

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 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.

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 2007.

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.

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General Information

Welcome to Granite State College

Granite State College, formerly College for Lifelong Learning, 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 the college 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 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 is launching an institution-wide assessment program. The plan 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.

USNH Project Access – Granite State College Call Center

The mission of Project Access is to expand access to higher education to New Hampshire citizens and to address any unfulfilled educational and workforce needs through a combination of traditional, innovative, and alternative delivery systems.

A central component of Project Access is the Call Center at Granite State College. This centralized Call Center serves as a single source of information to the public for all online and off campus programs and courses offered by USNH institutions (UNH, Plymouth State University, Keene State College, UNH Manchester, and Granite State College) available through innovative delivery systems that expand access beyond traditional classroom or campus based settings. The toll free number is 1-888-566-8764.

New Hampshire Community Technical College

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 NHCTCS, 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 NHCTC-Berlin and NHCTC-Littleton. Articulation agreements are also in place with CTC's 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 grant to establish this program for adults age 50 and over.

Online Degrees & Courses

Granite State College offers six 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. 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
- B.S. in Applied Technology
- B.S. in Business Management
- B.S. in Criminal Justice
- B.S. in Self-Design

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.

MyGranite Portal & Blackboard

MyGranite, the college's portal, is powered by Blackboard. MyGranite provides quick access to WebROCK (courses, grades, registrations, financial aid, etc), all courses using Blackboard including the Online Interactive Courses (OICs), GSC email, important student information, announcements and quick links to available services.

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:

MATH 502 Contemporary College Mathematics
MATH 504 Introduction to Statistics
MATH 505 College Algebra
MGMT 504 Business Statistics

Oral Communication

Learners will:

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

Courses:

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:

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.

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 604	Creative Writing
HUMN 502	American Popular Culture
HUMN 550	Introductory American Sign Language - GP*
HUMN 551	Intermediate American Sign Language
HUMN 560	Spanish I- GP*
HUMN 561	Spanish II

*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)

CRIT 600	Advanced Critical Thinking
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, B, C The Modern Novel: British, Global (GP*), or North American

ENG 640	Shakespeare
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	Regions of the World: History and Current Issues - GP*
HIS 618	History of World War II - GP*
HIS 627	Vietnam War: Historical Perspective - GP*
POL 554	Law and Society
POL 550	American Government and Politics
POL 578	Campaigns, Elections, and Political Parties
SOSC 570	Introduction to Historical Archeology

*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)

ECO 512	Principles of Economics
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 607	Developmental Perspectives on Adolescence
PSY 608	Social Psychology
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 562	Introduction to Gender Studies
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

*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 516	Earth Planet
SCI 518	Physical Geography
SCI 520	Introduction to Oceanography
SCI 522	Biogeography: World Distribution of Plants and Animals

SCI 528	Natural History of Northern New England - Fall
SCI 529	Natural History of Northern New England - Spring
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 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.

Courses:

ARTS 551	Survey of World Architecture - GP
BEHS 605	East West Approaches to Psychotherapy - GP
ECO 600	International Economics - GP
ENG 620	Multicultural Perspectives through Literature - GP
ENG 625	Readings in World Literature - GP
ENG 638C	The Modern Novel: Global - GP
HIS 502	Great Civilizations - GP
HIS 611	Regions of the World: History and Current Issues - GP
HUMN 504	Comparative Religions - GP
HUMN 550	American Sign Language - GP
HUMN 560	Spanish I - GP
HUMN 561	Spanish II - GP
MGMT 629	Global Marketing - GP
POL 578	International Relations and American Foreign Policy - GP

SCI 509	Diseases of the 21st Century - GP
SCI 541	Environmental Pollution and Protection - GP
SOSC 500	Intro to Anthropology - GP
SOSC 600	Cultural Geography - GP
SOSC 602	Men and Women in Cross-Cultural Perspectives - GP

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.

Residency

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

Requirements

The outcomes and requirements for general education can be found on pages 4-5.

A grade of "C" or better must be earned for the core general education courses and all coursework within an area of concentration.

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

Core Courses 16 credits

CRIT 500	Critical Thinking*
ENG 500	The Writing Process*
MATH 502	Cont. College Mathematics OR MATH 504, 505, MGMT 504*
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 502.

Self-Directed Learning	optional
Arts and Culture OR Literature and Ideas	4 cr
History and Politics OR Social Science	4 cr
Science	4 cr
Concentration: General Studies	28 cr (minimum)
Electives	variable
Total	64 credits (minimum)

Equivalent transfer courses meet these requirements.

Concentration

The concentration consists of a minimum of 28 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.

Associate in Science

The Associate in Science gives adults of varying backgrounds an opportunity to obtain a general, two-year education. The program is designed to allow you to build career training coursework or self-directed learning experiences into your study plans.

The A.S. can be seen as the halfway point towards earning a bachelor's degree. In completing the 64 credits required for the associate degree, you complete many of the requirements for our baccalaureate programs, creating a smooth transition into the B.A. or B.S.

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 4-5.

A grade of "C" or better must be earned for the core general education courses and all course work within an area of concentration.

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

Core Courses 16 credits

CRIT 500	Critical Thinking*
ENG 500	The Writing Process*
MATH 502	Cont. College Mathematics OR MATH 504, 505, MGMT 504*
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 502.

Self-Directed Learning	optional
Arts and Culture OR Literature and Ideas History and Politics OR Social Science	4 cr
Science	4 cr
Concentration: General Studies	28 cr (<i>minimum</i>)
Electives	variable
Total	64 credits (minimum)

Equivalent transfer courses meet these requirements.

Concentrations

In selecting a concentration, you may wish to consider a career or personal goal. If you are planning to continue in a baccalaureate program, you may decide to take some courses with an eye toward a future major.

A.S. concentrations contain a minimum of six courses (4 credits each) in a field of special, professional or personal interest. All remaining credits are elective, preferably chosen with an eye to future work in a baccalaureate program.

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.

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.

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	

Business

The Associate of Science in Business degree 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.

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	

Early Childhood Education

The associate 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.

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	Math and Science in ECE (online)*
PSY 508	Child Development (<i>may be used as a social science gen ed</i>)

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

EDU 601	Observation and Assessment in ECE* (online)
EDU 602	Young Children with Special Needs* (online)
EDU 603	Family and Community Relations in ECE (online)
EDU 604	Enhancing Supervision Through Mentoring (online)
EDU 605	Early Childhood Program Administration (online)
PSY 510	Infant and Toddler Development

Completion of an associate degree in Early Childhood Education qualifies you for the 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.*

Bachelor of Arts

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

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 4-5.

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

You must complete 124 semester hours of credit as follows:

Core Courses	20 credits
CRIT 500	Critical Thinking*
ENG 500	The Writing Process*
MATH 502	Cont. College Mathematics OR MATH 504, 505, MGMT 504*
CMPL 511	Software Tools
COMM	Oral Communication

*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 502.

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 (<i>minimum</i>)
Electives	variable
Total	124 credits (minimum)

Equivalent transfer courses meet these requirements.

Liberal Studies: Self-Design

If you choose a B.A. degree you will enroll in SDLR 550: Self-Design Seminar to research and plan your major in a field of liberal studies. You can build your plan of study on the model of a program offered at another college or combine the best of several programs. You may also make choices based on the demands of your own academic or personal goals. You will design a plan of study 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 12-13 for specific guidelines for self-design programs.

Examples of majors include: The Arts, Cultural Studies, English, Historical Studies, and Humanities.

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.

Electives

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

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.

Residency

Thirty semester hours of new learning must be completed with Granite State College, after date of 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 4-5.

A grade of “C” or better must be earned for the core general education courses and all course work within an area of concentration.

You must complete 124 semester hours of credit as follows:

Core Courses 20 credits

CRIT 500	Critical Thinking*
ENG 500	The Writing Process*
MATH 502	Cont. College Mathematics OR MATH 504, 505, MGMT 504*
CMPL 511	Software Tools
COMM	Oral Communication

*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 502.

Self-Design Seminar (<i>Required for Self-Design majors</i>)	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	32-44 credits (<i>depending on the major</i>)
Electives	variable
Total	124 credits (minimum)

Equivalent transfer courses meet these requirements.

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 Technology, Behavioral Science, Business Management, Criminal Justice, Early Childhood Education, Information Technology, and Self-Design majors are explained.

Electives

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

Applied Technology

This program is designed for graduates of the technical associate degree programs of the New Hampshire Community Technical College (NHCTC) and other holders of technical associate degrees. Developed in collaboration with NHCTC, it offers a seamless transition from the associate degree to a bachelor’s degree at Granite State College.

Individuals who enter a technical field with an associate degree often come to a point in their careers where they wish to seek advancement by moving into a managerial or supervisory position, a position as an educator or workplace trainer, or other positions that require a bachelor’s degree and advanced knowledge in their field. This innovative program offers you a clear pathway to a bachelor’s degree that combines your technical skills with the broader skills that employers are looking for: critical thinking, written and oral communication, problem solving, and an understanding of the social and organizational contexts of technology. The program offers you the flexibility to

choose one of three options that build on your technical background in your associate degree and move you toward your career goals:

- Management
- Education and Training
- Allied Health Services

Admission to the program requires an associate degree or the equivalent in a field of technology or permission of Academic Affairs.

Option in Management

This option is designed for the technology professional whose career plans include a move into a management or supervisory position. 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 apply 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.

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 611 Money and Banking*
- MGMT 613 Financial Management*
- MGMT 616 Advertising and Promotion Management*
- MGMT 617 Consumer Behavior*
- MGMT 621 Managing Conflict
- PSY 616 Psychology of Occupational Stress

Integrative Seminar: 4 credit capstone course taken at or near the end of the bachelor's degree

**Note: These courses have prerequisites.*

Option in Education and Training

This option is designed for technology professionals who wish to train or teach others in their area of technical 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 unique 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.

Major Requirements

Foundation Courses

Courses from the associate degree concentration meet this requirement.

Specialized Courses

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

Possible Choices Include:

- INST 605 Teaching and Learning in Adulthood
- INST 606 Program Design and Evaluation in Adult Learning*
- INST 607 The Learning Workplace*
- INST 610 Principles of Instructional Design and Educational Technology*
- PSY 606 Educational Psychology*
- PSY 609 Cognition and Learning*
- PSY 615 Psychology of Adulthood*
- PSY 616 Psychology of Occupational Stress

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

**Note: These courses have prerequisites.*

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, human resources manager, or other role where work responsibilities intersect with this growing industry.

Major Requirements

Foundation Courses

Courses from the associate degree concentration meet this requirement.

Specialized Courses

Required Courses in the Major:

- HLTC 550 Emerging US Health Care Industry

Select 4 upper level courses in health care or management with advisor approval.

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 620 Psychology of Health and Wellness

Integrative Experience:

- HLTC 650 Health Care Policy or Independent Learning Contract

**Note: These courses have prerequisites.*

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.

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*
SOSC 604	Dynamics of Family Relationships

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

Integrative Experience:

BEHS 650 Seminar in Behavioral Science

**Note: These courses have prerequisites.*

Business Management

Granite State College's Bachelor of Science in Business Management degree 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 New Hampshire 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.

Flexible delivery formats such as evening, online, and weekend intensive courses ensure that the program is accessible to working adults of all ages. In addition, this major allows a seamless transition from the associate to the baccalaureate degree.

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.

Required Courses in the Major:

ECO 512	Principles of Economics
MGMT 500	Principles of Management
MGMT 504	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

Integrative Experience:

MGMT 650 Seminar: Strategic Management

**Note: These courses have prerequisites.*

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.

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

Required Courses in the Major:

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

And Two Approved Courses Related to Criminal Justice (one must be upper level). Possible Choices Include:

BEHS 502 Human Services and the Helping Process
 BEHS 606 Counseling Theories
 CRIM 544 Special Topics in Criminal Justice
 CRIM 551 Juvenile Delinquency: Causes, Prevention, and Treatment
 CRIM 644 Special Topics in Criminal Justice
 MGMT 621 Managing Conflict
 PSY 603 Crisis Intervention
 PSY 616 Psychology of Occupational Stress
 SOC 554 Child Abuse and Neglect
 SOSC 604 Dynamics of Family Relationships
 SOSC 605 Stress: Its Impact on the Family
 SOSC 606 Addictions and Family Dynamics

Integrative Experience:

CRIM 650 Seminar in Criminal Justice*

**Note: These courses have prerequisites.*

Option in Criminal Justice Administration

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

Select Two of the Following:

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

And Two Approved Management Courses (one must be upper-level). Possible Choices Include:

MGMT 501 Introduction to Public Administration
 MGMT 511 Financial Accounting*
 MGMT 523 Business Law
 MGMT 567 Human Behavior and Supervision
 MGMT 621 Managing Conflict
 MGMT 602 Seminar: Leadership*

Integrative Experience:

CRIM 650 Seminar in Criminal Justice*

**Note: These courses have prerequisites.*

Early Childhood Education

Granite State College's Bachelor of Science 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 degree offers a model curriculum which addresses standards set by the National Association for the Education of Young Children.

Required Courses in the Major:

EDU 550 Foundations of Early Childhood Education
 EDU 551 Learning and Early Childhood Environments*
 EDU 553 Creative Arts in Early Childhood Education*
 EDU 555 Language and Literacy Development *
 EDU 600 Math and Science in Early Childhood Education*
 EDU 601 Observation and Assessment in Early Childhood Education*
 EDU 602 Young Children with Special Needs*
 EDU 603 Family and Community Relations in Early Childhood Education
 PSY 508 Child Development

Integrative Experience:

EDU 650 Practicum: Professionalism in Early Childhood 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 Department of Education.

