
This course explores literature written by and about women. Spanning a variety of genres (autobiography, poetry, polemic, short story, and novel), the texts address issues of particular but not exclusive concern to women: self-expression and community, social equality and justice, family and child-rearing, domestic violence and sexual assault. By focusing on the notion of “women’s work(s),” students will explore women’s impact on art and literature, social and political reform, and changing notions of gender and identity. This course is open to both men and women. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 625 Readings in World Literature (GP)
This course surveys representative texts in English by ancient, Continental, Third World, colonial, and postcolonial writers. Readings from diverse periods and genres introduce major themes, movements, and topics in selected works from any or all of the following: antiquity, the Continent, Asia, Africa, Latin America, the Caribbean, and the Pacific. Discussions of political, historical, and cultural contexts suggest the powerful forces that have shaped and continue to influence literary forms and traditions outside the U.S. and Britain. Writing intensive. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 626 Exemplar Readings in World Literature (GP)
This course explores the history of the world’s literary traditions and allows students to experiment with various ways of reading literature. Readings from diverse periods and genres introduce major themes, movements, and topics in selected works from any or all of the following: antiquity, the Continent, Asia, Africa, Latin America, the Caribbean, and the Pacific. Discussions of political, historical, and cultural contexts suggest the powerful forces that have shaped and continue to influence literary forms and traditions outside the U.S. and Britain. Writing intensive. PREREQUISITE: ENG 500 The Writing Process. 4 credits
ENG 632  Autobiography as Literature
This course examines primarily American autobiographical writings in cultural and historical contexts using texts from the 18th to the 21st century that provide an overview of the genre’s development and range. Learners become familiar with the historical conventions specific to diaries, letters, journals, memoirs, confessions, autobiographies, and autobiographical fiction as well as with the literary techniques employed by autobiographical authors, and further consider how historians use such works to construct history. Writing intensive. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 633  Short Fiction
This class focuses on late 19th through early 21st century short fiction, including both the short story and the novella. Readings and discussion of primary works by selected authors combine with study of secondary commentaries that outline the evolution of and theories about the genre. Learners develop a basis for interpreting complex texts and for analyzing the techniques and characteristics that give short fiction its distinctive literary flavor. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 634  Major American Poets
In this course, students study representative works of major American poets such as Walt Whitman, Emily Dickinson, Robert Frost, Wallace Stevens, Ezra Pound, T.S. Eliot, and Elizabeth Bishop. Technical concepts such as meter and rhythm, imagery and metaphor which readers need to understand in order to comprehend and enjoy poetry, are also emphasized. An examination of common themes, historical and social influences, and stylistic innovations places the poets and the poetry in a broader literary context. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 638A  The Modern Novel: North America
This course is a concentrated study of either North American (U.S. and Canadian), British, or global (e.g., Asian, Latin American, or Caribbean) novels of the 20th and 21st centuries. Learners examine the concepts of "modernism" and "post-modernism" as embodied in the themes, techniques, and subject matter of representative works. Areas of global focus might include imperialism, colonialism, or emerging national identities. In all cases, emphasis is on the connection between historical, political, and social events and their artistic expression. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 638B  The Modern Novel: British
This course is a concentrated study of either North American (U.S. and Canadian), British, or global (e.g., Asian, Latin American, or Caribbean) novels of the 20th and 21st centuries. Learners examine the concepts of "modernism" and "post-modernism" as embodied in the themes, techniques, and subject matter of representative works. Areas of global focus might include imperialism, colonialism, or emerging national identities. In all cases, emphasis is on the connection between historical, political, and social events and their artistic expression. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 638C  The Modern Novel: Global (GP)
This course is a concentrated study of either North American (U.S. and Canadian), British, or global (e.g., Asian, Latin American, or Caribbean) novels of the 20th and 21st centuries. Learners examine the concepts of "modernism" and "post-modernism" as embodied in the themes, techniques, and subject matter of representative works. Areas of global focus might include imperialism, colonialism, or emerging national identities. In all cases, emphasis is on the connection between historical, political, and social events and their artistic expression. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 640  Shakespeare
This course focuses on Shakespeare's plays. Related areas - his life and times, his sonnets, the history of drama, etc. - may be studied to deepen students' understanding and appreciation of the plays. In addition to reading assigned plays and related materials, students will be expected to respond to the plays, both in class and on paper. PREREQUISITE: ENG 500 The Writing Process. 4 credits

ENG 644  Special Topics (Upper Level)
A study of current and variable topics in English. Course content changes from term to term. It is expected that the learner will have prior course-work or experience in the subject matter.
1 to 4 credits

HIS 502  Great Civilizations (GP)
This course examines the rise of civilization throughout the world, tracing the history of human societies from their beginnings until the European discovery of America. After surveying the prehistoric period and early civilization, the course focuses on the religious, political and cultural characteristics of Asian and Arabic civilizations in the East and Middle East, and on Greco-Roman antiquity and the Middle Ages in the West. 4 credits

HIS 510  United States History to 1865
Examining the history of the United States from its earliest settlement through the Civil War, this course focuses on the origins and development of issues relevant to Americans today. Learners study themes and events ranging from pre-Columbian Native American cultures through early European settlements; the triumph of British over French and Spanish settlers; the upheavals of the Revolution; the establishment of the United States; its expansion westward; and the threat to the country presented by the problem of slavery which culminated in the Civil War. 4 credits

HIS 511  United States History: 1865 to the Present
This course provides students with an understanding of American history that will meaningfully inform their awareness of and engagement in contemporary American society. Major developments that are subjects of interpretation and analysis include: reconstruction after the Civil War; industrialization and its consequences; themes and patterns of American foreign policy; the Progressive era and the New Deal; World War II, the Cold War, and America’s role in the era of globalization; and domestic and foreign policy developments since World War II. 4 credits

HIS 512  European History: Renaissance through the Industrial Revolution
This course offers both a survey and a critical discussion of the foundations of modern western society. It considers the cultural, religious, and political changes associated with the Renaissance and the Reformation and the emergence of the modern state. It also examines developments in the sciences, the Enlightenment, revolutionary politics in theory and practice, and the Industrial Revolution. 4 credits

HIS 513  European History: 19th and 20th Centuries
This course follows the rise and decline of European political and cultural dominance throughout the world and the transformation of the European nation-state system of the mid-nineteenth century into the global network of cultural, political, and economic relationships of the contemporary world. Changing theories and policies of nationalism, colonialism, Marxism, capitalism, and democracy are examined. Other significant topics include: the world wars of the twentieth century; totalitarianism and its consequences; and conflicting ideologies and the Cold War. Additional topics such as the changing status of women or technology and the information revolution may be addressed. 4 credits

HIS 601  Maritime History and Culture of New England
This course provides a unique perspective for understanding New England’s maritime history and culture. It examines historical, economic, ecological, religious, and cultural factors to illustrate the development of New England’s coastal communities and fishing industry. 4 credits
HIS 602  History of New England
The course is a survey of New England’s history and focuses on New England’s role in the economic, political, and military history of our nation. In addition there is a focus on local New England communities and important historical events and forces that contributed to their development. The course spans a time period from the late 1600’s to the present.
PREREQUISITE: ENG 500 The Writing Process. 4 credits

HIS 611A  Regions of the World: History and Current Issues, East Asia (GP)
This course examines the political, social, economic, and cultural forces that shaped the development of either East Asian, Middle Eastern, African, or Latin American civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. PREREQUISITE: ENG 500 The Writing Process. 4 credits

HIS 611B  Regions of the World: History and Current Issues, Middle East (GP)
This course examines the political, social, economic, and cultural forces that shaped the development of either East Asian, Middle Eastern, African, or Latin American civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. PREREQUISITE: ENG 500 The Writing Process. 4 credits

HIS 611C  Regions of the World: History and Current Issues, Africa (GP)
This course examines the political, social, economic, and cultural forces that shaped the development of either East Asian, Middle Eastern, African, or Latin American civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. PREREQUISITE: ENG 500 The Writing Process. 4 credits

HIS 611D  Regions of the World: History and Current Issues, Latin America (GP)
This course examines the political, social, economic, and cultural forces that shaped the development of either East Asian, Middle Eastern, African, or Latin American civilizations. Using this historical perspective, learners will critically examine current issues of the selected region and the challenges and opportunities it faces in the future. PREREQUISITE: ENG 500 The Writing Process. 4 credits

HIS 618  History of World War II (GP)
This course is an historical survey of the Second World War. It begins at the end of the First World War, moves through the decade of the 20’s to the Depression and the rise of Fascism, to the onset of the war on both major fronts, and finally to the peace agreements and their effect on the future of the world. In particular it looks at industrial, agricultural, and democratic developments and their impact on the war, and diplomatic and military blunders from WWI that led to WWII.
4 credits

HIS 627  Vietnam War: An Historical Perspective (GP)
Beginning with the history of French Colonial Indochina, this course examines three decades of struggle in Southeast Asia during which communist-led Vietnamese revolutionaries battled first the French, and later the Americans and their Vietnamese allies. The course also examines the impact of the war on American society and uses primary sources including documents and video film to allow learners to form judgments about the basis of the conflict and the outcomes. NOTE: An introductory history or political science course is recommended. 4 credits

HIS 630  19th Century Ideas that Shaped Modern America
This course explores the influence of significant 19th century American historical events, themes, and ideas on subsequent social and cultural development. By studying the 19th century roots of major American social, political, and cultural themes, students work toward articulating integrated explanations of the relationship of the past to the present. Students focus on a wide variety of themes including race relations, the rise of environmentalism, the role of corporations, changes in Constitutional powers, women’s rights, and the role of public education. NOTE: HIS 510 United States History to 1865 or HIS 511 United States History: 1865 to the Present is recommended. 4 credits

HLTC 515  Meditation
This course explores the relationship of meditation to health and the healing process, as well as to the management of every day stress. Designed as a beginner’s guide to relaxation and meditation, the course involves participants in experiencing a variety of forms of mindfulness meditation. Learners also look at the current research and background information on the use of meditation as a healing tool. 1 credit

HLTC 520  Topics in Alternative Health and Healing
This course explores a variety of topics in the emerging field of alternative health and healing. An investigation of the synthesis of allopathic and non-allopathic approaches to health care through selected readings, films and lecture provides a basic understanding of the dimensions, theories and modalities included in this field of study. 4 credits

HLTC 544  Special Topics (Lower Level)
A study of current and variable topics in Health Care. Course content changes from term to term. 1 to 4 credits

HLTC 550  The Emerging U.S. Health Care System
This course traces the evolution of the U.S. health care delivery system over the last 100 years with a focus on the structure and function of the contemporary managed care system. The course examines a wide range of external factors (social, political, economic, legal and technical) which have impacted the evolution of the current system. Payment for health care is extensively discussed. Comparative health care systems are examined. Managed care as a method of organizing health care delivery and its impact on health and human services providers and consumers is the primary focus of the course. 4 credits

HLTC 600  Continuous Quality Improvement in Health Care
In this course, learners are introduced to the concepts and practice of Continuous Quality Improvement (CQI) and their application to the health and human services field. The course focuses on both conceptual understanding and experiential learning. The class is divided into teams, and each team is given a cross-departmental problem to tackle. As the course progresses, teams diagram the work flow, design an improvement plan, identify the barriers to success, identify the kind of data needed to assess process and outcomes, and adjust the improvement plan. 4 credits

HLTC 601  Physical Change, Health and Aging
This course covers the physical process of aging, examining the various systems to see how and why they change as they age, the changes in mental health and function, and approaches to maintain wellness in later adulthood. As we age, we undergo a number of physiological changes that affect not only how we look but also how we function and respond to daily living. Each person experiences these changes differently; some may experience these changes more rapidly than others. Even though 80% of older adults experience chronic conditions, only approximately 20% are impaired significantly or considered frail. The majority of older adults are able to obtain a level of wellness, enjoying a healthy active life well into later life. 4 credits
HLTC 610 Spiritual Wellbeing
Spirituality has been cited as one dimension in the wellness paradigm in achieving optimal well-being and is a vital component in the health and healing equation. This course provides the student with an opportunity to explore his/her own spiritual identity and its relationship to the healing process. 4 credits

HLTC 626 Principles of Case Management
The focus of the course is on the core concepts of the case management model and principles of application in a wide variety of practice settings. The following topics are included as they relate to case management: history and development, process, role, skills set, documentation, legal and ethical issues, promotion of resource value, and the health care delivery system. The real-life application of case management is an on-going theme in the course, and the challenges of actual practice will be explored through case studies. NOTE: Background in health care or human services is recommended. 4 credits

HLTC 627 Reimbursement and Financing Techniques in Health Care
This course analyzes various methods of health care financing including Medicare/Medicaid, private insurance (including HMO’s), and self-funding. It then discusses the various methodologies for reimbursement under these programs, including fee-for-service, capitation, and DRG’s and their impact on the health care organizations providing the services. This is not a managerial finance course that assumes knowledge of or experience in financial management. It is designed to introduce health and human services professionals to the basic concepts of health care finance and reimbursement. Learners 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. NOTE: Background in health care or human services is recommended. 4 credits

HLTC 629 Legal and Ethical Issues in Health and Human Services
This course provides learners 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 clinical settings. Through an overview of regulatory action and the legislative and judicial processes learners will become familiar with how lawmakers confront changes in the health care system 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 end of life, beginning of life, research, and individual rights vs. the public good. Based on their own work or current issues in health care, learners will apply these concepts to actual situations. 4 credits

HLTC 650 Health Care Policy
This course explores the multifaceted issues affecting health care policy in the United States. The course reviews the history of health care policy, and provides students with an understanding of how it has shaped our current health care delivery system. 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: HLTC 550 Emerging Issues in U.S. Health Care. 4 credits

HUMN 501 Humanities in an Age of Technology
This course explores the relationship between the humanities and technology. In terms of human endeavor and achievement, the humanities have traditionally asked “why,” whereas science and technology have asked “how.” Keeping this fundamental difference in mind, students in this course are asked to examine how the two approaches to human understanding may lead to competing visions of the world, how they may both contribute to intellectual growth, and how each affects social ethics and cultural values. This examination requires learners to engage in a verbal and written dialogue with the works of scholars, artists, and critics that attempt to understand the cognitive, ethical, psychological, and social impact of technological change. PREREQUISITE: ENG 500 The Writing Process. 4 credits

HUMN 502 American Popular Culture
This course examines the origin, nature, and social impact of popular culture in America. Learners explore and define what culture is, beginning with the differences between high culture, or the culture of the elite and intelligentsia, and low culture, or the culture of the masses - particularly as these differences in taste, recreation, art, and leisure activities relate to social and economic class, educational level, political power, health, and human development. Subsequently the focus is primarily on aspects of popular culture. Learners acquire and hone the skills of cultural analysis by dissecting both the ephemeral and archetypal facets of an eclectic and wide-ranging sampling of public media, art, music, fads, trends, and entertainment. 4 credits

HUMN 504 Comparative Religions (GP)
This course offers a comparative study of world religions. The focus of the course is to acquire a broad overview of world religions through an examination of sacred texts, art and iconography, as well as religious experience and practice. Theological, philosophical and cultural influences are considered as religious language is examined. Religions considered are: Islam, Judaism, Hinduism, Christianity, Buddhism, religions of Africa, as well as primal religions. 4 credits

HUMN 505 Introduction to Ethics
This course introduces students to a variety of prominent ethical theories. It examines their complex interrelations, historical development, and relevance to ordinary life. Students are encouraged to engage in the critical analysis and comparison of these theories and to consider how they might explain and evaluate contemporary controversies such as war, environmental protection, euthanasia, and abortion. Relationships between ethics and other areas of philosophical investigation are considered. 4 credits

HUMN 507 Introduction to Philosophy
This course is an introductory survey of philosophical issues. Philosophical issues covered may be drawn from a wide range of positions, from those of the Greeks to contemporary positions such as existentialism and feminism. The survey includes Metaphysics (What is real? What is the mind? Is there a God? Are we free?), Epistemology (Can we know? What is knowledge? Are there different kinds of knowledge? What is truth?), Ethics (How should human beings live? Are some actions right and others wrong? Why?), Logic (What makes an argument sound?), and Aesthetics (What is beauty? What is art?). 4 credits

HUMN 550 Introductory American Sign Language (GP)
This introduction to American Sign Language (ASL) emphasizes proficiency with the basic vocabulary of the language. Learners explore the development of ASL relative to other sign languages. In addition to the study of the language of the Deaf and hearing impaired, this course introduces learners to certain qualities of Deaf Culture, including the causes of deafness and the philosophies and trends in the education of the hearing impaired and deaf. 4 credits

HUMN 551 Intermediate American Sign Language (GP)
This course expands the learner’s facility with American Sign Language (ASL). New vocabulary is introduced and there is additional emphasis on incorporating phrases, concepts and idioms in ASL expression and reception. Learners take a deeper look at the life of the hearing impaired and the deaf through field activities and use their
insights to develop awareness activities.  
PREREQUISITE: HUMN 550 Introductory to American Sign Language.  4 credits

HUMN 560 Elementary Spanish I (GP)  
This course is an introduction to the Spanish language. It presents basic grammar and vocabulary in order to lay the groundwork for comprehension, proficiency, communication, and interest in Spanish and Spanish-speaking cultures. To accomplish a basic level of proficiency it is necessary to practice reading, writing, listening, comprehension and oral expression in Spanish. Learners are expected to demonstrate this basic level of proficiency in all four language skills throughout the course and especially at the end of it.  4 credits

HUMN 561 Elementary Spanish II (GP)  
This course introduces students to additional basic concepts of grammar and vocabulary in order to lay the groundwork for comprehension, communication, and proficiency in the Spanish language and to develop interest in Spanish-speaking cultures. In order to accomplish a basic level of proficiency it is necessary to practice the four language skills of reading, writing, listening, comprehension and oral expression in Spanish. Elementary Spanish II continues to build these skills by introducing the past tenses and expanding vocabulary to allow learners to communicate more freely.  4 credits

INST 544 Special Topics (Lower Level)  
A study of current and variable topics in instructional studies. Course content changes from term to term.  1 to 4 credits

INST 603 Educating for Adult Literacy  
This course examines current theory and best practice related to adults’ development of functional literacy skills. Topics include: an historical context for understanding adult literacy, critical factors influencing literacy, adult literacy programs in the state and the region, public perceptions of literacy, literacy and technology, knowledge of best practice in supporting adult literacy development, and recent government policy and funding amendments related to adult literacy.  4 credits

INST 605 Teaching and Learning in Adulthood  
This course examines the nature and process of teaching and learning in adulthood by reviewing and building on theories of cognition, learning and instruction. Understanding cognition and the learning process provides the foundation to employing instructional strategies that empower adult students to become self-directed learners. Factors such as learning styles, motivation, and the importance of analysis, self-reflection and self-assessment are considered. Students explore and evaluate the effectiveness of instructional strategies, such as encouraging active learning, collaboration, metacognition, self-directed learning, and self-assessment in a variety of learning situations. This course includes applications to adult higher education, business and industry, English for speakers of other languages, and adult basic education.  
PREREQUISITE: PSY 615 Psychology of Adulthood; and (PSY 606 Educational Psychology or PSY 609 Cognition and Learning).  4 credits

INST 606 Program Design and Evaluation in Adult Learning  
This course deals with 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. Participants design programs based on their own special interests; for example, adult higher education, business and industry training, adult basic education, etc. Major emphasis is placed on designing program evaluations tailored to meet specified goals.  
PREREQUISITE: INST 605 Teaching and Learning in Adulthood.  NOTE: PSY 615 Psychology of Adulthood is recommended.  4 credits

INST 607 The Learning Workplace  
This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their on-going involvement in both their jobs and in formal and informal learning situations. The roles of in-house training, individualized learning, distance learning, and external providers are also examined.  4 credits

INST 610 Principles of Instructional Design and Educational Technology  
This course addresses the concepts and theories of instructional design combined with practical applications of technology in educational and corporate training environments. It focuses on using an instructional design process along with adult learning theory as a basis for the development of training programs. Additional topics include an overview of the technology used in the classroom, development of key instructional design deliverables, and research on the future trends of various educational technologies.  
PREREQUISITES: CMPL 511 Software Tools. Some knowledge of adult learning principles is recommended.  NOTE: Other recommended courses to be taken prior to INST 610 are: INST 605 Teaching and Learning in Adulthood, PSY 606 Educational Psychology, or PSY 609 Cognition and Learning.  4 credits

MATH 402 Basic Mathematics  
This course is first in a sequence of two preparatory courses for MATH 502: Contemporary College Mathematics and focuses on developmental work in arithmetic. Topics include operations with whole numbers, fractions, decimals, percentages, and word problems. Offered credit-no credit only; course may be repeated. Credits do not apply to degree requirements.  
PREREQUISITE: Acceptable score on Accuplacer assessment of arithmetic.  2 credits

MATH 405 Developmental Algebra  
This course is second in a sequence of preparatory courses and addresses a wide variety of pre-algebra and basic algebraic topics including percent, geometric measurement, measures of central tendency, simplification of algebraic expressions, solving linear equations, and graphing linear functions. This course fulfills the prerequisite for MATH 502 Contemporary College Mathematics when passed with a minimum of a B grade. Credits do not apply toward degree requirements.  
PREREQUISITE: Acceptable score on Accuplacer assessment of arithmetic or completion of MATH 402.  4 credits

MATH 502 Contemporary College Mathematics  
This course addresses a variety of topics in mathematics that are necessary in a broad liberal arts education. It provides the reasoning strategies needed for mathematical problem solving in the workplace and in everyday life as well as the foundation for higher-level math courses and the quantitative skills necessary to be adequately prepared for coursework in other academic areas. Focusing on applications, topics include problem solving, algebraic applications, probability, and statistics.  
PREREQUISITES: Successful assessment or approved exemption from assessment, or achieving a minimum grade of B in MATH 405.  4 credits

MATH 504 Introduction to Statistics  
This course addresses elementary statistical concepts and procedures. It provides students with both theoretical principles and practical skills in statistics. Topics include an overview of descriptive and inferential statistics and their use including measurements of central tendency and dispersion, frequency distributions, graphing techniques, probability theory, hypothesis testing, normal distributions, regression and correlation, chi square testing, t-tests, and analysis of variance.  
PREREQUISITE: MATH 502 Contemporary College Mathematics or a minimum acceptable score on the Accuplacer Algebra test, or approved exemption from assessment.  4 credits

