Granite State College
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

2015-2016 UNDERGRADUATE CATALOG

MISSION STATEMENT

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

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

ACCREDITATION

Granite State College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

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

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

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

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: cihe@neasc.org

Granite
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College
UNIVERSITY SYSTEM
OF NEW HAMPSHIRE
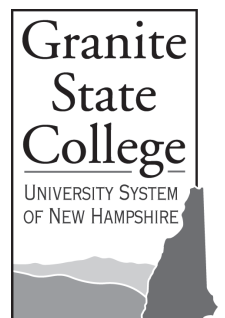
CATALOG LIMITATIONS

This catalog describes policies, programs and procedures of Granite State College that are in effect at the time of its preparation, July 2015.

The catalog is intended as a general guide to the College's organization, programs, courses, policies, fees and program requirements, all of which are subject to change without notice. All information contained in this catalog should be verified with appropriate Granite State College staff. Granite State College reserves the right to cancel, postpone, or combine class sections, to limit registrations, and to change instructors.

AFFIRMATIVE ACTION STATEMENT

Granite State College is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, veteran's status, disability, or marital status in admission or access to, or treatment or employment in, its programs or activities. Inquiries and complaints related to discrimination of any kind may be directed to the Director of Human Resources at 603-513-1319 or maggie.hyndman@granite.edu.

The Title IX Coordinator for GSC is the Director of Student Affairs. Inquiries may be directed to kate.oneill@granite.edu or 603-513-1140.

This catalog is true and correct in content and policy.

ROCHESTER CAMPUS

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

HISTORY

In 1972, the Trustees of the University System of New Hampshire (USNH) created the School of Continuing Studies (SOCS) to deliver USNH programs to adults across the state in the communities where they live and work. Later renamed the College for Lifelong Learning (CLL), the institution grew into a college serving more than 4,000 adult students each year. In the spring of 2005 a statewide needs assessment was commissioned by the University System of New Hampshire. The resulting report supported an expanded mission for the College and a focus on providing greater access to other University System programs and services. In 2009 Granite State College created and adopted its Master Plan 2009-2019 to guide the institution through the next decade.

In 2011, the College began offering the Master of Science degree.

VISION STATEMENT AND VALUES

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

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

- Our primary commitment to and respect for students of all ages, for whom our innovative college programs are designed;

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

OUTCOMES-BASED LEARNING

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

The College's outcomes-based degree programs and curriculum:

- Provide standards to be met in demonstrating competence.
- Form a base from which to design and pursue learning activities.
- Foster the ability to demonstrate self-directed learning.

DEGREES AND COURSES ONLINE

The College is the University System's leader in delivering online education, making it possible for people to earn a degree totally online. Students have access to an online community of faculty, course materials, library services and resources, and fellow students. For information about technical requirements and technical support, see page 89.

FACULTY

Granite State College's faculty is comprised of scholars and practitioners whose expertise in the subjects they teach comes to life in their interactions with students. The College employs faculty with credentials at the Master's or Doctoral level who are dedicated to its mission and who appreciate the profound influence of their effective teaching upon the diverse educational journeys of adults. Granite State College faculty members inspire students toward lifelong learning, promote excellence in their fields, and pursue the rewards of intellectual rigor through their teaching at the College.

INSTITUTIONAL ASSESSMENT

To examine the College's effectiveness in providing an environment that facilitates the acquisition of skills and knowledge and the enhancement of lifelong learning, the College has developed an institution-wide assessment program. The program includes the assessment of student achievement of broad educational outcomes as well as specific program and course outcomes. Additionally the program provides an examination of the effectiveness of teaching and learning environments as well as services that support learning.

The goal of the assessment process is to provide research-based information that leads to continuous program improvement and enhanced educational services for adults.

HEATHER | Early Childhood Education / Early Childhood Special Education

ACADEMIC PROGRAMS AT GRANITE STATE COLLEGE

Associate in Arts
• General Studies
• General Studies with an Education Concentration

Associate in Science
• Behavioral Science
• Business
• Communication Sciences and Disorders
• Early Childhood Education

Bachelor of Arts
• English
• English Language Arts
   - with Teacher Certification*
   - without Teacher Certification
• History
• Humanities*
• Individualized Studies
• Math Studies
   - with Teacher Certification*
   - without Teacher Certification
• Social Studies
   - with Teacher Certification
   - without Teacher Certification

Bachelor of Science
• Accounting and Finance
• Allied Health Leadership
• Applied Studies
   - Option in Education and Training
   - Option in Human Services and Early Childhood Development without Teacher Certification*
   - Option in Management*

Bachelor of Science (continued)
• Business Management*
• Communication Studies
• Computer Science Innovation
• Criminal Justice
• Digital and Social Media
• Early Childhood Education with Teacher Certification*
• Health Care Management*
• Health Information Management
• Health and Wellness*
• Human Resources Administration
• Human Services
• Individualized Studies
• Information Technology*
• Marketing
• Nursing (RN to BSN)*
• Operations Management
• Psychology
• Public Service Management
• Service and Hospitality Management
• Social Science
• Technology Management

Minors
• Adult Learning and Development
• Digital Communications and Social Media
• Family Studies
• Finance
• Health Care
• Human Development
• Human Resources
• Human Services
• Information Technology
• Management

Post-Baccalaureate Teacher Certification Programs
• Early Childhood Special Education (0-8) and Early Childhood Education (N-3)
• General Special Education (K-12) and Elementary Education (K-8)
• General Special Education (K-12)
• General Special Education (K-12) and Advanced Endorsement (LD, EBD, or IDD)
• General Special Education (K-12) and Reading and Writing Teacher (K-12)
• General Special Education (K-12) and English for Speakers of Other Languages (K-12)
• General Special Education (K-12) and Mathematics, Grades 5-8
• General Special Education (K-12) and Secondary Mathematics, 7-12
• English for Speakers of Other Languages (K-12)
• Mathematics for Grades 5-8
• Secondary Mathematics for Grades 7-12

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

Advanced Endorsements
• Specific Learning Disabilities (K-12)
• Emotional and Behavioral Disabilities (K-12)
• Intellectual and Developmental Disabilities (K-12)

Post-Baccalaureate Certificate
• Applied Behavior Analysis

Master of Science
• Leadership
• Management
• Project Management

* Degree completion pathway available.

UNDERGRADUATE DEGREE PROGRAM REQUIREMENTS

Requirements for all Associate and Bachelor's Degree programs at Granite State College include General Education plus courses in the concentration or major. Electives provide additional required degree credit and will vary based on General Education and major requirements.

GENERAL EDUCATION

The General Education program at Granite State College is founded on fostering intellectual curiosity and preparing people to realize their full potential in a complex and changing world. Students explore major fields of knowledge and engage with ideas through action and application. With commitment to and respect for adults of all ages, the General Education program will offer students the opportunity to:

- Read with comprehension
- Write with clarity
- Communicate effectively
- Evaluate information critically
- Reason with numbers
- Think analytically
- Engage with diverse individuals and groups
- Participate in citizenship and community
- Integrate technology and learning
- Practice ways of thinking in and across areas of knowledge
- Apply knowledge in real-world settings

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 all degrees:

- Critical Inquiry
- Written Communication
- Quantitative Inquiry
- Oral Communication
- American Culture
- Cultural Inquiry: International
- Arts and Humanities
- Scientific Inquiry
- Social Science
- Conducting Critical Inquiry*

Not required of Associate Degree students.

Associate and Bachelor's Degree candidates should complete course requirements in Critical Inquiry, Written Communication, and Quantitative Inquiry within the first twenty-four credits of enrollment at GSC. Placement is required for Quantitative Inquiry.

Note: Basic computer proficiency is expected in all courses at Granite State College. Software Tools (CMPL 511) is available as an elective for students who need this foundation.

A grade of C or better must be earned to meet degree requirements for General Education courses taken at Granite State College.

Decisions regarding the transfer of credits, testing, and choices for new learning to meet General Education requirements will be based on the outcomes for the particular area.

CRITICAL INQUIRY

Students will
- Use information ethically to enhance learning.
- Evaluate the validity of claims.
- Think critically in crafting arguments and solving problems.
- Ask meaningful questions as citizens in a digital culture.
- Apply the standard conventions of formal and informal academic discourse.
- Distinguish multiple levels of analysis across individual, regional, national, and global contexts for their chosen field of study.
- Demonstrate the ability to apply the analysis and synthesis of contextual information to any combination of the following: advanced study, complex problem-solving in the workplace, innovation in the workplace.

Courses
In transfer, a minimum of 3 credits is required. CRIT 502 is not required at the Associate level, and not waived for transfer students holding Associates Degrees

- CRIT 501 Critical Inquiry   4 cr
- CRIT 502 Conducting Critical Inquiry*   4 cr

WRITTEN COMMUNICATION

Students will
- Recognize and use the conventions appropriate for particular writing situations and audiences.
- Organize, draft, revise, and edit writing.

Course
In transfer, a minimum of 3 credits is required.
ENG 500   The Writing Process   4 cr

QUANTITATIVE INQUIRY

Students will
- Employ mathematical reasoning and skills of estimation and analysis to arrive at reasonable conclusions.
- Conduct operations necessary to solve problems.
- Apply quantitative reasoning to real-world activities.

Courses (select one)
In transfer, a minimum of 3 credits is required.

MATH 502	Math for Our World	4 cr
MATH 504	Statistics	4 cr

COMMUNICATION

Students will
- Listen well, respond appropriately, and communicate effectively with a given audience.

Courses (select one)
In transfer, a minimum of 3 credits is required.

COMM 540	Persuasive Communication	4 cr
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

AMERICAN CULTURE

Students will
- Critically analyze the particulars of history, media, and culture in an American context.

Select One of the Following Approved Courses
In transfer, a minimum of 3 credits is required.

ARTS 526	Modern America and the Movies	4 cr
ENG 508	The Media and Its Messages	4 cr
HIS 510	U.S. History to 1865	4 cr
HIS 511	U.S. History: 1865-Present	4 cr
HIS 602	History of New England	4 cr
HUMN 502	American Pop Culture	4 cr
HUMN 550	Introduction to American Sign Language	4 cr
POL 550	American Government & Politics	4 cr
POL 600	The U.S. in World Affairs	4 cr

CULTURAL INQUIRY: INTERNATIONAL

Students will
- Critically analyze the particulars of history and culture in an international context.

Select One of the Following Approved Courses
In transfer, a minimum of 3 credits is required.

ARTS 551	Survey of World Architecture	4 cr
HIS 502	Great Civilizations	4 cr
HIS 512	European History: Renaissance through the Industrial Revolution	4 cr
HIS 513	European History: 19th and 20th Centuries	4 cr
HIS 611	Topics in World History	4 cr
HIS 618	History of World War II	4 cr
HIS 627	Vietnam War: An Historical Perspective	4 cr
HUMN 504	World Religions	4 cr
HUMN 560	Elementary Spanish I	4 cr

ARTS AND HUMANITIES

Students will
- Articulate criteria for aesthetic judgment and interpretation of meaning in art.
- 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.

ARTS 501	Introduction to Drawing	4 cr
ARTS 503	Introduction to Watercolor	4 cr
ARTS 515	Introduction to Photography	4 cr
ARTS 538	Understanding & Experiencing Music	4 cr
ARTS 550	Art History: Western World	4 cr
ENG 504	Introduction to Literature	4 cr
ENG 510	Survey of American Literature	4 cr
ENG 512	British Literature I	4 cr
ENG 513	British Literature II	4 cr
ENG 555	Children's Literature	4 cr
ENG 604	Creative Writing	4 cr
ENG 620	Multicultural Perspectives Through Literature	4 cr
ENG 625	Readings in World Literature	4 cr
ENG 633	Short Fiction	4 cr
ENG 640	Shakespeare	4 cr
HUMN 505	Introduction to Ethics	4 cr

SCIENTIFIC INQUIRY

Students will
- Recognize and employ the methods of scientific inquiry.
- Develop a general knowledge of laws and theories in at least one branch of science.

Select One of the Following Approved Courses
In transfer, a minimum of 3 credits is required.

SCI 502	Nutrition Concepts & Controversies	4 cr
SCI 505	Human Biology	4 cr
SCI 506	Physiology of Wellness	4 cr
SCI 508	Issues in Women's Health	4 cr
SCI 509	Diseases of the 21st Century	4 cr
SCI 512	Introduction to Astronomy	4 cr
SCI 518	Physical Geography	4 cr
SCI 520	Introduction to Oceanography	4 cr
SCI 528	Natural History of Northern New England	4 cr
SCI 539	Energy and the Environment	4 cr
SCI 541	Introduction to Environmental Science	4 cr
SCI 600	The Human Brain	4 cr

SOCIAL SCIENCE

Students will
- Recognize how individual development, human behavior, and social values are shaped by groups and institutions.
- Explore methods used by social/behavioral scientists.

Select One of the Following Approved Courses
In transfer, a minimum of 3 credits is required.

CRIM 500	Introduction to Criminology
ECO 512	Principles of Economics
PSY 501	Introduction to Psychology
PSY 508	Child Development
PSY 509	Human Development
PSY 608	Social Psychology
SOC 501	Introduction to Sociology

ASSOCIATE DEGREES

RESIDENCY

Sixteen semester hours of new learning must be completed at Granite State College after application.

GENERAL EDUCATION

The outcomes for General Education can be found on pages 5-6. Specific requirements are listed in each program.

ELECTIVES

Select additional courses of interest to complete the total number of required credits or to prepare for continued study.

ASSOCIATE IN ARTS

The Associate in Arts (A.A.) degree is awarded for study in the liberal arts. It is designed for those students who have a broad range of interests and are not seeking a career-specific program. The Associate in Arts degree requires 60 semester hours of credit.

Students will
- Attain proficiency in the basic concepts, theories, and methods of inquiry pertinent to the liberal arts.
- Demonstrate knowledge of content, research norms, and conventions of academic writing in disciplines of the liberal arts to develop foundations for further study.

CONCENTRATIONS

Concentrations allow students to pursue a career or personal goal, or to prepare to continue in a baccalaureate program.

A grade of C or better must be earned for all courses within an area of concentration.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

A.A. in GENERAL STUDIES

The Associate in Arts in General Studies is designed to provide students a strong foundation of courses reflecting a general education foundation with the ability to explore their professional interests in preparation to transition in to a Baccalaureate program of their choice at Granite State College.

Required Courses in the Concentration:
Students may choose four courses reflecting their interests. 16 cr

Total Required Credits in the Concentration: 16

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆ *	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆ *	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture OR	
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Three Electives of Student's Choice: 12 cr

Total Core, Foundation and Elective Credits: **48**

TOTAL CREDITS   **60**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

ASSOCIATE IN SCIENCE

The Associate in Science (A.S.) degree offers four options for focused study at the Associate level: Behavioral Science, Business, Communication Sciences and Disorders, and Early Childhood Education.

The Associate in Science degree requires 60 semester hours of credit.

CONCENTRATIONS

Concentrations allow students to pursue a career or personal goal, or to prepare to continue in a baccalaureate program.

A grade of C or better must be earned for all courses within an area of concentration.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

A.S. in BEHAVIORAL SCIENCE

The Associate in Science degree in Behavioral Science provides an interdisciplinary approach to understanding human behavior within a global world view. Foundation Courses at the Associate level introduce behavioral science students to the biological, psychological, social, and cultural variables of human behavior. This degree prepares students for a smooth transition to the B.S. Psychology degree.

Students will
- Attain proficiency in basic concepts, theories, and methods of inquiry and writing in behavioral sciences.
- Evaluate ethical principles of the behavioral sciences.
- Prepare for seamless transition to the Bachelor of Science in Psychology program.

Required Courses in the Concentration:

IDIS 501	Research Methods*	4 cr
PSY 501	Introduction to Psychology	4 cr
PSY 509	Human Development	4 cr
SCI 505	Human Biology	4 cr
SOC 501	Introduction to Sociology	4 cr

Choose Two Electives in the Concentration:

BEHS 502	Human Services and the Helping Process	4 cr
BEHS 540	Practicum in Behavioral Science*	4 cr
CRIM 500	Introduction to Criminology	4 cr
CRIM 603	Victim Rights and Advocacy	4 cr
HLTC 629	Law and Ethics in Health Care and Human Services	4 cr
MATH 504	Statistics ◆ *	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 621	Managing Conflict	4 cr
Any PSY course		4 cr
SCI 600	The Human Brain*	4 cr
Any SOC course		4 cr
Any SOSC course		4 cr

Total Required Credits in the Concentration: **28**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆ *	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture OR Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr

Two Electives of Student's Choice: 8 cr

Total Core, Foundation and Elective Credits: **32**

TOTAL CREDITS   **60**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

A.S. in BUSINESS

The Associate in Science degree in Business is designed for students interested in gaining a solid foundation in the field of business. The program includes an overview of general management theory and introduces students to the fundamental concepts of economics, marketing, finance, and organizational behavior. This degree prepares students for a smooth transition to the B.S. in Business Management or related degree.

Students will
- Attain proficiency in basic concepts, theories, and methods of inquiry and writing in business.
- Evaluate ethical principles that guide businesses.
- Prepare for seamless transition to the Bachelor of Science in Business Management or related degree program.

Required Courses in the Concentration:

ECO 512	Principles of Economics	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 511	Financial Accounting *	4 cr
MGMT 514	Principles of Marketing	4 cr
MGMT 566	Organizational Behavior	4 cr

One Elective in the Concentration:

One Business Management-related elective from the following list:

- Choose any MGMT course	4 cr
- COMM 540 or 542	4 cr
- MATH 504	4 cr

Total Required Credits in the Concentration: **24**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture OR Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr

Two Electives of Student's Choice: **8 cr**

Total Core, Foundation and Elective Credits: **36**

TOTAL CREDITS **60**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.

*Note: These courses have prerequisites.

For information on the Teacher Certification options in General Studies with an Education Concentration, Communication Sciences and Disorders, and Early Childhood Education, please see the School of Education section of the catalog (pages 31-41).

BACHELOR'S DEGREES

RESIDENCY

Thirty semester hours of new learning must be completed with Granite State College after application.

GENERAL EDUCATION

The outcomes for General Education can be found on pages 5-6. General Education requirements are listed with each major.

Note: CRIT 502 Conducting Critical Inquiry should be taken at the conclusion of General Education courses and prior to 600-level courses in the major.

MAJOR

Majors encompass established areas such as Business Management or Psychology. Individualized Studies majors develop an approved program of study leading to a specific educational or professional goal. Majors are structured to include required course work, and often, choices for additional related courses.

A minimum of 32 credits is required in all majors.

A grade of C or better must be earned for all courses in the major. Transfer courses used to meet major requirements must be completed with a C or better.

ELECTIVES

Select additional courses of interest to complete the total number of required credits or to prepare for continued study.

BACHELOR OF ARTS

The Bachelor of Arts (B.A.) degree is a flexible program that allows a focus on liberal studies. The Bachelor of Arts degree requires 120 semester hours of credit.

B.A. in ENGLISH

The Bachelor of Arts in English is designed for students with a love of literature, language, and writing. This degree program emphasizes one of the most positive advantages of a college education: solid, adaptable communication skills. Through the study of a wide variety of literary materials, English majors deepen their understanding of history, culture, language, and human behavior. The B.A. in English at GSC engages students in an interdisciplinary approach to literary study, to include: the historical study of national traditions, literary theory, the study of texts in cultural context, genre studies, and the critical analysis of representations of identity, especially in terms of race, gender, ethnicity, and sexuality. This Bachelor's Degree does not lead directly to teacher certification, but as a liberal arts program it provides a strong foundation for further graduate study in literature, writing, the law, or the humanities.

Students will

- Gain an introduction to literary texts that have been either written in English or translated into English.
- Understand the character and conventions of the principal literary genres and of other kinds of writing and communication.
- Develop skills of analysis and interpretation using different theoretical approaches to study and analyze literature, language and literacy.
- Understand how literature and language reflect and impact cultural change and examine how texts are written and received within literary, cultural and socio-historical contexts.
- Complete a capstone project which integrates acquired knowledge and capabilities in literary studies.

Required Courses in the Major:

ENG 504	Introduction to Literature*	4 cr
ENG 508	The Media and Its Messages	4 cr
ENG 510	Survey of American Literature*	4 cr
ENG 512	British Literature I*	4 cr
ENG 513	British Literature II*	4 cr
ENG 600	Expository Writing*	4 cr
ENG 604	Creative Writing* OR	
ENG 633	Short Fiction	4 cr
ENG 620	Multicultural Perspectives through Literature*	4 cr
ENG 625	Readings in World Literature*	4 cr
ENG 640	Shakespeare*	4 cr
HIS 502	Great Civilizations	4 cr
HUMN 625	Introduction to Cultural Theory*	4 cr

Integrative Capstone:

HUMN 650	Integrative: Project in Humanities	4 cr

Total Required Credits in the Major: **52**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture: Take ARTS 526 OR HUMN 502	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Eight Electives of Student's Choice: 32 cr

Total Core, Foundation and Elective Credits: **68**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

General Education courses, with the exception of CRIT 502 Conducting Critical Inquiry, are not required of Associate Degree holders.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.A. in HISTORY

Granite State College's Bachelor of Arts degree in History hones the skills of critical thinking, analytical reading, effective writing, and information synthesis. The B.A. in History provides a sound foundation for a variety of careers and generalizes well to a range of industries. The degree also provides the necessary background for further study to those seeking a graduate degree in history or historic preservation, or in a closely related field such as law or political science.

Students will

- Survey specific periods of historical development from pre-history to the present.
- Identify phenomena and characterize patterns across time and regions.
- Analyze U.S. History from the period of native peoples through the present.
- Explore world history, emphasizing major trends that influenced multiple nations and regions.
- Appreciate the contributions and experiences of diverse peoples to national and world events.
- Demonstrate aptitude with research methods and writing conventions in the discipline of history.

Required Courses in the Major:

CRIM 607	Constitutional Law	4 cr
ENG 600	Expository Writing*	4 cr
HIS 502	Great Civilizations	4 cr
HIS 510	U.S. History to 1865	4 cr
HIS 511	U.S. History 1865-present	4 cr
HIS 512	European History: Renaissance through Industrial Revolution	4 cr
HIS 513	European History: 19th and 20th Centuries OR	
HIS 618	History of World War II	4 cr
HIS 602	History of New England OR	
HIS 627	Vietnam War: An Historical Perspective	4 cr
HIS 610	Historical Methods*	4 cr
HIS 611	Topics in World History	4 cr
POL 550	American Government and Politics	4 cr
POL 600	The U.S. in World Affairs	4 cr

Integrative Capstone:

HIS 660	Integrative: Project in History*	4 cr

Choose One Related Elective:

ARTS 550, ARTS 551, ENG 512, HUMN 502, SOSC 519 4 cr

Total Required Credits in the Major: **56**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture: Take ENG 508	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Six Electives of Student's Choice: 24 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

General Education courses, with the exception of CRIT 502 Conducting Critical Inquiry, are not required of Associate Degree holders.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.A. in HUMANITIES
Degree Completion Pathway

Granite State College's Bachelor of Arts Degree Completion Pathway in Humanities requires an Associate Degree in a related field from a regionally accredited college. The Humanities program serves as a foundation for future studies, or for a variety of professions, through its emphasis on critical thinking, writing, reflection, and research in such interdisciplinary areas of study as arts, literature, history, philosophy, and ethics.

Students will

- Gain an introduction to interdisciplinary study of the human condition, past and present.

- Develop skills of analysis, critical assessment, and effective communication through the study of diverse works in the humanities.
- Develop knowledge and skills in the liberal arts.
- Gain understanding about a variety of disciplines related to the humanities to prepare for further study.
- Complete a capstone project which integrates acquired knowledge and capabilities in the study of the humanities.

Required Courses in the Major:

ARTS 550	Art History: Western World OR	
POL 550	American Government and Politics	4 cr
ENG 508	The Media and Its Messages* OR	
HUMN 502	American Popular Culture	4 cr
ENG 600	Expository Writing* OR	
ENG 604	Creative Writing*	4 cr
ENG 620	Multicultural Perspectives through Literature*	4 cr
ENG 625	Readings in World Literature*	4 cr
ENG 633	Short Fiction*	4 cr
ENG 640	Shakespeare*	4 cr
HIS 502	Great Civilizations	4 cr
HIS 512	European History: Renaissance through Industrial Revolution	4 cr
HIS 618	History of World War II OR	
HIS 627	Vietnam War: An Historical Perspective	4 cr
HUMN 504	World Religions OR	
HUMN 505	Introduction to Ethics	4 cr
HUMN 625	Introduction to Cultural Theory*	4 cr

Core and Foundation Courses:

CRIT 502	Conducting Critical Inquiry*	4 cr

Choose One Related Elective:

ARTS 550	Art History: Western World	4 cr
ARTS 551	Survey of World Architecture	4 cr
ENG 504	Introduction to Literature*	4 cr
ENG 505	Introduction to Language and Linguistics*	4 cr
ENG 510	Survey of American Literature*	4 cr
ENG 512	British Literature I*	4 cr
ENG 513	British Literature II*	4 cr
ENG 555	Children's Literature*	4 cr
ENG 560	Young Adult Literature*	4 cr
HUMN 502	American Popular Culture	4 cr
SOSC 519	Living in a Digital Democracy	4 cr
SOSC 637	Social Stratification and Inequality*	4 cr

Integrative Capstone:

HUMN 650	Integrative: Project in Humanities*	4 cr

Total Required Credits in the Major, Core and Foundation: **56**

TOTAL CREDITS   **120**

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

Note: *These courses have prerequisites.*

B.A. in INDIVIDUALIZED STUDIES

The Bachelor of Arts (B.A.) in Individualized Studies degree is a flexible program that allows self-directed students the opportunity to integrate personal interests and academic objectives in an individualized major with a focus on liberal studies.

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

The Individualized Studies major is developed in conjunction with the regular course assignments in CRIT 502 Conducting Critical Inquiry. A proposal for the major must be submitted to Academic Affairs for approval.

Students will

- Demonstrate the ability to be a self-directed student by determining individual academic objectives and activities, and evaluating the resulting learning.
- Attain proficiency in the knowledge, theories, methods of inquiry, and use of information resources pertinent to a substantial and coherent area of study.
- Develop knowledge and skills in a specific discipline or clearly articulated interdisciplinary area at the introductory through advanced level.
- Use ongoing reflective learning to articulate the progression and integration of one's learning in the selected area of study.

Required Courses in the Major:

ENG 600	Expository Writing*	4 cr

Other required courses are determined by student's transfer and/or Prior Learning assessment. Students are expected to fulfill an Intergrative Capstone.

Integrative Capstone: 4 cr
The Individualized Studies major culminates in a capstone experience which integrates the content of the major with current research in a relevant area of inquiry to reach a new, higher level of understanding.

Total Minimum Required Credits in the Major: **32**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Five Electives of Student's Choice: 20 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

General Education courses, with the exception of CRIT 502 Conducting Critical Inquiry, are not required of Associate Degree holders.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

For information on Teacher Certification Options, please see the School of Education section of the catalog (pages 28-37).

BACHELOR OF SCIENCE

The Bachelor of Science (B.S.) allows students to focus on a major related to professional or educational goals. The Bachelor of Science degree requires 120 semester hours of credit.

B.S. in ACCOUNTING AND FINANCE

Granite State College's Bachelor of Science in Accounting and Finance blends content knowledge in accounting and finance with corresponding knowledge of organizational processes in the field. This program prepares graduates to help organizations better leverage assets, manage budgets, gain efficiencies, and maximize investments. The program provides a foundation for individuals whose future goals may include earning the credential of Certified Public Accountant.

Students will
- Demonstrate knowledge of essentials in the fields of accounting and finance to provide sound information through valid processes to users of accounting and financial services.
- Show thorough competence in understanding quantitative and qualitative methods as applied to problem-solving in the fields of accounting and finance.
- Communicate effectively, both verbally and in writing, to explain, evaluate, and present financial and accounting information to varied audiences.
- Employ integrity, ethics and social responsibility in accounting and financial practices.

Required Courses in the Major:

ACCT 550	Accounting Information Systems*	4 cr
ACCT 600	Intermediate Accounting I*	4 cr
ACCT 601	Intermediate Accounting II*	4 cr
ACCT 610	Cost Accounting*	4 cr
ACCT 612	Taxation*	4 cr
ACCT 615	Auditing*	4 cr

ECO 600	International Economics*	4 cr
ENG 601	Writing for the Professions*	4 cr
MATH 504	Statistics ◆*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 510	Managerial Accounting*	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 611	Money and Banking*	4 cr
MGMT 612	Investment Principles*	4 cr
MGMT 613	Financial Management*	4 cr
MGMT 615	Financial Modeling and Decision-Making*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr

Integrative Capstone:

MGMT 650	Intergrative: Strategic Management*	4 cr

Total Required Credits in the Major: **76**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science: Take ECO 512	4 cr

One Elective of Student's Choice: 4 cr

Total Core, Foundation and Elective Credits: **44**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.S. in ALLIED HEALTH LEADERSHIP

This option is designed for allied health professionals who seek expanded career options in community health care settings. This program requires an earned Associate Degree from a regionally accredited college in allied health or the equivalent in professional licensure or advanced training. Courses in this option focus on the health care industry, health care finance, legal and ethical issues, leadership, and health care policy.

Students will
- Attain proficiency in the concepts, theories, and methods of inquiry pertinent to allied health leadership.
- Develop essential competencies in organizational management.
- Integrate knowledge of an applied health care field with the dynamics and complexity of the health care industry.
- Apply ethical principles that guide leadership practice in community care settings.

Required Courses in the Major:

HLTC 550	The Emerging U.S. Health Care System	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr
HLTC 638	Health Care Policy*	4 cr
MGMT 518	Human Resource Administration OR	
MGMT 555	Introduction to Fiscal Management in Health Care	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 608	Managing Diversity* OR	
HLTC 612	Community, Culture, and Health*	4 cr
MGMT 620	Effecting Positive Change in Organizations* OR	
MGMT 621	Managing Conflict	4 cr

Integrative Capstone:

MGMT 653	Leadership*	4 cr

Choose One Related Elective:

ECO 512	Principles of Economics	4 cr
HLTC 612	Community, Culture, and Health*	4 cr
HLTC 627	Reimbursement and Financing Techniques in Health Care*	4 cr
HLTC 637	Heath Information Systems*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 511	Financial Accounting*	4 cr

MGMT 514	Principles of Marketing	4 cr
MGMT 518	Human Resource Administration	4 cr
MGMT 555	Introduction to Fiscal Management in Health Care	4 cr
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 606	Human Resources and Organizational Development*	4 cr
MGMT 607	Human Resources and the Law*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
SOC 603	Work and Society	4 cr
SOSC 604	Dynamics of Family Relationships	4 cr

Total Required Credits in the Major: **36**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Eleven Electives of Student's Choice: 44 cr

Total Core, Foundation and Elective Credits: **76**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ **Note:** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

***Note:** *These courses have prerequisites.*

B.S. in APPLIED STUDIES

This program is designed for graduates of Associate Degree programs with a technical or career focus. Developed in collaboration with the Community College System of New Hampshire (CCSNH), the B.S. in Applied Studies offers a seamless transition from an Associate in Science or Associate in Applied Science to a Bachelor's Degree at Granite State College.

The program builds on the Associate Degree by providing further education in broad areas such as critical thinking, written and oral communication, and strategic problem-solving, as well as upper level study in an area of choice. Note: Those whose academic and professional goals are not addressed by one of the B.S. in Applied Studies options may want to consider the Individualized Studies program.

Admission to the Applied Studies program requires an Associate Degree in a technical or career-oriented field, or the equivalent as determined by Academic Affairs.

General Education courses, with the exception of CRIT 502 Conducting Critical Inquiry, are not required of Associate Degree holders.

The B.S. in Applied Studies offers options for customization:

- Education and Training
- Human Services and Early Childhood Development *(see page 38)*
- Management

B.S. in APPLIED STUDIES
Option in Education and Training

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

An Associate Degree in an applied field from a regionally accredited college or the equivalent is the required foundation for this program.

Students will

- Attain proficiency in the concepts, theories, and methods of inquiry pertinent to education and training of adults.

- Design teaching or training that integrates knowledge of an applied field with adult learning and theory.
- Apply ethical principles that inform the practice of teaching adults.

Required Courses in the Major:

INST 605	Teaching & Learning in Adulthood	4 cr
INST 607	The Learning Workplace OR	
PSY 616	Psychology of Occupational Stress	4 cr
INST 610	Instructional Design and Interactive Learning	4 cr
PSY 615	Psychology of Adulthood*	4 cr

Integrative Capstone:

INST 650	Program Development & Learning* OR Customized Integrative Capstone	4 cr

Associate Degree Earned:

To be determined in transfer	60 cr

Total Required Credits in the Major: **80**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Total Core, Foundation and Elective Credits: **40**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

General Education courses, with the exception of CRIT 502 Conducting Critical Inquiry, are not required of Associate Degree holders.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please

see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

**Note: These courses have prerequisites.*

B.S. in APPLIED STUDIES
Option in Human Services and Early Childhood Development

Please see page 38.

B.S. in APPLIED STUDIES
Option in Management

This option is designed for the student whose career plans include a move into a management or supervisory position in the applied field.

An Associate Degree in an applied field from a regionally accredited college or the equivalent is the required foundation for this program.

Students will

- Build on applied expertise through the attainment of new knowledge in management.
- Develop management capacity to enhance individual and business performance.
- Integrate management theories in a specific applied field to improve efficiency and effectiveness of organizations.

Required Courses in the Major:

MGMT 500	Principles of Management	4 cr
MGMT 566	Organizational Behavior	4 cr

Choose One Related Elective:

MGMT 601	Contemporary Management Issues*	4 cr
MGMT 602	Leadership*	4 cr
MGMT 606	Human Resources and Organizational Development*	4 cr
MGMT 607	Human Resources and the Law*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 611	Money and Banking*	4 cr
MGMT 613	Financial Management*	4 cr
MGMT 615	Financial Modeling and Decision-Making*	4 cr
MGMT 618	Sales Management*	4 cr
MGMT 619	Quality Management*	4 cr

MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	
MGMT 624	Managing Information Technology*	4 cr
MGMT 625	Legal Issues in Business Management*	4 cr
MGMT 626	Project Management Strategies*	4 cr
MGMT 627	Operations Management*	4 cr
MGMT 629	Global Marketing*	4 cr
MGMT 640	Internship in Management*	4 cr
PSY 616	Psychology of Occupational Stress	4 cr

Integrative Capstone:

MGMT 660	Integrative: Applied Studies in Management*	4 cr

Associate Degree Earned:

To be determined in transfer	60 cr

Total Required Credits in the Major: **28**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Twelve Electives of Student's Choice: 48 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

General Education courses, with the exception of CRIT 502 Conducting Critical Inquiry, are not required of Associate Degree holders.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please

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see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

**Note: These courses have prerequisites.*

B.S. in APPLIED STUDIES
Degree Completion Pathway - Option in Management

The Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college. This Pathway is appropriate for those with an earned Associate Degree in a non-business field who seek a Bachelor's Degree with a management focus. A prior course in the fundamentals of business management is helpful but not required. Fifteen Granite State College courses (60 credits) are required in the B.S. Applied Studies, Option in Management Degree Completion Pathway.

Required Courses in the Major:

CRIT 502	Conducting Critical Inquiry*	4 cr
ENG 601	Writing for the Professions*	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 602	Leadership*	4 cr
MGMT 606	Human Resources and Organizational Development*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 612	Investment Principles*	4 cr
MGMT 621	Managing Conflict	4 cr
MGMT 624	Managing Information Technology*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr
MGMT 629	Global Marketing*	4 cr
POL 600	The U.S. in World Affairs	4 cr
SOC 603	Work and Society	4 cr

Integrative Capstone:

MGMT 660	Integrative: Applied Studies in Management*	4 cr

Total Required Credits in the Major: **60**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as

courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: These courses have prerequisites.

B.S. in BUSINESS MANAGEMENT

Granite State College's Bachelor of Science degree in Business Management offers students the appropriate breadth and depth of study plus two elective courses to pursue other areas of interest in management.

The degree is responsive to the education needs of businesses and includes an appropriate foundation for further graduate study. The outcomes-based program is built upon a foundation of six essential competencies that are integrated throughout the curriculum: critical thinking, effective oral and written communication, applied quantitative analysis, managing in a global environment, ethical practice, and leadership.

Students 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 individuals, teams,

and business organizations in a global environment.

Required Courses in the Major:

ECO 512	Principles of Economics	4 cr
MATH 504	Statistics ◆*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 514	Principles of Marketing	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 613	Financial Management*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr

Integrative Capstone:

MGMT 650	Integrative Capstone: Strategic Management	4 cr

Choose Two Related Electives:

COMM 602	Media and Strategic Communication*	4 cr
ECO 600	International Economics*	4 cr
INST 607	The Learning Workplace	4 cr
MGMT 601	Contemporary Management Issues*	4 cr
MGMT 602	Leadership*	4 cr
MGMT 606	Human Resources and Organizational Development*	4 cr
MGMT 607	Human Resources and the Law*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 610	Supply Chain Management*	4 cr
MGMT 611	Money and Banking*	4 cr
MGMT 612	Investment Principles*	4 cr
MGMT 614	Planning New Business Ventures*	4 cr
MGMT 615	Financial Modeling and Decision-Making*	4 cr
MGMT 618	Sales Management*	4 cr
MGMT 619	Quality Management*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
MGMT 622	Database Management Systems*	4 cr
MGMT 623	Systems Analysis and Design*	4 cr
MGMT 624	Managing Information Technology*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr
MGMT 626	Project Management Strategies*	4 cr
MGMT 627	Operations Management*	4 cr
MGMT 629	Global Marketing*	4 cr
MKTG 615	Brand Management*	4 cr
MKTG 616	Service Marketing*	4 cr
MKTG 617	Consumer Behavior*	4 cr
PSY 616	Psychology of Occupational Stress	4 cr
SOC 603	Work and Society	4 cr

Total Required Credits in the Major: **44**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Nine Electives of Student's Choice:	36 cr
Total Core, Foundation and Elective Credits:	**76**
TOTAL CREDITS	**120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: These courses have prerequisites.

B.S. in BUSINESS MANAGEMENT
Degree Completion Pathway

The Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college. The applicant's earned Associate Degree must be in business or a closely related field. Introductory studies in business law, economics, accounting, and marketing or sales should have been completed in the Associate Degree program or in other prior college coursework. A mathematics course at the level of statistics is recommended, and intermediate proficiency in Excel is expected. Fifteen Granite State College courses (60 credits) are required in the

B.S. in Business Management Degree Completion Pathway, with a C or better earned in each.

Required Courses in the Major:

CRIT 502	Conducting Critical Inquiry*	4 cr
ECO 600	International Economics*	4 cr
ENG 601	Writing for the Professions*	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 602	Leadership*	4 cr
MGMT 606	Human Resources and Organizational Development*	4 cr
MGMT 608	Managing Diversity	4 cr
MGMT 611	Money and Banking*	4 cr
MGMT 612	Investment Principles*	4 cr
MGMT 615	Financial Modeling and Decision-Making*	4 cr
MGMT 621	Managing Conflict	4 cr
MGMT 624	Managing Information Technology*	4 cr
POL 600	The U.S. in World Affairs	4 cr
SOC 603	Work and Society	4 cr

Integrative Capstone:

MGMT 650	Integrative: Strategic Management*	4 cr

Total Required Credits in the Major: 60

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.S. in COMMUNICATION STUDIES

Granite State College's Bachelor of Science in Communication Studies hones the skills of analytical thinking, compelling writing, effective persuasion, and clear expression to prepare graduates to work in an information-based economy and to be engaged citizens of a media-driven culture.

The major is well-suited to students interested in careers or further studies in such areas as public relations, public service, nonprofit advocacy, and corporate communications. Courses provide students the opportunity to study fundamental theory and multiple sectors of practice in the discipline of communication and to prepare to contribute to public and private enterprises that consistently need to convey messages effectively, manage information appropriately, and respond ethically and effectively to opportunities and to crises.

Students will

- Survey foundational theories of communication relating to individuals, groups, and mass media.
- Create and deploy distinct messages suited to various audiences, situations, and settings.
- Identify strengths and weaknesses of communication practices in organizations and effect strategic improvements to those practices.
- Analyze and critique rhetorical strategies and communication methods specific to cultural, media, and industry norms.
- Employ an understanding of the impact of cultural differences on communication in a global context.
- Demonstrate aptitude with research methods, both quantitative and qualitative, as these inform and shape the field of communication studies.
- Integrate individual reflection on questions of ethics, conflict, and citizenship as these shape human communication.

Required Courses in the Major:

COMM 504	Website Development I	4 cr
COMM 505	Foundations of Digital Media	4 cr
COMM 540	Persuasive Communication	4 cr
COMM 601	Trends in Digital and Social Media*	4 cr
COMM 602	Media & Strategic Communication*	4 cr
ENG 508	The Media and Its Messages*	4 cr
ENG 600	Expository Writing* OR	
ENG 601	Writing for the Professions*	4 cr
HUMN 505	Introduction to Ethics	4 cr
IDIS 500	Research Methods* OR	
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 514	Principles of Marketing OR	
MGMT 629	Global Marketing*	4 cr
MGMT 566	Organizational Behavior OR	
MGMT 620	Effecting Positive Change in Organizations	4 cr
MGMT 621	Managing Conflict	4 cr

Integrative Capstone:

COMM 650	Integrative: Project in Communication Studies*	4 cr

Total Required Credits in the Major: 52

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture: Take POL 550 OR POL 600	4 cr
Arts and Humanities: Take HUMN 502	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science: Take PSY 501 OR SOC 501	4 cr

Seven Electives of Student's Choice: 28 cr

Total Core, Foundation and Elective Credits: 44

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.S. in COMPUTER SCIENCE INNOVATION

The Bachelor of Science in Computer Science Innovation is an articulation agreement with Manchester Community College that requires an earned Associate Degree in Computer Science and Innovation. The program is designed to create extraordinary computer scientists who can envision complex solutions to difficult technical challenges and create solutions which will be in high demand in our tech-driven society.