**Note: These courses have prerequisites.*

Self-Design

This option represents a unique major tailored to meet personal educational goals. You can build your plan of study on the model of a program offered at another college or combine the best of several programs. Examples of programs which have been approved: Women's Studies, Community Planning, and Environmental Studies. 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.

The Self-Design Seminar

This course is for those who are interested in pursuing a bachelor's degree in their own area of interest. You will review your prior learning experiences, explore your academic and professional goals, research academic programs in your area of interest, broaden your understanding of trends in your field, and design an individualized plan of study.

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 **Core Courses and General Education Requirements** (see pages 4-5), there are three components to the Self-Design major:

Major Requirements

Foundation Courses

You will select courses or learning experiences 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 learning experiences totaling 12-24 credits. The self-design major must include a discipline-appropriate methods course, i.e., a course in which you learn the conventions of studying that particular discipline.

Specialized Courses

Specialized courses or learning experiences provide a focus within the major. This includes application and more in-depth study of subjects which are of professional interest to you, usually 4-6 learning experiences totaling 12-24 credits.

Integrative Experience

The Self-Design major culminates in a capstone experience which includes integration of learning from coursework with related learning acquired through job and/or service. You should be able to demonstrate 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.

Self-Design: Elementary Education

Granite State College's Bachelor of Science in Self-Design: 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.

Elementary Education Major Options:

- Elementary Education and Language Arts
- Elementary Education and Social Studies
- Elementary Education and Mathematics
- Elementary Education and General Science

Required Courses in the 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

Each content area requires 30 credits specific to the content discipline.

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.

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
HLTC 629	Legal and Ethical Issues in Health and Human Services

One approved elective

Human Development

This 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

One Course From:

PSY 508	Child Development
PSY 607	Developmental Perspectives on Adolescence
PSY 615	Psychology of Adulthood

One approved elective

Human Resources

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

MGMT 518	Human Resource Administration
MGMT 566	Organizational Behavior
MGMT 606	Human Resources and Organizational Development
MGMT 607	Human Resources and the Law

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 compliment 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:

- General Special Education and Elementary Education
- General Special Education
- Advanced Endorsements: Learning Disabilities, Emotional/Behavioral Disorders and Mental Retardation
- 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 school settings 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.

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.

Required Courses: *(for certification in General Special Education and Elementary Education)*

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

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

Required Courses for Certification in Reading Specialist:

- 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, 92% 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)

Online courses are offered either fully online or as a hybrid by incorporating one or more classroom sessions. Each supports an innovative and dynamic environment for teaching and learning. While taking online courses, learners and their instructor build an online community where ideas are discussed and exchanged using a variety of effective tools and resources, including discussion boards, chat sessions, and e-mail.

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 Technology
- 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
 LIBR - Library Techniques
 MATH- Mathematics
 MGMT- Management
 PLGL- Paralegal
 POL - Political Science
 PSY - Psychology
 SCI - Science
 SDLR- Self-Directed Learning
 SOC - Sociology
 SOS- 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:
 For courses numbered below 100, credits do not apply toward graduation.

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.*

	APST 501	Domestic Violence and Traumatic Bonding			
	APST 505	Career Development and Life Planning			
	APST 513	Business Writing			
	APST 517	Introduction to the New Hampshire Juvenile Justice System			
	APST 518	Talking with Teens about Sexuality			
	APST 519	The Challenging Adolescent: Strategies That Work			
	APST 520	Building & Maintaining Relationships with Families			
	APST 521	School-Age Children: Self Esteem and Positive Behavior			
	APST 522	Adolescent Development			
	APST 523	School-Age Child Development			
	APST 524	Shaping Success in School			
	APST 525	Introduction to Special Education			
	APST 526	Severe Behaviors of Children in Placement			
	APST 527	Introduction to Developmental Disabilities			
	APST 528	Nutritional Challenges: Toddlers to Teens			
	APST 529	Child Sexual Abuse: The Investigative Process			
	APST 530	Helping Teens Prevent Violence			
	APST 550	Applied Group Dynamics			
	ARTS 501	Introduction to Drawing			
	ARTS 502	Painting and Composition			
	ARTS 503	Introduction to Watercolor			
	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 & the Movies			
	ARTS 530	Fundamentals of Acting			
	ARTS 537	Creative Process in Music			
	ARTS 538	Understanding and Experiencing Music			
	ARTS 544	Special Topics Lower Level			
GP	ARTS 550	Art History: Western World			
	ARTS 551	Survey of World Architecture			
	ARTS 601	Creativity: The Untapped Potential			
	ARTS 644	Special Topics Upper Level			
P	BEHS 501	Introduction to Research in Behavioral Science			
	BEHS 502	Human Services and the Helping Process			
	BEHS 544	Special Topics: Lower Level			
GP	BEHS 605	East/West Approaches to Psychotherapy			
	BEHS 608	Social Research in the Behavioral Sciences			
	BEHS 620	Survivor to Thriver: Well-being after Addiction			
	BEHS 644	Special Topics: Upper Level			
P	BEHS 650	Integrative Seminar in Behavioral Science			
	CHCP 500	Infant & Toddler Growth & Development			
	CHCP 501	Preschool Child Development			
	CHCP 502	Guiding the Behavior of Young Children			
	CHCP 516	Young Children with Special Needs			
	CHCP 518	The Trauma of Sexual Abuse			
	CHCP 519	Understanding Child Abuse and Neglect			
	CMPL 510	Introduction to Computers			
	CMPL 511	Software Tools			
P	CMPL 515	Programming Fundamentals			
P	CMPL 518	Visual Programming I			
P	CMPL 520	User-Centered Web Development			
	CMPL 544	Special Topics: Lower Level			
P	CMPL 560	Introduction to Computer Communications and the Internet			
	CMPL 561	Graphic Design and Desktop Publishing			
	CMPL 562	Web Sites that Work: Concept, Design and Construction			
P	CMPL 612	Advanced Software Tools			
P	CMPL 614	Computer and Network Systems			
P	CMPL 615	Adding Functionality to your Site			
P	CMPL 617	Advanced Web Programming I			
P	CMPL 618	Visual Programming II			
P	CMPL 622	Human Computer Interaction			
P	CMPL 627	Advanced Web Programming II			
P	CMPL 628	Visual Programming III			
P	CMPL 630	Web Site Management and Maintenance			
	CMPL 644	Special Topics: Upper Level			
P	CMPL 650	Best Practices in Information Technology			
	COMM 544	Special Topics: Lower Level			
	COMM 550	Interpersonal Communication			
	COMM 551	Small Group Communications			
	COMM 553	Presentational Communication			
	COMM 644	Special Topics: Upper Level			
	CRIM 500	Introduction to Criminology			
	CRIM 544	Special Topics: Lower Level			
	CRIM 551	Juvenile Delinquency: Causes, Prevention and Treatment			
P	CRIM 555	The Criminal Justice System			
	CRIM 600	Crime Prevention and Control			
P	CRIM 603	Victim Rights and Advocacy			
P	CRIM 606	Corrections, Probation and Parole			
P	CRIM 607	Constitutional Law			
	CRIM 644	Special Topics: Upper Level			
P	CRIM 650	Integrative Seminar in Criminal Justice			
	CRIT 500	Critical Thinking			
P	CRIT 600	Advanced Critical Thinking			
	ECO 512	Principles of Economics			
GP	ECO 600	International Economics			
	EDU 500	Special Education Paraprofessional Training			
	EDU 501	Option C Portfolio			
	EDU 505	Introduction to Adapted Instruction			
	EDU 510	Foundations of Education			
P	EDU 512	Instructional Methods and Strategies			
	EDU 550	Foundations of Early Childhood Education			
P	EDU 551	Learning & Early Childhood Environments			
P	EDU 553	Creative Arts in Early Childhood Education			
P	EDU 555	Language and Literacy Development			
P	EDU 600	Mathematics and Science in Early Childhood Education			
P	EDU 601	Observation & Assessment in Early Childhood Education			
P	EDU 602	Young Children with Special Needs			
	EDU 603	Family and Community Relations in Early Childhood Education			
	EDU 604	Enhancing Supervision through Mentoring			
	EDU 605	Early Childhood Program Administration			
P	EDU 610	Teaching Reading & Writing in Grades K-6			
	EDU 619	Managing Student Behavior			
P	EDU 632	Elementary School Mathematics Methods			
P	EDU 633	Middle School Mathematics Methods			
P	EDU 650	Professionalism and Early Childhood Education			
	EDU 701	Roles and Responsibilities of the Teacher			
	EDU 702	Using Technology to Teach Social Studies			
	EDU 704	Strategies for Teaching Science			
	EDU 705	Assessment of Students with Disabilities			
	EDU 706	Transition Planning and Developing Individual Education Plans, K-5			
	EDU 707	Classroom Management			
	EDU 708	Co-Teaching for Inclusive Instruction			

	EDU 709	Transition Planning and Developing IEPs Grades 6-12		P	HIS 602	History of New England
	EDU 710	Teaching Language Arts and Literacy		P, GP	HIS 611A	Regions of the World: History and Current Issues, East Asia
	EDU 711	Role of the Reading Specialist I - Practicum		P, GP	HIS 611B	Regions of the World: History and Current Issues, Middle East
	EDU 711A	Role of the Reading Specialist II - Practicum		P, GP	HIS 611C	Regions of the World: History and Current Issues, Africa
	EDU 712	Reading Disabilities: Assessment and Instruction		P, GP	HIS 611D	Regions of the World: History and Current Issues, Latin America
	EDU 713	Content Area Literacy		GP	HIS 618	History of World War II
	EDU 714	Identifying Students with Learning Disabilities		GP	HIS 627	Vietnam War: An Historical Perspective
	EDU 715	Identifying Students with Emotional and Behavioral Disorders			HLTC 515	Meditation
	EDU 716	Models of Behavior Management			HLTC 520	Topics in Alternative Health and Healing
P	EDU 717	Students with Disabilities			HLTC 525	Love and Healing
	EDU 718	Supporting Communication in Inclusive Settings			HLTC 544	Special Topics: Lower Level
	EDU 719	Assistive Technology		P	HLTC 550	The Emerging U.S. Health Care System
P	EDU 720	Standards-Based Curriculum: Design & Assessment			HLTC 600	Continuous Quality Improvement in Health Care
P	EDU 721	Special Education Law			HLTC 601	Physical Change, Health and Aging
	EDU 722	Informal Assessment and Instruction: Academic Curricula		P	HLTC 610	Spiritual Wellbeing
	EDU 723	Identifying Students with Mental Retardation		P	HLTC 626	Principles of Case Management
	EDU 724	Informal Assessment & Instruction: Functional Curricula			HLTC 627	Reimbursement and Financing Techniques in Health Care
	EDU 725	Developing Transition Plans			HLTC 629	Legal & Ethical Issues in Health and Human Services
	EDU 726	Applied Behavior Analysis		P	HLTC 650	Health Care Policy
	EDU 727	Strategies for Effective Differentiated Instruction		P	HUMN 501	Humanities in an Age of Technology
	EDU 728	Researching Critical Issues in Special Education		GP	HUMN 502	American Popular Culture
	EDU 730	Language Arts and Literacy for Reading Specialist			HUMN 504	Comparative Religions
	EDU 732	Elementary School Mathematics Methods			HUMN 505	Introduction to Ethics
	EDU 733	Middle School Mathematics Methods		GP	HUMN 507	Introduction to Philosophy
	EDU 750	Culminating Teaching Experience and Seminar		GP	HUMN 550	American Sign Language I
P	ENG 405	Developmental Writing			HUMN 551	American Sign Language II
P	ENG 500	The Writing Process		GP	HUMN 560	Elementary Spanish I
P	ENG 510	Survey of American Literature			HUMN 561	Elementary Spanish II
P	ENG 512	British Literature I			INST 511	Role of the Speech-Language Assistant
P	ENG 513	British Literature II			INST 512	Survey of Communication Disorders
	ENG 544	Special Topics: Lower Level			INST 513	Anatomy & Physiology of Speech & Hearing
P	ENG 555	Perspectives on Children's Literature			INST 514	Articulation Disorders
P	ENG 600	Expository Writing			INST 515	Introduction to Audiology and Aural Rehabilitation
P	ENG 603	Creative Nonfiction			INST 516	Clinical Practicum
P	ENG 604	Creative Writing			INST 544	Special Topics: Lower Level
P, GP	ENG 620	Multicultural Perspectives through Literature			INST 603	Educating for Adult Literacy
P	ENG 621	Philosophical Issues through Literature		P	INST 605	Teaching and Learning in Adulthood
P	ENG 622	Nature Writing and the Environment		P	INST 606	Program Design and Evaluation in Adult Learning
P	ENG 624	Women's Literature			INST 607	The Learning Workplace
P, GP	ENG 625	Readings in World Literature			INST 608	Language Remediation
P	ENG 632	Autobiography as Literature		P	INST 610	Principles of Instructional Design and Educational Technology
P	ENG 633	Short Fiction			LIBR 551	Storytelling
P	ENG 634	Major American Poets			LIBR 555	Literature for Children
P	ENG 638A	The Modern Novel: North America		P	MATH 402	Basic Mathematics
P	ENG 638B	The Modern Novel: British		P	MATH 405	Developmental Algebra
P, GP	ENG 638C	The Modern Novel: Global		P	MATH 502	Contemporary College Mathematics
P	ENG 640	Shakespeare		P	MATH 504	Introduction to Statistics
	ENG 644	Special Topics: Upper Level		P	MATH 505	College Algebra
GP	HIS 502	Great Civilizations			MATH 544	Special Topics: Lower Level
	HIS 510	United States History to 1865			MGMT 500	Principles of Management
	HIS 511	United States History: 1865 to the Present			MGMT 501	Introduction to Public Administration
	HIS 512	European History: Renaissance through the Industrial Revolution		P	MGMT 504	Business Statistics
	HIS 513	European History: 19th & 20th Centuries			MGMT 505	Planning for New Business Ventures
	HIS 601	Maritime History & Culture of New England			MGMT 508	Introduction to Hotel and Restaurant Management
				P	MGMT 509	Personal Finance
					MGMT 511	Financial Accounting