Courses
MATH 505 College Algebra
This college-level algebra course focuses on the fundamental concepts of algebra. A brief review of algebraic expressions, linear equations and inequalities precedes an in-depth study of algebraic topics. Topics include polynomial, rational, exponential and logarithmic functions. Linear/non-linear systems and conic sections, which are applicable to a wide range of academic and professional endeavors, will be examined analytically and graphically. **PREREQUISITES:** MATH 502 Contemporary College Mathematics, or a minimum acceptable score on the Accuplacer Algebra test, or approved exemption from assessment. 4 credits

MATH 515 Calculus I
This course addresses the concepts and applications of limits, continuity, the derivative and integration. The focus is on the concepts of calculus beyond symbol manipulation. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. **PREREQUISITE:** MATH 510 Pre-Calculus. 4 credits

MATH 512 Foundations of Geometry
This course is designed to address a variety of topics that will increase the conceptual knowledge of geometry. It provides an overview of the foundations and methods of Euclidean and non-Euclidean geometries. Emphasis is placed on the study of geometric objects and relationships through intuitive, synthetic and coordinate approaches. Learners explore how geometry can be used to describe situations and solve problems we encounter every day. **PREREQUISITE:** MATH 505 College Algebra. Use of geometry-related software is required. 4 credits

MATH 506 Business Statistics
This course addresses introductory statistical and quantitative concepts, methods, and analyses important for making effective business decisions. Topics include descriptive and inferential statistics, including measurements of central tendency and dispersion, frequency distributions, sampling, graphing techniques, hypothesis testing, normal distributions, regression and correlation, chi square testing, t-tests, and analysis of variance. The course provides students with a foundation in theoretical principles of statistics and then emphasizes the practical skills required to interpret and present data that support management decisions. **PREREQUISITE:** CMPL 511 or skills with Excel and (MATH 502: Contemporary College Mathematics, or MATH 505 College Algebra, or a minimum acceptable score on the Accuplacer Algebra test). 4 credits

MATH 544 Special Topics (Lower level)
A study of current and variable topic in mathematics. Course content will change from term to term. 1 to 4 credits

MGMT 500 Principles of Management
This course examines a wide range of business theories and practical applications related to effective management. In addition to learning about what management is and what managers do, learners also explore and assess their own management skills and styles. Learners apply critical thinking skills to core business functions. Focus is on contributing factors to management styles such as communication, the role of the manager, design of the organization, ethical issues, social responsibility and globalization. Course format emphasizes the application of these management roles and competencies through experiential activities, group exercises and case analysis. 4 credits

MGMT 501 Introduction to Public Administration
Analysis of the nature of bureaucracy; recruitment, training, leadership, supervision, and organization of civil servants; public unionism; problems of communication, such as glut and scarcity; allocation of resources and public budgeting process; administrative law; and problems of public support. 4 credits

MGMT 505 Planning for New Business Ventures
This course offers students the opportunity to learn the basics of starting a small business and to assess their aptitude for starting a business. Emphasis is placed on the role of the entrepreneur, the skills necessary to effectively develop a new enterprise, and the preparation of a business plan. Key issues include sources of capital, marketing and market research, determining appropriate physical and online locations, management, resources, cash budgeting and financial forecasting, and professional services including legal advice and accounting. 4 credits

MGMT 508 Introduction to Hotel and Restaurant Management
This course communicates the principles and systems employed in the operation of a hotel or restaurant. Learners develop skills pertaining to human resources, finance, sales and marketing, sanitation and safety, communications, and customer service. The hospitality a guest experiences is a result of the quality of service, so the importance of customer service is emphasized. There is a focus on the integration of all aspects of the hospitality industry in order to provide consistent, profitable and hospitable lodging or restaurant operation. 4 credits

MGMT 509 Personal Finance
This course introduces a broad range of skills used in personal financial planning and management. To improve their financial literacy, students develop a familiarity with the language of financial management and an understanding of concepts and tools needed to make decisions most advantageous to their economic well-being. Since personal financial planning and management are unique to each individual, this course emphasizes informed decision-making for budgeting, borrowing, investing, managing risk, and retirement and estate planning. 4 credits

MGMT 511 Financial Accounting
This course provides a study and overview of accounting theory, practice, issues and objectives. The course focuses on the proper interpretation of financial information to understand the financial condition of any type of organization. The course will cover the nature, function, and environment of accounting, the basic accounting statements, and key financial accounting ratios. **PREREQUISITE:** A minimum acceptable score on the Accuplacer Arithmetic and basic spreadsheet proficiency are required. **NOTE:** Prior completion of CMPL 511 Software Tools is recommended. 4 credits

MGMT 514 Principles of Marketing
Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of goods and services to maintain relationships that satisfy organizational and individual needs and wants. The course introduces students to terminology, functions, institutions, philosophy, consumer behavior, market decision making and public policy issues. The course will provide students with the basic framework to understand the role and scope of marketing in the business environment. 4 credits

MGMT 518 Human Resource Administration
This course communicates an understanding of the function of personnel officers in the overall organizational setting. It helps develop skills and knowledge needed in interviewing, recruiting,
hiring, disciplinary action, administration of fringe benefits, and wage and salary programs.

4 credits

MGMT 523 Business Law
This course is an instruction to the legal system, particularly how it influences day to day business operations. This course is geared toward those who will be entering, or are now in, a position in the business or professional fields. Topics include torts, contracts, property, agency, and business organizations. 4 credits

MGMT 544 Special Topics (Lower Level)
A study of current and variable topics in Management. Course content changes from term to term. 1 to 4 credits

MGMT 554 Small Business Finance
This course uses the basic concepts, processes, and tools of finance to develop a complete financial plan for the smaller business venture. Participants investigate alternatives for financing smaller ventures. Consideration is made of the future circular flow of funds by analyzing and then integrating the impact of both investment decisions (use of funds) and financial decisions (source of funds). In addition, the basics of small business accounting and control are covered in practical detail, as well as the use and application of microcomputers in financial decision making. PREREQUISITE: A minimum acceptable score on the Accuplacer is required. Prior completion of MGMT 505 Planning for New Business Ventures is recommended. 4 credits

MGMT 566 Organizational Behavior
Organizational behavior is an important field of study for anyone who plans to work, effectively contribute, and influence behavior in organizations. The course focuses on applying behavioral science concepts in order to understand and analyze organizational experiences. Interpersonal processes are considered through examination of the roles of power, politics, ethics and conflict in organizations. Topics include individual behavior, interpersonal relations, small group relations, relations between groups, and the role of leadership in organization. PREREQUISITE: ENG 500 The Writing Process. 4 credits

MGMT 567 Human Behavior & Supervision
This course is a focused study of the supervisory level of management. Managing at this level means ensuring that employees are performing their jobs within a department that is productive and integrated with the overall organization’s goals and objectives. The course also examines the psychological, behavioral, and technological factors that influence motivation, leadership, and work performance. 4 credits

MGMT 601 Seminar: Contemporary Management Issues
What are the current forces of change that keep managers awake at night and how do effective managers respond to these contemporary issues that affect their business and the business community in general? In this seminar, learners 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. Learners explore the broad impacts of these contemporary management issues through reading, research, case studies, and active discussions. PREREQUISITE: MGMT 500 Principles of Management. 4 credits

MGMT 602 Seminar: Leadership
This upper level seminar guides participants in developing life-long learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and cutting-edge leadership theory and practice are explored. By taking an active leadership role in this seminar students examine the issues, challenges, and practical skills of leadership in today’s workplace. Presentations, team activities, reflection, interviewing, and feedback are core developmental components of this seminar. PREREQUISITE: MGMT 500 Principles of Management. NOTE: Prior completion of MGMT 566 Organizational Behavior is recommended. 4 credits

MGMT 605 Operations Management
This course is a study of the techniques and models used in the field of production and operations management. Topics include production design and process planning, layout of facilities, production standards, work methods, forecasting techniques, and inventory and scheduling systems. PREREQUISITE: MGMT 500 Principles of Management and a background in statistics. 4 credits

MGMT 606 Human Resources and Organizational Development
This course focuses on the critical role of the human resource professional as facilitator and agent of organizational change and development. It focuses on the behavioral aspects of organizational development where human resource practitioners must juggle their responsibilities to management while being viewed as representative of, and responsible for, employees. The course addresses such concepts as: managing organizational change, team building, maximizing team effectiveness, downsizing/re-engineering, managing conflict, understanding the impact of technology on organizational change, developing partnerships within the organization, cross-team collaboration, and managing multiple teams over an extended time span. PREREQUISITE: MGMT 518 Human Resource Management. NOTE: Prior completion of MGMT 566 Organizational Behavior is recommended. 4 credits

MGMT 607 Human Resources and the Law
The constant change and increasing complexity of employment and labor law confront the human resource manager with a continuing challenge. Managing the impact of the legal and regulatory environment on an organization requires that managers and supervisors at all levels of the organization understand basic state and federal legislation and court decisions governing this area (including regular updates). Today’s HR professional must understand how to apply the laws to protect the organization. At the same time, the employer needs to guard employee rights and know when and how to use outside counsel. This course explores issues affecting workplace policies such as alcohol and drugs, sexual harassment, and privacy rights. It also addresses such issues as wrongful discharge, the Americans with Disabilities Act, negligent employment practices, and discrimination. Beyond this foundation knowledge, the course uses case studies to demonstrate how upper-level human resources managers can apply this knowledge to protect and add value to their organizations. NOTE: Prior completion of MGMT 523 Business Law is recommended. 4 credits

MGMT 608 Managing Diversity (GP)
This course examines the challenges, opportunities and techniques of effective management of a diverse workforce. Recent dramatic changes in the composition and globalization of the US workforce based on changes in age, gender, race, ethnicity, mental/physical disabilities, and sexual orientation require managers to reevaluate established methods of organizational management. This course will examine those changes, identify the issues they present, and guide learners to develop strategies to effectively address them. Learners analyze the ethical and business-related reasons why managers need to focus on such issues as gender, racial, and age discrimination, sexual harassment, and disabilities. This course also asks students to examine their own biases and to understand the impact these biases have on their managerial effectiveness. PREREQUISITES: MGMT 500 Principles of Management or MGMT 566 Organizational Behavior. 4 credits

MGMT 611 Money and Banking
This course examines financial markets and financial intermediaries, and their role in creating and maintaining economic efficiency. It analyzes the performance of banks and other financial institutions and reviews the functions and measurements of money. It also examines and
assesses the use of monetary policy tools, targets and goals within the context of current economic conditions.  **PREREQUISITES:** ECO 512 Principles of Economics and a minimum acceptable score on the Accuplacer.  4 credits  

**MGMT 612 Investment Principles**  
This course provides the learner with a basic introduction to investments. Topics include the analysis of investment vehicles (such as stocks, bonds, money markets, and mutual funds), consideration of risk and expected rates of return, time value of money applications, and the principles of asset allocation, risk tolerance, and diversification. **PREREQUISITES:** Math 502 Contemporary College Mathematics or a minimum acceptable score on the Accuplacer.  4 credits

**MGMT 613 Financial Management**  
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. **PREREQUISITES:** MGMT 511 Financial Accounting, CMPL 511 Software Tools, and a minimum acceptable score on the Accuplacer.  4 credits

**MGMT 616 Advertising and Promotion Management**  
This course focuses on the management of advertising and promotion from standpoint of general and marketing managers. Purposes of advertising and promotion, promotional strategy, integration of advertising with total marketing effort, stimulation of demand, and selection and use of media are subjects of study. Case studies are used. **NOTE:** Prior completion of an introductory management or marketing course is recommended.  4 credits

**MGMT 617 Consumer Behavior**  
This course focuses on understanding consumer behavior in order to develop effective marketing strategy. It examines consumer behavior from a variety of perspectives, including relevant psychological, cultural, and social dimensions. Learners complete a research project on a specific consumer behavior topic. **NOTE:** Prior completion of an introductory marketing course is recommended.  4 credits

**MGMT 620 Effecting Positive Change in Organizations**  
This course explores the inner landscape of organizational systems with respect to personal, interpersonal, and interfunctional dynamics that facilitate or impede functionality and affect the change process in organizations. The organizational structure is viewed as the context in which individual, interpersonal, group, organizational and systemic change is examined. Characteristics of functional and dysfunctional systems are defined, and the change process is delineated. Models, skills, techniques and strategies for change related to individuals, relationships, groups, management, organizations and systems are examined. **PREREQUISITES:** COMM 550 Interpersonal Communication, or COMM 551 Small Group Communication, or MGMT 566 Organizational Behavior.  4 credits

**MGMT 621 Managing Conflict**  
This course teaches concepts and skills to manage conflict effectively between two people, within small groups, within organizations, and between organizations and systems. It is designed to help those who want to sharpen their ability to understand, manage, and create opportunity out of conflict. As a result of this course, one would know oneself and others better, enhance personal and interpersonal skills, and improve relations at work and at home. For the most part, the class is a laboratory for simulations, working on real-life conflicts, role playing, and practicing new communications skills.  4 credits

**MGMT 622 Database Management Systems**  
This course provides prospective users of database 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 classic database theory with practical hands-on application using state of the art DBMS packages; similar to those used today by large and small organizations alike to run their information systems. **PREREQUISITES:** CMPL 515 Programming Fundamentals, and CMPL 612 Advanced Software Tools.  4 credits

**MGMT 623 Systems Analysis and Design**  
This hands-on course introduces learners 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. **PREREQUISITES:** CMPL 612 Advanced Software Tools, or CMPL 515 Programming Fundamentals. A minimum acceptable score on the Accuplacer is required.  4 credits

**MGMT 625 Legal Issues in Business and Management**  
This course addresses the nature, functions, and operations of the legal system and how legal rules affect business operation. Learners examine the legal framework of laws, rules, (e.g, Sarbanes-Oxley Act of 2002), health and safety regulations, and judicial opinions that have direct and profound impact on managerial decision-making and practice. Learners examine levels of the legal systems (local, state, federal) and the impact of rulings on business management. Considerable emphasis is placed on consumer law, labor and employment law, and the social and ethical environment of business policy and management practice.  4 credits

**MGMT 629 Global Marketing (GP)**  
This course analyzes the environment of global marketing by assessing different political, social, cultural, and legal contexts. Learners examine the international trade and financial spheres within which global marketing is conducted. The course also addresses the strategic approaches to global markets with specific reference to the global marketing mix of product, pricing, distribution, and promotion decisions. The goal of the course is to provide students with the tools they need to market effectively in a competitive global marketplace. **PREREQUISITE:** MGMT 514 Principles of Marketing.  4 credits

**MGMT 644 Special Topics (Upper Level)**  
A study of current and variable topics in management. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject matter. 1 to 4 credits

**MGMT 650 Seminar: Strategic Management**  
This capstone integrative seminar focuses on the concepts and techniques of strategic management. It analyzes the process of developing and executing strategies designed to maximize a company’s competitive advantage. Students will not only learn how to assess a company’s internal and external environments but also the range of competitive strategies available. With this information, students will develop skills to determine the appropriate strategy to fit the company’s unique resources and environment. Students in competing management teams will apply these concepts and techniques by crafting and executing strategy in a business simulation exercise. They will also apply their knowledge of strategic management to their own field of professional interest by completing a course

POL 550 American Government and Politics
This course introduces the learner to the historical background, the institutions, and the political processes in American national government. The focus is on process, but the appropriate attention is given to the institutions of government in which the political processes occur. The course employs a systems model of politics to identify how politics works in America on the national scene. Both process and institutions are studied from a systems perspective so that critical functions and decision points can be identified, described, and judged as they influence system outputs: public law and policy.

POL 554 Law and Society
This course is designed to provide an interdisciplinary approach to the law, incorporating history, philosophy, economics, political science, sociology, and psychology, to show how a variety of forces work to shape the law and how the law in turn affects society at large. Learners begin with a historical overview of American law, receive a basic introduction to legal reasoning, and then examine the law in the context of the various social sciences. In the final section of the course, the class reviews case studies of some landmark criminal and civil suits.

POL 577 Campaigns, Elections, and Political Parties
Learners in this course will understand how elections are conducted on the national level, both for the office of President as well as congressional campaigns. Because of the influence that the New Hampshire primary has had on national elections over the last fifty years, it is used as a case study in the conduct of campaigns, elections, and the diminished role of parties.

POL 600 The US in World Affairs (GP)
This course examines the conduct of the foreign affairs of the United States in a volatile environment marked by fundamental changes in the international system of states since the collapse of the Soviet Union. Learners trace the transformation in international relations since 1991 leading to the creation of institutions to liberalize world trade and investment, the proliferation of regional ethnic and religious conflicts, and most challenging of all, the emergence of transnational terrorism. Learners form an understanding of the international system, develop competence in defining both transient and enduring national interests, and build confidence in appraising the policy responses of national actors to those challenges. PREREQUISITE: POL 550 American Government and Politics.

PSY 501 Introduction to Psychology
This survey course provides an introduction to the science of psychology. It examines the major areas of applied and experimental psychology. The following specialty areas are covered: History of Psychology, Research Methods, Biological Psychology, Cognition, Learning, Memory, Human Development, Stress, Emotion, Health Psychology, Personality Theories, Abnormal Psychology, and Social Psychology. NOTE: Prior completion of CRIT 500 Critical Thinking and ENG 500 The Writing Process is strongly recommended.

PSY 508 Child Development
This course focuses on the development of children from birth to early adolescence. It includes the major developmental theories and perspectives as well as an overview of the research methodology used in the field. Current research in the areas of physical, cognitive, and social and emotional development are considered in the context of the child’s environment. NOTE: Prior completion of PSY 501 Introduction to Psychology is recommended.

PSY 509 Human Development
This course focuses on the development of the individual from conception to death. Major developmental theories, milestones, processes, and influences are covered. Research findings that bear on these topics are examined. Growth and development are viewed as products of interacting biological, psychological, and social factors. The risks and opportunities in the developing person's social environment as well as the application of theories and research findings are emphasized.

PSY 510 Infant & Toddler Development
This course focuses on major theoretical perspectives of child development with particular attention to infant and toddler development. Topics include the physical, social, emotional, and cognitive milestones of the growing child along with factors that contribute to optimal development. There is an emphasis on the importance of creating high quality, safe, and supportive environments as well as on attachment and the role of communication in the development of trust and autonomy. Learners observe children to develop strategies for creating and maintaining developmentally appropriate environments. NOTE: Prior completion of PSY 509 Human Development or PSY 508 Child Development is recommended.

PSY 511 School-Age and Adolescent Development
This course focuses on the developmental processes of school-age children and adolescents. Grounded in theoretical perspectives of development, children’s physical, cognitive, social and emotional growth are examined. The study of children and adolescents is framed by the study of intrinsic factors (e.g., genetic factors) and external factors such as family, school, socio-economic status, and culture that influence development. Basic research methodology related to the study of development is introduced. Attention is given to the role of parents, peers, community organizations, teachers, schools and other institutions in fostering the healthy development of young people.

PSY 514A Mentoring Adolescents I
This seminar is designed to help college men and women develop tutoring skills, communication skills, and knowledge about adolescence necessary to mentor middle school boys and girls. It focuses on the importance of the mentoring relationship in helping at-risk adolescents achieve academic success, graduate, and aspire to a college education. Topics for discussion include relevant factors such as self-esteem, academic skill development, social skills, family dynamics, demographics (e.g., gender, ethnicity, socio-economic status) and positive mentoring relationships for school retention and success. This seminar requires a mentoring commitment of a minimum of one hour per week with a middle school student throughout the academic year. Each seminar meeting is a time for discussion of readings and reflection on the mentoring experience.

PSY 514B Mentoring Adolescents II
This seminar is the second in a sequence designed to help college men and women develop the skills, communication skills, and knowledge about adolescence necessary to mentor middle school boys and girls.

PSY 521 Language Acquisition
This course introduces research, theory, and practical applications pertinent to first language acquisition. The development of language is explored through its five major components: phonology, pragmatics, semantics, morphology, and syntax. Stages of acquisition are traced from pre-linguistic communication in infancy through adolescents’ use of abstract thinking and expressions. Distinctions between language disorders and developmental differences are considered, as are relationships between language and literacy skills (reading and writing).
PSY 550 Grief and Loss
This course focuses on the developmental issues involved in grief and loss throughout the life span. Attention is paid to losses incurred through such events as illness, divorce, and war, but especially to loss through death. Participants have an opportunity to examine their own values and beliefs about grief and loss as well as to examine our culture’s responses to loss and dying. Topics include hospice care, support groups, anticipatory grief, assisted suicide, and funeral rituals. The course also examines age-related concerns and differences; for example, issues for children of different ages, adults, and the elderly.

4 credits

PSY 552 Art Therapy
An historical and theoretical overview of Art Therapy and its application in a variety of populations. Populations covered include age-defined groups (i.e. children, adolescents, adults and elderly), groups organized by setting (i.e. hospitals, schools, prisons and private programs), as well as those sensitive to specific physical or emotional needs (i.e. physically handicapped individuals, individuals with psychiatric illnesses, and people living with AIDS/HIV). Art media techniques are explored and developed as the needs of each population are considered in conjunction with the group or individual goals.

PREREQUISITE: PSY 501 Introduction to Psychology.

4 credits

PSY 604 Counseling Theories
This course provides an overview of counseling theories developed by major theorists. The course examines how both the historical context and the scientific knowledge of the time helped to shape the theories developed during the past century. Research findings evaluating the effectiveness of therapeutic modalities are reviewed. Important elements of the counseling process which includes assessments, confidentiality, the therapeutic alliance, and the impact of funding sources on decision making, are examined.

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

4 credits

PSY 605 Principles of Assessment
This course is a survey of assessment issues and methods for students pursuing studies in education-related fields or the behavioral sciences. Topics include: differences between formal and informal assessment and evaluation; issues such as reliability and validity, differences between norm-referenced and criterion-referenced tests, development of assessment and evaluation instruments and plans, methods for observing and recording behavior, and how to use assessment information to develop and/or modify programs and environments.

PREREQUISITES: MATH 502 Introduction to College Mathematics or MATH 504 Introduction to Statistics or MATH 505 College Algebra or MATH 506 Business Statistics and PSY 501 Introduction to Psychology or PSY 508 Child Development or PSY 509 Human Development.

4 credits

PSY 606 Educational Psychology
This course is designed to provide an in-depth understanding of the major theories of learning, cognition and instruction and their practical application in instructional settings. A review of the current research on specific practices in the classroom enhances learners’ understanding of how theory relates to practice and provides examples they can use in their own teaching. Topics include cognitive and instructional theories and their application to instructional practice, learning theories and classroom management, individual differences, motivation, and assessment and evaluation.

PREREQUISITE: PSY 501 Introduction to Psychology, or PSY 509 Human Development, or PSY 508 Child Development.