In each of the four years of the program, students enroll in Computer Science in Action (CSIA) courses—personalized, student-centered learning with direct workplace application. The focus and location of CSIA project-based learning is flexible by design, with a broad topic such as Quality Assurance or Mobile Applications guiding the student's selection of both a learning project and an action site (such as a workplace or volunteer setting). CSIA courses equate to approximately 56 weeks during which students make contributions to projects, and learn through real-time, real-trend, real-world learning.

Students will

- Attain proficiency in the concepts, theories, and methods of inquiry pertinent to computer science innovation.
- Demonstrate, through the development of software projects, an ability to interpret and apply industry regulations.
- Analyze, design, implement, test, and verify systems, user interfaces, multiple tiers, multiple platforms and emerging technologies of varying complexity to meet desired goals.
- Apply mathematical foundations and computing theorems in the modeling and design of systems.
- Apply principles of secure architecture as a basis of system design.
- Demonstrate comprehension of the trade-offs involved in design choices.
- Apply innovation processes to problems, integrating solutions from appropriate technologies.
- Analyze the local and global impact of computing on individuals, organizations, and society.

Required Courses in the Major:

CIS 520	Networks and Security Concepts	4 cr
CIS 521	Operating Systems	4 cr
CIS 600	Networks Programming	4 cr
CIS 522	Data Analytics	4 cr
CIS 540*	Mobile/Smart Technology and Development	4 cr
CIS 601	System and Performance Analysis	4 cr
MGMT 632	Global Innovation	4 cr
MGMT 626	Project Management	4 cr
CIS 640*	Industry Technology Trends	4 cr
MCC Credits in Transfer	(minimum)	69 cr

Integrative Capstone:

CIS 650	Internship or Capstone in Computer Science Innovation	4 cr

Total Required Credits in the Major: 40

Core and Foundation Courses:

CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 603	Probability and Statistics	4 cr
MATH 606	Calculus I	4 cr
Remainder met in Associate Degree		

One Four Credit Course From Each of the Following:
Met in Associate Degree from MCC

Total Core, Foundation and Elective Credits: 12

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

***Note:** These courses have prerequisites.*

B.S. in CRIMINAL JUSTICE

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

Students will

- Possess a broad and interdisciplinary understanding of the psychosocial, cultural, ethical, and political dimensions of criminal justice in contemporary society.
- Demonstrate an ability to understand and apply ethical thinking and behavior as it relates to their work environment.
- Use research methodology and interpret information as it applies to criminal justice.
- Demonstrate a working knowledge of criminology, criminal justice, law enforcement, corrections, probation/parole, US and NH constitutional law, and advocacy.

Important notice: Background checks are completed for most positions in the field of criminal justice and are normally also required for an internship. Applicants or current students who have arrests or convictions may not be eligible for employment. Opportunities for a career in Criminal Justice will require that individuals demonstrate the required psychological, personal, and legal qualifications.

Required Courses in the Major:

CRIM 500	Introduction to Criminology	4 cr
CRIM 555	The Criminal Justice System	4 cr
CRIM 600	Crime Prevention and Control	4 cr
CRIM 603	Victim Rights and Advocacy	4 cr
CRIM 606	Corrections, Probation and Parole*	4 cr
CRIM 607	Constitutional Law	4 cr
POL 554	Law and Society	4 cr
MATH 504	Statistics ♦*	4 cr
IDIS 501	Research Methods	4 cr

Choose Two Related Electives (one must be 600 level):

BEHS 502	Human Services and the Helping Process	4 cr
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
PSY 603	Crisis Intervention	4 cr
PSY 604	Counseling Theories*	4 cr
PSY 616	Psychology of Occupational Stress	4 cr
SOC 607	Child Abuse and Neglect	4 cr
SOSC 605	Stress and the Family	4 cr

Integrative Capstone:

CRIM 650	Integrative: Criminal Justice*	4 cr

Total Required Credits in the Major: 48

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Eight Electives of Student's Choice: 32 cr

Total Core, Foundation and Elective Credits: **72**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ Note: *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: *These courses have prerequisites.*

B.S. in DIGITAL and SOCIAL MEDIA

The B.S. in Digital and Social Media prepares students for the expanding fields of digital communication and social media as used in business and the public sphere. The program integrates technical and creative disciplines through study of communication modes, human-computer interaction, information technology and media design. The B.S. in Digital and Social Media fosters learning that prepares graduates to make a strategic contribution in public and private enterprises that require the ability to convey messages effectively, manage information appropriately, respond to emerging environments, and employ technology strategically.

Students will
- Express ideas and concepts through the development of digital content.
- Employ sound design principles.
- Create digital and social media for effective marketing.
- Implement and assess strategies for social media.
- Design and evaluate the effectiveness of interactive web sites.
- Select appropriate technology for specific objectives.
- Apply theories of communication to individuals, groups, and mass media.
- Integrate understanding of cultural differences in a global context.
- Demonstrate aptitude with research methodology and data analysis as these inform the fields of communication and media.
- Reflect on questions of ethics, privacy, conflict, and citizenship to frame understanding of digital media.

Required Courses in the Major:

ARTS 504	Design Fundamentals	4 cr
CMPL 622	Human Computer Interaction*	4 cr
COMM 504	Web Development I	4 cr
COMM 505	Foundations of Digital Media Production	4 cr
COMM 601	Trends in Digital and Social Media*	4 cr
COMM 604	Web Development II*	4 cr
ENG 508	The Media and Its Messages	4 cr
ENG 601	Writing for the Professions*	4 cr
MGMT 500	Principles of Management OR	
MGMT 501	Introduction to Public Management	4 cr
MGMT 514	Principles of Marketing	4 cr
MGMT 626	Project Management Strategies*	4 cr
MGMT 629	Global Marketing*	4 cr
MKTG 515	Marketing Research* OR	
MKTG 617	Consumer Behavior*	4 cr

Integrative Capstone:

COMM 651	Integrative: Project in Digital and Social Media*	4 cr

Total Required Credits in the Major: **56**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Six Electives of Student's Choice: 24 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ Note: *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: *These courses have prerequisites.*

B.S. in HEALTH CARE MANAGEMENT

Granite State College's Bachelor of Science degree in Health Care Management prepares graduates in the terms, best practices, and critical functions of health care administration and provides additional advantages through studies in leadership, diversity management, and organizational development. The program combines health care-specific course work with additional relevant learning in such areas as management, statistics, and ethics.

Students will
- Articulate and apply knowledge of systems, operations, and roles

fundamental to effective health care administration in a variety of settings.

- Employ and assess financial and information resources to enhance managerial decision-making and organizational performance.
- Recognize the fundamental rights, ethical principles, and overarching policies that guide those who work in health care.
- Develop and foster capacities for leadership, both in oneself and across organizational teams.
- Explore how socio-cultural, familial, and individual perspectives influence the health care system and the diversity of experiences that comprise it.

Required Courses in the Major:

HLTC 550	The Emerging U.S. Health Care System	4 cr
HLTC 627	Reimbursement and Financing Techniques in Health Care*	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr
HLTC 612	Community, Culture and Health*	4 cr
HLTC 637	Health Information Systems*	4 cr
HLTC 638	Health Care Policy*	4 cr
MATH 504	Statistics ◆*	4 cr
MGMT 518	Human Resource Administration	4 cr
MGMT 555	Introduction to Fiscal Management in Health Care	4 cr
MGMT 566	Organizational Behavior	4 cr

Integrative Capstone:

HLTH 650	Integrative: Health Care Management*	4 cr

Choose One Related Elective:

MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr

Total Required Credits in the Major: 48

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Eight Electives of Student's Choice: 32 cr

Total Core, Foundation and Elective Credits: 72

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ ***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: *These courses have prerequisites.*

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B.S. in HEALTH CARE MANAGEMENT
Degree Completion Pathway

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The Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college. The applicant's earned Associate Degree must be in an allied health area, business, management, or a closely related field. Fifteen Granite State College courses (60 credits) are required in the B.S. in Health Care Management Degree Completion Pathway, with a C or better earned in each..

Required Courses in the Major:

CRIT 502	Conducting Critical Inquiry*	4 cr
HLTC 550	The Emerging U.S. Health Care System	4 cr
HLTC 627	Reimbursement and Financing Techniques in Health Care*	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr
HLTC 612	Community, Culture and Health*	4 cr
HLTC 637	Health Information Systems*	4 cr
HLTC 638	Health Care Policy*	4 cr
MATH 504	Statistics ◆*	4 cr
MGMT 518	Human Resources Administration	4 cr
MGMT 555	Introduction to Fiscal Management in Health Care	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
POL 600	The U.S. in World Affairs	4 cr

Integrative Capstone:

HLTC 650	Integrative: Health Care Management*	4 cr

Total Required Credits in the Major: 60

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ ***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: *These courses have prerequisites.*

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B.S. in HEALTH AND WELLNESS
Degree Completion Pathway

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The Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college. The applicant's earned Associate Degree or advanced training/certification must be in an area of allied health, exercise science, health science, massage therapy, or a similar field. Fifteen Granite State College courses (60 credits) are required in the B.S. in Health and Wellness Degree Completion Pathway, with a C or better earned in each.

Required Courses in the Major:

CRIT 502	Conducting Critical Inquiry*	4 cr
COMM 602	Media & Strategic Communication* OR	
ENG 601	Writing for the Professions*	4 cr
HLTC 550	The Emerging U.S. Health Care System	4 cr

HLTC 612	Community, Culture, and Health*	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr
HLTC 638	Health Care Policy*	4 cr
MATH 504	Statistics ◆* OR	
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 555	Introduction to Fiscal Management in Health Care OR	
HLTC 637	Health Information Systems*	4 cr
SCI 502	Nutrition Concepts & Controversies OR	
SCI 601	Life Cycle Nutrition*	4 cr
SCI 505	Human Biology	4 cr
SCI 506	Physiology of Wellness	4 cr
SCI 508	Issues in Women's Health OR	
SCI 509	Diseases of the 21st Century	4 cr

Integrative Capstone:

| HLTC 640 | Integrative: Internship or Project in Health Care/Human Services/ Wellness | 4 cr |

Two Courses From

HLTC 627	Reimbursement and Financing Techniques in Health Care*	4 cr
INST 605	Teaching & Learning in Adulthood	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 602	Leadership*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
PSY 603	Crisis Intervention	4 cr
PSY 615	Psychology of Adulthood*	4 cr
PSY 616	Psychology of Occupational Stress	4 cr
SCI 508	Issues in Women's Health	4 cr
SCI 509	Diseases of the 21st Century	4 cr
SCI 600	The Human Brain*	4 cr
SOC 607	Child Abuse and Neglect	4 cr
SOSC 602	Men and Women in Cross-Cultural Perspectives	4 cr
SOSC 605	Stress and the Family	4 cr
SOSC 630	Aspects of Aging*	4 cr

Total Required Credits in the Major: **60**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.S. in HEALTH INFORMATION MANAGEMENT

The Bachelor of Science in Health Information Management requires an earned Associate Degree from a regionally accredited college in Health Information Technology (HIT) or Health Information Management (HIM) for admission. The HIT program at Great Bay Community College and the HIM program at Manchester Community College are appropriate foundations. Associate Degree holders with health information-related degrees from other institutions may also be eligible by approval of Academic Affairs.

Students in this focused Bachelor's Degree program will have the opportunity to enhance their analytical, conceptual, and problem-solving skills while establishing competency in health information management. GSC's B.S. in Health Information Management offers a course of study that prepares students to monitor and manage the medical data systems critical to institutional operations and patient care. With hands-on practice in health care information systems, as well as valuable management experience to develop decision making and problem resolution strategies, HIM professionals can assume a wide variety of technical, managerial, and consultant roles in the health care delivery system.

Students will
- Attain proficiency in the concepts, theories, and methods of inquiry pertinent to health information management.
- Code diagnostic and procedural data for optimal reimbursement and assist with maintaining revenue cycle and compliance with third party payer guidelines.
- Manage, process, and analyze health data to ensure an accurate and complete medical record and cost effective processing.
- Formulate and implement health information policies and systems that meet with all national and state laws and regulatory guidelines.
- Apply sound principles of health information management and provide leadership to staff.
- Participate in Performance Improvement and other quality initiatives.
- Act according to the professional, ethical, and legal standards expected in the health information management field.
- Recognize the need for and an ability to engage in continuing professional development in health information management.

Required Courses in the Major:

HLTC 550	The Emerging U.S. Health Care System	4 cr
HLTC 612	Community, Culture, and Health* OR	
MGMT 608	Managing Diversity*	4 cr
HLTC 627	Reimbursement and Financing Techniques in Health Care* OR	
HLTC 637	Health Information Systems*	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr
HLTC 638	Health Care Policy	4 cr
MATH 504	Statistics ◆*	4 cr
MGMT 555	Introduction to Fiscal Management for Health Care	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 602	Leadership* OR	
MGMT 626	Project Management Strategies*	4 cr
MGMT 624	Managing Information Technology*	4 cr

Integrative Capstone:

| CMPL 650 | Best Practices in Information Technology OR | |
| HLTC 650 | Integrative: Health Care Management | 4 cr |

Choose One Related Elective:

HLTC 612	Community, Culture, and Health*	4 cr
HLTC 627	Reimbursement and Financing Techniques in Health Care*	4 cr
HLTC 637	Health Information Systems*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 501	Introduction to Public Administration	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 518	Human Resource Administration	4 cr
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 602	Leadership*	4 cr
MGMT 608	Managing Diversity*	4 cr

MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
MGMT 626	Project Management Strategies*	4 cr

Total Required Credits in the Major: **52**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Seven Electives of Student's Choice: 28 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ Note: *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: *These courses have prerequisites.*

B.S. in HUMAN RESOURCES ADMINISTRATION

The Bachelor of Science in Human Resources Administration provides a strong foundation in business essentials with specialization in the areas of employee development and organizational performance. Studies include

the fundamentals for H.R. professionals, as well as explorations in the management of change, diversity, and conflict and in the psychosocial dimension of organizations. Graduates will be prepared for careers that allow them to contribute to strategic advancement in business settings, in the nonprofit sector, and in the public sphere.

Students will

- Gain competency in the fundamentals of human resources management.
- Engage key concepts in organizational development.
- Explore psychosocial dimensions and their impact on individuals and organizations.
- Demonstrate awareness of and competency with diverse cultures in a global workforce.
- Analyze information effectively to guide evidence-based decision-making.
- Recognize and apply ethical principles and legal standards appropriate to human resources and business practice.
- Advance organizational objectives by deploying human resources knowledge in the context of strategic management.

Required Courses in the Major:

COMM 602	Media & Strategic Communication*	4 cr
MGMT 518	Human Resource Administration	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 568	Strategic Data Analysis* OR	
MGMT 624	Managing Information Technology* OR	
MGMT 626	Project Management Strategies*	4 cr
MGMT 602	Leadership*	4 cr
MGMT 606	Human Resources and Organizational Development*	4 cr
MGMT 607	Human Resources and the Law*	4 cr
MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr
PSY 509	Human Development	4 cr
PSY 616	Psychology of Occupational Stress OR	
SOC 603	Work and Society	4 cr

Integrative Capstone:

MGMT 650	Integrative: Strategic Management*	4 cr

Total Required Credits in the Major: **56**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr

MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science: Take PSY 501 OR SOC 501	4 cr

Six Electives of Student's Choice: 24 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ Note: *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: *These courses have prerequisites.*

B.S. in HUMAN SERVICES

This option is designed for students with career interests in human services. Granite State College's B.S. in Human Services offers graduates the opportunity to provide access to assistance programs, offer support, and improve the quality of life for those in need while working with individuals and the community at both the local and state level.

Students will

- Attain proficiency in the concepts, theories, and methods of inquiry pertinent to human services.
- Integrate knowledge of human services with relevant theory, advanced practice, and specific populations.

- Apply ethical principles that inform and guide practice in human services.

Important notice: *Background checks are completed for most positions in the field of Human Services and are normally also required for an internship. Applicants or current students who have arrests or convictions may not be eligible for employment. Opportunities for a career in Human Services will require that individuals demonstrate the required psychological, personal, and legal qualifications.*

Required Courses in the Major:

BEHS 502	Human Services and the Helping Process	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr
IDIS 501	Research Methods*	4 cr
MGMT 566	Organizational Behavior OR	
MGMT 621	Managing Conflict	4 cr
PSY 501	Introduction to Psychology	4 cr
PSY 509	Human Development	4 cr
SCI 505	Human Biology	4 cr
SOC 501	Introduction to Sociology	4 cr
SOSC 637	Social Stratification and Inequality*	4 cr

One Course From:

PSY 608	Social Psychology*	4 cr
PSY 617	Abnormal Psychology*	4 cr
SOC 601	Society and the Individual*	4 cr

One Course From:

CRIM 603	Victim Rights and Advocacy	4 cr
PSY 603	Crisis Intervention	4 cr
PSY 616	Psychology of Occupational Stress	4 cr

One Course From:

SOSC 605	Stress and the Family	4 cr
SOC 607	Child Abuse and Neglect	4 cr
SOSC 630	Aspects of Aging*	4 cr

Choose One Related Elective:

CRIM 603	Victim Rights and Advocacy	4 cr
HLTC 612	Community, Culture, And Health*	4 cr
MGMT 608	Managing Diversity*	4 cr
PSY 603	Crisis Intervention	4 cr
PSY 604	Counseling Theories*	4 cr
PSY 608	Social Psychology*	4 cr
PSY 616	Psychology of Occupational Stress	4 cr
PSY 617	Abnormal Psychology*	4 cr
SOC 601	Society and the Individual*	4 cr
SOC 607	Child Abuse and Neglect	4 cr
SOSC 604	Dynamics of Family Relationships	4 cr
SOSC 605	Stress and the Family	4 cr
SOSC 630	Aspects of Aging*	4 cr

Integrative Capstone:

HLTC 640	Internship or Project in Health Care/ Human Services/Wellness	4 cr

Total Required Credits in the Major: **56**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Six Electives of Student's Choice: 24 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ Note: *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*****Note:*** *These courses have prerequisites.*

B.S. in INDIVIDUALIZED STUDIES

The Individualized Studies major provides an opportunity to develop an area of study that integrates personal interests, academic objectives, and career goals with courses taken from the College's regular offerings.

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

The Individualized Studies major is developed in conjunction with the regular course assignments in CRIT 502 Conducting Critical Inquiry. A proposal for the major must be submitted to Academic Affairs for approval.

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

Students will
- Demonstrate the ability to be a self-directed student by determining individual academic objectives and activities and evaluating the resulting learning.
- Attain proficiency in the knowledge, theories, methods of inquiry, and use of information resources pertinent to a substantial and coherent area of study.
- Develop knowledge and skills in a specific discipline or clearly articulated interdisciplinary area at the introductory through advanced level.
- Use ongoing reflective learning to articulate the progression and integration of one's learning in the selected area of study.

Required Courses in the Major:

An Individualized Studies major consists of Foundation Courses and Specialized Courses, plus the Integrative Capstone.

Foundation Courses:

IDIS 501	Research Methods* OR	
MATH 504	Statistics ◆*	4 cr

Specialized Courses:

Select at least four interrelated courses at the advanced level which represent the individualized focus of the major.

Integrative Capstone: 4 cr

The Individualized Studies major culminates in a capstone experience which integrates the content of the major with current research in a relevant area of inquiry to reach a new, higher level of understanding.

Total Required Credits in the Major: **32**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Twelve Electives of Student's Choice: 48 cr

Total Core, Foundation and Elective Credits: 88

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: These courses have prerequisites.

B.S. in INFORMATION TECHNOLOGY

The major in Information Technology focuses on information, its management and processing within an organization, and the application of technology to create, exchange, store, and use information in that context. The focus is on the business use of information and the application of computing technology. Graduates will typically follow career paths as applications development programmers, planners and designers of information systems, and information systems managers within organizations. The degree provides versatility through a best practices approach to the core areas of Information Technology.

Students will
- Possess proficiency in information technology, including programming fundamentals, software, network systems, and databases, as well as their relevant web interfaces and applications.
- Demonstrate both practical skills and theoretical knowledge of information technology, enabling graduates to make a professional contribution to organizations across sectors.
- Engage in effective critical thinking and problem-solving in the field of information technology.
- Assess the needs of technology users and articulate appropriate strategies for meeting those needs through hardware and software.

Required Courses in the Major:

CMPL 515	Programming Fundamentals*	4 cr
CMPL 518	Visual Programming I*	4 cr
CMPL 612	Advanced Software Tools*	4 cr
CMPL 614	Computer and Network Systems*	4 cr
CMPL 618	Visual Programming II*	4 cr
CMPL 622	Human Computer Interaction*	4 cr
CMPL 628	Visual Programming III*	4 cr
MATH 504	Statistics ◆*	4 cr
MGMT 622	Database Management Systems*	4 cr
MGMT 623	Systems Analysis and Design*	4 cr

Integrative Capstone:

CMPL 650	Best Practices in Information Technology*	4 cr

Total Required Credits in the Major: 44

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World	4 cr
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Nine Electives of Student's Choice: 36 cr

Total Core, Foundation and Elective Credits: 76

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: These courses have prerequisites.

B.S. in INFORMATION TECHNOLOGY
Degree Completion Pathway

The Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college. Requirements for the Degree Completion Pathway in I.T.: An Associate Degree from a regionally accredited college in computer technology, information technology, or a computer-related field is required. For those with an Associate Degree in another field, transcripts showing at least three different computer technology courses from: computer applications, computer networking, computer programming, and internet technologies, or equivalent experience or education documented through prior learning assessment. Acceptable programming courses include: C, C++, C#, Visual Basic, Java, or C.I. Fifteen Granite State College courses (60 credits) are required in the B.S. in Information Technology Degree Completion Pathway, with a C or better earned in each.

Students will
- Possess proficiency in information technology, including programming fundamentals, software, network systems,

and databases, as well as their relevant web interfaces and applications.

- Demonstrate both practical skills and theoretical knowledge of information technology, enabling graduates to make a professional contribution to organizations across sectors.
- Engage in effective critical thinking and problem-solving in the field of information technology.
- Assess the needs of technology users and articulate appropriate strategies for meeting those needs through hardware and software.

Required Courses in the Major:

CRIT 502	Conducting Critical Inquiry*	4 cr
CMPL 518	Visual Programming I OR	
MGMT 500	Principles of Management	4 cr
CMPL 614	Computer and Network Systems*	4 cr
CMPL 618	Visual Programming II* OR	
MGMT 568	Strategic Data Analysis*	4 cr
CMPL 622	Human Computer Interaction*	4 cr
CMPL 628	Visual Programming III* OR	
MGMT 602	Leadership*	4 cr
COMM 601	Trends in Digital and Social Media* OR	
ENG 601	Writing for the Professions*	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 622	Database Management Systems*	4 cr
MGMT 623	Systems Design and Analysis*	4 cr
MGMT 624	Managing Information Technology*	4 cr

Integrative Capstone:

CMPL 650	Best Practices in Information Technology*	4 cr

Three Courses From

ENG 508	The Media and Its Messages	4 cr
COMM 602	Media & Strategic Communication*	4 cr
INST 610	Instructional Design and Interactive Learning	4 cr
MATH 504	Statistics ◆*	4 cr
MATH 603	Probability and Statistics*	4 cr
MGMT 626	Project Management Strategies*	4 cr
PSY 616	Psychology & Occupational Stress	4 cr
SOSC 519	Living in a Digital Democracy	4 cr

Total Required Credits in the Major: **60**

Total   **120 cr**

Note: These courses have prerequisites.

B.S. in MARKETING

The Marketing degree provides a strong foundation in the key knowledge areas of the field. Studies combine essential business courses with specialized learning in such topics as global marketing, consumer behavior, branding, and social media. Graduates will be prepared to deploy creative and data-driven approaches to advance organizational objectives and business strategy.

Students will

- Identify core concepts of marketing.
- Develop marketing objectives and shape strategies to meet those objectives.
- Explore diverse subfields of marketing.
- Analyze marketing problems and craft solutions.
- Create integrated marketing communications that reflect sound planning and include metrics of effectiveness.
- Collect, review, and employ research-driven data to drive decisions in business.
- Recognize the global nature of marketing and the impact of international markets on strategy.
- Critically examine topics in ethics and society as these apply to marketing and business.

Required Courses in the Major:

COMM 601	Trends in Digital and Social Media*	4 cr
ENG 600	Expository Writing* OR	
ENG 601	Writing for the Professions*	4 cr
MATH 504	Statistics* OR	
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 514	Principles of Marketing	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 618	Sales Management* OR	
MKTG 616	Service Marketing* OR	
COMM 602	Media & Strategic Communication*	4 cr
MGMT 624	Managing Information Technology* OR	
MGMT 626	Project Management Strategies*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr
MGMT 629	Global Marketing*	4 cr
MKTG 515	Marketing Research*	4 cr
MKTG 615	Brand Management*	4 cr
MKTG 617	Consumer Behavior*	4 cr

Integrative Capstone:

MGMT 650	Integrative: Strategic Management*	4 cr

Total Required Credits in the Major: **60**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture: Take ENG 508	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Five Electives of Student's Choice: 20 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*Note: These courses have prerequisites.

B.S. in NURSING

The Mission of the RN to BSN Program at Granite State College is to provide Registered Nurses the opportunity to earn a Bachelor of Science Degree in Nursing to expand their professional opportunities and meet the employment qualifications of the nurse of the future. The program is accredited by Commission on Collegiate Nursing Education (CCNE).

CCNE
One Dupont Circle, NW Suite 530
Washington, DC 20036
www.aacn.nche.edu
(202) 887-6791

Students will

- Deliver safe, competent, and compassionate care within frameworks of law and ethics to patients, families, and the diverse groups of a community.
- Be productive citizens characterized by significant contributions to society that are enlightened by knowledge of health care policy and politics and how they affect health care and nursing practice.
- Advocate locally and nationally for social justice and equity in healthcare accessibility and quality.
- Use a variety of technologies to intervene in health-related problems of individuals, families, communities, and within the health care system.
- Identify, evaluate, apply, and/or compile evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care system.
- Collaborate as member and/or leader of teams characterized by effective communication and mutual respect that enhance the quality of health care services and their delivery.

Health, Character, and Technical Standards for the Bachelor of Science in Nursing Program

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

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

1. Sufficient hearing to assess patients' health, understand instructions, identify emergency signals, and engage in telephone conversation.
2. Sufficient visual acuity to observe patients, interpret data, ensure a safe environment, and read fine print.
3. Sufficient speech and language ability to read, express, comprehend, and exchange information and ideas in English verbally, non-verbally, and in writing, and to interact clearly and logically with patients, health care professionals, family members, faculty, and peers.
4. Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations, and to cope with variations in workload and stress levels.
5. Sufficient emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in online, classroom, and clinical settings, and to integrate direction, instruction, and criticism into behavior.
6. Sufficient strength, endurance, and motor coordination to participate in course requirements.
7. Sufficient information technology skills to complete assignments according to program standards.
8. Personal transportation to and from clinical experiences.
9. Immunization record (Up-to-date: Measels, mumps, rubella, varicella, hepatitis B, tetanus, diphtheria, pertussis, and annual influenza vaccine; evidence of tuberculosis status); evidence of personal liability insurance and personal health insurance; evidence of current ACLS or CPR for the Health Professional.
10. Clinical agencies may require a background check.

Progression Requirements

In order to progress through the program, the student must earn grades of 2.0 or better in each required course and maintain RN licensure in the state where they practice.

M.S.N.: Articulation Agreements

Graduates of the program are encouraged to earn the Master of Science in Nursing. Articulation agreements are maintained with the following colleges:

- Drexel University (www.drexel.edu); 25% tuition reduction
- Excelsior College (www.excelsior.edu); 15% tuition reduction
- Rivier University (www.rivier.edu)

Students may identify other programs that meet their specific needs. Students planning to continue their education toward the Master of Science in Nursing or other graduate program should plan their program of study with advice from that program. Further information can be obtained from the respective programs or from the Director or Assistant Director of the GSC RN to BSN Program. The student is advised that acceptance to graduate study often requires a CGPA of 2.5 to 3.0.

Program Requirements

Completion of the RN to BSN Program requires a total of 120 credits including any transfer credits for which the applicant may be eligible. A minimum of 30 credits must be earned at Granite State College. Applicants with additional prior college credits should submit all transcripts of previous college coursework to be evaluated for applicability for the BSN requirements, since a total of up to 90 credits can be transferred to meet program requirements. **Applicants with a prior Bachelor's Degree or a Master's Degree will be waived from General Education courses (24 credits) and are required to meet Nursing requirements only (30 credits) and MATH 504 Statistics. Statistics is a prerequisite for NUR 602.**

Required Nursing Courses in the Major:

NUR 602	Evidence-Based Nursing Care*	4 cr
NUR 603	Nursing Care of Populations*	4 cr
NUR 604	Nursing Care of an Aging Population*	4 cr
NUR 606	The Nurse as Leader *	4 cr
NUR 607	Nursing Implications of Genetics and Genomics*	4 cr
NUR 608	Informatics and Technology in Nursing Care*	4 cr

Integrative Capstone:

NUR 650	Capstone Practicum in Nursing*	6 cr

Additional Requirements for RN to BSN Program

MATH 504	Statistics ♦*	4 cr
CRIT 502	Conducting Critical Inquiry	4 cr
HLTC 550	The Emerging U.S. Health Care System ♦	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services ♦	4 cr
Sociology Elective		4 cr

One Course From

Any History (HIS), Economics (ECO), or American Government/Politics (POL) course. 4 cr

General Elective:

Student's choice 4 cr

Total Required Credits in the Major: **58**

Associate Degree/Nursing Diploma Credits: **62**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

♦ *Note: These two courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.S. in OPERATIONS MANAGEMENT

The Bachelor of Science degree in Operations Management provides a sound education in business with an emphasis on operations, including project management, supply chain management, quantitative methods, and quality control. Operations Management degree graduates understand how to be effective as managers and leaders, and are equipped to make strategic contributions through knowledge of operations, production, quality, project management, and technology.

Students will
- Demonstrate knowledge of the essentials of business operations.
- Apply quantitative methods to problem-solving in business analysis and operational decision-making.
- Explore management theories in the context of organizations and their development.
- Develop awareness of ethical and legal frameworks for business.
- Analyze business strengths and weaknesses from multiple perspectives, including fiscal, quality, and supply chain.
- Integrate information, data, and technology into the framing and solving of problems.
- Deploy a global perspective on business and economic functions.
- Manage and lead strategically to enhance performance for individuals, teams, and organizations.

Required Courses in the Major:

ECO 600	International Economics*	4 cr
MATH 504	Statistics ♦*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 566	Organizational Behavior OR	
MGMT 602	Leadership*	4 cr
MGMT 610	Supply Chain Management*	4 cr
MGMT 615	Financial Modeling and Decision Making*	4 cr
MGMT 619	Quality Management*	4 cr
MGMT 624	Managing Information Technology*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr
MGMT 626	Project Management Strategies*	4 cr
MGMT 627	Operations Management*	4 cr

Integrative Capstone:

MGMT 650	Integrative: Strategic Management*	4 cr

Total Required Credits in the Major: **52**

Core and Foundation Courses:

ENG 500	The Writing Process ♦	4 cr
CRIT 501	Critical Inquiry ♦*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ♦*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science Take ECO 512	4 cr

Seven Electives of Student's Choice: 28 cr

Total Core, Foundation and Elective Credits: **68**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

♦ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

B.S. in PSYCHOLOGY

The Bachelor of Science degree in Psychology provides an understanding of human behavior within a global world view. Students explore the variables affecting human behavior to examine both individual and collective dynamics. The major 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, and information literacy, are integrated in course objectives throughout the program.

Students 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.

Required Courses in the Major:

IDIS 501	Research Methods*	4 cr
MATH 504	Statistics ◆*	4 cr
PSY 501	Introduction to Psychology	4 cr
PSY 509	Human Development	4 cr
SCI 600	The Human Brain*	4 cr
SOC 501	Introduction to Sociology	4 cr

One Course From:

PSY 602	Theories of Personality*	4 cr
PSY 609	Cognition and Learning*	4 cr
PSY 617	Abnormal Psychology*	4 cr

One Course From:

PSY 608	Social Psychology*	4 cr
SOC 601	Society and the Individual*	4 cr
SOSC 604	Dynamics of Family Relationships	4 cr

Integrative Capstone:

BEHS 650	Integrative: Psychology	4 cr

Choose Two Related Electives:

BEHS 640	Internship in Behavioral Science*	4 cr
CRIM 603	Victim Rights and Advocacy	4 cr
HLTC 629	Law and Ethics in Health Care and Human Services	4 cr

MGMT 620	Effecting Positive Change in Organizations*	4 cr
PSY 602	Theories of Personality*	4 cr
PSY 603	Crisis Intervention	4 cr
PSY 604	Counseling Theories*	4 cr
PSY 605	Principles of Assessment*	4 cr
PSY 606	Educational Psychology*	4 cr
PSY 608	Social Psychology*	4 cr
PSY 609	Cognition and Learning*	4 cr
PSY 615	Psychology of Adulthood*	4 cr
PSY 616	Psychology of Occupational Stress	4 cr
PSY 617	Abnormal Psychology*	4 cr
SOC 601	Society and the Individual*	4 cr
SOC 603	Work and Society	4 cr
SOC 607	Child Abuse and Neglect	4 cr
SOSC 602	Men and Women in Cross-Cultural Perspectives	4 cr
SOSC 604	Dynamics of Family Relationships	4 cr
SOSC 605	Stress and the Family	4 cr
SOSC 630	Aspects of Aging*	4 cr
SOSC 637	Social Stratification and Inequality	4 cr

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Nine Electives of Student's Choice:	36 cr

Total Core, Foundation and Elective Credits:	**76**

TOTAL CREDITS	**120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ ***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

* ***Note:*** *These courses have prerequisites.*

B.S. in PUBLIC SERVICE MANAGEMENT

This degree is designed for students with career interests in public sector management or those seeking leadership roles in public service fields who have had prior study and/or experience in such professions as law enforcement, fire fighting or municipal/public management. Such background may be demonstrated by an Associate Degree in a related field, or the equivalent in professional licensure, advanced training, or the credential of Certified Public Manager.

Students will

- Build on applied expertise through the attainment of new knowledge in management, with specific relevance to the public sector.
- Develop management capacity to enhance individual and organizational performance.
- Apply ethical principles that inform public service management.
- Integrate public service management theories in an applied field to improve efficiency and effectiveness of organizations.

Required Courses in the Major:

MGMT 501	Introduction to Public Administration	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 568	Strategic Data Analysis*	4 cr
MGMT 602	Leadership*	4 cr
MGMT 625	Legal and Ethical Issues in Business Management*	4 cr
MGMT 608	Managing Diversity* OR	
MGMT 620	Effecting Positive Change in Organizations	4 cr
MGMT 624	Managing Information Technology* OR	
MGMT 626	Project Management Strategies*	4 cr

Choose One Four Credit Course From:

COMM 601	Trends in Digital and Social Media*	4 cr
COMM 602	Media and Strategic Communications*	4 cr
ENG 601	Writing for the Professions*	4 cr

Integrative Capstone:

MGMT 660	Integrative: Applied Studies in Management*	4 cr

Total Required Credits in the Major: 36

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Eleven Electives of Student's Choice: 44 cr

Total Core, Foundation and Elective Credits: 84

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ ***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

* ***Note:*** *These courses have prerequisites.*

B.S. in SERVICE and HOSPITALITY MANAGEMENT

The Bachelor of Science in Service and Hospitality Management is designed for students seeking to further advance their careers in the business and management aspects of the hospitality field. This degree requires an earned Associate Degree from a regionally accredited college in hospitality services, tourism, a related field, or the equivalent in professional licensure or advanced training. The program prepares students for a variety of careers in the hospitality services, hotel, travel and tourism, and food service industries. Courses in the program emphasize strong communication, organizational and interpersonal public relations, marketing, leadership, and project management. Graduates acquire the management competencies required in service and hospitality positions that demand high-level leadership and problem-solving skills.

Students will

- Build on expertise through the attainment of new knowledge in service and hospitality management.
- Develop management capacity to enhance individual and organizational performance.
- Assess service logistics in a variety of service environments.
- Apply various service systems to construct customer relationship platforms.
- Integrate management theories in an applied field to improve efficiency and effectiveness of organizations.

Required Courses in the Major:

HMGT 602	Sustainable Tourism OR	
HMGT 603	Event, Meeting, and Conference Management*	4 cr
HMGT 600	Hotel and Restaurant Management*OR	
HMGT 601	Food Service Systems and Control*	4 cr
MGMT 500	Principles of Management	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 514	Principles of Marketing	4 cr
MGMT 566	Organizational Behavior	4 cr
MGMT 602	Leadership* OR	
MGMT 626	Project Management Strategies*	4 cr
MGMT 608	Managing Diversity* OR	
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 619	Quality Management*	4 cr
MKTG 616	Service Marketing* OR	
MKTG 618	Sales Management*	4 cr

One Course From:

COMM 601	Trends in Digital and Social Media*	4 cr
COMM 602	Media & Strategic Communication*	4 cr
ENG 601	Writing for the Professions*	4 cr

Integrative Capstone:

MGMT 660	Integrative: Applied Studies in Management*	4 cr

Choose One Related Elective:

MGMT 602	Leadership*	4 cr
MGMT 608	Managing Diversity*	4 cr

MGMT 613	Financial Management*	4 cr
MGMT 614	Planning New Business Ventures*	4 cr
MGMT 618	Sales Management*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr
MGMT 626	Project Management Strategies*	4 cr
MGMT 627	Operations Management*	4 cr
MKTG 515	Marketing Research*	4 cr
MKTG 615	Brand Management*	4 cr
MKTG 617	Consumer Behavior*	4 cr

Total Required Credits in the Major: 52

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture: Take ENG 508	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Seven Electives of Student's Choice: 28 cr

Total Core, Foundation and Elective Credits: 64

TOTAL CREDITS 120

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ ***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

* ***Note:*** *These courses have prerequisites.*

B.S. in SOCIAL SCIENCE

The Bachelor of Science in Social Science is suited to those students interested in how social groups and structures influence human behavior. This interdisciplinary program examines concepts in sociology, economics, politics, psychology, media and cultural studies, while building students' applied research, qualitative, and quantitative skills. Graduates will hone their ability to think flexibly by analyzing and understanding the impact that social institutions have on human behavior and identity. This program provides a strong foundation for a career in community service, government, advocacy, and a diverse array of service professions. Social Science degree graduates are prepared for graduate studies in law, public policy and administration, or social science disciplines. Potential employers include social service agencies, non-profit organizations, government agencies, hospitals, educational institutions, and correctional institutions.

Students will
- Explore fundamental concepts in the social and behavioral sciences.
- Apply appropriate quantitative and qualitative methods for social science research.
- Communicate effectively to diverse individuals and groups.
- Analyze social and cultural issues.
- Integrate information and data into the framing and solving of problems.
- Contextualize social issues through awareness and appreciation of diversity.
- Recognize and apply ethical principles and standards appropriate to social science.
- Engage in critical and creative thinking that integrates areas of inquiry.

Required Courses in the Major:

ENG 508	The Media and Its Messages	4 cr
ENG 600	Expository Writing* OR	
ENG 601	Writing for the Professions*	4 cr
HUMN 625	Introduction to Cultural Theory* OR	
MGMT 620	Effecting Positive Change in Organizations*	4 cr
IDIS 501	Research Methods*	4 cr
MATH 504	Statistics*	4 cr
MGMT 566	Organizational Behavior OR	
PSY 509	Human Development	4 cr
POL 550	American Government & Politics	4 cr
POL 554	Law and Society OR	
CRIM 500	Introduction to Criminology	4 cr

PSY 501	Introduction to Psychology	4 cr
SOC 501	Introduction to Sociology	4 cr
SOC 601	Society and the Individual*	4 cr

Choose One Four Credit Course From:

SOC 603	Work and Society	4 cr
SOSC 630	Aspects of Aging*	4 cr
PSY 608	Social Psychology*	4 cr
SOSC 602	Men and Women in Cross-Cultural Perspectives	4 cr
SOSC 637	Social Stratification and Inequality	4 cr

One Course From:

SOSC 604	Dynamics of Family Relationships	4 cr
SOSC 605	Stress and the Family	4 cr
PSY 616	Psychology of Occupational Stress	4 cr

Integrative Capstone:

SOSC 650	Integrative: Project in Social Science*	

Total Required Credits in the Major: **56**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture: Take HIS 510 OR HIS 511		4 cr
Arts and Humanities: Take HUMN 505		4 cr
Cultural Inquiry: International		4 cr
Scientific Inquiry		4 cr
Social Science: Take ECO 512		4 cr

Six Electives of Student's Choice: **24 cr**

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

**Note: These courses have prerequisites.*

B.S. in TECHNOLOGY MANAGEMENT

The Technology Management major provides technology proficiency together with the managerial know-how that employers need. With a sound base of knowledge in the core areas of programming, networks, databases, web, and digital media, combined with both fundamental upper-level management courses such as leadership, organizational development, and project management, graduates will be capable of managing technical staff and projects, but will also develop their capacities as strategic leaders who understand changing organizations and can make a contribution even as trends continuously emerge.