	MGMT 514	Principles of Marketing		SCI 502	Nutrition Concepts and Controversies
	MGMT 518	Human Resource Administration		SCI 505	Human Biology
	MGMT 523	Business Law		SCI 506	Physiology of Wellness
	MGMT 544	Special Topics: Lower Level		SCI 507	Introduction to Human Genetics
P	MGMT 554	Small Business Finance		SCI 508	Issues in Women's Health
P	MGMT 566	Organizational Behavior	GP	SCI 509	Diseases of the 21st Century
	MGMT 567	Human Behavior & Supervision	P	SCI 510	Concepts in Physics
P	MGMT 601	Seminar: Contemporary Management Issues		SCI 511	Observational Astronomy
P	MGMT 602	Seminar: Leadership	P	SCI 512	Introduction to Astronomy
P	MGMT 605	Operations Management	P	SCI 513	Introduction to Meteorology
P	MGMT 606	Human Resources and Organizational Development	P	SCI 515	Introduction to Geology
	MGMT 607	Human Resources and the Law		SCI 518	Physical Geography
P	MGMT 608	Managing Diversity	P	SCI 520	Introduction to Oceanography
P	MGMT 611	Money and Banking		SCI 522	Biogeography: World Distribution of Plants and Animals
P	MGMT 612	Investment Principles		SCI 528	Natural History of Northern New England-Fall
P	MGMT 613	Financial Management		SCI 529	Natural History of Northern New England-Spring
	MGMT 616	Advertising and Promotion Management		SCI 530	Plant Propagation and Growth
P	MGMT 617	Consumer Behavior		SCI 531	Applied Botany
	MGMT 620	Effecting Positive Change in Organizations		SCI 532	Field Botany of the White Mountains
	MGMT 621	Managing Conflict		SCI 534	Bird Ecology and Migration
P	MGMT 622	Database Management Systems		SCI 540	Environmental Heritage
P	MGMT 623	Systems Analysis and Design		SCI 541	Environmental Pollution and Protection
	MGMT 625	Legal Issues in Business and Management	GP	SCI 542	Current Issues in Forestry
P, GP	MGMT 629	Global Marketing		SCI 544	Special Topics: Lower Level
P	MGMT 644	Special Topics: Upper Level		SCI 600	The Human Brain
	MGMT 650	Seminar: Strategic Management		SCI 644	Special Topics: Upper Level
	PLGL 500	Introduction to Paralegal Studies	P	SDLR 501	Assessment of Prior Learning
	PLGL 501	Critical Thinking and Legal Writing	P	SDLR 550	Self-Design Seminar
	PLGL 502	Legal Research		SOC 501	Introduction to Sociology
	PLGL 503	Real Property and Real Estate Transactions		SOC 504	Sociology of the Media
	PLGL 504	Family Law		SOC 553	Social Problems
	PLGL 505	Estate Planning, Probate, and Taxation		SOC 554	Child Abuse and Neglect
	PLGL 506	Business Formation and Organization	P	SOC 557	Violence in American Society
	PLGL 507	Personal Property, Contracts, and Credit Transactions		SOC 560	Gender and Race in the United States
	PLGL 508	Civil Trial Practice and Procedure	P	SOC 601	Society and the Individual
	PLGL 509	Criminal Trial Practice and Procedure		SOC 603	Work and Society
	POL 550	American Government & Politics	GP	SOSC 500	Introduction to Anthropology
	POL 554	Law and Society		SOSC 519	Living in a Digital Democracy
	POL 577	Campaigns, Elections, and Political Parties		SOSC 544	Special Topics: Lower Level
	POL 600	The US in World Affairs		SOSC 559	Contemporary Issues in Human Sexuality
	PRSP 601	Ideas and their Impact: Shaping a Society		SOSC 562	Introduction to Gender Studies
	PRSP 644	Special Topics: Upper Level		SOSC 570	Introduction to Historical Archaeology
	PSY 501	Introduction to Psychology	P, GP	SOSC 600	Cultural Geography
	PSY 508	Child Development	GP	SOSC 602	Men and Women in Cross-Cultural Perspectives
	PSY 509	Human Development		SOSC 604	Dynamics of Family Relationships
	PSY 510	Infant & Toddler Development		SOSC 605	Stress: Its Impact on the Family
	PSY 511	School-Age and Adolescent Development		SOSC 606	Addictions and Family Dynamics
	PSY 514A	Mentoring Adolescents I	P	SOSC 630	Aspects of Aging in a Modern Society
	PSY 514B	Mentoring Adolescents II	P	SOSC 644	Special Topics: Upper Level
	PSY 521	Language Acquisition			
	PSY 550	Grief and Loss			
	PSY 552	Art Therapy			
P	PSY 602	Theories of Personality			
	PSY 603	Crisis Intervention			
P	PSY 604	Counseling Theories			
P	PSY 605	Principles of Assessment			
P	PSY 606	Educational Psychology			
P	PSY 607	Developmental Perspectives on Adolescence			
P	PSY 608	Social Psychology			
P	PSY 609	Cognition and Learning			
P	PSY 615	Psychology of Adulthood			
	PSY 616	Psychology of Occupational Stress			
	PSY 617	Abnormal Psychology			
P	PSY 620	Psychology of Health and Wellness			
	SCI 501	Current Topics in Biology			

APST 501 Domestic Violence and Traumatic Bonding

This course explores the seemingly indestructible attachment that can develop between parents, partners, and children in a domestic violence relationship. Trauma bonds create a force that pulls the victim back in to dangerous situations, spurs the abuser to pursue the victim, and demands that children protect their parents. The course describes how factors like power imbalances, alternating abuse and "good times," and the need to belong can set up trauma bonds. Physical and sexual abuse situations will be addressed. Strategies for breaking these bonds are discussed. 1 credit

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 comprehensibly. 4 credits

APST 517 Introduction to the New Hampshire Juvenile Justice System

This course focuses on the juvenile justice system and the programs currently in place in New Hampshire for delinquent children. The goals and purposes of the New Hampshire statute, RSA (Revised Statutes Annotated) 169-B, which guide justice responses to juvenile delinquency offenses, are discussed. This course provides an overview of the roles and rights of various participants in the juvenile justice system, including families, police, juvenile probation and parole officers (JPPO), courts, attorneys and delinquent children. The course examines the services available to delinquent children, their families and caregivers. The environmental, socioeconomic and cultural factors that lead to juvenile delinquency are explored. 1 credit

APST 518 Talking with Teens about Sexuality

This course explores how sexuality is a lifelong process that defines who we are as human beings, including our values, attitudes and behaviors as they relate to being male or female. Young people find that they have many questions and concerns about their sexuality, but few adults who are willing to talk to them. The focus of this course is to provide caregivers with the information, communication skills and comfort needed to talk honestly and openly with adolescents about sexuality. *(Designed for Foster Care Program)* 1 credit

APST 519 The Challenging Adolescent: Strategies that Work

This course covers a variety of behavior management techniques that will help participants develop an effective personal management style. Included is an overview of skills, techniques and information aimed at helping learners to better understand, communicate with, and manage the behavior of challenging adolescents. This course emphasizes stages in growth and development and the way in which difficulties in an adolescent's earlier childhood years are often transposed onto his or her struggles with the tasks of adolescence. *(Designed for Foster Care Program)* 1 credit

APST 520 Building and Maintaining Relationships with Families

The course explores working with families from the perspective of family strengths and challenges, family history, family communication and interaction patterns, and the factors that can contribute to abuse and neglect of children. Learners have the opportunity to apply family-centered service principles to create a plan for working with the primary (i.e. biological) parents of children in foster care or residential care. Students learn to recognize strengths and positive attributes in families and understand the importance of maintaining family relationships. *(Designed for Foster Care Program)* 1 credit

APST 521 School-Age Children: Self Esteem and Positive Behavior

Based on an understanding of developmental stages of school-age children (ages 6-12) including emotional, physical, cognitive, social and language development, this course explores child behavior management techniques that promote self-discipline. Participants identify specific strategies that increase a child's self-esteem. The effects of abuse, neglect, separation and placement on child development and behavior are explored. Discussion also focuses on the importance of support people in the development of children, including a child's family, teachers, therapists, coaches, and other positive role models. 1 credit

APST 522 Adolescent Development

This course explores theories of adolescent development (emotional, physical, cognitive, social and sexual) including: Plato, Aristotle, Rousseau, Gesell, Piaget, Kohlberg, Erikson, and Adler. Life tasks of the adolescent will be examined within the context of foster care. Focus is placed on understanding and communicating with adolescents as they move through developmental stages with the underlying foster care issues of attachment, separation and placement and self-sufficiency. 1 credit

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. *(Designed for Foster Care Program)* 1 credit

APST 524 Shaping Success in School

This course focuses on the development of positive, ongoing home/school communication as a means of supporting school success for foster children. Learners explore legal issues, policies and procedures related to enrollment and discipline. In addition, effective communication skills useful in maintaining ongoing, productive dialogue are presented. The roles of both the foster parent and the biological parent are discussed. 1 credit

APST 525 Introduction to Special Education

This course focuses on the special education process from legal, educational and social perspectives. Topics include the child-find mandates, the referral and information gathering process, requirements for evaluation, categories of disability identification, introduction to individualized education plan (IEP) development, factors involved in placement decisions and the concept of Least Restrictive Environment, the provision for Related Services, and Extended School Year programming. Additionally, legal safeguards afforded to children with disabilities such as Section 504 (Federal Anti-discrimination Legislation of the Rehabilitation Act) and Title I (Improving America's Schools Act) are presented. Parental roles and rights are highlighted, including those of educational surrogate, foster and biological parents. 1 credit

APST 526 Severe Behaviors of Children in Placement

This course is meant to help foster parents and other surrogate caregivers understand and effectively deal with the severe negative behaviors of children who have grown up in neglectful, abusive and chaotic families. These include firesetting, stealing, suicidal ideation, assaultiveness and other destructive behaviors. The psychological development and the resultant behaviors of these children is examined in depth and compared to children who are raised in stable environments. Strategies for successfully engaging these children are explored, including examining the role of the child's therapist.

(Designed for Foster Care Program) 1 credit

APST 527 Introduction to Developmental Disabilities

The course focuses on introducing the various developmental disabilities of children and youth. The learners will understand the nature, causes, symptoms and treatment of these developmental disabilities from the prenatal stage through adulthood. The impact on the family and the impact on the child's education are discussed. Additional information on the evolution of services, current trends, current legislation in special education and advocacy for individuals and families is also provided to the learner.

(Designed for Foster Care Program) 2 credits

APST 528 Nutritional Challenges: Toddlers to Teens

This course explores the typical nutritional challenges faced by caregivers of children and teens. Participants learn techniques to promote the healthy nutritional development of children from birth through adolescence, strategies for handling feeding difficulties, and practical ways to promote positive eating habits. The course provides an overview of nutrition-related illnesses and community resources available to assist caregivers.

(Designed for Foster Care Program) 1 credit

APST 529 Child Sexual Abuse: The Investigative Process

The focus of the course is on the complex process of investigating cases of suspected child sexual abuse, a process that ranges from disclosure of the abuse and reporting, to interviewing procedures and case planning. Included is a review of potential behavioral and psychological indicators. Current legal statutes and criminal law are presented. The roles and responsibilities of the "investigative team" are discussed, including roles of the various services and professionals involved. Class discussions consider the impact of the investigative process on the child, the family, the offender and the community.

(Designed for Foster Care Program) 1 credit

APST 530 Helping Teens Prevent Violence

This course examines possible causes of violent and aggressive behavior, its impact on perpetrators and victims, and how to prevent youth violence in the home and community. Understanding why violence exists and how to prevent it are essential parenting skills. Strategies for caregivers to use in helping to prevent violence are discussed. Possible warning signs of violent youth behavior including dating violence, gang involvement, and bullying and how to respond to violent behavior are explained. Participants discuss how a teen's perception of violence and aggression relates to his or her emotional stage of 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

ARTS 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.

(Formerly HUMN 521) 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.

(Formerly HUMN 571) 2 credit

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 work of past and present watercolor artists. Sessions are held in the studio and outside on location (weather permitting).

(Formerly HUMN 523) 4 credits

ARTS 510 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.

(Formerly HUMN 525) 4 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.

(Formerly HUMN 557) 4 credits

ARTS 515 Introduction to Photography

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

(Formerly HUMN 526) 4 credits

ARTS 518 Experiencing the Arts

This course provides an experiential orientation to the creative arts, particularly music, art, drama, and dance, and their interrelationships. The course is designed to allow learners to experience selected art forms in a non-threatening climate. It is intended that learners will become familiar with materials, processes, and basic skills related to each of the arts through active participation in class activities and community arts resources.

(Formerly HUMN 518) 4 credits

ARTS 520 Creative Process in Art

This course examines the creative process through different hands-on approaches to the conception and construction of the art object. The course focuses on history, technique, and philosophy in relationship to the creative process. The learner is given opportunities to explore individual approaches to problems and materials.