4 credits

PSY 607 Developmental Perspectives on Adolescence
This course is an upper-level, interdisciplinary exploration of adolescent development. It is intended to promote critical thinking about theories, research, and issues that are current in the study of adolescence. Focus is on (1) how American adolescents perceive themselves and the world around them, and (2) the identities they construct and behaviors they choose in response to these perceptions. PREREQUISITE: PSY 509 Human Development or PSY 508 Child Development.

4 credits

PSY 608 Social Psychology
Social Psychology is the scientific study of how we influence and are influenced by our social environment, which consists of individuals, groups, organizations, and culture. This course will provide an overview of classic and contemporary work in this field and explores such topics as: aggression, attitude formation and change, social thinking, interpersonal conflict and cooperation, prejudice, friendships and romantic relationships, leadership, social influence, altruism, and conformity. Course topics may also include applications of social psychology to the legal system, health-related behavior, and environmental sustainability.

PREREQUISITE: PSY 501 Introduction to Psychology. NOTE: Prior completion of BEHS 501 Introduction to Research in Behavioral Science is strongly recommended.

4 credits

PSY 609 Cognition and Learning
This course explores the major theories of cognition and learning. Current cognitive theories, nature of consciousness, memory, language, and reasoning, and traditional behavioral approaches such as operant and classical conditioning are examined. These approaches will be supplemented by relevant neuroscience research on brain based processes. Comprehension will be enhanced through the application of these approaches to everyday behavior.

PREREQUISITE: PSY 501 Introduction to Psychology.

4 credits

PSY 615 Psychology of Adulthood
This course is a life-span developmental approach to adulthood in contemporary American society that includes the major theoretical perspectives regarding developmental transitions and age-related tasks. The following topics are included: 1) methodological issues related to the study of development, 2) patterns of stability and change across adulthood with regard to processes such as biological functioning, sensation and perception, cognition, personality, identity, gender and social roles, relationships, career, and mental health, and 3) death and dying as the final stage of life. Learners can consider their own development in light of this content.

PREREQUISITE: PSY 501 Introduction to Psychology.

4 credits

PSY 616 Psychology of Occupational Stress
This course focuses on three primary areas in occupational stress research: 1) identification of potential psychosocial sources of stress on the job; 2) recognition and treatment of job stress once it has occurred; and 3) approaches that may prevent work stress. Each area is examined from the individual worker’s perspective as well
as from that of management personnel. Once acquainted with the major theoretical principles and processes, learners apply these findings to their own experiences as employees, employers, or health professionals. NOTE: Prior completion of PSY 501 Introduction to Psychology is recommended. 4 credits

SCI 505  Human Biology
This course is an introductory study of anatomy and physiology that provides a foundation in biological science and the correlation of structure and function of the human body. Topics explored include genetics, heredity, reproduction, endocrinology, immunology and the concept of homeostasis. The building of a relevant vocabulary and a foundation of facts and concepts provides the background needed for further understanding of developments in bioscience and biomedicine. 4 credits

SCI 506  Physiology of Wellness
This course provides the learner with a background in basic physiological processes related to overall health and fitness. Topics include metabolism, homeostasis, how body systems work together, nutrition, and exercise. Factors that interfere with healthy physiological functioning are examined. In addition, common diseases such as diabetes, obesity, high cholesterol, hypertension, heart disease, and asthma are discussed in light of physiological and environmental factors that increase the risk of these diseases. Genetic predisposition to disease is also examined. Finally, measures to maintain overall health and fitness are addressed. 4 credits

SCI 507  Introduction to Human Genetics
This course examines genetic basis for variation, including inheritance patterns, their chemical and physical basis, and human diversity. The course includes related topics such as heritable diseases, cancer, mutations, etc. 4 credits

SCI 508  Issues in Women's Health
This course examines women's health and women's health care from biological, medical, historical, political, and social perspectives. It begins with the study of endocrinology and the physiological processes unique to women. Factors related to health care issues specific to women are examined. Societal and health care constraints, which hinder women from achieving their full health potential are also addressed. The course also presents information on women's health care practices, including the concept of self-care, and relates this to the development of educated consumerism in the health care industry. 4 credits

SCI 509  Diseases of the 21st Century (GP)
This course is a survey of many diseases that have emerged as serious health problems on a global scale. Learners examine the etiology, transmission, detection, treatment, and method of prevention of newer diseases such as HIV and AIDS, as well as tuberculosis, malaria, and other ancient diseases that continue to pose health threats. There are also constantly new possible pandemics on the global horizon, such as avian flu or SARS. With an international perspective, learners analyze public health policies and cultural differences with respect to disease detection, treatment, and prevention. 4 credits

SCI 510  Concepts in Physics
A descriptive survey of physical science, this course focuses on understanding the role of physics in today's society and technology. Emphasis is placed on the nature of scientific thought and problem solving. Topics include matter, radiation, motion, force, energy, and heat. PREREQUISITE: A minimum acceptable score on the Accuplacer. NOTE: Background in college-level algebra is recommended. 4 credits

SCI 511  Observational Astronomy
This course examines the current scientific understanding of our solar system, its formation, evolution to its present configuration, and what its future might be. The topic of extrasolar planets is also covered in detail. Additionally, star formation, stellar evolution, nuclear synthesis, galaxies, and topics in basic cosmology, the large-scale structure of the universe, are examined. Central to this course is developing an understanding of the role that observation has played in the development of current theories and models that are accepted by astronomers and physicists today. The course is designed to help non-scientists appreciate how science works through observations and how observations can support the development of new, more precise theories of how the universe actually works. NOTE: Field Experiences to planetariums and observatories, as well as some nightly observations are required. 4 credits

SCI 512  Introduction to Astronomy
Through a variety of activities, this course provides the learner with a basic background in astronomy which will enhance appreciation of the sky and the technology used in man's attempt to understand it. PREREQUISITE: A minimum acceptable score on the Accuplacer. 4 credits

SCI 513  Introduction to Meteorology
This course is an introduction to the fundamentals of weather and climate. Topics include observing the weather, physical properties and processes of the atmosphere, weather systems, hazardous weather, rudiments of forecasting, and climate. The course focuses on interpreting current weather and exploring the interrelationships between humankind and the atmosphere. PREREQUISITE: MATH 502 Contemporary College Mathematics, or MATH 504 Introduction to Statistics, or a minimum acceptable score on the Accuplacer. 4 credits

SCI 515  Introduction to Geology
A comprehensive introduction to the major areas of geology. In geomorphology, geological processes that affect the earth's surface are discussed in the light of the physical nature of the earth. One of the purposes is to help learners learn how to construct geological arguments in a written form. 4 credits
of landform development. An examination of geologic structure and techniques used to describe the distribution and attitude of rock units is included in structural geology. Observation and classification skills are developed in a study of minerals and rocks. An introduction to the concepts of sea-floor spreading, plate tectonics, and continental drift is included in a brief study of global tectonics. Special emphasis is placed on New England environments. PREREQUISITE: A minimum acceptable score on the Accuplacer. NOTE: Learner involvement with laboratory and field trip activities is required. 4 credits

SCI 518 Physical Geography

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

SCI 520 Introduction to Oceanography

An examination of the world ocean and the processes that control its major features and the life within it. An ecological approach is used to integrate the geological, biological, chemical, and physical aspects of oceanography. Special emphasis is placed on the local coastal environment. PREREQUISITE: A minimum acceptable score on the Accuplacer. NOTE: Learner involvement with laboratory and field trip activities is required. 4 credits

SCI 522 Biogeography: World Distribution of Plants and Animals

This course looks at the geographical patterns shown by plants and animals in the world’s major areas of land and sea, and the ecological factors (past and present) affecting the dispersal and colonization of species. Special attention is accorded communities and representatives that can be observed along the itinerary of an imaginary voyage around the world, both at sea and ashore. 4 credits

SCI 523 General Ecology

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

SCI 528 Natural History of Northern New England

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

SCI 530 Plant Propagation and Growth

This course provides a study of structure, function, life cycle and ecology of plants necessary for understanding their reproduction and growth. Sexual and asexual propagation of horticultural plants is emphasized in laboratory sessions in which plants are grown to exhibit processes. 4 credits

SCI 531 Applied Botany

This course examines basic botanical principles and their application to horticultural practices. Areas of study include plant growth, structure, function, and the interaction of plants with their environment. 4 credits

SCI 532 Field Botany of the White Mountains

The forests of the White Mountains of New Hampshire offer an ideal "classroom" to study the flora of the region. This out-of-doors classroom provides the student with the opportunity to participate in a field botany experience. The common plants of the region, a study of the growth and development of plants, the distribution of plant communities, and an appreciation of the role that plants have played in the traditions and economy of the White Mountain region form the basis for the course. 4 credits

SCI 534 Bird Ecology and Migration

This course introduces learners to the fundamental aspects of avian ecology through the description and observation of bird behavior and adaptations, with special emphasis on the phenomenon of migration. The course involves extensive field observation to explore a variety of habitats and several bird species in order to try to understand why some birds migrate while others do not. Other factors that are discussed include the behavioral, physiological, and climactic cues that are involved in bird migration, orientation, and navigation. 4 credits

SCI 539: Energy and the Environment

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

SCI 540 Environmental Heritage

This course examines our environmental heritage in relation to recent social and ecological changes brought about by science, technology, and exponential population growth. The learner is introduced to basic scientific and social issues intrinsic to the natural environment, ecosystem function, and the human impact on ecological systems. Fundamental ecological concepts are addressed. Economic, legal, political, ethical, health, and recreation issues related to the environment are explored through case studies. 4 credits

SCI 541 Environmental Pollution and Protection (GP)

An introductory survey of global environmental problems such as global warming, acid rain, nuclear waste storage, agricultural runoff, and heavy metal contamination. This course explores the interrelationship between the natural environment and the effects of human activity resulting in pollution of air, water, and land. A major focus of the course is critical examination of ecological, economic, and political aspects of pollution in a global context. 4 credits

SCI 542 Current Issues in Forestry

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

SCI 544 Special Topics (Lower Level)

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

SCI 600 The Human Brain

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

SCI 501 Introduction to Sociology
Sociology is the study of human society and the social interactions that help shape our everyday lives. In this course, learners are introduced to the basic concepts and theories relating to the study of people as participants in social groups. The course emphasizes the study of social organizations focusing on how individuals interact, influence, and are influenced by social institutions.

SOC 504 Sociology of the Media
How important is television in the United States today? What do movies tell us about our society? How influential is advertising on our behavior? These three elements of the media: television, cinema, and advertising, are explored in relation to American values, beliefs, and behavior. This course includes both a historical and contemporary perspective.

SOC 553 Social Problems
This course presents a sociological investigation of problems that originate in human social interaction and have an undesirable impact on social life. The course develops critical thinking skills focused on the presentation of social problems in everyday life. Emphasis is placed on timely large-scale social issues and possible solutions. NOTE: Prior completion of CRIT 500 Critical Thinking is recommended.

SOC 554 Child Abuse and Neglect
An examination of the problems of child abuse and neglect: theoretical, historical, and legal perspectives. Included is a focus on identification, treatment, and prevention strategies. NOTE: Prior completion of PSY 501 Introduction to Psychology or SOC 501 Introduction to Sociology is recommended.

SOC 557 Violence in American Society
Violence has become an increasingly pervasive part of American society. This course explores the nature of violence, the variety of forms it has taken in the last few decades, and the individual and institutional factors which contribute to it. Drawing principally on sociology and psychology, the course examines recent research on violence and its relationship to gender, social class, race, and the exercise of power. Special consideration is given to the individual and societal affects of interpersonal violence. NOTE: Prior completion of PSY 501 Introduction to Psychology, or SOC 501 Introduction to Sociology is recommended.

SOC 560 Gender and Race in the United States
This course presents a historical overview of mid-nineteenth century gender and race roles in the United States. Topics include: the impact of gender and race on industrialism in New England, the development of new constructions of masculinity and femininity, work, family, the home, and racial volatility of the slave system. Insights into past and present thoughts and feelings on gender and race in the United States are reviewed through readings, including such works as Thoreau’s Walden, Mary Chestnut’s Diary From Dixie, and Stowe’s Uncle Tom’s Cabin.

SOC 601 Society and the Individual
This course explores the interface between individuals and their social context. It uses sociological perspectives such as symbolic interactionism, functional theory and conflict theory to examine the relationships we as individuals have to our society. The course also examines the extent to which our roles and status are determined at birth, and the role we play in shaping ourselves as well as the institutions in which we live. How social factors influence individual perceptions and choices is viewed in the context of the institution of marriage; family structure and relationships; demographics such as age, gender, race, ethnicity, and class; attitudes and moral behavior; violence and aggression; and work and authority. PREREQUISITE: SOC 501 Introduction to Sociology.

SOC 603 Work and Society
This course analyzes the social nature of work in industrial societies. Topics include the study of occupations, training, automation, unemployment, and the role of minorities in the workplace. Through ethnographic case studies and recent articles, the course compares work structures in North America, Asia, and Europe. NOTE: Prior completion of SOC 501 Introduction to Sociology is recommended.

SOSC 500 Introduction to Anthropology (GP)
This course introduces the study of anthropology from both biological and cultural perspectives. A survey of the four subfields (physical anthropology, archaeology, socio-linguistics, and cultural anthropology) examines problems such as human evolution, physical variation, and the diversity of human cultures in both the past and the present.

SOSC 519 Living in a Digital Democracy
The growth of the internet has impacted virtually every aspect of American society. This course provides a broad overview of the societal issues and concerns raised as groups and individuals make the transition to a digital environment. The primary focus of this course is to provide the opportunity to analyze how the internet is being used to change voting behavior, stimulate the growth of a global economy, and alter our sense of community. NOTE: Prior completion of CRIT 500 Critical Thinking and ENG 500 The Writing Process is recommended.
Courses

**SOSC 544 Special Topics (Lower Level)**
A study of current and variable topics in Social Science. Course content changes from term to term. 1 to 4 credits

**SOSC 559 Contemporary Issues in Human Sexuality**
This course examines current issues facing American society in the area of human sexuality. The course focuses on a multidimensional approach for reviving sexual issues, using current research findings. Opinions, attitudes, and values affecting societal responses to sexual issues are explored in relation to scientific fact and a variety of theoretical frameworks. Special emphasis is placed on the impact of sexual issues on individuals, institutions, and public health and welfare. 4 credits

**SOSC 562 Introduction to Gender Studies**
This interdisciplinary course explores the human experience of being male or female. Theoretical and research perspectives on the biological, psychological, sociological, and cultural bases for sex- and gender-related behavior are examined. Myths about males, females, and gender-related differences are considered. The course also explores gender in the media; changing patterns of family relationships; health-related issues; differences in communication patterns; issues in religion, politics, education, and work; and the nature of power in personal and professional relationships. Learners examine the challenges women and men have faced historically and in the current changing world. 4 credits

**SOSC 570 Introduction to Historical Archaeology (GP)**
This course explores historical archaeology, a field which seeks to provide a more complete picture of our historic past by examining both the written documents and the physical remains of past generations. Particular attention is focused on historical archaeology in North America. Students view the field through a combination of lecture and discussion, film, field trips and hands-on exercises, such as participation in an archaeological survey, and a simulated archaeological dig. 4 credits

**SOSC 600 Cultural Geography (GP)**
This course traces the development of significant elements of culture, including language, religion, and identity, from cultural hearths of prehistory to the beginnings of the modern, more globalized culture of the present. Learners study human activity in response to the interaction of a people with their neighbors and their environment. **PREREQUISITE:** SCI 518 Physical Geography or SCI 515 Introduction to Geology. 4 credits

**SOSC 602 Men and Women in Cross-Cultural Perspectives (GP)**
This course provides a basis for analyzing alternatives in the relationships between men and women by looking at the roles women play in widely different societies: for example, in peasant, socialist, and capitalist industrial societies. The range of women’s roles in a variety of cultures is explored through readings, discussions, films, and slides. **NOTE:** Prior completion of an introductory sociology or anthropology course is recommended. 4 credits

**SOSC 604 Dynamics of Family Relationships**
This course examines evolving family structures in contemporary American society. The functions which a family serves are reviewed. The stages of family life and development, a variety of communication patterns and the causes of breakups are addressed. The focus of the course is on helping learners develop an ability to assess the strengths of a family system, evaluate the decision making processes used by a family and discuss the resiliency of the family. The course reviews a range of intervention methods which can be used to improve family relationships. 4 credits

**SOSC 605 Stress: Its Impact on the Family**
This course examines the characteristics of both healthy and troubled families as they progress through each developmental stage. Change is a constant in each person’s life; the family’s response to change and the resulting stress is reviewed. A family’s ability to manage extraordinary stressors, from both external and internal sources, is discussed. There is an emphasis on maladaptive patterns including family violence, runaways and self-harming patterns. **NOTE:** Prior completion of SOSC 604: Dynamics of Family Relationships is recommended. 4 credits

**SOSC 606 Addictions and Family Dynamics**
This course focuses on addictions and family systems and on the relationship between the two. The addiction syndrome in general and its many derivatives, including chemical dependency (alcohol, legal and illegal drugs), gambling, food (eating disorders), sexual and other addictions, are explored. The systemic impact of addictions in generating family dysfunction is examined with particular emphasis on the emotional and psychological development of children. The developmental process of addiction from abuse to dependency is addressed. In addition, the course explores societal mores relative to drug use as well as social services designed to treat addicts and families. **PREREQUISITE:** PSY 501 Introduction to Psychology. 4 credits

**SOSC 630 Aspects of Aging in a Modern Society**
The course introduces the physical, psychological, economic and social aspects of aging. Attention is given to these key aspects of aging and their relationship to the characteristics of our aging population in the United States. The course also explores the impact of culture, family structure, and societal values on the elderly in our society. **PREREQUISITE:** PSY 501 Introduction to Psychology or SOC 501 Introduction to Sociology. 4 credits

**SOSC 644 Special Topics (Upper Level)**
A study of current and variable topics in Social Science. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1 to 4 credits
Preface

While the intent of going to college is to learn, the business of learning demands that you move through course work following established policies. Procedures are designed to take care of many of the foreseeable situations or problems which may come up during the course of your studies.

Important Note:
Ultimately, you are responsible for knowing and understanding all institutional policies and procedures. Take some time to familiarize yourself with these policies and procedures. If there is something that needs clarification, please don’t hesitate to call your local Center, or the Administrative Offices, toll free at 1-888-228-3000, ext. 339 or 603-513-1339.

Admission and Enrollment Process
Granite State College wishes to serve adults who will benefit from the variety of learning experiences we offer. The admission and enrollment process combines sound educational advisement with formal and informal appraisals of your ability to succeed in higher education.

Admission Policy
Granite State College recognizes its responsibility to provide qualified adults the opportunity to pursue an education in a safe environment conducive to academic study.

Admission is granted to learners who possess the ability to benefit from college-level work.

To encourage the academic success of all learners Granite State College requires that every applicant meet basic academic criteria. We retain the right to deny applicants when:
1. basic criteria are not met;
2. the learner’s ability to actively participate in academic community or complete an educational program is unlikely;
3. the learner reasonably appears to pose a threat to or appears likely to endanger the college community.

Application Procedure
Applications may be submitted at any time during the academic year.
1. Complete an application form with essay online at www.granite.edu/prospective-students/how-to-get-started/admissions_process/. Degree application fee is $45.
2. Pay your application fee by mailing check to: Student Accounts, Granite State College, 8 Old Suncook Road, Concord, NH, 03301 or call 603-513-1330 to pay by credit card.
3. Request that an official transcript from each postsecondary institution that you attended, and for all college-level standardized tests that you completed, be sent directly to: Admissions Office, Granite State College, 8 Old Suncook Rd., Concord, NH, 03301.
4. Complete an application form with essay online at www.granite.edu/prospective-students/how-to-get-started/admissions_process/. Degree application fee is $45.

Full Admission Status
You will be fully admitted when your application is complete, and all of your prior college transcripts have been received by the Admissions Office.* You will receive notification in writing or by email that will include your official plan of study.

*Self-Design
If you have applied to a self-design or liberal studies program, you will enroll in SDLR 550 Self-Design Seminar where you will research and develop your program. Some education majors are exempt. Consult with your advisor to see if this applies to your program. Self-design or liberal studies learners will receive a complete plan of study after their programs have been approved by Academic Affairs. Prerequisites for SDLR 550 are: admission to the B.S. Self-Design or B.A. Liberal Studies program, receipt of all official college transcripts by the Admissions Office and permission of advisor.

Conditional Admission Status
Conditional admission status is based on pending receipt of all official prior college transcripts and test scores. Once all official documents have been received by the Admissions Office, you will be fully admitted and an official plan of study will be sent or emailed to you.

Degree Status in More Than One Program
The college will not admit to (nor allow to continue in) any of its degree programs a learner who is an admitted degree candidate at any other college or university. If you are nearing completion of an associate degree within Granite State College, you may apply for admission to one of the college’s baccalaureate programs. Full admission occurs in the next term, after associate degree certification.

Note: A student may not be fully admitted in two different degree levels simultaneously.

Eligibility for Financial Aid
Learners may receive financial aid for required courses in only one degree at a time. Credits may not exceed those allowed under Title IV regulations, and programs may be audited to insure compliance. Courses will not be approved for financial aid if they do not fulfill degree requirements for the plan of study in which the student is currently admitted.

Transfer to a Different Degree
If you decide to move from one major to another, you must notify your academic advisor and the registrar in writing. “Change of Program” forms are available in each Center. An additional application fee will be required, and a new degree application must be completed, if you move from one degree level to another. You will be admitted under current catalog degree requirements.

Returning for a Second Major
A graduate who already has a B.S. degree from the college may apply for readmission for the purpose of adding a second B.S. major to that degree. Students will follow the major requirements at the time of readmission, and will complete all other requirements, including 30 residency credits of course work. Once completed, the second major will be noted on the student’s transcript. Because the B.S. degree has already been conferred, these individuals will not be eligible to attend the college’s commencement ceremony again.

Second Bachelor’s Degree
Any of our baccalaureate graduates who wish to pursue a second degree (for example, a B.S. graduate who now wants to complete a B.A. degree) must apply and subsequently
complete at least 30 residency credits of course work toward the second degree. All current major and general education requirements of the second degree must be met before the conferral of the second degree.

Fee for Subsequent Degrees or Second Majors

Individuals who have completed associate degree programs at the College and wish to continue in a bachelor’s program may do so without having to submit an additional application fee, except for those applying to a self-design or liberal studies bachelor’s program which requires a $100 fee. This also applies to individuals who have completed one bachelor’s degree here and wish to return and earn a second major.

Prior College Transcripts

Degree candidates must ensure that all official prior college transcripts are received by the Admissions Office. This is required so that prior courses can be evaluated for credit applicable to your Granite State College degree program. It is your responsibility to monitor this process.