Students will
- Demonstrate a sound understanding of fundamental management and accounting practices.
- Possess proficiency in technology, including fundamentals of programming, network systems, databases, and the web.
- Lead teams, manage projects and make decisions effectively.
- Communicate successfully to and with technical and non-technical audiences.
- Engage with emerging trends in the rapidly evolving environments of technology and business, and understand their potential applications and risks.
- Assess the contributions that effective technology management makes to organizational goals and their achievement.
- Apply, integrate and synthesize competencies gained from technical and management courses to make a strategic contribution to business enterprise.

Required Courses in the Major:

CMPL 515	Programming Fundamentals*	4 cr
CMPL 612	Advanced Software Tools*	4 cr
CMPL 614	Computer and Network Systems*	4 cr
COMM 601	Trends in Digital and Social Media*	4 cr
ENG 601	Writing for the Professions*	4 cr

MATH 504	Statistics ◆*	4 cr
MGMT 500	Principles of Management OR	
MGMT 566	Organizational Behavior	4 cr
MGMT 511	Financial Accounting*	4 cr
MGMT 602	Leadership*	4 cr
MGMT 622	Database Management Systems*	4 cr
MGMT 623	Systems Analysis and Design*	4 cr
MGMT 626	Project Management Strategies*	4 cr

Choose One Related Elective:

MGMT 608	Managing Diversity*	4 cr
MGMT 620	Effecting Positive Change in Organizations*	4 cr
MGMT 621	Managing Conflict	4 cr

Integrative Capstone:

| TCHM 650 | Integrative: Project in Technology Management* | 4 cr* |

Total Required Credits in the Major: **56**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication	4 cr

One Four Credit Course From Each of the Following:

American Culture	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Six Electives of Student's Choice: 24 cr

Total Core, Foundation and Elective Credits: **64**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

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*Note: These courses have prerequisites.

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. Students may use only two courses from the major to fulfill minor requirements. All minors consist of five courses, at least two of which must be upper level. Required courses may have prerequisites. Two minors are allowed with no more than two courses overlapping across major or minor requirements in either direction. Courses must be completed with a C or better to be included in a minor.

ADULT LEARNING AND DEVELOPMENT

This minor provides knowledge to maximize adult learning in training, consulting, or instructional environments. Students will develop an understanding of the unique qualities, motivations, and capabilities of the adult student.

INST 605	Teaching and Learning in Adulthood
INST 607	The Learning Workplace OR
INST 610	Instructional Design and Interactive Learning
INST 650	Program Development and Learning*
PSY 615	Psychology of Adulthood*
PSY 616	Psychology of Occupational Stress

DIGITAL COMMUNICATIONS AND SOCIAL MEDIA

The Minor in Digital Communications and Social media enables students to explore the role of social media in the rapidly evolving world of digital communications. Students will gain an understanding of interactive artifacts through various platforms; and identify trends in communication technologies. This minor is designed to assist the student in application of digital communications to their professional field of study.

COMM 505	Foundations of Digital Media Production
COMM 601	Trends in Digital and Social Media
CMPL 622	Human Computer Interaction

Choose Two Approved Electives:
ARTS 504; COMM 504, COMM 604, COMM 602; MGMT 514, MKTG 515.

FAMILY STUDIES

This minor explores 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.

HLTC 629	Law and Ethics for Health Care and Human Services
PSY 509	Human Development
SOSC 604	Dynamics of Family Relationships
SOSC 605	Stress and the Family

Choose One Approved Elective:
EDU 602*, 603; MGMT 621; PSY 508, 510, SOC 607; SOSC 630*, 637*; (PSY 508 Child Development or EDU 602 Young Children with Special Needs* is recommended).

FINANCE

This minor provides foundational skills for careers related to finance. It can also prepare the student to be a member of the financial management team in small or mid-sized enterprises or for self-employment.

MGMT 511	Financial Accounting*
MGMT 611	Money and Banking*
MGMT 612	Investment Principles*
MGMT 613	Financial Management* OR
ECO 600	International Economics*
MGMT 625	Legal and Ethical Issues in Business Management* OR
MGMT 615	Financial Modeling and Decision-Making*

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   The Emerging U.S. Health Care System
HLTC 629   Law and Ethics for Health Care and
           Human Services
HLTC 638   Health Care Policy*
MGMT 555   Introduction to Fiscal Management in
           Health Care

Choose One Approved Elective:
APST 515; HLTC 627*; MGMT 608*, 620*, 621;
PSY 616; SCI 508, SCI 509; SOSC 630*.

HUMAN DEVELOPMENT

This minor provides a closer look at the development of the individual from conception to death. Students will gain an overall perspective on human development and will also study a particular age range. This minor is helpful to those working 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 615   Psychology of Adulthood*
SOSC 630 Aspects of Aging*

Choose One Approved Elective:
HLTC 629; PSY 508, 510, 602*, 606*, 615*;
SCI 502, 600*; SOC 601*, 607; SOSC 604, 630*, 637*.

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* OR
MGMT 625   Legal and Ethical Issues in Business
           Management*

Choose One Approved Elective:
APST 515; INST 605, 607, 610; MGMT 608*, 620*, 621; PSY 603, 616; SOC 603.

HUMAN SERVICES

This minor enables a student to examine the organization and delivery of a wide range of human services and professions. Focus areas include 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   Human Services and the Helping
Process
PSY 603   Crisis Intervention
PSY 604   Counseling Theories*

Choose Two Approved Electives:
APST 515; CRIM 603; HLTC 612*, 626, 629, 630*; MGMT 621; SCI 600*; PSY 509, 602*, 608*, 616, 617*; SOC 601*, 607; SOSC 604, 605, 630*, 637*.

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

This minor provides a foundation in management theory and practice for those interested in public or private sector management. Students may choose electives that complement their career interests and primary area of study.

MGMT 500   Principles of Management OR
MGMT 501   Introduction to Public Administration
MGMT 511   Financial Accounting*
MGMT 566   Organizational Behavior
MGMT 625   Legal and Ethical Issues in Business
           Management*

Choose One Approved Elective:
ECO 600*; HLTC 627*, 629, 638*; INST 607, 610; PSY 616; SOC 603; or one upper level MGMT elective.

__Note:__ These courses have prerequisites.

SCHOOL OF EDUCATION

The School of Education offers programs at the Associate, Bachelor's and Post-Baccalaureate level. The undergraduate programs include:

Associate in Arts
• General Studies with an Education Concentration

Associate in Science
• Communication Sciences and Disorders
• Early Childhood Education

Bachelor of Arts
• English Language Arts with Teacher Certification in
  - Early Childhood Education (N-3) and Early Childhood Special Education (Birth to Age 8)
  - Elementary Education (K-8) and General Special Education (K-12)
  - General Special Education (K-12)
  - English Speakers of Other Languages (K-12)
• Math Studies with Teacher Certification in
  - Elementary Education (K-8) and General Special Education (K-12)
  - General Special Education (K-12)
  - Mathematics, Grades 5-8
  - Mathematics, Grades 5-8 and General Special Education (K-12)
  - Secondary Mathematics, Grades 7-12
• Social Studies with Teacher Certification in
  - Elementary Education (K-8) and General Special Education (K-12)
  - General Special Education (K-12)
  - English Speakers of Other Languages (K-12)
• English Language Arts without Teacher Certification—A Pathway to Post-Baccalaureate Teacher Certification in
  - Early Childhood Education (N-3) and Early Childhood Special Education (Birth to Age 8)
  - Elementary Education (K-8) and General Special Education (K-12)
  - General Special Education (K-12)
  - English Speakers of Other Languages (K-12)
• Math Studies without Teacher Certification— A Pathway to Post-Baccalaureate Teacher Certification in
  - Elementary Education (K-8) and General Special Education (K-12)

- General Special Education (K-12)
- Mathematics, Grades 5-8
- Secondary Mathematics, Grades 7-12
• Social Studies without Teacher Certification—
A Pathway to Post-Baccalaureate Teacher
Certification in
  - Elementary Education (K-8) and General
    Special Education (K-12)
  - General Special Education (K-12)
  - English Speakers of Other Languages (K-12)

Bachelor of Science
• Early Childhood Education with Teacher
Certification in
  - Early Childhood (N-3) and Early Childhood
    Special Education (Birth to Age 8)

The mission of the School of Education at Granite State College is to ensure that graduates are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base. This foundation of knowledge and reflective thought supports an enriched understanding and practice of teaching and learning in early childhood settings and K-12 environments. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.

We aim to achieve this mission through our curriculum, the pedagogy of our faculty and mentors, the field-based experiences of our students throughout their entire program of study, their on-going reflective analysis of student work, and our commitment to professionalism. The outcomes of this work characterize the teacher candidates who graduate from our education programs.

Graduates will
• Be reflective and knowledgeable
  about learners and are able to employ
  instructional strategies that meet the
  needs of all students.
• Have a rich understanding of the
  subject(s) they teach.
• Employ best practices in the planning,
  delivery, and assessment of instruction
  so that they may transform content for
  teaching purposes in ways that make it
  accessible and meaningful to students.
• Have the knowledge and skills to bring
  the highest levels of professionalism to
  their practice as instructional leaders and
  have the disposition to reflect upon and
  change that practice as necessary.

ASSOCIATE IN ARTS

The Associate in Arts degree is awarded for study in the liberal arts. The Associate in Arts degree requires 60 semester hours of credit.

A.A. in GENERAL STUDIES WITH AN EDUCATION CONCENTRATION

The Associate in Arts in General Studies with an Education concentration requires 60 semester credits and has been designed to provide a pathway to paraeducator certification. Upon successful completion of the five foundational courses in the degree program, the School of Education will provide students with a Highly Qualified letter to submit with the Paraeducator Certification II application to the NH DOE under Option C Alternative Assessment.

Students will
• Attain proficiency in the basic concepts,
  theories, and methods in Education.
• Evaluate ethical principles of Education.
• Prepare for the Paraeducator
  Certification II application to the
  NH DOE under Option C Alternative
  Assessment.

Required Courses in the Concentration:

EDU 510	Foundations of Education	4 cr
EDU607A	Instructional Methods, Strategies and Technologies to Meet the Needs of all Students	4 cr
PSY 509	Human Development	4 cr
EDU 623	Managing Student Behavior	4 cr
ENG 510	Survey of American Literature	4 cr
EDU 617	Students with Disabilities	4 cr
MATH 504	Statistics	4 cr

Total Required Credits in the Major: **28**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture OR Arts and Humanities**	4 cr
Cultural Inquiry: International**	4 cr
Scientific Inquiry (met in major)	
Social Science**	4 cr

Electives: variable

Total Core, Foundation and Elective Credits: **32**

TOTAL CREDITS **60**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆ ***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: *These courses have prerequisites.*

****Note:*** *Please refer to curriculum map for defined course options.*

ASSOCIATE IN SCIENCE

The Associate in Science degree is awarded for study in the liberal arts. The Associate in Science degree requires 60 semester hours of credit.

A.S. in COMMUNICATION SCIENCES AND DISORDERS

The Associate in Science in Communication Sciences and Disorders offers an intensive course of study in the area of speech and language disorders, including supervised field experience in a variety of settings. Upon completion of the Associate in Science in Communication Sciences and Disorders degree program, the graduate is eligible to apply for certification* as a Speech Language Pathology Assistant to the New Hampshire Allied Health Speech

Language Pathology Governing Board. The program is designed to meet guidelines of the American Speech-Language-Hearing Association.

Speech Language Pathology Assistant courses are also available without the Associate in Science degree for those not seeking certification.

Courses must be completed with a "B" or better to meet NH certification.

Students will
- Gain knowledge, field experience and core technical skills within the field of speech language pathology assisting;
- Meet professional standards in keeping with state and national guidelines for competency and ethics.

Required Courses in the Concentration:

COMM 511	Role of Speech Language Pathology Assistant	4 cr
COMM 512	Survey of Communication Disorders	4 cr
COMM 513	Anatomy and Physiology of Speech and Hearing	4 cr
COMM 514	Articulation and Phonological Disorders	4 cr
COMM 515	Intro to Audiology and Aural Rehabilitation	4 cr
COMM 516, 516 A, B, C	Clinical Practicum I, II, III, IV	each 2 cr
PSY 521	Language Acquisition	4 cr

Total Required Credits in the Concentration   32

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture OR Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry (met in major)	
Social Science	4 cr

Electives: variable

Total Core, Foundation and Elective Credits: 28

TOTAL CREDITS   60

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*****Note:*** *These courses have prerequisites.*

A.S. in EARLY CHILDHOOD EDUCATION

The Associate in Science degree in Early Childhood Education requires 60 semester credits and has been designed to provide a thorough understanding of the young child. This program creates a broad perspective on child and family development patterns. Students develop skills to guide children in their early education. This degree prepares students for a smooth transition to the B.S. in Early Childhood Education with Teacher Certification, or the B.S. in Applied Studies Option in Human Services and Early Childhood Development.

Students will
- Attain proficiency in basic concepts, theories, and methods in Early Childhood Education.
- Evaluate ethical principles of Early Childhood Education.
- Prepare for a seamless transition to the Bachelor of Science in Early Childhood Education program with New Hampshire teacher certification in Early Childhood (N-3) and Early Childhood Special Education (Birth-Age 8) or other appropriate degree.

Required Courses in the Concentration:

EDU 550	Foundations of Early Childhood Education	4 cr
EDU 553	Creative Arts in Early Childhood Education	4 cr
EDU 555	Language & Literacy Development	4 cr
EDU 600	Mathematics and Science in Early Childhood Education	4 cr
EDU 602	Young Children with Exceptionalities	4 cr
EDU 624	Assessment of Young Children in Early Childhood and Early Childhood Special Education	4 cr
PSY 508	Child Development	4 cr

Total Required Credits in the Concentration   28

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture OR Arts and Humanities**	4 cr
Cultural Inquiry: International**	4 cr
Scientific Inquiry**	4 cr
Social Science**	4 cr

Electives: variable

Total Core, Foundation and Elective Credits: 32

TOTAL CREDITS   60

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*****Note:*** *These courses have prerequisites.*

******Note:*** *Please refer to curriculum map for defined course options.*

BACHELOR OF ARTS

The Bachelor of Arts (B.A.) is a flexible program that allows a focus on liberal studies. The Bachelor of Arts degree requires a minimum of 120 semester hours of credit.

B.A. in ENGLISH/LANGUAGE ARTS, MATH STUDIES or SOCIAL STUDIES

This B.A. provides pathways to a career in education:
- Individuals may complete the B.A. in a content area (ELA, MS or SS) with teacher certification at the undergraduate level, *OR*
- Individuals may complete the B.A. in a content area (ELA, MS or SS) without Teacher Certification—A Pathway to Post-Baccalaureate Teacher Certification.

Individuals who complete the B.A. in English/Language Arts, Math Studies or Social Studies with undergraduate teacher certification may choose from the following certifications:
- Early Childhood Education (N-3) and Early Childhood Special Education (Birth-Age 8)
- Elementary Education (K-8) and General Special Education (K-12)
- General Special Education (K-12)
- English For Speakers of Other Languages (K-12)
- Mathematics, Grades 5-8
- Secondary Mathematics, Grades 7-12

This B.A. is a dual major with a minimum of 30 credits in the content areas of English/Language Arts, Math Studies or Social Studies and a minimum of 40 credits in a specific teacher certification program.

Prior to beginning the last 60 credits of the degree program, students are required to have an earned 3.0 GPA. In EDU 622 Introduction to Field Experience and Program Requirements, students will complete the Declaration of Candidacy, pass the PRAXIS Core Academic Skills for Educators and identify a placement, working or volunteering a minimum of 10 hours a week in an approved New Hampshire education setting. To be considered a Candidate-in-Good-Standing, a 3.0 GPA is required for the entire plan of study. Students who do not maintain a 3.0 GPA may be in jeopardy of not continuing with the teacher certification program.

In this field-based program, candidates work with three mentors throughout their plan of study:
- Granite State College (GSC) professor
- GSC Field Placement Faculty in the field experience, and
- School District/Program Supervising Practitioner or Mentor in the field-experience.

These highly qualified mentors provide guidance and feedback throughout the remaining 60 credits of the degree program. These guided experiences build teaching capacity over time, and include research-based pedagogies, innovative technologies, collaborative teaching, analysis of data for instructional decisions, and on-going problem-solving.

A candidate's plan of study may include face-to-face classes, online classes, hybrid classes, intensive classes and one-on-one classes, when appropriate. Assignments will be meaningful to the individual candidate, relevant to the field-experience, and tailored to the learning needs of the K-12 student, all focused on improved learning outcomes for students. This field-based teacher certification program prepares candidates to be innovative and effective teachers who understand how to collaboratively develop and sustain quality programs for 21st century learning, within the unrelenting day-to-day realities of K-12 school environments.

Upon earning a 3.0 GPA, passing all New Hampshire Department of Education test requirements and successful completion of all program requirements, students will be recommended to the New Hampshire Department of Education for certification.

Candidates will
- Develop a working understanding of current brain research and its implications for learning and teaching.
- Develop the skills to access and utilize technology as a tool to empower learning and teaching.
- Develop an understanding of the use of formative and summative assessment for program design, monitoring student progress and evaluating teaching effectiveness.
- Work with colleagues to observe, analyze and provide feedback on student progress and teaching effectiveness.
- Utilize research methods, pedagogies and assessment strategies to teach for understanding and learning achievement, specific to content area.

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr
CRIT 502	Conducting Critical Inquiry	4 cr

One Four Credit Course From Each of the Following:

American Culture**	4 cr
Arts and Humanities**	4 cr
Cultural Inquiry: International**	4 cr
Scientific Inquiry**	4 cr
Social Science**	4 cr

Electives: variable

Total Core, Foundation & Elective Credits: variable

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆ *Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

* *Note: These courses have prerequisites.*

** *Note: Please refer to curriculum map for defined course options.*

B.A. in ENGLISH/LANGUAGE ARTS

Required Courses in the Major:

ENG 508	The Media and Its Messages*	4 cr
ENG 510	Survey of American Literature	4 cr
ENG 512	British Literature OR	
ENG 640	Shakespeare	4 cr
ENG 600	Expository Writing	4 cr
ENG 602	Disability in Literature	2 cr
ENG 604	Creative Writing OR	
ENG 633	Short Fiction	4 cr
ENG 620	Multicultural Perspectives Through Literature OR	
ENG 625	Readings in World Literature	4 cr
MATH 504	Statistics	4 cr

Total Required Credits in the Major: **30**

CERTIFICATION OPTIONS FOR THE B.A. IN ENGLISH/LANGUAGE ARTS

Early Childhood (N-3) and Early Childhood Special Education (Birth-Age 8)

Required Courses in the Certification

PSY 508	Child Development	4 cr
EDU 550	Foundations of Early Childhood Education	4 cr
EDU 602	Young Children with Exceptionalities	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 610A	Teaching Language Arts and Literacy, N-3	6 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 624	Assessment of Children in EC/ECSPED	4 cr
EDU 625S	Science, Technology, Engineering and Mathematics in EC/ECSPED	4 cr
EDU 626	Curriculum/Assessment/Instruction in EC/ECSPED, Birth-Grade 3	4 cr
EDU 627	Collaboration/Consultation/Teaching in EC/ECSPED	4 cr
EDU 628	IFSP, IEP and Transition Plans, Birth-Age 8	2 cr
EDU 630	Behavior Interventions in EC/ECSPED	4 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements:
Praxis Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **53**

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

Elementary Education (K-8) and General Special Education (K-12)

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 609	Transition Planning and Developing IEPS	2 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 612	Using Technology to Teach Social Studies	4 cr
EDU 613	Strategies for Teaching Science	4 cr
EDU 616	Elementary School Mathematics Methods OR	
EDU 614	Middle School Mathematics Methods	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **49**

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

General Special Education (K-12)

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of ALL Students	4 cr
EDU 609	Transition Planning and Developing IEPs	2 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **41**

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

English for Speakers of Other Languages (K-12)

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of ALL Students	4 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 619	Managing Student Behavior	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 629	Foundations in the Education of Second Language Learners	4 cr
EDU 631	Multicultural Perspectives	4 cr
EDU 646	Assessment of Students who are Culturally and Linguistically Diverse	4 cr
EDU 647	Content Area Literacy for English Speakers of Other Languages	4 cr
	Foreign Language I and II	8 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
Praxis Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **47**

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

DEGREE COMPLETION PATHWAY
Elementary Education and General Special Education.

The Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college in Liberal Arts/Teacher Education, Liberal Arts/Education, or Teacher Education. A 3.0 GPA is required. The following courses are required prior to admission to this program: Foundations of Education, Introduction to Exceptionalities, Managing Student Behavior, Lifespan Human Development, Statistics, and a 3-credit literature course.

Required Courses in the Certification

CRIT 502	Conducting Critical Inquiry*	4 cr
ENG 508	The Media and Its Messages	4 cr
ENG 512	British Literature I *OR*	
ENG 640	Shakespeare	4 cr
ENG 600	Expository Writing	4 cr
ENG 604	Creative Writing *OR*	
ENG 633	Short Fiction	4 cr
ENG 620	Multicultural Perspectives through Literature *OR*	
ENG 625	Readings in World Literature	4 cr
ENG 602	Disability in Literature	2 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 609	Transition Planning and Developing IEPs	2 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 612	Using Technology to Teach Social Studies	4 cr
EDU 613	Strategies for Teaching Science	4 cr
EDU 616	Elementary School Mathematics Methods *OR*	
EDU 614	Middle School Mathematics Methods	4 cr
EDU 621	Special Education Law	4 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification   63

TOTAL CREDITS   120

B.A. in MATH STUDIES

Required Courses in Major

MATH 504	Statistics	4 cr
MATH 510	Pre-Calculus	4 cr
MATH 600	Mathematical Proof	4 cr
MATH 601	Number Systems	4 cr
MATH 602	Geometric Structures	4 cr
MATH 606	Calculus I	4 cr
MATH 608	History of Mathematics	4 cr

Total Required Credits in the Major: 28

CERTIFICATION OPTIONS FOR THE B.A. IN MATH

Elementary Education (K-8) and General Special Education (K-12)

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 609	Transition Planning and Developing IEPS	2 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 612	Using Technology to Teach Social Studies	4 cr
EDU 613	Strategies for Teaching Science	4 cr
EDU 616	Elementary School Mathematics Methods *OR*	
EDU 614	Middle School Mathematics Methods	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification   49

Total Core, Foundation & Elective Credits: variable

TOTAL CREDITS   120

General Special Education (K-12)

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of ALL Students	4 cr
EDU 609	Transition Planning and Developing IEPs	2 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours

Total Required Credits in the Certification   41

Total Core, Foundation & Elective Credits: variable

TOTAL CREDITS   120

Mathematics, Grades 5-8

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 614	Middle School Mathematics Methods	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 622	Introduction to Field Experiences and Program Requirements	1 cr
EDU 652	Aspects of Mathematics Learning	4 cr
EDU 653	Reading/Writing in Math Content Area	4 cr
MATH 605	Discrete Mathematics	4 cr
MATH 609	Algebra Theory for Teachers	4 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours.

Total Required Credits in the Certification   33

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

....
Mathematics, Grades 5-8 and General Special Education (K-12)
....

Required Courses in the Certification

MATH 605	Discrete Mathematics	4 cr
MATH 609	Algebra Theory for Teachers	4 cr
EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of All Students	4 cr
EDU 609	Transition Planning and Developing IEPs	2 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 614	Middle School Mathematics Methods	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Placement and Program Requirements	1 cr
EDU 652	Aspects of Mathematics Learning	4 cr
EDU 653	Reading and Writing in the Math Content Area	4 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **55**

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

....
Secondary Mathematics, Grades 7-12
....

Required Courses in the Certification

MATH 604	Linear Algebra	4 cr
MATH 605	Discrete Mathematics	4 cr
MATH 607	Calculus II	4 cr
EDU 510	Foundations of Education	4 cr
EDU 615	Secondary School Mathematics Methods	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr

EDU 652	Aspects of Mathematics Learning	4 cr
EDU 653	Reading/Writing in Math Content Area	4 cr
EU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **37**

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **120**

....
DEGREE COMPLETION PATHWAY Mathematics, Grades 5-8 and General Special Education
....

This Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college in Liberal Arts/Teacher Education, Liberal Arts/Education, or Teacher Education. A 3.0 GPA is also required. The following courses are required prior to admission to this program: Foundations of Education, Introduction to Exceptionalities, Managing Student Behavior, Lifespan Human Development, Pre-Calculus, Statistics, and a 3-credit literature course.

Required Courses in the Certification:

CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 600	Mathematical Proof	4 cr
MATH 601	Number Systems	4 cr
MATH 602	Geometric Structures	4 cr
MATH 606	Calculus I	4 cr
MATH 608	History of Mathematics	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of ALL Students	4 cr
EDU 609	Transition Planning and Developing IEPs	2 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 652	Aspects of Mathematics Learning	4 cr
EDU 653	Reading/Writing in Math Content Area	4 cr
MATH 605	Discrete Mathematics	4 cr
MATH 609	Algebra Theory for Teachers	4 cr

EDU 614	Middle School Mathematics Methods	4 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification **67**

TOTAL CREDITS **120**

B.A. in SOCIAL STUDIES

Required Courses in Major

ECO 512	Principles of Economics	4 cr
HIS 502	Great Civilizations	4 cr
HIS 511	U.S. History, 1865-present	4 cr
HIS 611	Topics of World History	4 cr
POL 550	American Government and Politics	4 cr
POL 600	U.S. in World Affairs	4 cr
SCI 518	Physical Geography	4 cr
MATH 504	Statistics	4 cr

Total Required Credits in the Major: **32**

CERTIFICATION OPTIONS FOR THE B.A. IN SOCIAL STUDIES

....
Elementary Education (K-8) and General Special Education (K-12)
....

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 609	Transition Planning and Developing IEPS	2 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 612	Using Technology to Teach Social Studies	4 cr
EDU 613	Strategies for Teaching Science	4 cr
EDU 616	Elementary School Mathematics Methods *OR*	
EDU 614	Middle School Mathematics Methods	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements:
PRAXIS Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Certification   49

Total Core, Foundation & Elective Credits: variable

TOTAL CREDITS   120

....
General Special Education (K-12)
....

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of ALL Students	4 cr
EDU 609	Transition Planning and Developing IEPs	2 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 611	Assessment of Students with Disabilities	4 cr
EDU 617	Students with Disabilities	4 cr
EDU 619	Managing Student Behavior	4 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
PRAXIS Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours

Total Required Credits in the Certification   41

Total Core, Foundation & Elective Credits: variable

TOTAL CREDITS   120

....
English for Speakers of Other Languages (K-12)
....

Required Courses in the Certification

EDU 510	Foundations of Education	4 cr
EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of ALL Students	4 cr
EDU 610	Teaching Language Arts and Literacy, K-8	6 cr
EDU 619	Managing Student Behavior	4 cr

EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 629	Foundations in the Education of Second Language Learners	4 cr
EDU 631	Multicultural Perspectives	4 cr
EDU 646	Assessment of Students who are Culturally and Linguistically Diverse	4 cr
EDU 647	Content Area Literacy for English Speakers of Other Languages	4 cr
	Foreign Language I and II	8 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements
Praxis Core Academic Skills for Educators; PRAXIS II; 360 Documented Supervised Clinical Hours.

Total Required Credits in the Certification   47

Total Core, Foundation & Elective Credits: variable

TOTAL CREDITS   120

B.A. in ENGLISH/LANGUAGE ARTS, MATH STUDIES or SOCIAL STUDIES
WITHOUT TEACHER CERTIFICATION
A Pathway Leading to Post-Baccalaureate Teacher Certification

The Bachelor of Arts (B.A.) in English/Language Arts, Math Studies or Social Studies degree without Teacher Certification is a flexible program that allows self-directed students the opportunity to integrate personal interests and academic objectives in an individualized major with a focus on liberal studies. This B.A. requires a minimum of 120 semester hours of credit and serves as a foundation for future studies leading to teacher certification at the post-baccalaureate level. These programs do not offer teacher certification. For certification, enrollment in the Post-Baccalaureate program is required.

The Bachelor of Arts in ELA/MS/SS major provides students who have transfer credit, or other sources of prior college-level learning, an opportunity to create a unified and coherent program of study from prior educational experiences.

A minimum of 32 semester credit hours is required in the major with 20 credits at the upper level.

Individuals who complete the B.A. in English/Language Arts, Math Studies or Social Studies leading to teacher

certification at the post-baccalaureate level will have the opportunity to take undergraduate education courses, which may be applied toward the requirements for post-baccalaureate teacher certification.

Prior to registering for EDU 622 Introduction to Field Placement and Program Requirements, students must have an earned 3.0 GPA and be working or volunteering a minimum of 10 hours a week in an approved New Hampshire education setting.

Specific education courses that will be applied toward the post-baccalaureate teacher certification program will be field-based courses, where candidates work with three mentors:

- Granite State College (GSC) professor
- GSC Field-Placement Faculty in the field-experience, and
- School District/Program Supervising Practitioner or Mentor in the field-experience.

These highly qualified mentors will provide guidance and feedback throughout the teacher preparation program. These guided experiences will build your teaching capacity over time, and will include research-based pedagogies, innovative technologies, collaborative teaching, analysis of data for instructional decisions, and on-going problem-solving.

The specific education courses that will be applied toward the post baccalaureate teacher certification program will include face-to-face classes, online classes, hybrid classes, intensive classes and one-on-one classes, when appropriate. Assignments will be meaningful to the individual candidate, relevant to the field-experience, and tailored to the learning needs of the K-12 student, all focused on improved learning outcomes of their students. This field-based teacher certification program prepares candidates to be innovative and effective teachers who understand how to collaboratively develop and sustain quality programs for 21st century learning, within the unrelenting day-to-day realities of K-12 school environments

Candidates will
- Attain proficiency in the knowledge, methods of inquiry, and use of information resources pertinent to the major

- Use ongoing reflective learning to articulate the progression and integration of one's learning in the major, and prepare for subsequent teacher certification at the post-baccalaureate level.

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World	4 cr
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr
CRIT 502	Conducting Critical Inquiry	4 cr

One Four Credit Course From Each of the Following:

American Culture**	4 cr
Arts and Humanities**	4 cr
Cultural Inquiry: International**	4 cr
Scientific Inquiry**	4 cr
Social Science**	4 cr

Integrative Capstone:

EDU 660, 661, or 665	4 cr

Total Required Credits in the Major (ELA/MS/SS): **32**

Electives:	variable

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*****Note:*** *These courses have prerequisites.*

******Note:*** *Please refer to curriculum map for defined course options.*

BACHELOR OF SCIENCE

The Bachelor of Science (B.S.) allows students to focus on a major related to professional or educational goals. The Bachelor of Science Degree requires a minimum of 120 semester hours of credit.

B.S. APPLIED STUDIES
OPTION in HUMAN SERVICES AND EARLY CHILDHOOD DEVELOPMENT WITHOUT TEACHER CERTIFICATION

The coursework in early childhood development and family relationships typically included in an Associate Degree in Early Childhood Education can also serve as good preparation for a career working with young children in the human services field. The B.S. in Applied Studies Option in Human Services and Early Childhood Development has five possible career tracks within the human services field, each focused on working with young children in a different setting: Administration and Leadership, Advocacy, Allied Health Services, Child Services, and Education. The five tracks have a common set of Required Courses in the Major: (listed below) and additional courses specific to each track.

Required Courses in the Major:

PSY 508	Child Development	4 cr
EDU 602	Young Children with Exceptionalities	4 cr
SOSC 604	Dynamics of Family Relationships	4 cr
BEHS 502	Human Services & the Helping Process	4 cr
IDIS 501	Research Methods	4 cr
HLTC 629	Law and Ethics for Health Care and Human Services	4 cr

Total Required Credits in the Major: **24**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr
CRIT 502	Conducting Critical Inquiry	4 cr

One Four Credit Course From Each of the Following:

American Culture OR Arts and Humanities	4 cr
Arts and Humanities	4 cr
Cultural Inquiry: International	4 cr
Scientific Inquiry	4 cr
Social Science	4 cr

Electives:	variable

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS **60**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: *Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.*

◆***Note:*** *These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

*****Note:*** *These courses have prerequisites.*

ADMINISTRATION AND LEADERSHIP TRACK

The Administration and Leadership Track prepares students to be leaders and administrators of quality early childhood programs. Careers may include:
- Child Care Center Director (private or public)
- Lead EC Teacher (private or public)

Students intending to earn the NHDHHS credential as a NH Early Childhood Administrator Level 3 are required to take a minimum of 9 post-secondary credits in administration/leadership coursework and twenty-four credits in Early Childhood Education-related coursework.

Courses Include 24 cr
EDU 510, 550, 553, 555, 600*, 605*, 610A*, 624, 625*, 626*; PSY 508, 509, 521; SOC 607

Specialized Courses:

EDU 604	Enhancing Supervision Through Mentoring*	4 cr
EDU 605	Early Childhood Program Administration*	4 cr

Integrative Capstone:

EDU 650	Professionalism in Early Childhood Education*	4 cr

Note: These courses have prerequisites.

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ADVOCACY TRACK
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The Advocacy Track has an interdisciplinary focus for child advocates involved with the legal system. Careers may include:

• Child Development Worker at a domestic violence shelter such as A Safe Place
• A Volunteer Coordinator at a child advocacy center such as CASA
• Family Coordinator at a Visitation Center
• Advocate in diversion/delinquencies programs for Children in Need of Services (CHINS) and others

Specialized Courses:

CRIM 555	The Criminal Justice System	4 cr
CRIM 603	Victim Rights and Advocacy	4 cr
ENG 601	Writing for the Professions*	4 cr
SOC 607	Child Abuse and Neglect	4 cr

Integrative Capstone:

HLTC 640	Internship or Project in Human Services*	4 cr

Note: These courses have prerequisites.

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ALLIED HEALTH SERVICES TRACK
···

The Allied Health Services Track is for those who wish to work with young children in a health care setting. Careers may include:

• Family Worker at a Community Mental Health Center such as River Bend
• Family Worker at a Community Health Clinic such as Child Health Services

Specialized Courses:

HLTC 550	The Emerging U.S. Health Care System	4 cr
PSY 603	Crisis Intervention, SOSC 605 Stress and the Family, SOC 607 Child Abuse and Neglect, or PSY 605 Principles of Assessment*	4 cr

HLTC 630	Perspectives on Health Care and Human Services*	4 cr

Integrative Capstone:

HLTC 640	Internship or Project in Human Services*	4 cr

Note: These courses have prerequisites.

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CHILD SERVICES TRACK
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The Child Services Track prepares students to work with young children in a state or private human services agency such as the Division of Children, Youth, and Families:

• Assessment worker or Family Service Worker for The NH Division for Children, Youth and Families
• Family worker or Home Visitor (direct work) for Private/Non profit agencies such as Child and Family Services or Lutheran Social Services
• Family worker for Developmental Area Agency such as Easter Seals or Community Bridges

Specialized Courses:

HLTC 630	Prospectives in Healthcare and Human Services	4 cr
PSY 603	Crisis Intervention	4 cr
SOSC 605	Stress and the Family	4 cr
SOC 607	Child Abuse and Neglect	4 cr
PSY 605	Principles of Assessment* OR	
APST 515	Grantwriting	4 cr

Integrative Capstone:

HLTC 640	Internship or Project in Human Services/Healthcare/Wellness*	4 cr

Note: These courses have prerequisites.

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EDUCATION SERVICES TRACK
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The Education Services Track prepares students to provide services to young children in a childcare environment, an educational setting or to coordinate agency services with the public schools, for example as a:

• Family Worker or Home Visitor with Head Start or a Head Start Teacher

Specialized Courses:

EDU 510	Foundations of Education	4 cr
EDU 621	Special Education Law	4 cr
PSY 605	Principles of Assessment*	4 cr
APST 515	Grantwriting	4 cr

Integrative Capstone:

HLTC 640	Internship or Project in Human Services/Healthcare/Wellness* OR	
EDU 650	Professionalism in Early Childhood Education	4 cr

Note: Those in the Child Services, Education Services, Advocacy, or Allied Health track should take HLTC 640. Those in Administration or Leadership track should take EDU 650.

Note: These courses have prerequisites.

B.S. in EARLY CHILDHOOD EDUCATION
WITH TEACHER CERTIFICATION

Individuals who complete this dual certification program will be eligible for the New Hampshire Department of Education teacher certification in Early Childhood (N-3) and Early Childhood Special Education (Birth-Age 8). Additionally, completion of this degree qualifies individuals for the New Hampshire Child Development Bureau, New Hampshire Department of Health and Human Services Credential. The Early Childhood certification will prepare individuals to teach children in public schools beginning at the nursery school level to Grade 3, and Early Childhood Special Education certification will prepare individuals to work with infants, toddlers and children who are at risk of being identified as needing special education services or who are already identified as needing special education services.

This is a field-based program for qualified participants working or volunteering in approved New Hampshire programs or education settings. The key components of this program include mentorship of the teacher candidates with highly skilled professionals in the field, the hands-on experience of working with children in educational settings, and the opportunity to build your teaching capacity over time.

Graduates of this program will be certified and highly qualified in both early childhood and early childhood special education.

Students will
• Develop knowledge and skills in promoting child development with an understanding and application of developmentally appropriate practice.

- Develop a working understanding of current brain research and its implications for learning and teaching.
- Develop the skills to access and utilize technology as a tool to empower learning and teaching.
- Develop an understanding of the use of formative and summative assessment for program design, monitoring student progress and evaluating teaching effectiveness.
- Work with colleagues to observe, analyze and provide feedback on student progress and teaching effectiveness.
- Utilize research methods, pedagogies and assessment strategies to teach for understanding and learning achievement, specific to content area.

Total Required Credits in the Major: **57**

Core and Foundation Courses:

ENG 500	The Writing Process ◆	4 cr
CRIT 501	Critical Inquiry ◆*	4 cr
CRIT 502	Conducting Critical Inquiry*	4 cr
MATH 502	Math for Our World OR	
MATH 504	Statistics ◆*	4 cr
COMM 540	Persuasive Communication OR	
COMM 542	Interpersonal Communication and Group Dynamics	4 cr

One Four Credit Course From Each of the Following:

American Culture**	4 cr
Arts and Humanities**	4 cr
Cultural Inquiry: International**	4 cr
Scientific Inquiry**	4 cr
Social Science**	4 cr

Required Courses in the Major:

PSY 508	Child Development	4 cr
EDU 550	Foundations of Early Childhood Education	4 cr
EDU 602	Young Children with Special Needs	4 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 610A	Teaching Language Arts and Literacy, N-3	6 cr
EDU 621	Special Education Law	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 624	Assessment of Children in EC/ECSPED	4 cr
EDU 625S	Science, Technology, Engineering, and Mathematics in EC/ECSPED	4 cr
EDU 626	Curriculum/Assessment/Instruction in EC/ECSPED, Birth-Grade 3	4 cr
EDU 627	Collaboration/Consultation/Teaching in EC/ECSPED	4 cr
EDU 628	IFSP, IEP and Transition Plans, Birth-Age 8	2 cr
EDU 630	Behavior Interventions for Young Children	4 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr
MATH 504	Statistics	4 cr

Additional Program Requirements

Praxis Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Electives: variable

Total Core, Foundation & Elective Credits: **variable**

TOTAL CREDITS   **120**

Placement is required for MATH 502 or 504.

CRIT 501 requires completion of ENG 500.

A grade of C or better must be earned for all Core and Foundation courses, as well as courses in the Major taken at Granite State College.

Transfer policy note: Incoming students may use transfer credit, prior learning, or testing to satisfy degree requirements; for information on acceptance of credit in these categories, please see the academic and transfer policies in the catalog.

◆*Note: These three courses provide a foundation for all studies and should be completed within the first 24 credits of enrollment in the degree program.*

Note: These courses have prerequisites.

**Note: Please refer to curriculum map for defined course options.*

B.S. in EARLY CHILDHOOD EDUCATION

DEGREE COMPLETION PATHWAY

WITH TEACHER CERTIFICATION IN Early Childhood (N-3) and Early Childhood Special Education (N-3)

This Degree Completion Pathway is open to applicants who hold an Associate Degree from a regionally accredited college in Early Childhood Education, Early Childhood Development, or Early Childhood Special Education. A 3.0 GPA is required. The following courses are required prior to admission to this program: Foundations of Early Childhood Education, Child

Development, and Young Children with Exceptionalities.

Requirements in the Major

MATH 504	Statistics	4 cr
ENG 6XX	Literature Course	4 cr
EDU 622	Introduction to Field Experience and Program Requirements	1 cr
EDU 606	The Dynamic Role of the Special Educator	4 cr
EDU 621	Special Education Law	4 cr
EDU 624	Assessment of Children in Early Childhood and Early Childhood Special Education, Birth-Age 8	4 cr
EDU 626	Curriculum/Assessment/Instruction in EC/ECSPED, Birth-Grade 3	4 cr
EDU 627	Collaboration/Consultation/Teaching in EC/ECSPED	4 cr
EDU 628	IFSP, IEP and Transition Plans in EC/ECSPED	2 cr
EDU 630	Behavior Interventions for Young Children	4 cr
EDU 610A	Teaching Language Arts and Literacy, N-3	6 cr
EDU 651	Culminating Teaching Experience and Seminar	4 cr

Additional Program Requirements

Praxis Core Academic Skills for Educators; PRAXIS II; Pearson Foundations of Reading; 440 Documented Supervised Clinical Hours.