(Formerly HUMN 569) 4 credits

ARTS 521 Art and Craft: Creating the American Experience

This course investigates how Art and Craft expression has contributed to the shaping of American life from Pre-Colonial to the Modern Era. The uniqueness of New England's contributions is the focus of study. Individual family histories are used to illustrate the relationship of cultural and economic factors to the development of each learner's American experience. (Formerly HUMN 522) 4 credits

ARTS 524 The Viewer and the Visual Arts

This course focuses on paintings from each of the major art periods in Western art, involving critical analysis of the painting surface and the subject matter, as well as the creative approach unique to each period. The emphasis is on two-dimensional painting, with some attention to three-dimensional sculpture and architecture. The intent is to enhance learners' abilities to "see" art with an informed eye. (Formerly HUMN 570) 4 credits

ARTS 525 Art and Craft of Film

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. (Formerly HUMN 580) 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. (Formerly HUMN 519) 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. (Formerly HUMN 520) 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. (Formerly HUMN 517) 4 credits

ARTS 551 Survey of World Architecture (GP)

This course is designed as an introduction to the principles of architecture. The first part deals with the development of architectural styles and the forces that shaped them, beginning with ancient civilization and ending with modern times. Special emphasis is given to American architectural expression and to increasing the learner's awareness of the built environment. The second part involves a philosophical analysis

of building, including such questions as: what is architecture? Why do building forms change from period to period? And, what is the future of architecture in America? (Formerly HUMN 568) 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 644 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 human behavior. The course explores current and controversial topics in the behavioral sciences. PREREQUISITES: CRIT 500 Critical Thinking, ENG 500 Writing Process and (SOC 501 Introduction to Sociology or PSY 501 Introduction to Psychology). 4 credits

BEHS 502 Human Services and the Helping Process

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

BEHS 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)

Founded 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 "thrivor." This process is characterized in part by a change from a self-protective mode to one of comfort in community. *NOTE: Prior coursework and/or experience in addiction, crisis, and trauma are recommended.* 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 500 Infant and Toddler Growth and Development

The basics of infant and toddler growth and development will be discussed from the perspective of foster parents. Implications of biological and environmental influences will be explored, as well as effects of abuse, neglect, separation and placement. The role of the foster parent will be developed regarding welcoming infants and toddlers into foster care and building bridges between the foster home and the home of origin. *(Designed for Foster Care Program)* 1 credit

CHCP 501 Preschool Child Development

This course explores physical, social, emotional and intellectual growth and development of children ages 3-5. The interaction between foster family members, birth parents and foster children is emphasized. Participants have opportunities to apply learned concepts through observation and other assignments. *(Designed for Foster Care Program)* 1 credit

CHCP 502 Guiding the Behavior of Young Children

This course provides an overview of theories/theorists of adult/child interaction and communication techniques that are helpful for guiding children's behavior, with emphasis on preschool-aged children. Learners will be asked to look at these theories and techniques as they relate to principles of child growth and development, the effects of abuse, neglect, separation and placement on development and behavior, and their personal philosophy of adult/child interaction. *(Designed for Foster Care Program)* 1 credit

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

CHCP 518 The Trauma of Sexual Abuse

This course focuses on the impact of sexual abuse on children and their families. Identification of sexual abuse and the potential behavioral, psychological, and family characteristics related to childhood sexual abuse are covered. Caring for and managing a child who has been sexually abused, along with the process of healing and working with available support resources, are discussed. General issues related to intervention and prevention are explored. This course provides an opportunity to review case examples.

(Designed for Foster Care Program) 1 credit

CHCP 519 Understanding Child Abuse and Neglect

This course examines indicators of child abuse and neglect, as well as current New Hampshire provisions for identifying and reporting suspected cases. The dynamics of family patterns and factors that may lead to abuse and neglect by parents and/or caretakers are discussed. A summary of the history of child abuse and cultural variances are considered. The physiological effect of abuse/neglect, both short- and long-term, is discussed. Community resources are identified and strategies for working with children and families are explored.

(Designed for Foster Care Program) 1 credit

CMPL 510 Introduction to Computers

An introductory course for students with little or no previous exposure to computers. The course covers the basic 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 CMPL511, 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

Development of an effective website demands keeping the potential user of the site central to the design process. With this perspective in mind, topics include how to identify your potential users' needs, linking the site to an organization's strategy, and the vocabulary of web development. Skills such as project management for web development, how to plan for security, usability testing, File Transfer Protocol (FTP), and the fundamentals of Hyper-text Markup Language (HTML) will also be covered. A final segment of the course will focus on the ethics of web design, including the web designer's responsibilities with regards to copyright, privacy, and freedom of speech. The software applications used in this course are Dreamweaver and Photoshop Elements. *PREREQUISITE: CMPL 612: Advanced Software Tools or equivalent.* 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.* 4 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 615 Adding Functionality to Your Site

This course covers principles of information architecture along with menu development to navigate a web site, Javascript coding to enable browser events, enhanced interactive content to improve a site's usability, DHTML scripting to improve menu structures and style sheets to demonstrate coding flexibility. Tools that add to a site's functionality, with the exception of web-enabled databases, are studied. Special emphasis is placed on how programming interfaces with the user's ability to use or find a site.

PREREQUISITE: CMPL 520: User-Centered Web Development. 4 credits

CMPL 617 Advanced Web Programming I

This course is designed to provide the student with programming knowledge and skills needed to create and manage a dynamically generated website. Students will learn the steps involved in using an existing database to update website content, handle web-initiated queries to a database, and the best-practices associated with managing a database driven website. Application tools that link a database to a website are used. *PREREQUISITES: CMPL 615: Adding Functionality to Your Site, MGMT 622: Database Management Systems.* 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: CMPL515: Programming Fundamentals, or equivalent. 4 credits

CMPL 627 Advanced Web Programming II

The primary focus of this course is to provide students with a greater understanding of and experiences with SQL, SQL server and XML. Students will learn how to write the four major types of SQL statements, how to store procedures, and the relationship between SQL and XML.

PREREQUISITE: CMPL 617: Advanced Web Programming I 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 630 Web Site Management and Maintenance

This course will focus on responsibilities associated with managing the web server environment, including server selection, configuration and administration, handling web scripts, gateways and forms, server security and firewalls, tracking statistics, virtual private networks, link checking, and upgrades. *PREREQUISITE: CMPL 520: User-Centered Web Development. NOTE: CMPL 617: Advanced Web Programming I is recommended.* 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. *PREREQUISITES: 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 relevancy 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. *PREREQUISITE: CRIM 500: Introduction to Criminology.* 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. NOTE: this course replaces CRIM 601: Probation, Parole and Community Corrections and CRIM 602: Correctional Custody and Treatment.* 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. Replaces CRIM 604.* 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: Successful assessment or approved exemption from assessment, or achieving a minimum grade of B in ENG 405.

4 credits

CRIT 600 Advanced Critical Thinking

This course is designed to be an extension of the basic principles of logic and critical analysis that are at the core of GSC's Critical Thinking course (CRIT 500). Advanced Critical Thinking engages the learner in a more rigorous and intensive application of those basic analytical principles. The primary focus of the course is on a series of critical responses to published articles claiming to prove a particular point of view or body of fact. A component of the course deals with logic problems involving numbers, spatial concepts, and lateral thinking—just as in the original Critical Thinking course, but on a more sophisticated level. *PREREQUISITES:*

1. Consultation with and approval of the learner's advisor.
2. Additional skills prerequisites are required when the course is offered online.

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. (Formerly SOSC 512) 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.

4 credits

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 healthy development. Learners utilize observations of children with special needs in order to design adaptations in the curriculum and environment. Learners develop strategies for collaborating with families and community services providers, based on a knowledge of legislative mandates regarding special education. *PREREQUISITE: PSY 508: Child Development.*

4 credits

EDU 603 Family and Community Relations in Early Childhood Education

This course examines various ways of enhancing the young child's development through promoting positive interrelationships among child care providers, parents, and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. 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 SOSOC 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 interrelated components of reading and writing and develop comprehensive strategies for supporting and developing development for all children in grades K-6. This course includes a 20-hour practicum in which learners observe classroom instruction in literacy, have opportunities to engage with children in using literacy strategies, and use a range of strategies to assess students' reading and writing. *PREREQUISITE: EDU 555: Language and Literacy Development.* 4 credits

EDU 619 Managing Student Behavior

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

EDU 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 Professionalism and Early Childhood Education

This field-based course is designed to provide an opportunity for learners to apply early childhood educational and developmental theory to practice in a licensed early childhood setting. Learners participate in an approved site where they plan and implement curriculum under the supervision of a credentialed early childhood professional. This upper level experience allows the learner to integrate course work in early childhood education, curriculum, assessment, and child development. In addition, learners meet in a seminar to reflect and analyze field experiences. *CAPSTONE REQUIREMENT: Completion of ECE Bachelor's degree coursework.* 4 credits

EDU 701 Roles and Responsibilities of the Teacher

Future teachers are given the opportunity to develop their own educational philosophy by examining the foundations of education in the United States of America, with respect to the historical, political and social influences. Within this context, the roles and responsibilities of teachers are examined, with an emphasis on the collaboration skills necessary to meet student needs. Effective strategies for working with paraprofessional personnel are also examined. *PREREQUISITE: Admission to the post-baccalaureate teacher certification program.* 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 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 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. 4 credits

EDU 706 Transition Planning and Developing Individual Education Plans, K-5

In this course learners explore, develop, implement and evaluate transition plans for K-5 students. This involves both an understanding of the legal implications of transition planning, and how to access the community, state and national resources. Learners develop, implement and evaluate a variety of IEPs. The different components of IEP development including the implementation of the legal requirements, the referral to placement process, IEP team meetings and family involvement, are explored. *PREREQUISITE: Admission to the 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 Granite State College post-baccalaureate teacher certification program. 4 credits

EDU 708 Co-Teaching for Inclusive Instruction

In this course learners develop a list of program modifications and accommodations to be included in a student's individualized education program. They observe students, interview parents and teachers, and examine current evaluation reports and IEPs to determine appropriate modifications and accommodations. The list includes adaptations to social-emotional, physical and instructional environments. Learners use the list to adapt lessons for students in their area of difficulty. Additionally, the course addresses the implementation and evaluation of these adaptations as necessary to improve student performance. *PREREQUISITE: Admission to the post-baccalaureate teacher certification program.* 4 credits

EDU 709 Transition Planning and Developing IEPs Grades 6-12

Learners explore, develop, implement and evaluate transition plans for grades 6-12 students. This involves both an understanding of the legal implications of transition planning and how to access the community, state and national resources. Students development, implement and evaluate a variety of IEPs. The different components of IEP development are also explored. These components include the implementation of the legal requirements, the referral to placement process, IEP team meetings and family involvement. *PREREQUISITE: Admission to the 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 post-baccalaureate teacher certification Program. 4 credits

EDU 711 Role of the Reading Specialist I - Practicum

This course is the first semester of a two semester field-based practicum to gain meaningful work experience and to apply knowledge learned in previous course work. The GSC student works with a school-based literacy team to conduct a needs-assessment, prepares guidelines for selection of materials, develops a 2-year plan consistent with current research, and conducts in-service training. *PREREQUISITES: Admission to the Reading Specialist post-baccalaureate teacher certification program.* 6 credits

EDU 711A Role of the Reading Specialist II -Practicum

This is the second course of a two course field-based practicum sequence to gain meaningful work experience and to apply knowledge in previous course work. This course follows the K-12 academic calendar. 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. *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 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 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 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 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 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. (*Duplicates archived course: INST 617*). *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 programs.* 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 through the courts in litigation. In this class, students trace the historical development of federal, state, and local laws and regulations such as the Individuals with Disabilities Education Acts (IDEA) and the New Hampshire Standards for the Education of Students with Disabilities. 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. *(Duplicates archived course EDU621) PREREQUISITES: 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 programs.* 4 credits

EDU 723 Identifying Students with Mental Retardation

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 Mental Retardation 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 areas necessary for independent living. The learner researches and analyzes functional and longitudinal curricula for children and adolescents with disabilities to support continuity of educational services for students and their families. This contextual functional curricula includes informal assessment and instruction in social skills, the world of work, community living, travel/mobility skills, health/safety skills, personal care, and home living skills to increase student independence. *PREREQUISITE: Admission to the GSC post-baccalaureate teacher certification program.* 4 credits

EDU 725 Developing Transition Plans

In this field-based course, the learner researches transition education and service models. The learner collaborates with high school students, their families, educational professionals, community members and agencies to develop effective transition plans for identified students transitioning from high school to higher education, to the world of work, and/or to their community. *PREREQUISITE: Admission to the Emotional and Behavioral Disorders, Learning Disabilities,*

or Mental Retardation 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. *PREREQUISITES: Admission to the Emotional and Behavioral Disorders, Learning Disabilities, or Mental Retardation 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. *PREREQUISITES: 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 Emotional and Behavioral Disorders, Learning Disabilities, or Mental Retardation post-baccalaureate teacher certification programs.* 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 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 elementary school instruction. *PREREQUISITES: EDU 510: Foundations of Education, and PSY 508: Child Development or PSY 509: Human Development, and acceptance to the post-baccalaureate Special Education/Elementary Education teacher certification program.* 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 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

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 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 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 coursework or experience in the subject matter. 1 to 4 credits

HIS 502 Great Civilizations (GP)

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

HIS 510 United States History to 1865

Examining the history of the United States from its earliest settlement through the Civil War, this course focuses on the origins and development of issues relevant to Americans today. 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 modern American history that will meaningfully inform their awareness of and engagement in contemporary American society. Major developments that are subjects of interpretation and analysis include: reconstruction after the Civil War; industrialization and its consequences; themes and patterns of American foreign policy; the Progressive era and the New Deal; World War II, the Cold War, and America's role in the era of globalism; and domestic and foreign policy developments since World War II. 4 credits

HIS 512 European History: Renaissance through the Industrial Revolution

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

HIS 513 European History: 19th and 20th Centuries

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

HIS 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

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. *(Formerly SOSC 551)* 4 credits

HLTC 525 Love and Healing

This course investigates the relationship of love in the healing process. Learners review and examine the scientific basis for the healing power of love as demonstrated in the research literature. The course focuses on the various forms of love, including self-esteem and self-love, loving-kindness, compassion and joy. *(Formerly SOSC 552)* 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 wellbeing 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 American Sign Language I (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 American Sign Language II

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 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

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 511 Role of the Speech-Language Assistant

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

INST 512 Survey of Communication Disorders

This course provides learners with knowledge of the basic components and development of speech and language. Historical aspects of Speech-Language Pathology and Audiology are addressed. An overview of various disorders such as language, articulation, voice, fluency, and hearing are explored. 4 credits

INST 513 Anatomy and Physiology of Speech and Hearing

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

INST 514 Articulation Disorders

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

4 credits

INST 515 Introduction to Audiology and Aural Rehabilitation

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

4 credits

INST 516 Clinical Practicum

This course provides learners in the Speech-Language Pathology Assistant program with an internship during which they will observe Speech-Language Pathologists, Specialists, and experienced SLPAs as they provide speech and language therapy to clients. Learners will combine required observation time with participation in supervised and unsupervised therapy sessions. Learners gain practical experience in applying techniques and theories in a therapeutic setting. Thirty hours of observation is required in the setting they plan to work in (school, rehabilitation center) and five hours at an alternative site.