The College accepts credit from regionally-accredited institutions of higher education based on equivalency of course content and outcomes. Courses that support our degree programs are accepted if grades of “C” or better were achieved. The registrar and associate director of admissions are responsible, in consultation with academic affairs, for determining the acceptance of transfer credit. When necessary, learners may be asked to provide course descriptions, course outcomes, and syllabi to assist in determining acceptability of credit. We will recognize competency demonstrated through CLEP, DSST, Excelsior College Examinations, and certain other postsecondary exams approved by the American Council on Education. Learners requesting credit for examinations must request that official scores be sent to the Admissions Office for evaluation as transfer credit.

Recent High School Graduates

If you are applying to GSC while in your senior year in high school, you will be admitted for the term following your graduation. You will need to submit your final high school transcript indicating your date of graduation or successfully complete Accuplacer assessments.

Transcripts from Other Countries

If you attended a college or university in a foreign country you will need to have your transcript translated and evaluated prior to full admission. The College uses the Center for Educational Documentation (www.cedevaluations.com) to perform international credential evaluations. There is a fee for services depending upon the extent of the evaluation requested. You may obtain a brochure and request a form from an academic advisor at any local Center or write directly to:

Center for Educational Documentation
P.O. Box 231126
Boston, MA 02123-1126

If your transcript has been evaluated by another company, please contact your advisor to see if GSC will accept the evaluation.

English Proficiency

English proficiency is requisite for academic success in programs at the College. Adequate proficiency means a score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) and/or acceptable Accuplacer scores. Any student not demonstrating adequate proficiency will be referred to other institutions that offer English as a Second Language courses. Online students are expected to be proficient in English in order to successfully participate in GSC internet based programs.

Note: Individuals who are in the U.S. with visa status that allows education participation are eligible for study. Contact the Admissions Office for clarification.

Credit for Prior Learning

The degree you can earn from Granite State College or any other college is, in simple terms, a way of telling the world that you have successfully gained a certain body of knowledge. The fact that you may get your bachelor’s or associate degree from Granite State College doesn’t mean we taught you everything you know.

In fact, many adults bring much college-level knowledge with them when they enter a degree program. In response, as more and more adults have started or returned to college, institutions like Granite State College have developed ways to assess what you have already learned and award academic credit for that knowledge.

We see prior learning as a foundation on which to build a degree program. You shouldn’t have to repeat learning if you can demonstrate that you’ve already gained it through other experiences. We value what you know when you enter our programs, and we will help you determine how it may apply toward your degree.

Starting your degree program with six, sixteen, or even sixty credits can make a big difference in both the time and money you spend on your college education.

How Many Credits Can You Earn?

We will apply a maximum of 48 prior learning credits towards an associate degree and 94 credits towards a bachelor’s degree. These credit limits include all types of prior learning (testing, transfer credit, validation, and assessment). These credits do not count as residency.

Note: Submission of validations and/or completion of the assessment process must occur before or concurrently with submission of the Intent to Graduate form to the Registrar’s Office.

Transfer Credits

You can transfer credits earned for courses you have satisfactorily completed with a grade of “C” or better at other colleges or universities if the schools you attended were regionally accredited institutions of higher education approved by the Council for Higher Education Accreditation. The number of transfer credits accepted will depend upon the specific degree requirements in the program you select; the maximum at the associate level is 48 credits and at the bachelor’s level 94 credits. A maximum of 64 credits will be accepted from two-year institutions if applicable to degree requirements. In some cases formal articulation agreements with two-year institutions will allow transfer of additional credits.

A maximum of 64 semester credits from completed three-year RN nursing diploma programs will be accepted in transfer. You must provide to the Admissions Office an official transcript and documentation, such as your original nursing license, that you have successfully passed a Registered Nurses State Board examination.
Articulations
Granite State College has worked with two year institutions to enable seamless transition of graduates from selected associate degree programs to our bachelor’s degrees. If you have graduated from one of the articulated programs, “Program Transfer Agreements” (PTAs) exist which show you exactly how your associate credits fit into our bachelor’s degree requirements. Academic advisors have the list of up-to-date PTAs.

Examination Programs
You can take certain tests to demonstrate your knowledge and earn credit. The college will recognize competency demonstrated through CLEP (College Level Examination Program), DSST, Excelsior College Examinations and certain other post-secondary exams. You can earn a maximum of 32 credits toward an associate degree or 64 credits toward a bachelor’s degree through testing. The American Council on Education’s recommended guidelines for acceptable scores will be used to determine eligibility for credit for subject exams. Scores will vary by exam. For all examinations, the award of credit and its placement in the individual learner’s plan of study is subject to review. Credits acquired through testing cannot duplicate credits earned from other sources.

CLEP (College Level Examination Program)
If you take a CLEP test and do not receive a passing score, you must wait 180 days before retaking it. All credits for CLEP exams will be awarded at the lower level. For detailed information about CLEP exams, visit www.collegeboard.com/student/testing/clep/about.html

CLEP General Exams
1. General exams may be taken if no prior course work or credits earned through assessment, validation or testing have been awarded in the content area of the exam.
2. Credit will be awarded based on the total score; no credit for sub-scores and no partial credit is allowed.

Credit Recommendations: (Computer Based Testing)

<table>
<thead>
<tr>
<th>Title</th>
<th>Score</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Analyzing/Interpreting Literature</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>French Language</td>
<td>50(59)</td>
<td>8(16)</td>
</tr>
<tr>
<td>German Language</td>
<td>50(63)</td>
<td>8(16)</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>50(66)</td>
<td>8(16)</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Freshman College Comp.*</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>General Biology</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Info. Systems/Computer Applications</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Intro. Business Law</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Intro. to Educ. Psychology</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Princ. of Accounting</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Princ. of Macroeconomics</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Princ. of Management</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Princ. of Marketing</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Princ. of Microeconomics</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>U.S. History I: Colony to 1877</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>U.S. History II: 1865 to present</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>4</td>
</tr>
</tbody>
</table>

*May not be taken after matriculation at GSC.

CLEP Subject Exams
The college will accept credits earned through CLEP testing for scores which represent a grade of “C” or better. Please consult with your academic advisor prior to taking any CLEP examination to ensure that the examination you select is not duplicative of course work completed or projected, or of other tests you are considering.

The American Council on Education’s recommended guidelines for acceptable scores will be used to determine eligibility for credit for subject exams. Scores vary by exam and by year. Current scores and credit recommendations are listed below:

Credit Recommendations: (Computer Based Testing)

<table>
<thead>
<tr>
<th>Title</th>
<th>Score</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art of the Western World</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Astronomy</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Business Law II (U)</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Civil War and Reconstruction (U)</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Environment &amp; Humanity</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Ethics in America (Essay)</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of College Algebra</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Counseling</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>General Anthropology</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Here’s to Your Health</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>History of the Vietnam War</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Human/Cultural Geography</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computing</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Introduction to Law Enforcement</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Introduction to the Modern Middle East</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Introduction to World Religions</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Lifespan Developmental Psychology</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Management Information Systems (U)</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Money and Banking (U)</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Physical Geology</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Principles of Finance (U)</td>
<td>46</td>
<td></td>
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<tr>
<td>Principles of Financial Accounting</td>
<td>47</td>
<td></td>
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<tr>
<td>Principles of Physical Science I</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Principles of Public Speaking*</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Principles of Statistics</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Principles of Supervision</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Rise and Fall of the Soviet Union (U)</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse (U)</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Technical Writing (with Technical Writing Essay)</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Western Europe Since 1945</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

*In addition to the minimum score on the multiple choice test, the learner must also receive a passing grade on the speech portion of the exam.

DSSST Exams
The College will award 3 credits for each exam passed. No credits will be awarded for content that duplicates other credits earned. If you take a DSSST exam and do not receive a passing score, you must wait 180 days before retaking it. For detailed information about DSSST exams, visit www.getcollegecredit.com
Test Centers
CLEP and DSST tests are given regularly at various Granite State College Centers. Please contact the Center for information.

Claremont  (603) 542-3841
CLEP and DSST
Concord  (603) 228-3000
CLEP and DSST
Conway  (603) 447-3970
CLEP and DSST
Rochester  (603) 332-8335
CLEP and DSST

Credits awarded for nursing subjects will be used as elective credit, unless approved in a self-design program. We do not offer a degree in nursing. (U) indicates that upper-level credit will be awarded.

Military Training
All branches of the 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, accepted by the college, in the Guide to the Evaluation of Educational Experiences in the Armed Services. There is no charge for this service. Visit www.militaryguides.acenet.edu

NOTE: Credits awarded for nursing subjects will be used as elective credit, unless approved in a self-design program. We do not offer a degree in nursing. (U) indicates that upper-level credit will be awarded.

Excelsior College Examinations
For detailed information about Excelsior College exams, visit www.excelsior.edu. There are restrictions on retaking examinations. Excelsior College Examinations must be taken at Prometric Technology Centers (formerly Sylvan Technology Centers). For additional locations, visit:

www.secureereg3.prometric.com
or www.pearsonvue.com/exelsior.

The center locations are:

In New Hampshire:
Thomson Prometric Test Center
200 Griffin Road  #4
Portsmouth, NH 03801, (603) 433-6800

In Maine:
Pearson Professional Centers
10 Ridgewood Drive, Suite 2
Bangor, ME 04401
(207) 262-4398

In Massachusetts:
There are four locations in Massachusetts (see the Pearson Vue web site).

In Vermont:
Pearson Professional Centers
30 Kimball Avenue, Suite 202
South Burlington, VT 05403
(802) 657-3535

Cost varies depending on exam. Upper-level credit may be awarded for some tests. Information booklets are available from advisors in our local Centers. See your advisor for additional information.

A minimum score of 45, C, or Pass is required for all Excelsior examinations.

Credit Recommendations

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal Psychology (U)</td>
<td>3</td>
</tr>
<tr>
<td>Adult Nursing (U)</td>
<td>8</td>
</tr>
<tr>
<td>American Dream (U)</td>
<td>6</td>
</tr>
<tr>
<td>Anatomy and Physiology (L)</td>
<td>6</td>
</tr>
<tr>
<td>Bioethics (U)</td>
<td>3</td>
</tr>
<tr>
<td>College Writing (L)</td>
<td>3</td>
</tr>
<tr>
<td>Community Health Nursing (U)</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Diversity (U)</td>
<td>3</td>
</tr>
<tr>
<td>English Composition (L)</td>
<td>6</td>
</tr>
<tr>
<td>Ethics: Theory and Practice (U)</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Gerontology (U)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Nursing (L)</td>
<td>8</td>
</tr>
<tr>
<td>Human Resource Management (U)</td>
<td>3</td>
</tr>
<tr>
<td>Juvenile Delinquency (U)</td>
<td>3</td>
</tr>
<tr>
<td>Labor Relations (U)</td>
<td>3</td>
</tr>
<tr>
<td>Life Span Developmental Psychology (L)</td>
<td>3</td>
</tr>
<tr>
<td>Literacy Instruction in the Elementary School (U)</td>
<td>6</td>
</tr>
<tr>
<td>Management in Nursing (U)</td>
<td>4</td>
</tr>
<tr>
<td>Maternal and Child Nursing (associate) (L)</td>
<td>6</td>
</tr>
<tr>
<td>Maternal &amp; Child Nursing (bacalaurate) (U)</td>
<td>8</td>
</tr>
<tr>
<td>Maternity Nursing (L)</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology (L)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Concepts 1 (L)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Concepts 2 (L)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Concepts 3 (L)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Concepts 4 (L)</td>
<td>4</td>
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<td>Nursing Concepts 5 (L)</td>
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<tr>
<td>Nursing Concepts 6 (L)</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Concepts: Foundations of Professional Practice (L)</td>
<td>4</td>
</tr>
<tr>
<td>Organizational Behavior (U)</td>
<td>3</td>
</tr>
<tr>
<td>Pathophysiology (U)</td>
<td>3</td>
</tr>
<tr>
<td>Professional Nursing: Issues &amp; Concepts (U)</td>
<td>4</td>
</tr>
<tr>
<td>Psychiatric/Mental Health Nursing (U)</td>
<td>8</td>
</tr>
<tr>
<td>Psychology of Adulthood &amp; Aging (U)</td>
<td>3</td>
</tr>
<tr>
<td>Religions of the World (U)</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods in Psychology (U)</td>
<td>3</td>
</tr>
<tr>
<td>Research in Nursing (U)</td>
<td>3</td>
</tr>
<tr>
<td>Social Psychology (U)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (L)</td>
<td>3</td>
</tr>
<tr>
<td>World Conflicts Since 1900 (U)</td>
<td>3</td>
</tr>
<tr>
<td>World Population (U)</td>
<td>3</td>
</tr>
</tbody>
</table>

For tests taken at our sites, the fee is $95 per CLEP test and $100 per DSST test. The fee is subject to change, so please verify when signing up for the test. You must register 30 days in advance of the testing date. Registration forms and payments (with checks only) are due 30 days prior to the day the student wishes to be tested.

To request an official copy of a CLEP transcript, write to:
CLEP Transcript Request Service
PO Box 6600
Princeton, NJ  08541-6600
or call (800) 257-9558
or go to
collegeboard.com/student/testing/CLEP/scores.htm

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

National Training Programs
The American Council on Education (ACE) www.acenet.edu/nationalguide/ and the Board of Regents of the University of the State of New York www.nationalpionsi.org have evaluated many formal training programs from business and industry, government, and nonprofit agencies. They make recommendations regarding college credit for various programs. Credit will be awarded based on the recommendations of the ACE National Guide to Educational Credit for Training Programs and the Directory of the National Program on Noncollegiate Sponsored Instruction published by the Board of Regents of the University of the State of New York.

The learner must provide official documentation of successful completion of the training program. There is no charge for this service.

Local Training Programs: Institutional Validation
At the request of several companies and agencies, we have also evaluated in-house training programs. Organizations which have had programs evaluated in the past include: NH Headstart, the NH Police Standards and Training Academy, the NH Job Training Council, the UNH Institute on Disabilities, the State of NH Division of Personnel Management, NH Fire Standards and Training, and the New England EMS
Institute. Credit for these training programs will be awarded based on the recommendations in the Granite State College Institutional Validation Guide. The learner must provide official documentation of successful completion of the training program. There is no charge for this service.

**Individual Validation/Training Essay**

Individual validation of learning gained through training or professional development activities with formal evaluation or no formal evaluation (which will require a written essay), applies if you have

a) participated in noncredit educational experiences conducted by post-secondary institutions or

b) participated in formal noncredit training or certificate programs provided by non-collegiate institutions (such as private industry, governmental agencies, labor unions, and associations)

You must petition to have such experiences validated if they are not listed in the GSC Institutional Validation Guide. A training experience must include at least 40 hours of effort. You are responsible for submitting material with the petition that details the learning process, evaluation methods, and how the learning fits your degree program. See page 59 for fees for validation. Please consult with your advisor for details.

**Credit From Prior Learning Assessment**

Most adults welcome challenges or activities that take them into new areas. Whether you’ve formed a community group, established a business, or worked intensely on projects, you’ve had to learn the theory and application of new concepts and test your knowledge in the real world. The assessment process is designed to evaluate this learning for college credit.

**Is Assessment for You?**

You need to talk with your academic advisor to fully answer that question, but we have noted some characteristics of successful participants in this program which will give you some idea of whether assessment is for you. You should be able to identify specific experiences which have provided significant learning. These might include:

- advancement within a career area.
- increasing responsibilities with a specialized focus.
- intense involvement in self-directed learning.
- volunteer work, especially if it involves planning and implementing.

Prior Learning Assessment seems to bring understanding, change, and new direction to people's lives. Through the process adults can look at what they have accomplished on their own initiative from a new vantage point. This is a rare opportunity to recognize the specific areas of learning you've acquired through job and life experience and to give that learning value by earning academic credit for it.

Credits can be earned for learning derived from work and life experience based on documentation of demonstrated college-level knowledge and skills. This is accomplished through successful completion of a portfolio development course and the assessment process. To demonstrate equivalent learning for the course CMPL 511 Software Tools, talk with your advisor about a focused portfolio, done independently for credit. Successful completion of an assessment test will waive the CMPL 511 requirement (no credit).

Credits earned from the assessment of prior experiential learning do not fulfill any of the residency credits required by the college. Material must be non-duplicative of successful course work or testing already completed. The courses “Critical Thinking” and “The Writing Process” and three additional college courses (not necessarily taken with us) are required before you take a portfolio development course. You must also be admitted to a Granite State College degree program and have the approval of your advisor. **Prior Learning Assessment is a Two-Step Process:**

**Step one:** You will take a 4-credit portfolio development course, SDLR 501 Assessment of Prior Learning. During the course you’ll review the specific experiences in your life which have contributed to your knowledge.

You will then write descriptions of the college-level learning you’ve accomplished. For example, owning and operating a nursery business may have given you college-level knowledge in bookkeeping, small business organization, and advertising.

Next, working with your advisor, you will determine how your learning fits into your degree plan of study.

In the final part of the assessment course, you will write a portfolio explaining in detail the learning you possess and document that learning.

**Step two** involves submitting your portfolio for assessment of credit. After you submit your portfolio, faculty will review your request and determine the credit award. There is a fee for each request submitted.

**Credit for Assessment of Prior Learning from Other Institutions**

We will accept transfer credit for prior learning assessed at other academic institutions provided that the learning:

1. has been assessed through a process which we consider comparable to our own assessment process.
2. demonstrates college-level learning.

Learning must fall within the college's outcome statements or be appropriate to the learner's concentration or major. Elective credit will also be allowed if the learning fits within our guidelines for the evaluation of experiential learning. Documentation from the other institution will be reviewed to determine the credit award.
Financial Aid

Learners who need assistance with tuition and other costs related to their education may find help through one of several financial aid programs. Need-based aid (institutional, federal and state grants, loans, and work) is awarded to students who show financial need as indicated from results of the Free Application for Federal Student Aid (FAFSA). The priority deadline for need-based assistance is May 1 and requires an annual application.

Federal Aid

Federal aid is awarded by the Office of Financial Aid after completion of the FAFSA and Financial Aid Institutional Application. Federal regulations and institutional policies may affect eligibility for these funds. There are specific procedures to follow when applying for Federal Financial Aid. Consult page 53 for detailed information on how to apply and maintain eligibility.

Grants

Pell Grants

These funds are awarded to students who have exceptional financial need and require assistance to continue their undergraduate education. The Pell Grant is for degree candidates working toward their first undergraduate degree. The amount of Pell Grant is based on the Estimated Family Contribution (EFC) and is calculated using a federal formula.

SEOG Grants

This federal grant is awarded to high-need students who also qualify for the Pell Grant. The Office of Financial Aid determines the eligibility for the SEOG awards.

Academic Competitiveness Grant (ACG)

This Federal grant will provide assistance for the first two years of undergraduate study to students who are U.S. citizens, eligible for the Pell Grant and have completed a rigorous high school program as determined by the student’s state of residence.

SMART Grants

The National SMART Grant will provide assistance for the third and fourth years of undergraduate study to students who are U.S. citizens, eligible for the Pell Grant, have a cumulative GPA of at least 3.0 and are enrolled in an eligible major.

Subsidized Stafford Loan

Subsidized Stafford loans are available to students who demonstrate need and are enrolled at least half-time. Undergraduate students may borrow up to $3,500 for the first year, $4,500 for their second year, and $5,500 a year for the remainder of their undergraduate years for an aggregate amount of up to $23,000. Repayment of Subsidized Stafford loans begins six months after you cease to be enrolled at least half-time or you graduate.

Unsubsidized Stafford Loan

Unsubsidized Stafford loans have the same terms and conditions as the Subsidized Stafford Loan program, except the borrower is responsible for the interest that accrues while the student is in school. The student may, but does not have to pay this interest while in school. The program is open to students who may not qualify fully or partially for the subsidized loan program. The student borrower does not have to show financial need for this loan. Independent students may have a higher loan limit if they show the eligibility for supplemental loan funds. Repayment of Unsubsidized Stafford loans begins six months after you cease to be enrolled at least half-time or you graduate.

Federal Work Study

Work-study positions provide hourly employment for students with financial need, as determined by filing the FAFSA. Students with work-study eligibility are able to view work-study positions on www.granite.edu. You may also speak with your financial aid advisor about this opportunity.

Institutional Aid

Senior Citizen Opportunities

The College encourages New Hampshire residents 65 years and older to participate in our courses and provides tuition remission on a space available basis. “Space available” means that a seat is available without excluding paying students.

Two options are available:
1. The College has a limited number of senior tuition waivers for those enrolling for credit. A learner services coordinator must approve these waivers. Payment of the registration fee and any lab or materials fee is required. An individual may be granted no more than one waiver per term, not to exceed four per year.
2. A Senior Audit Plan allows for an audit (no credit awarded) with payment of the registration fee and any lab or materials fee. At the time of registration, indicate “SA” on the upper right-hand corner of the registration form.

Other Sources of Aid

Learners have often found aid available from local sources. The following are potential sponsors that should be investigated if you are in need of additional or alternative aid:

- Local banks regarding special trusts providing education assistance to learners.
- Local Social Security, Veterans Administration, NH Job Training Council, and Vocational Rehabilitation Offices.
- Local community and civic groups.
- Tuition reimbursement or grants available from your employer.
- Online scholarship searches can be conducted at www.fastweb.org and www.finaid.org

The ALA Scholarship Fund

Current students may qualify for the merit scholarship awards if they meet the following criteria:

- Candidates must be admitted degree learners but must not have been awarded a baccalaureate degree.
- Candidates must have completed a minimum of twenty-four (24) credits at Granite State College.
• Candidates must have completed a minimum of four (4) terms at the college.

• Candidates must have a minimum grade point average of 3.5.

Interested applicants may obtain a scholarship application at their local Center, on the GSC website, or by contacting the Alumni Relations Office at (603) 228-3000, ext. 313. The ALA Board will award up to ten $1,000 merit scholarships. Current students should consult with their advisor for more detailed information.

Online Scholarship Search
In each Center there is a career planning computerized program called “Choices™,” available in the computer lab and Academic Resource Rooms. With this program you can access scholarship information and tailor it to your own profile (for example, family, profession, race, religion). You are then able to write personal letters to the funding sources and apply directly for aid using the computer program. There is no fee for this service. Contact your advisor for more information.

Child Development Tuition Assistance
For individuals working in licensed and licensed-exempt New Hampshire child care programs, preschools, or family child care, grants are available for enrollment in early childhood courses. This tuition assistance is offered by the Child Development Bureau, Division of Child, Youth and Families, Department of Health and Human Services. Applications are available by calling Learner Services at the Administrative Offices in Concord or at your local Center or online at: www.granite.edu/prospective-students/financial-aid/

NH Charitable Foundation
Since 1971 the NH Charitable Foundation has joined with several other organizations and charitable trusts to provide scholarship assistance. Scholarship assistance is awarded in the form of grants, interest-free and low-interest loans, and grant/loan combinations.