Total Required Credits in the Major: **42**

One Four Credit Course From Each of the Following:

American Culture**	4 cr
CRIT 502 Conducting Critical Inquiry*	4 cr
Scientific Inquiry**	4 cr
Social Science**	4 cr

Total Core, Foundation and Elective Credits: **16**

TOTAL CREDITS   **121**

Note: These courses have prerequisites.

**Note: Please refer to curriculum map for defined course options.*

NH PARA-EDUCATOR II CERTIFICATION

Granite State College offers courses that meet the standards established by the NH Department of Education (NH DOE) for voluntary Para-educator II certification under Option C Alternative Assessment. Through Option C, para-educators are

required to demonstrate knowledge in the ability to assist in instruction in reading, writing and mathematics as well as meet the standards in professionalism and classroom management. Once a Para-educator has completed the five courses listed, Granite State College will issue a Highly Qualified* letter to the student. Upon receipt of this letter, students must then complete the application procedure for the Para-educator II Certification through the NH DOE Bureau of Credentialing.

ENG 500	The Writing Process	4 cr
CRIT 501	Critical Inquiry	4 cr
MATH 502	Math for Our World	4 cr
EDU 510	Foundations of Education	4 cr
EDU 607A	Instructional Methods, Strategies and Technologies to Meet the Needs of All Students	4 cr

Total Required for Option C Alternative Assessment: **20**

COURSE DELIVERY OPTIONS

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

COURSE DESCRIPTIONS

Course descriptions are listed on the following pages. The course descriptions provide a summary of course content. Detailed information including course outcomes is available from the Office of Academic Affairs or online at: www.granite.edu.

CURRICULUM DESIGNATIONS

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

GRANITE STATE COLLEGE COURSE NUMBERING SYSTEM

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

USNH COURSE NUMBERING SYSTEM

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 must verify its use in his/her program with the department or assigned advisor prior to registration.

KEENE STATE COLLEGE

For courses numbered below 100, credits do not apply toward graduation.

100-200   Introductory and intermediate courses usually taken during the freshman and sophomore years.
300-400   Upper division courses, usually taken by juniors and seniors.
500   Graduate courses open to senior undergraduates with permission of the appropriate Keene State College Dean.
600   Graduate courses only; not open to undergraduates.

PLYMOUTH STATE UNIVERSITY

1000-1990   Introductory courses for the general student population.
2000-2990   Introductory courses generally for the majors and courses which serve other majors.
3000-3990   Upper-level courses which usually have at least one prerequisite.
4000-4990   Typically reserved for capstone courses in the majors. These courses usually have at least one prerequisite.
5000-8990   Graduate courses

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

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.

UNDERGRADUATE and SCHOOL OF EDUCATION COURSES

P	ACCT 550	Accounting Information Systems	
P	ACCT 600	Intermediate Accounting I	
P	ACCT 601	Intermediate Accounting II	
P	ACCT 610	Cost Accounting	
P	ACCT 612	Taxation	
P	ACCT 615	Auditing	
	APST 505	Career Development and Life Planning	
	APST 515	Grantwriting	
	ARTS 501	Introduction to Drawing	
	ARTS 503	Introduction to Watercolor	
	ARTS 504	Design Fundamentals	
	ARTS 515	Introduction to Photography	
	ARTS 526	Modern America and the Movies	
	ARTS 538	Understanding and Experiencing Music	
	ARTS 544	Special Topics Lower Level	
	ARTS 550	Art History: Western World	
	ARTS 551	Survey of World Architecture	
	ARTS 644	Special Topics Upper Level	
	BEHS 502	Human Services and the Helping Process	
P	BEHS 540	Practicum in Behavioral Science	
	BEHS 544	Special Topics: Lower Level	
P	BEHS 640	Internship in Behavioral Science	
	BEHS 644	Special Topics: Upper Level	
P	BEHS 650	Integrative: Psychology	
	CIS 520	Networks and Security Concepts	
	CIS 521	Operating Systems	
	CIS 522	Data Analytics	
	CIS 540	Mobile/Smart Technology and Development	
P	CIS 600	Networks Programming	
P	CIS 601	System and Performance Analysis	
P	CIS 640	Industry Technology Trends	
P	CIS 650	Internship or Capstone Project in Computer Science Innovation	
	CMPL 511	Software Tools	
P	CMPL 515	Programming Fundamentals	
P	CMPL 518	Visual Programming I	
P	CMPL 520	User-Centered Web Development	
	CMPL 538	Databases in the Workplace	
	CMPL 540	Best Practices in Website Design	
	CMPL 544	Special Topics: Lower Level	
P	CMPL 612	Advanced Software Tools	
P	CMPL 614	Computer and Network Systems	
P	CMPL 618	Visual Programming II	
	CMPL 622	Human Computer Interaction	
P	CMPL 628	Visual Programming III	
	CMPL 644	Special Topics: Upper Level	
P	CMPL 650	Best Practices in Information Technology	
	COMM 504	Website Development I	
	COMM 505	Foundations of Digital Media Production	
	COMM 511	Role of the Speech-Language Assistant	
P	COMM 512	Survey of Communication Disorders	
P	COMM 513	Anatomy and Physiology of Speech and Hearing	
P	COMM 514	Articulation and Phonological Disorders	
P	COMM 515	Intro to Audiology and Aural Rehabilitation	

P	COMM 516	Clinical Practicum I	
P	COMM 516A	Clinical Practicum II	
P	COMM 516B	Clinical Practicum III	
P	COMM 516C	Clinical Practicum IV	
	COMM 540	Persuasive Communication	
	COMM 542	Interpersonal Communication and Group Dynamics	
	COMM 544	Special Topics: Lower Level	
	COMM 560	Cross-Cultural Communication	
	COMM 562	Gender and Communication	
P	COMM 601	Trends in Digital and Social Media	
P	COMM 602	Media and Strategic Communication	
P	COMM 604	Website Development II	
	COMM 644	Special Topics: Upper Level	
P	COMM 650	Integrative Project: Communication Studies	
P	COMM 651	Integrative Project: Digital and Social Media	
	CRIM 500	Introduction to Criminology	
	CRIM 544	Special Topics: Lower Level	
	CRIM 555	The Criminal Justice System	
	CRIM 600	Crime Prevention and Control	
	CRIM 603	Victim Rights and Advocacy	
P	CRIM 606	Corrections, Probation and Parole	
	CRIM 607	Constitutional Law	
	CRIM 644	Special Topics: Upper Level	
P	CRIM 650	Integrative: Criminal Justice	
P	CRIT 501	Critical Inquiry	
P	CRIT 502	Conducting Critical Inquiry	
P	CRIT 503	Critical Inquiry in Prior Learning Assessment	
	ECO 512	Principles of Economics	
P	ECO 600	International Economics	
	EDU 510	Foundations of Education	
	EDU 544	Special Topics: Lower level	
	EDU 550	Foundations of Early Childhood Education	
P	EDU 551	Learning and Early Childhood Education 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 602	Young Children with Special Needs	
P	EDU 603	Family and Community Relations in Early Childhood Education	
P	EDU 604	Enhancing Supervision through Mentoring	
P	EDU 605	Early Childhood Program Administration	
P	EDU 606	The Dynamic Role of the Special Educator	
P	EDU 607	Instructional Methods, Strategies and Technologies to Meet the Needs of All Students	
P	EDU 609	Transition Planning and Developing IEPs	
P	EDU 610	Teaching Language Arts and Literacy, (K-8)	
P	EDU 610A	Teaching Language Arts and Literacy, (N-3)	
P	EDU 611	Assessment of Students With Disabilities	
P	EDU 612	Using Technology to Teach Social Studies	
P	EDU 613	Strategies for Teaching Science	
P	EDU 614	Middle School Math Methods	
P	EDU 615	Secondary Math Methods	
	EDU 617	Students With Disabilities	

P Prerequisite

ACCT 550 Accounting Information Systems

Accountants use, evaluate, and control information systems as a core dimension of their work with financial data. Information systems shape the capture, processing, and communication of accounting data in organizations. This course provides a thorough introduction to the ways that accounting and information systems intersect. Students will explore both the conceptual and the practical aspects of accounting information systems, including effective communication of information systems needs, the design and development of such systems, and the evaluation of their effectiveness. The dimensions of security, controls, and auditing will be addressed. *PREREQUISITE: MGMT 511 Financial Accounting.* 4 credits

ACCT 600 Intermediate Accounting I

In this course, students expand their understanding of the accounting process and of reporting. The course builds the conceptual framework for generally accepted accounting principles, covering the accounting cycle, net income, financial statement preparation, measuring equity, current assets including cash, receivables, and inventories, as well as depreciation, impairments, and depletion. *PREREQUISITES: MGMT 510 Managerial Accounting and MGMT 511 Financial Accounting.* 4 credits

ACCT 601 Intermediate Accounting II

In the second half of the intermediate accounting sequence, students will develop a greater understanding of the principles that dictate accounting applications and will apply those principles in increasingly advanced scenarios. The course also places emphasis on developing advanced spreadsheet techniques and research capabilities. *PREREQUISITES: MGMT 510 Managerial Accounting, MGMT 511 Financial Accounting, and ACCT 600 Intermediate Accounting I.* 4 credits

ACCT 610 Cost Accounting

This course covers traditional product costing methods (process and job order) as well as topics such as cost management systems, and accounting as part of organizational strategy. *PREREQUISITES: MGMT 510 Applied Managerial Accounting, MGMT 511 Financial Accounting, and MGMT 613 Financial Management.* 4 credits

ACCT 612 Taxation

This is an introductory course in Federal income tax law relating to individuals and businesses, including proprietorship, partnership and corporation. Topics include gross income, deductions, losses, tax credits, property transactions, deferred compensation, tax planning and preparation of tax returns.

PREREQUISITES: MGMT 511 Financial Accounting, MGMT 510 Managerial Accounting, and ACCT 600 Intermediate Accounting I. 4 credits

ACCT 615 Auditing

This course focuses on the principles and practice of investigating a business's financial statements and supporting financial documents. Topics include roles and responsibilities of the auditor, types of audits, auditing standards, internal control and professional ethics. *PREREQUISITES: MGMT 510 Managerial Accounting, MGMT 511 Financial Accounting, ACCT 600 Intermediate Accounting I and ACCT 601 Intermediate Accounting II.* 4 credits

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 students explore and apply to their own life situations knowledge of adult and career development and the skills and methods of career planning. The course includes self-assessment, researching career information, decision making, goal setting, and job search strategies. 2 credits

APST 515 Grantwriting

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

ARTS 501 Introduction to Drawing

This studio art course involves the student in a hands-on approach to basic drawing and composition. Students explore, comprehend, and employ the basic elements and principles of art, use various graphic media and become familiar with the vocabulary, concepts and techniques of drawing. Each student is given opportunities to explore individual problems and materials with the goal of becoming a participant in the art process rather than a viewer. 4 credits

ARTS 503 Introduction to Watercolor

This is a course for all levels of students, including students with no previous studio art experience. The course introduces and exposes students to a variety of approaches to the 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 classroom studio and outside on location (weather permitting). 4 credits

ARTS 504 Design Fundamentals

This course offers an opportunity to learn the fundamentals of the digital media design process. Beginning with an examination of the designer's role in concept development and layout, students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored in relation to design, including video, game, and Internet production. 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. 4 credits

ARTS 526 Modern America and 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 538 Understanding and Experiencing Music

This introductory course explores music as a living force among the peoples of the world through guided listening experiences selected from a broad spectrum of 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 learning and further enhance music listening pleasure. This course does not require musical expertise or performance. 4 credits

ARTS 544 Special Topics (Lower Level)

A study of current and variable topics in 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 student a more complete understanding of the role arts and artists in Western society. The course examines the formal qualities and technical achievements of important works from each major period in Western art, as well as the prevailing attitudes of the society in which they were created. 4 credits

ARTS 551 Survey of World Architecture

This course is designed as an introduction to the principles of architecture and a survey of important structures and sites from around the world. The course is organized chronologically, tracing the development of architectural styles and the forces that shaped them, beginning with ancient civilizations and ending with modern times. Special emphasis is given to increasing the student's awareness of the built environment by connecting the study of world architecture to the student's own experience of architecture. From the pyramids of Egypt to the skyscrapers of New York City, students will explore timeless questions like the meaning of architecture, the reasons why building forms change from period to period, and the language of architecture.

4 credits

ARTS 644 Special Topics (Upper Level)

A study of current and variable topics in Arts and Culture. Course content changes from term to term. 1 to 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. Students examine the development of a professional working relationship with clients. They also learn what the process of helping includes. Attention is paid to the influence of personal experiences and values on prospective workers in the helping professions. 4 credits

BEHS 540 Practicum in Behavioral Science

This project-based practicum is an entry-level field experience designed to assist behavioral science majors in exploring career and vocational settings in which they can use and apply their behavioral science knowledge and skills. The nature of the practicum is exploratory, involves extensive initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum instructor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level behavioral science internship. *PREREQUISITES: PSY 501 Introduction to Psychology and SOC 501 Introduction to Sociology. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 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 640 Internship in Behavioral Science

This course is a field-based internship designed to develop and hone the practical application skills of a Behavioral Science major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their GSC mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where behavioral science-related knowledge and skills are applied. NOTE: It is recommended that students have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply. 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 student will have prior coursework or experience in the subject area. 1 to 4 credits

BEHS 650 Integrative: Psychology

This capstone course in the Psychology 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, students will complete an independent project, which includes the written analysis and synthesis integrating theory and practice. *PREREQUISITES: IDIS 501 Research Methods, MATH 504 Statistics, and the completion of no fewer than 32-credit hours in the major.* 4 credits

CIS 520 Networks and Security Concepts

This course provides a broad overview of various threats to the security of information systems. Topics include; cryptography, encryption, authentication, software security, memory protection, access control, network security, firewalls, viruses and worms, intrusion detection and prevention, web and database security. Societal and ethical impacts of various policies, procedures, and technologies are considered. *NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.* 4 credits

CIS 521 Operating Systems

This course provides an introduction to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, file management, demand paging, scheduling, and dispatching. *NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.* 4 credits

CIS 522 Data Analytics

This course introduces the principles, techniques, and approaches to the construction and management of data warehouses and data marts. The course includes warehousing topologies and methodologies, as well as advanced SQL features. *NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.* 4 credits

CIS 540 Mobile/Smart Technology and Development

This internship-based course expands the previous examinations and reviews of mobile and smart technologies, applications and services. The course will achieve its objectives through a discussion of devices, applications, and implications in the ever-changing world of mobile and smart technology development. In completing this course, students will have the opportunity to increase and enhance their knowledge of these technologies. *NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.*

4 credits

CIS 600 Networks Programming

This course is an introduction to networking software and protocols. Students will learn about the design and implementation of common network protocols. Programming assignments may include developing client and server software using sockets, Web services and message oriented middleware. *PREREQUISITE: CIS 520 Networks and Security Concepts. NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.*

4 credits

CIS 601 System and Performance Analysis

This course requires an iterative approach of design and analysis while prototyping and other alternative strategies are discussed. This term is devoted to the thorough design and documentation of a software product. Current software tools are integrated into the course (e.g. dataflow systems, version control systems, etc.). *PREREQUISITE: CIS 521 Operating Systems. NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.* 4 credits

CIS 640 Industry Technology Trends

This internship-based course exposes students to the technology themes likely to have a major impact on the computer science careers in the next several years. The course will involve industry experts sharing their views on how technology will influence a specific area of interest. Through work as an intern, students will engage in more in-depth analysis of how technology trends play a role in the evolving computer science field. *PREREQUISITE: CIS 540 Mobile/Smart Technology and Development. NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.*
4 credits

CIS 650 Internship or Capstone Project in Computer Science Innovation

This capstone project-based or internship course for Computer Science Innovation majors is designed to integrate learning from the entire program in an individually-customized project. Students demonstrate competency in the study of the computer science innovation by producing a substantive original project based on in-depth research and learning in action. *PREREQUISITES: CIS 601 System and Performance Analysis, CIS 540 Mobile/Smart Technology and Development, CIS 640 Industry Technology Trends, MGMT 626 Project Management, and MGMT 632 Global Innovation. NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College.* 4 credits

CMPL 511 Software Tools

This introductory course serves as a foundation for all other computer courses or for General Education as needed. 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. *NOTE: Basic proficiency in Excel is required prior to enrollment in this course.* 4 credits

CMPL 515 Programming Fundamentals

The course is designed to provide students with a sound background in structured programming logic and design. These foundational concepts can be applied regardless of which programming languages a student eventually uses to write programs. The demonstration language for programming concepts will be Microsoft's C. 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. *PREREQUISITE: MATH 502 Math for Our World. NOTE: Proficiency in Excel is necessary for success in this course.* 4 credits

CMPL 518 Visual Programming I

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

CMPL 520 User-Centered Web Development

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

CMPL 538 Databases in the Workplace

Database Management Systems come in many shapes and sizes and range from low cost options for individual users to complex solutions requiring significant organizational investment. Since there are a variety of DBMSs available for a large number of uses, knowledge workers in any field can benefit from familiarity with some of the basic features, as well as strengths and weaknesses, of the major types. This introductory course focuses on the ways in which databases function in the workplace and provides a starting point for understanding the issues involved in selecting, designing, and making decisions about a DBMS. *NOTE: Prior basic computer experience is recommended. This course is appropriate for Information Technology majors and may not be combined with other IT courses to satisfy degree requirements.* 2 credits

CMPL 540 Best Practices in Website Design

This hands-on course outlines the fundamentals of web design. Students consider ethical use of information and best practices when creating websites using free webpage design programs. Working with a basic design program, students explore layout, graphics, text, color, links, tables, frames and content. Students use website design software to create a simple website of their own, as well as examine publication and promotion options. *NOTE: Basic computer competence is required. This course is appropriate for Information Technology majors and may not be combined with other IT courses to satisfy degree requirements.* 2 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 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. *NOTE: Proficiency in Excel is necessary for success in this course.* 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 central processing units (CPU), memory, storage, print engines, etc. Students also study the workings of network components such as protocols, hubs, routers and switches. Through exposure to a mix of theory, extensive vocabulary, and specific knowledge about trends in contemporary systems, students develop skills to effectively communicate with others regarding the specification, purchase, and installation of an office or home computer system/network. *PREREQUISITE: CMPL 515 Programming Fundamentals or CMPL 612 Advanced Software Tools.* 4 credits

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

CMPL 622 Human Computer Interaction
This course builds an understanding of human behavior with interactive objects, focusing on how to develop and evaluate interactive software using a human-centered approach. This includes examining the many different types of interactive software, understanding the principles of effective graphical user interface design, evaluating human-centered software and software development and exploring aspects of collaboration and communication as they affect individual and group interaction with software systems.   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.*   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 student 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. Students focus on best practices in information technology and project management, with specific attention to their area of specialty. Students will complete an integrative project related to their program option and career interests. *PREREQUISITES: All required courses in the IT degree or relevant courses in Individualized Studies.*   4 credits

COMM 504 Web Development I
This course is an introduction to multimedia design with an emphasis on website creation. Students gain an understanding of the terminology, development tools, and fundamental skills related to designing a successful website. Current software applications are learned as appropriate to the process.   4 credits

COMM 505 Foundations of Digital Media Production
This course approaches the study of digital and social media through the analysis of interactive media artifacts (e. g. games, apps, websites, etc.) in order to develop a shared language for what are common components of all interactive artifacts. Students will examine how delivery platforms (e. g. smart phone, tablet, interactive kiosk, desktop, phone) constrain and afford different interactivity.   4 credits

COMM 511 Role of the Speech-Language Assistant
This course is designed to provide students with an overview of the profession of a Speech-Language Assistant. Topics include professional ethics, the American Speech-Language Hearing Association (ASHA), and gaining familiarity with the association's guidelines for becoming a registered Speech Language Assistant. Also discussed are roles and responsibilities such as observing, documenting, defining and understanding goals and objectives in educational and medical settings; implementing both immediate and long-term accommodations; working as part of a team; practicing appropriate health and safety precautions; and working effectively with cultural differences in diverse populations. This course should be taken concurrently with COMM 516 Clinical Practicum I. *Formerly INST 511.*   4 credits

COMM 512 Survey of Communication Disorders
This course provides students with knowledge of the basic components and development of speech and language. Historical aspects of Speech-Language and Audiology are addressed. Various disorders including language, articulation, voice, fluency, and hearing are explored. *PREREQUISITE: COMM 511 Role of the Speech-Language Pathologist. Formerly INST 512.*   4 credits

COMM 513 Anatomy and Physiology of Speech and Hearing
This course is designed to provide students in the speech-language concentration with knowledge of the basic anatomy and physiology of the speech production and perception systems to support understanding of directions from a Speech-Language Pathologist. The focus is on those aspects of anatomy and physiology that are critical for clinical implementation.

Measurement tools and instrumentation used in the field are discussed. This course should be taken concurrently with COMM 516A Clinical Practicum II. *PREREQUISITE: COMM 512 Survey of Communication Disorders. Formerly INST 513.*   4 credits

COMM 514 Articulation and Phonological 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. This course should be taken concurrently with COMM 516B Clinical Practicum III. *PREREQUISITE: COMM 513 Anatomy and Physiology of Speech and Hearing. Formerly INST 514.*   4 credits

COMM 515 Introduction to Audiology and Aural Rehabilitation
This course is designed to equip Speech-Language Assistant concentration students with knowledge of the hearing process, symptoms of hearing impairment, basic methods by which an audiologist diagnoses hearing difficulties, and elements of rehabilitative approaches for persons with hearing impairment. An overview of various causes of hearing impairment is explored. This course should be taken concurrently with COMM 516C Clinical Practicum IV. *PREREQUISITE: COMM 514 Articulation and Phonological Disorders. Formerly INST 515.* 4 credits

COMM 516 Clinical Practicum I
This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of observation are required for each two-credit practicum, in settings approved by the clinical faculty. *Formerly INST 516.*   2 credits

COMM 516A, B, C Clinical Practicum II, III, IV
This course provides students in the Speech-Language Assistant concentration with a series of introductory fieldwork experiences during which they will observe Speech-Language Pathologists as they provide speech and language therapy to clients. Students gain practical experience in

observing techniques and theories as applied in a therapeutic setting. Twenty-five hours of a combination of observation, co-treatment, and/or implementing therapy sessions under the supervision of SLP/CCC Supervisor are required for each 2-credit practicum in setting approved by the clinical faculty. These courses should be taken in sequence. *PREREQUISITE: COMM 516 Clinical Practicum I. Formerly INST 516A, B, C.*

2 credits each

COMM 540 Persuasive Communication

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

4 credits

COMM 542 Interpersonal Communication and Group Dynamics

Designed to provide both a theoretical and practical introduction to interpersonal communication and group dynamics, this course provides an awareness of the unique process, purposes, problems and possibilities of communication. Emphasis is placed on participation and awareness of communication behaviors, both in interpersonal settings and in small groups, as portrayed in the generic roles of member, leader, and process observer. The course helps students to understand the complex nature of relationships; through analysis of the concepts of collaboration, cohesiveness, group decision-making, conflict resolution, the function of teams, and the role of facilitation. COMM 542 guides students in developing basic interpersonal, intercultural, and group communication skills that they can apply to personal and professional encounters in everyday life. 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 560 Cross-Cultural Communication

Effective intercultural communication skills are important in a multicultural society, particularly for those individuals working in positions that require effective interactions with people from diverse cultures. This course is a study of cross-cultural contacts and will include analysis of verbal and nonverbal communication and related factors within and between various cultures, predictions of patterns and effects, and communication barriers. The course provides opportunities for students to develop both an appreciation for cultural differences and effective intercultural communication skills. *NOTE: COMM 560 Cross-Cultural Communication and COMM 562 Gender and Communication are recommended elective choices for Communication Studies majors.* 2 credits

COMM 562 Gender and Communication

In this course, students examine multiple influences that have shaped definitions of masculinity and femininity over time. Students explore the impact of these definitions on "appropriate" prescriptions for verbal and nonverbal communication; and on interactions in personal and professional contexts. Through the analysis and critique of the effects of gender on communication in diverse relationships (family, friendships, romantic, professional) and in diverse contexts (personal and professional spheres), students recognize how gender shapes communication in our everyday lives. *NOTE: COMM 562 Gender and Communication and COMM 560 Cross-Cultural Communication are recommended elective choices for Communication Studies majors.*

2 credits

COMM 601 Trends in Digital and Social Media

This course explores emerging trends in digital media, providing an opportunity for students to understand, deploy, and reflect upon the tools available for communication, business, nonprofit, educational, civic/political, and personal use. The course surveys past, current, and predicted future trends as well as selected theories and research on the impact of these communication technologies. Critical reflection upon the norms, risks, and opportunities of digital and social media is a core component of the course. *PREREQUISITE: COMM 540 Persuasive Communication or 542 Interpersonal Communication and Group Dynamics.* 4 credits

COMM 602 Media and Strategic Communication

This course explores the use of media in strategic communication toward the attainment of organizational objectives. Students will explore the impact of public relations, media outreach, marketing and branding, and leadership communication on both internal and external audiences in a variety of settings and sectors. The role and purpose of the organizational spokesperson, the function of the leader as chief communicator, the strategic alignment of message and messenger, and the effective use of technology in business communications will be discussed. This course provides knowledge of opportunities and pitfalls of the media environment, particularly in the digital, 24-hour news cycle age. *PREREQUISITE: MGMT 514 Principles of Marketing or ENG 508 The Media and Its Messages.* 4 credits

COMM 604 Web Development II

Building on skills learned in Web Development I, students continue to gain an understanding of the terminology, development tools, and fundamental skills related to designing a successful website. Current software applications are learned as appropriate to the process. *PREREQUISITE: COMM 504 Web Development I.*

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 student will have prior coursework or experience in the subject area. 1 to 4 credits

COMM 650 Integrative: Project in Communication Studies

This capstone course for the Communication Studies major builds on previous study in the field and provides an opportunity to apply learning in an in-depth project. Projects must employ applied research, demonstrate knowledge of communication theory, and integrate reflection on cultural and/or organizational dimensions of communication. Students synthesize their knowledge of theory and practice to develop and implement a project in their own area of professional interest. *PREREQUISITES: All required courses in the Communication Studies major.* 4 credits

COMM 651 Integrative: Project in Digital and Social Media

This capstone course for the Digital and Social Media major builds on previous study in the field and provides an opportunity to apply learning in an in-depth project. Projects must employ applied research, demonstrate knowledge of digital and social media theory, and integrate reflection on cultural and/or organizational dimensions of communication. Students synthesize their knowledge of theory and practice to develop and implement a project in their area of professional interest. *PREREQUISITE: All required courses in the Digital and Social Media major.* 4 credits

CRIM 500 Introduction to Criminology

This course introduces the student 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. Students 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 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 reviews 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. Students 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. 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. Students formulate their own theories on crime prevention and control, and evaluate methods for the reduction of crime and corresponding financial and social costs.
4 credits

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

CRIM 606 Corrections, Probation and Parole
This course presents an extensive examination of the organization and operations of correctional, probation and parole agencies as particular segments of the United States criminal justice system. Students 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. *PREREQUISITES: CRIM 500 Introduction to Criminology and CRIM 555 The Criminal Justice System.* 4 credits

CRIM 607 Constitutional Law
This course examines the United States Constitution and the New Hampshire Constitution using a substantive approach. Students 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.
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 student will have prior coursework or experience in the subject area. 1 to 4 credits

CRIM 650 Integrative: Criminal Justice
This final course in the Criminal Justice degree program is designed to offer students 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. *PREREQUISITES: All required courses in the Criminal Justice major.* 4 credits

CRIT 501 Critical Inquiry
Critical Inquiry provides the foundation for an informed and meaningful college experience through the cultivation of intellectual curiosity. In CRIT 501, students explore how their individual capacities position them for the attainment of their goals within the academic community of Granite State College. Through the study of media and popular culture and the completion of short writing assignments,

students learn how to develop and scale a personally-motivated research question, refine their topic, and determine effective search strategies for finding credible and appropriate information. An important part of the research process is learning how to analyze different types of argument in order to participate responsibly with public discourse. This process includes discussions of how to evaluate information sources from a variety of venues. Critical Inquiry fosters the self-awareness and intellectual perspective that are the hallmarks of well-educated persons and lifelong, engaged students in the twenty-first century. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

CRIT 502 Conducting Critical Inquiry
Conducting Critical Inquiry is a course in recognizing personal, regional, national, and global contexts for the study of a college major. Students will identify and analyze current social and other forces outside of higher education that have an impact on the professional practice and academic study of their chosen field. They will determine the relevance and significance of these current forces to their own past experiences and to their personal goals for beginning their study of the major, preparing for professional advancement, or transitioning to graduate study. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry, or equivalents. Computer proficiency is expected.* 4 credits

CRIT 503 Critical Inquiry in Prior Learning Assessment
This course is designed for adults who have identified prior experiential learning equivalent to outstanding degree requirements through a systematic process of goal-setting and self-assessment in the context of degree-planning. Students use the conceptual framework of critical inquiry to demonstrate this learning in an eportfolio. For each course-equivalent credit request, the portfolio will identify the context for the student's learning in the subject matter, trace the progression of the learning over time, and explain how the learning is equivalent to a GSC degree requirement. The student will demonstrate mastery of each learning outcome for the credit request and integrate the learning outcomes in a relevant personal case study in decision-making. Two credit requests that meet the criteria to be submitted to Academic Affairs for evaluation are required to pass CRIT 503. *PREREQUISITES: Full admission into a GSC degree program, CRIT 502 Conducting Critical Inquiry, and an approved prior learning plan. NOTE: Students within 16 credits of their projected degree completion date are not eligible to take CRIT 503.* 4 credits

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

ECO 600 International Economics
This course is an in-depth look at how the international market for goods and services works. Starting from the concept of comparative advantage, students 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 510 Foundations of Education
This writing intensive course is the introductory course to the education programs at Granite State College. The purpose is to examine the theoretical foundations of education in the United States. Historical, political, and social influences on the development of the education system are examined. Students develop their own educational philosophy and compare it to the philosophies which have shaped American education. A 20-hour practicum is required.
4 credits

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

EDU 550 Foundations of Early Childhood Education
This writing intensive course provides an overview of the historical, philosophical and social foundations of the early childhood profession and how these roots influence current practice. Students examine the issues facing children, families, early childhood programs and professionals. A variety of educational theories and models are reviewed with regard to how effectively they address the needs of children, parents, and communities. Students establish their own sense of professionalism with connections to the literature, organizations, and resources in the field and by articulating their personal philosophies of early childhood education. 4 credits

EDU 551 Learning and Early Childhood Education 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. Students 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. Students explore their own creativity through a variety of media, including art, music, drama, and creative movement. The focus is on the creative process rather than products. Topics include definitions of creativity, how it affects domains of development, and ways it enhances learning. Students apply knowledge of developmentally appropriate practices and integrate them with creative experiences into a well-rounded curriculum that incorporates a variety of learning styles. *PREREQUISITE: 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. Students 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, students formulate developmentally appropriate questions and responses to enrich the child's experience. The course addresses how everyday experiences can present opportunities for creating meaningful communication between children, their peers and adults. *PREREQUISITE: 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, students explore the various materials used in learning centers to stimulate and develop children's logico-mathematical thinking.

Students identify the various developmental levels of children's thinking and create developmentally appropriate materials and settings. The course emphasizes the application of developmental principles to investigate and devise experiences which employ mathematical reasoning and scientific processes. *PREREQUISITE: PSY 508 Child Development.* 4 credits

EDU 602 Young Children with Exceptionalities
This course focuses on promoting the optimal development of young children with special needs in an inclusionary early childhood setting. Building on a foundation of child development and the components of high-quality early childhood programs, students investigate specific physical, emotional, and psychological conditions which delay or modify the course of a child's healthy development. Students observe children with special needs in order to design adaptations in the curriculum and environment. Students develop strategies for collaborating with families and community services providers, based on a knowledge of legislative mandates regarding special education. *PREREQUISITE: 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. Students develop skills needed for communicating effectively with families, facilitating parent education, and promoting family involvement with child care settings as well as utilization of community resources.
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. *PREREQUISITE: EDU 550 Foundations of Early Childhood Education.*
4 credits

EDU 606 The Dynamic Role of the Special Educator

In this clinical course, students examine the multifaceted role of the special education teacher as evaluator, consultant, case manager and teacher. Courses taken throughout the program of study support the development of skills for each of these roles. This is an introductory course designed to accomplish the following outcomes: a) explore the GSC Library and Research Commons; b) introduce the American Psychological Association annotation and format requirements; c) review the critical elements of effective research and writing skills; d) provide a beginning teacher with an organizational framework for the varying roles of a special education teacher; e) provide an in-depth understanding of their case management responsibilities; and f) plan for the effective supervision of para-educators. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 607 Instructional Methods, Strategies and Technologies to Meet the Needs of All Students

In this clinical course, students develop expertise in using a variety of research-based strategies to improve learning for a diverse, student population facing complex individual learning challenges. The use of technology is embedded throughout the course and is utilized and evaluated as a tool to enhance learning and teaching. Through their understanding of the principles of how human beings acquire language, reading, and mathematics skills, students determine the most efficient teaching methods to use with a student who requires specialized instruction. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 607A Instructional Methods, Strategies, and Technologies to Meet the Needs of All Students

In this course, students develop expertise in using a variety of research-based strategies to improve learning for a diverse student population facing complex individual learning challenges. The use of technology is embedded throughout the course and is utilized and evaluated as a tool to enhance learning and teaching. Through understanding the principles of how human beings acquire language, reading and mathematics skills, students determine the most efficient teaching methods to use with a student who requires specialized instruction. 4 credits

EDU 609 Transition Planning and Developing IEPs

This clinical course focuses on the components and processes involved in the development of Individualized Education Programs (IEPs). Under the supervision of a district mentor, students review school records, observe IEP team meetings, consult with district evaluators, student and parents, analyze previously written IEPs and progress reports, and develop the skills necessary to prepare IEPs inclusive of transition plans. The culminating activity of the course is the development of two IEPs and a 3-5 page essay that addresses the legal and ethical considerations and implications in the development, implementation and evaluation of IEPs. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 2 credits

EDU 610 Teaching Language Arts and Literacy (K-8)

This clinical course examines the theoretical foundations of reading and the range of approaches to literacy instruction in the United States. Students explore the interrelated components of reading and writing and develop comprehensive strategies for supporting reading development for all children in grades K-8   In this course students observe classroom instruction in literacy, have opportunities to engage with children in using literacy strategies, and use a range of strategies to assess students' reading and writing. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 6 credits

EDU 610A Teaching Language Arts and Literacy in EC/ECSPED (N-3)

In this clinical course, students develop an understanding of language and literacy development from birth through grade three. Topics include the reciprocal connections between speaking and listening, rhythm and rhyme, communication activities, hearing and reading literature, stories, poetry, music, and written expression. Students engage in appropriate literacy interactions, activities, and assessments to meet the literacy needs of a diverse range of children. Students work with parents and care givers as partners in promoting literacy. The key components of reading (e. g. word recognition, fluency, phonological awareness, etc.) identified by the National Reading Panel for this age level are studied in depth. GSC students apply their knowledge of how young children develop their own reading skills using these key components of the reading process. Students then evaluate the effectiveness of their instruction. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 6 credits

EDU 611 Assessment of Students with Disabilities

This clinical course focuses on the tools and procedures involved in the evaluation and determination of education disabilities. Under the supervision of the district mentor, students review school records, observe an evaluation team meeting, consult with district evaluators, review a variety of assessment tools and evaluation reports, and develop the skills necessary to administer and interpret some of the assessments commonly used by special education teachers. The culminating activity of the course is the development of a formal assessment report. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 612 Using Technology to Teach Social Studies

Technology is a necessary tool in teaching today's youth. In this clinical course, students develop, teach and evaluate Social Studies curriculum, integrating different types of educational technology to meet individual and classroom needs. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 613 Strategies for Teaching Science

This clinical course focuses on learning theories and their application to science instruction. Students examine a variety of instructional strategies through readings, observation and participation in the field-based placement, and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide science instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate an integrated/thematic unit with lessons that align with the New Hampshire Science Curriculum Frameworks. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 614 Middle School Mathematics Methods

This clinical course focuses on mathematics learning theories and their application to middle school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Topics include constructivist

learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for middle school instruction. Students implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. Depending on the certification program, a range of fifty to ninety supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 615 Secondary School Mathematics Methods
This clinical course focuses on mathematics learning theories and their application to high school mathematics instruction. Students examine a variety of instructional strategies through readings, observation and participation in a 12-hour practicum, and determine the appropriateness of each in the learning process. Students will develop mathematics teaching methods and strategies; methods of integrating reading, writing and study skills in mathematics. Focus on strategies to present mathematical concepts, evaluation procedures specific to mathematics in selected topics in arithmetic, algebra, and geometry, techniques for facilitating problem solving and reasoning, and creating an interest in mathematics. Planning and providing for individual student differences is an important component of this class. Effective formative, summative and alternative assessment strategies are utilized. Students plan, implement and evaluate an integrated/ thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for high school instruction. Students will implement five consecutive lessons within this newly-developed curriculum, and are observed and evaluated. Ninety supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 616 Elementary School Mathematics Methods
This clinical course focuses on learning theories and their application to elementary school mathematics instruction. Students research a variety of instructional strategies through readings, observation and participation in the field-based placement and determine the appropriateness of each in the learning process. Topics include constructivist learning, differentiated learning, and an in-depth look at how the state and national standards guide mathematics instruction. Additional topics include integrated curricula, the appropriate

use of technology, and effective formative, summative and alternative assessment strategies. Students plan and evaluate a year-long integrated/thematic unit with lessons that align with the New Hampshire Mathematics Curriculum Framework for elementary school instruction. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 617 Students with Disabilities
This course provides an overview of educational disabilities and the opportunity to explore their implications for learning. Students examine definitions, characteristics, and teaching strategies for students from preschool through secondary school who have a variety of special needs. Students research the following educational disabilities: learning disabilities, speech and language impairments, mental retardation, emotional and/or behavioral disorders, physical, health and low incidence disabilities, sensory impairments, autistic spectrum disorders, low vision and blindness, and deafness and hard of hearing. 4 credits

EDU 619 Managing Student Behavior
This clinical 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. *PREREQUISITE: PSY 509 Human Development, or PSY 508 Child Development, or PSY 501 Introduction to Psychology.* 4 credits

EDU 621 Special Education Law
The current field of special education was established by law and further refined though the courts in litigation. In this writing intensive class, students trace the historical development of federal, state, and local laws and regulations such as the Individuals with Disabilities Education Acts (IDEA) and the New Hampshire Standards for the Education of Students with Disabilities. Students will gain an understanding of the relationship between constitutional law, statutory law, regulatory law and case law as it relates to current special education law. The focus on policies and procedures provides the background future teachers and paraprofessionals need to fulfill their legal and ethical responsibilities and to understand the changing dynamics of special education law. 4 credits

EDU 622 Introduction to Field Experience and Program Requirements
This course is required for all students enrolled in teaching certification programs. Students work with Field-Placement Faculty to complete Declaration of Candidacy requirements (including passing PRAXIS Core Academic Skills for Educators), to create a field experience plan and placement necessary to develop skills in teaching and to gain the technical and professional competence not otherwise available. This is a pre-requisite for all clinical field-based courses. 1 credit

EDU 623 Managing Student Behavior (non-clinical)
This course is designed for non-teacher preparatory candidates to provide an overview of classroom behavior management. Students observe effective teachers using instructional management strategies. They administer and interpret questionnaires to analyze the classroom environment and identify student needs. They identify strategies to help students meet these needs, to increase motivation, to develop positive peer relationships, and to minimize disruption. *PREREQUISITE: PSY 509 Human Development, or PSY 508 Child Development, or PSY 501 Introduction to Psychology.* 4 credits.

EDU 624 Assessment of Young Children in Early Childhood/Early Childhood Special Education: Birth Through Age 8
In this course, students use procedures involved in the evaluation process for determination of eligibility for special education. Students develop the skills necessary to administer and interpret assessment tools commonly used by early intervention staff and early childhood special education teachers. Under the supervision of the district mentor, students review early support and services records and/or school records, gather information, observe an evaluation team meeting, consult with district evaluators, and review a variety of assessment tools and evaluation reports for young children through age 8. Students participate in preparing an assessment plan, administering chosen assessment tools, and writing assessment reports. Emphasis is placed on working with team members in the evaluation process. 4 credits

EDU 625S Science, Technology, Engineering and Mathematics in EC/ECSPED
In this clinical course, students focus on STEM content, effective practice, instructional strategies, materials and curriculum integration, based on standards, inquiry, and connections to the real world. STEM concepts of curiosity, creativity, collaboration and critical thinking are researched and explored. Students will learn about the Scientific Method, as well as the roles of observation, classification,

description, experimentation, application and imagination. Students will learn how to use technology and interactive media in the early childhood classroom to support learning. The role of engineering in the curriculum will be investigated, including design of methods and ideas for product development. Students will understand and apply math process standards of problem-solving, reasoning and proof, communication, connection, and representation. The course emphasizes application of principles in order to investigate and create experiences which employ STEM concepts and teaching strategies. *PREREQUISITES: MATH 502 Contemporary College Mathematics or other college level math, and EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 626 Curriculum, Assessment and Instruction in Early Childhood/Early Childhood Special Education: Birth-Age 8

In this clinical course, students examine, develop, and evaluate developmentally appropriate curriculum and instruction in early childhood special education settings, for young children ages 5(kindergarten) through age 8 (grade 3). Students use district and state curriculum and integrate subjects with one another. Students develop skills to create and advocate for healthy, supportive, respectful, and challenging learning environments for all children, ages 5 through 8.