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 608 Language Remediation

This course provides learners with knowledge of treatment procedures in communicative disorders. The tension among scientific recommendations, what is practical to do clinically, and legal considerations are addressed. The focus of the course is on treatment strategies including the value of co-planning for a diversity of speech and language disorders. The importance of effective

documentation is emphasized. *PREREQUISITES: EDU 555: Language and Literacy Development, INST 512: Survey of Communication Disorders, INST 514: Articulation Disorders, INST 515: Introduction to Audiology and Aural Rehabilitation.*

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: CMPL511: 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

LIBR 551 Storytelling

Storytelling in the library and in the classroom is an increasingly important part of introducing children to oral traditions, and in the development of their imagination. This course is designed to introduce the learner to the art of storytelling by providing a forum for practice and feedback after learning the techniques and skills involved. Course content includes how to identify a good story for telling, sources of stories to tell, techniques for telling stories, methods for learning stories, and planning and presenting storytelling programs.

4 credits

LIBR 555 Literature for Children

This course develops an appreciation of literature for children from early childhood through late childhood. The focus is on: (1) understanding the current literature, the range of topics, emotional appeal, values, etc.; (2) the need for quality rather than quantity and the process for identifying quality material; and (3) the need for planned collection development.

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 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. CMPL 511: Software Tools is recommended.* 4 credits

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 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 504 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

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. 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, students examine how globalization and technological innovation affect how businesses are conducted, and learn how leaders manage the new leaner and flatter organizations of teams, empowered and diverse employees. Students explore the broad ranging impacts of these contemporary management issues through readings and research, as well as hear firsthand how local and regional business leaders manage in the new business environment. *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

This upper level course combines social justice readings, organizational behavior and change management studies. It encourages leaders and managers to examine their beliefs, values and behavior and that of their peers, colleagues and staff. The intent of this course is to force the learner to delve into their personal belief systems in order to transform their workplace into a more heterogeneous organization. While organizations/society used to take a "melting-pot approach" to differences, organizations must now recognize employees do not set aside their cultural values while at work, nor should they be expected to. Understanding the challenges and benefits of a diverse workforce is the focus of this course. *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 interactional dynamics that facilitate or impede functionality and affect the change process in organizations. The organizational structure is viewed as the context in which individual, interpersonal, group, organizational and systemic change is examined. Characteristics of functional and dysfunctional systems are defined, and the change process is delineated. Models, skills, techniques and strategies for change related to individuals, relationships, groups, management, organizations and systems are examined. *PREREQUISITES: COMM 550: Interpersonal Communication, or COMM 551: Small Group Communication, or MGMT 566: Organizational Behavior.* 4 credits

MGMT 621 Managing Conflict

This course teaches concepts and skills to manage conflict effectively between two people, within small groups, within organizations, and between organizations and systems. It is designed to help those who want to sharpen their ability to understand, manage, and create opportunity out of conflict. As a result of this course, one 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 data base management systems with a solid theoretical and practical foundation for using these systems in a variety of contemporary organizational environments. The course traces the nature of DBMS from general conceptual structures, through the design, interface and implementation of actual database systems. The course includes a mix of classical database theory with practical hands-on application using state of the art DBMS packages; similar to those used today by large and small organizations alike to run their information systems. *PREREQUISITES: CMPL 515: Programming Fundamentals, and CMPL 612: Advanced Software Tools.* 4 credits

MGMT 623 Systems Analysis and Design

This hands-on course introduces 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 project. *Prerequisites:* *MGMT 500 Principles of Management, MGMT 504 Business Statistics, MGMT 511 Financial Accounting, MGMT 514 Principles of Marketing, and MGMT 613 Financial Management. (Replaces MGMT 603, 652)*
4 credits

PLGL 500 Introduction to Paralegal Studies

This course provides an overview of the paralegal profession as it has developed in the modern American legal system. The course focuses on the functions of paralegal professionals and clarifies how paralegal skills provide an indispensable complement to the role of lawyers in American jurisprudence. Topics include: the nature, meaning, and source of law; the various fields of law; the history of Anglo-American law; the organization and structure of the modern legal system; legal ethics; legal terminology and research—including use of the law library; interviewing and taking depositions; and managing the law office.
2 credits

PLGL 501 Critical Thinking and Legal Writing

This course provides instruction in the protocols of both verbal and written legal communication. The course focuses on teaching the paralegal professional to speak and write skillfully and properly in legal terms to various legal audiences, including: attorneys, clients, legal office staff, judges, legislators, etc. The paralegal candidate also gains practice in careful critical analysis and systematic interpretation of legal documents.
2 credits

PLGL 502 Legal Research

This course teaches the paralegal professional how to read and interpret the diverse written records and reference works of law with accuracy, speed, and efficiency. The paralegal student learns the specific procedures of legal research through focused, hands-on practice in locating, annotating, and synthesizing information in primary and secondary sources of law: congressional records, court records, judicial reports, citation forms, case findings, federal, state, and supreme digests, annotated law reports, published statutory policies of governmental agencies, and legal periodicals.
2 credits

PLGL 503 Real Property and Real Estate Transactions

This course teaches the paralegal professional how to assist attorneys and clients in the legal procedures of real estate transactions. These procedures involve a wide range of specific, interrelated tasks that a paralegal professional can help perform: obtaining and recording basic information from the principals (buyer and seller); conducting a title search; supervising the purchase of title insurance; assisting in obtaining

mortgage financing, reviewing mortgage applications, assisting in the proper recording of mortgages; assembling tax receipts; allocating property taxes for closing; recording capital gains or losses; researching and applying the latest tax laws; drafting the preliminary abstract of the title, the property tax return, and the purchase and sales agreement; arranging the closing date; recording the minutes of the closing; and notarizing documents at the closing.
2 credits

PLGL 504 Family Law

This course focuses on the statutes and procedures pertaining to family law, with particular emphasis on the legal formalities of divorce. The learner studies the history and nature of the law regarding the legal rights and obligations of individuals within family relationships. Among the interrelated legal issues covered by this course are: marriage, divorce, annulment, support and custody, alimony, gender rights, rights of children, adoption, domestic violence, rights and obligations of paternity and maternity, and prenuptial agreements.
2 credits

PLGL 505 Estate Planning, Probate, and Taxation

This course focuses on the preparation of legal documents essential to estate planning. The paralegal professional also learns how to assist attorneys and clients in the wide range of legal procedures regarding estates: collection of assets; maintenance of estate records; notification of beneficiaries, preparation of wills and trusts; completion of federal and state tax returns; application of income principal rules to estates; drafting of court forms from account records; transfer of securities to individuals entitled to them; preparation of periodic statements for estates, trusts, and individuals; facilitation of collection and delivery of estate income; and preparation of checks for executor signature.
2 credits

PLGL 506 Business Formation and Organization

This course offers a comprehensive overview of the formation of business entities. Learners receive training in the legal procedures essential to the creation and structuring of business organizations, including special types of business vehicles, such as sole proprietorship, partnerships, limited partnerships, corporations, trusts, and limited liability corporations. Learners also receive instruction in preparing the documents necessary to the legal organization and operation of each type of business.
2 credits

PLGL 507 Personal Property, Contracts, and Credit Transactions

This course provides a study of the laws of personal property, with a focus on the role of contracts in relationship to the laws of sales and

credit agreements. A survey of the Uniform Commercial Code is central to the course material, as well as instruction in drafting the legal documents pertaining to personal property and credit transactions: purchase and sales agreements; bills of sale; promissory notes; security agreements, and Uniform Commercial Code finance statements.
2 credits

PLGL 508 Civil Trial Practice and Procedure

This course provides the knowledge and training that enables the paralegal professional to assist in the process of civil litigation. The course features an overview of the principles and philosophy of civil law. The learner also receives instruction in a number of key areas critical to the preparation and conduct of civil trials: constructing case profiles; checking attorney briefs against case files for accuracy; organizing and indexing case documents; tracing and verifying physical evidence; examining public records (police reports, medical files, etc.); interviewing witnesses; writing drafts of interrogatories, depositions, and pleadings; arranging for client interviews and court appearances of witnesses; interpreting and summarizing deposition transcripts and trial testimony; conducting legal research; and preparing briefs, memos, and bibliographies of source materials.
2 credits

PLGL 509 Criminal Trial Practice and Procedure

The purpose of this course is to train the paralegal candidate to assist in the criminal trial process. The course features an overview of the principles and philosophy of criminal law, focusing primarily on New Hampshire statutes, court rules, and case precedents. Specific topics include: definition of criminal offenses; law of search and seizure; law of arrest; law of interrogation after arrest, including Miranda rights, confessions, and identification procedures; constitutional right to an attorney; criminal complaints, indictments, and the bail system; pretrial discovery procedures; plea negotiations, guilty pleas, and the defense of insanity; motor vehicle violations; the New Hampshire juvenile system; and the laws pertaining to domestic violence and felonious sexual assault.
2 credits

POL 550 American Government & 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.
4 credits

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. 4 credits

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. 4 credits

POL 600 The US in World Affairs

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. 4 credits

PRSP 601 Ideas and their Impact: Shaping a Society

An upper level interdisciplinary perspectives course presenting a range of values topics as identified by eminent professionals such as historian Barbara Tuchman, sociologist Robert Bellah, pediatrician T. Berry Brazelton. The national values themes raised stimulate questions and promote the process of thoughtful deliberation. 4 credits

PRSP 644 Special Topics (Upper Level)

A study of current and variable topics in perspective studies. Course content changes from term to term. It is expected that the learner will have prior coursework or experience in the subject area. 1 credit

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.* 4 credits

PSY 508 Child Development

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

PSY 509 Human Development

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

PSY 510 Infant & 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.* 4 credits

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. 4 credits

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. 2 credits

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. 2 credits

PSY 521 Language Acquisition

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

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 602 Theories of Personality

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

PSY 603 Crisis Intervention

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

PSY 604 Counseling Theories

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

process which includes assessments, confidentiality, the therapeutic alliance, and the impact of funding sources on decision making, are examined. *PREREQUISITES: PSY 501: Introduction to Psychology or PSY 509: Human Development* 4 credits

PSY 605 Principles of Assessment

This course is a survey of assessment issues and methods for students pursuing studies in education-related fields or the behavioral sciences. Topics include: differences between formal and informal assessment and evaluation; issues such as reliability and validity, differences between norm-referenced and criterion-referenced tests, development of assessment and evaluation instruments and plans, methods for observing and recording behavior, and how to use assessment information to develop and/or modify programs and environments. *Prerequisites: MATH 502 Contemporary College Mathematics and one of the following: 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: 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

PSY 617 Abnormal Psychology

In this course, focus is on the societal problem of abnormal and deviant behavior. Deals with major personality syndromes considered to be abnormal or deviant and examines the various etiologic factors known or believed to play a role in each of the disorders. The course looks at diagnostic implications for treatment based on varying theoretical perspectives. *NOTE: Prior completion of PSY 501: Introduction to Psychology is recommended.* 4 credits

PSY 620 Psychology of Health and Wellness

Learners explore the field of health psychology and the ways in which the bio-psycho-social (holistic) model is applied to promote health and improve coping with illness. Topics include: health beliefs; health-related behaviors; health promotion; recognizing and dealing with symptoms; factors influencing an individual's responses to the health care system and practitioners; adherence to treatments; acute and chronic illness; illness management; pain and pain management; stress and coping; psycho-neuro-immunology; personality; social support; methods for changing behavior and cognition. *PREREQUISITE: PSY 501: Introduction to Psychology.* 4 credits

SCI 501 Current Topics in Biology

This course is a broad-based survey course that explores the many fields of biological science. Topics are chosen from the following: stress, cancer, evolution, nutrition, cell biology, reproductive biology, endocrinology, genetics, forensics, immunology, and physiology of exercise. *NOTE: This course is designed to open the scope of modern biology to learners with little or no background in the biological sciences. (Formerly STEC 553)* 4 credits