New Hampshire residents pursuing at least half-time undergraduate or graduate study at an accredited two-year or four-year college are eligible for scholarship assistance. Scholarship recipients are selected on a competitive basis considering academic achievement, community involvement, and demonstrated financial need.

Applications are available directly from the Foundation. For more information, contact the NH Charitable Foundation, 37 Pleasant Street, Concord, NH 03301, 1-800-464-6641 or www.nhcf.org.

The Adult Student Aid Program: This program is designed specifically to help adults who are returning to school to upgrade skills for employment or career advancement. Loans are non-interest bearing, and repayment begins six months after completion of the educational program. There are three deadline dates for applications: December 15, May 15, and August 15.

The Student Aid Program: Scholarships in the form of grants, interest-free and low-interest loans, and grant/loan combinations are available through this program. Selection occurs in the spring of each year. The deadline is April 24 of each year.

Monthly Payment Option
Granite State College offers a monthly payment plan option at a nominal cost. This interest-free plan allows you to make payments in monthly installments for a single term or multiple terms within the same academic year. The plan is administered for the college by an outside agency. For further information, please contact Tuition Pay at 1-800-635-0120.

Veterans’ Benefits
Active duty military personnel are eligible for tuition assistance. For details concerning your eligibility, contact your military education office or educational representative.

All of our degree programs are approved for veterans’ benefits. Veterans are encouraged to take advantage of the benefits provided by the G.I. Bill. In order to use these benefits, you must be enrolled in an approved program.

Contact the VA in Manchester: (800) 827-1000 or the Granite State College veterans coordinator at UNH-Durham: 862-1595 concerning eligibility and payment.

Private Loan Options
Private loans supplement the federal loan programs and are subject to credit analysis. These loan programs do not require filing the FAFSA.

Federal Financial Aid Application Process
The focus of the Office of Financial Aid is to assist qualified students find options that will allow them to finance their college education. These options may include grants, student or parent loans, work study, and other payment alternatives. We know that a college education is an investment in your future and we endeavor to provide you with information to help you accomplish this goal.

How To Apply
The first two steps in the financial aid application process are:
1. Apply for your unique federal Electronic Access Code (pin number) online at www.pin.ed.gov. This will be mailed to you within 3-5 business days.
2. Complete your Free Application for Federal Student Aid online at www.fafsa.ed.gov.

Financial aid will be determined when all of the following have been received in the Office of Financial Aid:
1. Financial Aid Institutional Application
2. Electronic Student Aid Report (directly from the federal processor)
3. Verification that you are admitted to a Granite State College degree or eligible teacher preparation post-baccalaureate program
4. Submission of prior tax returns and/or verification documents if requested by the Office of Financial Aid

Note: Other financial aid (grants, scholarships etc.) will affect federal financial aid awards and should be reported immediately to the Office of Financial Aid.

Note: Aid is not distributed until after the add/drop deadline. Therefore, provision must be made to buy books and supplies prior to the release of funds.

Academic Requirements for Receipt of Financial Aid
In order to receive federal financial aid, you must be enrolled at least half-time. Half-time status for our learners is four credits, full-time is eight credits during the Fall, Winter and Spring terms.

Check with your advisor if you intend to take courses through UNH-Durham,
UNH-Manchester, Keene State College, or Plymouth State University or the White Mountains Community College (WMCC). A cross-registration form must be completed and approved BEFORE you register at any other system institution or the WMCC. Advisors in each Center have these forms. Financial aid cannot be used for courses taken outside of the University System of New Hampshire, WMCC, or the New Hampshire College and University Consortium (NHCUC).

Financial Need
Financial need, as determined by the Office of Financial Aid, is the difference between the expected family contribution (EFC) and the total college costs for one academic year. The EFC is determined from the financial information given on the Free Application for Federal Student Aid (FAFSA). If there are extenuating family circumstances, you should immediately notify the Office of Financial Aid.

Posting of Loans
In general, loans are posted to student accounts a week after the end of the add/drop period for the term. Late start classes and/or contracts may affect disbursements.

Returns for Withdrawals
The return of financial aid funds differs depending upon your financial aid status. If you are receiving financial aid and withdraw, officially or unofficially, from all of your courses for a term or from your program, you are guided by special return policies as designated by the Department of Education. These policies do not apply if a full-time load is reduced to half time. If grant and loan money is returned to the federal funding source, you will be responsible for any tuition charges remaining after these federal returns. Specific return policy information is available through the Office of Financial Aid in Concord.

Duration and Renewal of Aid
Renewal of financial aid is not automatic. Aid is awarded annually, and you must reapply each year.
Applications are accepted on a rolling basis. Once financial aid applications are complete, and all documents are received, aid is awarded. Processing time is usually 2-4 weeks. See the financial aid calendar for deadlines and schedule.

Financial Aid Calendar 2008-2009
In order to be considered for financial aid, learners must submit a Free Application for Federal Student Aid (FAFSA). The application is used to determine eligibility for federal and state programs. Processing time is generally between 2 to 4 weeks, unless your application has been selected for a more in-depth review. (The Department of Education randomly selects up to 30% of all applications for this process. Further, all Financial Aid Offices are required to clarify any discrepant information submitted on your application.) Be sure to complete your FAFSA carefully and accurately. Once your application has been processed, you and the schools you listed on the FAFSA will receive a Student Aid Report (SAR).

Summer Term
July 12, 2008-September 5, 2008
July 18, 2008—Last day to drop a class for full tuition refund
July 21, 2008—Credits verified and aid released to student accounts
August 5, 2008—Checks drawn and mailed for credit balances

Fall Term
September 13-December 12, 2008
September 26, 2008—Last day to drop a class for full tuition refund
September 29, 2008—Credits verified and aid released to student accounts
October 14, 2008—Checks drawn and mailed for credit balances

Winter Term
January 5-March 28, 2009
January 23, 2009—Last day to drop a class for full tuition refund
January 26, 2009—Credits verified and aid released to student accounts
February 10, 2009—Checks drawn and mailed for credit balances

Spring Term
April 11-June 30, 2009
April 24, 2009—Last day to drop a class for full tuition refund
April 27, 2009—Credits verified and aid released to student accounts

May 12, 2009—Checks drawn and mailed for credit balances

Note: Late Start classes and/or contract courses may affect the date credit balance checks are issued. Dates are subject to change.

Satisfactory Academic Progress
Standards of Satisfactory Academic Progress for Eligibility to Receive Federal Financial Aid
In order to receive and maintain Title IV financial assistance, students are required to make satisfactory progress toward completion of their course of study. Title IV financial assistance includes federal grants, loans and work study. The satisfactory academic progress (SAP) of each student will be monitored at the end of each spring term. Students on SAP probation from the previous award year are reviewed during the spring term for academic progress. Students transferring into Granite State College shall be assumed to be maintaining satisfactory academic progress.

Satisfactory Academic progress is measured in three ways:
• Students must progress qualitatively by earning the required number of grade points.
• Students must progress quantitatively by completing the required minimum number of credits each year.
• Students must complete their program of study within a reasonable time period.

1. Qualitative Measure
The Office of Financial Aid adheres to the academic standards established by Granite State College. Students must earn and maintain a cumulative GPA of 2.0. Grade point averages are based solely upon credits earned while enrolled at Granite State College. Students on academic warning, continued academic warning or probation will follow the institution’s policy on enrollment.

Students failing to meet this qualitative measure of academic progress will be placed on financial aid probation. A student may be placed on financial aid probation for up to one year. Students may receive Title IV financial assistance while on financial aid probation. Should the student fail to meet the minimum cumulative GPA for the second year, the student will be placed on financial aid suspension and will be ineligible for Title IV assistance. Eligibility may be regained after the student returns his/her
GPA to the minimum requirement level or through the appeal process.

2. Quantitative Measure
Students must successfully complete two-thirds or more of all credits attempted, calculated at the end of the spring term for each academic year. The number of credits attempted shall include credits attempted within the University System of New Hampshire (USNH), including White Mountains Community College while in a degree granting program at Granite State College.

- A maximum of two developmental courses will be counted as successful completions unless enrollment in additional courses is approved by the academic dean.
- The following will not be considered as credits successfully completed: F, AF, IC, W.
- Courses that are repeated will count in calculation of hours attempted and completed hours earned if the student receives a passing grade; however, only the last grade earned is calculated in the GPA.

Students failing to meet this quantitative measure of academic progress will be placed on financial aid probation. A student may be placed on financial aid probation for up to one year. Students may receive Title IV financial assistance while on financial aid probation. Should the student fail to complete two-thirds or more of all credits attempted for the second year, the student will be placed on financial aid suspension and will be ineligible for Title IV assistance. Eligibility may be regained after the student returns a GPA to the minimum requirement level or through the appeal process.

3. Maximum Credit Hours
Students may not receive Title IV financial aid for courses that do not count toward completing their current degree or post-baccalaureate program. Completion of a degree is limited by federal regulations to 150% of the published length of the degree program in credit hours. This maximum number of credit hours includes transfer credits and all credit hours attempted at Granite State College. Credit hours attempted include completed credits, audits, incompletes, withdrawals or repeated or failed courses. A student will be placed on financial aid suspension if the student exceeds the maximum number of attempted credits for his/her program.

Students who have already earned a baccalaureate and are currently seeking a second undergraduate degree will be reviewed for Title IV eligibility on an individual basis.

Probationary Status
A student not meeting the above requirements will be placed on probationary status for the equivalent of one academic year. During this time he/she will be eligible to receive Federal Title IV aid. However, at the end of this period the student must meet all of the requirements of SAP to remain eligible. If these requirements are not reached, eligibility for aid will be terminated until, at the time of annual SAP assessment, the learner meets the minimum standard.

Suspension
Students who do not achieve the qualitative or quantitative requirements during the probationary period will be placed on financial aid suspension. While on suspension a student is not eligible for most financial aid programs (the exceptions include private loan programs that do not have SAP requirements). Students may attend Granite State College at their own expense until they meet the qualitative and/or quantitative requirements at the annual review; at which point the student may regain their financial aid eligibility. If a student failed to meet the requirements due to unusual circumstances, they have the right to appeal the suspension status.

Appeal Process
Students who have had their financial aid suspended may appeal their suspension. The student must submit a written appeal to the director of financial aid detailing:

a. the extenuating circumstances which resulted in not successfully completing the required percentage of credits and/or achieving the required GPA and
b. a specific plan to meet the satisfactory academic standards. It is advised that a student meets with his/her academic advisor to determine a successful plan.

This appeal will be evaluated by the director of financial aid, the registrar, and the dean of learner services (or their designees) who will determine the merits of the appeal. The student will be notified in writing of his/her eligibility or ineligibility for continued Title IV Federal aid.
Registration

General Information
Our classes are dynamic, interactive, learning environments that emphasize application of new theories and skills to learners' lives and work settings. The College reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or prerequisites.

It is your responsibility to become familiar with college policies and procedures. Please check with our staff if you have any questions and let us know if something arises which affects your learning experience.

Note: Some Granite State College courses require a pre-registration skills assessment. For GSC degree candidates, placement is required prior to enrolling in your second term at the college. Contact your advisor for specific information about placement.

High school seniors who are at least 17 years old will be considered for participation in lower level Granite State College courses. The student must submit a letter of recommendation from the high school guidance counselor indicating the student's maturity and academic ability and a rationale for why the student would be taking the course. In the case of a home schooled student, documentation of a strong academic background is required. The student must also submit the registration form with the signature of the parental/guardian noting permission. The student will submit these documents to and meet with the local GSC advisor to receive endorsement prior to enrolling in the course.

Academic Year
At Granite State College the academic year is defined as four terms:
Fall (September-December)
Winter (January-March)
Spring (April-June)
Summer (July-September).

Note: The schedule for the academic year 2008-2009 can be found on the last page (page 82).

Degree Candidates
Learners who apply to and are accepted into a degree program at the College are formal degree candidates. All others attending the college shall be considered non-degree.

Enrollment Status
Full-time status is enrollment in at least eight credits in a twelve-week term. We define half-time status as enrollment in four credits. Full-time/half-time status will differ at other USNH institutions and during the summer term at Granite State College.

Registration
1. For each course you wish to take, check prerequisites and make sure you have completed all of them. Please note that some courses require a pre-registration skills assessment.
2. a) Register online via WebROCK at MyGranite (http://blackboard.granite.edu)
or
   b) Complete the registration form and fax, mail, phone, or drop it off at your local Center.
3. You are officially registered when all tuition and fees are either paid in full, or when you have received financial clearance. You must complete this process before the start of the term or you will be dropped from your courses. Once you are financially cleared, you will be contacted only if the course for which you are registered is cancelled.
4. You are responsible for purchasing your textbooks and materials. Textbooks are an additional expense. MBS Books is the authorized textbook supplier for the college. To order, go online to http://direct.mbsbooks.com/gsc.htm or:
   Call: (800)325-3252
   Fax: (800) 499-0143

Financial Clearance
Any of the following conditions are met by the posted due date for each term. (Link to calendar at www.granite.edu/current-students/student-services/student-accounts/student-account-guide.aspx):
1. Payment for all tuition, fees, and charges is made in full, or
2. A payment arrangement is approved by the Student Accounts Office for all remaining charges (ex. third party payments, VA, Voc Rehab, pending scholarships etc.) or For admitted degree candidates using financial aid:
3. Financial Aid is awarded and covers all charges, or
4. Financial Aid is awarded; however the award does not cover all charges and a payment arrangement with the Student Accounts Office is approved, or
5. Financial Aid applications (SAR, institutional application) and all required documents are received by the Office of Financial Aid and provisional clearance is approved.

Change of Registration
You may drop or add courses online before the term begins. The length of online registration is subject to change, so please consult the course schedule for the term. After the start of the term, you must complete or request staff in your center to complete a Change of Registration form during the official add/drop period to add or drop a course. For regularly scheduled courses the add/drop period is the first two weeks. For courses that do not follow the regular 12-week schedule, specific ADD/DROP dates are noted in the term course schedule. The form is located at: www.granite.edu/current-students/registration-and-records/. Please complete the form, fax or send it to your Regional Center, fax it to the Registrar's Office at 603-513-1386, or scan it and email to registrars.office@granite.edu

Adding Courses
For a regularly scheduled 12-week course, you may add a course up to the end of the second week. However, the instructor's permission to add a course is required after the class start date. For courses that do not follow the regular 12-week schedule, specific ADD/DROP dates are noted in the term course schedule and on WebROCK.
Audit
You may register for a course as an auditor, i.e., not for credit, in pursuit of a personal interest or for purposes of personal or career development. Full tuition and applicable fees will be charged for an audited course. Students registering for academic credit will be given priority in registration over auditors. You may change from an audit to a credit basis or vice versa by submitting a Change of Registration form before the final day of the add/drop period for the course.

It is not expected that when you audit a course you will be evaluated in any way. The extent to which you will participate in the course will be at the complete discretion of the instructor. A grade of AU will be entered on your record. An audit will not be included in the calculation of grade point average, for satisfactory academic progress, or determining full or part-time status, or for financial aid eligibility.

You cannot register online as an auditor. To register, follow registration procedures in your Center and print “AUDIT” in large red letters in the upper left-hand corner of the registration form.

Dropping Courses
A “drop” is a cancellation of an individual registration. If a course is dropped before the start of the term, all tuition and fees are refunded. If a course is dropped after the start of the term, only tuition is refunded. Fees and charges other than tuition are non-refundable after the start of the term. Notification of a drop after the start of the term must be received in the Center or the Registrar’s Office during the official add/drop period.

To drop a course after the start of the term, please complete a Change of Registration form located at www.granite.edu/current-students/registration-and-records/ and fax to the Registrar’s Office at 603-513-1386, or send it to your Regional Center, fax to the Registrar’s Office at 603-513-1386, or scan and email to registrars.office@granite.edu. There is NO refund of tuition or fees for withdrawals (financial aid recipients, please refer to the Tuition Refund Policies on page 59). Note: Please check with your advisor and the financial aid office before withdrawing if you are receiving financial aid, (grants and/or loans). Depending on the aid you have received, you may be responsible for repaying some or all of the aid to the College if you withdraw. If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to Granite State College.

Failure to officially withdraw will result in an “AF” grade (administrative failure), which is maintained on your record and included in your grade point average (GPA).

Withdrawing from Courses
A “withdrawal” is a change in registration after the official add/drop deadline. A “W” will be denoted on a transcript indicating that an individual did not complete the course. To determine the last day to withdraw from a regularly scheduled twelve-week course, see the GSC Academic Calendar on page 82. To withdraw from a course that does not follow the regular twelve-week schedule, please consult an advisor or the term course schedule.

To withdraw from a course, please complete a Change of Registration form located at www.granite.edu/current-students/registration-and-records/ and fax to the Registrar’s Office at 603-513-1386, or scan and email to registrars.office@granite.edu. There is NO refund of tuition or fees for withdrawals (financial aid recipients, please refer to the Tuition Refund Policies on page 59). Note: Please check with your advisor and the financial aid office before withdrawing if you are receiving financial aid, (grants and/or loans). Depending on the aid you have received, you may be responsible for repaying some or all of the aid to the College if you withdraw. If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to Granite State College.

Failure to officially withdraw will result in an “AF” grade (administrative failure), which is maintained on your record and included in your grade point average (GPA).

The following policies apply:
1. You must contact your advisor to initiate the process.
2. Contract faculty mentors must be approved to teach at Granite State College through the standard Academic Affairs review process for faculty. Approval of faculty mentors must occur prior to the development of the contract proposal, for courses in the GSC catalog.
3. Regular catalog course contracts are requested by your advisor and submitted through the regional faculty coordinator. Unique and integrative course contracts are requested by your advisor to the assistant dean academic affairs. Approval of any contract must be obtained before the contract begins.
4. Arrangements for payment must be made when the contract is submitted.
5. Contracts that are replacing regularly offered courses should be mentored by faculty who normally teach those courses.
6. A maximum of 3 contracts may be completed with any one faculty mentor.
7. Any contract involving research with human participants must be submitted with a complete request for review by the Institutional Review Board.
8. Withdrawals and incompletes are subject to the same policies as regular courses.
9. Consult the current course schedule for contract request and registration deadlines.
10. For graduating learners, contracts must be completed no later than the last day of the term prior to the conferral date.

Enrollment Verification
Granite State College sends enrollment data for each term to the National Student Clearinghouse soon after the standard drop date. Students may obtain instantaneous enrollment verifications from their own computers by logging on to WebROCK via the college MyGranite portal, and linking to the National Student Clearinghouse website. Students may print a certificate of enrollment that they can 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

Independent Learning Contract Policies
Contracts are normally four credits, but may vary from two to nine credits. They are usually completed within a 12-week term, but some contracts may take up to 20 weeks to complete. Independent learning contracts must be appropriate to a student’s program of study.
to real time student loan information to determine outstanding balances and when their next payment is due.

**Overload Policy**
The maximum credit load for a single term is 16 credits. If you wish to enroll for more than 16 credits, you must request permission from your academic advisor. Your academic history will be considered. Please complete an academic "Petition for Variance" available at your center.

**Pass/Fail**
This option is intended to provide degree candidates with an opportunity to examine areas of study which they might, because of grade pressure or unfamiliarity with the subject, otherwise avoid.

With the approval of an academic advisor, degree candidates may use the Pass/Fail option at the time of registration. A maximum of 4 elective credits may be earned this way per term, not to exceed 8 elective credits within the degree program. When registering, include a Change in Registration form signed by your academic advisor, along with the course registration form.

The Pass/Fail option can only be used for elective credit. It cannot be used with courses which satisfy general education, concentration or major requirements, or with a course being repeated.

Instructors are not notified if you have chosen the Pass/Fail option. The minimum Granite State College grade accepted for a learning activity taken Pass/Fail is “D-.” The grade earned will not be calculated into your GPA, but the Pass or Fail will be recorded on your transcript. If you earn a passing grade, you will receive the assigned credits towards degree requirements. If you earn a failing grade, you will not receive credit, and the grade will be calculated in the GPA. Courses from other USNH institutions offered at Granite State cannot be taken Pass/Fail.

**Senior Citizens**
We encourage New Hampshire residents 65 years and older to participate in our courses and we provide tuition remission on a space available basis. Space available means that a seat is available without excluding paying students. Registration occurs in the local Centers. Two options are available:

1. The college has a limited number of Senior Tuition Waivers for those enrolling for credit. Learner service coordinators must approve all senior tuition waivers before registration. Any individual may be granted no more than one waiver per term, not to exceed four per year. Payment of the registration fee and any other fee or charge is required. Official verification of age is required.
2. A Senior Audit plan allows for an audit (no credit awarded) with a payment of a registration fee and any other fee or charge, if applicable. At the time of registration indicate "SA" in the upper right-hand corner of the registration form. Official verification of age is required. Registration for auditing a class cannot be done online.

**University System of New Hampshire Policies**

**Suspension from any University System Institution**
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 the remainder of his/her enrollment at Granite State College.

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

**Cross Registration**
Granite State College degree candidates who wish to take courses at other USNH institutions and the CCSNH should verify course selection with their advisors prior to registering. Complete a “cross registration” form available from your advisor who will file it with the Registrar's Office. If you are using financial aid, it will be forwarded to the Financial Aid Office. Your academic record will be noted “USNH course in progress” which will qualify you for financial aid. After completion of KSC, PSU, and CCSNH courses, you must request an official transcript to be sent to the Granite State College Registrar's Office in order for your record to be updated. The Registrar's Office will update your academic history when courses taken at USNH or the CCSNH are completed.

**New Hampshire Residency Domicile**
A student shall be classified as in-state or out-of-state for tuition purposes at the time of his/her first admission or registration to Granite State College. The decision shall be made by the individual processing the application or registration based upon information furnished by the student. If your domicile changes while you are enrolled, contact the dean of learner services to discuss a change of status.

**Tuition and Fees**
Mandatory tuition and fee charges are subject to final approval by the University System of New Hampshire Board of Trustees. Course charges, fees, and regulations are subject to change without advance notice. Tuition and fees are effective for Fall 2008 term charges unless otherwise noted.