4 credits

EDU 627 Collaboration, Consultation, and Teaming in Early Childhood/Early Childhood Special Education

In this course, students research and evaluate family, community and professional partnerships which support the growth and development of children with disabilities. The specific roles and responsibilities of each contributing partner will be explored and analyzed. Students, using knowledge acquired in areas of collaboration, consultation and teaming, construct service delivery models to support young children with diverse needs and their families. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 628 IFSP, IEP, and Transition Plans, Birth through Age 8

This clinical course focuses on the components and processes involved in the legal aspects and development of Individual Family Service Plans (IFSP) and Individualized Education Programs (IEPs) Under the supervision of a district mentor, students review school records, observe IFSP/IEP team meetings, consult with district evaluators, student and parents, analyze previously written IFSPs/IEPs and progress reports, and develop the skills necessary to prepare IFSPs/IEPs inclusive of transition plans and/or services. The culminating

activities of the course include the development of an IFSP and an IEP, and a research paper which addresses the legal/ethical considerations and implications in the development of IFSPs and IEPs. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 2 credits

EDU 629 Foundations in the Education of Second Language Learners

In this clinical course students will learn and apply the major concepts, theories, and research related to the nature of second language acquisition. They will construct learning environments that support ESOL students' academic achievement, language and literacy development. Students will be expected to demonstrate language proficiency in oral and written English in social and academic settings, and serve as a sound role model for ESOL students. Students will be expected to become current with the history of ESOL teaching, current research and practice, and issues of state and federal legal compliance as they relate to ESOL education. Their role as advocates for parents and students will be explored. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 630 Behavior Interventions for Young Children

In this clinical course, students examine basic principles and components of life skills that children need as foundation for the development of positive social skills, e. g. attachment, affiliation, self-regulation, initiative, problem solving, and respect. The student develops and implements a variety of activities and lesson plans to teach young children these critical life skills. Students develop strategies to be used with young children receiving early intervention services and/or to motivate young children in their preschool programs/classrooms by facilitating the development of positive peer relationships, addressing emotional needs, and minimizing disruptions resulting in increased learning. The GSC student documents the use of individual activities and/or classroom strategies in a professional portfolio. Fifty to sixty supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 631 Multicultural Perspectives

In this course, students will demonstrate an understanding of the major principles, theories, and research pertaining to the influence of cultural groups on language learning, school achievement, and acculturation; they will explore the role of culture and demonstrate the ability to apply this knowledge in constructing learning environments that support ESOL students' cultural identities and academic needs.

The role of the dominant culture and its impact on students will be explored. Students are expected to immerse themselves in diverse and authentic cultural experiences. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 644 Special Topics (Upper Level)

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

EDU 646 Assessment of Students: Culturally and Linguistically Diverse

In this clinical course, students will learn, apply and demonstrate the knowledge of and the ability to use a variety of standards-based language proficiency instruments to inform instruction and for identification, placement, and demonstration of language growth for ESOL students. Alternative means of assessing culturally and linguistically diverse students will be explored and reflected in assignments. Discussion of bias in testing instruments will be explored. Students will learn of current state- and federally-mandated assessments and their implications for ESOL students. *PREREQUISITES: EDU 622 Introduction to Field Experience and Program Requirements and fifty to sixty supervised clinical hours are required.* 4 credits

EDU 647 Content Area Literacy for English Speakers of Other Languages

In this clinical course students will demonstrate an application of how to teach second language students in the content areas of Language Arts, Science, Mathematics and Social Studies. Students will be exposed to unique methodologies on the K-12 levels to facilitate cognitive/academic language proficiency for ESOL students. Scientifically-based practices and strategies related to planning, implementing and managing ESOL and content area instruction will be explicitly explored as students construct lessons/learning experiences for ESOL students and implement them in their settings. Students will be expected to reflect upon their work and self-evaluate. *PREREQUISITES: EDU 622 Introduction to Field Experience and Program Requirements and fifty to sixty supervised clinical hours are required.* 4 credits

EDU 650 Practicum: Professionalism in Early Childhood Education

This clinical course is designed to provide an opportunity for students to apply early childhood educational and developmental theory to practice in a licensed early childhood setting. Students participate in an approved site where they plan and implement curriculum under the supervision of a credentialed early childhood professional. This capstone experience allows

the student to integrate course work in early childhood education, curriculum, assessment, and child development. In addition, students reflect upon and analyze field experiences. *PREREQUISITES: All courses in the Early Childhood Education major.* 4 credits

EDU 651 Culminating Teaching Experience and Seminar
This course is the culminating experience in the plan of study toward NH teacher certification. This course gives teacher candidates an opportunity to be mentored in their field of certification by experienced teachers holding graduate degrees and to practice the variety of methods and strategies studied in the teacher preparation program. Teacher candidates enrolled in this course may be at different stages of acquiring the 360-440 hours of supervised teaching experience. Additionally, teacher candidates prepare and present the Credentialing e-Portfolio during the Exit Interview. *PREREQUISITES: All courses in the education major, passing scores on all New Hampshire Department of Education test requirements, and approval by the Field Placement Faculty.* 4 credits

EDU 652 Aspects of Mathematics Learning
This clinical course is designed to provide prospective secondary school and middle school teachers with the skills to develop an integrated approach to teaching and learning. It will cover cultural and psychological aspects of learning mathematics, models of instruction and planning, teaching and learning styles, assessment strategies, models and organization and selection of curriculum materials, classroom management, and the role of technology and media within these. Ninety supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 653 Reading and Writing in the Mathematics Content Area
This clinical course is designed to provide prospective secondary and middle school teachers with the knowledge, skills, and resources necessary to incorporate literacy skills into their mathematics content area plans. Emphasis will be on integrating the teaching of reading, writing, and oral literacy skills from various fields; students will explore and practice the methods and strategies, including testing and measurement assessments, necessary to meet the diverse literacy needs of today's students allowing them to become independent students. Teaching and discussing theoretical and practical application of current theories and methods involved in teaching literacy to diverse secondary and middle student populations within the contemporary pluralistic classroom, including

differentiated learning styles through socio-economic status, gender, and heritage will be emphasized. Ninety supervised clinical hours are required. *PREREQUISITE: EDU 622 Introduction to Field Experiences and Program Requirements.* 4 credits

EDU 660 Integrative: English Language Arts
This capstone course in English Language Arts builds on all previous work in both education and English. Students explore current research in the field of English Language Arts education and synthesize their knowledge to build effective instructional practices that support children's learning. *PREREQUISITES: All courses in the English Language Arts major.* 4 credits

EDU 661 Integrative: Social Studies
This capstone course in Social Studies builds on all previous work in both education and Social Studies. Students explore current research in the field of Social Studies and synthesize their knowledge to build effective instructional practices that support children's learning. *PREREQUISITES: All courses in the Social Studies major.* 4 credits

EDU 665 Integrative: Math Studies
This capstone course in Math Studies builds on all previous work in both education and Math Studies. Students explore current research in the field of math and synthesize their knowledge to build effective instructional practices that supports children's learning. *PREREQUISITES: All courses in the Math Studies major.* 4 credits

ENG 500 The Writing Process
This course approaches writing as a process. Strong writing involves a sequence of stages, including: prewriting, initial drafting, revision, and rewriting. The course develops written communication skills by emphasizing both the writing process and the final product. English 500 provides students with the opportunity to integrate critical thinking, reading, beginning research, and writing skills in order to create best practices for successful writing both in and outside of college. 4 credits

ENG 504 Introduction to Literature
This writing and reading intensive course is foremost intended to increase students' exposure to and appreciation of literature in its many forms. Students will therefore read and discuss the primary genres of poetry, the short story, drama, and the novel. The second goal of the course is to hone students' abilities to read, write, and think critically about the ways in which human experience itself is shaped by language in literary texts. Through the development of literary analysis skills and the practice of writing about literature, students will learn to communicate meaningfully about literature as

an art form with aesthetic, social, cultural, and political significance. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry.* 4 credits

ENG 505 Introduction to Language and Linguistics
This course prepares students for meaningful literacy instruction through the study of language, language acquisition, the study of sounds and sound formation, word formation, and how words combine into larger meaningful units. Students develop an awareness of the prescriptive standardization of such language forms as spelling, semantics, pronunciation, and style or register. Basic components of descriptive grammar, to include syntax, semantics, phonology, and morphology are addressed. Students develop an appreciation for regional and ethnic dialects and examine how language changes and develops over time. *PREREQUISITE: ENG 500 The Writing Process.* 4 credits

ENG 508 The Media and Its Messages
Grounded within the context of media studies, this course engages students in a critical and analytical exploration of the media and its influences on American culture and society. The course examines the various ways that the media functions as both a lens for interpreting culture and a tool through which culture is shaped. Through critical engagement with various forms of media, students explore the roles of film, visual art, television, music, mass media, and web-based media in shaping their understanding of literature, writing, and culture. *PREREQUISITE: ENG 500 The Writing Process.* 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. Students 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 selected major works of British literature of the Anglo-Saxon period through the 18th century. Exploring poetry, prose, and drama, students analyze the themes and techniques through which varied texts reveal, shape, and sustain historical, cultural, and political events and forces. Although British Literature II is not required following this course, the two together provide an 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 selected 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 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 an 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. *PREREQUISITE: ENG 500 The Writing Process.*

1 to 4 credits

ENG 555 Children's Literature

What are the qualities that make a particular work of children's literature endure? Why do some deceptively simple books remain favorites for years? Citing the work of psychologists, art historians, educators and authors, students explore these and similar questions. The course considers picture books, traditional literature, and Young Adult novels. Students prepare annotated bibliographies of various genres, taking a personal look at the important role particular books play in the moral and social development of children. *PREREQUISITE: ENG 500 The Writing Process.*

4 credits

ENG 560 Young Adult Literature

This course explores a wide range of literature for young adults, along with social and literary criticism that help to illuminate the impact of this literature. Through readings and discussion of both current and classic literature, students identify why literature is a powerful tool and how it can help young adults shape their lives. Students respond to young adult literature through written analyses and critiques. *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, students identify and apply effective strategies for creating and communicating meaning in their own essays. Writing within the course integrates research and citation in ways that are appropriate to the individual learner's chosen field of study. The workshop format of the course includes class discussion, individual conferences with the instructor, and peer critique of work in progress. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry.*

4 credits

ENG 601 Writing for the Professions

This course expands college writing skills by applying the core writing principles of defining one's audience, drafting and revising, and delivering effective written communication to diverse professions. Emphasis is on writing in the accepted forms of the student's major discipline. Students will research the conventions of a variety of genres common to professions in their area of study, selecting, reading, analyzing and critiquing real-world examples of written communication. They will compose multiple drafts of varying lengths and depths, and revise those drafts to adjust for style, structure, content, and mechanics as appropriate. *PREREQUISITE: ENG 500 The Writing Process.*

4 credits

ENG 602 Disability in Literature

This course explores how texts portray people with disabilities of many kinds – physical, emotional, social, and mental. The majority of texts are contemporary, but some will place images of disability in literature in their historical context. Students read literature written by both disabled and non-disabled authors in order to explore the ways that many stereotypical portrayals of disability undermine the disabled community. Studying disability in literature helps us to consider what our culture decides is "normal," and asks us to contemplate what makes us human. The goal of this course is to discover how literature can help us understand the experience of the disabled, as well as our own responses to disability in our own lives and in our culture. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry.*

2 credits

ENG 604 Creative Writing

The goal of this course is to allow the student to become immersed in a variety of creative writing experiences. Writing in different forms or genres allows the student 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 student's own writing and assigned reading is always to explore form as it shapes and creates content. Peer feedback and the revision process are important aspects of the course. *PREREQUISITE: ENG 500 The Writing Process.*

4 credits

ENG 620 Multicultural Perspectives through Literature

As the new realities of the global village erode long-standing 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. Students 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 625 Readings in World Literature

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. *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. Students 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 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 in writing. *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 student will have prior coursework or experience in the subject matter. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry.*

1 to 4 credits

HIS 502 Great Civilizations
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. Although this is a survey course, the focus will be understanding why and how our past and present society has been shaped, rather than committing factual details to memory.
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
Examining the history of modern Europe, this course explores the origins and salient characteristics of the European community of nations as it has come to be today. Students study themes and events that have accompanied these countries' passages from the last vestiges of feudalism to industrial powers; welfare states; mixed histories and governments with monarchical, dictatorial, and representative elements; and finally a budding union of sovereign nations. This is a survey course in which the primary concern will be understanding why and how past European societies have shaped the present. 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 1600s to the present. *NOTE: HIS 610 Historical Methods is recommended.* 4 credits

HIS 610 Historical Methods
In this course, students develop and employ historical methodology appropriate to the study of events, figures, periods, and cultures of the past. Building on General Education coursework in thinking, research, and writing, the course helps to develop a historical mindset through student practice with methods and processes of the historian, in designing viable projects to explore further, and in substantive written work. The course frames key questions and concepts in the discipline and prepares students for upper-level courses in the major. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry.* 4 credits

HIS 611 Topics in World History
This course examines the political, social, economic, and cultural forces that shaped the development of world civilizations from 1000 CE to the present. Using a historical perspective, learners will critically examine the history of the world with a particular focus on globalism, multiculturalism, nationalism, and religious conflict. *NOTE: HIS 610 Historical Methods is recommended.* 4 credits

HIS 618 History of World War II
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
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 students to form judgments about the basis of the conflict and the outcomes. *NOTE: HIS 610 Historical Methods is recommended.* 4 credits

HIS 660 Integrative: Project in History
This capstone course for History majors is designed to integrate learning from the entire major in an individually-customized project. Students demonstrate competency in history by producing a substantive original essay based on in-depth research. *PREREQUISITES: All required courses in the History major.* 4 credits

HLTC 540 Practicum in Health Care
This project-based practicum is an entry-level field experience designed to assist health care-related majors in exploring career and vocational settings in which they can use and apply their knowledge and skills. The nature of the practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Health Care Internship. *PREREQUISITES: HLTC 550 The Emerging U.S. Health Care System. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 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 hundred 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. Economic factors related to the delivery of health care services are extensively covered. Comparative health care systems are examined. The impact of the changing demographics of the U.S. population on the design and delivery of health care is reviewed. 4 credits

HLTC 612 Community, Culture, and Health

This course outlines the history, evolution and status of the practice of health education among communities. Areas of focus include health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention. As a survey of community health care activities, the course includes the study of emerging needs and the implementation of available and developing resources while also discussing and analyzing specific community health problems from multiple perspectives. Emphasis is placed on community health promotion and the coordination and integration of clinical and self-care activities for the prevention of communicable diseases. The course also emphasizes the promotion of a healthy lifestyle for the individual and the community in the context of various cultures. *PREREQUISITE: HLTC 550 The Emerging U.S. Health Care System or BEHS 502 Human Services and the Helping Process.*
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. Students will be able to understand and analyze how budgets, expenses, financial statements, etc. , are linked to the reimbursement process and the role of the non-financial manager in health and human services in these processes. *PREREQUISITE: MGMT 555 Introduction to Fiscal Management in Health Care.*
4 credits

HLTC 629 Law and Ethics for Health Care and Human Services

This course provides students with a framework for working through increasingly complex legal and ethical issues that affect Health and Human Services professionals. This framework and broadened perspective will help practitioners recognize and respond to dilemmas in the field. Through an overview of regulatory action and the legislative and judicial processes students will become familiar with how lawmakers confront changes brought on by pervasive issues such as patient rights, technological advances, and managed care. Following an initial overview of ethical theory, students will analyze precedent

setting cases related to such topics as research and individual rights vs. the public good. Based on their own work or current issues in the field, students will apply these concepts to actual situations.
4 credits

HLTC 637 Health Information Systems

This course is designed to provide students with knowledge regarding information systems in health care. Students are introduced to information systems and their applications for managerial support. The course explores the current status of electronic databases and their implications as well as security risks. *PREREQUISITE: MATH 504 Statistics.*
4 credits

HLTC 638 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. *PREREQUISITES: HLTC 550 The Emerging U.S. Health Care System and HLTC 629 Law and Ethics for Health Care and Human Services.*
4 credits

HLTC 640 Internship or Project in Health Care/Human Services/Wellness

This upper level course is a field-based experience designed to develop and hone the practical application skills of a health care, human services, or wellness-related major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the auspices of their GSC internship mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where health care, human services, or wellness-related knowledge and skills are applied. This course is the capstone for the BS in Human Services and BS in Health and Wellness. A non-field-based project may be substituted with approval of the Office of Academic Affairs. *NOTE: Students must have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Early registration deadlines may apply.* 4 credits

HLTC 650 Integrative: Health Care Management

This project-based capstone integrative seminar focuses on the concepts and techniques of successful health care management practices. It analyzes the process of developing and executing

strategies designed to optimize a health care organization and its management. Students apply their knowledge of health care systems, policy, financing, and information systems to a course project. The project integrates essential knowledge from the degree program at both the practical and the theoretical levels while fulfilling the student's own field of professional interest. *PREREQUISITES: All required courses in the Health Care major.*
4 credits

HMGT 600 Hotel and Restaurant Management

This course considers the analysis of theories, principles, and techniques of successful hotel and restaurant management. Common issues associated with hotel and restaurant management are emphasized with the goal of enhancing students' ability to diagnose and address diverse problems and implement effective service strategies in a hospitality setting. Subjects include: the principles of organizing, the formulation of goals and objectives, decision-making processes, staffing, employee/guest relations, and labor management negotiations. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing.*
4 credits

HMGT 601 Food Service Systems and Control

This course covers the systems and techniques appropriate to manage food, beverage, and labor costs in food service operations. Topics include: management, marketing, menu development, costs and pricing, quality assurance, production, and operational analysis. Students develop case studies that apply best practices in food service management. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing.*
4 credits

HMGT 602 Sustainable Tourism

This course provides a comprehensive introduction to the nature and scope of sustainable tourism planning at the local, regional, and national levels. Topics addressed include: economic, social, environmental, and policy considerations within the sustainable development framework. Students also discuss planning and development guidelines in different geographical areas. Case studies are used to employ effective strategies for planning, initiating, and implementing sustainable tourism events and activities. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing.*
4 credits

HMGT 603 Event, Meeting, and Conference Management

In this course students learn strategies to develop meaningful and well-organized conferences, meetings, and special events. The course addresses such event logistics as: facilities management, compliance with ADA and other laws and regulations, contract negotiation, labor planning,

standards for food and beverage management, meeting/organization agendas, transportation, schedule of events, break-out sessions, leisure activities, finances, and evaluations. Students develop case studies that apply best practices in event management. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing.* 4 credits

HUMN 502 American Popular Culture
This course examines the origin, nature, and social impact of popular culture in America. Students 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. Students 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 World Religions
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 544 Special Topics: Lower Level
A study of current and variable topics in Humanities. Course content changes from term to term. 1 to 4 credits

HUMN 550 American Sign Language I
This introduction to American Sign Language (ASL) emphasizes proficiency with the basic vocabulary of the language. Students explore the development of ASL relative to other sign languages. In addition to the study of the language for the Deaf and Hard of Hearing, this course introduces students to certain qualities of Deaf Culture, including the causes of deafness and the philosophies and trends in the education of the Hard of Hearing and Deaf. 4 credits

HUMN 551 American Sign Language II
This course expands the student'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. Students take a deeper look at the life of the Hard of Hearing and the Deaf through field activities and use their insights to develop public awareness activities. *PREREQUISITE: HUMN 550 Introductory American Sign Language.* 4 credits

HUMN 560 Elementary Spanish I
This is the first of a two-course sequence in which students build a foundation for speaking and understanding the Spanish language. It presents introductory grammar and vocabulary in order to lay the groundwork for comprehension, communication, and interest in Spanish and Spanish-speaking cultures. Students develop a basic proficiency in the language through practice in reading, writing, listening comprehension and oral expression. 4 credits

HUMN 561 Elementary Spanish II
This second course in a two-course series introduces students to additional concepts of grammar and vocabulary for comprehension, communication, and proficiency in the Spanish language and cultures. Elementary Spanish II expands use of the past tenses and vocabulary to allow students to communicate more freely. *PREREQUISITE: HUMN 560 Elementary Spanish I or previous study in Spanish.* 4 credits

HUMN 625 Introduction to Cultural Theory
This writing and reading intensive course is a general introduction to the critical perspectives and theories that enliven contemporary cultural studies with attention to various schools of 20th and 21st-century criticism, critical applications, and critical terminology. Theories covered include: Marxism, Psychoanalytic criticism, Structuralism, Post-structuralism, Feminist literary studies, Gender studies, Queer studies, Critical Race studies, Postcolonialism, New Historicism, Cultural studies, and Postmodernism. More broadly, this course explores current studies of literature and culture, examining the practices and values of literary and cultural scholars, students, and teachers in order to gain an understanding of the tradition and norms that have emerged from those practices

and values, and finally, to consider which of those trends are most valuable for future critical endeavors in the field of cultural studies. *PREREQUISITES: ENG 500 The Writing Process, CRIT 501 Critical Inquiry, and ENG 508 The Media and Its Messages or HUMN 502 American Popular Culture.* 4 credits

HUMN 650 Integrative: Project in Humanities
This capstone course for Humanities and English majors is designed to integrate learning from the entire program in an individually-customized project. Students demonstrate competency in the study of the humanities by producing a substantive original essay based on in-depth research. *PREREQUISITES: All required courses in the Humanities or English majors.* 4 credits

IDIS 501 Research Methods
In this course students will investigate methods, assumptions, constructs and principles in the social/behavioral sciences and education. Students in this trans-disciplinary course utilize the process and products of research to understand and explore their particular area of study. This introductory course will provide depth and context through the consideration of research terminology, conception, design, implementation, and analysis. Students develop research skills required in specific majors, learn disciplinary norms for ethical research, and understand the generation of new knowledge in their chosen field. *PREREQUISITES: ENG 500 The Writing Process, CRIT 501 Critical Inquiry, and one of the following: PSY 501 Introduction to Psychology, SOC 501 Introduction to Sociology, PSY 509 Human Development, or EDU 510 Foundations of Education.*
4 credits

INST 540 Practicum in Education and Training
This project-based practicum is an entry-level field experience designed to assist applied science education and training majors in exploring career settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Education and Training Internship. *PREREQUISITES: PSY 615 Psychology of Adulthood and INST 605 Teaching and Learning in Adulthood. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 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 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 and philosophies of adult learning. It focuses on teaching adults in formal and informal settings. Understanding cognition and the learning process provides the foundation to employing instructional strategies that empower the adult learner. Students will explore active learning, collaborative learning, self-directed learning in relationship to learning styles, motivation and the importance of self-reflection and assessment.   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.   4 credits

INST 610 Instructional Design and Interactive Learning

This course provides an introduction to theory and practice of instructional design and its role in developing interactive learning. It covers all the necessary elements to analyze, design, develop, implement and evaluate effective learning, including interactive learning systems, and cultivates the effective combination of technology and instruction. The course addresses the different models used to develop effective instruction and expands the student's understanding of how to facilitate meaningful connections in learning through collaboration, discovery and engagement.   4 credits

INST 640 Internship in Education and Training

The upper level Education and Training Internship is a field-based experience designed to develop and hone the practical application skills of an education and training-related major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their GSC internship mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where education and training-related knowledge and skills are applied. *NOTE: It is recommended that students have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.*   4 credits

INST 650 Program Development and Learning

This course encompasses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time for the education and training of adults. This project-based course serves as the Integrative Capstone: and is designed to provide an opportunity to apply theories, skills, and principles to a variety of situations adult educators may encounter in practice. *PREREQUISITES: INST 605 Teaching and Learning in Adulthood, INST 610 Instructional Design and Interactive Learning, and PSY 615 Psychology of Adulthood.*   4 credits

MATH 502 Math for Our World

This course takes an integrated approach to the study of mathematics, combining mathematical concepts with applications in the real world. It addresses topics in mathematics necessary in a college education, providing the reasoning strategies needed for mathematical problem solving in the workplace, the media, and everyday life. The course serves as the foundation for higher-level math courses and provides the quantitative skills necessary to be adequately prepared for coursework in other academic areas. The overarching goal is to learn to interpret quantitative and statistical information that we encounter daily. Students will understand how real-world problems can be analyzed using the power and rigor of mathematical and statistical models. Topics include: problem solving, math of finance, geometry, basic probability, and beginning statistical concepts with an emphasis on real world applications and interpreting information. The use of Excel will be incorporated into the topics of this course. *PREREQUISITES: Acceptable scores on Accuplacer Arithmetic and Elementary Algebra assessments; or approved exemption based on previous high school transcripts: a grade of C or better in both Algebra and Geometry taken within the last five years; or SAT Math score of 500+ or ACT Math score of 18+ within five years of registration; or successful completion of the ALEKS Program Math Tutorial as determined by GSC Math faculty.*   4 credits

MATH 504 Statistics

This course addresses introductory statistical concepts, methods and procedures important for making well informed decisions in real world settings. It provides students with both theoretical principles and practical skills in statistics. Topics include an overview of descriptive and inferential statistics, specifically sampling, measurements of central tendency and dispersion, frequency distributions, graphing techniques, probability theory, hypothesis testing, normal distribution, regression and correlation, t-tests and analysis of variance. *PREREQUISITE: MATH 502 Math for Our World or an acceptable score on the Accuplacer elementary algebra assessment. NOTE: Basic proficiency in Excel is required prior to enrollment in this course.*
         4 credits

MATH 510 Pre-Calculus

This course is intended as a bridge course between algebra and calculus. The course focuses on strengthening the student's mathematical problem solving skills and developing a firm understanding of functions, their graphical representation, their behavior and their use to model real-life situations. Various classes of functions will be highlighted: polynomials, rational, exponential, logarithmic and trigonometric. Topics may also include: algebraic concepts, real number system, systems of equations and inequalities, complex numbers and polar coordinates. *PREREQUISITE: MATH 502 Math for Our World. NOTE: A graphing calculator is required.*   4 credits

MATH 544 Special Topics (Lower level)

A study of current and variable topics in mathematics. Course content will change from term to term.   1 to 4 credits

MATH 600 Mathematical Proof

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics chosen from the following areas: functions and relations, set theory, number theory, and logic, Euclidian and non-Euclidian geometry, algebra, mathematical reasoning, proof, and problem solving. Connections to middle and secondary school mathematics curriculum emphasized. *PREREQUISITE: MATH 606 Calculus I.*   4 credits

MATH 601 Number Systems

This course examines the structure and properties of mathematics while focusing on the development of mental mathematics strategies and problem solving skills. Includes sets, functions, applications of rational numbers, integers, fractions, decimals, percents, and number theory. Utilizes appropriate grade level techniques to investigate algorithms, probability and statistics, counting techniques, scientific notation, complex numbers, exponents, geometry, and measurement. Course includes investigation of ration, proportion, data analysis, patterns, and the connections to algebra and geometry topics in the context of the 5-12 grades mathematics curriculum. *PREREQUISITE: MATH 510 Pre-Calculus.*   4 credits

MATH 602 Geometric Structures

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, 2 and 3 dimensional perspectives, congruence and similarity, properties of and relationships among geometric shapes and structures. Students will investigate graphing, vectors, motion and symmetry. Students will engage in course concepts through proofs, problem solving, dynamic geometric software, and through activities used in secondary and middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. *PREREQUISITE: MATH 510 Pre-Calculus.* 4 credits

MATH 603 Probability and Statistics

In this course students study topics in data analysis including: descriptive and inferential statistics, probability, odds and fair games, probability distributions, normal distributions, and estimation. Among the topics are numerical and graphical summaries for one and two variables, linear regression and correlation, confidence intervals and tests concerning means, sampling and experimentation, basic probability, confidence intervals, hypothesis testing, sampling distributions, two-sample t-tests for means, chi-squared tests, regress and correlation, and possible other topics. A standards statistical software package is used throughout the course to support the course format that includes: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual secondary and middle school mathematics classroom activities. Throughout the course students are given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. *PREREQUISITE: MATH 502 Math for Our World.* 4 credits

MATH 604 Linear Algebra

This course examines concepts in algebra including: patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greater common divisor, inequalities, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, linear equations. The course develops the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, systems of linear equations, and linear transformations. Students engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in secondary and middle school mathematics. Throughout the course students are

given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. *PREREQUISITE: MATH 607 Calculus II.* 4 credits

MATH 605 Discrete Mathematics

This course is designed to introduce students to discrete and abstract mathematical topics: including propositional and predicate logic; elementary set theory; introduction to proof techniques including mathematical induction; sets, relations, functions, and relations; recurrence relations, graph theory, as well as the properties of groups, rings, and fields. Students study number systems, mathematical induction, algorithms and complex number systems, matrix manipulation, combinatorics, graph theory, and finite differences. Course activities are based on secondary and middle school mathematics curricula. This course considers the basic objects of mathematics through real-world examples and the methods used to elucidate their properties. *PREREQUISITE: MATH 606 Calculus I.* 4 credits

MATH 606 Calculus I

This course is the first semester of a calculus sequence dealing with applications and modeling of the differential and integral calculus. The course focuses on functions and their graphs, limits, continuity, differentiation, integration, the derivative and its uses in optimization and mathematical modeling, as well as the Fundamental Theorem. Throughout the course students are given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching in the field. Graphing calculators are used throughout the course to explore and represent concepts. *PREREQUISITE: MATH 510 Pre-Calculus or equivalent.* 4 credits

MATH 607 Calculus II

This course is the second semester of a calculus sequence dealing with applications of differential and multivariable calculus. Calculus of transcendental functions, applications of integration, some differential equations, multidimensional calculus with applications, sequences and series, differentiation and integration of trigonometric functions. Throughout the course students are given opportunities to relate the mathematical concepts studies to the mathematical concepts they will be teaching. Graphing calculators are used throughout the course to explore and represent concepts. *PREREQUISITE: MATH 606 Calculus I.* 4 credits

MATH 608 History of Mathematics

This course address the historical development of major themes in mathematics, including calculation, numbers, geometry, algebra, infinity,

and formalism in various civilizations ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. The course emphasizes how earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations. *PREREQUISITE: MATH 606 Calculus I.* 4 credits

MATH 609 Algebra Theory for Middle School Teachers

This course will examine concepts in algebra including patterns and functions, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, inequalities, modular arithmetic and systems of numbers, basic properties of groups and fields, and polynomial arithmetic and algebra. This course will develop mathematical structures, algebraic properties, and applications of matrices. Students will engage with these concepts through exploration, analysis, proof, and problem solving based on activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. *PREREQUISITES: MATH 502 Math for Our World and MATH 606 Calculus I.* 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, students also explore and assess their own management skills and styles. Students apply critical thinking skills to core business functions. Focus is on contributing factors to management styles such as communication, the role of the manager, design of the organization, ethical issues, social responsibility and globalization. Course format emphasizes the application of these management roles and competencies through experiential activities, group exercises and case analysis. 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, allocation of resources and public budgeting process; administrative law; and problems of public support. 4 credits

MGMT 510 Managerial Accounting

This course builds upon fundamental knowledge developed in MGMT 511 Financial Accounting. Students apply the concepts and methods of managerial accounting. Topics include the business environment, cost

concepts and classifications, job-order costing, process costing, cost behavior, relationships to volume and profits, variable costing, activity based costing, profit planning, standard costs, relevant costs, applications of differential cost analysis, cash flows, and economic value added. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 511 Financial Accounting.*
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. *PREREQUISITES: MATH 502 Math for Our World or equivalent and basic Excel proficiency are required.*
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 focuses on how human resource managers build effective networks and coalitions with others to accomplish tasks and stimulate motivation, cooperation, and satisfaction among work groups. It develops an understanding of the role and functions of human resource practitioners in a variety of organizational settings. Students build a knowledge base and identify the skills needed in the primary areas of human resources administration including interviewing and selection, employee benefits and total compensation, performance assessment, professional development, workplace safety and wellness, employee relations, collective bargaining, workplace diversity, human resource information systems, rewards and recognition, performance coaching and corrective action, compliance and employment law, and organizational development.   4 credits

MGMT 540 Practicum in Management
This project-based practicum is an entry-level field experience designed to assist Business Management majors in exploring career and vocational settings in which they can use and apply their business-related knowledge and skills. The nature of the practicum is exploratory in nature, involves extensive learner initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the learner may engage in an upper level Business Management Internship. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 566 Organizational Behavior. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.*   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 555 Introduction to Fiscal Management in Health Care
This course is designed for health care managers who do not have a background in financial management. As an introduction to the tools and processes that empower managers entrusted with budgetary oversight, the course provides fundamental skills for effective financial management in the rapidly changing health care environment. Students become prepared to make their organizations more effective in the four managerial functions of planning, organizing, leading and controlling by balancing inflows (revenues) and outflows (expenses), successfully monitoring and controlling costs and staffing, and identifying areas to be targeted for improvement. Strategies to acquire and allocate funds and to plan, analyze, and control financial operations are introduced.   4 credits

MGMT 566 Organizational Behavior
This course focuses on practical application of current research and concepts in human behavior in order to understand and analyze organizations. Interpersonal processes, problem-solving, and managerial decision-making are considered through examination of the roles of power, politics, ethics, and conflict in organizations. Topics include individual behavior, motivation and performance, interpersonal relations, small group relations, the role of leadership, and organizational culture.   4 credits

MGMT 568 Strategic Data Analysis
This course explores the effective use of data in organizational strategy and planning. Fundamentals including data-gathering, evaluation of data, and effective communication to multiple stakeholders will be emphasized. The course develops an introductory understanding of the importance of both quantitative and qualitative data. Students identify data relevant to learning in their primary area of interest and determine how such data can be applied to the planning and execution of organizational goals, such as strategic planning, budgeting, and complex projects. *PREREQUISITE: MATH 502 Math for Our World or MATH 504 Statistics.*   4 credits

MGMT 601 Contemporary Management Issues
In this course, students examine how such issues as globalization, technology, the environment, business ethics, and business-government relations impact how businesses are managed. They also examine how leaders manage leaner and flatter organizations comprised of diverse employees working in teams. Students explore the broad impacts of these contemporary management issues through reading, research, case studies, and active discussions. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration.*   4 credits

MGMT 602 Leadership
This course guides participants in developing lifelong learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and current leadership theory and practice are explored. By taking an active leadership role in this course, students examine the issues, challenges, and practical skills of leadership in today's workplace. Presentations, team activities, reflection, interviewing, and feedback are core developmental components of this course. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration or MGMT 566 Organizational Behavior. NOTE: This is the Integrative Capstone: course for the Allied Health Leadership major.*   4 credits

MGMT 606 Human Resources and Organizational Development
This course explores the role of the human resource professional as facilitator and agent of organizational change and development. It focuses on the behavioral aspects of organizational development in which human resource practitioners must balance their responsibilities to management and to employees. The course addresses such concepts as: organizational change, team building, team effectiveness, downsizing/re-engineering, conflict management, the impact of technology, developing internal partnerships and cross-team collaboration, and managing multiple teams. *PREREQUISITE: MGMT 518 Human Resource Administration. NOTE: MGMT 566 Organizational Behavior is recommended.*   4 credits

MGMT 607 Human Resources and the Law
This course addresses the complexity of employment and labor law and workplace policies. It explores issues such as alcohol and drugs, sexual harassment, privacy rights, wrongful discharge, the Americans with Disabilities

Act (ADA), negligent employment practices, and discrimination. Beyond this foundation knowledge, the course uses case studies to demonstrate how human resources managers can apply this knowledge to protect and add value to their organizations. *PREREQUISITE: MGMT 518 Human Resource Administration or MGMT 625 Legal and Ethical Issues in Business Management.* 4 credits

MGMT 608 Managing Diversity

This course examines the challenges, opportunities, and techniques of effective management of a diverse workforce. Students explore demographic changes and analyze the ethical and business-related reasons why managers need to focus on such issues as gender, racial, and age discrimination, sexual harassment, and disabilities. This course also asks students to examine their own biases and to understand the impact these can have on their managerial style and effectiveness. The course prepares managers who understand the challenges and opportunities of a global workforce. *PREREQUISITE: MGMT 566 Organizational Behavior.* 4 credits

MGMT 610 Supply Chain Management

This course explores the management and flow of materials in a typical enterprise supply chain. Students examine a complete overview of material flow, from internal and external suppliers, to and from the enterprise. Topics covered include basic elements of the supply chain, just-in-time (JIT), total quality management (TQM), enterprise resource planning (ERP), demand planning, and capacity management. *PREREQUISITE: MGMT 500 Principles of Management and MATH 504 Statistics.* 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. *PREREQUISITE: ECO 512 Principles of Economics. NOTE: ECO 600 International Economics is recommended.* 4 credits

MGMT 612 Investment Principles

This course provides the learner with a thorough overview of investments. Topics include the analysis of investment vehicles (such as stocks, bonds, money markets, and mutual funds), consideration of risk and expected rates of return, time value of money applications, and the principles of asset allocation, risk tolerance, and diversification. *PREREQUISITES: MATH 502 Math for Our World and MATH 504 Statistics.* 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 and acceptable scores on Accuplacer in arithmetic and elementary algebra assessments. NOTE: Proficiency in Excel is required.* 4 credits

MGMT 614 Planning New Business Ventures

Students assess their aptitude for business ownership and develop and apply the fundamental business planning skills needed to launch a new business venture. Emphasis is placed on the nature of entrepreneurship, opportunity recognition and business concept development, and feasibility analysis. Key issues include identifying resources and sources of capital, marketing and market research, and financial forecasting. Working individually or in teams, students prepare a business plan. *PREREQUISITE: MGMT 500 Principles of Management.* 4 credits

MGMT 615 Financial Modeling and Decision-Making

This course prepares managers to develop real-world financial models and to interpret financial information for effective business decision-making. It builds upon knowledge in accounting, finance, and economics, and emphasizes the strategic application of such knowledge in the corporate setting. Students employ the tools of analysts to develop their understanding of how managers use financial data to guide decisions and to increase value. Topics include capital budgeting, strategic investments, financial risk, and debt. *PREREQUISITES: MGMT 511 Financial Accounting and ECO 512 Principles of Economics. NOTE: MATH 504 Statistics is recommended.* 4 credits

MGMT 618 Sales Management

This course focuses on the strategic and tactical aspects of selling and salesforce management. The course develops an analytical understanding of the concepts, tools, and techniques of sales management, using "real-world" marketing problems. Issues concerning international sales, social responsibility, and ethical considerations as they relate to sales management are addressed. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing.* 4 credits

MGMT 619 Quality Management

This course provides students with understanding and knowledge of the philosophies and methods used to improve effectiveness and efficiency of organizational processes for businesses. Topics include statistical methods for quality improvement in manufacturing and service operations. Emphasis is given to both the technical and managerial issues in understanding and implementing quality as a component for success in today's global business environment. *PREREQUISITES: MGMT 500 Principles of Management, MGMT 514 Principles of Marketing and MATH 504 Statistics.* 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 540 Persuasive Communication or COMM 542 Interpersonal Communication and Group Dynamics 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 knows oneself and others better, enhances personal and interpersonal skills, and develops techniques to improve relations at work and at home. For the most part, the class is a laboratory for simulations, working on actual conflict situations through role playing, and practicing new communication 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 students to the role of the systems analyst in the development of information systems for organizations. The systems analyst is a problem solver. As such, this course emphasizes development of effective solutions and communicating those solutions to the development team. Use of accepted design techniques, project management approaches, written and verbal communication, collaboration and teamwork, and organizational tools prepares the student for the many demands of an entry-level systems analyst. *PREREQUISITES: MATH 502 Math for Our World, MATH 504 Statistics, and CMPL 612 Advanced Software Tools or CMPL 515 Programming Fundamentals.* 4 credits

MGMT 624 Managing Information Technology

This course helps students understand the important role of information technology in business strategy. Emphasizing the management of information technology rather than specific technical aspects, students explore the alignment of information technology with organizational goals, efficiencies gained through technology solutions, project management and the implementation of information technology, and organizational and industry changes driven by information technology. Investments in information technology for competitive advantage, the positioning of information technology in the organization, the pace of innovation in a digital economy, and emerging trends in information technology are discussed. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Management or MGMT 566 Organizational Behavior.* 4 credits

MGMT 625 Legal and Ethical Issues in Business Management

This course addresses the nature, functions, and operations of the legal system and how legal rules affect business operations. Students examine the legal framework of laws, rules, health and safety regulations, and judicial opinions that have direct and profound impacts on managerial decision making and practice. Considerable emphasis is placed on the federal, state, and local regulations that directly impact business practice; consumer laws, labor and employment law, and the social and ethical environment of business policy and management practice. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration.* 4 credits

MGMT 626 Project Management Strategies

This course examines tools and methods used to manage projects of varying size and scope, and explores how these tools can be deployed to plan, schedule, execute and assess projects from start to finish. Topics include cost, risk, and quality management frameworks. While designed primarily for students in management-related and technology-related fields, the course takes a broad approach, recognizing the diversity of professions which require project management skills and knowledge. Students will be introduced to the roles and responsibilities of project and program managers in various settings, to the knowledge areas of the Project Management Institute, and to the significance of project management teams. *PREREQUISITE: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Management.* 4 credits

MGMT 627 Operations Management

This course analyzes complex operating situations faced by technical and business managers. Students learn the role of the operations manager in the enterprise as well as demonstrate an understanding of the scope of an operations strategy. Students develop operations strategies to meet organizational requirements while analyzing operations processes. The course also offers students an opportunity to apply knowledge that contributes to the operations success of organizations. *PREREQUISITE: MGMT 500 Principles of Management.* 4 credits

MGMT 629 Global Marketing

This course analyzes the environment of global marketing by assessing different political, social, cultural, and legal contexts. Students 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. NOTE: Basic proficiency in Excel is required prior to enrollment in this course.* 4 credits

MGMT 632 Global Innovation

This course recognizes the deep connection between global trade, technology, and innovation. Combining studies in global business and its responsible management with the specialized knowledge of technology and global innovation management gives students the opportunity to prepare for successful careers in a global environment for firms that compete on the basis of innovation in products and services. *PREREQUISITES: MGMT 500 Principles of*

Management or MGMT 566 Organizational Behavior. NOTE: Students in the B.S. in Computer Science Innovation program must have an earned Associate Degree in Computer Science and Innovation from Manchester Community College. 4 credits

MGMT 640 Internship in Management

The upper level Business Management Internship is a field-based experience designed to develop and hone the practical application skills of a Business Management major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their GSC internship mentor. The internship requires documented evidence of 80 hours of supervised experience and practice in a field setting where business management-related knowledge and skills are applied. *NOTE: It is recommended that learners have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply.* 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 student will have prior coursework or experience in the subject matter. 1 to 4 credits

MGMT 650 Integrative: Strategic Management

This capstone course 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, MATH 504 Statistics, MGMT 511 Financial Accounting, MGMT 514 Principles of Marketing, and MGMT 613 Financial Management.* 4 credits

MGMT 653 Leadership

This course guides participants in developing lifelong learning skills for leadership that apply to any organizational level in a wide variety of environments. Both historical and current leadership theory and practice are explored.