SCI 502 Nutrition Concepts and Controversies

This course provides the learner with a foundation in the science of nutrition and the knowledge necessary to separate nutrition fact from fallacy. The research supporting direct and indirect links between nutrition and disease is examined. In addition, current controversial issues are discussed along with the validity of nutrition-related claims. *(Formerly STEC 552)* 4 credits

SCI 505 Human Biology

This course is an introductory level study of human anatomy and physiology providing a foundation in biological science and introducing developmental anatomy, correlation of structure and function, basic genetics and homeostasis. The building of a relevant vocabulary and of a foundation of facts, figures, and concepts provides the background needed for further understanding of developments in bioscience and biomedicine. *(Formerly STEC 505)* 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. *(Formerly STEC 507)* 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. *(Formerly IDIS 550)* 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. (Formerly STEC 561) 4 credits

SCI 511 Observational Astronomy

This course examines current models of the solar system: stars, galaxies, and the universe, and explores the relationship between observations and the theories that explain them. The course is designed to offer non-scientists an understanding of how science works through observations that can be made in our back yards using the simple instruments. *NOTE: A field trip to a planetarium and 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. (Formerly STEC 512)* 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 will focus 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. (Formerly STEC 521)* 4 credits

SCI 515 Introduction to Geology

A comprehensive introduction to four major areas of geology. In geomorphology, geological processes that affect the earth's surface are discussed with emphasis on the sequential nature 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. (Formerly STEC 511)* 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. (Formerly STEC 510)* 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. *(Formerly STEC 551)* 4 credits

SCI 528 Natural History of Northern New England - Fall

This course focuses on the evolutionary adaptations of plants and animals to the rigors of New England's fall and winter seasons. Participants 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 course considers the effects of the Ice Age on northern New England's topography and on the rhythms of the autumnal animal and plant life cycles. *(Formerly STEC 501)* 4 credits

SCI 529 Natural History of Northern New England - Spring

This course provides a basic overview of the fundamental concepts of ecology. Learners are acquainted with animal and plant life adaptations for winter and spring, enabling them to view the land and water around them in terms of flowing energy and recycling materials. It also provides the means for identifying the common life forms, and their inter-relationships and distribution in the various ecosystems which constitute our biotic province. *(Formerly STEC 502)* 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. *(Formerly STEC 554)* 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. *(Formerly STEC 504)* 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. *(Formerly STEC 508)* 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. *(Formerly STEC 503)* 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. *(Formerly ENVR 552 and STEC 570)* 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. *(Formerly STEC 571)* 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. *(Formerly STEC 572)* 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 600 was formerly STEC 600 and 528)* 4 credits

SCI 644 Special Topics (Upper Level)

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

SDLR 501 Assessment of Prior Learning

This learning experience is designed for adults who have gained knowledge and skills from life/work experiences that may be equivalent to college-level learning. Through a series of group sessions, learners identify, analyze, and describe the knowledge they have gained and how it relates to areas within higher education. Each learner is responsible for preparing a written portfolio that documents and demonstrates that learning which is appropriate to his/her own degree plan of study. Evaluation of the portfolio for college credit is optional and is determined at the end of the course. *PREREQUISITES: CRIT 500: Critical Thinking, ENG 500: The Writing Process, three additional college courses (not necessarily at GSC), and advisor's recommendation.* 4 credits

SDLR 550 Self Design Seminar

This course is required for bachelor's degree candidates who wish to design an individualized program of study in their self-design or liberal studies major. Seminar participants review their prior learning experiences, explore their academic and professional goals, research related academic programs, broaden their understanding of trends in their chosen field, and design an individualized plan of study. Learners have the opportunity to begin developing a network of colleagues and professional contacts. *PREREQUISITES: Admission to the BS Self-Design or BA Liberal Studies programs, receipt of all official transcripts by the Admissions Office, and permission of advisor.* 2 credits

SOC 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. *(Formerly SOSC 502)* 4 credits

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. 4 credits

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.* 4 credits

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: PSY 501 Introduction to Psychology or SOC 501 Introduction to Sociology is recommended.* 4 credits

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.* 4 credits

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*. 4 credits

SOC 601 Society and the Individual

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

SOC 603 Work and Society

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

SOSC 500 Introduction to Anthropology (GP)

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

SOSC 519 Living in a Digital Democracy

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

SOSC 544 Special Topics (Lower Level)

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

SOSC 559 Contemporary Issues in Human Sexuality

This course examines current issues facing American society in the area of human sexuality. 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

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

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. *Recommended: SOSC 604: Dynamics of Family Relationships* 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 1-888-228-3000, or 603-228-3000.

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 the 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 and sign an application form with essay and submit it with a \$45 fee. B.S. Self-Design or B.A. Liberal Studies

applications require an additional \$100 program fee.

2. Return the application form and the appropriate fee to your local Center or the Admissions Office.
3. Request that an official transcript from each postsecondary institution that you attended, and for all college-level standardized tests that you completed, be forwarded to:
Admissions Office
Granite State College
8 Old Suncook Road
Concord, NH 03301

You must also request an official military transcript if you are a veteran or active military and want your military experiences evaluated for possible college credit.

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. 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 program 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 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 wishes to pursue a second degree (for example, a B.S. graduate who now wishes 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 at 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's Office an official transcript and documentation that you have successfully passed a Registered Nurses State Board examination, such as your original nursing license.

Credits completed through post-secondary institutions that are not accredited by regional accrediting bodies may be submitted for evaluation through a petition process

called Validation. If you have earned credits from an institution that was not regionally accredited at the time you attended, you will need to submit appropriate documentation along with a validation form (available from your academic advisor or online at www.granite/services/validate.htm). If you wish a specific course or courses to be used to fulfill degree requirements, you may need more complete documentation than required for elective credit.

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" (PTA's) 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 PTA's.

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: CBT

Title	Score	Credits
College Mathematics	50	4
English Comp/Essay*	50	4
Humanities	50	8
Natural Sciences	50	8
Social Sciences/History	50	8

* Satisfies the writing requirement for degree programs. *English Composition without an essay may not be taken after matriculation at Granite State College.*

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 recommendations are 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: CBT

Title	Score	Credits
American Government	50	4
American Literature	50	8
Analyzing/Interpreting Literature	50	8
Calculus	50	4
College Algebra	50	4
French Language	50 (62)	8 (16)
German Language	50 (63)	8 (16)
Spanish Language	50 (66)	8 (16)
English Literature	50	8
Freshman College Comp.*	50	4
Financial Accounting	50	4
General Biology	50	8
General Chemistry	50	8
Human Growth and Development	50	4
Info. Systems/Computer Applications	50	4
Intro. Business Law	50	4
Intro. to Educ. Psychology	50	4
Introductory Psychology	50	4
Introductory Sociology	50	4
Precalculus	50	4
Princ. of Accounting	50	8
Princ. of Macroeconomics	50	4
Princ. of Management	50	4
Princ. of Marketing	50	4

Princ. of Microeconomics	50	4
U.S. History I: Colony to 1877	50	4
U.S. History II: 1865 to present	50	4
Western Civilization I	50	4
Western Civilization II	50	4

*May not be taken after matriculation at GSC.

CLEP and The Writing Process

The CLEP general exam, English Composition with Essay, will satisfy The Writing Process requirement if a minimum score of 50 is achieved.

English Composition (no essay) does not satisfy The Writing Process requirement and may not be taken for credit after matriculation at GSC.

College Composition (8 credits), Freshman English (8 credits), or Freshman College Composition (8 credits), if passed with the minimum ACE recommended score and if taken prior to matriculation to GSC, will fulfill The Writing Process requirement.

A maximum of 2 courses or 8 credits is allowed for introductory writing courses.

DSST 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 DSST exam and do not receive a passing score, you must wait 180 days before retaking it. For detailed information about DSST exams, visit www.getcollegecredit.com

Title	Current Minimum Score
Art of the Western World	48
Astronomy	48
Business Law II (U)	44
Business Mathematics	48
Civil War and Reconstruction (U)	47
Criminal Justice	49
Drug and Alcohol Abuse (U)	49
Environment & Humanity	46
Ethics in America (Essay)	46
Foundations of Education	46
Fundamentals of College Algebra	47
Fundamentals of Counseling	45
General Anthropology	47
Here's to Your Health	48
History of the Vietnam War	44
Human/Cultural Geography	48
Human Resource Management	46
Introduction to Business	46
Introduction to Computing	45
Introduction to Law Enforcement	45
Introduction to the Modern Middle East	47
Introduction to World Religions	48
Lifespan Developmental Psychology	46
Management Information Systems (U)	46
Money and Banking (U)	48
Organizational Behavior	48

Personal Finance	46
Physical Geology	46
Principles of Finance (U)	46
Principles of Financial Accounting	47
Principles of Physical Science I	47
Principles of Public Speaking*	47
Principles of Statistics	48
Principles of Supervision	46
Rise and Fall of the Soviet Union (U)	45
Technical Writing (<i>with Technical Writing Essay</i>)	46
Western Europe Since 1945	45

**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.*

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

Test Centers

CLEP and DSST tests are given regularly at various Granite State College Centers. Please contact the Center for information.

- Conway** (603) 447-3970
CLEP and DSST
- Manchester** (603) 627-2010
CLEP and DSST
- Littleton** (603) 444-3439
CLEP and DSST
- Rochester** (603) 332-8335
CLEP and DSST

Granite State College Code: #0458

For tests taken at our sites, the fee is \$90 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](http://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.

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.securereg3.prometric.com
or www.pearsonvue.com/excelsior.

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

Pearson Professional Centers
201 Main Street, Suite 4a
Westbrook, ME 04092
(207) 854-4853

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

<i>Title</i>	<i>Credits</i>
Abnormal Psychology (U)	3
Adult Nursing (U)	8
American Dream (U)	6
Anatomy and Physiology (L)	6
Bioethics (U)	3
College Writing (L)	3
Community Health Nursing (U)	4
Cultural Diversity (U)	3
English Composition (L)	6
Ethics: Theory and Practice (U)	3
Foundations of Gerontology (U)	3
Fundamentals of Nursing (L)	8
Human Resource Management (U)	3
Juvenile Delinquency (U)	3
Labor Relations (U)	3
Life Span Developmental Psychology (L)	3

Literacy Instruction in the Elementary School (U)	6
Management in Nursing (U)	4
Maternal and Child Nursing (associate) (L)	6
Maternal & Child Nursing (baccalaureate) (U)	8
Maternity Nursing (L)	3
Microbiology (L)	3
Nursing Concepts 1 (L)	4
Nursing Concepts 2 (L)	4
Nursing Concepts 3 (L)	4
Nursing Concepts 4 (L)	4
Nursing Concepts 5 (L)	4
Nursing Concepts 6 (L)	4
Nursing Concepts: Foundations of Professional Practice (L)	4
Organizational Behavior (U)	3
Pathophysiology (U)	3
Professional Nursing: Issues & Concepts (U)	4
Psychiatric/Mental Health Nursing (U)	8
Psychology of Adulthood & Aging (U)	3
Religions of the World (U)	3
Research Methods in Psychology (U)	3
Research in Nursing (U)	3
Social Psychology (U)	3
Statistics (L)	3
World Conflicts Since 1900 (U)	3
World Population (U)	3

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.

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. An official transcript is required for evaluation of transfer credit. To order an official Army (AARTS) transcript go to <http://aarts.mil/order.htm>. To order an official Navy or Marine (SMART) transcript go to <http://navycollege.nav.mil/transcript.html>.

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.nationalponsi.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) or
- c) attended a post-secondary educational institution that does not have regional accreditation.

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 61 for fees for validation. Visit our web site www.granite.edu/services/credit.htm for details, or consult with your advisor.

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 CMPL511 Software Tools, talk with your advisor about a focused portfolio, done independently for credit or a waiver (for 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 prepare a written portfolio explaining in detail the learning you possess and documenting that learning.

Step two involves making any needed revisions to your portfolio and then submitting it for assessment of credit. After you submit your portfolio, a team of one or two faculty evaluators is chosen to review your request for credits. You will meet with that team to discuss the specific areas of learning for which you are requesting credit. 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 by the coordinator of prior learning assessment to determine the credit award.

Financial Aid

Federal Aid

Learners who need assistance with tuition and other costs related to their education may find help through one of several financial aid programs. In addition to completing the free application for federal student aid (FAFSA) and the institutional application, you must meet these requirements:

1. Admission to a degree program or acceptance to the Teacher Education Program (you must have received a formal letter of admission).
2. Maintain half-time academic status
3. Maintain satisfactory progress in the program.

Criteria for satisfactory progress are listed on page 54.

Applying for Federal Aid

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.

Pell and SEOG Grants

These are federal grants—not loans—awarded to assist students who need money to continue their education after high school. Many of our learners qualify for Federal Pell Grants, and the amount you may receive is based on your level of financial need. The process of applying for and receiving a Federal Pell Grant can take several weeks. So talk with your advisor as soon as you can to find out about critical deadline dates and the application process. The College also awards Federal Supplemental Educational Opportunity Grants (SEOG) based on financial need. The Financial Aid office determines eligibility for these awards.

Stafford Loans

A Stafford Loan is a low-interest loan made to you by a lender such as a bank, credit union, or savings and loan association. Depending on your financial need, the loan may be subsidized or unsubsidized. The interest on a subsidized loan is paid by the federal government while you are in school. If your loan is unsubsidized, you should make regular payments while you are in school; the interest is not paid by the federal

government. Repayment of subsidized loans begins six months after you cease to be enrolled at least half-time or you graduate.