**Tuition**

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<th>Credit</th>
<th>Undergraduate (in-state)*</th>
<th>Nonresident (out-of-state)*</th>
<th>Learning Contract (in-state)*</th>
<th>Learning Contract (out-of-state)*</th>
</tr>
</thead>
</table>

**Post-Baccalaureate Teacher Certification Program**

<table>
<thead>
<tr>
<th>Term Rate</th>
<th>Undergraduate (in-state)*</th>
<th>Nonresident (out-of-state)*</th>
</tr>
</thead>
</table>

**Non-Credit**

| Variable         |

*For current tuition rates visit www.granite.edu

**Note:** All students enrolled in credit bearing programs in any division of the University System of New Hampshire in any capacity shall be charged tuition at a rate to be determined by their domicile. Those domiciled within the State of New Hampshire shall pay the in-state
rate. Those domiciled elsewhere shall pay the out-of-state rate. Identification may be required at time of registration.

Fees

**Academic Services Fee**

$40 per term for 4 credits or more

This fee supports the information technology infrastructure of the college, including computer labs and the electronic library.

**Application**

<table>
<thead>
<tr>
<th>Associate in Arts</th>
<th>$45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Science</td>
<td>$45</td>
</tr>
<tr>
<td>Bachelor of Arts-Liberal Studies</td>
<td>$145</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>$45</td>
</tr>
<tr>
<td>Bachelor of Science-Self-Design</td>
<td>$145</td>
</tr>
<tr>
<td>Post-Baccalaureate Teacher Cert</td>
<td>$45</td>
</tr>
</tbody>
</table>

Application fees cover the cost of record keeping and processing admissions decisions.

**Graduation**

$100

This fee covers the costs of degree audits, degree certification, diploma printing, and helps defray the costs of the annual commencement ceremony. Intent to graduate fees, if received within one month after the deadline, are subject to a $25 late fee. Students who file after the one month period will be scheduled for the next-conferral date. See page 71.

**Observation Fee**

$150

*Note: Post-Baccalaureate program only.*

**Materials**

Variable

For some courses there are supplementary materials or other charges beyond tuition; these fees are assessed on a course-by-course basis.

**Overdue Accounts**

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

**Prior Learning Assessment**

| Portfolio Development Fee | $200 |

Payable at the beginning of the term following the completion of SDLR 501 Assessment of Prior Learning (applies to the assessment fee, but is nonrefundable).

**Assessment Fee, each narrative**

$200

A narrative may include more than one credit request, if the requests are closely related, subject to the approval of the coordinator of prior learning assessment.

**Returned Checks**

Personal checks returned by the bank. $25

**Registration**

$25 per term

Registration fees help cover the data entry and record keeping expenses related to maintaining accurate academic transcripts.

**Re-registration Fee**

$25

**Testing**

Fee is charged to individuals taking tests at Granite State College test sites:

- CLEP $95 per test
- DSST $100 per test

**Validation**

**Individual Validation Fee**

$150 per request

Professional training programs (e.g., corporate, organizational, governmental, medical, educational). Sequenced training provided by the same source may be combined as a single request, subject to the approval of the coordinator of prior learning assessment.

**Refunds**

**Tuition Refunds**

Notify your Center as soon as you decide to withdraw. Dropping a course by the end of the second week of classes for a standard 12-week course entitles you to a 100 percent course tuition refund; the fees are nonrefundable. After the Add/Drop deadline there will be no refund.

For weekend courses or those that begin later than the first week of classes, specific drop dates are noted in each term’s course schedule. If a specific drop date is not denoted, the standard add/drop deadline will apply. Courses of unusually short duration (one or two sessions) must be dropped via the “Change in Registration” form prior to the first session to be eligible for a refund. No refund will be issued for short duration classes after the first class meeting. No refund will be issued for learning contracts after the contract term has begun.

**Tuition Refund Policies for Students Receiving Financial Aid**

If a learner receives federal Title IV and withdraws during the refund period, the refund for the federal funds will be calculated based on the federally mandated withdrawal policy. The federal refund calculation applies only to those learners who withdraw outright for a term and not to those learners who withdraw from individual courses. Learners must return college property and conform to all withdrawal requirements as stated in the 2008-2009 Catalog or the most current course schedule publication. Note: Please check with the Office of Financial Aid before withdrawing if you are receiving financial aid, (grants and/or loans). If federal financial aid has been received, it will be returned to the lender in accordance with the U.S. Department of Education regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to Granite State College. You will be responsible for any resulting account balance. Complete refund schedules for learners receiving

**CMPL 511 Software Tools portfolio**

$200

Learners who wish to drop a course/courses are required to return all college property and file a “Change in Registration” form available in all centers. Learners who drop a course before the end of the second week of class for a standard 12-week course are entitled to a 100% tuition refund during the Fall, Winter, and Spring terms. Because of the abbreviated Summer term, learners must drop a course before the end of the first week of class to be entitled to a 100% tuition refund. Registration, academic services, and all other fees are nonrefundable.

Under no circumstances will refunds be issued for course withdrawals after the add/drop deadline.
financial aid are detailed in our booklet, Rights and Responsibilities Guide or visit www.granite.edu/current-students/policies-and-procedures/. You may request a copy from your local Center.

If you have questions on these policies, contact the college's Student Accounts Office at 603-228-3000, ext. 302 or 888-228-3000, ext. 302.

**Student Accounts**
The Student Account's Office is responsible for coordinating the student account process.

Our core mission is to serve the Granite State College community by establishing and maintaining business practices that will enable our staff to provide consistent information and quality service to all learners, vendors, staff and faculty.

We generate bills, process payments or refunds, and assist students in understanding and managing their student accounts, (including scholarship payments, veteran’s benefits, vocational rehabilitation or other third party payments and the TuitionPay™ interest-free monthly payment plan).

**Please note:** Students are responsible for the status of their accounts. Please contact the Student Accounts Office immediately if you have any questions or concerns about your account, or if there have been changes in any of your payment arrangements.

**Statements of Financial Responsibility**
By enrolling in classes at Granite State College, students agree to pay all charges incurred including any late penalties assessed due to failure to pay. Students should also understand that collection costs will be added if the services of a collections agency are employed.

**Paying Your Bill**
Granite State College accepts personal checks, money orders and credit cards (Visa, Master Card, and Discover).

**Payment Options**

*Payments Online:* If you have a WebROCK account, you may make electronic check and credit card payments online.
1. Go to www.granite.edu
2. Login to “MyGranite”
3. Select the WebROCK tab
4. Select “Make online payment”

*Payments by Phone:* You may make credit card payments by phone at 1-888-228-3000, ext. 330.

*Payments by Mail:* You may mail your check or credit payment to:
Student Accounts
Granite State College
8 Old Suncook Road
Concord, NH 03301

**Consequences for Non-Payments:** If you do not pay your bill by the due date, you may be dropped from your courses, you may be charged a late fee or you may have a hold put on your account that prevents you from registering in the future or from obtaining transcripts. Your account may also be assigned to an outside collection agency.

For more information you can e-mail us at student.accounts@granite.edu or visit us online at: www.granite.edu/current-students/student-services/student-accounts/
Resources and Support Services

Learner Services

**Learner Services:**
- offers initial advising about educational goals
- provides information needed to plan your academic program
- provides information about all the educational opportunities available through the College
- helps transfer the maximum number of credits from prior learning to apply toward your degree
- offers financial aid information
- assigns an academic advisor, if you are a degree student, to provide ongoing advising and support
- assists in developing the skills you need to be successful in your studies
- guides you through the career planning process.

**Learner Services Coordinators/ Academic Advisors**

These professionals help you plan your educational path and get the information you need to make a number of important decisions. Your academic advisor is the person you go to with questions concerning your degree program, career planning, upcoming courses, financial aid, academic difficulties, and any other issues that develop during your work at the college.

Your academic advisor is your most important source of information about all aspects of your academic career. However, your academic advisor doesn’t set policy or make decisions about academic programs. For example, your advisor can help you put together a learning contract, but final approval comes from Academic Affairs.

You should make a point of talking to your advisor as you select courses and modify or expand your program of study. Your advisor can assist you in finding additional resources available to you at Granite State College.

If issues arise concerning child care, substance abuse, marital and family problems, or other social and personal problems, your advisor will refer you to the appropriate sources of help.

**Ethical Standards**

The College has adopted a set of eight ethical principles based on four fundamental ethical ideals (Utility, Justice, Respect for persons, and Fidelity) to guide staff actions with learners. The eight principles were formulated by the National Academic Advising Association and are as follows:

1. seek the best possible education for the student
2. treat students equitably
3. enhance the student’s ability to make decisions
4. advocate for the student with other offices
5. tell the student the truth about college policies and procedures, and tell others (e.g. staff, faculty, and administrators) the truth as well, but respect the confidentiality of the interactions with the student
6. support the college’s educational philosophy and its policies
7. maintain the credibility of the advising process
8. accord colleagues appropriate courtesy and respect

If you ever wish to discuss the quality of services, decisions about your program or your interactions with staff or faculty, we invite you to express your concerns or share a compliment with staff in the Centers or in the Administrative Offices in Concord.

**Academic Resource and Information Coordinators**

If you need academic support as you start or continue your college experience, our academic resource and information coordinators are available to help. They provide individualized assistance in writing, research, study skills, and test taking. They schedule workshops and assist in helping learners prepare for Accuplacer placement assessments.

**Faculty**

Granite State College has more than 600 adjunct faculty. They come from other USNH campuses, private colleges, business, industry, and the professions, and they are all educators dedicated to working with adult learners. Talk with the faculty teaching your courses about academic resources, questions about assignments, how they evaluate learning, or conflicts in the classroom.

**Support Services**

**Academic Support**

Returning to or beginning a college education is an exciting endeavor. Adding classes, reading, research, and writing to what may already be a busy life can present some interesting challenges. Developing efficient study habits and skills is essential to your success. Granite State College is committed to seeing you achieve that success.

An array of academic support is available at our college’s local Centers. Depending on your location, we have Academic Resource Centers with computers, books, and study sheets, academic resource coordinators, librarians, computer tutorials, and much more. Call your local Center to see what resources are available for you.

**Orientation**

Finding your way around the academic world is like entering a new culture. Higher education has its own vocabulary, policies, and “rules of the road.” Some Centers provide orientation sessions for learners, in addition to the individualized information you receive from your advisor. Included is information on where books can be purchased, how courses are organized, what homework and outside assignments can be expected, how library resources are accessed, and what it takes to complete a degree program. You will also learn about electronic resources including the MyGranite Portal and WebROCK. Look for announcements of these orientation sessions through the portal MyGranite, on the GSC website, and in the term course schedules.

Granite State College also offers a two credit course, SDLR 500 Introduction to College Learning: Strategies for Success, in face-to-face classes and also online. Contact your advisor or Center academic resource and information coordinator for more information on availability. Consult the term course schedules, and the two-year listing of courses available on our website at: www.granite.edu/academics/catalog-and-course-schedule.
Placement
The academic success of our learners is a priority at Granite State College. In order to ensure that you have current skills in basic academic subject areas, decisions about course selection when you begin your program will be based on an assessment of your skill level in reading, writing, and mathematics. Determination of placement will include review of past academic performance, writing ability, and if appropriate, skills assessment. If it is determined that skills assessment is required, it must be completed prior to the second term of enrollment after degree application. An advising hold (AH) will be placed on a student’s registration if the required skills assessment is not completed within the specified timeframe. This will prevent online registration. However, with advisor approval, appropriate courses can be selected and registration can occur in the Center.

Skills Assessment
Skills assessments help you choose the right courses. They are tools for you and your advisor to use in planning your academic studies. Granite State College uses Accuplacer™, a computer-based product with assessments in sentence structure, reading comprehension, arithmetic, and algebra. Each takes approximately 30 minutes to complete. There is no charge for Accuplacer™.

You can brush up on your skills before taking Accuplacer™. The following websites provide various ways to refresh and polish skills.

Writing:
http://owl.english.purdue.edu/handouts/grammar/index.html
http://grammar.ccc.commnet.edu/grammar/
www.sandhills.edu/english/writingguides.html

Mathematics:
www.mathwizz.com
www.mathpower.com
www.mcc.edu/~keld/page200.html
www.mymathtest.com
www.math.com
www.mathforum.com/dr.math
www.purplemath.com

Writing and Mathematics:
www.onlinecollegeprep.com

Based on the results of your skills assessment, you may need to brush up on basic math or writing principles. Each Center has an array of services available, ranging from computer-assisted tutorials, workshops and private tutoring to developmental courses in reading, writing, arithmetic, and elementary algebra. Centers regularly schedule skills assessment sessions. Contact your local Center for more information.

Another option for learners is the use of an online, web-based product called A+dvancer™. Geared for concentrated review and mastery of the skills needed for Accuplacer™ Assessments, A+dvancer™ provides individualized, self-paced instruction that is targeted to each student’s learning needs.

Online Resources
Student Information and Registration—“WebRock”
Online and self-help services are available through MyGranite, the college’s portal, which is available to all students enrolled in credit-bearing coursework at http://blackboard.granite.edu. Login once and access WebROCK, your student information source for grades, financial aid information, online registration, E-Payments, library resources, online courses, transcripts, academic history and your own Granite State College email account.

Textbooks
Textbooks can be purchased from MBS Direct. You can buy them online and save 20% on shipping costs. Books are also available via mail, fax or telephone. Visit www.granite.edu/current-students/online-bookstore-and-merchandise.aspx for more information.

BlackBoard
MyGranite and the online courses are powered by Blackboard®. Each term orientations to Blackboard® are offered at no cost in various centers. These 2-hour orientations provide a hands-on introduction to all the tools available in Blackboard®. In addition, students may take the orientation online at their own convenience. For information about the orientations go to: http://www.granite.edu/oic/orientation.

MyGranite Technical Assistance
For general information and answers to frequently asked questions, visit the MyGranite Help site at: http://blackboard.granite.edu/webapps/portal/frameset.jsp. To request assistance, submit an online help request form on this help site or call 1-888-372-4270. (Hours: M-F, 8:30-5:00, on weekends messages are checked daily)

Workshops
Centers sponsor special topic workshops throughout the year, to help support you as you participate in the college’s programs. Contact your local Center to see which workshops are planned. Topics range from professional focus (how particular degree programs can lead to job opportunities) to personal support (effective time management or how adults can balance the demands of home, family, jobs, and college).

Disabilities
Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual’s documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. Conditions such as physical limitation, illness, or learning disability do not prevent an individual from being a productive learner. The College, however, does not have supplementary services or programs for special audiences.

Services are provided to individuals with disabilities in order to:
• help overcome obstacles
• provide opportunities for academic success
• increase self reliance
• encourage independence
• create self-advocacy
• foster/encourage self-esteem
• encourage participation in educational opportunities

If you need assistance, it is important that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the dean of learner services in the Administrative Offices in Concord.

Accommodations for Disabilities:
1. Decide if support is needed – Talk with your advisor to determine if your work at the college may require seeking support services.
2. Apply for Services – If you anticipate requesting accommodations, complete an application for support services.
3. Request documentation – Documentation of your disability will be required for most accommodations. Complete a “Release of Medical Information” form and send it to your medical and/or testing
provider along with “Guidelines for Documenting Disability” available on the web at www.granite.edu/prospective-students/how-to-get-started/accommodations-for-disability.aspx. Evaluations and testing must be current (within the past three years). High School IEP’s or testing results are not accepted for documentation at the college level.

4. Review of documentation – Complete an “Authorization to Review Documentation” form and send it to the dean of learner services. All materials will be reviewed and summary materials will be prepared which suggest accommodations. These will be sent to you for endorsement.

5. Plan ahead – Determine your academic plan with your advisor. Four to six weeks prior to each term, begin the process of reviewing the outcomes of the course(s) you intend to take. Decide if you need to request specific accommodations.

6. Meet with faculty - You may need to meet with the faculty member before the class begins. Contact the faculty member and work together to identify reasonable accommodations and resources based on those approved by the college. There is an agreement form that will be used to identify and agree upon accommodations. These will be mailed to you from the Learner Services Office once the documentation regarding your disability has been reviewed.

Career Planning
Career Development and Life Planning Course
This two-credit course attends to the particular concerns of adults at various stages of career development. This course will help you and your classmates discover the conditions that guide your decisions and give shape to what we call your career.

Career/Employment Information on the Internet
Go online to find information on résumé writing and submission, interviewing for jobs, career choices, and more. Use a search engine to locate websites that are tailored to career information.

Computerized Career Program
Granite State College offers you a computer-assisted career planning program called “Choices™,” specially designed for adults. The program will help you review your interests, skills, and abilities and decide what is important for you to have in your career.

Library Services
Library Mission and Objectives
The Library serves the Granite State College community by providing clear paths to information resources that support, enrich, and enhance the students’ educational experience. Services of the Library integrate information literacy skills into the teaching and learning at Granite State College by:

- providing accessible, relevant, and up-to-date electronic resources.
- crafting a web-based library environment that reflects the information needs of faculty and students.
- providing information literacy modules face-to-face and online.
- assessing the effectiveness of its resources and services regularly, making changes based on results.

Information Literacy
Granite State College acknowledges the importance of library resources and services to its mission of providing innovative programs in higher education. Information literacy is integrated formally and informally into the teaching and learning at the College.

Information literacy guides and an interactive tutorial are available through the MyGranite portal, the gateway to information and services for Granite State College students. Information literacy competencies are also delivered in the online course environment and in the classroom.

Virtual Library
The Granite State College community has an online library that provides access to the full-text of scholarly journals and thousands of other periodicals that support all programs of study. The Virtual Library offers a variety of useful links at www.granite.edu/current-students/virtual-library/. The library can be accessed 24/7, a necessity for busy students and faculty.

Using NHCUC Libraries
The college is a member of the New Hampshire College and University Council, an organization composed of thirteen colleges, universities, and community colleges. One of the benefits of membership in the consortium is that students and faculty of any member institution may borrow books and materials of all but one (Dartmouth) of the member institutions. You can search the online catalogs of all the NHCUC libraries by going to the Virtual Library page.

NHCUC Libraries
Colby Sawyer College, New London, NH
Daniel Webster College, Nashua, NH
Dartmouth College, Hanover, NH
Franklin Pierce College, Rindge, NH
Keene State College, Keene, NH
UNH-Manchester, Manchester, NH
New England College, Henniker, NH
Plymouth State University, Plymouth, NH
Rivier College, Nashua, NH
Southern New Hampshire University, Manchester, NH
St. Anselm College, Manchester, NH
University of New Hampshire, Durham, NH

The USNH and the Community College System of New Hampshire libraries have formalized an agreement permitting students at member institutions to use libraries in both systems. This agreement makes it possible for Granite State College students to use the libraries at community colleges, which are located in the following communities:

Berlin
Claremont
Concord
Laconia
Manchester
Nashua
Pease
Stratham

Online and On-Site Assistance
Contact the academic resources and information coordinator at your nearest center or for online assistance, contact the director of library and information resources.

Alumni/Learner Association (ALA)
Alumni have made a significant impact on the state of New Hampshire’s economy over the past thirty years. Over 8,000, they work statewide in education, business, health care, and many other fields. The ALA network provides an excellent opportunity
to meet other alumni and continue an important connection with Granite State College.

**The ALA Scholarship Fund**
Merit Scholarships are available to qualified current students. See the Financial Aid section for details.

**The Alumni Ambassador Program**
This program extends the outreach abilities of the college by enlisting alumni volunteers to help with student recruitment efforts. Alumni Ambassadors assist the college in connecting with prospective students from their local communities.

**Victor Montana Alumni Award**
In honor of Dr. Victor B. Montana, past president of the college, an annual award is presented to an alumnus/a who most closely personifies Dr. Montana’s spirit during his tenure with Granite State College.

Once a qualified name is submitted and an application form received, a committee of alumni past recipients of the award 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 during the June commencement ceremony. In addition, an honorary plaque will be kept in the Administrative Center noting each year’s winner and announcements of the award will be hung in each of the local Centers.

**University System Student Board**
The University System Student Board (USSB) is an advisory board to the USNH Board of Trustees, comprised of four students from each of the four component institutions.

Members of the USSB will serve from October 1 of the year they are elected until June 30 of the following year. Each member of the USSB will be entitled to one vote on all matters coming before the USSB. Each of the USSB members will also be assigned to one of the USNH Board of Trustee’s committees.

The management of the student nomination process and the election of the Granite State College student representative is administered by the Alumni/Learner Association Board.

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**Community Partnerships**

**Community College System of NH**
Based on the education foundation you have built at the CCSNH, you can continue your studies at a four-year USNH college to earn a bachelor’s degree and enjoy a smooth transfer of course credits because of the transfer agreements between the two systems. In order to further expand access to higher education Granite State College is co-located with the White Mountains Community College in Berlin and Littleton. Articulation agreements are also in place with Community Colleges in Laconia, Stratham, Claremont, Manchester, and the New Hampshire Technical Institute.

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

**E&TP Mission**
The mission of the Education and Training Partnership (E&TP) is to enhance the quality of care for children in placement by providing competency based, accessible education and training to foster and adoptive parents and residential child care staff. DCYF staff members are encouraged to join caregivers as a matter of best practice. Training curriculum is developed responsively and collaboratively, in a manner designed to maximize adult learning, and courses are delivered in a supportive atmosphere that recognizes participants’ level of experience. Academic counseling and professional development services are provided to DCYF staff members to support them in their work and promote retention. The Partnership embraces a system of quality improvement and program evaluation that is both proactive and comprehensive.

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**E&TP Programs**
- **Foster and Adoptive Care Essentials (FACES)** is offered to individuals interested in providing foster/adoptive care. It consists of a minimum of 21 hours of training that promotes a better understanding of working with children, families and child-placing agencies. This training assists in preparing the applicant to be a skilled caregiver and professional team member. Courses are primarily instructed by foster and adoptive parents. The training consists of seven three-hour modules.
- **Caregiver Ongoing Training: (COT)** provides competency-based education and training to NH licensed foster parents, eligible adoptive parents, residential childcare staff, and DCYF staff.
- **Residential Counselor Core Training: (RCCT)** offered to residential counselors, in preparation for their work with children and youth in care in any of New Hampshire’s children’s residential facilities. RCCT is a 30-hour competency based training series, consisting of five modules, each six hours in length.
- **Professional Development and College Enrollment: (PDCE)** provides support, academic counseling, tuition assistance and coordination of professional development opportunities to full time permanent Division for Children Youth and Families and Division for Juvenile Justice Services, staff.

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

The Osher Lifelong Learning Institute (OLLI) is a community-based membership organization with a simple philosophy: an active mind creates a sense of mental, physical, and social well being. The program consists of lectures, short courses, and other educational activities that are shaped by the interests of the members. There are no tests, no grades, and no need for prior college experience—just the chance to join your peers in learning for the fun of it.
Academic Honesty Policy

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 academy and interferes with this quest for knowledge. Such dishonesty hurts everyone. In particular, learners 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 learners have a joint responsibility to ensure the integrity of the academic experience.