By taking an active leadership role in this course, students examine the issues, challenges, and practical skills of leadership in today's workplace. Presentations, team activities, reflection, interviewing, and feedback are core developmental components of this course. Students will also apply their knowledge of leadership to the field of allied health by completing a course project. *PREREQUISITES: MGMT 500 Principles of Management or MGMT 501 Introduction to Public Administration. MGMT 566 Organizational Behavior is recommended.* 4 credits

MGMT 660 Integrative: Applied Studies in Management

This capstone course for the B.S. Applied Studies in Management, the B.S. in Public Service Management, and the B.S. in Service and Hospitality Management majors builds on all previous work in these programs. Students synthesize their knowledge of an applied field and/or management theory to develop and implement effective managerial strategies in their own field of professional interest by completing a course project. Students explore current research in their appropriate management field to meet their personal professional goals and goals of their organizations. *PREREQUISITES: CRIT 502 Conducting Critical Inquiry, MGMT 566 Organizational Behavior, and all required courses in the B.S. Applied Studies in Management, B.S. in Public Service Management, or B.S. in Service and Hospitality Management majors.* 4 credits

MKTG 515 Marketing Research

In this course students explore the theories and techniques of planning, conducting, analyzing and presenting market studies. Students will study different methodologies with emphasis on primary research, including questionnaire design. The course addresses the growing role that technology plays in predicting marketing trends, addressing marketing problems, and the development of new products and services. *PREREQUISITE: MGMT 514 Principles of Marketing.* 4 credits

MKTG 615 Brand Management

This course introduces the role and philosophy of brand management in the strategic marketing process and the resulting effects on strategic and marketing decisions. Students learn to identify and establish brand positioning and values, design branding strategies, and grow and sustain brand equity. Topics include the strategic brand building process, segmentation and positioning for building brands, consumer behavior, brand information systems, building brand equity and the application of brand management using marketing principles. Through a combination of case studies of leading brands, lecture, discussion, role playing, student presentations and guest speakers, students explore the critical role of brand management in successful marketing strategies. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing.* 4 credits

MKTG 616 Service Marketing

This course examines the important and growing role service marketing plays in both consumer and organizational target markets. Discussing current issues in services marketing and customer service strategies, this course focuses on effective customer relationship management; key service delivery elements; and service recovery strategies that lead to the successful implementation of a customer focus in service-based businesses. The course involves readings, videos, case studies, and online postings of current trends in service marketing. Students have the opportunity to interpret and relate these trends to a variety of service firms and sectors. *PREREQUISITE: MGMT 514 Principles of Marketing.* 4 credits

MKTG 617 Consumer Behavior

This course focuses on consumer behavior in a variety of contexts. Understanding the decision process, attitude, and behavior of buyers is essential to developing marketing plans in today's competitive marketplace; sophisticated customer relationship management approaches are dependent upon knowing the customer. Students consider the major theoretical approaches to consumer behavior and examine how the concepts of affect and cognition, behavior, learning, and the environment can be used to design and maintain an effective marketing strategy. The course also offers students an opportunity to also gain a better understanding of their own buying behavior. *PREREQUISITES: MGMT 500 Principles of Management and MGMT 514 Principles of Marketing. NOTE: PSY 501 Introduction to Psychology and SOC 501 Introduction to Sociology are recommended.* 4 credits

NUR 602 Evidence-Based Nursing

The contemporary nurse is continually faced with a wide variety of problems encountered in the care of patients. Thus the nurse must have a repertoire of problem-solving skills that is based on sound evidence. Identification, evaluation, application, and/or compilation of evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care delivery system are essential tools of the contemporary nurse. Students will identify problems encountered in practice and find pertinent resources to assist in resolving them. The student will apply specific criteria to assess the quality of evidence, and as part of a team, will discuss whether it could be feasibly and ethically be applied to care of patients. In addition, students will identify a problem or aspect of a problem to be researched, find relevant resources and/or literature, and determine what additional information is needed to resolve the problem. In collaboration with team members, a method of gathering pertinent data will be developed. *PREREQUISITE: MATH 504 Statistics or transfer credit in Statistics, CRIT 502 Conducting Critical Inquiry, and RN Licensure.* 4 credits

NUR 603 Nursing Care of Populations

This course expands the student's focus from the care of individual patients to the care of aggregates. Aggregates may range from small to large, and include families, groups, communities, and the global population. Students will investigate the concept of community assessment and use a systems-based epidemiological model to organize data about health problems and populations at risk. Health challenges of specific diverse populations will be investigated along with resources for change and health promotion within the community. Students will perform a problem-focused literature review about a selected problem and create a community-based plan of care. Students will also become familiar with public health resources and functions. Three clinical experiences are required: home health, community health, and health promotion. *PREREQUISITE: NUR 602 Evidence-Based Nursing Care; Immunization Record; evidence of personal liability insurance and personal health insurance; evidence of current ACLS or CPR for the Health Professional. Some clinical agencies may require a background check. Documentation that expires during the student's participation in the RN to BSN will need to be renewed and submitted.* 4 credits

NUR 604 Nursing Care of an Aging Population

One of the most significant demographic trends that will affect health care delivery in the near future is how to most effectively care for an aging population with a relatively small nursing work force and a changing/uncertain health care reimbursement system. Most care of the aging population is expected to be community-based and will emphasize health promotion, prevention of life-compromising events, and the enhancement of health-related coping skills of patients and their families. Students will focus on maximizing the function and comfort of the home-based population. Students will enhance their skills in the assessment of the elderly and in family assessment, participate in the home care experience, and evaluate the present local capacity to meet identified needs. *PREREQUISITE: NUR 603 Nursing Care of Populations.* 4 credits

NUR 606 The Nurse as Leader

The nurse of today and tomorrow must inevitably be a leader, whether at the bedside in assisting an individual patient toward enhanced health

or leading health care organizations, public policy initiatives, and professional associations to maximize their contributions to the health of the nation. The nurse, as the most plentiful, versatile, and wide-spread of health care providers, must be prepared to develop and implement new visions and models of care delivery, applications of technology, stewardship of costly resources, evaluation and improvement of health care quality, and delivery of safe, effective health care in a variety of settings. The student will explore leadership theories and styles, evaluate appropriate application of several leadership approaches, practice the leadership role in a project to create a health-care related change, and offer collegial peer evaluation of classmates' work. *PREREQUISITES: NUR 602 Evidence-Based Nursing Care, NUR 603 Nursing Care of Populations, NUR 604 Nursing Care for an Aging Population, NUR 607 Nursing Implications of Genetics and Genomics, and NUR 608 Informatics and Technology in Nursing Care.* 4 credits

NUR 607 Nursing Implications of Genetics and Genomics

The human genome project has forever changed the understanding of human nature, health, illness, and approaches to patient care. During this course, topics will include current applications of genomic information and genetic interventions in health care. Students will learn to assess patients for possible genetic risk factors, genetic mutations occurring as a consequence of person-environment interaction, and specific health problems with known genetic bases. The nurse's role in assessment, case-finding, referral, and intervention will be emphasized. Students will also determine present regional applications of genetic medicine and familiarize themselves with existing community resources for assisting individuals with genetic issues. . *PREREQUISITE: NUR 602 Evidence-Based Nursing Care.* 4 credits

NUR 608 Informatics and Technology in Nursing

The role of technology in health care will expand as various technologies evolve and become more available, and as evidence accumulates indicating their effectiveness in the delivery of health care. Nurses will be at the interface of humans and technology and will be accountable for safe, skilled, and ethical interventions. Nursing informatics, simulation as a way of practicing new skills safely, electronic methods for monitoring patients' changing conditions, "telemedicine," and electronic medical records are just a few of the tools that nurses will use in the delivery, documentation, and evaluation of health care. *PREREQUISITE: NUR 602 Evidence-Based Nursing Care.* 4 credits

NUR 650 Nursing Capstone Practicum

This final course offers the opportunity to develop and implement a personalized preceptive experience. The experience will include a project designed to solve an evidence-based problem or improve the quality of an aspect of nursing practice in the work place. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the BSN program. The role of the faculty will be that of consultant. The project will be presented and/or implemented in the work place as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project's quality. *PREREQUISITE: Completion of all other courses required by the RN to BSN program.* 6 credits

POL 550 American Government and Politics

This course introduces the student to the historical background, the institutions, and the political processes in American national government. The focus is on process, but 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 study of the law, incorporating history, philosophy, economics, political science, sociology, and psychology. Students are introduced to law in society by focusing on social and legal theory analysis from a critical perspective. Beginning with a historical overview of the law, students explore the variety of forces that shape the law as well as its impact on society at large. In addition, the course provides a basic introduction to legal reasoning and the law in the context of society. Landmark United States Supreme Court criminal and civil cases will also be examined. 4 credits

POL 600 The U.S. 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. Students 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. Students 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. 4 credits

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 ENG 500 The Writing Process and CRIT 501 Critical Inquiry is 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. Through reflective writing, current research in the areas of physical, cognitive, and social and emotional development is explored in the context of the child's environment. 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 and 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. Students 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 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 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. Students 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. Students 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. *PREREQUISITE: 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 Math for Our World or MATH 504 Statistics and PSY 501 Introduction to Psychology or PSY 508 Child Development or PSY 509 Human Development.*   4 credits

PSY 606 Educational Psychology

This course focuses on the study of teaching and learning, including several theoretical perspectives specific to human and cognitive development. Course topics will include motivation, critical thinking, student assessment and achievement, and implications of approaches to each. The course critically examines the relationship between research and education, including the contributions and limitations of measurement in instructional settings, and the interplay with educational policy. *PREREQUISITES: IDIS 501 Research Methods and EDU 510 Foundations of Education or PSY 501 Introduction to Psychology and PSY 508 Child Development or PSY 509 Human 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 provides an overview of classic and contemporary work in this field and explores such topics as aggression, attitude formation and change, social thinking, individual and group influence, 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. IDIS 501 Research Methods is 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. Students 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 primary areas in occupational stress research including the identification of work organization and psychosocial sources of stress and their influence on employees, treatment of occupational stress, and approaches that promote occupational health and create healthy workplaces. Each area is examined from the individual worker's perspective as well as from that of management. Once acquainted with the major theoretical principles and processes, students apply these findings to their own experiences as employees, employers, or health professionals. *NOTE: PSY 501 Introduction to Psychology is recommended.*   4 credits

PSY 617 Abnormal Psychology

The focus of this course is on the societal definitions of abnormal and deviant behavior, and what may be considered mental illness. It discusses the societal impact of mental illness, with a consideration of both how mental illness is regarded in different societies and how treatment may vary, depending on the society. It deals with major disorders and 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, considering them from varying perspectives, such as psychoanalytic, cognitive behavioral, biological and humanistic. Differences in recognition and treatment of mental illness in varying cultures will also be considered. *NOTE: PSY 501 Introduction to Psychology is recommended.*   4 credits

SCI 502 Nutrition Concepts and Controversies

This course provides the student 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.   4 credits

SCI 505 Human Biology

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

SCI 506 Physiology of Wellness

This course provides the student 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 508 Issues in Women's Health

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

SCI 509 Diseases of the 21st Century

This course is a survey of many diseases that have emerged as serious health problems on a global scale. Students 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. With an international perspective, students analyze public health policies and cultural differences with respect to disease detection, treatment, and prevention.   4 credits

SCI 512 Introduction to Astronomy

Through a variety of activities, this course provides the student with a basic background in astronomy which enhances appreciation of the universe and the technology used in our attempt to understand it. This course exposes the student to the real, measurable, and verifiable connections that exist between the universe and life on Earth. Readings, observations, discussions, and other activities will explicate that what goes on out there can and does have a real and measurable influence on what happens down here. 4 credits

SCI 518 Physical Geography

Physical Geography is the study of planet Earth. In this course, students examine the nature of the Earth's six spheres: the atmosphere (the layer of gases); hydrosphere (the water in 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, students gain an understanding of how the Earth works and how landscape features have formed.
4 credits

SCI 520 Introduction to Oceanography

This course examines the ocean, including the processes that control its major features, the life within it, and its impact on earth processes. An ecological approach is used to integrate the geological, biological, chemical, and physical aspects of oceanography. Special emphasis is placed on the coastal environment.   4 credits

SCI 528 Natural History of Northern New England

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

SCI 539 Energy and the Environment

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

SCI 541 Introduction to Environmental Science

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

SCI 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.*
4 credits

SCI 601 Life Cycle Nutrition

This course emphasizes the application of sound nutrition principles to the human cycle. Topics include nutrition for pregnancy and lactation, introducing first foods and mealtimes with infants, energy and nutrient needs of growing children, nutrition during adolescence, and developing food choices and healthy habits. Nutrition and longevity, nutrient needs of older adults, and nutrient-drug interactions are also explored in the course. *PREREQUISITE: SCI 505 Human Biology. NOTE: SCI 502 Nutrition Concepts and Controversies and SCI 506 Physiology of Wellness are recommended.*   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 student will have prior course work or experience in the subject area.
1 to 4 credits

SOC 501 Introduction to Sociology
This course introduces basic concepts, theories, and methods in the discipline of sociology that reveal the relationship between the individual and society and challenge students to develop a sociological perspective. Students are exposed to diverse cultures and social structures with an emphasis on the dynamics of power and inequality on the local, national, and global levels as they are influenced by the social constructs of race, ethnicity, class, gender and sexuality.
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: SOC 501 Introduction to Sociology is recommended.*
4 credits

SOC 607 Child Abuse and Neglect
This course provides an examination of child maltreatment from a variety of perspectives, including theoretical, cultural, historical, and legal. It offers definitions of the types of child abuse and neglect, and allows students to reflect on how culture and history play roles in the defining process. Students learn to identify signs and symptoms resulting from maltreatment, and take an in-depth look at how trauma affects all areas of child development. The roles of child protection workers, the complex child protection system, and the legal systems are explained. Students have the opportunity to critically review current research and debate emotionally charged ethical issues. This course challenges students to consider the dynamics that may lead people to harm children, and that it is only through this understanding can prevention strategies be developed. *NOTE: An introductory Sociology or Psychology course is recommended.*
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 ENG 500 The Writing Process and CRIT 501 Critical Inquiry 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 602 Men and Women in Cross-Cultural Perspectives
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 and men's roles in a variety of cultures is explored through readings, discussions, films, and slides. 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 students 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 and the Family
This course examines the characteristics of both healthy and troubled families as they progress through each developmental stage. Change is a constant in each person's life; the family's response to change and the resulting stress is reviewed. A family's ability to manage extraordinary stressors, from both external and internal sources, is discussed. There is an emphasis on maladaptive patterns including family violence, runaways and self-harming patterns. *NOTE: Completion of SOSC 604 Dynamics of Family Relationships is recommended.*
4 credits

SOSC 630 Aspects of Aging
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, PSY 509 Human Development, or SOC 501 Introduction to Sociology.*
4 credits

SOSC 637 Social Stratification and Inequality
This course explores the diversity of life experiences in contemporary America and assesses structured inequality in terms of socioeconomic, racial, gender, and sexuality differences. Using the theoretical framework of the social construction of race, gender, economic class, sexual orientation, and disability in historical contexts, the course examines how and why stratification systems emerge and are reproduced. Students then consider alternatives to the categories of difference and the processes, philosophical developments, institutions, and conditions that lead to and rely on power and privilege in modern society. *PREREQUISITES: ENG 500 The Writing Process and CRIT 501 Critical Inquiry or CRIT 502 Conducting Critical Inquiry.*
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 student will have prior coursework or experience in the subject area.
1 to 4 credits

SOSC 650 Integrative: Project in Social Science
This capstone course for Social Science majors is designed to integrate learning from the entire major in an individually-customized project. Students demonstrate competency in Social Science by producing a substantive original project based on in-depth research. *PREREQUISITES: All required courses in the Social Science major.*
4 credits

TCHM 650 Integrative: Project in Technology Management
This final course in the Technology Management major is a project-oriented capstone that is designed to integrate and apply learning from the disciplines of management and information technology. Case studies that highlight real-world challenges, demonstrate best practices, and emphasize the importance of decision-making for business strategy in technology management will serve as common background and will foster each individual student's project development and execution. *PREREQUISITES: All requirements in the Technology Management major.*
4 credits

CHERYL | B.S. in Nursing   LISA | B.S. in Nursing

UNDERGRADUATE ADMISSION PROCESS

Applications for admission are accepted on a rolling basis, offering the opportunity to begin studies at Granite State College at any term during the year. There are four start dates (Fall, Winter, Spring and Summer) throughout the academic year. Please see page 96 for the Academic Calendar or view online at www.granite.edu/academics/schedule/calendar.php.

NON-DEGREE STUDENTS

Granite State College supports adult, non-traditional students with the opportunity to enroll for an individual course that will meet their personalized need. Those students who do not want to pursue a degree or certificate program but would like to round out their experience simply need to fill out a registration form and send it to the Registrar's Office. Non-degree students are subject to meet the required pre-requisites for courses and will need to provide unofficial transcripts to show that a pre-requisite has been completed prior to course registration. Non-degree students are not eligible for Title IV financial aid.

GENERAL ADMISSION POLICY

Admission is granted to students who earned a high school diploma, completed a high school education in a homeschool setting under state law, or demonstrate high school equivalency. Successful completion of one of the following exams will be required for demonstrating high school equivalency:

the GED, HiSET, or TASC. The College requires that every degree applicant meet basic academic criteria. We retain the right to deny applications when:

- Inconsistencies with demographic information, documentation or transcripts are supplied to the College.
- The student's ability to actively participate in the academic community or complete an educational program is unlikely.
- The student reasonably appears to pose a threat to or appears likely to endanger the College community.

HOW TO APPLY

Undergraduate degree applications may be submitted at any time during the academic year. Terms begin in Fall, Winter, Spring and Summer.

- Apply online at: http://www.granite.edu.

DEGREE PROGRAMS WITH ADMISSIONS CRITERIA

In addition to the application for admission Granite State College offers several majors that have been designed with a requirement of a foundation area or specific coursework in transfer in order to be accepted to the Bachelor's Degree program. The specific admission criteria for the specific programs are outlined below. For additional details students should set up an advising session with their academic advisor.

BS in NURSING

- An Associate Degree in nursing from a regionally-accredited college or university or
- A nursing diploma earned from a school of nursing or teaching hospital
- An active RN license issued from the state where the student is currently practicing.

Statistics is a pre-requisite for NUR 602 Evidence-Based Nursing Care. **An applicant with a Bachelor's or Master's Degree in another discipline will be required to take only the 30 credits of nursing courses and MATH 504 Statistics will be required if not satisfied in transfer.**

BS in APPLIED STUDIES

To be eligible for admission into these programs, students must have an Associate Degree, or equivalent, in a related discipline that aligns with the option you've chosen. A minimum of twelve (12) credits of coursework in the related discipline is required.

The options available for the Applied Studies are:
- Education and Training
- Human Services and Early Childhood Development
- Management

BS in COMPUTER SCIENCE INNOVATION

To be eligible for admission this degree requires an earned Associate Degree in Computer Science and Innovation from Manchester Community College.

BS in ALLIED HEALTH LEADERSHIP

To be eligible for admission this degree requires an earned Associate Degree from a regionally accredited college in allied health or the equivalent in professional licensure or advanced training.

BS in PUBLIC SERVICE MANAGEMENT

To be eligible for admission this degree requires an earned Associate Degree from a regionally accredited college in a related field, or the equivalent in professional licensure, advanced training or other credential such as Certified Public Manager.

BS in SERVICE AND HOSPITALITY MANAGEMENT

To be eligible for admission this degree requires an earned Associate Degree from a regionally accredited college in hospitality services, tourism, a related field, or the equivalent in professional licensure or advanced training

BS in HEALTH INFORMATION MANAGEMENT FAST TRACK – *GBCC or MCC DEGREE*

To be eligible for admission this degree requires an earned Associate Degree in Health Information Technology or Health Information Management from a regionally accredited college. The Associate Degree programs in HIT at Great Bay Community College and HIM at Manchester Community College are appropriate foundations for this program.

DEGREE COMPLETION in BS in PSYCHOLOGY - *NCC DEGREE*

To be eligible for admission this articulation agreement requires completion of the Associate of Arts in Liberal Arts with a Psychology concentration at Nashua Community College at a minimum of 64 total credits.

PREVIOUS COLLEGE TRANSCRIPTS

Degree candidates wanting transfer credit evaluated must request all official previous college transcripts to be sent directly to the Undergraduate Admissions Office at: Granite State College, 25 Hall Street, Concord, NH 03301. Prior successfully completed courses can be evaluated for applicable transfer credit to a GSC degree program. It is the student's responsibility to monitor the receipt of the transcripts by utilizing the Admissions Checklist through the WebROCK secure student portal.

Transfer credits from regionally-accredited institutions of higher education are accepted based on equivalency of course content and outcomes. Transfer courses must be completed with a C or better. The Undergraduate Admissions Office, in consultation with Academic Affairs, is responsible for determining the acceptance of transfer credit. When necessary, students may be requested to provide course descriptions, course outcomes, and syllabi to assist in the evaluation of credit.

The College also recognizes competency demonstrated through CLEP, DSST, Excelsior College Examinations, and certain other postsecondary exams approved by the American Council on Education. Students seeking credit for examinations must request that official transcripts be sent directly to the Undergraduate Admissions Office for evaluation as transfer credit.

TRANSFER CREDITS

The number of transfer credits accepted will depend upon the specific requirements in the degree program selected; the maximum at the Associate Degree level is 44 credits and at the Bachelor's Degree level 90 credits. Applicants must provide the Undergraduate Admissions Office with all official previous college transcripts and appropriate documentation.

TRANSFER CREDIT FOR INFORMATION TECHNOLOGY

To ensure student success in academic programs requiring Information Technology courses, the following time limits for transfer credit into major or minor requirements apply:

Application courses – five years
Programming courses – five years
Networking/hardware courses – five years

Note: *If the transferring student has current industry experience, the time limit recommendations for applicable courses may be waived. Students may submit a petition for exception to academic policy and provide supporting documentation.*

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE

Transfer agreements between USNH and the Community College System of New Hampshire (CCSNH) have created a virtually seamless transfer process between degree programs. Many Bachelor's Degree programs at Granite State College are designed to build on the educational foundation of the CCSNH Associate Degree and to maximize credit awarded in transfer. Visit www.nhtransfer.org for more information.

DEGREE CANDIDATES

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

CONDITIONAL ACCEPTANCE STATUS

An applicant will remain conditionally accepted into their degree program until all official previous college transcripts, college-level test scores, and institutional admissions requirements documented on the application have been met.

The applicant will be informed of their conditional acceptance status by a letter or email.

It is the applicant's responsibility to monitor their outstanding admissions requirements through the WebROCK secure student portal. An applicant receives access to WebROCK with conditional acceptance. Setup instructions for access to WebROCK are available at http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/loginquickstartguide.pdf

FULL ACCEPTANCE STATUS

Full acceptance status is attained when an application is complete, and all official previous college transcripts have been received and evaluated by the Undergraduate Admissions Office. The student will receive a full acceptance letter and be able to view their official degree evaluation through the WebROCK secure student portal.

RECENT HIGH SCHOOL GRADUATES

Applicants who are high school seniors will be accepted into a degree program for the term following their high school graduation. A final, official high school transcript complete with the student's graduation date is required.

Request your final, official High School transcript be sent directly to:

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

VETERANS OR ACTIVE DUTY MILITARY APPLICANTS

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

MILITARY TRAINING

All branches of the United States military offer training for enlisted personnel and commissioned officers. The American Council on Education (ACE) has evaluated hundreds of training programs and classifications and has published credit recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Services. Visit the site at: http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx. Official transcripts are required for evaluation of transfer credit. Information about military transcripts and how to request them are below.

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

CCAF (Air University):
http://www.au.af.mil/au/

TRANSCRIPTS FROM OTHER COUNTRIES

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

Although CED is the College's preferred foreign transcript service, official evaluations from the following agencies are accepted.
- World Education Services (WES)
  http://www.wes.org
- Educational Credential Evaluators (ECE)
  http://www.ece.org/
- Josef Silny and Associates
  http://www.jsilny.com/
- Academic Evaluation Services (AES)
  http://www.aes-edu.org
- Global Services Associates (GSA)
  http://www.globaleval.org/

- SpanTran Evaluation Services
  http://en.spantran-edu.com/

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

INTERNATIONAL STUDENT ADMISSION

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

***Note:** Granite State College does not currently accept students needing J-1, F-1, or M-1 visas.*

ENGLISH PROFICIENCY

English proficiency is required for academic success at the College. Adequate proficiency is demonstrated by a minimum Test of English as a Foreign Language (TOEFL) score of 80 (internet), 550 (paper-based) or 213 (computer-based); or a minimum International English Language Testing System (IELTS) score of 6.5. Any student not demonstrating adequate proficiency will be referred to an institution that offers courses in English for Speakers of Other Languages. Scores must be sent directly from the testing agency to the Undergraduate Admissions Office. Use code 0458.

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

DEGREE STATUS AT MORE THAN ONE INSTITUTION

A student who is pursuing an Associate Degree at another college or university may be conditionally accepted to a Granite State College Bachelor's Degree program.

Upon conferral of the Associate Degree from another institution and receipt of the final official transcript documenting the earned Associate Degree, the student will be fully accepted to Granite State College.

DEGREE STATUS IN MORE THAN ONE PROGRAM AT GRANITE STATE COLLEGE

A student may only be fully accepted to one degree program at a time. However, students nearing completion of an Associate Degree at Granite State College may also apply for admission to one of the College's Bachelor's Degree programs.

In addition, students nearing completion of their Baccalaureate degree may apply for admission to a Master's Degree program at GSC.

DUAL MAJOR

Students concurrently pursuing two majors will take all requirements for both chosen programs with the following exceptions:
- Students may overlap up to two courses from General Education with either Major and up to two courses across Majors, for a total of four overlapping courses.
- In consultation with their Academic Advisor, the student will choose one appropriate Integrative Capstone course.

Academic Advisors are urged to follow up with the Assistant Dean to help determine an appropriate capstone topic.

DUAL MINOR

Students interested in pursuing a second minor must schedule a conversation with their Academic Advisor to explore options and discuss restrictions.

CHANGE OF PROGRAM

A student thinking about making a change to their degree program (e.g. choosing a different major, adding or dropping a minor, etc.) must meet with their Academic Advisor. Prior to that meeting the student should go into WebROCK and run a "what if" analysis for their degree using the degree audit system to see immediately the potential changes to requirements. The advisor will discuss ramifications, such as a potential loss of transfer credit or incurring additional degree requirements. If the student wants to proceed with the Change of Program the Academic Advisor will complete and submit the proper paperwork on the student's behalf to the Registrar's Office.

Once the Change of Program is processed, the student will be notified by either an email or letter.

INDIVIDUALIZED STUDIES - CUSTOMIZED

Students accepted into an Individualized Studies degree program will be required to enroll in CRIT 502 Conducting Critical Inquiry to research a major and develop an Individualized Studies proposal for approval by Academic Affairs.

PRIOR LEARNING ASSESSMENT

Prior learning acquired through previous college courses, work, or life experience is acknowledged and recognized as the foundation on which to build a degree program. The College provides options to demonstrate how prior learning may satisfy degree requirements.

To pursue credit for prior learning, follow these steps:

For detailed information and FAQs for prior learning options accepted by the College visit:
http://www.granite.edu/academics/pla.php

- Click on Request Documentation of Workplace Training: http://www.granite.edu/students/prospect/getstarted/admissions.php
- Click on http://www.granite.edu/pdf/RequestDocWorkplaceTrng.pdf to access the form required to request prior learning credit.

When you apply to your degree program, complete the form and submit it as directed.

An official transcript or a letter written on the training sponsor's letterhead is required.

Note: Students must be enrolled in a degree program with Granite State College for prior learning credit to be awarded and transcripted.

CREDIT LIMITS

The College will apply a maximum of 30 prior learning credits towards an Associate Degree and 60 credits towards a Bachelor's Degree for any combination of the prior learning credit options. These credits do not count in the residency requirement for degree programs. For the most up-to-date information on the College's Prior Learning options, please visit http://www.granite.edu/academics/pla.php.

Note: Prior learning credit requests should be made within six months of acceptance to maximize potential credit awarded.

FEES

No fee is charged to award credit for standardized exams, training evaluated by the American Council on Education, or the National College Credit Recommendation Service. Test administration fees of $105 and $110 respectively apply to CLEP and DSST exams administered by Granite State College. A PLA fee of $275 is charged for credit awarded for workplace training and occupational credentials that Granite State College has previously evaluated and preapproved for credit. For up to one calendar year after admission to the College, the PLA fee covers multiple submissions of documentation. After one calendar year, a fee of $275 per training experience or credential submitted will be charged.

ARTICULATIONS

Agreements have been established with many two-year institutions to enable a seamless transition for graduates from selected Associate Degree programs to certain Bachelor's Degrees at the College. Graduates from certain Associate Degree programs can access Recommended Transfer Programs (RTPs) at http://nhtransfer.org which show exactly how earned Associate credits fit into Bachelor's Degree program requirements.

Through nhtransfer.org current and prospective students can access an interactive database to view how their CCSNH courses will transfer to Bachelor's Degree programs at the College.

NATIONAL TRAINING PROGRAMS

The American Council on Education (ACE) and the Board of Regents of the University of the State of New York have evaluated and made recommendations regarding college credit for many formal training programs from business and industry, government, and nonprofit agencies. Credit will be awarded based on the recommendations of the ACE National Guide to Educational Credit for Training Programs (http://www2.acenet.edu/credit/?fuseaction=search.main) and the College Credit Recommendations Directory (http://www.nationalccrs.org/ccr/home.html) published by the Board of Regents of the University of the State of New York. Students must request an official transcript from ACE or, in the case of the National College Credit Recommendation Service, from the training sponsor, documenting successful completion of training. Official transcripts are sent directly to GSC Undergraduate Admissions.

TRAINING PROGRAMS EVALUATED BY GSC

Granite State College awards credit for college-equivalent learning gained through training. Training that the College has evaluated includes the NH Police Standards and Training Academy, the UNH Institute on Disabilities, the State of NH Division of Personnel Management, NH Fire Standards and Training, the Northern New England Center for Financial Training, the Child Development Association National Credential Program, and Primex training programs. The student must provide official documentation of successful completion of the training program which must be sent to GSC Undergraduate Admissions.

PORTFOLIO ASSESSMENT OPTIONS

Portfolio options as well as streamlined validation methods are available to demonstrate college-level learning acquired through training and/or life experiences. Credit can be requested for specific Granite State College courses, based on courses from other regionally-accredited institutions, or developed by the student with college-level learning outcomes. The following degree requirements are not eligible for portfolio assessment: Integrative Capstones, culminating teaching experiences, and field-based courses.

Experiential learning portfolios are developed in CRIT 503 Critical Inquiry in Prior Learning Assessment. (Other portfolio assessment options may also be available; Contact the Director of Individualized Learning for additional information.) After successful completion of CRIT 503, students may submit additional credit requests for evaluation. If submitted within one year of completion of CRIT 503, no portfolio evaluation fees will apply. If submitted after one year of completion of CRIT 503, an evaluation fee of $275 per course-equivalent credit request will apply. All credit requests must be submitted within three years of successful completion of CRIT 503. CRIT 503 can be repeated no more than once after withdrawal or failure. Portfolio assessment of prior learning is not available to students who are within six months of their projected degree completion date.

EXAMINATION PROGRAMS

Certain tests are available to demonstrate college-level knowledge and earn credit. The College recognizes competency demonstrated through AP (Advanced Placement), CLEP (College Level Examination Program), DSST, ECE

(Excelsior College Examinations), and ACTFL proficiency testing (American Council on the Teaching of Foreign Languages). Exams for learning acquired through Open Educational Resources, such as Saylor.org and Coursera, are awarded credit based on the recommendations of the American Council on Education and the National College Credit Recommendation Service. A maximum of 30 credits will be awarded through testing toward an Associate Degree or 60 credits toward a Bachelor's Degree. Students are responsible for any fees associated with testing options discussed below.

The College will award the number of credits and the subject area recommended by the American Council on Education (ACE) or the National College Credit Recommendation Service. For credit to be awarded, the content of the exam must meet an outstanding GSC degree requirement. Credits acquired through testing cannot duplicate credits earned from other sources. GSC limits on credit awarded for examination programs are for all of the sources listed combined.

Contact your Academic Advisor prior to taking any standardized examination to ensure that the examination selected is not duplicative of course work completed or projected, or of other tests.

CLEP *(College Level Examination Program)*
Students who take a CLEP exam and do not receive a passing score must wait 90 days before retaking the exam. For detailed information about CLEP exams, visit: http://clep.collegeboard.org.

A current list of available CLEP Subject Examinations can be found at: http://clep.collegeboard.org/exam.

The CLEP exam College Composition will satisfy the ENG 500 The Writing Process requirement if the minimum ACE-recommended score is achieved. (The exam that College Composition replaced, English Composition with Essay, will also satisfy the ENG 500 requirement.)

English Composition (no essay) was replaced by College Composition Modular. Neither satisfies the ENG 500 requirement, and credit for this requirement will not be awarded.

DSST EXAMS
Students who take a DSST exam and do not receive a passing score must wait 90 days before retaking the exam. A current list of DSST exams can be found at: getcollegecredit.com/testprep/#courses.

TEST CENTERS
CLEP and DSST exams are given regularly at the College Campuses. Register and pay online at my.granite.edu/testing or contact a test center for additional information.

Test Centers and Codes
Claremont 603.542.3841
CLEP 7741
DSST 8064

Concord 603.513.1398
CLEP 3814
DSST 8478

Conway 603.447.3970
CLEP 8512
DSST 8749

Rochester 603.332.8335
CLEP 8520
DSST 8369

The fee for exams taken at the above sites is $105 per CLEP exam and $110 per DSST exam. The fee is subject to change without notice. Register 30 days in advance of the testing date. To request an official copy of a CLEP transcript, contact:

> CLEP Transcript Services
> PO Box 6600
> Princeton, NJ 08541-6600
> 800.257.9558
> http://www.collegeboard.com/student/testing/clep/scores.html.

To request an official copy of a DSST transcript, download the DSST transcript order form available on the DSST website: http://getcollegecredit.com/images/uploads/documents/DSST_transcript.pdf.

EXCELSIOR COLLEGE EXAMINATIONS (UEXEL)
UEXEL exams must be taken with Pearson VUE. Test centers can be located at: http://www.pearsonvue.com/excelsior/. A current list of Excelsior College Exams can be found at: www.excelsior.edu/exams/choose-your-exam. There are limitations to the total number of times an exam can be retaken and a waiting period between attempts.

Cost varies depending on exam. Credit will be awarded based on the recommendation of the American Council on Education at the time the exam was taken. Upper level credit may be awarded for some exams.

ELIGIBILITY FOR FINANCIAL AID
Students 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 ensure compliance. Courses will not be approved for financial aid if they do not fulfill degree requirements for the degree program in which the student is currently accepted. Please see page 76 for additional information on financial aid policies and procedures.

RETURNING FOR A SUBSEQUENT MAJOR
A graduate who already has a Bachelor's Degree from the College may apply for readmission for the purpose of adding a second major to that degree. Students will follow the major requirements at the time of readmission and will complete all other major requirements, including 30 new residency credits of course work. Once completed, the second major will only be noted on the student's transcript. Students will only receive one diploma. Financial aid recipients will have their financial aid discontinued after 180 credits have been attempted at or below the Bachelor degree level in accordance with the Satisfactory Academic Progress maximum timeframe policy.

RETURNING FOR A SECOND BACHELOR'S DEGREE
Any Bachelor's degree graduates who wish to pursue a second degree (for example, a B.S. graduate who now wants to complete a B.A. degree) must apply and subsequently complete at least 30 residency credits of course work toward the second degree. All current Major and General Education requirements of the second degree must be met before the conferral of the second degree. Financial Aid recipients will have their financial aid discontinued after 180 credits have been attempted at or below the Bachelor degree level in accordance with the Satisfactory Academic Progress maximum timeframe policy.

ESTHER | B.S. in Applied Studies, Option in Management

FINANCIAL AID

Students who need assistance with tuition and other costs related to their education may find help through one of several financial aid programs. Federal, State, and most institutional aid programs require the filing of the Free Application for Federal Student Aid (FAFSA). Types of aid include gift aid (grants), work study (part-time employment while enrolled), and loans (borrowed money that must be repaid with interest).

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

FEDERAL FINANCIAL AID ELIGIBILITY

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

- Be a U.S. citizen or eligible non-citizen; and
- Have a high school diploma or equivalent, or have been home-schooled in a setting approved by state law; and
- Not have or have resolved any drug conviction that occurred while receiving federal student aid; and
- Not owe a refund on a federal grant or be in default on a federal student loan; and
- Be accepted in an eligible degree program; and
- Be enrolled at-least half time (4 credits) during any term (except for Pell Grant eligibility); and
- Be making Satisfactory Academic Progress at each scheduled review; and

- Not be receiving federal or state financial aid from another institution for the same period of enrollment.

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FEDERAL AID

FEDERAL PELL GRANT

A Federal Pell Grant is awarded based on a student's financial need and only awarded to undergraduate students who have not earned their first Bachelor's Degree. The maximum Pell Grant Award is determined annually by the Federal Government. Students are eligible for Pell Grants up to the equivalent of 6 academic years (12 semesters) of attempted course work.

Eligible Federal Pell recipients who are registered for classes two weeks prior to the start of the term may have funds paid to their accounts ten days prior to the term start to cover the average cost for books and supplies if there is a credit balance on their account after direct charges have been paid. Students are responsible for repayment of these funds if they drop from any or all coursework. Students may opt out of this process by submitting the Opt Out of Advanced Funds form. Students who have a previous account balance are not eligible for Advanced Funds.

SURVIVORS OF SERVICE MEMBERS

Students who have a Pell Grant eligible expected family contribution (EFC) will be treated as a student who has a zero EFC and will be awarded the maximum Federal Pell Grant Scheduled Award based on the following criteria:

- Parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001, and;

- Student was less than 24 years of age or enrolled in a postsecondary program at the time of the parent or guardian's death.

These students are identified through the Department of Defense match conducted through the FAFSA.

IRAQ AND AFGHANISTAN SERVICE GRANT

A student who is not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of military service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant. Additional student eligibility requires the student to have been under 24 years old or enrolled in college at least half-time at the time of the parent or guardian's death.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

This grant is awarded to undergraduate students who have exceptional financial need, with priority given to Federal Pell grant recipients with the lowest EFC. Awards are based on availability from an annual allocation and are not guaranteed to every eligible student.

FEDERAL WORK STUDY PROGRAM

Federal work study encourages part-time employment related to a student's course of study and/or career interests while pursuing a post-secondary education. Students must demonstrate financial need from the FAFSA to be eligible for this program. Awards are based on availability from an annual allocation and are not guaranteed to every eligible student.

FEDERAL DIRECT LOAN PROGRAMS

Direct loans are low-interest loans for students and/or parents to help pay for the cost of an education. The lender is the U.S. Department of Education and offers the following types of loans:

Subsidized: For students with demonstrated financial need, as determined by the FAFSA. No interest is charged while a student is in school at least half-time. Available to eligible students enrolled in an undergraduate or eligible post-baccalaureate program.

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

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

Grad PLUS: Loans that are not based on financial need which help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods, even during the time a student is in school. To be eligible the borrower cannot have an adverse credit history. Available to eligible students enrolled in a graduate program.

FEDERAL FINANCIAL AID PENALTIES FOR DRUG CONVICTIONS

The Higher Education Act states that a federal or state drug conviction can disqualify a student for federal financial aid. Without a valid FAFSA for federal financial aid, students are also ineligible for State aid and most institutional aid programs. In accordance with an HEOA provision, a student whose eligibility has been suspended due to a drug conviction is allowed to resume eligibility if the student successfully passes two unannounced drug tests conducted by a qualified drug rehabilitation program

INSTITUTIONAL AID

NATIONAL GUARD TUITION WAIVER

This program is available to GSC degree students serving in the New Hampshire Air and Army National Guard. NH National Guard Waivers are for tuition costs only on a space available basis which means that a seat is available in a course without excluding paying students.