College Work Study

Granite State College has Federal Work Study funds available. If you are eligible for federal aid, you may also be eligible to work part time for the College and in some community locations. Talk with the Financial Aid Office or your 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 material 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.
- Many banks now offer private educational loans. These loans may be used for non-matriculated professional development.

Contact the Financial Aid Office to learn more.

- Additionally, 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 from the Outreach Coordinators at the Regional Centers: Claremont, Concord, Conway, and Rochester. The ALA Board will award a minimum of ten \$1,000 merit scholarships. Current students should consult with their advisor for more detailed information.

State Grants

State grants are available from the States of New Hampshire, Vermont, Maine, Massachusetts, Rhode Island, and New York for our students. Information from your FAFSA is sent to each state and the determination is made based on their individual criteria. The deadline is May 1st each year to have your FAFSA filed. Students are notified directly by their individual State agency of eligibility.

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 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/services/faforms.htm

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, PO Box 1335, Concord, NH 03302-1335, 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.

Emergency Student Loan: This loan was established to assist with emergency financial needs due to accident, illness, or unexpected educational costs. Emergency Student Loans are awarded on an ongoing basis throughout the year.

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.

Federal Financial Aid Application Process

The focus of the Financial Aid Office 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, which 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. The deadlines below are the last days in the current year an application must be received by the federal processor in order to receive priority consideration.

Fall 2006–July 1
Spring 2007–February 1
Winter 2007–November 1
Summer 2007–May 1

Staff in each Center have instructions for assisting you in completing the application and other materials that are required. Financial aid will be determined when all of the following have been received in the Financial Aid Office in Concord:

1. a Financial Aid Institutional Application
2. an electronic Student Aid Report (directly from the federal processor)
3. completion of the online Entrance Interview (mapping-your-future.org) and Master Promissory Note (MPN) process if you are applying for a loan
4. verification that you are admitted to a Granite State College degree or eligible teacher preparation post baccalaureate program
5. submission of prior tax returns and/or verification documents if requested by the Financial Aid Office.

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

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 (except summer term).

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

Financial Need

Financial need, as determined by the Financial Aid Office, is the difference between the total family contribution and the total college costs for one academic year. The family contribution 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 your local Center. Supplementary information should not be submitted with the FAFSA.

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 effect 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. Grant and loan money will be returned to the federal funding source; you are responsible for tuition charges remaining after these federal returns. Specific return policy information is available through the Financial Aid Office 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 2007-2008

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 7, 2007-August 31, 2007

May 1, 2007—Submit FAFSA to the Federal Processor & Institutional Financial Aid Application to the Financial Aid Office **

June 30, 2007—GSC must have a copy of your valid SAR and all verification documents, if required, in order to defer tuition payment

July 13, 2007—Last day to drop a class for full tuition refund

July 16, 2007—Credits verified and aid released to learner accounts

July 31, 2007—Checks drawn and mailed for credit balances

Fall Term

September 8-December 7, 2007

July 2, 2007—Submit FAFSA to the Federal Processor & Institutional Financial Aid Application to the Financial Aid Office **

August 31, 2007—Granite State College must have a copy of your valid SAR and all verification documents, if required, in order to defer tuition payment

September 21, 2007—Last day to drop a class for full tuition refund

September 24, 2007—Credits verified and aid released to learner accounts

October 9, 2007—Checks drawn and mailed for credit balances

Winter Term

January 5-March 28, 2008

November 1, 2007—Submit FAFSA to the Federal Processor & Institutional Financial Aid Application to the Financial Aid Office **

December 28, 2007—GSC must have a copy of your valid SAR and all verification documents, if required, in order to defer tuition payment

January 18, 2008—Last day to drop a class for full tuition refund

January 21, 2008—Credits verified and aid released to learner accounts

February 5, 2008—Checks drawn and mailed for credit balances

Spring Term

April 5-June 27, 2008

February 1, 2008—Submit FAFSA to the Federal Processor & Institutional Financial Aid Application to the Financial Aid Office **

March 28, 2008—GSC must have a copy of your valid SAR and all verification documents, if required, in order to defer tuition payment

April 18, 2008—Last day to drop a class for full tuition refund

April 21, 2008—Credits verified and aid released to learner accounts

May 6, 2008—Checks drawn and mailed for credit balances

**You need to submit only 1 FAFSA and 1 Institutional Application per Financial Aid Year (July 1-June 30).

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

Federal regulations require that a student “maintain satisfactory progress in his or her course of study” in order to be eligible to receive Title IV student aid. The status of learners who transfer to Granite State College will be based only on work done through the college. SAP eligibility is calculated at the end of the spring term for each academic year. Students on SAP probation from the previous award year are reviewed during the spring term for academic progress. Students that are at-risk of SAP suspension for the upcoming award year will receive registration holds for the summer term to provide early notification of individual circumstances.

For learners at Granite State College, “satisfactory progress” is defined as:

1. Retention in a degree program determined by

- a. Enrolling in courses with no more than a two-year absence and;
 - b. Maintaining a cumulative GPA of 2.0. Learners on academic warning, continued academic warning, or probation will follow the institution's policy on enrollment.
2. Successfully completing more than two-thirds 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 USNH and NHCTC-Berlin while a degree learner at Granite State College.. *Example: If a learner enrolls in 8 credits in a term and withdraws from one course, the credits attempted will still be calculated on 8 credits.*
- a. A maximum of two remedial courses will be counted as successful completions unless enrollment in additional courses is approved by the academic dean.
 - b. The following will not be considered as credits successfully completed:
 - “F” failing grade
 - “AF” administrative failure
 - “IC” incomplete
 - “W” withdrawal
 - c. Courses that are repeated will count in calculation of hours attempted and completed hours earned if the learner receives a passing grade; however, only the last grade earned is calculated in the GPA.
3. Maximum timeframe. Students may not receive Title IV financial aid for courses that do not count toward completing their current degree or post-baccalaureate program. The time frame for completion of a degree is limited by federal regulations to 150% of the published length of the degree program. This equates to a maximum number of credit hours that includes transfer credits and all credit hours attempted at Granite State College. Credit hours attempted include completed credits, audits, incompletes, withdrawals, and repeated or failed classes. If due to withdrawals, failed courses, change in degree program, etc., the student exceeds the maximum number of attempted credits for his/her program, s/he will no longer be eligible for federal financial aid programs for any future terms.

Probationary Status

A learner 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 learner 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

A learner whose eligibility is terminated may request an exception through the academic petition process facilitated by the learner's advisor. The petition committee will decide if termination is justified. The learner will be informed in writing of the decision.

Registration, Tuition and Fees

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.

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.

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.

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 2007-2008 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 or at its enrollment capacity.
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:

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 Financial Aid Office and provisional clearance is approved.

Note: New degree candidates, or individuals applying for a subsequent degree, must have all admission and financial aid documentation in by the Friday of the fifth week of the registration period (or six business days prior to the term start). If you wish to register and apply for admission and financial aid during the last week of the registration period, another form of payment must be secured at the time of registration. Students may receive reimbursement after admission and financial aid award is determined and funds disbursed to account.

Change in 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 Listings 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.

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 can not 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. The official add/drop deadline for a regularly scheduled 12-week course is the end of the second week. For weekend courses or those that begin later than the first week of classes, specific drop dates are noted in the course listings. Learners who remain registered after the add/drop period has closed are financially responsible for all tuition and fees.

If you wish to drop a regularly scheduled 12-week course, notification **MUST** be received in your Center before the end of the second week. To drop a course, please complete the Change of Registration form available in any Center. Officially dropped courses are not recorded on your transcript. Failure to officially drop 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 Term Schedule, page 82. To

withdraw from a course that does not follow the regular twelve-week schedule, please consult an advisor, the term course schedule, or WebROCK. 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 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.

If you wish to withdraw from a course, notification **MUST** be received in the Center by the withdrawal deadline. To withdraw from a course, please complete the Change of Registration form available in any Center. 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). Not attending classes does not constitute an automatic withdrawal.

** For purposes of adding, dropping, or withdrawing from a course, the end of the week is considered to be Friday.*

Independent Learning Contract Policies

Contracts may vary from two to nine credits and are usually completed within a 12-week term, but may take up to 20 weeks to complete. The topic you choose must be appropriate to your degree plan. A Guide to Contract Learning, which details the process for designing a learning contract, is available at all centers and at www.granite.edu/academics/contract.htm

The following policies apply:

1. You must contact your advisor to initiate the process.
2. Contract mentors must have an advanced degree in an appropriate field. Resumes and transcripts for potential contract mentors who have not taught for the college should be submitted to Academic Affairs for review. Approval of faculty mentors will need to be determined prior to the development of the contract proposal.

3. Regular catalog course contracts are approved and submitted through the learner's faculty coordinator to Academic Affairs. Unique and Integrative course contracts are requested by your advisor to the Assistant Dean of 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 human participants research committee. *(Materials regarding the procedures for human participant research are available from your faculty coordinator for regular catalog course contracts, and from the assistant dean of academic affairs for unique and integrative course contracts.)*
8. Withdrawals and incompletes are subject to the same policies as regular courses. *(See Guide to Contract Learning for details.)*
9. Contracts that will be covered by financial aid must be submitted and approved no later than the add/drop deadline for the term.
10. For graduating learners (*regardless of financial aid*), a contract must be submitted at least 10 weeks prior to your graduation date. 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 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 Center 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 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 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 a period of two (2) years following the date on which the student was permanently expelled.

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

Cross Registration

Granite State College degree candidates who wish to take courses at other USNH institutions and NHCTC-Berlin should verify course selection with their advisors prior to registering. If you are using financial aid, complete a "cross registration" form available from your advisor who will send it 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 and PSU 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 UNH or NHCTC-Berlin 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 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 2007 term charges unless otherwise noted.

Tuition*

Credit

- Undergraduate (*in-state*)*
- Nonresident (*out-of-state*)*
- Learning Contract (*in-state*)*
- Learning Contract (*out-of-state*)*

Post-Baccalaureate Teacher Certification Program

- Term Rate (*in-state*)*
- Term Rate (*out-of-state*)*

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

Associate in Arts	\$45
Associate in Science	\$45
Bachelor of Arts-Liberal Studies	\$145
Bachelor of Science	\$45
Bachelor of Science-Self-Design	\$145
Post-Baccalaureate Teacher Cert	\$45

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.

Materials Variable

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

Observation Fee \$150

Note: Post-Baccalaureate program only.

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 Assessment of Prior Learning course by learners who plan to complete the portfolio process (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.

Extension Fee \$200 (one time only)

Applies if the portfolio has not been submitted by three months following the end of the

month in which the portfolio preparation course ends (e.g. April 1 for December completion; October 1 for June completion).

Software Tools (CMPL 511) portfolio \$200

Returned Checks

Personal checks returned by the bank.	\$25
Re-registration fee	\$25

Registration \$25 per term

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

Testing

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

CLEP	\$90 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.

Non-accredited institutions \$100 per academic area

Proprietary institutions, institutions not accredited by regional associations, and home study programs; transcript required.

The number of areas will be determined after the request is submitted, and the learner will be informed prior to invoicing. No charge will be made for courses that do not contain sufficient college-level learning to be sent out for evaluation. An "area" is a course or group of courses that can be reviewed by a single evaluator.

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.

For 1-2 session courses, you must notify your Center prior to the first session if you wish to drop. Once the class has started, there can be no drop or refund.

Tuition Refund Policies

The following student refund policies are in effect for the 2007-2008 academic year for all students. These policies supersede all other refund policies previously in effect. The refund policies incorporate the Higher Education Amendments of 1992 of the Higher Education Act of 1965 and the revisions to the Student Assistance General Provisions (34 CFR, Part 668) issued by the U.S. Department of Education for Title IV financial aid recipients.

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.

For weekend courses or those that begin later than the first week of classes, specific drop dates are noted in each term's course listing/flyer. 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 aid 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 2007-2008 Catalog or the most current course listing publication. Note: Please check with 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 and lender 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. You will be responsible for any resulting account balance. Complete refund schedules for learners receiving financial aid are detailed in our booklet, Rights and Responsibilities Guide or visit www.granite.edu/services/policies.htm. You may request a copy from your local Center. Sample worksheets for Federal refund calculations are available for review in the Financial Aid Office at the Administrative Offices, 8 Old Suncook Road, Concord, NH 03301.

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:

Students 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/services/accounts.htm

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 get 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 the academic affairs office in Concord.

You should make a point of talking to your advisor as you select courses and modify or expand your program of study. Your advisor knows who you should contact to take advantage of other learner services.

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.

Advising for Totally Online Students

To contact an advisor visit www.granite.edu/oic/resources.htm or call 603-228-3000. The advisor is available to answer questions and work with you from your initial inquiry through graduation.

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 courtesies 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, which are scheduled during the day, in the evenings or sometimes on Saturdays. 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.

Look for announcements of these orientation sessions, through the portal "MyGranite," on the web, and in the term course schedules.

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. For GSC degree students, placement is required prior to enrolling in your second term at the college.

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.mccc.edu/~kellid/page200.html
www.mymathtest.com
www.math.com
www.mathforum.com/dr.math
www.purplemath.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. 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/services/bookstore.htm 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://bbresources.granite.edu/techassist/help.htm>. 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, weekends messages 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/services/disabilities.htm. 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 resumé 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.

The Library at Granite State College will:

- Provide accessible, relevant, and up-to-date electronic resources
- Craft a web-based library environment that reflects the information needs of faculty and students
- Provide information literacy modules face-to-face and online
- Assess 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 *Compass*, are available through MyGranite, the gateway to information and services for Granite State College students.

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/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 technical 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 NH Community Technical College System 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 New Hampshire Community Technical 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 at 603-334-6060.