Definitions

To ensure that learners, faculty, and staff are operating within common guidelines, the following definitions of academic dishonesty are provided:

Plagiarism

Plagiarism is defined as submitting or presenting another person's words and/or ideas as if they were your own. This includes the use of the published or unpublished work of another person—either by paraphrasing or by copying word-for-word—without giving full and clear acknowledgement of where the words or ideas originated.

For more information on what plagiarism is and how to avoid it, please refer to information in our Virtual Library at http://www.granite.edu/current-students/virtual-library/academic-integrity/.

Cheating

Cheating involves turning in work that is not your own, as in giving, receiving, or using assistance not explicitly sanctioned by the instructor on exams, quizzes, projects, written assignments, and so forth. Another form of cheating is 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. Learners 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 faculty coordinator, 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 faculty coordinator promptly after the discussion with the student to report the incident and discuss next steps.

3. The faculty coordinator will review the incident with the instructor, who has the option of assigning a failing grade for the assignment in particular or for the course.

4. Within two weeks of the date of the academic dishonesty incident, the instructor must submit to the student a written report describing the incident and notifying the student of the grade-related consequences. This written report must be copied to the faculty coordinator.

5. The faculty coordinator will contact the student in writing within one week of receiving the faculty member's written report. The faculty coordinator will offer the student an opportunity to respond in writing within one week.

6. The faculty coordinator will forward the faculty member's written report to be placed on file in the office of the associate dean of academic affairs for faculty and curriculum, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted.

7. If the report is a first offense, the materials will be kept on file in the office of the associate dean until the student graduates from Granite State College. If the report documents a second offense by a student who has already been penalized for a prior instance of academic dishonesty, the dean of academic affairs will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The dean of academic affairs may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the dean of academic affairs notifies the student in writing that he or she is aware of the two charges made, the dates of the incidents, and the sanctions imposed by the faculty members. In this communication, the dean of academic affairs informs the learner of any additional sanctions imposed and of the learner’s right to a hearing to respond to the charge and sanctions. A copy of this letter from the dean of academic affairs will be placed in the student’s official file.

Procedures for a Hearing:

1. When a student has received notification from the dean of academic affairs of a second charge of academic dishonesty, the student has the option of making a request in writing to the dean for a hearing within 30 days.

2. The learner may choose to bring a non-lawyer third party to the hearing.

3. The hearing will be conducted by the dean of academic affairs, with others in attendance at the discretion of the dean of academic affairs.

4. The student will have the opportunity in the hearing to review and comment...
Copyright Policy and Procedures

Policy
Granite State College does not condone copyright infringement by faculty, administrators, staff, employees, or students. Each individual is solely responsible for obtaining permission from copyright holders to duplicate, or in any way reproduce, in part or in whole, materials held under copyright.

Procedures
We follow the guidelines for “Educational Fair Use” as stated in the United States Code #107. They are:
1. Single Copy for Teachers
A single copy may be made of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
   a. a chapter from a book;
   b. an article from a periodical or newspaper;
   c. a short story, short essay or short poem, whether or not from a collective work;
   d. a chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper.
2. Multiple Copies for Classroom Use
Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
   a. the copying meets the tests for brevity and spontaneity as defined and
   b. meets the cumulative effect test as defined and
   c. each copy includes a notice of copyright.
Definitions of what is allowable under the conditions of brevity, spontaneity, and cumulative effect as well as specific prohibitions are available at each local center and online at www.granite.edu/library/

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.

Human Participant Research
Granite State College is committed to the protection of the rights and welfare of the participants in research investigations conducted under the jurisdiction of the College. Granite State College believes that review independent of the investigator is necessary to safeguard the rights and welfare of human participants. All research involving human participants is conducted in accordance with federal regulations, including Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46). The review process is outlined in the Granite State College Guidelines for the Protection of Human Participants in Research. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the college.

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 Institutional Review Board (IRB) prior to the initiation of the activity.

Obligations and Responsibilities of Researchers
1. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human participants and for complying with all applicable Granite State College policies.
2. Research investigators who intend to involve human participants will not make the final determination of exemption from review.
3. Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent.
4. Research investigators will promptly report proposed changes in previously approved human participant research activities to their instructor. If the research investigator is not a student, changes will be reported to the Office of Academic Affairs.
5. Research investigators will promptly report to their instructor or to the Office of Academic Affairs any injuries or other unanticipated problems involving risks to participants and others.

Guidelines for Protection of Human Participants in Research summarizes the federal regulations that protect human research participants, Granite State College IRB policies, and procedures for review. Guidelines for Learners outlines the review process that students must follow and includes the application form and supporting materials for IRB review. Both documents are available on the Granite State College web portal.

Code of Conduct
Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and the consequences of any behavior that is inconsistent with these values and expectations.

If an individual learner disrupts college business or administrative functions he/she would need to be informed that the behavior is unacceptable and must cease. If after several warnings the behavior persists the learner
would be notified, by the appropriate administrator, that the college has the authority to suspend or dismiss him/her and withdraw him/her from the college.

After notification, the learner would have the opportunity for a hearing with a neutral fact finder. At this time evidence of the inappropriate behavior would be presented, the learner would hear the evidence and respond, presenting his/her perspective. The fact finder would then make a decision to either suspend or dismiss based on the nature of the incidents. This decision would be communicated in writing to the learner and is final.

### Academic Petitions and Appeals*

Academic requests (e.g., waivers of academic policies and procedures) are made through a formal academic petition process facilitated by the learner’s advisor. The Petition Committee rules on all petitions and the learner is notified of the decision.

When a learner thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the appeal process outlined below:

1. An appeal form should be completed and signed by the learner and sent to Academic Affairs at the Administrative Office. (The appeal form is available in all centers as well as the Administrative Office.)
2. The appeal form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.
3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of two other members of the academic affairs staff from the Administrative Office and the dean of academic affairs. Every effort will be made to handle the appeal within 10 working days.
4. The decision by the Academic Appeal Committee is final, and the learner will be notified immediately in writing.

* Procedures for appealing grades (involving faculty judgment of content or level of performance) are described on page 70.

### Grievance Policy

#### A. Intent

All learners are expected to conduct themselves as responsible members of the academic community.

Should there be an instance whereby a learner feels his/her rights under Granite State College/USNH policy have been violated, the College has detailed the following procedure which protects the rights of all individuals involved and works towards resolution of the issue.

#### B. Policy

A formal grievance may be filed any time a learner believes that his/her rights under Granite State College/USNH policy have been violated. Grievances may arise over alleged violation of policy including, among other things, sexual harassment or discrimination on the basis of race, color, religion, veteran's status, sex, age, national origin, sexual orientation, or handicap. All learners shall have fair hearing and appeal in all grievances. This grievance policy and procedure does not apply to grievances concerning grades or other academic decisions made by academic affairs.

The purpose of the formal grievance procedure is to provide a timely and fair method of resolving problems arising from alleged violations of college or USNH policy. Information on individual rights and responsibilities and the college's policies on nondiscrimination and sexual harassment are contained in our Rights and Responsibilities Guide published annually. All parties involved need to recognize that there are time frames which must be observed in filing a complaint or grievance. Failure of the complainant to meet time specifications acknowledges the complainant's acceptance of the decision of the previous step. He/she forfeits the right to pursue the matter further. If an individual chooses to use outside legal or administrative processes concerning the same event or charges, the Granite State College grievance process terminates.

All records and written information submitted or collected in either the informal or formal resolution stages are confidential. Final decisions will be filed in the Learner Services Office with a cross reference in the learner's student file. Confidentiality cannot be unconditionally guaranteed; however, the College will make every attempt to protect the rights of all parties involved.

#### Step I. Informal Resolution Efforts

A. Each learner, faculty member, administrator or staff member has an obligation to make every effort to resolve problems informally as they arise. All members of the College’s community are urged to resolve problems fairly and informally so that they do not become sources of grievances to be pursued formally through the grievance procedure. If a suitable solution cannot be reached informally through independent means, which may include consultation with staff members, a formal grievance may be filed.

B. Such informal attempts of resolution shall continue until resolution is achieved or a formal grievance pursued or the issue is dropped. Should such resolution efforts fail in addressing these issues, the learner may initiate the formal grievance procedure at Step II. However, because of the private and sensitive nature of sexual harassment and discrimination, an aggrieved individual may choose a support person to help with such a complaint on an informal basis.

#### C. Process

1a. A learner who feels his/her rights have been violated has the option of reporting a complaint to a faculty coordinator or dean of learner services.

1b. The dean of learner services is available to answer questions about policy rights or filing a grievance. (1-603-513-1308).

2. The appropriate coordinator or administrator will set up a meeting with the learner opting to file a complaint (complainant), the person who allegedly committed the violation (respondent) and any other appropriate individuals at the administrator's discretion.

3. In the oral presentation of the complaint, all parties shall have an opportunity to present their positions. In the informal resolution stage, all parties shall make a good faith effort to resolve the matter.

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67
4. If the parties agree to a resolution, it must be recorded by the administrator and signed by both parties.

**Step II. Filing and Presentation of Grievance**

A. Should informal resolution efforts (Step I) be unsuccessful, the learner has 3 months after the learner knew, or should have known of the alleged violation, in which to file a grievance. He/she must notify the dean of learner services, in writing, that he/she wishes to pursue the next step.

B. Process

1. The complainant and the dean of learner services or appropriate designee shall meet with the person who allegedly committed the violation to discuss the grievance within 21 calendar days of this notification.
2. At this meeting the learner may be accompanied by a non-attorney third party, if desired.
3. Investigation of the allegation might include interviews and the collection of relevant data from other parties. Care will be given to a thorough review of the alleged violation and to the protection of the rights of all parties involved.
4. The designated administrator may choose to convene a hearing board of up to three individuals (a learner, faculty and/or staff member) to hear the case and recommend a decision.
5. The dean of learner services shall render a decision and advise the parties in writing of his/her decision. If the decision involves a recommendation for further administrative action, it needs to be conveyed to the appropriate director or administrator. The decision may also include a recommendation for the sanction to be imposed.

**Step III. Appeal**

If the complainant believes the decision is unjustified or the procedures have not been followed correctly, he/she may submit a written appeal to the president/CEO within 14 days of receipt of the decision rendered under Step II. The petition should be accompanied by a statement of the resolution sought and copies of any previous written statements. The president will review all available materials and render a decision. This decision is final.

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### Honor Society and Dean’s List

#### Alpha Sigma Lambda

Alpha Sigma Lambda is a National Honor Society which recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work.

Alpha Sigma Lambda honors those dedicated adult students who achieve and maintain high scholastic standards.

**National Criteria**

1. Candidates must be admitted degree candidates who have not been awarded any baccalaureate degree and who have completed a minimum of 12 credits, excluding developmental course work, during the past calendar year.
2. Candidates must earn a minimum of 30 credits at Granite State College. Of these 30 credits, 15 credits must be in liberal arts and sciences, and be outside the learner's concentration or major.
3. Candidates must have attended a minimum of four semesters at Granite State College and have a minimum grade point average of 3.2.
4. Inductees will rank in the highest ten percent of all those who satisfy the requirements above.

Induction in the college’s chapter, Delta Omega, normally takes place in the spring of each year. Candidates are chosen based on course work completed by the end of the fall semester preceding the induction.

The number of inductees will vary based on the number of those who meet the national criteria. For example, for the 2008 Induction, 364 degree candidates met criteria one through four. Of those, only the top 36, based on highest GPAs (criteria four), were invited. All of those who were invited had GPAs of 3.90 or above. This is recognition of the college's exemplary academic scholars.

**Dean’s List**

The Dean’s List was established in 1993 to recognize the academic achievements of the college's learners who meet the demands of pursuing higher education. The “Dean’s List” notation will appear on college transcripts of students who meet the criteria. Additionally, the names of all Dean’s List learners who have not requested confidentiality of their records are listed in local and state papers and in the Center offices.

#### Dean's List Criteria

To be eligible for the Dean’s List, the learner must:

1. be fully or conditionally admitted to a degree program by June 30th of the academic year.
2. have completed a minimum of 12 credits toward the degree within the previous year (beginning with the summer term and ending with the spring term), with no repeated courses. Learners graduating with an associate degree in the spring term would be eligible for that year’s Dean’s List, even though they might no longer be considered “active” in the fall when eligibility for Dean's List is under review.
3. have a minimum combined grade point average of 3.5 for the four terms under consideration, with no grade below a C during those terms.*

*Note: Students with unresolved incomplete grades for the terms under consideration will be ineligible for Dean's List.

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### 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).

An example of calculating a grade point average is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>QP</th>
<th>SH</th>
<th>Total GP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIT 500</td>
<td>4.0</td>
<td>4</td>
<td>16.00</td>
</tr>
<tr>
<td>ENG 500</td>
<td>3.67</td>
<td>4</td>
<td>14.68</td>
</tr>
<tr>
<td>MATH 502</td>
<td>3.0</td>
<td>4</td>
<td>12.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

42.68 divided by 12 equals 3.55

Your cumulative grade point average is calculated beginning with the first course you take at Granite State College. Your GPA also includes all translocated USNH courses and any course taken after date of application to Granite State College at another university system campus. Starting July 1, 2006, courses taken by GSC degree
candidates at other USNH institutions and at the White Mountains Community College appear as transfer credit on your GSC transcript, but these courses are still included in your GPA calculation.

The GPA will carry forward:
1. when you apply to a degree program.
2. when you graduate or transfer from an associate to a bachelor’s program.
3. when you transfer from a bachelor’s to an associate program.

Entering Grades
All faculty are required to access WebROCK via the MyGranite portal for the purpose of entering final grades. Final grades are due seven days after the last scheduled class.

Letter Grades
The following is the grading system used by the college:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade Points</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A*</td>
<td>90-94</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.67</td>
<td>Poor</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.00</td>
<td>*Acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.67</td>
<td>†</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59-50</td>
<td>0.00</td>
<td>Failure, no credit</td>
</tr>
</tbody>
</table>

* A grade of C or better is required to meet requirements in the major, minor, or general education core at GSC.
† A grade of C- or below generally does not transfer to other academic institutions.

*AF Administrative Failure.
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 to issue a letter grade. The administrative failure is usually the result of a student’s failure to withdraw from a course they stopped attending. An AF counts as an F grade in the calculation of grade point averages. It is not a reason for a course withdrawal.

Incompletes
All grades, including incompletes, are due seven days after the last scheduled class session. The grade of incomplete (IC) is awarded only when a student has made arrangements with the faculty member and received the faculty member’s approval to complete the remaining work for a course for which the student has already done the major portion of work required. Learners who receive a grade of “IC” in any course(s) are expected to complete the course work required within the specified time. Incomplete course work not finished according to those guidelines will result in a grade of “F” which will be calculated into your GPA.

Accessing Grades
College policy prevents staff from releasing grades over the telephone. Students may access their records via the Granite State College portal “MyGranite” at http://blackboard.granite.edu.

MyGranite and WebROCK
The online student information system known as WebROCK is accessed by logging on to the Granite State College portal “MyGranite” at http://blackboard.granite.edu.

The MyGranite portal provides single sign on for GSC students and allows students to access online courses, view course schedules and descriptions, use GSC student e-mail accounts, and link to virtual libraries and other online resources. Students need to log on only once with their secure user identifications and passwords to access these services.

Once logged on to the portal, students can access WebROCK by clicking a tab. Students can register for courses, make e-payments, request official transcripts, verify enrollments, see their financial aid information, their personal information, and academic histories. Students can also view their account information and view the tax information the college has sent to the IRS.

You can use almost any browser, e.g., Netscape or Internet Explorer, to view WebROCK, but to print your records, the recommended browser is Internet Explorer.

If you need assistance logging on to the portal, you can complete an online form at http://bbresources.granite.edu/techassist/index.html or you can call Granite State College at 1-888-372-4270 to reach our Tech Support team.

Repeating a Course
You must earn a minimum grade of C in all courses required in your major or concentration, and in the core area of your program. Should you earn a grade less than C, you will need to repeat the course. You may also wish to repeat a course to improve your GPA. In this instance, the first course grade will not be computed into the total GPA. 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 your transcript. Repeated courses may not be taken pass/fail.

Grade Changes
If you feel an error was made in a grade you received, please contact the registrar at the Administrative Offices in Concord by emailing registrars.office@granite.edu. The processing of your grade will be researched, and your grade will be corrected, if indeed there was an error in the reporting of your grade. If you choose to appeal a grade, there are specific procedures that you must follow.

Grade changes must be processed within six months after the grade has been issued. No grade changes will be made after you graduate and certification has been processed.
Evaluation of the Teaching/Learning Process
It is the College’s goal to engage a faculty which provides quality learning outcomes and creative learning environments. We also feel it is important to encourage learners to become self-reliant and to take some responsibility for the success of a learning experience. Therefore, our evaluation program addresses the overall teaching and learning processes.

You are given the opportunity to complete an evaluation of the teaching/learning experience as you found it in your particular class. Future considerations about the course structure and use of faculty are based on feedback provided. You are not required to sign these evaluations. They are compiled and returned to the faculty without student identification after the grades have been posted.

Grade Appeal Policy
Faculty who teach for Granite State College 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. A grade appeal will be considered only if there is clear evidence that the process whereby the grade was assigned seemed unreasonable, or if there was an apparent lapse in judgment by the faculty member. To resolve a disputed grade, the student must initially discuss the grade with the faculty member. If he or she does not accept the faculty member’s decision, a written appeal may be filed with the faculty coordinator or designated representative according to the following procedures:

Appealing a Disputed Grade

Step I.
The student must contact the faculty member in writing within fourteen calendar days of notification of the grade in question to request a re-consideration of a specifically named assignment or of the final course grade, including in the written request the basis for the appeal. If the faculty member determines that there was a mechanical or other 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 fourteen calendar days, providing a copy to the faculty coordinator.

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

Step II.
If the student wishes to appeal the faculty member’s decision to the faculty coordinator or a designated representative, he or she must do so in writing within fourteen calendar days of receiving the faculty member’s decision.

The appeal should include the specific reasons for disputing the grade. The faculty coordinator may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The faculty coordinator or a designated representative will respond in writing to the student with a copy to the faculty coordinator within fourteen 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 judgement.

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

Step III.
If the student wishes to appeal the faculty coordinator’s decision to the associate dean of academic affairs for faculty and curriculum, he or she must do so in writing within seven calendar days of the date of the faculty coordinator’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 faculty coordinator will forward all materials concerning steps already taken and information received in Step II to the associate dean. The associate dean will review the petition in consultation with the dean of academic affairs and will provide to the student and faculty member a final written decision on the appeal.

Academic Standing
The policies concerning academic standing are intended to foster standards of academic quality in learner performance and to insure that learners are making reasonable progress toward the completion of their degree programs.

All degree-seeking learners have their academic standing reviewed at the end of each term. To be in good academic standing, a learner must maintain a cumulative grade point average (GPA) of at least 2.0 – the minimum GPA required for graduation. A degree candidate who does not maintain a 2.0 cumulative GPA will be placed in one of the three academic statuses with appropriate notations on their Granite State College transcripts. Notifications from the dean of academic affairs are sent to the learners advising them to discuss their progress with their advisors and to take advantage of the academic assistance services offered in each Center.

Academic Warning
When a learner’s cumulative GPA is found to be below 2.0, the learner is placed on Academic Warning. Academic Warning is effective for one full term. The “Academic Warning” notation will appear on the learner’s transcript.

Continued Academic Warning
When a learner fails to raise the cumulative GPA to 2.0 or above after one term on academic warning, the learner is placed on continued academic warning. A learner may remain on continued academic warning for as long as three terms if progress is being made to improve the GPA to the minimum 2.0. Learners on continued academic warning may have registration holds placed on their records to require them to repeat specific courses to more immediately affect their GPAs.

Suspension
Degree-seeking learners who fail to improve their cumulative GPAs to the minimum 2.0 are subject to academic suspension. Suspension is effective for a period of one
Graduation

Intent to Graduate Procedure
When you have accrued all but the last 24 credits in your degree program, you will be invited to file for graduation. You will receive a letter of invitation to file, and an “Intent to Graduate” form which must be completed and filed with the Registrar's Office by a specific deadline. When you file to graduate will depend on how many courses you intend to take during the subsequent semesters. The filing deadlines allow the Registrar's Office to complete your official degree audit before you begin your last term. Your audit will summarize your current status and list all outstanding degree requirements. This is accomplished in consultation with your academic advisor, so be sure to discuss your plans with him or her. Should any discrepancy be found, you will have the last term to comply. All remaining coursework, testing, and contracts must be completed prior to the conferral date.

A fee must accompany the intent to graduate form. A late fee will be assessed to anyone filing within one month after the deadline; however, any degree candidate filing after that time will automatically be scheduled for the next conferral date.

Deadlines for filing:
• January 1 for June 30th conferral
• April 1 for September 30th conferral
• July 1 for December 30th conferral.

Graduation Requirements
To graduate from one of our degree programs you must:
1. earn an overall 2.0 cumulative grade point average.
2. earn grades of “C” or better for course work or other approved learning experiences taken as part of the concentration or major.
3. have a minimum grade of “C” in the core courses areas.
4. meet all curriculum and residency requirements.

A learner who has completed a Granite State College associate degree must earn an additional 14 credits in residence in the bachelor’s program. Up to 50% of our residency requirement, 8 credits in an associate degree and 15 credits in a bachelor’s degree, may be met with credit from other USNH institutions so long as that credit is taken after application to a Granite State degree program.

Commencement
Candidates for graduation are encouraged to attend commencement ceremonies which are held in June each year. Participation in the ceremony is open to September and December graduates of the past year and those learners pending June 30th and September 30th conferrals. In order to participate in the commencement ceremony, you must have filed an intent to graduate form for a conferral date within that academic year and must have met at least one of the following conditions:
1. Completion of all requirements for an associate degree or a bachelor’s degree.
2. Enrollment in the courses necessary to complete all degree requirements by the end of the spring term, or anticipated enrollment in courses to complete all degree requirements by the end of the summer term.

Individuals completing the post-baccalaureate teacher education programs are also invited to march.

Honors
Bachelor's degree candidates whose academic performances meet the specified requirements are recognized by the college with an honor's designation upon graduation. Degree candidates who have completed at least 30 semester hours of graded work (including pass/fail grades) within USNH after application to the B.A. or B.S. programs will be eligible for honors as follows:

<table>
<thead>
<tr>
<th>GPA</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75-4.0</td>
<td>summa cum laude</td>
</tr>
<tr>
<td>3.50-3.74</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.25-3.49</td>
<td>cum laude</td>
</tr>
</tbody>
</table>
Records

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

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

The rights guaranteed under this policy do not extend to those who have applied for admission but do not enroll in courses, or to persons admitted to the college but who do not take courses. Exceptions to the consent requirement are:

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

Directory Information
Granite State College complies with the federal government’s Family Educational Rights and Privacy Act of 1974 (FERPA). Granite State College does not sell or otherwise provide any information collected in our student information system to any external entity except as expressly allowed by this law. However, the following data is considered directory information by the college.