THE ALUMNI MERIT SCHOLARSHIP FUND

The Alumni Merit Scholarship Fund provides up to ten academic merit scholarships to deserving students every year. Qualified recipients are selected through an application process. To be eligible, students must:

- Be an undergraduate enrolled in a degree program, or a student enrolled in the Post-Baccalaureate Teacher Certification Program.
- Have completed a minimum of twenty-four credits at the College.
- Have completed a minimum of four terms at the College.
- Have a 3.5 grade-point average or better.

Interested applicants may obtain a Scholarship Application through the My.Granite website each year. For more information, current students should contact a campus at 855.472.4255.

OTHER SOURCES OF AID

Aid may be available from local sources, including local banks with education assistance trusts, community and civic groups, Veterans Administration, NH Job Training Council, Vocational Rehabilitation, and employer tuition reimbursement.

UNIQUE ANNUAL GRANT

The Unique program provides increased, equal access and choice for deserving, high-need New Hampshire residents seeking the benefits of a NH postsecondary education.

STATE GRANTS

State grants may be available to residents from Vermont, and Rhode Island for the College's students. Information from the FAFSA is sent to each state to determine eligibility.

OSHER REENTRY SCHOLARSHIP ENDOWMENT

The Bernard Osher Foundation, headquartered in San Francisco, supports higher education and the arts and provides scholarships to selected institutions nationally. Learn more about the Osher Foundation at: www. osherfoundation.org.

The Osher Reentry Scholarship Endowment Fund, sponsored by the Bernard Osher Foundation, is designed to provide tuition assistance to eligible "reentry" students who are pursuing their first Bachelor's Degree. A "reentry student" is a person who has experienced a cumulative gap of five or more years in their formal education and has not completed the requirements for a Bachelor's Degree.

The College will select at least 25 recipients per year and awards may not exceed $2,000 per recipient or $50,000 total per year. Preference will be given to newly-matriculated students or returning award recipients. To be eligible, the student must:

- Have experienced a cumulative gap in their education of five years or more.
- Be an undergraduate student pursuing his/her first baccalaureate degree and NOT be enrolled in an online degree program.
- Ideally be between the ages of 25-50 and anticipate participation in the work force for a significant period of time.
- Demonstrate financial need, not necessarily identified on the FAFSA.
- Show academic promise and commitment to obtaining their undergraduate degree.
- Must submit application, essay and references during the open application period that ends July 31st.

CHILD DEVELOPMENT BUREAU EARLY CHILDHOOD TUITION ASSISTANCE GRANT

For individuals working in licensed and licensed-exempt New Hampshire child care programs, preschools, or family child care, grants are available for enrollment in early childhood courses. This tuition assistance program is offered by the Child Development Bureau, Division of Child, Youth and Families, Department of Health and Human Services. Applications are available online at:
http://www.granite.edu/finaid/forms.php.

NEW HAMPSHIRE CHARITABLE FUND

New Hampshire residents pursuing undergraduate or graduate study at approved institutions of post-secondary education are eligible to apply for grants and scholarships from this fund. For more information, please visit www.nhcf.org.

VETERAN BENEFITS

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

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

VA Vocational Rehabilitation
Manchester, NH
800.827.1000

GSC Veterans Point of Contact:
GSC Military Outreach and
Support Specialist: 603.513.1365

Claremont: 603-542-3841
Concord: 603-513-1398
Conway: 603-447-3970
Rochester: 603-332-8335

GSC School Certifying Official
603.513.1330
gsc.veterans@granite.edu

VOCATIONAL REHABILITATION PROGRAMS

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

ONLINE SCHOLARSHIP SEARCH ENGINES

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

MONTHLY PAYMENT OPTION

The College offers a payment plan option at a nominal cost. This interest-free plan allows payments in monthly installments for a single term or multiple terms within the same academic year. The plan is administered for the College by Tuition Management System (TMS). For further information, contact TMS at 800.356.8329 or granite.afford.com.

PRIVATE (ALTERNATIVE) LOANS

Private loans, also known as alternative loans, are non-federal student loans that may be needed by students to fund and/or supplement the cost of their education. All private loans are credit-based and have variable interest rates (meaning there is no limit to the amount the rate can increase). Students may borrow up to the cost of attendance less any financial aid and are required to complete a self-certification form. Private Loans should be used as a last resort to fund one's education.

RIGHTS AND RESPONSIBILITIES

Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

- Know and understand the authorized educational expenses involved in the cost of attendance and that aid awards are only used for these expenses while enrolled.
- Be informed about the financial aid application process/procedures and respond promptly to all documentation and information requests.
- Understand how financial need is determined, how outside resources may affect eligibility, and report all resources received.
- Understand the award and the guidelines of the aid programs involved.
- Know and understand the refund policies pertaining to dropping and the return of federal aid as a result of withdrawing from coursework; as well as student responsibility for repayment of any returned funds.
- Understand the requirements for Satisfactory Academic Progress to receive federal financial aid and the responsibility to maintain SAP standards.
- Understand that financial aid records are confidential and maintained in accordance to the Federal Family Educational Right and Privacy Act (FERPA).
- Maintain copies of all forms and agreements signed.
- Recognize that the student and his/her family are primarily responsible for educational costs.
- Notify the Office of Financial Aid of any changes in anticipated enrollment, any drug conviction or incarceration, since it may affect eligibility.
- Satisfactorily perform and complete work assignments accepted through the federal work study program.

FINANCIAL AID APPLICATION PROCESS

The Office of Financial Aid strongly encourages the use of all federal, state and institutional aid programs identified through the filing of the FAFSA before applying for any private loan option.

Financial Aid Application Process

1. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Receive your estimated financial aid award within 2 weeks. Awards will be issued beginning early May.
2. Complete your admissions application. Once processed, this will give you access to move forward with your financial aid.: www.granite.edu/students/prospect/get started/admissions.php.
3. Check http://my.granite.edu and click the WebROCK button often for any additional requirements. Requirements will vary from student to student and may include submitting an extra document or two, or you might find that you've been chosen for Verification. Your award may change as a result of the Verification process, so check for updates and respond to any changes. All additional documents must be submitted before any financial aid can be finalized.
4. Complete Federal Student Loan Requirements, if applicable. For all new Federal Student Loan Borrowers, complete the following two steps in order to begin classes:
a) Stafford Loan Entrance Counseling: Learn your rights and responsibilities associated with borrowing Federal Direct Loan funds.
b) Master Promissory Note (MPN) with Direct Lending: a legal document you sign which explains the terms and conditions of your loan, as well as your repayment responsibilities.
5. Your Award. Our goal is to award tuition, fees, and books for 8 credits per

term for those who are eligible. We assume you accept all loans and grants as offered, unless you inform us in writing otherwise. Awards will be adjusted down for actual enrollment at the time of disbursement unless we are notified otherwise via the Award Revision Request. Please complete an Award Revision Request form if you wish to: decline all or a portion of your loans, are requesting aid for more than 8 credits, or are attending few terms or credits that are reflected on your award. Please allow sufficient time for us to process these change requests.

VERIFICATION

Federal regulations require verification to be completed for some applicants and they may be selected by the U.S. Department of Education or by the College. The purpose of verification is to maintain the integrity of student aid programs by verifying the information provided by students and parents on financial aid applications.

Requirements for verification must be completed before aid is finalized.

APPLICATION PROCESSING TIMELINE

Applications are accepted on a rolling basis. Financial aid application processing may take up to fourteen days once the FAFSA results are received. Apply as early as possible to avoid delays. Verification documents must be completed prior to the last day of enrollment that is at least half-time, unless a student is Pell eligible (no later than 120 days after the last day of at least half-time status). Students must reapply for financial aid each academic year.

FINANCIAL NEED

Federal, state, and most institutional aid programs are awarded based on financial need except for the Direct Unsubsidized Loan and the Direct Parent PLUS Loan which are categorized as non-need based aid. Financial Need is the difference between the Cost of Attendance and your Expected Family Contribution added with external Educational Resources.

Cost of Attendance (COA), also known as the student's budget, is an estimate of educational and related expenses incurred during a period of enrollment.

The Expected Family Contribution (EFC) is a measure of your family's financial strength and resources available to assist with the cost of your education which is calculated through the FAFSA.

Any anticipated Educational Resource, paid directly to you or to the College on your behalf, is your legal responsibility to report, and may affect your financial aid eligibility. Examples include, but are not limited to, Vocational Rehabilitation, Veterans Administration, and employer tuition reimbursement.

SPECIAL CIRCUMSTANCES

The College does recognize that a student and/or family's true circumstances may not be accurately portrayed at the time they file their FAFSA. Special circumstances may include, but are not limited to: loss of job, divorce, and medical expenses above the average allowance. A special circumstance application may require completion of the verification process, supporting documentation, and providing further information upon request.

CODE OF CONDUCT

The staff of the Office of Financial Aid and designated agents of the College are expected to always maintain exemplary standards of professional conduct and to follow this code of conduct outlined by the National Association of Student Financial Aid Administrators (NASFAA).

The professional shall

1. Refrain from taking any action for his or her personal benefit.
2. Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
3. Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
4. Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
5. Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the

U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.

6. Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

IMPORTANT DATES 2015-16

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

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

CONSTITUTION DAY

September 17 is designated as Constitution Day for all schools eligible for Title IV funding. Granite State College annually celebrates Constitution Day to promote an understanding and appreciation of the U.S. Constitution.

SATISFACTORY ACADEMIC PROGRESS TO RECEIVE FINANCIAL AID

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

This requirement applies to all students receiving federal financial aid. Students are expected to meet the minimum SAP standards outlined below during each scheduled review. These standards ensure that any student will complete his/her program of study within the maximum timeframe.

Students who fail to achieve these standards will no longer be eligible for financial aid and will be placed on financial aid suspension which will result in the loss of all federal, state and institutional aid, including grants, scholarships, loans and work-study.

The minimum Satisfactory Academic Progress Standards are:

1. Maintaining a cumulative GPA in accordance with the following scale:

Undergraduate Program GPA	
Total Credit Hours Attempted	Cumulative GPA
0-12	0
13-24	1.00 or above
25-36	1.50 or above
37-48	1.70 or above
49-59	1.90 or above
60 and above	2.00 or above

2. Students are required to make progress (an acceptable pace) towards program completion and successfully complete the required number of credits in accordance with the following scale:

Undergraduate Credit Completion	
Total Credit Hours Attempted	Minimum Number of Credits Hours Completed
0-24	0
25-36	12 or more
37-48	24 or more
49-56	32 or more
57-72	44 or more
73-82	54 or more
83 and above	Complete two-thirds of all credits attempted

The number of credits attempted shall include all GSC credits and any transfer credits that are applicable to the student's current degree program at the time of review.

3. Students may not receive Title IV financial aid for courses that do not count toward completing their current degree program.
The timeframe for degree completion is limited by federal regulations to 150% of the published length of the degree program. This equates to a maximum number of credit hours that includes transfer credits and all credit hours attempted at Granite State College. Example: An Associate level degree required 60 credits; students may not exceed 90 credits to earn an Associate level degree. A Bachelor level degree required 120 credits; students may not exceed 180 credits to earn a Bachelor level degree.

Credit hours attempted will include completed credits, incompletes, withdrawals, transfer credits applicable to the student's degree, 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 or a student cannot complete the program of study without exceeding the maximum timeframe, then he/she will no longer be eligible for federal financial aid programs for any future terms.

Various types of coursework impact the calculation of SAP:

• Dropped Coursework during the official add/drop period is not included as attempted and/or unsuccessful credits.
• Audit Coursework receives no credit and is not relative to grade point average nor counted in the evaluation of SAP.
• Remedial/Developmental Coursework receives no credit and is not relative to grade point average nor required to be counted in the evaluation of SAP. However, only 30 credits worth of remedial/developmental coursework will be included in enrollment status for federal financial aid.
• Repeated Coursework will count in calculation of hours attempted and completed hours earned if the student receives a passing grade; however, only the last grade earned is calculated in the GPA.
• Prior Learning Assessment (PLA) Credits are brought in as transfer credits since credits are not paid for but the evaluation process is. PLAs are applicable as degree credits that lead toward degree completion. Therefore, PLAs are counted in the credits attempted and successfully completed, as well as the maximum timeframe.
• Pass/Fail Coursework is not calculated in the cumulative GPA, but will be included in credits attempted and completed (if applicable).
• Transfer Coursework is applicable to the student's degree program and included in attempted and successfully completed credits.
• Consortium Coursework, while a GSC student enrolled in an eligible program, will be counted in attempted credits, completed credits (if applicable), and calculated in cumulative GPA.

• Subsequent Major includes all credits transferred from the previous degree program and impacts the maximum timeframe measure.

SAP REVIEW
SAP will be reviewed annually for students in the following programs:

All undergraduate degree programs
• Associate Degrees (60 credits)
• Bachelor's Degrees (120 credits)

FINANCIAL AID SUSPENSION
All students who do not meet the minimum SAP standards during the scheduled review will be placed on Financial Aid suspension which results in the loss of all Federal, State and institutional aid, including grants, scholarships, loans and work-study.

REGAINING ELIGIBILITY
Students may re-establish Title IV eligibility when they achieve the minimum SAP standards at the next scheduled review or if an appeal is successful. Students may not regain eligibility if suspension is due to reaching the maximum timeframe or may reach the maximum timeframe without completing the program. If no appeal is submitted or an appeal is not approved following a suspension, then the student may continue to take courses at their own cost unless the student is academically suspended.

SAP APPEAL
A student whose eligibility is suspended may request an appeal if s/he feels that extenuating/special circumstances existed that affected his/her ability to achieve the minimum SAP standards. A student cannot appeal a financial aid suspension if he/she has reached or will reach the maximum timeframe before program completion.

An extenuating/special circumstance must exist and be supported by additional documentation to file an SAP appeal. A special circumstance may include an injury, illness, the death of a relative, or other special circumstance. Circumstances do not include a lack of dedication to his/her studies, not understanding the impact of withdrawals, etc. All submitted documentation of special circumstances is confidential and only used to verify and support a student's special circumstance. All

documentation will be filed in the student's financial aid record.

To file the appeal, a student may complete the aid-year specific Financial Aid Satisfactory Academic Progress Appeal Form which includes an explanation of what has changed in relation to the special circumstance(s) that will allow the student to achieve the minimum SAP standards upon the next review and an academic plan approved by an Academic advisor. All plans must demonstrate that the student will achieve the required SAP standards by the next scheduled review. The Appeal Form is available at granite.edu/pdf/SAPAppealForm.pdf.

NUMBER OF APPEALS

Students that are reviewed annually are allowed to appeal at two different times during their academic career at Granite State College. However, students cannot appeal in successive aid years. Post-Baccalaureate students who are in the advanced endorsements may only appeal once. If an appeal is denied, the student may not submit another appeal unless he/she achieved the minimum SAP standards and regained eligibility before the next appeal is submitted.

APPEAL APPROVAL

SAP appeals will be reviewed by the SAP Appeal Committee who will determine a student's eligibility or ineligibility for continued federal assistance. Any incomplete appeal will not be reviewed. Approvals may involve, but are not limited to, a reduced course load, specific courses, a required GPA by term, etc. The student and the appropriate Academic advisor will be informed in writing of the decision and any additional requirements.

FINANCIAL AID PROBATION

A student who is approved through the appeal process will be placed on financial aid probation for the subsequent payment period. If the student is unable to achieve the minimum SAP standards at this time, then the student will be placed on his/her approved academic plan if the student achieves at least a "C" in each course while completing 100% of the credits attempted during probation. Students who achieve the minimum SAP standards after probation will have their eligibility reinstated and will not be required to follow an academic plan.

ACADEMIC PLAN

A student who completes probation and did not achieve the minimum SAP standards will follow the academic plan created and approved by his/her Academic advisor. The academic plan must demonstrate the achievement of the minimum SAP standards by next scheduled review. Progress will be reviewed on a term by term basis in accordance with the academic plan. Any academic plan will require a student to achieve at least a "C" in each course attempted while completing 100% of the credits in the academic plan. Any higher expectations will be communicated in writing.

DEBORAH | B.S. in Information Technology   **RAY** | B.S. in Business Management

REGISTRATION

COURSE SELECTION

Students should log into My.Granite to access the Graduation Planning System (GPS). The degree evaluation will identify courses that are still needed to meet degree requirements. Specific questions can be addressed and answered by one of our Academic Advisors should the need arise.

ENROLLMENT STATUS

Full-time status for undergraduate students is defined as enrollment in at least eight credits within a twelve week term. Half-time status for undergraduate students is defined as enrollment in four credits within a twelve week term. Full-time/half-time status will differ at other USNH institutions.

REGISTRATION

The College reserves the right to deny enrollment in any course for which the prospective student lacks the necessary background or prerequisites. For each course, check to ensure all prerequisites have been satisfied. Pre-requisite courses are listed in each course description within this catalog.

• Register online via my.granite.edu and then click the WebROCK button; *OR*
• Complete a registration form and fax, mail, phone, or drop it off at a local Campus.

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

Students are responsible for purchasing textbooks and materials. Unless arrangements with financial aid have been made, textbooks are normally an additional expense. MBS Books is the authorized textbook supplier for the College. To order and obtain ISBN information go to: http://direct.mbsbooks.com/gsc.htm.

OR
Call: 800.325.3252
Fax: 800.499.0143

STUDENT IDENTIFIER NUMBER

All students who wish to register for credit bearing courses are required to provide their social security number (SSN) with the first registration. The SSN is required by federal law and federal financial aid, and will be used to report 1098-T data for education tax credits under the Taxpayer Relief Act of 1997. Student SSNs will be shared only where legally required and will be accessible only by authorized personnel. The College protects confidential information by complying with the Family Education Rights and Privacy Act of 1974.

A unique student identifier number (SID) will be generated for all students. Use this SID for all College transactions, including subsequent registrations, account payments, and initial logging on to the College website portal. Students will receive this SID on acceptance letters. Students who need help identifying their numbers should contact the Registrar's Office.

CANCELLATION FOR NON-PAYMENT

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

Please refer to the to the student account calendar at http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studentservicescalendar20142015.pdf

Accounts are considered paid when any of the following conditions are met:

• Payment for all tuition, fees, and charges is made in full, or
• A payment arrangement is approved by the Student Accounts Office for all remaining charges (ex. third party payments, VA, Voc Rehab, pending scholarships, etc.) or

Admitted Degree Candidates Using Financial Aid

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

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

ADDING COURSES

Students may add a course during the specified drop/add period via the online registration function, or by completing a Course Add/Drop Form at http://my.granite.edu/resourcesregistrationchanges.htm and submitting it to the Registrar's Office at 603.513.1386 or registrars.office@granite.edu. Students considering adding a twelve week course after the first week should contact their Academic Advisor before registering. Students seeking to repeat a course must meet with their Academic advisor prior to registration.

DROPPING COURSES

A "drop" is a cancellation of an individual registration. If a course is dropped during the specified add/drop period, all tuition and fees are refunded. You may drop a course via the online registration function, or by completing the Course Add/Drop form at: http://my.granite.edu/resources/registration changes.htm and submit it to the Registrar's Office at 603.513.1386 or registrars.office@granite.edu. The last day to drop a twelve week course is the end of the second week of the term. For courses that do not follow the twelve week schedule, specific drop dates are posted on http://my.granite.edu/. Students who remain registered after the drop period are financially responsible for all tuition and fees. Officially dropped courses are not recorded on transcripts. Failure to officially drop will result in an AF grade (administrative failure), which is maintained on the official student record and included in the grade point average (GPA). An AF may also result in an unpaid account balance due to the College if federal financial aid has been received.

Note: For purposes of adding or dropping a standard twelve week course, the end of the week is considered to be Friday.

WITHDRAWING FROM COURSES

A withdrawal is a change in registration after the official add/drop deadline. A Withdrawal (W) will be noted on a transcript indicating that an individual did not complete the course. To determine the last day to withdraw from a regularly scheduled twelve week course, see the Academic Calendar published on the College website. To withdraw from a course that does not follow a twelve week schedule, please consult the course schedule or contact a Campus. To withdraw from a course, submit a completed Course Withdrawal Form located at http://my.granite.edu/resources/registrationchanges.htm before the last published day to withdraw. Withdrawal from course(s) is official once a signed form has been received by the Registrar's Office. The form should be faxed to the Registrar's Office at 603.513.1386 or scanned and emailed to registrars.office@granite.edu. **The date of official withdrawal is the day that the completed form is received by the College.** There is NO refund of tuition or fees for withdrawals. If a student is receiving financial aid, (grants and/or loans, consult with the Office of Financial Aid before withdrawing. Depending on the aid received, if a student withdraws that student may be responsible for repaying some or all of the aid to the College. If federal financial aid has been received, it will be returned to the U.S. Department of Education in accordance with regulations in effect at the time of the withdrawal. The return of aid may create an unpaid balance due to the College. Failure to officially withdraw will result in an AF grade, which is maintained on the official student record and included in the grade point average (GPA). Not attending classes does not constitute an automatic withdrawal.

If federal aid has been received, it will be returned to the U.S. Department of Education in accordance with regulations in effect at the time of the unofficial withdrawal.

PETITIONS FOR CHANGE IN ENROLLMENT STATUS

Students with extreme extenuating circumstances who have been unable to participate in a course in the current term may petition to drop the course past the published deadline through a written petition process facilitated by the student's Academic advisor. Students who have participated in a course in the current term but are unable to complete it due to extenuating circumstances, may petition to withdraw past the published deadline and request financial relief. The Petition Committee, consisting of College administrators, rules on change in enrollment status petitions. The petitioning student is notified by letter of the decision. If a student determines that additional information is available to support reconsideration of the decision, or the need to further clarify information previously presented, an appeal of the decision may be requested within 30 days of receipt of the letter indicating the initial decision. The appeal process is as follows:

- An Appeal Form should be completed and signed by the student and sent to the Office of Academic Affairs. The form is available at http://my.granite.edu/resources/petitions.htm.
- The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.
- Upon receipt, the appeal will be forwarded to the College's Petition Committee for review. The Committee will consist of two other members of the Office of Academic Affairs staff and the Provost.
- The decision by the Committee is final, and the student will be notified immediately in writing.

INDEPENDENT LEARNING CONTRACTS

Independent Learning Contracts are credit bearing learning experiences and are completed within a specified time period. Independent learning contracts must be appropriate to a student's program of study and are subject to approval by Academic Affairs based on the student's academic history. For complete information, please visit the My.Granite homepage.

The following policies apply:
- Contract faculty must be approved to teach at the College through the standard Academic Affairs review process for faculty and will be hired by an administrator. Students should not ask faculty directly for Independent Learning Contracts.

- Arrangements for payment must be made at or before the time of contract registration.
- Contracts that are replacing regularly offered courses will be taught by faculty who normally teach those courses.
- A maximum of three contracts may be completed with any one faculty member.
- Contracts are for courses not available in a given term schedule.
- Contracts will require online learning.
- Any contract involving research with human participants must be submitted with a complete request for review by the Institutional Review Board.
- Withdrawals and incompletes are subject to the same policies as regular courses.
- Consult my.granite.edu for contract request and registration deadlines.
- For graduating students, contracts must be completed no later than the last day of the final term.

OVERLOAD POLICY

The maximum credit load for a single term is 16 credits. A student who wishes to enroll for more than 16 credits must request permission from Academic Affairs.

AUDIT

Students may register for a course as an auditor (i.e., not for credit, in pursuit of a personal interest or for purposes of personal or career development). Full tuition and applicable fees will be charged for an audited course. Students registering for academic credit will be given priority over auditors in registration. A request to change from an audit status to a credit-bearing status or vice versa may be submitted to the Registrar's office, via an updated registration form before the final day of the add/drop period for the course. To be eligible to receive academic credit all prerequisites and placement requirements for the course must be met. It is not expected when auditing a course that a student will be evaluated in any way. The extent to which auditors will participate in the course will be at the complete discretion of the instructor. A grade of AU will be entered on the official student record. An audit will not be included in the calculation of GPA, for satisfactory academic progress, for determining full or part-time status, or for financial aid eligibility.

PASS/FAIL

The pass/fail option is intended to provide degree candidates with an opportunity to examine new areas of study or to prepare for the Praxis examinations in teacher education without penalty to the GPA, provided that a passing grade of D- or higher is earned*. Credits for a passing grade will count toward degree requirements, but will not be calculated in the GPA. A grade of P or F will appear on the transcript.

The Pass/Fail option cannot be used with courses which satisfy General Education, 400-level coursework, Concentration or Major requirements, or to repeat a course.

With the advance approval of the Assistant Dean of Curriculum or Associate Dean of the School of Education, degree candidates may use the Pass/Fail option at the time of registration. When registering, contact Undergraduate Studies or the School of Education to obtain authorization for the Pass/Fail registration status.

A maximum of 4 elective credits may be earned through Pass/Fail per term, not to exceed 8 elective credits within a degree program.

Instructors are not notified if students have chosen the Pass/Fail option.

Note: Failing grades in courses taken Pass/Fail will not be calculated into the GPA.

HIGH SCHOOL STUDENTS

High school students who are at least 17 years of age will be considered for participation in lower level courses. Students must submit a letter of recommendation from their high school guidance counselor indicating the student's maturity, 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. Students must also submit a registration form with the signature of the parent/guardian noting permission. Students are required to submit these documents to the Registrar's Office prior to enrolling in a course. These requirements apply to Campus-based and online courses at GSC; they do not apply to courses held for specific cohorts.

SENIOR CITIZENS

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.

The senior tuition waiver request and registration form can be found at: http://my.granite.edu/forms-faqs. Completed forms should be submitted to the Registrar's Office by fax (603.513.1386) or email (registrars.office@granite.edu) and will be held until the Monday after the payment due date for the term. Students will be notified at that time if space is available.

Request form is available at: http://www.granite.edu/finaid/forms.php.

ENROLLMENT VERIFICATION

The College sends enrollment data for each term to the National Student Clearinghouse soon after the standard add/drop date. Once the data has been processed by the Clearinghouse, students may obtain instantaneous enrollment verifications by logging on to my.granite.edu, clicking the WebROCK button, and linking to the National Student Clearinghouse website. Students may print a certificate of enrollment to send to their health insurers and credit issuers. Students can view any electronic notification forms that the Clearinghouse has sent to their lenders, servicers, and guarantors, and may also link to real-time student loan information to determine outstanding balances and the due date of their next payment.

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UNIVERSITY SYSTEM OF NEW HAMPSHIRE POLICIES

SUSPENSION FROM ANY UNIVERSITY SYSTEM OF NEW HAMPSHIRE INSTITUTION

The University System of New Hampshire (USNH) consists of the University of New Hampshire Durham and Manchester, Plymouth State University, Keene State College and Granite State College. A student ineligible to register for or attend classes at any 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

College degree candidates who wish to take courses at other USNH institutions and/or CCSNH institutions should verify course selection at their Campus prior to registering. A Cross Registration form is available from any Campus. If using financial aid, there must be an approved financial aid consortium agreement between GSC and the college attended. Once this has been verified, students may complete the Cross Registration form and forward it to the Office of Financial Aid. The academic record will be noted "Cross Registration" which will qualify the student for financial aid. After completion of course work, students must request that an official transcript from the host college be sent to the GSC Registrar's Office.

NEW HAMPSHIRE RESIDENCY DOMICILE
In-State Tuition Status

The Classification of Students for Tuition Purposes (Residency Rules) states all students enrolled in credit-bearing programs in any division of the University System of New Hampshire in any capacity shall be charged tuition at a rate to be determined by their domicile. Those domiciled within the State of New Hampshire shall pay the In-State rate. Those domiciled elsewhere shall pay the out-of-state rate.

Residency is determined at the time of admission for degree students and at registration for non-degree students. To qualify for In-State tuition status a student must physically reside in New Hampshire for no less than twelve continuous months prior to the term for which In-State status

is desired, must reside in New Hampshire for some purpose other than attending the College, and meet all the other requirements set forth in the tuition rules.

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

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

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

USNH BOT.IV.E 6.1.1 Determination of Domicile

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

USNH BOT. IV.E. 10 Military Personnel

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

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

TUITION AND FEES

Mandatory tuition and fee charges are subject to final approval by the University System of New Hampshire Board of Trustees. Course charges, fees, and regulations are subject to change without advance notice.

Tuition and fees are effective for Summer 2014 term charges unless otherwise noted.

For current tuition rates visit http://www.granite.edu/students/prospect/tuition.php

Undergraduate	Per Credit
Resident	$293
Non-resident	$325

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.*

UNDERGRADUATE FEES
Academic Services Fee

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

Registration Fee Per Term $35

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

Materials   Variable

Specific programs and some courses require supplementary materials, portfolio subscription or other charges beyond tuition; these fees are assessed on a course-by-course basis.

Field-Based Mentoring Fee $250

Any field-based courses that require over-sight of a GSC field placement faculty will have an additional fee assessed.

Overdue Accounts

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

Returned Checks $25

Personal checks returned by the bank.

Re-registration Fee $25

Testing

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

Training Portfolio $275
Fee for evaluation of a professional training program (e.g., corporate, organizational, governmental, medical, educational).

Undergraduate Graduation $100
This fee covers the costs of degree audits, degree certification and diploma printing.

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FINANCIAL AID REFUNDS

TUITION REFUNDS
Students are eligible for a refund of tuition and fees for courses dropped during the Add/Drop period for the course. For courses that do not follow the twelve week schedule, specific drop dates are noted in the course schedule or posted at http://my.granite.edu/. After the Add/Drop deadline there will be no refund of tuition or fees. For specific information on dropping courses please refer to page 83.

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

A prorated schedule is used to determine the amount of federal aid a student has earned at the time of the withdrawal up to the 60% point of a student's enrollment. Unearned aid will be returned to the U.S. Department of Education and the student is responsible to the college for the balance which results.

For students who unofficially withdraw from the term, federal financial aid regulations allow that a student's aid be prorated based on presumed attendance through the half-way point.

If a student withdraws from a course, but is registered for a late start course in the same term (and the drop date has not passed for the late start course), then written confirmation of the student's intent to return is required to be provided to the Office of Financial Aid or a return calculation will be performed.

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

Questions on these polices may be directed to:

> Office of Financial Aid
> 603.513.1392
> *OR*
> Student Accounts Office
> 603.513.1330

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STUDENT ACCOUNTS
The Student Accounts Office's core mission is to serve the College community by establishing and maintaining business practices that will enable staff to provide consistent information and quality service to all students, faculty, staff, and vendors. The Office generates bills, processes payments and refunds, and assists students in understanding and managing their accounts and payment obligations. This includes scholarship payments, veteran's benefits, vocational rehabilitation or other third party payments and the Tuition Management System's interest-free monthly payment plan.

Note: Students are responsible for the status of their accounts and should contact the Student Accounts Office immediately with questions or concerns about accounts, or if there have been changes in any payment arrangements.

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

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

PAYMENT OPTIONS
Payments Online: Students with a WebROCK account may make electronic check and credit card payments online:

1. Go to http://my.granite.edu/
2. Click on the WebROCK button.
3. Select Student Accounts.
4. Select Make an Online payment.

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

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

TAXPAYER RELIEF ACT OF 1997
The College is required to file form 1098-T with the U.S. Internal Revenue Service to report certain enrollment and identifying information for payments received toward "Qualified Tuition and Related Expenses" in a tax year. IRS Form 1098-T provides information from educational institutions to students which may be of use in determining a student's eligibility for tax credits (American Opportunity Tax Credit or Lifetime Learning Credit). In order to provide this information, the first time an individual registers, their social security number will be required.
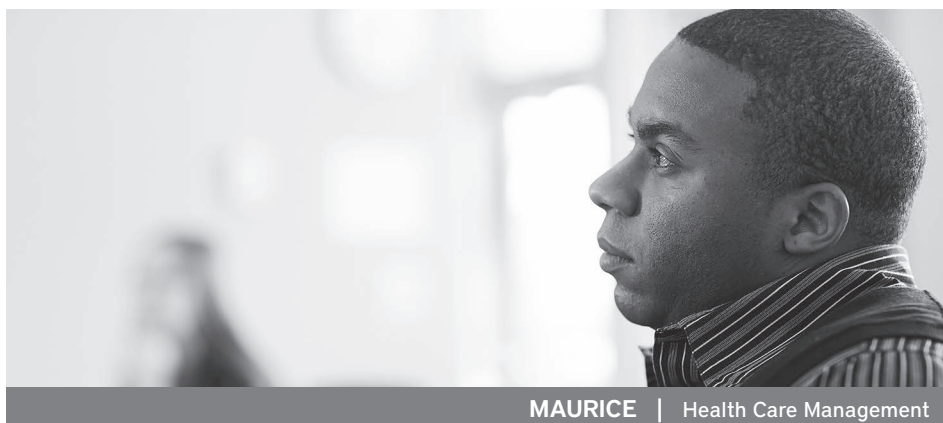
MAURICE | Health Care Management

ACADEMIC ADVISING

MISSION STATEMENT

Academic advising is a critical component of all students' educational experiences. Through advising, students are empowered to develop and implement sound academic plans that are consistent with their personal values, goals and career plans. The purpose is to guide students to become self-directed learners and decision makers.

Advising is a shared partnership between a student and academic advisor with the purpose of reaching education and career goals. Using the framework of the Appreciate Advising model, academic advisors build trust and report with students, help students uncover their strengths and skills, and co-construct action plans to reach goals. Ultimately, the responsibility to make decisions that affect their life goals is that of the student.

Academic advisors at GSC:
- Help students clarify and articulate their goals
- Explain degree requirements
- Assist students in choosing degree and course selections
- Provide students information about college policies
- Help students develop their ability to be self-directed learners
- Identify needs and connect students with other departments and resources within the college and community
- Help the student understand their degree in terms of career opportunities

VALUES AND ETHICAL STANDARDS

GSC academic advisors follow the standards set by the Council for Academic Standards requiring advisors to:

- Maintain confidentiality (compliance with FERPA)
- Serve students on a fair and equitable basis
- Avoid any personal conflict of interest to advisors can deal objectively and impartially with issues
- Handle funds responsibly
- Refrain from any form of harassment
- Recognize their advising expertise and refer students when necessary
- Impart accurate information while complying with institutional policies and rules (CAS Standards 2005).

Admission Coaches are the student's contact point at the campus. They are available to help students with many aspects of providing support while getting started with the College.

Admission Coaches at GSC:
- Assist students in the application process
- Help students navigate the financial aid process
- Arrange scheduling with academic advisors
- Assist in setting up your accounts (WebROCK, Moodle, etc)

ORIENTATIONS

New Student Orientation is designed to introduce students to the many services provided by the college. Included in the sessions is information on purchasing books, accessing student accounts, interpreting degree evaluations, strategies for success, and an overview of the My.Granite website and eLearning+ (Moodle) system for online course delivery.

eLearning+ (Moodle) Orientation is designed to help students new to online learning and also those who may need a refresher. The purpose of this orientation to explore the web-based platform that GSC uses for course delivery and gain a comfort in using the various online tools. This orientation is available online, and can either be done as a synchronous session with a leader, or through a self-paced tutorial. These are offered at the start of each term. Campus staff are available to meet in person to help students who are new to online learning navigate specific courses.

Library Research Seminars offer an introduction to the GSC Library and Research Commons, a digital service available to students and faculty for academic research and resources such as digital textbooks and citation guides. Seminars are offered online and on selected campuses each term.

Orientation schedules can be found at my.granite.edu/orientation and Library. granite.edu.

OPTIONS FOR SKILLS ASSESSMENT FOR MATH PLACEMENT

The academic success of students is a priority at Granite State College. In order to ensure current skills in math, assessment is required as a pre-requisite for placement into a math course.

Students can meet the pre-requisite with one of the following options:
1. Acceptable scores on Accuplacer™; this is a computer-based assessment for Arithmetic and Elementary Algebra, administered at any campus; there is no charge for this placement test. See My.Granite.edu/testing for preparation; or
2. Approved exemption based on previous high school transcripts taken within the last five years or
3. SAT Math score of 500+ or ACT Math score of 18+ within five years of registration; or
4. Successful completion of the ALEKS™ Math Tutorial as determined by GSC Math faculty; or
5. Developmental math course with grade of B or better on transcript of regionally accredited college, within five years of registration.

STUDENT DISABILITIES SERVICES

Granite State College Student Disability Services is committed to helping students become engaged, self-advocating, independent

learners. We seek to promote accessible learning environments where students with disabilities experience equal access and full participation.

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

Students who would like more information on disability services or to apply for accommodations may contact the Student Disability Services directly:

GSC Student Disability Services
25 Hall Street
Concord NH 03301
Phone: 603-513-1368
Email: GSC.SDS@granite.edu

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

LIBRARY AND RESEARCH COMMONS

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

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

The Library offers new Library Research Success seminars throughout the state and online. These 45 minutes seminars

are a great way to prepare for the research assignment students will encounter in their classes.

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

The GSC Discovery Service (our digital library) is available 24/7, a necessity for busy students and faculty. It provides access to a millions of full-text scholarly journals and over 160,000 e-books that support the College's curriculum. These resources include special collections in Management and Leadership, Education, and Healthcare. The Library also provides access to large collections of Open Educational Resources in a variety of formats, as well as an electronic reference room of dictionaries, maps, and news sources.

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

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

NHCUC Libraries

Colby-Sawyer College, New London
Community Colleges of New Hampshire
Dartmouth College, Hanover *(no borrowing privileges)*
Franklin Pierce University, Rindge
Keene State College, Keene
New England College, Henniker
Plymouth State University, Plymouth

Rivier University, Nashua
Saint Anselm College, Manchester
Southern New Hampshire University, Manchester
University of New Hampshire, Durham
UNH-Manchester, Manchester
UNH Law, Concord

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

ONLINE RESOURCES
My.Granite, eLearning+ and WebROCK

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

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

Each faculty and student receive a Go.Granite email account which includes a suite of applications such as scheduling, reminders, file storage and sharing, instant messaging, remote access and collaboration. This email address is directly linked to the eLearning+ account. This email account can be used or forwarded to a preferred email address.

WebROCK provides direct access to student records and registration. Once logged on, students can:
• Register for courses
• Make e-payments
• Request official transcripts
• Verify enrollments
• View financial aid information
• View academic history
• View account information
• Access the tax information the College has sent to the IRS

Textbooks

Textbooks can be purchased from MBS Direct, the College's online bookstore. Unless arrangements with financial aid have been made, textbooks are normally an

additional expense. For more information including ISBN numbers for required books visit http://bookstore.mbsdirect.net/GSC.htm. Books may also be ordered from MBS Direct by fax or telephone.

Requirements for Taking an Online Course

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

Technical Assistance

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

UNIVERSITY SYSTEM STUDENT BOARD

The University System Student Board (USSB) is an advisory board to the USNH Board of Trustees, comprised of one student from each of the four component institutions.

Members of the USSB will serve from October 1 of the year they are elected until June 30 of the following year. Each member of the USSB will be entitled to one vote on all matters coming before the USSB. Each of the USSB members will also be assigned to one of the USNH Board of Trustee's committees.

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

ALUMNI ASSOCIATION

Alumni have made a significant impact on the state of New Hampshire's economy over the past thirty years. Numbering more than 7,000, GSC alumni work statewide in education, business, health care, and many other fields. The alumni network provides an excellent opportunity to meet other alumni and continue an important connection with Granite State College.

THE ALUMNI ASSOCIATION MERIT 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 College wide efforts. Alumni Ambassadors may assist the College in connecting with prospective students from their local communities.

VICTOR MONTANA ALUMNI AWARD

In memory of Dr. Victor B. Montana, past president of the College, an annual award is presented to an alumnus/a who most closely personifies Dr. Montana's spirit during his tenure with Granite State College.

Once a qualified name is submitted and an application form received, a committee of the Alumni Association will make a decision based on the following criteria. The nominee must:

- Demonstrate a commitment to lifelong learning.
- Demonstrate a commitment to serving the community through professional or volunteer work.
- Approach life with a "Can Do!" attitude as noted by others.
- Demonstrate professional achievement or notable accomplishments in a chosen field.
- Show personal integrity and credibility as noted by others.

A recognition award will be given to the recipient annually.

CAREER PLANNING

CAREER DEVELOPMENT AND LIFE PLANNING (APST 505)

This two-credit course addresses the particular concerns of adults at various stages of career development. It helps students discover the conditions that guide planning decisions and give shape to individual careers. Topics covered include interest and skill assessment, job search skills and resume development. It is an appropriate elective in most degree programs.

INDIVIDUAL CAREER PLANNING

Granite State College is committed to seeing students advance in their chosen fields. The college offers a variety of resources to assist in career development. Contact a campus to set up an appointment with a career counselor. Help is available with résumé and cover letter writing, job search and interview skills, self-assessment and more.