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, the ALA Board 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.

Community Partnerships

New Hampshire Community Technical College

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 NHCTCS, 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 NHCTC-Berlin and NHCTC-Littleton. Articulation agreements are also in place with CTC's in Laconia, Stratham, Claremont, Manchester, and the New Hampshire Technical Institute in Concord.

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.

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. The Osher Foundation has awarded Granite State College a grant to establish 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 academic community 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 experiences.

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.

Cheating

Cheating involves turning in work that is not your own, as in giving, receiving, or using assistance not 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, or verifying inappropriate similarities in style or content. When the faculty member has reasonable evidence that cheating has occurred, he or she must discuss the possible violation of the academic honesty policy with the learner. If the instructor remains convinced that a violation of the policy has taken place, he or she has the option of assigning a failing grade for the assignment in particular or for the course. The instructor also will submit to the learner a written report describing the academic dishonesty incident. This written report will be sent to the faculty coordinator or designated representative and the dean of academic affairs. This written report will be filed, along with the evidence of academic dishonesty, in the learner's academic advising file. The dean of academic affairs or designee will notify the learner in writing that he/she is aware of the charges made and the sanctions imposed by the faculty member and informs the learner of the learner's right to a hearing to respond to the charge and sanctions.

If the dean of academic affairs receives a faculty member's report of academic dishonesty about a learner who has already been penalized for a prior instance of academic dishonesty, additional sanctions beyond grading penalties may be imposed. The dean of academic affairs or designee may determine that temporary suspension from the College or academic dismissal is warranted. The dean of academic affairs then notifies the learner in writing that he or she is aware of the charges made and the sanctions imposed by the faculty member, and also notes that this is a second or subsequent instance of academic dishonesty. 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.

Procedures for hearings about charges of academic dishonesty:

1. When a student has received notification from the dean of academic affairs of a charge of academic dishonesty, the student may make a request in writing to the dean for a hearing within 30 days.
2. The learner may choose to bring a non-attorney third party to the hearing.
3. The hearing will be held before an impartial administrator. In cases of academic dishonesty, this administrator will be the dean of academic affairs or appropriate designee.
4. The student will have the opportunity in the hearing to review and comment on the evidence presented in support of the charge. The student will also have the opportunity to provide his or her own supporting facts and explanations and to ask questions concerning the charge.
5. The impartial administrator who conducts the hearing will convey a written decision that (a) reviews the evidence; (b) provides a rational basis for the decision; and (c) conveys an outcome (e.g., further sanction, dismissal of charge) in the decision.

Additional Information

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/library/citing.htm>.

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*.

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 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 Academic Affairs Office.
5. Research investigators will promptly report to their instructor or to the Academic Affairs Office any injuries or other unanticipated problems involving risks to participants and others.

The College has created guidelines which apply to any person conducting research with human participants under the auspices of the college including faculty, staff, and students.

A *Faculty Handbook* is available which summarizes the Federal regulations written to protect human participants in research and describes in more detail the framework that has been established at the college for the same purpose. This handbook plus a handout entitled *Guidelines for Learners*, include the purpose of the review process, the types of research which require review,

the steps that faculty and learners need to take to ensure adequate protection of participants, and where to receive additional information.

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 initially made to the dean of academic affairs 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 center 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.
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.

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 during the past calendar year.
2. Candidates must earn a minimum of 30 credits at the institution, not including transfer courses.

3. Of these 30 credits, candidates must earn a minimum of 15 credits outside the learner's concentration or major that consist of credits in liberal arts and sciences.
4. Candidates must have attended a minimum of four semesters at Granite State College.
5. Inductees will rank in the highest ten percent of all those who satisfy the requirements above a minimum grade point average of 3.2.

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 2007 Induction, 400 degree candidates met criteria one through four. Of those, only the top 40, based on highest GPA's (criteria five), were invited. All of those who were invited had GPA's of 3.92 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" students at the time

the report for the Dean's List is created in the fall.

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.*

Grading and Evaluation

Grade Point Average

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

An example of calculating a grade point average is as follows:

	Grade	GP	SH	Total GP
CRIT 500	A	4.0	x 4	16.00
ENG 500	A-	3.67	x 4	14.68
MATH 502	B	3.0	x 4	12.00
			12	42.68

42.68 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 take by GSC degree candidates at other USNH institutions and at NHCUC-Berlin 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.

Effective spring term 2007, faculty are required to access WebROCK via the MyGranite portal for the purpose of entering final grades.

Letter Grades

The following is the grading system used by the college:

Grade Points	Grades	Level of Achievement
4.0	A	Outstanding
3.67	A-	Intermediate grade
3.33	B+	Intermediate grade

3.0	B	Superior
2.67	B-	Intermediate grade
2.33	C+	Intermediate grade
2.0	C	Acceptable
1.67	C-	Intermediate grade
1.33	D+	Intermediate grade
1.0	D	Marginal
0.67	D-	Marginal
0	F	Unacceptable for credit
0.0	AF	Administrative Failure*
0.0	P	Pass: Equivalent to at least a D-
0.0	CR	Acceptable in a credit/no credit learning activity, represents a grade of "C" or better.
0.0	NCR	Unacceptable in a credit/no credit learning activity

***AF Administrative Failure.**

This notation is placed on a student's transcript when the student 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.

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>.

Effective August 14, 2006, 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.

Effective spring term 2007, faculty are required to access WebROCK via the MyGranite portal for the purpose of entering final grades.

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.

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.

Removal of Incompletes

If you receive a grade of IC (incomplete) in any course, you are expected to complete the course work required for the course by a specific deadline. A request to extend an incomplete after the established deadline must be accompanied by a petition demonstrating a compelling reason for the extension. **An incomplete in the final term of your program will prevent graduation.**

Required course work must be completed before the following deadlines:

February 1 for Fall Term (Sept.-Dec.)

Faculty to process paperwork by February 15
June graduation possible

June 1 for Winter Term (January-March)

Faculty to process paperwork by June 15
June graduation possible

September 1 for Spring Term (April-June)

Faculty to process paperwork by September 15
September graduation possible

November 1 for Summer Term (July-Aug.)

Faculty to process paperwork by November 15
December graduation possible

Repeating a Course

You may wish to repeat a course for credit toward your degree program. If you fail a course, you may want or need to repeat that course. In such an 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 report changes must be processed within six months after the grade report 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 a student's academic work and performance. Policy and procedure have been established to give you an opportunity to appeal if you have reason to contest a grade received in a course or learning contract offered through the college. A grade appeal will be considered if there is clear evidence that the process whereby the grade assigned seemed unreasonable, or there was an apparent lapse in judgment. To resolve a disputed grade you must initially discuss the grade with the faculty member. If you do not accept the faculty's decision, you may file a written appeal with the faculty coordinator or designated representative who will review the information and reply in writing to you. If you do not accept the faculty coordinator's decision, you may file a written petition to the associate dean of faculty. All of the materials submitted in the prior steps will be reviewed. The associate dean's decision is final.

Resolving a Disputed Grade

Step I. Informal Level

If the student wishes to appeal the faculty member's decision, he or she must contact the faculty member within thirty calendar days of notification of the course grade. If the faculty member determines that there was a mechanical or other error in the grade calculation, the faculty member can then initiate a change of grade 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 and faculty coordinator of his or her decision. If the student is not satisfied with the decision, he or she may proceed to Step II.

Step II. Center Level

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 the faculty member's decision. The appeal should indicate the specific reasons for disputing the grade. The faculty coordinator may request that the faculty member provide within fourteen days, in

writing, further documentation on the criteria and the rationale for the decision. The faculty coordinator or a designated representative will respond in writing to both the student and the faculty member. This written notification should occur within fourteen days of receiving the appeal. The faculty coordinator takes action in the following ways: 1) Informs the student that there does not seem to be adequate reason to reconsider the grade. 2) Requests 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 still not satisfied with the resolution of the appeal, the student may then move to the next level.

Step III. Resolution at the Academic Affairs Level

If the student wishes to appeal the faculty coordinator's decision to the associate dean of faculty, he or she must do so in writing within fourteen 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 of faculty. The dean will review the petition in consultation with the dean of academic affairs and make a decision about whether the student's request to reconsider the grade has validity.

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 year, beginning on the date the learner is notified in writing. At the end of one year, a learner must petition with supporting documentation for readmission to the Dean of Academic Affairs. Supporting documentation might include transcripts of successful college course work completed during the year at another institution.

Academic Dismissal

When a learner, after suspension and re-admission, 1) does not improve the cumulative GPA during the term following re-admission to the degree program, or 2) fails to meet the conditions of readmission as specified by the Dean of Academic Affairs, the learner is subject to academic dismissal. Dismissal is effective immediately upon receipt of a certified letter from the Dean. The decision of the Dean is final.

Degree Status

Inactivation and Withdrawal

Granite State College monitors the progress of degree candidates. If you are not actively involved in learning experiences in your degree program for a period of two years, you will be inactivated. You may voluntarily withdraw from a degree program by notifying the College in writing. If you request “withdrawal” for any reason, you will be considered to be “inactive.”

Reactivation

All learners who have been inactivated will be readmitted under current degree requirements, following all policies and procedures in effect at the time of readmission.

If you were inactivated within the last three years, you must file a “Request for Readmission” and pay an application fee to regain degree candidate status.

If you request readmission three years after the date of inactivation, you must re-apply to your degree program and pay the appropriate application fee.

Class Levels

A learner’s class is determined according to the total number of credits earned, including transfer credits accepted, as follows:

Freshman	0 - 30 semester hours
Sophomore	31 - 60 semester hours
Junior	61 - 90 semester hours
Senior	91 - 124 semester hours

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 enable 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.

Academic Residency Requirement

Academic residency begins on the date of application to your degree program. Prior Granite State College credits earned in non-degree status will apply to the residency requirements if the credit is applicable to the learner’s approved plan of study. For an associate degree, residency is 16 credits. For a bachelor’s degree, residency is 30 credits. 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 conferral. 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:

GPA	Designation
3.75-4.0	summa cum laude
3.50-3.74	magna cum laude
3.25-3.49	cum laude

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 non-institutional 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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Faculty

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

The faculty of Granite State College is comprised of a 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 2006 are:

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M.S., Springfield College

Cathy Apfel
M.Ed., Georgia State University

Sheila Babbitt
B.S., Granite State College

Kathryn Bailey
B.S., St. Michael's College

James Barker
M.S., St. Michael's College

Beth Bascom
M.Ed., Plymouth State University

Dorothy Bauer
Ed.D., University of Massachusetts

Morgon Belisle
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John Bennett
B.Ed., Keene State College

Beth Benoit
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Robert Berks
M.S., University of Southern Maine

Suzanne Birdsall
M.A., Lesley University

Elizabeth Birnam
M.Ed., University of New Hampshire

Marty Boldin
M.S.W., University of Kentucky

Barbra Bragg
M.F.A., Johnson State College

Jacquelyn Brannen
M.Ed., University of New Hampshire

Joanne Brooks
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Concord Regional and Administrative Center

8 Old Suncook Road
Concord, NH 03301
603.228.3000
888.228.3000

Manchester Academic Center

175 Ammon Drive, Unit 210
Manchester, NH 03103
603.627.2010

Claremont Regional Center

27 Pleasant Street
Claremont, NH 03743
603.542.3841

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

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

Rochester Regional Center

Merchants Plaza
1 Old Dover Road
Rochester, NH 03867
603.332.8335

Portsmouth Academic Center

51 International Drive
Portsmouth, NH 03801
603.334.6060



Concord Regional Center



Claremont Regional Center



Conway Regional Center



Rochester Regional Center

GSC Academic Calendar 2007-08

Fall 2007

July 27	Registration begins— <i>register online, by mail, fax, phone and in person</i>
August 30	Online registration closes
August 31	Registration continues— <i>register by mail, fax, phone and in person</i>
September 8	Classes begin
September 21	Last day to drop standard 12-week classes
October 31	Last day to withdraw from standard 12-week classes
November 12	Veteran's Day Holiday— <i>Classes must be re-scheduled.</i>
November 19-25	Thanksgiving Break—No classes this week
December 1-7	Last week of classes

12 weeks (84 days)

Winter 2008

November 23	Registration begins— <i>register online, by mail, fax, phone and in person</i>
December 27	Online registration closes
December 28	Registration continues— <i>register by mail, fax, phone and in person</i>
January 5	Classes begin
January 14	Martin Luther King Day Holiday— <i>Classes must be re-scheduled.</i>
January 18	Last day to drop standard 12-week classes
February 27	Last day to withdraw from standard 12-week classes
March 22-28	Last week of classes

12 weeks (84 days)

Spring 2008

February 22	Registration begins— <i>register online, by mail, fax, phone and in person</i>
March 27	Online registration closes
March 28	Registration continues— <i>register by mail, fax, phone and in person</i>
April 5	Classes begin
April 18	Last day to drop standard 12-week classes
May 26	Memorial Day Holiday observed— <i>Classes must be re-scheduled.</i>
May 28	Last day to withdraw from standard 12-week classes
June 21-27	Last week of classes

12 weeks (84 days)

Summer 2008

June 6	Registration begins— <i>register online, by mail, fax, phone and in person</i>
July 3	Online registration closes
July 4	Registration continues— <i>register by mail, fax, phone and in person</i>
July 12	Classes begin
July 18	Last day to drop standard 7-week classes
August 11	Last day to withdraw from standard 7-week classes
August 30-Sept. 5	Last week of summer term
September 1	Labor Day Holiday observed

8 weeks (56 days)**This schedule applies to the majority of GSC summer courses which run 2x weekly for only seven weeks

The length of the registration period is subject to review during the year.