- Name
- Address
- Telephone
- Business Telephone
- E-mail address
- Dates of attendance
- Concentration or major
- Degrees and awards received

Request for Confidentiality
Under the Family Educational Rights and Privacy Act of 1974, you have the right to withhold disclosure of directory information. Should you decide to withhold, any requests for such information from noninstitutional persons or organizations will be refused, except as allowed by the law. In addition, your name will not be published in our official graduation program or other public graduation or honors announcements. A written request to withhold directory information must be sent to the Registrar’s Office.

Gramm-Leach-Bliley Act (GLBA)
Gramm-Leach-Bliley Act (GLBA) is a federal law which requires financial institutions to ensure the security and confidentiality of customer personal financial information. The University System of New Hampshire seeks to:

- ensure the security and confidentiality of customer records and information - in paper, electronic or other form,
- protect against any anticipated threats or hazards to security or integrity of such records, and
- protect against the unauthorized access to or use of any records or information which could result in substantial harm or inconvenience to any customer.

Granite State College complies with the Gramm-Leach-Bliley Act (GLBA).

Purging Paper Files
Paper files will be stored for a period of five years after last year of attendance or graduation and will then be destroyed. Official transcripts of all course work/learning experiences completed with Granite State College will be on file permanently.

Transcripts
Official academic records are maintained in the Office of the Registrar, Granite State College, 8 Old Suncook Road, Concord, NH 03301. Currently enrolled students may request official transcripts by logging on to the College’s secure portal and entering the information on WebROCK. Requests submitted through WebROCK will be processed within two business days. A request for a transcript can also be made in writing to this office and must include the student’s signature.

No transcript will be furnished to you if a financial obligation to USNH has not been satisfied. As of July 1, 2006, the college no longer charges for transcripts.

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

Transcripts are issued under the name of Granite State College. Diplomas and certificates awarded before the name change will be re-issued under the name of Granite State College for a $20.00 fee.
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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 unique group of dedicated instructors from the University System of New Hampshire and area private colleges, as well as independent scholars representing many businesses and professions. The faculty builds a bridge between the world of theory and the world of practice. Above all, the faculty provides a sensitive and understanding yet challenging environment for the adult learner. Faculty who have taught since the Fall of 2007 are:

Jessica Adair  
M.J.A., Norwich University

Leslie Adams  
Ph.D., University of New Hampshire

Steven Albrecht  
M.B.A., University of Alabama

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J.D., University of Connecticut

Karin Allard  
M.S., Springfield College

Amy Allen  
Ph.D., Capella University

Cathy Apfel  
M.Ed., Georgia State University

Charles Bagley  
M.Ed., Plymouth State University

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Ed.D., University of Massachusetts

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M.A., Lesley University

Richard Benedetto  
M.A., Yale University

Barbara Benham  
M.A., University of New Hampshire

John Bennett  
B.Ed., Keene State College

Beth Benoit  
M.A., University of Massachusetts

Robert Berks  
M.S., University of Southern Maine

Marty Boldin  
M.S.W., University of Kentucky

Jacquelyn Brannen  
M.Ed., University of New Hampshire

Joanne Brooks  
M.S., University of Southern Maine

James Brough  
M.Ed., Plymouth State University

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M.A., Dartmouth College

Barbara Brunelle  
M.A., University of Vermont

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M.Ed., University of Massachusetts

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M.B.A., Southern New Hampshire University

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Ph.D., University of New Hampshire

Richard Cardner  
M.Ed., Harvard University

Jody Carson  
M.Ed., Southern New Hampshire University

John Carter  
C.A.G.S., Plymouth State University

Paul Carter  
M.A., Rivier College

Christopher Casko  
J.D., Massachusetts School of Law

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M.S., Claremont Graduate School

Molly Connelly  
M.Ed., University of New Hampshire

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M.B.A., Boston College

John Cook  
M.A., University of Massachusetts

Denise Corvino  
M.S., Wheelock College

Scott Cote-Crosskill  
M.S., University of Maine

Karen Couture  
Ph.D., Purdue University

Liam Coyne  
M.A., University of Vermont

Elizabeth Crockford  
Ph.D., Capella University

William Cuff  
Ph.D., University of Minnesota

Susan Dame  
M.Ed., Rhode Island College

Lisa Danley  
M.Ed., Plymouth State University

Neill DePaoli  
Ph.D., University of New Hampshire

Dorothy Derapelian  
M.Ed., University of New Hampshire

Thomas Digiacinto  
M.B.A., Plymouth State University

Richard DiPentima  
M.S., University of Oklahoma
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
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<td>Lorianne DiSabato</td>
<td>M.A.</td>
<td>Boston College</td>
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<td>Jo Ellen Divoll</td>
<td>M.E.d.</td>
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<td>Jerry Duberstein</td>
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<td>Antony Epaphras</td>
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<td>Stefanie Forster</td>
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<td>Marywood College</td>
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<td>University New England</td>
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<td>Yale University</td>
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<td>Lesley University</td>
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M.A., Rivier College
David Lawson
Ph.D., University of New Hampshire
Samuel Miller
Ph.D., University of New Hampshire

Norbert Johnston
M.A., University of Southern California
Norma Lemire
M.S., New England College
Gail Mills
M.S., Antioch Graduate School

Jo Ann Jordan
M.Ed., Plymouth State University
Sandra Lowery
B.S., State University of New York
Kathleen Minaert
M.S., Springfield College

Frank Jost
M.A., University of New Brunswick
John MacMillan
M.B.A., University of New Hampshire
Shirley Montagne
M.B.A., Eastern Michigan University

Audrey Kanik
M.Ed., University of New Hampshire
Nicole MacMillan
M.Ed., University of New Hampshire
Marguerite Moore
M.Ed., Rivier College

Melissa Keenan
Ph.D., University of Maine
Paul MacMillan
M.A., Bridgewater State College
Christine Mulcahey
M.S., Syracuse University

Joyce Kelty
M.B.A., Bentley College
Amena MacShea
M.A., Vermont College
O’Brien Murphy
B.S., Plymouth State University

Jeanne Kennedy
M.A.L.S., Dartmouth College
Edward Mahoney
D.M., Andover Newton Theological Seminary
Cindi Nadelman
M.P.A., Georgia College

Patricia Kiely
M.Ed., Plymouth State University
Michael Mangan
Ph.D., University of New Hampshire
Terrance Nelson
M.A., Michigan State University

Judith King
M.A., Boston University
Scott Mantie
Ph.D., Indiana University
Craig Nevins
M.A., Vermont College

Joseph Kopitsky
M.Ed., Northeastern University
Heidi Marcotte
M.Ed., Antioch Graduate School
Suzanne Nothnagle
M.A.L.S., Dartmouth College

Vani Krishnan
M.S., University of New Hampshire
Patricia McCarthy
M.Ed., Cambridge College
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Ed.D., University of Massachusetts
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M.S., Rensselaer Polytechnic Institute

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Ph.D., Springfield College
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M.Ed., Tufts University

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M.S., Southern New Hampshire University
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M.B.A., University of New Hampshire
Claudia Michael
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James Partlan
B.A., Beloit College
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<td>M.S., University of New Hampshire</td>
<td>Martha Rankie, M.Ed., College of Saint Rose</td>
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<td>Maurice Patterson</td>
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<tr>
<td>Katharine Torrey</td>
<td>M.Ed., Antioch Graduate School</td>
<td>Katharine Torrey, M.Ed., Antioch Graduate School</td>
</tr>
<tr>
<td>Sandra Townsend</td>
<td>M.A., Middlebury College</td>
<td>Sandra Townsend, M.A., Middlebury College</td>
</tr>
<tr>
<td>Mervyn Taub</td>
<td>M.S., Rivier College</td>
<td>Gerard Tremblay, M.S., Rivier College</td>
</tr>
<tr>
<td>James Trotzer</td>
<td>Ph.D., University of Colorado</td>
<td>James Trotzer, Ph.D., University of Colorado</td>
</tr>
<tr>
<td>Charen Urban</td>
<td>M.A., University of New Hampshire</td>
<td>Charen Urban, M.A., University of New Hampshire</td>
</tr>
<tr>
<td>Carleton Vaughan</td>
<td>Ed.D., University of Maine</td>
<td>Carleton Vaughan, Ed.D., University of Maine</td>
</tr>
<tr>
<td>Dianalee Velie</td>
<td>M.A., Manhattanville College</td>
<td>Dianalee Velie, M.A., Manhattanville College</td>
</tr>
<tr>
<td>Jonathan Vincent</td>
<td>M.B.A., University of Chicago</td>
<td>Jonathan Vincent, M.B.A., University of Chicago</td>
</tr>
</tbody>
</table>
Faculty

Gary Viterise
Ph.D., University of Sarasota

William Warnken
M.A., Pennsylvania State University

Donald Wason
M.S., State University of New York

Mark Watman
M.F.A., Bennington College

George Wattendorf
J.D., Franklin Pierce Law School

Daniel Weintraub
M.A.T., Tufts University

Patricia Wells
M.Ed., Lesley University

Thomas Wetmore
M.Ed., Keene State College

Roberta White
M.Ed., University of North Texas

David Wilson
M.A., University of New Hampshire

Geoffrey Wilson
M.S., University of Maine

Matthew Winkler
M.A., University of Sheffield

James Winn
M.P.A., University of New Hampshire

Philip Wyzik
M.A., Assumption College

Catherine Yeaton
M.Ed., Lesley University

Ryan Yoder
Ph.D., Bowling Green State University

Christine Zerillo
M.F.A., Goddard College
Bachelor of Arts (B.A.), 8
Liberal Studies: Self-Design, 8
Liberal Studies: Self-Design-Language Arts, 8
Bachelor of Science (B.S.), 9
Applied Studies, 9
option in Allied Health Services, 10
option in Education and Training, 10
option in Management, 10
Behavioral Science, 11
Business Management, 12
Criminal Justice, 12
Option in CJ Administration, 13
Early Childhood Education, 13
Self-Design, 14
Self-Design: Special Education and Elementary Education, 14
Behavioral Science, 7, 11
Blackboard, 3, 62
Buckley Amendment, 72
Business, 7
Business Management, 12
Career Planning, 63
Catalog Limitations, ii
Centers/Locations, 81
Change in Registration, 56
Cheating and Plagiarism, 65
Child Development Tuition Assistance, 53
CLEP—exams, 49
Code of Conduct, 66
College Work Study, 52
Community College System of NH, 3, 64
Community Partnerships, 64
Community College System of NH, 3, 64
Education and Training Partnership, 3, 64
Other Lifelong Learning Institute, 3, 64
Confidentiality, 72
Contract Learning Policies, 57
Copyright Policy and Procedures, 66
Course Delivery Options, 17
Course Descriptions, 22
Course Index, 19
Course Numbering System, 17
Credit for Prior Learning, 48
articulations, 49
examination programs, 49
transfer credit, 48
Criminal Justice, 12
Option in CJ Administration, 13
Cross Registration, 58
Curriculum Designations, 17
DSST Exams, 49
Dean's List, 68
Degree Candidates, 56
Degrees and Programs of Study, 64
Degree Program Requirements, 4
Associate in Arts (A.A.), 6
Associate in Science (A.S.), 7
Bachelor of Arts (B.A.), 8
Bachelor of Science (B.S.), 9
General Education, 4
Degree Status, 71
class levels, 71
inactivation and withdrawal, 71
reactivation, 71
Disabilities, 62
Domicile, 58
Dropping Courses, 57

Early Childhood Education, 8, 13
Education and Training Partnership, 3, 64
Education Programs
A.S. in Early Childhood Education, 8
B.A. in Liberal Studies: S/D-Language Arts, 8
B.S. in Early Childhood Education, 13
B.S. in Self-Design: Special Education and Elementary Education, 14
Post-Baccalaureate Teacher Cert. Program, 16
Enrollment Status, 56
Enrollment Verification, 57
Ethical Standards, 61
Examination Programs, 49
CLEP, 49
credit for assessment of prior learning from other institutions, 51
credit for prior learning assessment, 51
DSST exams, 49
Excelsior College Examinations, 50
individual validation/training essay, 51
institutional validation, 51
military training, 50
national training programs, 50
test centers, 50
Faculty, 61, 74
FAFSA, 52, 53
Federal Financial Aid Application Process, 53
academic requirements, 53
appeal process, 55
duration and renewal of aid, 54
financial aid calendar, 54
financial need, 54
how to apply, 53
posting of loans, 54
probationary status, 55
returns for withdrawals, 54
satisfactory academic progress, 54
suspension, 55
Federal Work Study, 52
Fees, 58, 59
Financial Aid, 52
ALA scholarship fund, 52
applying for federal aid, 52
calendar, 54
child development tuition assistance, 53
federal aid, 52
federal work study, 52
institutional aid, 52
monthly payment option, 53
NH Charitable Foundation, 53
online scholarship search, 53
other sources of aide, 52
Grants, 52
private loan options, 53
Stafford Loans, 52
state grants, 52
veterans’ benefits, 53
Financial Clearance, 56

General Education, 4
Arts and Culture, 5
Critical Thinking, 4
History and Politics, 5
Information Technology Literacy, 5
Literature and Ideas, 5
Oral Communication, 5
Quantitative Reasoning, 4
Science, 6
Index

Self-Directed Learning, 5
Social Science, 5
Written Communication, 4
Global Perspectives, 6
Grade Appeal Policy, 70
Grade Point Average, 68
Grading and Evaluation, 68
accessing grades, 69
ertering grades, 69
evaluating courses, 69
grade changes, 69
grade point average, 68
incompletes, 69
evaluation of the teaching process, 70
letter grades, 69
MyGranite and WebROCK, 69
privacy rights, 72
repealing a course, 69
Graduation, 71
academic residency requirement, 71
commencement, 71
graduation requirements, 71
honors, 71
intent to graduate procedure, 71
Grants, 52
Gramm-Leach-Bliley Act, 72
Grievance Policy, 67
GSC principal officers, 73
High School Students, 48
History of Granite State College, 2
Honor Society, 68
Human Participant Research, 66
Inactivation and Withdrawal, 71
Incomplete, 69
Independent Learning Contract Policies, 57
Information Literacy, 63
Institutional Aid, 52
Institutional Assessment, 2
Institutional Name Change, 72
Institutional Validation, 50
International Students, 48
International Transcripts, 48
Learner Services, 61
academic resource & info coordinators, 61
coordinators & academic advisors, 61
ethical standards, 61
faculty, 61
Learning Contracts, 57
Liberal Studies
Self-Design, 8
Self-Design-Language Arts, 8
Library Services, 63
Loans, 52
Majors
Associate in Arts, 6
Associate in Science, 7
Bachelor of Arts, 8
Bachelor of Science, 9
Military Training, 50
Minors, 15
Adult Learning and Development, 15
Family Studies, 15
Finance, 15
Health Care, 15
Human Development, 15
Human Resources, 15
Human Services, 15
Information Technology, 16
Management, 16
Mission Statement, i, 2
Monthly Payment Option, 53
MyGranite Portal, 3, 62, 69
National Training Programs, 50
NEASC, 2
NH Charitable Foundation, 53
NHCU Libraries, 63
NH Residence Domicile, 58
OLLI, 3, 64
Online Degrees and Courses, 3, 17
Online Associate Degree Programs, 3, 17
Online Bachelor’s Degree Programs, 3,17
Online Resources, 62
Online Scholarship Search, 53
Online Technical Support, 62
Orientation, 61
Other Lifelong Learning Institute, 3, 64
Outcomes, i, 2, 4, 6, 7, 10
Overload Policy, 58
Pass-Fail, 58
Paying Your Bill, 60
Pell Grant, 52
Petitions, 67
Placement, 62
Plagiarism, 65
Policies and Procedures, 65
Post-Baccalaureate Teacher Certification, 16
Principal Officers of Granite State College, 73
Private Loan Options, 53
Purging Paper Files, 72
Reactivation, 71
Records, 72
Buckley Amendment, 72
directory information, 72
Gramm-Leach-Bliley Act, 72
institutional name change, 72
purging paper files, 72
request for confidentiality, 72
transcripts, 72
Refunds, 59
policies for students receiving financial aid, 59
tuition refund policies, 59
Registration, 56
academic year, 56
adding courses, 56
audit, 57
change in registration, 56
degree candidates, 56
dropping courses, 57
enrollment status, 59
enrollment verification, 57
financial clearance, 56
general information, 56
independent learning contract policies, 57
overload policy, 58
pass/fail, 58
senior citizens, 58
withdrawing from courses, 57
Request for Confidentiality, 72
Residency
academic residency requirement, 71
Associate Degrees, 6
Bachelor Degrees, 8
NH domicile, 58
Resources and Support Services, 61
Alumni Learner Association, 63
career planning, 63
community partnerships, 64
disabilities, 62
ethical standards, 61
learner services, 61
library services, 63
support services, 61
Satisfactory Progress for Financial Aid, 54
Second Bachelor’s Degree, 47
Second Major, 47
Self-Design, 8, 14
Senior Citizens, 58
SEOG Grant, 52
Skills Assessment, 62
SMART Grants, 52
Special Education & Elementary Education, 14
Stafford Loans, 52
State Grants, 52
Student Accounts, 60
financial responsibility, 60
paying your bill, 60
payment options, 60
Student Loans, 52
Support Services, 61
academic support, 61
online resources, 62
orientation, 61
placement, 61
skills assessment, 62
workshops, 62
Suspension, 70
Teacher Certification Program, 16
Training Programs
local training, 50
military training, 50
national training, 50
Transcripts, 48, 72
Transfer Credits, 48
Transfer to a Different Degree, 47
Tuition and Fees, 58
Tuition Refunds, 59
Trustees and Administration Officers, 73
University System Student Board, 64
USNH Course Numbering System, 17
USNH Officers/Members of the Board, 73
USNH Policies, 58
cross registration, 58
NH residency domicile, 58
suspension, 58
Validation, 51
Veterans’ Benefits, 53
Victor Montana Award, 64
Virtual Library, 63
Vision Statement, 2
WebROCK, 3, 62, 69
Withdrawing from courses, 57
Work Study, 52
**Center Locations and Administrative Offices**

**Claremont Regional Center**
27 Pleasant Street
Claremont, NH 03743
603.542.3841
Fax: 603.542.3942

**Lebanon Academic Center**
The Trade Center Building
24 Airport Road
W. Lebanon, NH 03784
Please call the Claremont Regional Center

**Conway Regional Center**
53 Technology Lane
Suite 150
Conway, NH 03818
603.447.3970
Fax: 603.447.2740

**Berlin Academic Center**
2020 Riverside Drive
Berlin, NH 03570
Please call the Conway Regional Center

**Littleton Academic Center**
646 Union Street
Littleton, NH 03561
Please call the Conway Regional Center

**Concord Regional Center**
8 Old Suncook Road
Concord, NH 03301
603.228.3000
888.228.3000
Fax: 603.513.1389

**Rochester Regional Center**
Merchants Plaza
1 Old Dover Road
Rochester, NH 03867
603.332.8335
Fax: 603.332.5520

**Portsmouth Academic Center**
51 International Drive
Portsmouth, NH 03801
Please call the Rochester Regional Center

**Administrative Center in Concord**
8 Old Suncook Road
Concord, NH 03301
603.228.3000
888.228.3000
Fax: 603.513.1389

**Administrative Offices**

**Academic Affairs**
603.513.1337
Fax: 603.513.1387

**Admissions**
603.513.1339
Fax: 603.513.1386

**Education and Training Partnership**
603.271.6626
Fax: 603.271.4947

**Education Programs**
603.513.1393
Fax: 603.513.1388

**Educational Technology & Computing**
603.513.1351
Fax: 603.513.1389

**Financial Aid**
603.228.3000, ext. 711
Fax: 603.513.1386

**Human Resources**
603.513.1332
Fax: 603.513.1387

**Learner Services**
603.513.1317
Fax: 603.513.1386

**Marketing**
603.513.1331
Fax: 603.513.1389

**Osher Lifelong Learning Institute**
603.513.1377
Fax: 603.513.1389

**President’s Office**
603.513.1319
Fax: 603.513.1387

**Registrar**
603.513.1391
Fax: 603.513.1386

**Student Accounts**
603.513.1330
Fax: 603.513.1386

**Tech Support**
603.513.1361
888.372.4270
Fax: 603.513.1389
### Fall 2008
- **August 1**: Registration begins—register online, by mail, fax, phone, and in person.
- **September 4**: Online registration closes. Registration continues by mail, fax, phone and in person.
- **September 13**: Classes begin
- **September 26**: Last day to drop standard 12-week classes
- **November 6**: Last day to withdraw from standard 12-week classes
- **November 11**: Veteran’s Day Holiday—Classes must be re-scheduled.
- **November 24-30**: Thanksgiving Break—No classes this week
- **December 6-12**: Last week of classes

### Winter 2009
- **November 24**: Registration begins—register online, by mail, fax, phone, and in person
- **January 1**: Online registration closes. Registration continues by mail, fax, phone and in person.
- **January 10**: Classes begin
- **January 19**: Martin Luther King Day Holiday—Classes must be re-scheduled.
- **January 23**: Last day to drop standard 12-week classes
- **March 2**: Last day to withdraw from standard 12-week classes
- **March 28-April 3**: Last week of classes

### Spring 2009
- **February 27**: Registration begins—register online, by mail, fax, phone, and in person
- **April 2**: Online registration closes. Registration continues by mail, fax, phone and in person.
- **April 11**: Classes begin
- **April 24**: Last day to drop standard 12-week classes
- **May 25**: Memorial Day Holiday observed—Classes must be re-scheduled.
- **May 29**: Last day to withdraw from standard 12-week classes
- **June 27-30**: Last week of classes

### Summer 2009
- **May 29**: Registration begins—register online, by mail, fax, phone, and in person
- **July 2**: Online registration closes. Registration continues by mail, fax, phone and in person.
- **July 3**: Fourth of July Holiday observed—Closed
- **July 11**: Classes begin
- **July 17**: Last day to drop standard 8-week classes
- **August 13**: Last day to withdraw from standard 8-week classes
- **August 29-Sept. 4**: Last week of classes

**This schedule applies to the majority of GSC summer courses.**

The length of the registration period is subject to review during the year.