KUDER JOURNEY CAREER PLANNING SOFTWARE SYSTEM

Granite State College uses the Kuder Journey web-based career planning system. Based on your specific needs, Kuder Journey provides reliable tools to assess your interests, explore career options, prepare you for the job search and connect you to today's jobs. Contact your Academic advisor for more information.
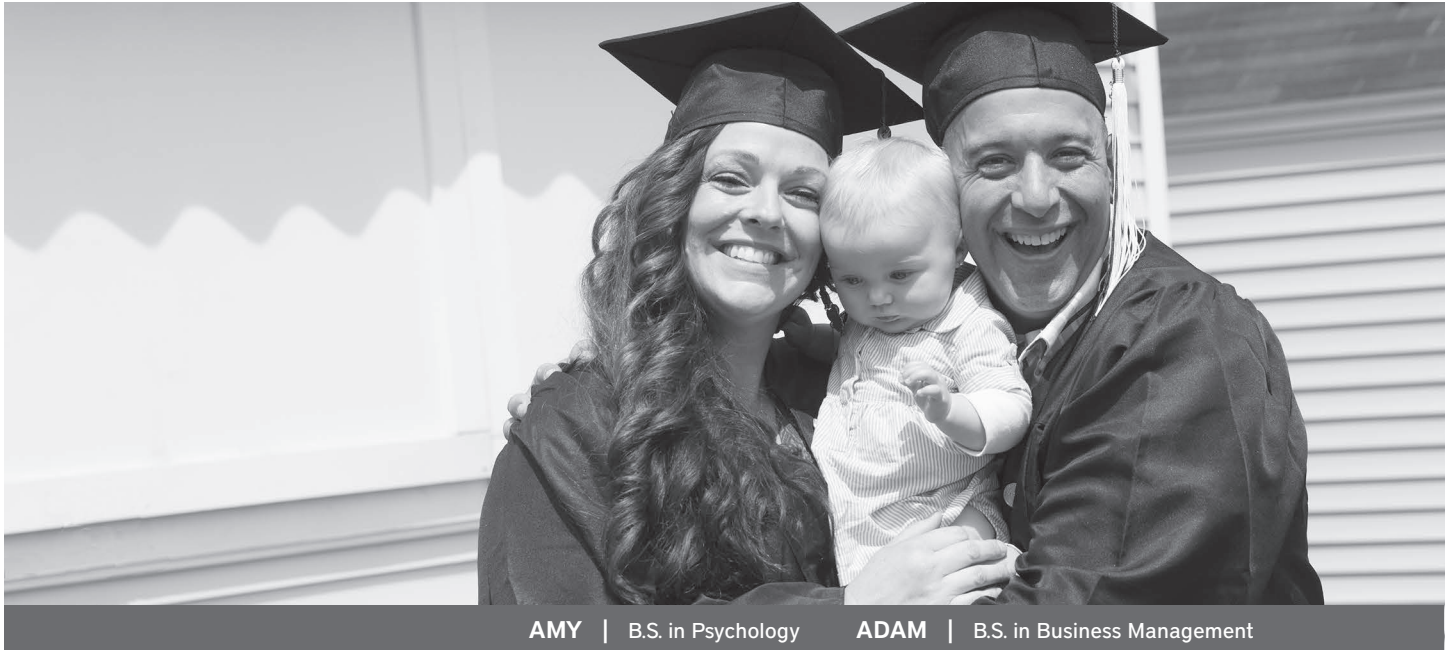
AMY | B.S. in Psychology   ADAM | B.S. in Business Management

ACADEMIC INTEGRITY

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

ACADEMIC HONESTY

Joining an academic community is a privilege with a long and honored history. All who join the community share in this history and, as in any community, all are charged with maintaining the integrity and standards of the academy. A primary function of this community is to stimulate scholarship that creates new knowledge or verifies existing knowledge. Academic dishonesty, therefore, seriously undermines the integrity of the academic community and interferes with this quest for knowledge. Such dishonesty hurts everyone. In particular, students who cheat diminish the value of their education and weaken their prospects for future academic successes. Our policies emphasize the seriousness of academic dishonesty and give faculty some options for handling violations of these

standards. Faculty and students have a joint responsibility to ensure the integrity of the academic experience.

DEFINITIONS

To ensure that students, faculty, and staff are operating within common guidelines, the following definitions of academic dishonesty are provided:

PLAGIARISM

Plagiarism is defined as submitting or presenting another person's words and/or ideas as if they were one's own. This includes the use of the published or unpublished work of another person (including online)—either by paraphrasing or by copying word-for-word—without giving full and clear acknowledgement of where the words or ideas originated.

For more information about plagiarism and how to avoid it, please refer to information in the GSC Library tab at my.granite.edu.

CHEATING

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

POLICY

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

PROCEDURES

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

1. The faculty member contacts the student for discussion of the possible violation of the academic honesty policy within one week of discovering the incident.
2. Regardless of whether the incident is deemed to be intentional on the part of the student or not, if the instructor remains convinced after discussion with the student that a violation of the academic honesty policy has taken place, he or she contacts the Assistant or

Associate Dean promptly after the discussion with the student to report the incident and discuss next steps.

3. The Assistant or Associate Dean will review the incident with the instructor, who has the option of assigning a failing grade for the assignment in particular or for the course.

4. Within two weeks of the date of the academic dishonesty incident, the instructor must submit to the student a written report describing the incident and notifying the student of the grade-related consequences. This written report must be copied to the Assistant or Associate Dean.

5. The Assistant or Associate Dean will contact the student in writing within one week of receiving the faculty member's written report. The student will be offered an opportunity to respond in writing within one week.

6. The Assistant or Associate Dean will document the faculty member's decision with a letter to the student that will be placed on file in the office of the Provost, together with the evidence of academic dishonesty and any written response that the student has provided within the timeline permitted.

7. If the report is a first offense, the materials will be kept on file in the office of the Provost until the student graduates from Granite State College. If the report documents a second offense by a student who has already been notified of a prior instance of academic dishonesty in a course or degree program, the Provost will be notified, and the following procedures will apply.

In the case of a second offense, additional sanctions beyond grading penalties may be imposed. The Provost may determine that temporary suspension from the College or academic dismissal is warranted. Upon notification of a second academic dishonesty incident by the same student, the Provost notifies the student in writing that he or she is aware of the two charges made, the dates of the incidents, and the sanctions imposed by the faculty members. In this communication, the Provost informs the student of any additional sanctions imposed and of the student's right to a hearing to respond to the charge and sanctions. A copy of this letter from the Provost will be placed in the student's official file.

When a student has received notification from the Provost of a second charge of academic dishonesty, the student has the option of making a request in writing for a hearing within 30 days. The student may choose to bring a non-attorney third party to the hearing.

The hearing will be conducted by the Provost, with others in attendance at his/her discretion. The student will have the opportunity in the hearing to review and comment on the evidence presented in support of the most recent charge only. The student will also have the opportunity to provide his or her own supporting facts and explanations and to ask questions concerning the most recent charge only.

The Provost will convey a written decision that (a) summarizes the evidence of the second charge; (b) provides a basis for the decision; and (c) conveys an outcome (e.g., further sanction, dismissal of second charge). This written decision will be placed in the student's official file, and is final.

COPYRIGHT

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. The College Librarian can assist the GSC community in answering basic copyright questions. A copyright overview is available on the Library and Research Commons website at: http://library.granite.edu/copyright-basics/, as well as more extensive copyright resources in the Library's Research Guide.

PROCEDURES

The College follows 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 online at http:library.granite.edu/copyright-basics/.

HUMAN PARTICIPANT RESEARCH AND INSTITUTIONAL REVIEW BOARD (IRB)

POLICY

Granite State College is committed to the protection of the rights and welfare of the participants in research investigations conducted under the jurisdiction of the College. Granite State College believes that review independent of the investigator is necessary to safeguard the rights and welfare of human participants. All research involving human participants is conducted in accordance with federal regulations, including Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46). The review process is outlined in the Granite State College Guidelines for the Protection of Human Participants in Research and Guidelines for Students. These guidelines apply to any student, faculty, or staff who conducts research with human participants under the auspices of the College. Both documents are available at my.granite.edu under Academic Resources.

In accordance with this policy, all Granite State College research activities which involve human participants, regardless of the level of risk foreseen, require review and written approval by the College's IRB prior to the initiation of the activity.

PROCEDURES, OBLIGATIONS AND RESPONSIBILITIES OF RESEARCHERS

1. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human participants and for complying with all applicable Granite State College policies.
2. Research investigators who intend to involve human participants will not make the final determination of exemption from review.
3. Research investigators are responsible for providing a copy of the informed consent document to each participant at the time of consent.
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 designated Academic Affairs administrator.
5. Research investigators will promptly report to their instructor or to the designated Academic Affairs administrator any injuries or other unanticipated problems involving risks to participants and others.

CODE OF CONDUCT

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow students with respect. Students need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and the consequences of any behavior that is inconsistent with these values and expectations

For a complete description of the GSC Code of Conduct Policy and Process please refer to the student handbook http://my.granite.edu/student-handbooks. Any student with conduct questions or to report an incident may contact the Director of Student Affairs by calling 603-513-1140.

TITLE IX AND SEXUAL MISCONDUCT

Title IX of the Educational Amendments of 1972, 20 U.S.C. section 1681 is a federal civil rights law prohibiting the discrimination on the basis of sex in education programs and activities. This includes all forms of gender and sex based discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking. Granite State College maintains a zero tolerance policy for sexual misconduct. For more information on your Title IX rights, the GSC Sexual Misconduct Policy and reporting options please refer to the student handbook found here http://my.granite.edu/student-handbooks or call the Director of Student Affairs/Title IX Coordinator at 603-513-1140.

GRIEVANCE POLICY AND PROCEDURES

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

GRADING AND EVALUATION

GRADE POINT AVERAGE

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

A sample GPA calculation:

	Grade	QP	SH	Total GP
ENG 500	A-	3.67	x 4	14.68
CRIT 501	A	4.0	x 4	16.00
MATH 502	B	3.0	x 4	12.00
			12	42.68

42.68 ÷ 12 = 3.55 GPA

The cumulative GPA is calculated beginning with the first course taken at Granite State College. The GPA also includes all translocated USNH courses and any course taken after date of application to Granite State College at another University System campus. Courses taken by GSC degree candidates at other USNH institutions, at White Mountains Community College and at any other institution where a financial aid consortium agreement exists, will be included in the GPA calculation.

The GPA will carry forward when a student:
1. Applies to a degree program.
2. Graduates or transfers from an Associate to a Bachelor's program.
3. Transfers from a Bachelor's to an Associate program.

ACCESSING GRADES

1. All faculty enter final grades via WebROCK and are required to report grades by seven days following the last scheduled class.
2. Students may access their grades and other records by logging into WebROCK via the My.Granite website at my.granite.edu. College policy prevents staff from releasing grades over the telephone. See page 85 for more information about online resources.

LETTER GRADES

The following is the grading system used by the College:

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A-	90-94	3.67	
B+	87-89	3.33	
B	84-86	3.0	Good
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	Acceptable*
C-	70-73	1.67	
D+	67-69	1.33	
D	64-66	1.00	Poor
D-	60-63	0.67	
F	≤ 59	0	Failure, no credit

A grade of C or better must be earned to meet requirements in the major, minor, or General Education courses at Granite State College except in the case of Degree Completion Pathway programs.
† A grade of C- or below generally does not transfer to other academic institutions.

ADMINISTRATIVE FAILURE (AF)

An AF grade is assigned to the student who stops participating in the course and has not completed course work sufficient for the assessment of course outcomes by the faculty member to issue a letter grade. The administrative failure is usually the result of a student's failure to officially withdraw from a course they stopped attending. An AF counts as an F grade in the calculation of grade point averages. It is not equivalent to a course withdrawal; but is considered an unofficial withdrawal.

An AF grade can have financial implications for students utilizing Federal Financial Aid programs as well as Veteran and/or Military benefits. Please refer to the "Aid Returns for Withdrawals" section of the catalogue on page 82 for additional information.

INCOMPLETES (IC)

Students may discuss with their instructor the option of an incomplete in a course due to significant extenuating circumstances that occur near the end of a course that prevents the student from completing the final requirements by the end of the term. In order to be eligible for an incomplete, a student must have already completed the major portion of work required with passing grades. At the time of request students must have no more than one or two major assignments outstanding. Students must formally request from the instructor the incomplete prior to the end of the term and must provide documentation to support the extenuating circumstance. The faculty will make a recommendation to the Associate/Assistant Dean or Program Director on appropriateness of the assigning incompletes by the grade submission deadline for that term. The Assistant/Associate Dean or Program Director will approve appropriate ICs and forward to the Registrar's Office for processing.

The faculty determines the deadline for submission of all remaining requirements through the incomplete grade contract with the student. The deadline for submission can be anytime from the end of the term but no later than the deadlines listed below. Incomplete course work not finished by the agreed to deadlines will result in a grade of F which will be calculated into the GPA.

An incomplete in the final term of a student's program will prevent graduation.

February 1 for Fall Term (Sept.-Dec.)
Faculty to process paperwork by February 15

June 1 for Winter Term (January-March)
Faculty to process paperwork by June 15.

September 1 for Spring Term (April-June)
Faculty to process paperwork by September 15.

November 1 for Summer Term (July-Aug.)
Faculty to process paperwork by November 15.

A request to extend an incomplete after the above deadlines must be submitted by the student to the Assistant/Associate Dean or Program Director who facilitates the request with the faculty member. The Assistant/Associate Dean or Program Director will notify the student and the Registrar's Office of the decision.

*An email from a go.granite email address must accompany the incomplete form, it shall suffice as signature on requests for incompletes.

REPEATING A COURSE

A grade of C or better must be earned to meet requirements in the major, minor, or General Education courses taken at Granite State College. Students who earn less than C must repeat the course. When a student repeats a course, the second course grade will be computed into the total GPA, whether it is higher than, the same as, or lower than the first course grade. While the first course grade will not be computed into the total GPA, it will continue to appear on the transcript. Repeated courses may not be taken Pass/Fail.

GRADE CORRECTIONS

The Registrar's Office is responsible for making corrections to grades reported in error. Please contact the Registrar by emailing registrars.office@granite.edu. The processing of the grade will be researched, and the grade, if an error occurred, will be corrected. Students who want to appeal the grade reported should refer to the section on grade appeals. Grade corrections must be processed within six months after the grade has been issued. No grade changes will be made after graduation and certification for the degree has been processed.

GRADE APPEALS
POLICY

Granite State College faculty are responsible for making a professional judgment about the quality of students' academic work and performance. Policy and procedure have been established to give students an opportunity to appeal if there is reason to contest a grade received in a course or learning contract offered through the College. The student must contact the faculty member within 14 days of the grade posting.

PROCEDURES
Step I. Student-Faculty Level

The student must contact the faculty member in writing within 14 calendar days of My.Granite posting of the grade in question to request a re-consideration of a specifically named assignment or of the final course grade, including in the written request the basis for the appeal. If the faculty member determines that there was an error in the grade calculation, or the request is otherwise appropriate, the faculty member can then change the grade for the assignment, and if necessary, initiate a change of grade for the course through the Registrar's Office.

If the faculty member determines that there was no error in the grade assigned, he or she will explain in writing the criteria and process used in determining the grade. The faculty member will advise the student of his or her decision in writing within 14 calendar days, providing a copy to the Assistant or Associate Dean.

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

Step II. Assistant/Associate Dean

If the student wishes to appeal the faculty member's decision to the Assistant or Associate Dean or a designated representative, he or she must do so in writing within 14 calendar days of receiving the faculty member's decision.

The appeal should include the specific reasons for disputing the grade. The Assistant or Associate Dean may request that the student or faculty member provide within seven days, in writing, further documentation as needed. The Assistant or Associate Dean or a designated representative will respond in writing to the

student with a copy to the faculty member and the student's Academic Coach within 14 days of receiving the appeal to either:

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

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

Step III. Provost

If the student wishes to appeal the Assistant or Associate Dean's decision to the Provost, he or she must do so in writing within seven calendar days of the date of the initial decision. The appeal should clearly state the ground(s) on which the student is asking to have the grade reviewed and any relevant information. The Assistant or Associate Dean will forward all materials concerning steps already taken and information received in Step II to the Provost. The Provost will review the appeal and will provide to the student and faculty member a final written decision.

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ACADEMIC PETITIONS AND APPEALS

Waivers of academic policies and procedures are considered by Academic Affairs through a written petition process facilitated by the student's Academic advisor. Academic Affairs rules on all petitions, and the student is notified of the decision by letter.

If a student thinks that reconsideration of the decision is warranted due to the availability of additional information, or the need to further clarify information previously presented, he or she may appeal the decision within 30 days of receipt of the letter indicating the decision, through the following appeal process:

1. An Appeal Form should be completed and signed by the student and sent to the Office of Academic Affairs. (The Appeal Form is available at all Campuses and at My.Granite.edu.)
2. The Appeal Form should include a brief statement as to why the decision should be reconsidered as well as additional supporting evidence or clarification of the original request.

3. Upon receipt, the appeal will be forwarded to the Academic Appeal Committee for review. The committee will consist of three members of the Office of Academic Affairs, including at least one Dean. Every effort will be made to handle the appeal within 10 working days.
4. The decision by the Academic Appeal Committee is final, and the student will be notified immediately in writing.

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ACADEMIC STANDING

The policies concerning academic standing are intended to foster standards of academic quality in student performance and to ensure that students are making reasonable progress toward the completion of their degree programs.

All degree-seeking students have their academic standing reviewed at the end of each term. A student is considered to be making Satisfactory Progress if he/she maintains a cumulative GPA above the level defined in the following table:

Undergraduate Program GPA	
Total Credit Hours Attempted	Cumulative GPA
0-12	0
13-24	1.00 or above
25-36	1.50 or above
37-48	1.70 or above
49-59	1.90 or above
60 and above	2.00 or above

Students must also make progress (an acceptable pace) toward program completion and successfully complete the required number of credits in accordance with the following scale:

Undergraduate Credit Completion	
Total Credit Hours Attempted	Minimum Number of Credits Hours Completed
0-24	0
25-36	12 or more
37-48	24 or more
49-56	32 or more
57-72	44 or more
73-82	54 or more
83 and above	Complete two-thirds of all credits attempted

The number of credits attempted shall include all GSC credits and any transfer credits that are applicable to the student's current program at the time of review.

A degree candidate who does not maintain the appropriate cumulative GPA and progress toward program completion based on credit hours attempted will be placed on Academic Warning, Continued Academic Warning, or Academic Suspension, the three levels of academic status with appropriate notations on their Granite State College transcripts. Notifications from the Office of Academic Affairs are sent to the students advising them to discuss their progress with their coaches and to take advantage of academic assistance services offered at each Campus.

ACADEMIC WARNING

When a student's cumulative GPA and/or progress toward program completion are below an acceptable rate based on credit hours attempted, the student is placed on Academic Warning. The "Academic Warning" notation will appear on the student's transcript.

CONTINUED ACADEMIC WARNING

When a student fails to raise the cumulative GPA and/or progress toward program completion and/or an acceptable rate or above after one term on Academic Warning, the student is placed on Continued Academic Warning. A student may remain on Continued Academic Warning for as long as two terms if progress is being made to improve the GPA or to improve program completion to the minimum acceptable level based on credit hours attempted. Students 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.

ACADEMIC SUSPENSION

Degree-seeking students who fail to improve their cumulative GPAs to the minimum acceptable level based on credit hours attempted over three consecutive terms on Academic Warning and Continued Academic Warning are subject to Academic Suspension. Academic Suspension is effective for a period of one year, beginning on the date the student is notified in writing. At the end of one year or longer,

a student must petition to the Provost with supporting documentation for readmission. Supporting documentation might include official transcripts of successful college course work completed during the year at another institution, other academic improvement activities, or documentation of other significant circumstances that have changed for the better.

ACADEMIC DISMISSAL
A student is subject to Academic Dismissal, after suspension and re-admission, when he or she 1) does not improve the cumulative GPA or progress toward program completion during the term following re-admission to the degree program, or 2) fails to meet the conditions of readmission as specified by the Provost. Dismissal is effective immediately upon receipt of a certified letter from the Provost. The 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.

MEMBERSHIP CRITERIA
1. Candidates must earn a minimum of 30 credits at Granite State College. Of these 30 credits, 15 credits must be in liberal arts and sciences, and be outside the student's concentration or major.
2. Candidates must have attended a minimum of four terms at Granite State College and have a minimum grade point average of 3.5.
3. Candidates must be admitted degree students in their first degree at their current level (first Associate or first Bachelor's Degree at GSC).
4. Inductees will rank in the highest ten percent of all those who satisfy the requirements above.

Induction in the College's chapter, Delta Omega, takes place each academic year. The number of inductees will vary based on the number of those who meet the membership criteria. The National Honor Society notation will appear on GSC transcripts of ASL members.

DEAN'S LIST
The Dean's List was established in 1993 to recognize the academic achievements of the College's students. Dean's List is awarded twice per year, once for summer/fall and once for winter/spring, based on criteria listed below. The "Dean's List" notation will appear on college transcripts of students who meet the criteria. Additionally, the names of all Dean's List students who have not requested confidentiality of their records are listed in local and state papers and at the Campuses.

To be eligible for the Dean's List, students must:
1. Be fully admitted to a degree program.
2. Dean's list is compiled after two consecutive terms: Summer & Fall, or, Winter & Spring, reflecting students who have completed a minimum of 12 credits toward the degree, with no grade below a C, and no Incomplete (INC) courses, within the terms being considered.
3. Have a minimum combined grade point average of 3.75 for the terms under consideration, with no grade below a C during those terms.*

DEGREE STATUS

INACTIVATION AND WITHDRAWAL
Granite State College monitors the progress of degree candidates. If a student is not actively involved in learning experiences in a degree program for a period of three consecutive terms, s/he will be inactivated. A student may voluntarily withdraw from a degree program by notifying the College in writing. If requesting withdrawal from a degree program, a student will be considered inactive.

REACTIVATION
Students who have been inactivated for a period of less than two years will complete a Request for Reactivation Form and will be readmitted under original degree requirements, following all policies

and procedures in effect at the time of inactivation.

Students requesting readmission two years or more after the date of inactivation must reapply to the college. Students will be admitted into the current degree requirements in effect at the time of readmission.

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

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

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

CLASS LEVELS
A student's class level is determined according to the total number of credits earned, including transfer credits accepted.

Class levels for baccalaureate degree candidates:

Freshman	0 - 29 semester hours
Sophomore	30 - 59 semester hours
Junior	60 - 89 semester hours
Senior	90+ semester hours

Class levels for Associate Degree candidates:
Freshman   0-29 semester hours
Senior Associate* 30+ semester hours

*For financial aid purposes, the Senior Associate is awarded at the sophomore level.

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GRADUATION

GRADUATION PROCEDURE

The College will invite students to apply for graduation via e-mail when 8 credits or fewer remain to be earned towards the minimum required for their degree program. Students must file their Intent to Graduate through WebROCK. A standard conferral fee is required.

All remaining coursework must be completed prior to the conferral date. All prior college transcripts must have been received by the deadlines for applying for graduation. Portfolio assessment requests will not be accepted from students who are within sixteen credits of degree completion

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

Deadlines for applying to graduate:
- June 24 for June 30th conferral
- August 26 for September 30th conferral
- December 4 for December 30th conferral
- March 25 for March 30th conferral

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

GRADUATION REQUIREMENTS

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

1. Earn an overall 2.0 cumulative grade point average.
2. Earn grades of C or better for all General Education courses taken at Granite State College.
3. Earn grades of C or better for course work or other approved learning experiences taken as part of the concentration or major at GSC.
4. Meet all curriculum and residency requirements.

ACADEMIC RESIDENCY REQUIREMENT

Academic residency begins on the date of application to a degree program. Prior Granite State College credits earned as a non-degree student will apply to the residency requirements if the credit is applicable to the student's approved plan of study. For an Associate Degree, residency is 16 credits. For a Bachelor's Degree, residency is 30 credits. A student who has completed a Granite State College Associate Degree must earn an additional 14 credits in residence in the Bachelor's program.

COMMENCEMENT

Candidates for graduation are encouraged to attend commencement ceremony, which is held in June each year. Participation in the ceremony is open to September and December graduates of the prior year, and March and June graduates of the current year. In order to participate in the commencement ceremony, students pending conferral for June 30th must have met at least one of the following conditions:

1. File an Intent to Graduate no later than April 1st.
2. Completion of all requirements for an Associate Degree or a Bachelor's Degree.
3. Enrollment in the courses necessary to complete all degree requirements by the end of the spring term.

HONORS

Bachelor's Degree candidates whose academic performances meet the specified requirements are recognized by the College with an honors designation on their transcript, on their diplomas, and at graduation. Degree candidates who have completed at least 30 semester hours of graded work (including pass/fail grades) at Granite State College 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

The graduation program lists honors based on the GPA at the time of publication.

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ACADEMIC CALENDAR 2015-2016

Fall Term: September 7 - December 4, 2015

July 7	Registration Opens
Aug. 28	All Tuition & Fees Payment Due
Sept. 7	Labor Day Holiday (GSC Closed)
Sept. 7-11	First week of fall term
Sept. 15	Last day to drop / add first half 6-week course
Sept. 18	Last day to drop / add 12-week course
Sept. 30	Last day to withdraw from first 6 week course
Oct. 17-23	First week of second 6-week term classes
Oct. 23	Final grades due to Registrar for first 6-week classes
Oct. 27	Last day to drop / add second 6-week classes
Oct. 29	Last day to withdraw from 12-week classes
Nov. 11	Veteran's Holiday Observed. Classes must be rescheduled (GSC closed)
Nov. 16	Last day to withdraw from second 6-week class
Nov. 23-29	Thanksgiving Break – NO CLASSES
Nov. 30 – Dec.4	Last week of fall term classes
Dec. 11	Final deadline to report grades for 12-week and second 6-week classes.

Winter 2016: January 4 - March 25, 2016

Oct. 6	Registration Opens
Dec. 28	All Tuition & Fees Payment Due
Jan. 4-8	First week of winter term
Jan. 12	Last day to drop / add first half 6-week course
Jan. 15	Last day to drop / add 12-week course
Jan. 18	Martin Luther King Holiday. Classes must be rescheduled (GSC closed)
Jan. 28	Last day to withdraw from first 6 week course
Feb. 15-19	First week of second 6-week term classes
Feb. 19	Final grades due to Registrar for first 6-week classes
Feb. 22	Last day to withdraw from 12-week classes

Feb. 23   Last day to drop / add second 6-week
             classes
Mar. 10   Last day to withdraw from second
             6-week class
Mar. 19-25   Last week of winter term classes
Apr. 1   Final deadline to report grades for
             12-week and second 6-week classes.

Spring 2016: April 4 - June 24, 2016
Jan. 26   Registration Opens
Mar. 25   All Tuition & Fees Payment Due
Apr. 4-8   First week of spring term
Apr. 12   Last day to drop / add first half 6-week
             course
Apr. 15   Last day to drop / add 12-week course
Apr. 27   Last day to withdraw for first 6 week
             course
May 14-20   First week of second 6-week term
             classes
May 20   Final grades due to Registrar from first
             6-week classes
May 23   Last day to withdraw from 12-week
             classes
May 24   Last day to drop / add second 6-week
             classes
May 30   Memorial Day Holiday. Classes must
             be rescheduled (GSC closed)
June 8   Last day to withdraw from second
             6-week class
June 18-24   Last week of spring term classes
July 1   Final deadline to report grades for
             12-week and second 6-week classes.

Summer 2016: July 5 - August 26, 2016
Apr. 26   Registration Opens
June 24   All Tuition & Fees Payment Due
July 4   July 4th Holiday – GSC closed
July 4-8   First week of summer term
July 8   Last day to drop / add 6 and 8-week
             classes
July 19   Last day to withdraw from first 6-week
             course
Aug. 4   Last day to withdraw from 8-week
             classes
Aug. 20-26   Last week of summer term classes
Sept. 2   Final deadline to report grades for 6
             and 8-week classes

ALAK | Class of 2015

PRIVACY RIGHTS *(FERPA, Buckley Amendment)*

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

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

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

1. Granite State College administrative employees who have legitimate educational interest in seeing the record.
2. Authorized federal and state officials auditing or evaluating federally and/or state supported educational programs.
3. Persons processing a student's financial aid application.

4. Recognized accrediting organizations carrying out their accrediting functions.
5. Federal or state law enforcement officials pursuant to a lawfully-issued subpoena or court order or in response to a federal grand jury subpoena.
6. In an emergency, other appropriate individuals (as determined by the keeper of the records), if that information is necessary to protect the health and safety of the student or other persons.

DIRECTORY INFORMATION

Granite State College complies with the federal government's Family Educational Rights and Privacy Act of 1974. Granite State College does not sell or otherwise provide any information collected in its student information system to any external entity except as expressly allowed by this law. However, the following data is considered directory information by the College:

Name
Address
Telephone
E-mail address
Dates of attendance
Concentration or major
Degrees and awards received
Film, video, or electronic images

REQUEST FOR CONFIDENTIALITY

Under the Family Educational Rights and Privacy Act of 1974, students have the right to withhold disclosure of directory information. Should a student decide to withhold, any requests for such information from non-institutional persons or organizations will be refused, except as allowed by the law. In addition, the student's name will not be published in the College's official graduation program or other public graduation or honors announcements. A written request to withhold directory information must be sent to the Registrar's Office.

CHANGING YOUR LEGAL NAME

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

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

GRAMM-LEACH-BLILEY ACT (GLBA)

Gramm-Leach-Bliley Act (GLBA) is a federal law which requires financial institutions to ensure the security and confidentiality of customer personal financial information. The University System of New Hampshire seeks to:

- Ensure the security and confidentiality of customer records and information – in paper, electronic or other form, protect against any anticipated threats or hazards to security or integrity of such records; and
- Protect against the unauthorized access to or use of any records or information which could result in substantial harm or inconvenience to any customer.

Granite State College complies with the Gramm-Leach-Bliley Act.

PURGING PAPER FILES

Paper files will be stored for a period of five years after last year of attendance or graduation and will then be destroyed. Official transcripts of all course work/ learning experiences completed with Granite State College will be on file permanently.

TRANSCRIPTS

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

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

Students may choose from a variety of expedited shipping options, the prices of which are subject to change depending on current rates offered by the U.S. Postal

Service. There is no additional cost for Domestic U.S. First Class Mail (regular shipping).

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

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

INSTITUTIONAL NAME CHANGE

In 1972, the Board of Trustees of the University System of New Hampshire established the School of Continuing Studies in order to extend the educational resources of the University System to all areas of the state. Seven years later in 1979, the name was changed to the School for Lifelong Learning. In 1993, the School became the College for Lifelong Learning. As a reflection of its expanded mission in providing statewide access to public higher education, on May 9, 2005, the name was changed to Granite State College. Transcripts are issued under the name of Granite State College. Diplomas and certificates awarded before the name change will be re-issued under the name of Granite State College for a $20.00 fee.

COMMENCEMENT 2015

EDUCATION AND TRAINING PARTNERSHIP (ETP)

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

MISSION STATEMENT

The Mission of the Education and Training Partnership is to enhance the quality of care for children in placement and build capacity for sustained family relationships through caregiver training.

The ETP achieves this mission by providing competency based, accessible training. Curriculum is developed responsively and collaboratively, in a manner designed to maximize adult learning, and courses are delivered in a supportive atmosphere that recognizes participants' level of experience. The ETP embraces a system of quality improvement and program evaluation that is both proactive and comprehensive.

PROGRAMS

Foster and Adoptive Care Essentials (FACES): is offered to individuals interested in pursuing a license to provide foster/ adoptive care. It consists of a minimum of 21 hours of training that promotes a better understanding of working with children, families and the child welfare system. This training assists in preparing the applicant to be a skilled caregiver, birth parent role model and a professional team member. Courses are primarily instructed by foster and adoptive parents. The training consists of seven three-hour modules.

Caregiver Ongoing Training (COT): provides competency-based education and training. COT offers more than 60 different classes in a variety of topics including behavior management, adolescence, matters related to health and education and abuse/neglect/ trauma. Many are offered online or through other distance learning modalities. Courses are often instructed by local experts/ practitioners. CEUs/training hours fulfill NH re-licensing requirements.

Residential Counselor Core Training (RCCT): is offered to residential counselors, in preparation for their work with children, youth in care in any of New Hampshire's children's residential facilities; and their families. RCCT is a 30-hour competency-based training series, consisting of five modules. Courses are instructed by local, residential-care-experts. RCCT meets New Hampshire's residential certification and child-care licensing requirements.

OSHER LIFELONG LEARNING INSTITUTE (OLLI)

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

Most OLLI programs are held at GSC facilities or at easily accessible community sites. Classes are led by volunteers, teachers and community leaders who enjoy sharing their expertise with members.

OLLI at GSC is one of 117 OLLIs at colleges and universities nationwide, all initially grant-funded by the Bernard Osher Foundation. It is a self-sustaining organization that is supported by its membership, in-kind contributions from GSC, an endowment gift from the Bernard Osher Foundation, and donors who believe in the mission of the program.

COMMUNITY COLLEGE SYSTEM OF NH (CCSNH)

Based on the educational foundation built through the Community College System of New Hampshire, students can seamlessly continue studies at Granite State College or at one of our CCSNH co-locations. Over 80% of GSC students arrive with transfer credit. We design our curriculum to provide a smooth transition and maximize credit from NH Community Colleges. With classes on campus, online, or delivered through a combination of the two, our degree programs fit into the busy schedules of our students.

MILITARY PARTNERSHIPS

U.S. Air Force

Granite State College is proud to have been selected by the air force to join the prestigious institutions offering degree programs to support Air University– Associate to Baccalaureate Cooperative for active duty Air Force Personnel. For more information go to: http://www.granite.edu/ students/prospect/getstarted/military/airu. php.

Reserve Officer Training Corps (ROTC)

Full-time Granite State College students are eligible to enroll in the Army or Air Force ROTC program at the University of New Hampshire to earn a commission after graduation.

These are highly demanding programs and applicants are approved on a case-by-case basis by the ROTC program directors. Information on Air Force ROTC is available at: http://www.unh.edu/afrotc/ and Army ROTC at http://www.unh.edu/army.

U.S. Army Concurrent Admissions Program

Granite State College participates in the Army's Concurrent Admissions Program, which creates a plan for future soldiers to attend college and use earned GI Bill education benefits to do so.
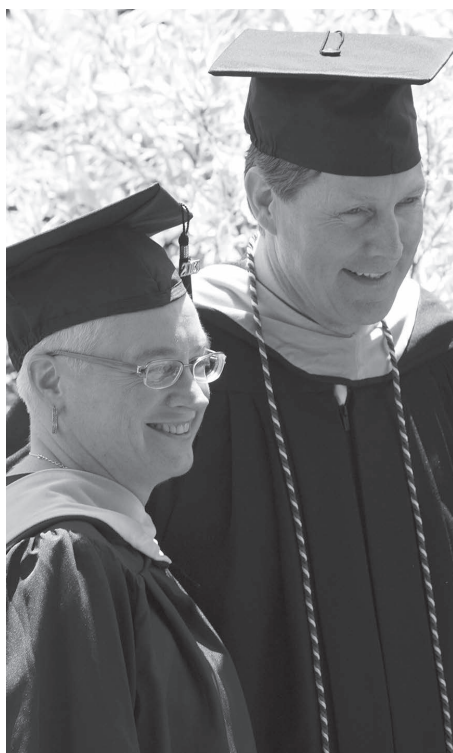
SUE and CHUCK | Faculty

FACULTY

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

The faculty of Granite State College is comprised of a group of dedicated instructors and independent scholars representing many businesses and professions. At Granite State College, Senior Lecturers and Lecturers teach with expertise and enthusiasm. Faculty provide a supportive yet academically challenging environment for the adult student. Active undergraduate and School of Education faculty as of June 2015 are:

Edward Alkalay
J.D., University of Connecticut

Marjorie Allan
M.Ed., Plymouth State University

Karin Allard
M.S., Springfield College

Amy Allen
Ph.D., Capella University

Audrey L. Anastasia
Dr.P.H., Flinders University

Charles Bagley
M.Ed., Plymouth State University
C.A.G.S., Plymouth State University

Christopher Benedetto
M.A., Brown University

Robert Bennett
M.Ed., New England College

Jay Berman
M.B.A., University of New Hampshire

Michelle Capozzoli
Ph.D., University of New Hampshire

Jessica Carloni
M.Ed., University of New Hampshire

Tammy Carnevale
M.Ed., Plymouth State University

Paul Carter
M.A., Rivier College

Corinne Cascadden
M.Ed., Plymouth State University

Claude Caswell
Ph.D., University of New Hampshire

Barbara Christina
Ed.D., Nova Southeastern University

Michael Cirre
M.S., SUNY Geneseo

Lindsey Cole
M.A., University of New Hampshire

Tracey Collins
M.S.N., Duke University
D.N.P., Simmons College

Molly Connelly
M.Ed., University of New Hampshire

Christine Conroy
M.B.A., Boston College

Patricia Corbett
M.Ed., University of New England

Steve Covello
M.S., Syracuse University

Patricia Cox
M.S.W., University of New Hampshire
M.Ed., Bank Street College

Julia Crane
M.F.A., Bennington College

Elizabeth Crockford
Ph.D., Capella University

William Cuff
Ph.D., University of Minnesota

Susan Dame
M.Ed., Rhode Island College

Therese Davison
M.Ed., Plymouth State University

Melissa Busher Day
M.S., Illinois State University

Thomas Digiacinto
M.B.A., Plymouth State University

Elaine Dodge
M.Ed., University of New Hampshire

Kimberly Dougherty
Ph.D., University of New Hampshire

Teressa Drogue
M.Ed., Keene State College

Anthony Dumas
M.S., Granite State College

Lorin Durand
M.S., University of Montana

Sarah Eck
Ph.D., Dartmouth College

Patricia Eddy
M.Ed., Plymouth State University

Meaghan Elliott
M.F.A., University of Wyoming

Anne Elser
M.Ed., Rivier College

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

Susan Farris
M.Ed., Plymouth State University

Joleen Fernald
M.S., University of New Hampshire

Jaqueline Fitzpatrick
M.S.N., Russell Sage College
D.N.S.(c), Russell Sage College

Mary Fitzpatrick
M.S., Springfield College

Susan Foley
M.Ed., Rivier College

Richard Fortin
M.S., Antioch Graduate School

Joan Fossum
M.A., Ball State University

Sara Foy
M.Ed., Boston University

Mark Friedman
M.A., Columbia University

Faby Gagne
Ph.D., McGill University

Daniel Gardoqui
M.S., University of New Hampshire

Richard Gardzina
M.A., University of New Hampshire

Angie Garrett
M.S., Plymouth State University

Elizabeth Gauffreau
M.A., University of New Hampshire

Judith Geaghan
M.S.W., University of New Hampshire

Carrie Gendreau
M.S., Springfield College

Heather Geoffroy
M.A., University of Massachusetts, Lowell

Matthew Geoffroy
University of Massachusetts, Lowell

Jean Gerber
M.T.S., Harvard University

John Gianforte
M.S., Swinburne University of Technology

Daphne Gillispie
M.A., University Rochester

Susan Gimilaro
M.A., Cornell University

Amy Girouard
M.S.W., Ohio State University

Louise Glass
M.F.A., Cranbrook Academy of Art

John Gobel
M.B.A., Southern New Hampshire
University

Joseph Golden
B.A., Framingham State College

Joel Green
M.Ed., Antioch College, Ohio

Robert Greenleaf
Ed.D., Vanderbilt University

Ronda Gregg
Ed.D., Argosy University

Jane Ward Guaraldi
M.Ed., Lesley University

Nicholas Halias
M.S., Fitchburg State College

Sandra Hall
M.Ed., Plymouth State University

Andrea Hammond
Ph.D., University of Arizona

Robert Hanson
M.A., California State University, Sacramento

Kathleen Harriman
M.Ed., Plymouth State University

Chris Hatala
M.A., Marywood College

Erin Hathaway
M.S., Clark University

Jeanne Hayes
M.S.N., Boston College
Ed.D., University of Massachusetts, Amherst

Lyn Healy
M.Ed., Harvard University

Megan Henly
M.S., University of Maryland

Valerie Herres
M.Ed., Lyndon State College

Johnna Herrick-Phelps
Ph.D., Fielding Graduate University

Stephen Hickoff
M.A., University of New Hampshire

Emily M. Hinnov
Ph.D., University of New Hampshire

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M.B.A., Farleigh Dickinson University

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M.Ed., Keene State College

Alan LaPenn
B.S., Granite State College

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M.S., University of New Hampshire

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Tessa McDonnell
M.Ed., University of New Hampshire

Marilyn McGair
J.D., Suffolk University

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Ed.D., University of Massachusetts/Lowell

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Ph.D., The Ohio State University

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Ed.D., Walden University

Robert McPherson
M.Ed., Plymouth State University

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M.Ed., Lesley University

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M.Ed., Breneau University

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Ph.D., University of New Hampshire

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M.S., Rochester Institute of Technology

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M.S., Granite State College

William Smith
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M.B.A., Babson College

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Ed.D., University of Massachusetts, Lowell

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Julie Zink
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Claremont, NH 03743
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Fax: 603.542.3942

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The Trade Center Building
24 Airport Road
W. Lebanon, NH 03784
Please call the Claremont Regional Campus

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53 Technology Lane, Suite 150
Conway, NH 03818
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Fax: 603.447.2740

Littleton Academic Campus
39 Main Street
Littleton, NH 03561
603.444.6319

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Concord, NH 03301
603.228.3000
888.228.3000
Fax: 603.513.1389

Manchester Academic Campus
MillWest Building
195 McGregor Street
Manchester, NH 03103
603.626.7714

Manchester: Co-Located on the Campus of
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1066 Front Street
Manchester, NH 03102
Please call the Manchester Academic Campus

Nashua: Co-Located on the Campus of
Nashua Community College
505 Amherst Street
Nashua, NH 03063
603.578.8919

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35E Industrial Way, Suite 101
Rochester, NH 03867
603.332.8335
Fax: 603.822.5449

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51 International Drive
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603.334.6061

Portsmouth: Co-Located on the Campus of
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320 Corporate Drive
Portsmouth, NH 03801
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